

**Analysing Students' Error in Writing Thesis Proposal at the  
Fourth Year English Students of IAIN Palopo**



**English Education Study Program of Tarbiyah Department  
of State Islamic Institute  
(IAIN) Palopo  
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## ABSTRACT

**Abdi, 2018**, “*An Analysis of Students’ Error in Writing Thesis Proposal at The Third Year English Students of IAIN Palopo*. Thesis, English Study Program Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies (IAIN) Palopo.”Supervised by Amelia Yahya, S. E.,M. Hum and Syamsudarni, S. Pd.,M.Ed

**Key words** : Students’ Error, Writing Thesis Proposal, Analysing, English Department of IAN Palopo.

This thesis dealt with An Analysing Students’ Error in Writing Thesis Proposal at The Third Year English Students of IAIN Palopo. The objective of the research was to find out the kinds of students’ error in writing thesis proposal made by the fourth year English student of IAIN Palopo.

In this thesis, the researcher applied descriptive qualitative method. The population of this thesis was the third year English student of IAIN Palopo. The sample of this thesis used random sampling technique from class A, B, C and D which consist of 12 students. The instrument of this thesis, the researcher collected the data of students’ writing a thesis proposal. The thesis proposal was given to find out the students’ error in writing thesis background proposal.

The result showed that the total errors made by the students were 140 errors where the highest error was in misinformation errors which consist of 43 errors or 42%. In addition, there are some causes of their errors during the researcher analysed thesis background proposal such as lack of interest and motivation to write and lack of vocabularies, lack of language mastery, lack of academic word, and careless.

Based on the finding, the implications which are of significance to educators and policymakers as well as to English foreign language teachers are provided. At last, it is hoped that the results of this study could be of much benefit for developing the English writing skill.

## CHAPTER 1

### INTRODUCTION

#### A. Background

Writing is one of productive skills in learning language so the students must empower their writing skill especially for composing a research proposal. Therefore, writing activity is different from other activities in learning language. It is less spontaneous but more permanent since it takes much time and concentrated practice. In writing, there are a number of language aspects involved such as modal texts, grammar, spell-check, punctuation and preposition. As a productive skill, writing is not like speaking skill nor other receptive skills. Writing is the most difficult skill so it needs not only many vocabularies in composing a research proposal, but also correct grammar in order to be comprehensible besides other writing rules. Palmer states that writing is difficult to learn because authors should utilize a process that includes planning, organizing, and revising to present meaning in word forms.<sup>1</sup> It means that writing offers opportunities to increase students vocabulary, knowledge of grammar, and develops their understandings of how things are expressed and how well students' messages are understood in the written form.

Likewise, University students are often used as a way of thinking and concept from their native language to express their ideas in English as well. Students need to learn how to transfer their knowledge of rule/grammatical

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<sup>1</sup>Barbara C. Palmer, Mary L. Hafner, and Marilyn F. Sharp, *Developing Cultural Literacy Through the Writing Process*, (Massachusetts: Allyn andBacon. 1994) p.1

concepts of target language from oral language to written language. The difficulties in applying the rules of the language in writing cause students make errors. Dulay states that an error is a noticeable deviation from the adult grammar of a native speaker.<sup>2</sup> It means that learners make errors because they lack of knowledge of the target language rules. They may make the same errors at other times. Error is often considered as students' mistakes in learning language because the comprehension of that rules related to the student's ability. Errors which are made by learners contribute in understanding the process of foreign language acquisition. By seeing students' errors, the researcher tries to collect information about students' errors.

Further analysis is needed in order to know in which language aspects they make errors and their frequency. Since English Education students are prepared to be English teachers, they should have a good competence in all language skills in order to be good English teachers. They should not only become good listeners and speakers, but also good readers and writers. It is impossible to teach effectively if their English ability is poor. They will teach writing effectively if they master writing and other language skills.

Based on the observation from the fourth year English Students of IAIN Palopo, the researcher can conclude that the difficulties of the students in writing thesis background proposal are caused they do not have enough vocabularies, they cannot arrange the words in making sentence, they do not know how to place the punctuation correctly and do not know how capitalization when they write the

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<sup>2</sup> Heidi Dulay, Marina Burt, Stephen Krashen, *Language Two*, (Oxford: Oxford University Inc. 1982) p.205

writing because they have less concern in tenses. Tense is one of the factors that can help the students producing a good composition in writing.

In attempting to master aspects of writing skills, it is necessary to analyze errors in written text to find out how much their acquisition are obtained in teaching process. Considering writing skills are important for teachers/lecturers to be, this research tries to investigate possible linguistic problems by analyzing the errors of the students of writing II at English Education Department.

Therefore, the researcher will focus on *Analyzing Students' Error in Writing Thesis Proposal at the fourth Year English Students of IAIN Palopo.*

#### **B. Problem Statement**

What are Grammatical error in writing a thesis background proposal made by the fourth year English students of IAIN Palopo.?

#### **C. Delimitation of the Problem**

As stated in the identification of the problem, errors may occur in reading, listening, speaking and writing. This research studies errors analysis focusing on grammatical structure in writing due to it is one of important skills for students of English Education Department of IAIN Palopo who are prepared to be English teachers. The researcher will conduct a research on errors because errors in writing are recorded/written and grammar is an essential requirement for succesful result of learning English, thus error analysis should not be neglected in foreign language teaching and it is easier to record errors in writing. As teachers to be of English as a foreign language, they should improve the way of teaching to reduce the errors which are always made by the learners.

For further classification, this research will be used surface strategy taxonomy. The errors will be limited to four classifications based on the surface taxonomy, includes omission, addition, misformation and misordering.

#### **D. Objective of the Research**

The objective in this research is to find out the grammatical errors in writing made by the fourth year English students of IAIN Palopo.

#### **E. Significance of the Research**

##### **1. Theoritically**

Based on the title is “*Analyzing Students’ Error in Writing Thesis Proposal at the fourth Year English Students of IAIN Palopo*”. The researcher gives definition as follows :

1. Writing is process of expressing ideas or thoughts in word should be done at our leisure.
2. Writing a Thesis background Proposal allows the students to interact with words, grammatical structure, and ideas in ways that develop their abilities in writing.
3. Error analysis is an effort to analyze, describe errors the appear, make the explanation systematiclly on structural. It requires avoiding the errors of the learners’ produce frequently.

##### **2. practically**

The research provides more insight into the learning of writing program.

- a) For the English teachers: The result of this study provides feedback for teachers of English Education Department that may be useful to recognize



students' difficulties in writing so they will pay more attention to the errors made by the students and the causes of the errors in writing. The result of the study will evaluate themselves whether they are successful or not in teaching English.

b) For the students: The result of the study will show them in what aspect in grammar which is difficult for them. By this way, the students are expected to increase their knowledge on the English grammar, thus they will be aware of the errors they made and sources of the errors.

c) For the researcher : The researcher should know and understand of analysis errors in teaching writing and hopes that this research can inspire other researchers.

#### **F. Scope of the Research**

The scope of the research is limited to analyze the students' error in writing Thesis background Proposal at the fourth year English Student of IAIN Palopo. The students' errors are categorized into omission, addition, misformation, misordering.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Studies

In writing this thesis, there are some reaserches which are closely related to this research, those are:

1. Muhammad Iksan wrote research about error analysis on students' essay writing at the seventh semester of English study program Tarbiyah Department STAIN Palopo. Based on the result, he found that error in lerxicon category grammar students mostly committed error.<sup>1</sup>

2. Irnawati Israil wrote research about An Error Analysis on Students writing at the fourth semester students of English Study Program of Tarbiyah Department at STAIN Palopo. Based on the result, the researcher finding of students grammatical error, and the shows in the table, it was found that the students totally commit error in grammar category, consisted addition, omission, substitution, and ordering. In the research, she applied a case study research. It was used to describe an error analysis on students' writing. The sample of the researcher was taken by using random sampling technique.<sup>2</sup> Both of researchers above have a similar content in their research that is about the errors committed by the students mostly in grammar category.

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<sup>1</sup> Muhammad ikhsan, *Error Analysis on students' Essay Writing at the seventh semester of English Study Program Tarbiyah Department STAIN Palopo*, Skripsi Sarjana Pendidikan, (palop: Perpustakaan STAIN Palopo, 2009), p.60

<sup>2</sup> Irnawati Israil, "An Error Analysis on students' writing At The Fourth Semester Students of English Study Program Of Tarbiyahy Department at STAIN Palopo". STAIN Palopo,. P. 7

3. Sairdan wrote research about the syntactical Error Produced by the students in Translating sentence from Indonesia to English A case Study at the fifth Semester Students of English Department of STAIN Palopo. Based on the result, he found that the syntactical error produced by the students are error by omission where the students omitted element of sentence which should be present, errors ordering where the students sequenced the sentence wrongly, and errors of addition, where the students presented element which should not be there. The sample of the researcher was taken by using random sampling technique.<sup>3</sup> This research more complete than two researchers above about the content in explaining errors but all of them have overbalance and lack from their research.

Based on the previous studies above, they have relation to this research where the researchers want to show their errors in English writing. The three previous studies above also used random sampling technique in collecting the data. One of the purposes from researcher's research is making the students know their errors in writing thesis proposal. So, they can improve their ability to write something in English.

## **B. Theoretical Description**

### **1. Writing**

#### **a. Definition of Writing**

Writing plays an important role in language learning. It takes a long time to master since it takes study and practice to develop this skill. According to Celce-

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<sup>3</sup> Sairdan, *the Syntactical Error Produced by the Student in Translating Sentence from Indonesia to English ( A case Study at the Fifth Semester Student of English Department of STAIN Palopo, Skripsi Sarjan Pendidikan, ( Palopo : Perpustakaan STAIN Paalopo, 2007), p.55*

Murcia, 'writing is the ability to express one's idea in writing in a second or foreign language and to do so with reasonable coherence and accuracy is a major achievement'.<sup>4</sup> It means that in writing, one expresses ideas, opinion, feeling or experience that somebody read or heard into the written form to develop his writing skill. He should arrange his idea in the form of words, phrases, clauses and paragraphs so that his writing can be understood and read clearly.

Writer will use his ideas and knowledge to inform the reader about what the topic is. Writing can begin from a simple piece to a more advanced level of writing. It includes the organization of words, phrases, clauses and sentences into coherent (clearly articulates its point) and cohesive paragraph (introduces new topic in a predictable location: at the end of the sentences that introduce the paragraph). The forms of coherent and cohesive paragraphs include stories, poem, essays, journal, notes, letters, reports, and script for plays which can be incorporated into exposition, narration, argumentation, and fiction.

#### **b. Writing Skills**

Writing is usually grammatically more complete than speaking. In speaking, one speaks supported by tone of voice, gesture, mimic and context. He can correct his error's utterances by himself. While in writing, one communicates through the language itself. Written language cannot be changed once since it will be printed/written out, thus writer should arrange his words accurately to create an understandable message. Writing starts from a simple piece of writing then develops into a more complicated level in which elements of structure and

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<sup>4</sup>M. Celce-Murcia,(Ed.), *Teaching English as a Second or Foreign Language*(3rd ed. Boston. MA: Heinle & Heinle.2001-2002) p.94

vocabulary are involved. Davies-Pearse classified that ‘writing into low-level skills (handwriting or typing, spelling, constructing grammatical sentences, punctuating) and high-level cognitive skills (gathering ideas, organizing and sequencing, structuring, drafting, and editing)’.<sup>5</sup> In addition, Rivers also classifies ‘writing activity into writing practice (grammatical exercise, the construction of simple dialogue, uncomplicated translation exercise, dictation, and the cloze procedure) and expressive writing or composition (the writing of instruction, reports, resumes, concrete descriptions, or essential correspondence connected with everyday affair)’.

Writing skill firstly begins by using language expressively and imaginatively like writing diary or letters to friends and then the writer can practice writing critically until they are able to produce good writings. Reading from many sources, listening, watching television, and talking toothers can inspire good writings. Writing is a complex process which converts the words into written form. Writer should arrange his/her idea into words, clauses, phrases and sentences in order that his writing can be read and the content can be understood. Harmer stresses that ‘writing is re-writing; that revision - seeing with new eyes – has a central role to play in the act of creating text’. In their model, process of writing is represented diagrammatically.<sup>6</sup>

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<sup>5</sup>Paul Davies and Eric Pearse, *Success in English Teaching*, (Shanghai: Shanghai Foreign Language Education Press, 2002), p. 101

<sup>6</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (3rd Edition, London: Longman, 2002), p. 258

Writing is a form of thinking using the written words, it takes much time for students to develop their idea into meaningful text. In addition, Calkin and Graves present the stages in writing into five stages:<sup>7</sup>

1. Prewriting : Is time to get ready to write, generate ideas and gathering information before writing to enhance the composing process.

