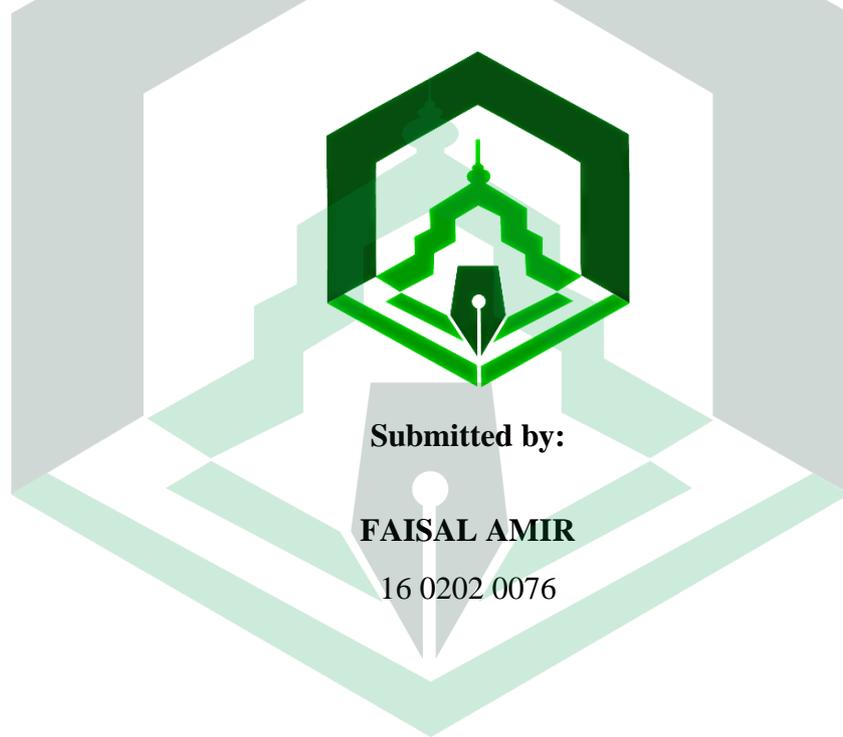


**An Analysis of Grammatical Errors in Writing Made by English  
Education Students at IAIN Palopo**

*A THESIS*

*Submitted to the Faculty of Education and Teacher Training IAIN Palopo to  
Fulfill One of the Requirements for the Undergraduate Degree of Education in  
English Department*



**Submitted by:**

**FAISAL AMIR**

16 0202 0076

**ENGLISH EDUCATION PROGRAM  
FACULTY OF EDUCATION AND TEACHER TRAINING  
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**ENGLISH EDUCATION PROGRAM  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC INSTITUTE OF PALOPO**

**2020**

## THESIS APPROVAL

This thesis entitled “An Analysis of Grammatical Errors in Writing Made by English Education Students at IAIN Palopo” which is written by **Faisal Amir, Reg. Number 16 0202 0076. S1** English Education Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in Munaqasyah session which is carried out on **Friday, September 4<sup>th</sup> 2020 M**, coincided with **15<sup>th</sup> Muharram 1442 H**. It is authorized and accepted as partial fulfillment for S.Pd. degree in English Language Teaching.

**Palopo, September 4<sup>th</sup> 2020 M**

**15<sup>th</sup> Muharram 1442 H**

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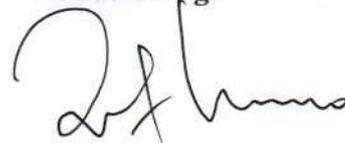
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With all awareness and consciousness, the researcher who signed below, pronounces that this is literary work of research himself. If it is proven that this thesis is duplicated, copied or made by other people as whole or partially, it causes this thesis is invalid for law.

Palopo, October 1<sup>st</sup> 2020

Researcher



**Faisal Amir**

**NIM: 16 0202 0076**

## ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ. وَالصَّلَاةُ وَالسَّلَامُ عَلَى سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَأَصْحَابِهِ أَجْمَعِينَ.

(اما بعد)

In the name of Allah, the Most Gracious and the Most Merciful, all praise be to Allah for the strengths and his blessing for the writer in completing this thesis.

The writer would like to express his gratitude to his consultants, Dr. Masruddin, M.Hum and Muhammad Irfan Hasanuddin, M.A., who have been patient and very helpful in guiding and supervising him during the process of writing this thesis. A gratitude also goes to all of the lecturers of the English Education department for their kindness during the writer's study.

