



UNIVERSITI TEKNOLOGI MARA

**AN ERROR ANALYSIS ON THE MOST FREQUENT
ERROR IN ENGLISH WRITING PRODUCED BY YEAR 5
STUDENTS OF S.K BATU KITANG**

**RINIE AK LAMAN
2001378928**

**B. Ed (Hons) TESL
FACULTY OF EDUCATION
UNIVERSITI TEKNOLOGI MARA
KOTA SAMARAHAN**

OKTOBER 2006

TABLE OF CONTENTS

TITLE PAGE	i
DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v-vii
LIST OF TABLES	viii
ABSTRACT	ix
ABSTRAK	x

CHAPTER I- INTRODUCTION

1.1	Background of study	2
1.2	Statement of Problem	6
1.3	Purpose of the study	8
1.4	Scope of the study	9
1.5	Significance of the study	9
1.6	Research questions	10
1.7	Limitations of the study	10
1.7.1	Treatment of data and findings	10
1.7.2	Classification of errors	11
1.8	Delimitation	11
1.9	Definition of terms	11
1.9.1	Independent variable	11
1.9.2	Dependent variable	11
1.9.3	Controlled variables	11
1.9.4	Participants	11
1.9.5	Tools used	11
1.9.6	Year 5 students	11
1.10	Definition of “error”	12
1.11	Definition of “frequent” and “frequency”	12
1.12	English writing for year 5	13

ABSTRACT

The objective of this research paper is to find out the most frequent error produced by the Year 5 students of SK Batu Kitang. The researcher also aims to find out the causes of this error and how to treat the error. A pre-test and post-tests were used to carry out this research. This is a descriptive research and only ten subjects were randomly selected for the purpose. The students' errors were analyzed and classified under ten categories of errors. To find out the most frequent error, all errors produced by the ten students were recorded according to their categories and finally, the frequencies of these errors were expressed in percentage. The finding revealed that articles were the most frequent error faced by the Year 5 students of S.K Batu Kitang. The researcher relates this problem to two most important theories above other theories in this research: developing grammatical morpheme – a process which is gradual and lengthy; general order of difficulty- which explains why some grammar are difficult to acquire even though they are frequently used in speech. The researcher also found out that feedback and corrections did improve students' writing and language learning. The researcher proposes other studies which could be carried out by future researchers.

CHAPTER I

INTRODUCTION

1.0 INTRODUCTION

Malaysia is a multi-racial country with different people communicating in their own dialects. English was therefore introduced to the country through the trading operations of the British East India Company and spread through religious and educational activities since the early nineteenth century. English played an important role in the social and economic field until the country achieved her independence in 1957.

Before independence, English was used as the medium of instruction at all school levels apart from being the medium of communication among people in the middle and upper class society. This situation has changed since independence as Bahasa Malaysia has been made the medium of instruction in all national schools. Due to this reason, English becomes less significant; students were not exposed enough to English language because of the curriculum which used national language (Bahasa Melayu) as the medium of instruction in school. Nevertheless, English was and is still taught at all school levels, considering its importance as a means of communication in everyday activities and job situations as well as in local and international trade and commerce. Besides, it is also a vehicle for acquisition of knowledge which drives students to institutions of higher learning and also in the field of science and technology.

Through political independence and maturity, Malaysians had come to realize that it was not a necessity or desire to aim at a foreign standard of English. Besides, with the withdrawal of British from the country, it was even no longer possible to model Malaysian speech on native-speaker of British English. This had been recognized at

CHAPTER II

REVIEWS OF RELATED LITERATURE

2.0 Introduction

A student's Dictionary of Language & Linguistics defines Error Analysis as "The study of the systematic errors made by a person learning a foreign language as a result of imperfect knowledge of that language." The Glossary in "Understanding Second Language Acquisition" by Rod Ellis (1985) defines Error Analysis as a procedure used by both researchers and teachers. It involves collecting samples of learner language, identifying the errors in the sample, classifying them according to their hypothesized causes, and evaluating their seriousness."

According to Richards (1974), it has been suggested that errors alone are of little interest; but rather the entire linguistic system of the second language learner should be investigated. Hence, he maintains that current research tends to focus on the learner herself as a generator of grammar of her sentences in the new language. He observes that this emphasis is reflected in a growing terminology which deals with the learners' attempt to internalize the grammar of the language he is learning. These terminologies include 'error analysis', 'idiosyncratic dialects', 'inter-language', 'approximate systems' and 'transitional competence'.

Brown (1983), states that researchers and teachers of second language realize that mistakes made in the process of constructing a new system of language needed to be analyzed carefully because they held some keys to the understanding of the process of second language acquisition. Similarly, in this case, the researcher tries to scrutinize and analyze each and every sentence and by the end of the study, hopes to find means and ways to overcome whatever problems or weaknesses on the part of the students as well as the teacher.