2. Drafting : Translates their thought and ideas into sentences and paragraphs.

3. Sharing : Reads the piece aloud and share with the listener.

4. Revising : Expands ideas, clarifies meanings, and reorganizes information.

5. Editing : Focuses on the spelling, punctuation, syntax and structure of text.

In addition, Harmer proposes that ‘there are some aspects that must be concerned in the writing process, such as language use (grammar, vocabulary, and linkers), punctuation and layout, spelling, checking writing for necessary repetition words and/or information, deciding on the information on each paragraph, and the order the paragraph should go in, noting down various ideas, selecting the best idea for inclusion, writing a clean copy of the corrected version, and writing a rough version’. It shows that writing is a complex process combining a number of diverse elements, especially for the students and needs much time to brains form ideas until finish written works.

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<sup>7</sup>Barbara C. Palmer, Mary L. Hafner and Marylin F. Sharp, *Developing Cultural Literacy Through the Writing Process*, (Massachusetts: Allyn and Bacon. 1994), p. 8

### c. Teaching Writing

Teaching writing is an activity to encourage students to write. Meyers states that writing is a way to produce language you do naturally when you speak.<sup>8</sup> It means that writing is a process of delivering ideas through written text or translating what is on mind through written language. In order to students can make good writing, they should formulate their own thoughts ,organize them, and create a written record of them using the conventions of spelling and grammar.

In the school setting, Keys states that writing plays two distinct but complementary roles. First, it is a skill that draws on the use of strategies (such as planning, evaluating and revising text) to accomplish to a variety of goals, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a mean of extending and deepening student's knowledge; it acts as a tool for learning subject matter'.<sup>9</sup> From previous definition, it can be concluded that writing enables student to express their ideas which is supported by evidence and conventions in order to make good pieces of writing.

Teaching writing skill can be difficult for any teacher, since approach of learning will be different for almost every student. Some students will learn quickly, while others will need some encouragement and more attention to ensure they understand what they are being taught. Teaching writing should focus from product into process which promising the students to be more competent in writing because it focuses on developing the ideas to produce optimal writing.

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<sup>8</sup>Ibid

<sup>9</sup>Keys in Stave Graham, Dolores Perin, *Writing next: Effective Strategies to Improve Writing of Adolescents in Middle and High School – A Report to Carnegie Corporation of New York*, (Washington DC: Alliance for Excellent Education. 2007) , p. 9-10

Quoted in Brown, process approaches do most of the following:<sup>10</sup>

- a. Focus on the process of writing that leads to the final written product.
- b. Help students writer to understand their own composing process.
- c. Help them to build repertoires of strategies for prewriting, drafting, andrewriting.
- d. Give students time to write and rewrite.
- e. Place central importance in the process of revision.
- f. Lets students discover what they want to say as they write.
- g. Give students feedback throughout the composing process (not just on thefinal product) as they attempt to bring their expression closer and closer andcloser to intention.
- h. Encourage feedback from both the instructor and peers.
- i. Include individual conferences between teacher and student during theprocess of composition.

The teachers' understanding of what learning is will determine his or her understanding of what teaching is. She can begin the teaching by involving students in what type of activities are interesting to the students. By choosing a topic that involves the students, teacher provides a context within which effective learning on the target area can be undertaken. Giving revision and corrective feedback is the effective ways to build the reader oriented awareness and at the same time it is also the ways to handle the big classes.The revision such as

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<sup>10</sup>H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (Second Edition New York: Longman. 2001), p.335



necessary changes in material, corrections and improvements in words, sentences, and paragraphs.

## **2. Errors Analysis**

### **a. The Nature of Errors**

Language learning is a process to develop the language skills, both oral and written. In developing the skills, learners are often making mistakes and errors. Learners usually commit errors when they lack of knowledge about grammar rules, appropriate words or sentences. When they make mistakes, correct or error sentences and free utterances, it may tell about what is going on in their minds. Thus, making errors is an important aspect to get information whether it is caused by the grammatical errors or slip of the tongue either in spoken or written language.

As Davies and Pearse state that ‘errors are integral part of language learning and not evidence of failure to learn’.<sup>11</sup> Those errors should be analyzed because they give a contribution in understanding the process of language learning. From their errors, learners can get feedback which can be used to find new attempts to achieve the goal of learning. It contains information on strategies that learners use to acquire language and can play an important role in the study of foreign language. It is important to know about mistakes and errors because those terms are technically different. The mistakes can be divided into three broad categories: ‘slips’ (that is mistakes which students can correct themselves once the mistake has been pointed out to them or self correction), ‘errors’ (mistakes which

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<sup>11</sup>Paul Davies and Eric Pearse, *Success in English Teaching*, (Shanghai: Shanghai Foreign Language Education Press. 2002) p. 103

they cannot correct themselves and which therefore need explanation), and ‘attempts’ (that is when a student tries to say something but does not yet know the correct way of saying it).

An error is a deviation from the adult grammar of a native speaker which reflects the learner’s interlanguage competence. It is called competence error when learners make errors because they lack knowledge of the rules of the target language. They will not be able to correct the errors by themselves quickly. They need guidance to correct the errors. They may also make the same errors at the times. In conclusion, they define errors as the flawed side of learner speech or writing. It means that learners cannot learn language without systematically committing errors first.

Mistakes reflect occasional lapses in performance, they occur because, in a particular instance, the learner is unable to perform what she or he knows while errors reflect gaps in learners’ knowledge that occur because learners do not know what is correct and they are still in the learning process. Mistakes refer to performance errors or non-systematic errors which are caused by inattention while errors refer to competence.

From definitions previously, it can be concluded that mistakes are different from errors. People make mistakes both in native and second language. Mistakes are the wrong use of language because the user is not aware of the mistakes he makes whereas he knows the correct form of its rules. Mistakes can be corrected by the user himself and it does not need help from other people, while errors are found in second language learning. The user may not be

aware that he makes the error and he needs help from other person to correct the error. It may need time to correct the error.

### **b. Definition of Error Analysis**

Error analysis is an activity to reveal the learning outcomes achieved by learners in developing intrallanguage system in writing and speaking which consists of comparison between the errors made in target language and that target language itself. Errors found in writing and speaking. Taylor states that ‘error analysis is the study and evaluation of uncertainty in measurement’.<sup>12</sup> It implies that error has a positive role in language learning since it is the sign that a language learner does not learn the rules of the target language effectively.

As Erdogan emphasizes that ‘error analysis deals with the learners’ performance in terms of the cognitive processes they make use of recognizing or coding the input they receive from the target language.’<sup>13</sup> Therefore, a primary focus of error analysis is on the evidence that learners’ errors provide with an understanding of the underlying process of second language acquisition.’ Error analysis emphasizes ‘the significance of errors in learners’ interlanguage system’. Error analysis is a type of linguistic analysis that focuses on the errors learners make. As the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner.

From the three definitions previously, it can be clarified that error analysis is an activity to identify, classify and describe the errors made by learners in

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<sup>12</sup>Jhon R. Taylor, *An Introduction to Error Analysis: The Study of Uncertainties in Physical Measurements* second Edition, (Colorado: University Science Book, 1997), p.3

<sup>13</sup>Vacide Erdogan, *Contribution of Error Analysis to Foreign Language Teaching*, (Mersin University Journal of the Faculty of Education, 2005), p.263

speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or writing English sentences. According to Lee students expect to get feedback from their teachers and hope that it would be very helpful for them to good writers.<sup>14</sup> So, by analyzing the errors, teachers would be able to have knowledge of what areas should be focused on and what kind of materials are emphasized in their teaching. They should be able to develop curriculum design such as remedial teaching, and select materials that help students' to learn English. Teachers need to know the causes of errors and the reasons behind their occurrences.

### c. Error Descriptions

Dulay, Burt, and Krashen propose four descriptive classifications to analyze errors. They are as follows:<sup>15</sup>

#### 1.) Error in linguistic Category taxonomy

Linguistic taxonomy classifies errors according to either or both the language components and the particular linguistic constituent the error affects. Language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). Constituent includes the elements that comprise each language component. For example, within syntax one may ask whether the error is in the main or subordinate clause, which constituent is affected, e.g. the noun phrase, the

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<sup>14</sup> I. Lee, *Error Correction in L2 Secondary Writing Classrooms: The case of Hong Kong*, (*Journal of Second Language Writing*, 13(4), 200), p.285-312.

<sup>15</sup> Heidi Dulay, Marina Burt, Stephen Krashen, *Language Two*. Oxford: Oxford University, (Inc. 1981) p. 146-189

auxiliary, the verb phrase, the preposition, the adverb, the adjective, and so forth.<sup>16</sup>

## 2.) Errors in surface strategy taxonomy

Surface strategy taxonomy highlights the ways surface structures are altered. The surface strategy elements of a language are altered in specific and systematic ways. There are: students may omit necessary item (omission) or add unnecessary ones (addition) they may misinform items (selection) or misorder them (misordering)<sup>17</sup>

### a) Omission errors

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance, although any morpheme or word in a sentence is a potential candidate for omission, some types or morphemes are omitted the other.

Example: - Mary is the new president of the new company.

The words, Mary, President, new and company are the content morphemes that carry the burden of meaning. if one heard

- Mary president new company.

One couldn't even begin to guess what the speaker might have had in mind.<sup>18</sup>

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<sup>16</sup> *Ibid.* p. 146-147

<sup>17</sup> *Ibid.* p. 150

<sup>18</sup> *Ibid.* p. 154-155

### b) Addition errors

Addition errors are the opposite of omissions. They are characterized by *the presence of an item which must not appear in a well-formed utterance*. In the fact, addition errors result from the all-tool-faithful use certain rules.<sup>19</sup>

### c) Misformation errors

Misformation errors are characterized *by the use of the wrong form of the morphemes or structure*. While in omission errors they supplied at all, in misformation errors student supplies something, although it is incorrect. For example,

- The dog eated chicken

A past tense marker was supplied by the learner: it was just not the right one.

### d) Misordering errors

Misordering errors are characterized *by the incorrect placement of a morpheme or group of morphemes in an utterance*. For examples in utterance:

- He is all the time late
- What daddy is doing?
- I don't know what is that.

The correct utterances are:

- He is late all the time
- What is daddy doing?
- I don't know what that is.<sup>20</sup>

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<sup>19</sup> *Ibid.* p. 156

### 3.) Errors in comparative analysis taxonomy

Comparative taxonomy classifies errors *based on comparison between the structure of language learner errors and certain other types of construction*. The errors are classified into developmental errors, interlingual errors, ambiguous errors, and unique errors.<sup>21</sup>

### 4.) Error in communicative effect taxonomy

Communicative effect taxonomy deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication. This taxonomy classifies errors into: global errors and local errors.<sup>22</sup>

#### **d. Sources of Error**

classifies the sources of errors as:

1. Interlingual errors are caused by the process/mechanism of transfer and borrowing from the learners' LI to L2.
2. Intralingual errors are attributed to the processes/mechanism of some factors:
  - (a) False analogy (or overgeneralization),
  - (b) Misanalysis, i.e., when the learners are mistakenly assume the singular possessive pronoun "its" as plural because of -s,
  - (c) Incomplete rule application (or under-generalization) i.e., when learner fails to use indicative word order "*I knew where was he*",

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<sup>20</sup> *Ibid.* p. 162

<sup>21</sup> *Ibid.* p. 163

<sup>22</sup> *Ibid.* p. 189

(d) Exploiting redundancy : omitting grammatical features that do not contribute to the meaning, such as omitting the third person –i.e., “*John play tennis*”

(e) Overlooking co-occurrence restriction i.e., “*quick*” and “*fast*” are synonymous, “*quick food*” instead of “*fast food*”

(f) System simplification i.e., substituting a single form where the target language uses more than two forms and reducing the burden of learning, like the use of “*that*” as a ubiquitous relative pronoun “*that*”.