The writer also would like to express his gratitude to Dr. Maghfirah Tayyib, M.Hum., who has given a permission to conduct the research, and all the students of class D Writing II in the academic 2019/2020 who have participated in the data collection of this research. The deepest gratitude goes to the writer's beloved mother and father and all his brothers and sisters for their endless support, patience, prayers, and love. In addition, the writer is also grateful for his aunty, cousins and friends for loving and supporting him.

Last but not least, the writer is indebted to those who indirectly contributed to the accomplishment of this research. Their kindness means a lot to him. The

writer realizes that his thesis is far from being perfect, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated. The writer expects that this thesis could give some contributions for the improvements of the English teaching and learning and for the readers.

Palopo, 06 Agustus 2020

Faisal Amir



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## ABSTRACT

**Faisal Amir, 2020**, *“An Analysis of Grammatical Errors in Writing Made by English Education Students at IAIN Palopo”*. Thesis English Study Program Educational Department in the State Islamic Studies Palopo Supervised by Masruddin and Irfan Hasanuddin.

Considering the importance of grammatical knowledge in the writing process, this research aims at describing the grammatical errors that are committed by the fifth semester students of English Department at IAIN Palopo. The research study is classified into a descriptive-qualitative study. The data were collected from twenty-two English texts written by the English Department students which were done as tasks and contained six familiar topics. Students were supposed to write an essay/paragraph about the given topics. In addition, the researcher had permission from the lecturer to take and analyze the students' written works. The researcher and students' written works are the main sources of data collection in this research. To identify the common errors, students' writings were analyzed with the help of checklists in order to classify different types of errors made by the respondents. The results of the study revealed that the most common and frequent errors made by the students are 387 (58.37%) places of omission errors, 213 (32.12%) places of misformation errors, 131 (19.75%) places of addition errors, 8 (1.20%) places of misordering errors. The causes of these errors were developmental found in 323 (36.17%) places, 306 (34.26%) of ambiguous, 205 (22.95%) of interlingual, and 59 (6.60%) unique errors. Based on these findings, teachers are suggested to raise students' awareness on these errors and provide sufficient remedies to prevent students from internalizing such errors.

**Keywords:** Error Analysis, Writing, Grammatical Error

# CHAPTER I

## INTRODUCTION

### A. Background

English is known as an official language among countries around the world, even though it may not be the most spoken one but it is a language that can build and maintain relationships among others. Moreover, since the developmental of information, science and technology spreads widely in the globalization era, English has an important role in communication. Therefore, English should be mastered by anyone around the world to be able to use it as a global communication tool. Indonesia is considered as one of the countries that highly pays attention to English. Bautista (2006) stated that that starting from the early age everyone could learn English with the main objective to provide reading skills to enable Indonesians to read science-related materials in English. Later Indonesian students should learn other skills of English, such as writing, listening and speaking<sup>1</sup>.

Indonesian students find many difficulties in learning English. This happens because in the learners' environment, English is not used as a daily language and the Indonesian education system tends to produce students with preconceived notions of ways to be taught. This is supported by Keating (2019, p.3) stated that Indonesian language learning seems to put the passive learners expecting to absorb

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<sup>1</sup> M. L. S. Bautista. (2006). The handbook of world English's. Oxford: Blackwell Publishing Ltd.

information from the teacher, who is the center of a class, an authority figure, and someone who must not be questioned<sup>2</sup>.

Language learning is most effective in an environment where active students feel free to participate, get involved and ask questions; an environment where students know that making mistakes is the best way to learn, and where making a mistake does not result in loss of face. Dulay et al. (1982, p.138) revealed that people cannot learn language without first systematically committing error<sup>3</sup>. Errors in communication can be inhibited towards effective communication and the decoding of messages. In the second language learning, as Corder in Richards (1973 p.173) observed, the learner's errors indicate both the state of learner's knowledge and the way in which a second language is learned<sup>4</sup>. The error is natural, but errors made by the learners and native speakers are different. The structure differences between Indonesian and English could make learners produce some errors.

It is important to study errors in English learning aspect nowadays. As Jack Richards referred to Corder's observation: Learner's correct sentences do not necessarily give evidence of the rules of the new language and the rules he has developed at given stages of his language development. This can be done only by the errors he makes<sup>5</sup>. After knowing this only one can proceed in teaching. So, errors and its analysis both are an inevitable part of teaching and learning. Nzama (2010, p.11) stated that error analysis is useful in second learning because it reveals

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<sup>2</sup> P. Keating. (2019). "Phonetic Encoding of Prosodic Structure", in *Speech production: Models, phonetic processes, and techniques*, edited by J. Harrington & M. Tabain, pp. 3.