According to Brown the classification of sources is as follows:<sup>23</sup>

#### 1) Interlingual transfer

Learners will make errors as the result of transfer from the native language since they have not been familiar with the second language system. e.g. English learner say ‘*sheep*’ for ‘*ship*’.

#### 2) Intralingual transfer

This error is made by learners who have begun to acquire parts of target language but still lack of competence. e.g., *She can singing beautifully*.

#### 3) Context of learning

Context refers to the classroom with its teacher and its materials, in this case, of school learning activities or the social situation in the case of untutored second language learning. Students make errors because of a misleading explanation provided by the teacher, faulty presentation in a textbook or a memorized pattern that is not contextualized.

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<sup>23</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, (3rd edition. Englewood Cliffs, New Jersey: Prentice Hall Inc 1994), p.213-217



#### 4) Communication strategies

The learner's techniques in learning second language can become a source of error. Littlewood identified in a more straightforward fashion of the following five processes as causing learners language errors:<sup>24</sup>

- a. Overgeneralization
- b. Transfer (both positive and negative)
- c. Simplification (redundancy reduction) by omission
- d. The effects of teaching
- e. Non-systematic processes (such as communication strategies and performance).

According to Richards the causes of errors are:<sup>25</sup>

##### 1. Overgeneralization

It includes where learners create a deviant structure on the basis of his experience of other structures in the target language. e.g *He can sings*.

The learners knows *He sings*, *He wants* etc. Putting the -s on the verb *can* is a false over-generalization.

##### 2. Ignorance of rule restrictions

It is the failure to observe the restrictions of existing structures (closely related to over-generalization). e.g *I **made** him to do it*.

Here the learner ignores the restriction on *make*, that it is not followed by to and a verb (unlike, for example, *want* in *I wanted him to do it*).

<sup>24</sup> W. Littlewood, *Foreign and Second Language Learning: Language Acquisition Research and Its Implications for the Classroom*, (Cambridge: Cambridge University Press. 1984), p.114

<sup>25</sup> Jack C. Richards, *The Context of Language Teaching*, (Cambridge: Cambridge University Press. 1987)

### 3. Incomplete application of rules

It is the occurrence of structures whose deviancy represents the degree of development of the rules required to produce acceptable utterances. e.g. *You read much?*

The learner clearly asks a question (intonation and/or the context may take this clear), but the correct question form is not used.

### 4. False concepts hypothesized

It is related to student's faulty comprehension of distinctions in the target language. A learner may come to believe that *was* is how past time is marked in English, and produce sentences. e.g. *One day it **was** happened.*

## 3. Grammatical Structure

### a. Definition of Grammar

All languages have its own grammar. People who speak the same language are able to communicate because they know the grammar system of that language. Because the use of the language to communicate presupposes a grammar, it follows that all speakers and writers of a language must have a knowledge of its grammar. Thornbury states that 'grammar is partly the study of what forms (or structures) are possible in a language'. Grammar is concerned with analysis of the sentence which describes the rules how language sentences are formed.<sup>26</sup>

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<sup>26</sup> S. Thornbury, *Natural Grammar: The Keywords of English and How They Work*, (Oxford: Oxford University Press, 2004), p.1

Harmer states that 'grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language'.<sup>27</sup> It is the structure and meaning system of language.

From the statement previously, we know that grammar are explicit. It does not only explain how the utterances are formed, but also provides a tool to generate some possible structures that have never been used before, which might be useful for people who prefer to use the language in a creative way so that they can communicate easily. It helps us to write new kind of sentences that are more effective and more persuasive.

Grammar is the most important aspects in writing. In order to make a well structured writing, one should be mastered in grammar. It consists of rules to change the meaning (morphology), arrangement of words (syntax), clause and phrase structure and the classification of part of speech (noun, verb, etc), and issues regarding cohesion and coherence of whole text. If grammar rules are too violated, communication may suffer, although creating good grammar rule is extremely difficult. Swan states that good rules include 'simplicity' (it may cause problems), 'truth' (because clearly some rules are more 'true' than others), 'clarity' (because rules that are unclear help nobody) and 'relevance' (because there are some things which a teacher or student probably does not really need to know).<sup>28</sup> Knowledge of good grammar will influence the coherence of the piece of writing. By using correct grammatical rule, writers will have good writing.

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<sup>27</sup> Jeremy Harmer, *The Practice of English Language Teaching* 3rd Edition, (London: Longman, 2002), p.12

<sup>28</sup> Michael Swan in Jeremy Harmer, *The Practice of English Language Teaching*, (3rd Edition, London: Longman, 2002), p.15

Barkhudarov states that a language has grammatical category which represent linguistic phenomenon that has a general grammatical meaning consisting of at least two particular meanings that are opposed to each other and that have constant grammatical means of their own to express them.<sup>29</sup> There must be the following features:

- 1.) It has general grammatical meaning of number;
- 2.) It consists of two particular meanings; singular and plural;
- 3.) Singular is opposed to plural, they are antonymous;
- 4.) Singular and plural have their own constant grammatical

Lyons classifies grammatical category into three types:<sup>30</sup>

1. The primary categories, which consist of the word classes such as the Noun, Verb, Adjective, Adverb.
2. The secondary categories, which includes the notions of Number, Gender, Case, Person, Tense, Mode, Voice.
3. Functional categories, which discuss the notion of Subject, Predicate, Object, etc.

#### **b. English Grammatical Aspects**

- 1.) Primary categories (Word classes)

All words belong to categories called word classes (or parts of speech) according to the part they play in a sentence. The main word classes in English are:

<sup>29</sup> L. Barkhudarovin A. T. Iriskulov, *Theoretical Grammar of English*, (Uzbek State World Languages University. 2006), p. 13

<sup>30</sup> J. Lyons, (Terjemahan I Sutikno), *Pengantar Teori Linguistik*, (Jakarta: Gramedia Pustaka Utama. 1995), p. 267-269

### a.) Nouns

Noun is the most important word classes. It is the name of person, place, thing or idea. It is headword of noun phrase, in other words, a nounphrase must contain one main noun on which all the other words in thephrase are centered. The classifications are:

#### (1) Common noun

A common noun is a noun that refers to people or things in general. Common nouns are subdivided into count nouns (chair) and non-count nouns (butter). e.g., *boy, country, city, birth, day, happiness*

#### (2) Proper noun

A proper noun is a name that identifies a particular person, place, or thing. In written English, proper noun begin with capital letters. Nouns that refer uniquely to individually salient items lack many of the properties of prototypical nouns in their normal usage. e.g., *Steven, Brooklyn, Bridge, Toronto, Monday.*

#### (3) Concrete noun

A concrete noun is a noun that refers to people and to things that exist physically and can be seen, touched, smelled, heard, or tasted. There are count and non-count concrete nouns (apple, milk). e.g., *dog, building, coffee, tree, rain, beach, tune, Brooklyn Bridge.*

#### (4) Abstract noun

An abstract noun is a noun that refers to ideas, qualities, and conditions. It is thing that cannot be seen or touched and things that have no physical reality. e.g., *truth, danger, happiness, time, friendship*

### (5) Collective nouns

Collective nouns refer to groups of people or things.e.g., *audience, family, government, team, jury*

### (6) Compound nouns

Compound noun is a noun existing of more than a single word. It could be separate words or two words joined by a hyphen or a combined word.e.g., *social studies, sister-in-law, headmaster.*

### b.) Verbs

A group of words cannot be described as a sentence or a clause unless at least one of the words is a verb. It has morphological properties;(1) They appear in either a 'past tense' or 'non-past tense', and (2) the non-past tense form takes a suffix-s when the subject is third person singular. Other forms of verbs do exist (e.g., participle and infinitives) but these can be considered to be deverbalization.

There are several types of verb in English:

#### (1) Action verbs

An action verb tells what action (often a physical action) a subject is performing, has performed, or will perform.e.g., *My father **delivers** packages to department stores each day.*

#### (2) Linking verbs

A linking verb connects (or links) a subject to a noun or an adjective in the predicate. The most common linking verbs are the forms of the verb "to be" (*is, are, was, were, been, being, am*) and *appear, become, feel, grow, look, remain,*

*seem, smell, sound, stay, taste, and turn.* e.g., *He **appeared** tired.* (The linking verb, appeared, links the subject, He, with the predicate adjective, tired)

### (3) Helping verbs

A helping verb assists the main verb in a sentence. There can be more than one helping verb in each sentence. In a questioning (interrogative) sentence, the helping verb is usually separated from the main verb.

The common helping verbs are *am, is, are, was, were, be, been, being, has, had, have, do, does, did, may, might, must, can, could, shall, should, will, and would.* e.g., ***Has** the joke **been** heard around the office?*

### c.) Adjectives

An adjective modifies (qualifies or limits the meaning of) a noun or a pronoun. It gives the reader or speaker extra information about a noun or limits it in some way. e.g., *Carrie read an **interesting** story*

There are several types of adjectives:

#### (1) Proper adjectives

It is formed from a proper noun. e.g., *Italian bread, Herculean Strength, Canadian sunset*

#### (2) Compound adjectives

It is a word composed of two or more words. Sometimes these words are hyphenated. e.g., *landmark decision, black-and-blue mark*

### d.) Adverbs

An adverb is a word that modifies (qualifies or limits) a verb, an adjective, or another adverb. The traditional approach to adverbs has been to assign mainly

those words which are made from adjectives by the addition of the ending *-ly* (*quickly, hopelessly*), plus certain other words which are difficult to classify, like *not, just* and *soon*. Their main function is to qualify the action of the verb in the clause in some way, but they can also be used to add more information to an adjective or other adverb. e.g., *Rex is **very** happy.* (*Very* modifies the adjective *happy* and answers the question, *To what extent*)

#### e.) Pronouns

A pronoun is a word used in place of one or more nouns. It is used to refer a noun (called its antecedent) that usually comes before the pronoun or make writing clearer, smoother, and less awkward. There are several types of pronoun:

##### (1) Personal pronoun

It refers to people and things. They are divided into three categories called *first person* (referring to the person who is speaking; *I* went to the mall), *second person* (referring to the person spoken to; Joy, can *you* see the bus?), and *third person* (referring to anyone or anything else; Bob saw *us* do this assignment).

Singular Plural First person I, my, mine, me, We, our, ours, us

Second person You, your, yours You, your, yours

Third person He, his, him, she, her, hers, it, its They, their, theirs, them

##### (2) Reflexive pronoun

It is formed by adding *-self* or *-selves* to certain personal pronouns. Example of reflexive pronoun are *myself, himself, herself, itself, ourselves, themselves, yourselves*. e.g., *I found it **myself***



### (3) Interrogative pronoun

It is used to ask a question. These pronouns are *who, which, whom, and whose*. e.g., **Who** is the person with her?

### (4) Demonstrative pronoun

It is used to point out a specific person or thing. These pronouns include *this, that, these, and those*. e.g., Theresa, is **this yours**?

### (5) Indefinite pronoun

It is often does not refer to a specific or definite person or thing. It is usually does not have a definite or specific antecedent as a personal pronoun does. These pronouns include *all, another, any, everybody, much, neither, several, etc.* e.g., Everybody will select **another** to help with everything.

### f.) Prepositions

*Preposition* is used in which two parts of a sentence are related to each other. It is always followed by a phrase containing a noun and need more than just themselves to answer the same questions. Preposition is classified into two categories:

#### (1) Common preposition

It is a word that shows the relationship between a noun or a pronoun and another word in the sentence. e.g., The man swam **under** the bridge. (*Under* connects the idea of *swam* and *bridge*).

#### (2) Compound preposition

It is composed of two or more words. e.g., He **fell down** the stairs. (*Down* is a preposition because it takes more than a single word to tell where he fell).

### g.) Conjunctions

Conjunction serves to connect two or more clauses, phrases or words together to make longer constructions. There are two types of conjunction:

#### (1) Coordinating conjunction

This type is always used to connect elements that share the same grammatical status, that is, main clause to main clause, verb to verb, noun to noun, adjective to adjective and so on. These seven words are *for, and, nor, but, or, yet, and so*. e.g., *The coffee was strong, **but** sweet.*

(2) Subordinating conjunction This type is often joins two or more unequal clauses to one another. Typically a main clause will be connected to a subordinate clause. e.g., ***When** I arrived home, they had already eaten.*

### h.) Determiners

*Determiner* consists of a small group of structure words without characteristic form:

1. Article: *a, an, the*

2. Demonstrative adjectives: *this, these, that, those*

3. Possessive adjective

a. From pronouns: *my, yours, one's*

b. From nouns: *amir's, the girl's*

4. Numerical adjective

a. Cardinal: *four, twenty five, one hundred*

b. Numerical: *fourth, twenty fifth, one hundredth*

5. Adjectives of indefinite quantity: *some, view, all, more*

## 6. Relative and interrogative adjectives: *whose, what, which*

### i.) Interjections

It is a word that expresses strong feeling or emotion which is often followed by an exclamation (!) when the emotion is strong or a comma(,) when the emotion is mild. It usually comes at the beginning of the sentence. e.g., ***Ouch!*** *I smashed my finger with the hammer.*

### 2.) Secondary categories

#### a.) Number

Galasso states that 'number is an additional functional feature which denotes the contrast between "grammatical" singular and plural forms'.<sup>31</sup> The idea of countability is probably universal in the sense that it is readily accessible to all human beings and is expressed in the lexical structure of all languages. However, not all languages have a grammatical category of number, and those that do not necessarily view countability in the same sense. e.g., *The car, The books, tooth>teeth, child>children, fish>fish*

#### b.) Gender

Gender is a grammatical distinction according to which a noun or pronoun is classified as either masculine or feminine in the source of languages. It consists of three sub-classes of nouns involved, which are called *masculine, feminine, neutral*. Nouns may be divided into three main gender sub-classes according to whether they require *himself, herself* or *itself*.

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<sup>31</sup>Joseph Galasso, *Analyzing English Grammar: An Introduction to Feature Theory*, (California State University, Northridge. 2002), p.69

### c.) Case

Galasso states that ‘case has structural meaning that is recognized dependent upon where the pronoun sits in the sentence: viz, if subject, then nominative [Nom], if object then accusative [acc]’.<sup>32</sup> In English, case is confined to the personal pronoun. e.g., Formal Informal. *It is I It is me*

### d.) Person

Person relates to the notion of participant roles. It includes the first person refers to the speaker (I), or to the speaker and one or more others (we), the second person refers to the person (s) addressed (you), and the third person refers to one or more other persons or things (he/she/it, they). Participant’s roles consist of three classifications:

#### ☐ Personal pronouns

It replaces the co-referential noun phrases in neighbouring (usually preceding) clauses. e.g., *Andi waited for a while but eventually **he** went home.*

#### ☐ Reflexive pronouns

It replaces a co-referential noun phrase, normally within the same finite clause. e.g., *John has hurt **himself***

#### ☐ Possessive pronouns

It combines genitive functions with pronominal functions. These pronouns belong to two series. The attributives (my, our, etc, which syntactically function as

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<sup>32</sup>Ibid. p. 61-62

determiners) and the nominal (mine, yours, etc, which are used like the genitive with ellipsis). e.g., ***he** stood at the door with **his** hat in **his** hand.*

#### e.) Tense

Tense indicates two main types of information; time relations and aspectual differences whether an action, activity, or state is past, present, or future. There are twelve tenses, namely:

##### (1) Simple Present Tense

The simple present tense has six functions. the functions are as follow:

- ☐ Expressing general time. e.g., *The sun **rises** in the east and **sets** in the west.*
- ☐ Expressing present time. e.g., *She **seems** to be tired today.*
- ☐ It is used with verbs of saying and telling. e.g., *He says that he cannot come tonight.*
- ☐ Expressing future time. e.g., *The plane **leaves** tomorrow morning.*
- ☐ Summaries of a story plot or historic present. e.g., *The king **addresses** the soldiers and **asks** them to fight bravely for their country.*
- ☐ Stage direction. e.g., *Mary **walks** to the window and **waves** goodbye to her guests.*

##### (2) Present Progressive (Continuous) Tense

This tense is used for a single temporary event that has a beginning and an end. It suggests that an event began and is continuing, but it does not necessarily include the end of the action. e.g., *The play **is beginning** now.*

##### (3) Simple Past Tense

This tense indicates definite time terminating in the past whether a time word is given or not. This tense has three functions:

□ It is used to refer to one event completed in the past.e.g., *I **saw** him last night.*

□ It is used to refer to repeated events completed in the past and no longer happening.e.g., *She **studied** music while she **was** in Paris.*

□ It is used to refer to a duration of an event completed in the past.e.g., *He **lived** in New York for thirty years and then he **decided** to return to France.*

#### (4) Past Progressive Tense

It is used to indicate that an activity or state was continuing at that time when another activity occurs.

□ It expresses duration of an event at one point in the past.e.g., *At eleven o'clock last night, I **was sleeping**.*

□ It is also required for past action in progress which is suddenly interrupted by another past action while the action in progress is uncompleted.e.g., *I **was crossing** the street when I **saw** an accident.*

□ It states which were continuing at the same time, for both or all the activities.e.g., *While I **was sowing** the seeds, Harry **was digging** up potatoes and George **was picking** plums.*

#### (5) Future Tense Non-Progressive

It is used to express future time or indicates future activities and states are formed by using the words will and shall.e.g., *Tomorrow **will be** Sunday.*

#### (6) Future Progressive Tense

It is used to indicate a future activity or state that will begin before and continue after a point or period of future time. e.g., *His children **will be waiting** at the airport to meet him.*

#### (7) Present Perfect Tense Non-Progressive

It expresses indefinite time that begin in the past and extends to the present. This tense is used to represent a duration of a single act that ends with the moment of speaking or shortly before it. e.g., *He **has worked** in the same company for ten years.*

#### (8) Present Perfect Progressive Tense

This tense is used to indicate an activity or state that extends over a period of time that begin in the past and includes the present, and may extend into the future. In other word, it is said that the action (activity) denoted by the verb is more likely to be continuing into the present. e.g., *They've **been studying** English for three years.*

#### (9) Past Perfect Tense Non-Progressive

It expresses one past time before another past time. This tense is commonly used to indicate time that precedes a particular point in a past narrative. This tense is often occurs in sentences containing dependent clauses in which the verb in the main clause is in the past perfect tense. e.g., *The teacher took my paper before I **had finished** the test.*

#### (10) Past Perfect Progressive Tense

This form emphasizes the duration of one past event taking place before another past event.e.g., *We **had been waiting** in the doctor's office for an hour before we were told that he was still at the hospital.*

#### (11) Future Perfect Tense Non-Progressive

This tense emphasizes the fact that one future time is completed before another future time. This form of tense is usually accompanied by a time expression such as on, at, when, by, and before.e.g., *On June 10 She **will have been** a widow for two years.*

#### (12) Future Perfect Progressive Tense.

This form of tense does not occur very often. It stresses duration of single event in the future that takes place before another future event.e.g., *On April 2, 1972, we **shall have been living** in this house (for) exactly thirty years.*

#### f.) Mode

There are three modes in English:

##### (1) Indicative

The indicative mood is the normal one in present-day English.e.g., *I was going to the pictures.*

##### (2) Subjunctive

The subjunctive mood is much rarer in present-day English. It expresses a hypothetical action.e.g., *If I were going to the pictures.*

##### (3) Imperative

The imperative mood expresses an order.e.g., *Go to the picture!*

#### g.) Voice



Voice in English grammar refers to the structure of a sentence. There are two voice in English grammar, active voice and passive voice. Voice defines the relationship between a verb and its subject. In active clauses, the subject is the agent responsible for performing the action, but in passive clauses, the subject is the affected entity.

### (1) Active voice

In active voice sentence, the agent (the one who does the action in the sentence) is stated explicitly as the grammatical subject. The thing that the agent does something to (the direct object) comes after the verb. e.g., *Julio cooked fried rice*

### (2) Passive voice

In a passive voice sentence, the thing that the agent does something to, is placed as the grammatical subject of the sentence. The agent (the one who does the action) is placed after the subject, usually in a preposition phrase. We use passive voice when we want to place more emphasis on the object/objects or receiver/receivers of an action. We use it when we do not know who is performing the action, or it is not apparent who is performing the action it consists of a form of the verb 'be' and a past participle. e.g., *The fried rice was cooked by Julio.*

### 3.) Functional categories

Galasso states that functional categories are a class of words (or inflection) which have no substantive meaning, and thus inserted into a sentence not to transmit tangible information, but rather to serve some abstract grammatical purpose-functional words or items (inflection) are usually utilized in some capacity

to form a grammatical relationship with a counterpart lexical item.<sup>33</sup> Functional categories have no descriptive content and assist lexical categories in carrying out grammar.

#### a.) Subject

The *subject* of a sentence or clause is the part of the sentence or clause about which something is being said. It is usually the doer of the action and is built around one noun or pronoun or more that, when stripped of all words that modify it. Subject consists of two categories:

(1) Simple subject. e.g., ***The dog** was sick.*

*A **piece** of pepperoni pizza would satisfy his hunger.* The subject is built around the noun "piece" with the other words of the subject -- "a" and "of pepperoni pizza" -- modifying the noun. "Piece" is the simple subject.

(2) Compound subject

It is a simple subject consisting of more than one noun or pronoun. e.g., *Team **pennants**, rock **posters** and family **photographs** covered the boy's bedroom walls.*

#### b.) Predicate

The predicate tells something about the subject.

(1) Simple predicate

It is always the verb or verbs that link up with the subject. It may be one or more words. e.g., *Most birds **can fly** because they have wings.*

(2) Compound predicate

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<sup>33</sup>Ibid.p.20-21

It is a predicate that includes more than one verb pertaining to the same subject.e.g., *Her uncle and she **walked** slowly through the unit art gallery and **admired** the powerful sculptures exhibited there.*

#### c.) Object

Objects *usually* follow the verb. They may be nouns, noun phrases, pronouns or subordinate clauses.e.g., *Fred bit **his thumb**. The chimpanzees groomed **each other**.* (direct object).

### C. Differences between Error and Mistake

Error is usually compared with mistake. It is important to make a distinction between error and mistake, they have different meanings. Like Brown states that “it is crucial to make a different definition between *mistake* and *error*, technically two very different phenomena. A mistake refers to a performance error that is either a random guess or a “slip” in that it is failure to utilize a known system correctly. All people make mistakes, in both native and second language situation.”<sup>34</sup>

Errors of second language learner, idiosyncratic in the language of the learner that are direct manifestations of a system within which a learner is operating at the time. An error, a noticeable deviation from the adult grammar or a native speaker, reflects the competence of the learner. As such, it is an error, most likely not a mistake, and an error that reveals a portion of the learner’s competence in the target language.<sup>35</sup>

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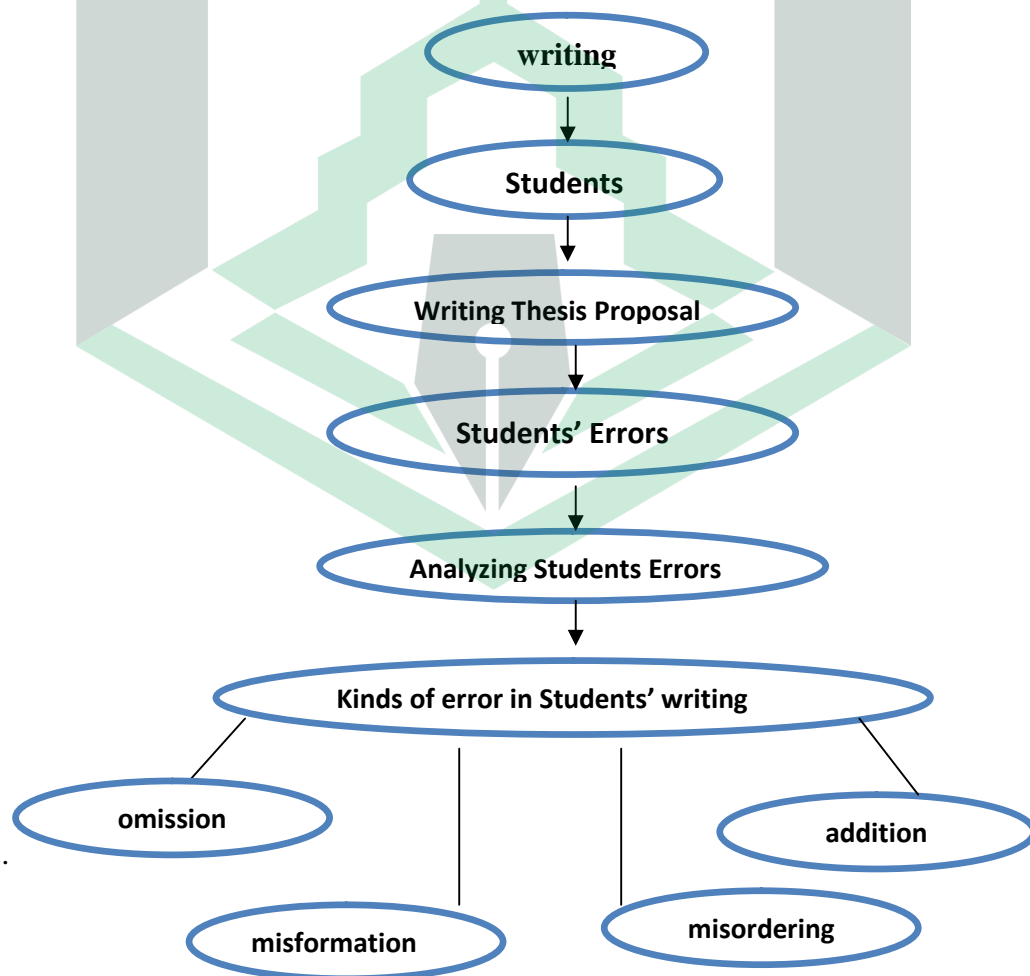
<sup>34</sup> H. Douglas Brown. *Principles of Language Learning and Teaching* (fifth edition, USA: Pearson Education, inc 2007). p. 257

<sup>35</sup> *Ibid.* p. 258

### D. Conceptual Framework

The conceptual framework shows the process of the research to do and to know the kinds of error commonly made by students on thesis background proposal, especially in surface strategy taxonomy, include : Omission errors, Addition errors, Misformation errors, Misordering errors.