<sup>3</sup> H. Dulay, M. Burt & S. Krashern. (1982). *Language two*. New York: Oxford University.

<sup>4</sup> J. C. Richards. (1973). *Error analysis*. London: Longman.

<sup>5</sup> Jack. C. Richards. (1987). *The Context of Language Teaching*. Cambridge: Cambridge University Press.

to the teachers, syllabus designers and textbook writers of what the problem areas are<sup>6</sup>. Corder (1967) as cited in Nzama (2010, p.11) stated that errors are visible proof that learning is taking place<sup>7</sup>. He emphasized that errors, if studied systematically, can provide significant insights into how a language is actually learned by a foreigner. From this statement it can be concluded that the study of errors should also be looked at as something positive both for learners and teachers.

There are some aspects that should be noticed in composing a good writing, such as word choices, grammar and punctuation. In this case, grammar is one important aspect that should be mastered in order to make a good structured writing. Yule (2010, p.81) stated that the process of describing the structure of phrases and sentences in such a way that is accounted for all the grammatical sequences in a language and rule out all the ungrammatical sequences in one way of defining grammar<sup>8</sup>. Language without grammar would be disorganized and would cause some communicative problems, like errors in writing. However, writing in different language is not always as easy as writing systems and these differences sometimes make the learners produce errors. Therefore, it is interesting to observe the errors that appear in the writing texts made by the fifth semester English education students at IAIN Palopo by using surface strategy taxonomy and comparative taxonomy theory by Dulay Burt and Krashen (1982)<sup>9</sup>.

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<sup>6</sup> M. V. Nzama. (2010). Error Analysis: A Study of Errors Committed by Isizulu Speaking Learners of English in Selected School.

<sup>7</sup> S. P. Corder. (1967). The Significance of Learners' Errors. *International Review of Applied Linguistics in Language Teaching*, 5, 11.

<sup>8</sup> George Yule. (2010). *The Study of Language* (4th ed.). Cambridge: Cambridge University Press.

<sup>9</sup> H. Dulay, M. Burt, S. Krashen. (1982). *Language Two*. Oxford: Oxford University, Inc.

The researcher used the fifth semester English education students at IAIN Palopo by considering these following reasons. The first reason is the students have already studied the 4 English skills more regularly than other fields of study. The next reason is English education students of the fifth semester are supposed to be more skillful in English especially in writing as it is one of the literature courses/subjects in the fifth semester. However, the researcher believed that there are some errors in those writing texts made by the students. Therefore, the researcher analyzed the ungrammatical words or sentences in the writing texts that includes: Procedure, descriptive, recount and narrative texts. This study was intended to find out the types of errors in surface strategy taxonomy and sources or causes of those errors in comparative taxonomy as well as dominant types and sources of the errors made by the fifth semester English education students at IAIN Palopo in producing their writing texts.

### **B. Research Questions**

The researcher tried to find out solutions for the following questions.

1. What are the most frequent types of errors made by the fifth semester students on English written production?
2. What are the sources of the errors?

### **C. Research Objectives**

Related to the research questions above, there are two goals in this research. The first was to analyze and describe the grammatical errors in their written essays/paragraphs. The second objective was to infer the causes or sources of those

errors committed by the students.

#### **D. Research Significances**

##### 1. Theoretical Significance

- a. To give contribution to the development of the Second Language Acquisition's particular theories.
- b. To enrich the existing theories of Error Analysis.
- c. To give additional information for the next research or study.

##### 2. Practical Significance

- a) For the English teachers: The results of this research of error analysis were expected to show the teachers how far their students had progressed to reach the goal. Also, it could evaluate themselves whether they were successful or not in teaching English.
- b) For the students: The results of the research could show them in what aspect in grammar which was difficult for them. By this way, the students were expected to increase their knowledge on the English grammar, thus error analysis could facilitate them in improving their English mastery.
- c) For other researchers: The researcher hoped that this study can inspire other researchers to conduct further research about grammatical error analysis or other topics related to errors to enrich the existing study.

### **E. Scope and Limitation of the Research**

This research focused on error analysis especially the grammatical structure in writing due to it was one of the important skills for students of English Department of IAIN Palopo who were expected to be English teachers in the future. The researcher conducted a research on errors because errors in writing were recorded/written and grammar was an essential requirement for successful results of learning English.