In this research, the researcher focused on analyze thesis background proposal errors made of English in eight semester/at the fourth semester of IAIN Polopo. Researcher collected the students' errors from students' thesis background proposal, that researcher took and analyzed it. The conceptual framework underlay in this research give in the following diagram:



## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Design of the Research**

In this research, the researcher applied descriptive qualitative method. This method was used to describe an analysis of students' error in writing thesis background proposal at the fourth year English student of IAIN Palopo. To have the result of this research, the researcher did some procedures. The first, the researcher collected the students' thesis proposal. The second, the researcher identified the errors of thesis background proposal. The third, the researcher described and classified the data based on surface strategy taxonomy error, including: omission, addition, misformation, misordering.

#### **B. Population and Sample**

##### **1. population**

The population of this research was the fourth year English students in 2018 Academic year of IAIN Palopo and the number of population are 120 students were divided into four classes, they are class A, B, C, D.

##### **2. Sample**

The sample of this research applied random sampling technique.<sup>1</sup> to get participants which the researcher focused on fourth year English Student of IAIN Palopo, based on the researcher's consideration the researcher took the participants from four classes that are A, B, C, D including 12 students, namely 3

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<sup>1</sup> M. Subana and sudrajat, *Dasar-dasar Penelitian Ilmiah*, ( Cet 11 Bandung, CV Pustaka Setia, 2005). P. 124.

students for every single class. one of the characteristics was they were ready to be representative of the researcher's research. So, it qualified to get representative data.

### C. The research instrument

In this research, the researcher collected the data of students' writing a thesis proposal. It was done to know how well the students writing the thesis proposal.

**Table 3.1***Surface Strategy Errors Frequency*

No	Surface Strategy Taxonomy	Total of Errors	Percentage (%)
1	Omission		
2	Addition		
3	Misformation		
4	Misordering		
	Total		

### D. Data collection Technique

The data needed in this research were the grammatical errors made by the fourth Year English Students of IAIN Palopo in their composing/or writing a thesis proposal. The researcher collected the students' writing a thesis proposal to be read carefully.

After collecting the data, the next step was data classification and analysis. The following are steps for classifying and analyzing grammatical errors in writing:

- (1) Identify the errors which is found on every words, phrase or sentences.
- (2) Classify the data into the sub category of surface strategy taxonomy.

(3) Interpret and describe the data which have been classified systematically<sup>2</sup>.

### E. Data Analysis Technique

The procedure of error analysis proposed by Ellis and Barkhuizen (2005) comprises the following five steps:

- (1) Collection of a sample of learner language,
- (2) Identification of errors,
- (3) Description of errors,
- (4) Explanation of errors,
- (5) Errors evaluation.

The data of this research will be analyzed by using several steps. Firstly, the researcher will collect the students' writing a thesis proposal to be analyzed. They studied carefully. Secondly, the errors classified into surface strategy taxonomy by selecting and identifying the errors that belong to grammatical structure in students' writing. The errors found in clauses and sentences. A sentence might contain one error or more, and then they analyzed separately. Thirdly, the data interpreted and described systematically. The final step was making conclusion based on the research findings by describing the results of this research.

**Figure 3.2.** *The Formula of Percentage of the type of errors*

$\% \text{ Type of errors} = \frac{\text{Student's errors on each category} \times 100\%}{\text{Student's errors}}$
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<sup>2</sup> Lulu Meilina Alfiyani “ An Analysis of Grammatical Errors in Writing Among The Second Semester Students Of English Departement of Yogyakarta State University in the Academic year of 2011/2012. 2013. P 63. <http://eprints.uny.ac.id/25706/1/Lulu%20Meilina%20Alfiyani%2006202244055>. Pdf.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents about finding and discussion .The finding explained about result of students' errors commit in writing Thesis background Proposal at the fourth year English Student of IAIN Palopo. The discussion explained more about kinds of error in writing thesis background proposal.

#### A. Findings

##### 1. Data Description

As stated in the preceding chapter, this thesis focused about the errors done by the fourth year English Student of IAIN Palopo in writing thesis background proposal. To get data, the researcher collected the students' proposal to be read and analyzed carefully. The researcher on Monday, March, 05, 2018.

##### 2. Data Analysis

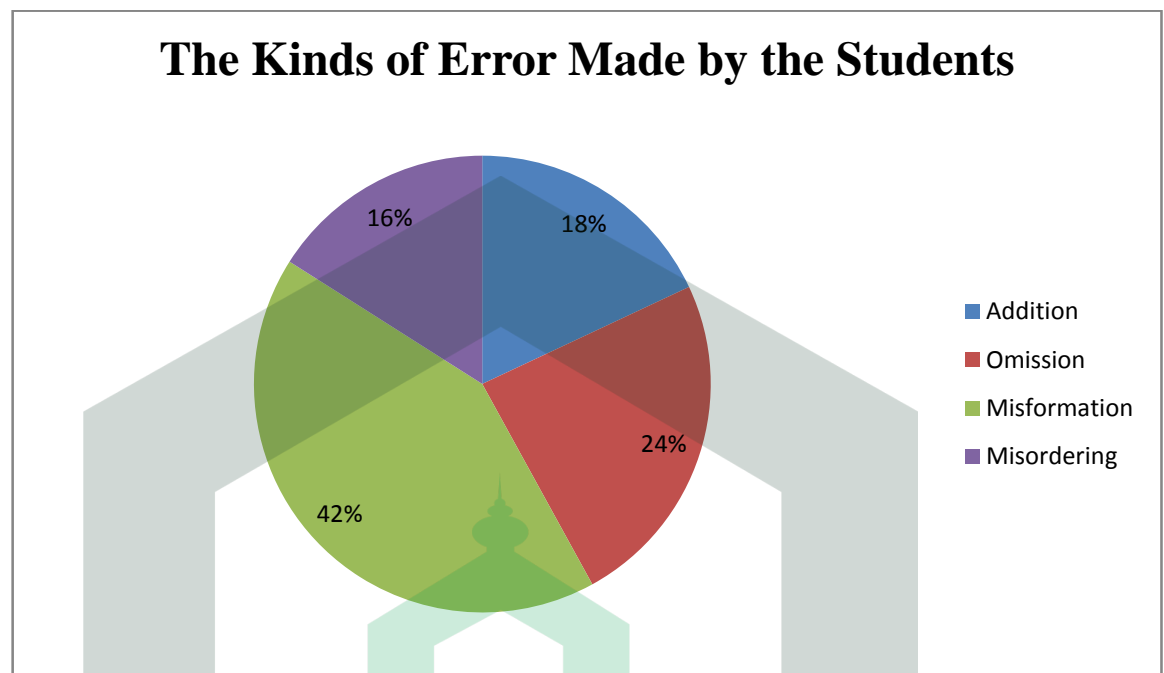
After collecting the data, the researcher identified all errors in the students' proposal. Before identifying the errors made by the students, the researcher distinguished errors from mistakes on students' proposal. In fact, the researcher found that some students made errors in writing thesis background proposal because they were still lack of many vocabularies and motivation to write thesis proposal. So, they did not interest to practice writing thesis proposal. In this part, the data were analyzed and described as follow:



**Table 4.1** students' Errors result based on surface Strategy Taxonomy Error

<b>RESPONDENTS</b>	<b>Addition</b>	<b>Omission</b>	<b>Misformation</b>	<b>Misordering</b>
Respondent 1	-	2	2	-
Respondent 2	1	3	6	1
Respondent 3	2	-	5	-
Respondent 4	1	-	2	1
Respondent 5	-	2	1	2
Respondent 6	5	6	7	2
Respondent 7	-	1	3	1
Respondent 8	3	1	1	9
Respondent 9	4	3	2	-
Respondent 10	-	1	2	1
Respondent 11	-	2	4	-
Respondent 12	3	4	8	-
<b>TOTAL</b>	19	25	43	17
<b>STUDENTS ERRORS</b>	104			

**Table 4.2** The sequence of writing thesis background proposal based on surface strategy taxonomy error.



From the result of the diagram in table 4.2, it can show that 42% students errors commit in misformation according surface strategy taxonomy error theory and 24% in omission error. Meanwhile, there were 18% errors in addition and 16% misordering error. The researcher assumes that it is caused by the lack of students' comprehension in writing and lack of motivation to do the thesis proposal.

For the first, reseacher explained students error constrution consisting types of errors according to surface strategy taxonomy error. Here is the complete description of the students' error:

a) Student 1

there were two types of error found in students' writing thesis background proposal. The students error classify as misinformation and omission with total errors were 4 in the students' writing. The student made 2 omission errors and 2 misinformation errors.

In the omission error the student wrote in the first paragraph: *Reading many books can improve the mastering vocabulary and also enrich the knowledge in facing the modern era.* It is supposed to be *Reading many books can improve the mastering of vocabulary and also enrich the knowwledge in facing the modern era.* The next error in the second paragraph, the student wrote: *absoarding the subtitles as watch the movie in a foreign language.* It is supposed to be *absoarding the subtitles as watching the movie in a foreign language.*

In the misinformation error the student wrote in the first paragraph: *this statement can be argued.* It is supposed to be *This statement can be argued.* The next error in the third paragraph: *This reseach and development is conducted in the eleventh year students of MAN Palopo.* It is supposed to be *This reseach and development are conducted in the eleventh year students of MAN Palopo.*

b) Student 2

There were four types of error found in students' writing thesis background proposal. The students error classify as addition, omission, misinformation and misordering with total errors were 11 in the students' writing.

The student 1 addition error, 3 omission errors, 6 misinformation errors and 1 misordering error.

in the addition error the student wrote in the fifth paragraph: *it is can make learning process become interesting, fun*. It is supposed to be *it can make learning process become interesting, fun*.

The next error in the omission error the student wrote in the first paragraph: *speaking is one of skill can help the learner of English*. It is supposed to be *speaking is one of skills can help the learner of English*. The next error in the fourth paragraph: *the students sometimes face many problem in learning English sepecially in speaking*. It is supposed to be *the students sometimes face many problems in learning English sepecially in speaking*. The last error, in the fourth paragraph: *They sometimes can understand what others say but are not able to communicate it*. It is supposed to be *They sometimes can understand what others say but they are not able to communicate it*.

The next error in misinformation error the student wrote in the first paragraph: *we would find difficulties in our life especially in communication*. It is supposed to be *we will find difficulties in our life especially in communication*. Next error in the second paragraph: *free think*. It is supposed to be *think freely*. And also in the third paragrap: *English teacher try to make their class interesting*. It is supposed to be *English teacher tries to make their class interesting*. The next error in the fourth paragraph: *The observation result at SPMN 08 Palopo the researcher look that the students sometimes face many problems*. It is supposed to

be *The observation result at SPMN 08 Palopo the researcher looked that the students sometimes face many problems.* Next error in the fourth paragraph: *especially in describe something.* It is supposed to be *especially in describing something.* The last error in the fifth paragraph: *The reseacher choose quartet card game.* It is supposed to be *The reseacher chooses quartet card game.*

The next error in misordering error the student wrote in the first paragraph: *speaking is one of skills can help the learner of English to interact with other people.Everyone should have the ability to speak.* It is supposed to be *speaking is one of skills can help the learner of English to interact with other people. Everyone should have the ability to speak.*

### c) Student 3

there were two kinds of error found in students' writing thesis background proposal. The student errors classify as addition error and misformation error with the total errors were 7 in the student writing. The student made 2 addition errors and 5 misformation errors.

In the addition error the student error wrote in the second paragraph: *someone can mastery the English language with limited of vocabulary.* It is supposed to be *someone can master the English language with limited of vocabulary.* The next error in the third paragraph: *firstly the reseacher starteed to do.* It is supposed to be *firstly the reseacher started to do.*

In the misformation error the student wrote in the third paragraph: *Before conduct the reseach,..it is supposed to be Before conducting the reseach.* Next

error in the third paragraph: *The researcher starteed to do the observation at school which was conduct in 2017.* It is supposed to be *The researcher started to do the observation at school which was conducting in 2017.* Later on in the third paragraph *She choose at SMPN 8 Palopo.* It is supposed to be *She chooses at SMPN 8 Palopo.* The next error in the third paragraph: *The teacher lack of use media or games.* It is supposed to be *The teacher lack of using media or games.* The last error in the fifth paragraph: *the reseacher are going to conduct.* It is supposed to be *the reseacher is going to conduct.*

d) Student 4

there were three kinds of error found in students' writing thesis background proposal. The students error classify as addition, misinformation and misordering with total errors were 3 in the students' writing. The student 1 addition error, 2 misinformation errors and 1 misordering error.

in the addition error the student error wrote in the second paragraph: *they support to each other.* It is supposed to be *they support each other.*

In the misinformation error the student error wrote in the second paragraph: *In Indonesia, English is very important to learn, many work instituties demand the employee.* It is supposed to be *In indonesia, English is very important to learn, many institution companies demand the employee...*the next error in the third paragraph: *the researcher consider that ....*It is supposed to be : *the researcher considers that..*

In the misordering error the student error wrote in the first paragraph:

English is one key the language..It is supposed to be English is one the key language.

e) Student 5

there were five kinds of error found in students' writing thesis background proposal. The students error classify as omission, misinformation and misordering with total errors were 5 in the students' writing. The student 2 omission errors, 1 misinformation error and 2 misordering errors.

In the omission error the student error wrote in the second paragraph: test by test given by the lecturer using that worksheet for increasing students' skill. It is supposed to be tests are given by the lecturer using that worksheet for increasing students' skill. Next error in the third paragraph: lack of exercises listening. It is supposed to be lack of exercise of listening.

In the misinformation error the student error wrote in the third paragraph: lack of exercises listening is the cause, another problem that researcher found in this study. It is supposed to be lack of exercises listening was the cause, another problem that researcher found in this study.

In the misordering error the student error wrote in the second paragraph: A lot of media already given by the lecturer are for stimulating to increase students skill in listening. It is supposed to be A lot of media are already given by the lecturer for stimulating to increase students skill in listening. The next error in the

second paragraph: one media gave to them is a worksheet. It is supposed to be one media gives them a worksheet.

f) Student 6

There were five kinds of error found in students' writing thesis background proposal. The students error classify as addition, omission, misinformation and misordering with total errors were 20 in the students' writing. The student 5 addition errors, 6 omission errors, 7 misinformation errors and 2 misordering errors.

In the addition error the student error wrote in the fourth paragraph: *Teaching vocabulary can be done trough many games such as karambol games, snakes and ladders games, snowball games and etc.* It is supposed to be *Teaching vocabulary can be done trough many games such as karambol games, snakes and ladders games, snowball games etc.* and in the fifth paragraph: *Karambol games is one of the games.* It is supposed to be *Karambol game is one of the games.* Later on in the fifth paragraph: *Karambol is table games.* It is supposed to be *Karambol is table game.* Next error in the paragraph: *This games is devided.* It is supposed to be *This game is devided.* The last error in the sixth paragraph: *The teacher a said the students are hard to understand and that is natural.* It is supposed to be *The teacher said the students are hard to understand and that is natural.*

In the omission error the student error wrote in the first paragraph: *all the countries in this world in order to be able to intarct which other nation for*



developing science, technology and culture. It is supposed to be *all the countries in this world in order to be able to interact which other nations for developing science, technology and culture.* And the the second paragraph: *In learning English, the four English skills listening, speaking, reading and writing.* It is supposed to be *In learning English, the four English skills are listening, speaking, reading and writing.* Later on in the fifth paragraph: *karambol not wear stick to move the ball.* It is supposed to be *karambol does not wear stick to move the ball.* Next error in the sixth paragraph: *the students said they like studying by using media like games.* It is supposed to be *the students said that they like studying by using media like games.* Next error in the fifth paragraph: *the teacher said the differences knowledge on each students.* It is supposed to be *the teacher said the differences of knowledge on each students.* Next in the fifth paragraph: *some student are lazy to learn or read.* It is supposed to be *some students are lazy to learn or read.*

In the misformation error the student error wrote in the second paragraph: *can be convey the information.* It is supposed to be *can be conveyed the information.* Next error in the second paragraph: *so it is very important to learning vocabularies.* It is supposed to be *So it is very important to learning vocabularies.* And in the third paragraph: *That means a teacher must create a new method in present learning material.* It is supposed to be *That means a teacher must create a new method in presenting learning material.* Next error in the fourth paragraph: *The teacher should choose a suitable way because the media must suit with the laearning objectives, subject, and.....*It supposed to be *The*

teacher should choose a suitable way because the media must fit with the laearning objectives, subject, and..... Next error in the paragraph: Karambol not wear stick to move the ball. It is supposed to be Karambol not use stick to move the ball. Next error in the seventh paragraph: the reseacher are going to conduct ... It is supposed to be the reseacher is going to conduct..the last in the last paragraph: the researcher interested to.. it is supposed to be the researcher is interested to.

In the misordering error the student error wrote in the fourth paragraph: *the students can paly an active role and fun in learning process....*it is supposed to be *the students can paly an active and role fun in learning process*. Next error in the fifth paragraph: *In the world, this games namely such as Carrum, Couronne, Carum, Karum, Karam, Karum, Karom and Finger Billiard*. It is supposed to be *In the world, this game has different names such as Carrum, Couronne, Carum, Karum, Karam, Karum, Karom and Finger Billiard*.

g) Student 7

There were five kinds of error found in students' writing thesis background proposal. The students error classify as omission, misinformation and misordering with total errors were 4 in the students' writing. The student 1 omission error, 3 misinformation errors and 1 misordering errors.

In the omission error the student error wrote in the sixth paragraph: *To do this hard job, teachers are hoped to have ingenuity in teaching by using any kind of teaching aids that already exist in their environment*. It is supposed to be : *To*

*do this hard job, teachers are hoped to have ingenuity in teaching by using any kinds of teaching aids that already exist in their environment.*

In the misinformation error the student error wrote in the first paragraph: *there are many problems in smkn 2 palopo*. It is supposed to be *there are many problems in SMKN 2 Palopo*. Next in the first paragraph: *the second vocabulary in smkn 2 palopo*. It is supposed to be *the second vocabulary in SMKN 2 Palopo*. And the second paragraph: *Vocabulary students in smkn 2 palopo*. It is supposed to be *Vocabulary students in SMKN 2 Palopo*.

In the misordering error the student error wrote in the seventh paragraph: *This researchfocused on exploring the effect of poster technique on improving vocabulary*. It is supposed to be *This research focused on exploring the effect of poster technique on improving vocabulary*.

#### h) Student 8

There were five kinds of error found in students' writing thesis background proposal. The students error classify as addition, omission, misinformation and misordering with total errors were 14 in the students' writing. The student 3 addition errors, 1 omission error, 1 misinformation error and 9 misordering errors.

In the addition error the student error wrote in the second paragraph: *Not only are children's television consumption rates rising,..* It is supposed to be *Not only children's television consumption rates rising..*the next in the seventh paragraph: *in mastering English in mastering English*. It is supposed to be *in*

mastering English. Next in the seventh paragraph: they are want to communicate with others. It is supposed to be they want to communicate with others.

In the omission error the student error wrote in the second paragraph: *for example, research has found that early television...* it is supposed to be *for example, researcher has found that early television*.

In the misinformation error the student error wrote in the eighth paragraph: *I interviewed several students*. It is supposed to be : *the researcher interviewed several students*.

In the misordering error the student error wrote in the first paragraph: *even thatwould not happen without mastering vocabulary corectly*. It is supposed to be *even that would not happen without mastering vocabulary corectly*. Next in the fourth paragraph: *vocabulariesabout words-where they come from,..* it is supposed to be *vocabularies about words-where they come from*. And in the seventh paragraph: *they need not only in grammar but in also vocabulary*. It is supposed to be *they need not only in grammar but also vocabulary*. Next in the eight paragraph: *first the researcherdid a first observation to SMPN 8 Palopo, on 3<sup>th</sup> April 2017*. It is supposed to be *first the researcher did a first observation to SMPN 8 Palopo, on 3<sup>th</sup> April 2017*. And in the nineth paragraph: *teacheronly teaches English*. It is supposed to be *teacher only teaches English*. Next in the tenth paragraph: *this game is able to entertain the audience both in the studio and athome* it is supposed to *game is able to entertain the audience both in the studio and athome* and the next : *the researcherwill usethis gamein the audience...it is*

supposed to be the researcher will use this game in the audience. In the last paragraph: based on the above assumption, it is supposed to be based on the assumption above. Later on in the last paragraph: the researcher is going to conduct research on... it is supposed to be the researcher is going to conduct research on.

i) Student 9

There were three kinds of error found in students' writing thesis background proposal. The students error classify as addition, omission, and misformation with total errors were 9 in the students' writing. The student 4 addition errors, 3 omission errors and 2 misformation errors.

In the addition error the student error wrote in the first paragraph: all reading must to some be active. It is supposed to be all reading must be active. Next in the first paragraph: Hance when we contrast active with passive reading.. it is supposed to be When we contrast active with passive reading. In the fourth paragraph: so that students tend to passive in learning. It is supposed to be so that students tend too passive in learning. And in the last paragraph: so the researcher has the initiative to use suggestopedia method to teaching reading and deliver a thesis entitle. It is supposed to be so the researcher has the initiative to use suggestopedia method to teach reading and deliver a thesis entitle.

In the omission error the student error wrote in the first paragraph: can develop in any case it cannot be. It is supposed to be can develop in any cases it cannot be. The next in the second paragraph: the method or way the teacher in

*teaching reading less interesting.* It is supposed to be *the method or way of the teacher in teaching reading less interesting.* In the fourth paragraph: *researcher want to provide a way..* it is supposed to be *researcher wants to provide a way.*

the misinformation error the student error wrote in the first paragraph: *it cannot be danied that people.* It is supposed to be *it cannot be denied that people.* Next in the second paragraph: *the main cause is the method or way the teacher in teaching reading less interesting and not liked from students.* It is supposed to be *the main cause is the method or way the teacher in teaching reading less interesting and not liked students.*

j) Student 10

There were three kinds of error found in students' writing thesis background proposal. The students error classify as omission, isformation and misordering with total errors were 4 in the students' writing. The student 1 omission error, 2 misinformation errors and 1 misordering.

In the omission error the student error wrote in the fourth paragraph: *comprehension as a part of reading instruction, nd comprehension as a part of content area instruction.* It is supposed to be *comprehension as a part of reading instruction, and comprehension as a part of content area instruction.*

In the misinformation error the student error wrote in fifth paragraph: *based on the result of observation at SMP Muhammadiyah Palopo, the research find out that the English ability of students is still low because of the lack of vocabulary.* It is supposed to be *based on the result of observation at SMP Muhammadiyah*

Palopo, the researcher found out that the English ability of students is still low because of the lack of vocabulary. Next error in the sixth paragraph: the researcher decide to use English..it is supposed to be the researcher decides to use English

In the misordering error the student error wrote in fourth paragraph: participant in academic learning routines,comprehension as a part of reading instruction. It is supposed to be participant in academic learning routines, comprehension as a part of reading instructio.

k) Student 11

There were two kinds of error found in students' writing thesis background proposal. The students error classify as omission and misformation with total errors were 6 in the students' writing. The student 2 omission errors, 4 misformation errors.