For further classification, the data were analyzed by focusing on a surface strategy taxonomy which were limited to four classifications. They are omission, addition, misformation and misordering. To infer the sources of these errors, this research used a comparative taxonomy which classified errors into interlingual/developmental, intralingual, ambiguous and unique errors.

The subjects of this research were limited to the students who took the class of Writing II in English Department of IAIN Palopo in the academic year 2019/2020. More specifically the students of class D. The researcher chose the fifth semester students due to the fact that they still made lots of errors in writing based on the pre-research that the researcher conducted. Also, they were in the early phase of learning the writing so they would be more enthusiastic to learn and be more open to correction. The grammatical errors they committed would assist them to a greater learning and understanding of the English language.

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Studies

1. A thesis from Royani (2019), “An Analysis of Grammatical Errors in Students’ Writing Descriptive Text”. This research was aimed to know the grammatical errors that happen in writing class made by students of second semester in Students of English Department Ar-Raniry State Islamic University. The method used in this study is the qualitative method, while the general pattern or the research design used by the researcher is a case study. Population was taken in the second semester of English student department. The researcher uses document papers as the instrument. Based on the analysis of the data, the researcher found the common error that exists in the students’ writings is in the category of selection. Students committed the error in selection was 114 times or 42.72%. The second highest error made by the student was omission which committed the 107 errors or 31.75 %. The third highest was addition with 68 times or 20.17% errors occurred. The lowest was ordering with 18 times or 5.74% errors occurred. Based on the result, it is figured out that the students still have difficulties in applying grammatical structures in writing<sup>10</sup>.

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<sup>10</sup> S. Royani. (2019). An Analysis of Grammatical Errors in Students’ Writing Descriptive Text. In PROJECT (Professional Journal of English Education) (Vol. 2, Issue 6, p. 764).

2. Another research from Haswani (2018), “Students’ Errors in Translating Narrative Text Based on Dulay’s Surface Strategy Taxonomy”. The aim of this study is to explore the types of errors the students committed in their writing descriptive texts based on surface strategy taxonomy and types of errors most frequently committed by students. This research was qualitative research. The subjects of this research were 32 students from eleventh grade of the science classes. The writing task was administered as the instrument of the research. The result showed that the students committed four types of surface strategy taxonomy: addition, omission, misformation, and misordering. Misformation was the type of errors the students most frequently committed. This suggests that the students’ ability in writing descriptive texts in terms of surface strategy taxonomy needs to be improved<sup>11</sup>.

3. A journal article from Suhono (2017), “Surface Strategy Taxonomy on the EFL students’ Composition: A Study of Error Analysis”. This study deals with error analysis on composition written by EFL Students IAIM NU Metro. It aims at developing further analysis of error analysis in second language learners. For this purpose, an empirical study was conducted, using Indonesian students learning English as the subject of research. To achieve this purpose, the researcher explored the type of grammatical errors made by students at different grade semesters: the second, the sixth, and the eighth. More specifically, this study was an attempt to describe the type of grammatical error which frequently exists in written

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<sup>11</sup> D. Haswani. (2018). Students’ Errors in Translating Narrative Text Based on Dulay’s Surface Strategy Taxonomy. In Register Journal of English Language Teaching of FBS-Unimed (Vol. 7, Issue 2).

composition, to describe frequency grammatical error among the grade semesters, and to describe the sources of errors. Students' writings were analyzed based on surface strategy taxonomy theory. The results of this research revealed that 268 sentences indicated errors. In all semesters, the type of omission error was the highest one 131 (48.9%) sentences. Furthermore, grammatical error in the second semester was the highest one 124 (46.8%) sentences. The sources of errors of this research were mother-tongue influence (Interlingual errors). It was influenced by the native language which interferes with target language learning. The second was Intralingual errors, caused by the target itself like, misanalysis (wrong hypothesis), incomplete rule application<sup>12</sup>.

4. Another journal article from Kurniati (2019), "Analyzing Errors in Academic Essays Written by English Department Students". The objective of this study is to identify type of errors on the EFL that is commonly found in students writing performances according to Surface Strategy taxonomy, to identify the possible causes of students' errors in their writing performances and to identify kind of grammatical errors in students writing performances. This study employed a qualitative method. Sources of data were students' writing performance in essay form. The result shows all of the four types of errors according to surface strategy taxonomy such as omission, misinformation, addition, and malformation/disordering, the result shows omission and misinformation are the types of errors that commonly found English department students' essays.