In the omission error the student error wrote in third paragraph: good test items should be made by considering some criteria such as reliability and validity for students. It is supposed to be good test items should be made by considering some criterias such as reliability and validity for students. Next in the fourth paragraph: there are many test that made by the English teacher. It is supposed to be there are many tests that made by the English teacher.

In the misformation error the student error wrote in third paragraph: the results of the test are used to improve the teaching and learning process and taken into account in determining grades. It is supposed to be the results of the test are

used to improve the teaching and learning process and taking into account in determining grades. Next in the fifth paragraph: the teacher make a good test. It is supposed to be the teacher makes a good test. And in the seventh paragraph: *For example if the same group of students took the same test..it is supposed to be For example if the same group of students take the same test*. The last in the seventh paragraph: *if they took another similar test*. It is supposed to be *if they take another similar test*.

#### 1) Student 12

There were three kinds of error found in students' writing thesis background proposal. The students error classify as addition, omission and misformation with total errors were 15 in the students' writing. The student 3 addition errors, 4 omission errors, 8 misformation errors.

In the addition error the student error wrote in fifth paragraph: theirs teacher. It is supposed to be their teacher. Next in the sixth paragraph: *Computer tools will helping students..it is supposed to be Computer tools will help students*. The last in the sixth paragraph: *the teacher will to do* it is supposed to be *the teacher will do*.

In the omission error the student error wrote in fifth paragraph: she teach just material. It is supposed to be she teaches just material. Next in the fifth paragraph: *This case, in other school many teacher like the same way*. It is supposed to be *This case, in other school many teachers like the same way*. And



in the sixth paragraph: to diffirent method. It is supposed to to get diffirent method. The last in sixth paragraph : to easy. It is supposed to be to be easy.

In the misformation error the student error wrote in fifth paragraph: *however, the fact interview with the students tenth grade almost students can not understand teaching*.it is supposed to *however, the fact interview with the students tenth grade almost students could not understand teaching*. Next in the fifth paragraph: *The students say that*. It is supposed to be *The students said that*. And in the fifth paragraph: *theirs teacher can not explain*. It is supposed to be *theirs teacher could not explain*. Later on in the sixth paragraph: *Computer tools will helping students to different method to easy memorization*. It is supposed to be *Computer tools will helping students to different method to easy memorizing*. Next error in the same paragraph: *Computer tools will helping students to different method to easy memorization and increase their vocabulary,..it is supposed to be Computer tools will helping students to different method to easy memorization and increasing their vocabulary. And the teach use computer tools. It is supposed to be the teacher uses computer tools. Next error: *the students will look much tools in computer like a students opened Microsoft word...* it is supposed to be *the students will look much tools in computer like a students opening Microsoft word and the last error: teacher will wrote the names' of tools and Microsoft word. It is supposed to be teacher will write the names' of tools and Microsoft word.**

## B. Discussion

Based on the finding and classification of students' error in writing thesis background proposal, the researcher found that the main cause of students' error was carelessness. According to John Norrish<sup>1</sup> in his book "language learner and their errors", he wrote that there are 3 the cause of error and one of them is carelessness. Carelessness is often closely related to lack of motivation. Less motivation caused by the students do not believe that their effort will improve their performance. And students do not perceive the classroom climate as supportive later on the students have other priorietes that compete for their time and attention. This theory described what the students did in writing.

Based on the table of frequency, the result showed that highest error was in misinformation error, where the total of error were 42 of 12 students. For intance, the student wrote "*English teacher try to make their class interesting*". The students might not know about tense when they write something. It means the students might not pay attention to their work. Sometimes the students also have no enough vocabularies and put word or letter in a wrong place and also incorrect grammar appeared in misinformation error.

Based on the previous study on chapter II, the researcher found that there was similarity between the result of the research and one of related studies on

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<sup>1</sup> John Norrish, *Language learner And Their Errors*, London Basingtoke: The Machmillan Press Lmted, 1983., p.21-26.

chapter II, that is from Irnawati israi<sup>2</sup> in her research about An Error Analysis on Students Writing at the Fourth Semester Students of English Study Program of Tarbiyah Department at STAIN Palopo, she found that the highest frequency of her research was in misformation error with the total of error were 71 or 62%. She stated that most of the student did not pay attention to the use of capital letter when they wrote the test. For instance, the student common with the writing subject of i, they did not know that it is supposed to be I.

In the journal of English Language Teaching<sup>3</sup> which is entitled of Error Analysis on the use of to be as auxiliary and Lingking verb in the students recount text (A Case of the 8th Grade Students of SMP N 19 Semarang in the Academic Year of 2013/2014) he found also that the highest frequency of students' error occurred in misformation error with were 8.1%. he stated The sentence happens in period of time based on the next sentences " In speat of, *in middle trip I meet by for a dog was very horrible*". The student wants to say that "*while I was walking to my lesson place, I met a dog that was very horrible on last Friday*". It means that there is no to be in the form of past. It should be to be as auxiliary verb + the main verb (V-ing). The correct sentence: While I was walking to my lesson place, I met a dog that was very horrible on last Friday.

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<sup>2</sup> Irnawati Israil, "An Error Analysis on Students' writing At the Fourth Semester Students of English Study Program of Tarbiyah Department at STAIN Palopo". STAIN Palopo, 2014. p. 72-73

<sup>3</sup> Danik Cahyaningrum, *Error Analysis on the use of to be as auxiliary and Lingking verb in the students recount text (A Case of the 8th Grade Students of SMP N 19 Semarang in the Academic Year of 2013/2014)* (Journal of English Language Teaching 3 (1) (2014) <http://journal.unnes.ac.id/sju/index.php/elt>

While in omission error the students did 25 times or 24%, these errors appeared because the students missed the latter, word or even something which has own formula in the sentence that we cannot change. It means that the students still lack of academic words and lack of knowledge of the way how to apply a good verb tense. For instance, the student wrote “ in learning English, the four English skills listening, speaking, reading, and writing. It is supposed to be in learning English, the four English skills are listening, speaking, reading, and writing.

Different from the result of addition error, the students did 18 times the error. These errors appeared because the students put addition letters, words, formula or something in the sentences which are the sentences did not need to put. In this case the students were careless in doing their work and also absolutely lack of vocabulary. For instance, the student wrote “ they are want to communicate with others. It is supposed to be they want to communicate with others.

While in misordering error the students' error occurred 16 times. These errors appeared because the students did the incorrect of placement letter, words or formula in the sentences. For instance, the student wrote “English is one of key the language. It is supposed to be English is one of the key language. In this part showed us, the lower frequency of students' error in writing thesis background proposal result. The students have to make a good progress in another work especially about writing thesis background. It means that making thesis proposal is good way to train the students and make a good progress.

Based on the result of the research, it can be concluded that the highest frequency of error was in misformation error with the total of error were 42, followed by omission error with the total of error were 25, addition error with the total of error 18 and misordering error with the total of error were 16.

In addition, according to the theory of Douglas Brown<sup>4</sup> in this book “the principle of language learning and teaching”, he classified the error into four categories they are: addition error, omission error, misformation error and misordering error. The researcher applied the theory to find the result of the research.

Dealing with students' error in writing thesis proposal, there are some causes of their error during the researcher did the collecting their proposal, such as lack of interest and motivation to write and understanding writing, lack of vocabularies, lack of mastery, lack of academic word and careless. All the causes were the ways for the researcher and teacher to make a good change in their writing subject.

In addition, the researcher gives some method to avoid the error in writing this background proposal, the first, the researcher focuses and choice one subject later on the researcher must know about deduktif and induktif.

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<sup>4</sup> Douglas Brown, *Principle of Language Learning and Teaching*. New Jersey: Prentice Hall, Inc Englewood Cliffs, 1980. P. 171

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter deals with two parts namely, conclusion and suggestion. The first part presents the conclusions derived from the study. The second part presents suggestions intended for the teachers, students, and further researchers.

#### A. Conclusion

The main objective of this study was to find kinds of error commonly made by students on writing thesis background proposal. Based on the data analysis and discussion in the previous chapters found that, there are kinds of error commonly in writing thesis background proposal made by students from 104 as total of errors. They are addition error, omission error, misinformation error and misordering error. With the highest of error in misinformation errors with 42% from all error. Then omission with 24% frequency of error, next is addition with 18% frequency of error and the lowest frequency of error is addition with 16%.

Generally, it can be concluded that the students still face difficulties in writing thesis background proposal correctly as one of sentences in English learning who must be mastered to improve their writing.

#### B. Suggestions

The researcher finds that there are still some errors made difficulties in writing thesis background proposal. Therefore, she wants to give suggestion as follows:

### 1. To the English Teachers

Based on this study, it can be suggested that the teachers should be aware on grammatical errors in writing. Thus they can recognize their students' difficulties in writing so they will pay more attention to fix the errors made by the students and the causes of the errors in writing.

### 2. To the English learners

The result of the study will show the learners in what aspect in writing which is difficult for them, by paying more attention, the learners are expected to increase their knowledge on the English writing, thus they will be aware of the errors they made. The learners are expected to develop their writing proficiency to eliminate or at least reduce those errors.

### 3. To the researchers

The result of the study can inspire other researchers to conduct the research related to grammatical errors analysis to enrich the existing study.

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Responden	Misformation	
Student 1	<u>this</u> statement can be argued	<u>This</u> statement can be argued
	This <u>reseach</u> and <u>development</u> is <u>conducted</u> in the eleventh year students of MAN Palopo	This <u>research</u> and <u>development</u> <u>are</u> <u>conducted</u> in the eleventh year students of MAN Palopo.
Student 2	<u>we would find</u> difficulties in our life especially in communication	<u>we will find</u> difficulties in our life especially in communication.
	<u>free think</u>	<u>think freely.</u>
	<u>English teacher try</u> to make their class interesting.	<u>English teacher tries</u> to make their class interesting
	The observation result at SPMN 08 Palopo <u>the researcher look</u> that the students sometimes face many problems	The observation result at SPMN 08 Palopo <u>the researcher looked</u> that the students sometimes face many problems.
	especially <u>in describe</u> something	especially <u>in describing</u> something
	<u>The reseacher choose</u> quartet card game.	<u>The reseacher chooses</u> quartet card game.
Student 3	<u>Before conduct</u> the reseach	<u>Before conducting</u> the reseach.
	The researcher started to do the observation at school which <u>was conduct</u> in 2017	The researcher started to do the observation at school which <u>was conducting</u> in 2017
	<u>She choose</u> at SMPN 8 Palopo	<u>She chooses</u> at SMPN 8 Palopo
	The teacher <u>lack of use</u> media or games	The teacher <u>lack of using</u> media or games
	the <u>reseacher are going to conduct</u>	the <u>reseacher is going to conduct</u>
Student 4	In Indonesia, English is very important to learn, <u>many work instituties</u> demand the employee	In indonesia, English is very important to learn, <u>many institution companies</u> demand the employee
	<u>the researcher consider</u> that	<u>the researcher considers</u> that
Student 5	lack of exercises <u>listening is the cause,</u> <u>another problem that researcher found in this study.</u>	lack of exercises <u>listening was the cause,</u> <u>another problem that researcher found in this study.</u>

Student 6	<u>can be convey the information.</u>	<u>can be conveyed the information.</u>
	<u>so it is very important to learning vocabularies</u>	<u>So it is very important to learning vocabularies</u>
	<u>That means a teacher must create a new method in present learning material</u>	<u>That means a teacher must create a new method in presenting learning material.</u>
	<u>The teacher should choose a suitable way because the media must suit with the laearning objectives, subject, and...</u>	<u>The teacher should choose a suitable way because the media must fit with the laearning objectives, subject, and...</u>
	<u>Karambol not wear stick to move the ball</u>	<u>Karambol not use stick to move the ball</u>
	<u>the reseacher are going to conduct</u>	<u>the reseacher is going to conduct</u>
	<u>the researcher interested to</u>	<u>the researcher is interested in.</u>
Student 7	<u>there are many problems in smkn 2 palopo</u>	<u>there are many problems in SMKN 2 Palopo</u>
	<u>the second vocabulary in smkn 2 palopo.</u>	<u>the second vocabulary in SMKN 2 Palopo</u>
	<u>Vocabulary students in smkn 2 palopo</u>	<u>Vocabulary students in SMKN 2 Palopo.</u>
Student 8	<u>: I interviewed several students.</u>	<u>the researcher interviewed several students.</u>
Student 9	<u>it cannot be danied that people</u>	<u>it cannot be denied that people.</u>
	<u>the main cause is the method or way the teacher in teaching reading less interesting and not liked from students</u>	<u>the main cause is the method or way the teacher in teaching reading less interesting and not liked students.</u>
Student 10	<u>on the result of observation at SMP Muhammadiyah Palopo, the research find out that the English ability of students is still low because of the lack of vocabulary</u>	<u>based on the result of observation at SMP Muhammadiyah Palopo, the researcher found out that the English ability of students is still low because of the lack of vocabulary</u>
	<u>the researcher decide to use English</u>	<u>be the researcher decides to use English</u>
Student 11	<u>the results of the test are used to improve the teaching and learning process and taken into account in determining grades</u>	<u>the results of the test are used to improve the teaching and learning process and taking into account in determining grades.</u>
	<u>the teacher make a good test.</u>	<u>the teacher makes a good test.</u>

	<i>For example if the same group of <u>students took</u> the same test..</i>	<i>For example if the same group of <u>students take</u> the same test.</i>
	<i>if they <u>took</u> another similar test</i>	<i>if they <u>take</u> another similar test.</i>
Student 12	<i>however, the fact interview with the students tenth grade almost <u>students can not understand teaching.</u></i>	<i>however, the fact interview with the students tenth grade almost <u>students could not understand teaching.</u></i>
	<i><u>The students say that.</u></i>	<i><u>The students said that.</u></i>
	<i>theirs teacher <u>can not</u> explain</i>	<i>theirs teacher <u>could not</u> explain</i>
	<i>Computer tools will helping students to different method to easy <u>memorization.</u></i>	<i>Computer tools will helping students to different method to easy <u>memorizing.</u></i>
	<i>Computer tools will helping students to different method to easy memorization and <u>increase their vocabulary</u></i>	<i>Computer tools will helping students to different method to easy memorization and <u>increasing their vocabulary.</u></i>
	<i><u>the teach use</u> computer tools.</i>	<i><u>the teacher uses</u> computer tools.</i>
	<i>the students will look much tools in computer like a students <u>opened Microsoft word</u></i>	<i>be the students will look much tools in computer like a students <u>opening Microsoft word</u></i>
	<i>teacher will <u>wrote</u> the names' of tools and Microsoft word</i>	<i>teacher will write the names' of tools and Microsoft word.</i>
<b>Total</b>		<b>43</b>
<b>Omission</b>		
Student 1	<i>Reading many books can improve the <u>mastering vocabulary</u> and also enrich the knowledge in facing the modern era</i>	<i>Reading many books can improve the <u>mastering of vocabulary</u> and also enrich the knowwledge in facing the modern era</i>
	<i>absoarding the subtitles as <u>watch</u> the movie in a foreign language</i>	<i>absoarding the subtitles as <u>watching</u> the movie in a foreign language.</i>
Student 2	<i><u>speaking is one of skill</u> can help the learner of English</i>	<i><u>speaking is one of skills</u> can help the learner of English.</i>
	<i>the students sometimes face <u>many problem</u> in learning English sepecially in speaking.</i>	<i>the students sometimes face <u>many problems</u> in learning English sepecially in speaking.</i>

	<i>They sometimes can understand what others say <u>but are not able to</u> communicate it.</i>	<i>They sometimes can understand what others say but they are not able to communicate it.</i>
Student 3	-	-
Student 4	-	-
Student 5	<i><u>test by test given by the lecturer using that worksheet for increasing students' skill</u></i>	<i><u>tests are given by the lecturer using that worksheet for increasing students' skill</u></i>
	<i><u>lack of exercises listening.</u></i>	<i><u>lack of exercise of listening.</u></i>
Student 6	<i>all the countries in this world in order to be able to intarct <u>which other nation</u> for developing science, tecnology and culture.</i>	<i>all the countries in this world in order to be able to intarct <u>which other nations</u> for developing science, tecnology and culture.</i>
	<i>In learning English, the four English <u>skills listening, speaking, reading and writing.</u></i>	<i>In learning English, the four English <u>skills are listening, speaking, reading and writing</u></i>
	<i><u>karambol not wear stick to move the ball</u></i>	<i><u>karambol does not wear stick to move the ball.</u></i>
	<i><u>the students said they like studying by using media like games</u></i>	<i><u>the students said that they like studying by using media like games</u></i>
	<i>teacher said the <u>differences knowledge on each students.</u></i>	<i>be the teacher said the <u>differences of knowledge on each students.</u></i>
	<i><u>some student are lazy to learn or read.</u></i>	<i><u>some students are lazy to learn or read.</u></i>
Student 7	<i>To do this hard job, teachers are hoped to have ingenuity in teaching by using <u>any kind of teaching aids</u> that already exist in their environment.</i>	<i>To do this hard job, teachers are hoped to have ingenuity in teaching by using <u>any kinds of teaching aids</u> that already exist in their environment.</i>
Student 8	<i>for example, <u>research has found</u> that early television</i>	<i>for example, <u>researcher has found</u> that early television.</i>
Student 9	<i>can develop in <u>any case</u> it cannot be</i>	<i>can develop in <u>any cases</u> it cannot be.</i>
	<i><u>the method or way the teacher in teaching reading less interesting</u></i>	<i><u>the method or way of the teacher in teaching reading less interesting.</u></i>
	<i><u>researcher want to provide a way.</u></i>	<i><u>researcher wants to provide a way.</u></i>
Student 10	<i>comprehension as a part of reading instruction, <u>nd</u> comprehension as a part of content area instruction.</i>	<i><u>comprehension as a part of reading instruction, and comprehension as a part of content area instruction.</u></i>

Student 11	<i>good test items should be made by considering <u>some criteria such as</u> reliability and validity for students</i>	<i>good test items should be made by considering <u>some criterias such as</u> reliability and validity for students</i>
	<i><u>there are many test that</u> made by the English teacher.</i>	<i><u>there are many tests that</u> made by the English teacher.</i>
Student 12	<i><u>she teach just material</u></i>	<i><u>she teaches just material.</u></i>
	<i>This case, in other school <u>many teacher</u> like the same way.</i>	<i>This case, in other school <u>many teachers</u> like the same way.</i>
	<i><u>to diffirent method</u></i>	<i><u>to get diffirent method.</u></i>
	<i><u>to easy</u></i>	<i><u>to be easy.</u></i>
<b>Total</b>		<b>25</b>
<b>Addition</b>		
Student 1	-	-
Student 2	<i>it <u>is can</u> make learning process become interesting, fun.</i>	<i>it <u>can</u> make learning process become interesting, fun.</i>
Student 3	<i>someone <u>can mastery</u> the English language with limited of vocabulary.</i>	<i>someone <u>can master</u> the English language with limited of vocabulary.</i>
	<i>firstly the reseacher <u>starteed</u> to do.</i>	<i>firstly the reseacher <u>started</u> to do.</i>
Student 4	<i>they <u>support to each</u> other.</i>	<i>they <u>support each</u> other.</i>
Student 5	-	-
Student 6	<i>Teaching vocabulary can be done trough many games such as karambol games, snakes and ladders games, <u>snowball games and etc.</u></i>	<i>Teaching vocabulary can be done trough many games such as karambol games, snakes and ladders games, <u>snowball games etc.</u></i>
	<i><u>Karambol games is one of the games.</u></i>	<i><u>Karambol game is one of the games.</u></i>
	<i><u>Karambol is table games.</u></i>	<i><u>Karambol is table game.</u></i>
	<i><u>This games is devided</u></i>	<i><u>This game is devided</u></i>
Student 7	<i><u>The teacher a said the students</u> are hard to understand and that is natural.</i>	<i><u>The teacher said the students</u> are hard to understand and that is natural.</i>
	=	=



Student 8	<i>Not only are children's television consumption rates rising,..</i>	<i>Not only children's television consumption rates rising.</i>
	<i>in mastering English in mastering English.</i>	<i>in mastering English</i>
	<i>they are want to communicate with others.</i>	<i>they want to communicate with others.</i>
Student 9	<i>all reading must to some be active.</i>	<i>all reading must be active.</i>
	<i>Hance when we contrast active with passive reading.</i>	<i>When we contrast active with passive reading.</i>
	<i>so that students tend to passive in learning</i>	<i>so that students tend too passive in learning</i>
	<i>so the researcher has the initiative to use suggestopedia method to teaching reading and deliver a thesis entitle</i>	<i>so the researcher has the initiative to use suggestopedia method to teach reading and deliver a thesis entitle.</i>
Student 10	-	=
Student 11	-	=
Student 12	<i>theirs teacher.</i>	<i>their teacher.</i>
	<i>Computer tools will helping students.</i>	<i>Computer tools will help students.</i>
	<i>the teacher will to do</i>	<i>the teacher will do</i>
19		
<b>Misordering</b>		
Student 1	-	-
Student 2	<i>speaking is one of skills can help the learner of English to interact with other people. Everyone should have the ability to speak.</i>	<i>speaking is one of skills can help the learner of English to interact with other people. Everyone should have the ability to speak..</i>
Student 3	-	-
Student 4	<i>English is one key the language..</i>	<i>English is one the key language.</i>
Student 5	<i>A lot of media already given by the lecturer are for stimulating to increase students skill in listening.</i>	<i>A lot of media are already given by the lecturer for stimulating to increase students skill in listening.</i>
	<i>one media gave to them is a worksheet.</i>	<i>one media gives them a worksheet.</i>
Student 6	<i>the students can paly an active role and fun in learning process...</i>	<i>the students can paly an active and role fun in learning process.</i>



	<i>In the world, <u>this games namely such as Carrum, Couronne, Carum, Karum, Karam, Karum, Karom and Finger Billiard</u></i>	<i>In the world, <u>this game has different names such as Carrum, Couronne, Carum, Karum, Karam, Karum, Karom and Finger Billiard.</u></i>
Student 7	<i>This <u>research</u>focused on exploring the effect of poster technique on improving vocabulary.</i>	<i>This <u>research</u> focused on exploring the effect of poster technique on improving vocabulary.</i>
Student 8	<i>even <u>thatwould</u> not happen without mastering vocabulary corectly</i>	<i>even <u>that would</u> not happen without mastering vocabulary corectly</i>
	<i><u>vocabulariesabout</u> words-where they come from</i>	<i><u>vocabularies about</u> words-where they come from.</i>
	<i>they need not only in grammar <u>but in also vocabulary.</u></i>	<i>they need not only in grammar <u>but also vocabulary</u></i>
	<i>first the <u>researcher</u>did a first observation to SMPN 8 Palopo, on 3<sup>th</sup> April 2017.</i>	<i>first the <u>researcher</u> did a first observation to SMPN 8 Palopo, on 3<sup>th</sup> April 2017.</i>
	<i><u>teacheronly</u> teaches English.</i>	<i><u>teacher only</u> teaches English</i>
	<i>this game is able to entertain the audience both in the studio and <u>athome</u></i>	<i>this game is able to entertain the audience both in the studio and <u>athome</u></i>
	<i><u>the researcherwill use</u>this gamein the audience</i>	<i><u>the researcherwill use</u>this gamein the audience.</i>
	<i><u>based on the above assumption,</u></i>	<i><u>based on the assumption above.</u></i>
	<i>the <u>researcheris going to</u> conduct research on</i>	<i>the <u>researcher is going to</u> conduct research on.</i>
Student 9	-	-
Student 10	<i>participant in academic learning <u>routines,comprehension</u> as a part of reading instruction.</i>	<i>participant in academic learning <u>routines, comprehension</u> as a part of reading instructio.</i>
Student 11	-	-
Student 12	-	-
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## LIST OF TABLES

- Table 3.1 : Surface Strategy Errors Frequency
- Table 3.2. : The Formula of Percentage of the Type of Error
- Table 4.1. : Errors Result Based on Surface Strategy Taxonomy Error
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