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<sup>12</sup> S. Suhono. (2017). Surface Strategy Taxonomy on The EFL Students' Composition A Study of Error Analysis. In *Jurnal Iqra'* (Vol. 1, Issue 2, p. 1).

However, omission is the type of error that is founded the most in students writing. The Possible causes of students' error are: The learner doesn't know the structural pattern. Hence, they make random responses; The correct model has been insufficiently practiced; Distortion may induce by the first language. Kind of grammatical errors that are found in students' essays are noun and verb inflection, subject-verb agreement, articles, pronouns, spellings, singular/plural form, capitalization, sentence fragments and prepositions. On the basis of these results, some pedagogical implications which might assist ESL/EFL teachers with some helpful suggestions and teaching strategies that will reduce future problems regarding writing for EFL learners<sup>13</sup>.

## **B. Reviews of the Related Literature**

### **1. Error Analysis**

According to Richards (1987), error analysis is an activity to reveal errors found in writing and speaking<sup>14</sup>. Error analysis also is the study of errors made by the second and foreign language learners. Error analysis may be carried out in order to (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

Another concept of error analysis is given by Brown (1994), he defined error

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<sup>13</sup> R. F. Kurniati. (2019). Analyzing Errors in Academic Essays Written by English Department Students. In *Acuity: Journal of English Language Pedagogy, Literature and Culture* (Vol. 4, Issue 2, pp. 177–203).

<sup>14</sup> Jack. C. Richards. 1987. *The Context of Language Teaching*. Cambridge: Cambridge University Press.

analysis 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 learners. From the two definitions above, it can be concluded that error analysis is an activity to identify, classify and interpret or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences<sup>15</sup>.

According to Johansson (2012), an analysis of the learners' error gives the teacher evidence of the learners' competence in the foreign language<sup>16</sup>. The teacher will also gain information concerning learner's difficulties at different levels. For instance, it is important for teachers to design lesson plans and the construction of teaching materials.

#### **a. The Differences between Error and Mistake**

The terms of error and mistake have identical meanings in the teaching and learning process. However, those have different meanings and functions. Nesfield (1911) defined error as a noticeable deviation from the adult grammar of a native speaker that reflects the competence of the learner<sup>17</sup>.

Meanwhile, Mistake refers to a performance error that is either a random guess or a slip in that it is a failure to use and know the system correctly. All people make mistakes, in both native and second language situations.

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<sup>15</sup> H. Douglas Brown. (1994). *Principles of Language Learning and Teaching*. 3<sup>rd</sup> edition. Englewood Cliffs, New Jersey: Prentice Hall Inc

<sup>16</sup> Mats Johansson. (2012). *English Linguistics: Introduction to Morphology, Syntax and Semantics* (Studentlitteratur AB).

<sup>17</sup> J. C. Nesfield. (1911). *Errors in English Composition*.

Native speakers are normally capable of recognizing and correcting such lapses or mistakes, which are not the result of a deficiency in competence but the result of some temporary breakdown or imperfection in the process of producing speech. Error can be self-corrected while mistake cannot be self-corrected if the deviation is pointed out to the speaker.

It can be concluded that errors are caused by lack of understanding and knowledge in target language while mistakes are caused by temporary lapses of memory, confusion, and carelessness in expressing target language either in spoken or written form. Mistake cannot be self-corrected if the deviation is pointed out to the speaker.

#### **b. Types of Error**

Dulay et al. (1982) described the types of errors into four classifications. They are: Linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect<sup>18</sup>. Discussion of these descriptive taxonomies is guided by two major purposes; first, to present error categories which rely on observable characteristics for their definition. Second, to report the findings of research conducted to date with respect to error types observed.

However, the writer only focused on the surface strategy taxonomy and comparative taxonomy because those two types of errors give more contributions to this research than other types of errors.

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<sup>18</sup> H. Dulay, M. Burt, S. Krashen. (1982). *Language Two*. Oxford: Oxford University, Inc.

## 1). Surface Strategy Taxonomy

This category highlights the way surface structures are altered. Analyzing errors from this taxonomy holds much promise for researchers as it is concerned with identifying cognitive processes that underlie the learners' reconstruction of the new language. According to Dulay et al. (1982) the students' errors are not the result of laziness or sloppy thinking but are based on some logic, as the result of the learners' use of interim principles to produce a new language<sup>19</sup>. Those types of errors which belong to surface strategy taxonomy are (1) omission, (2) addition, (3) misformation, and (4) misordering.

### a) Omission

An omission is a type of error which is characterized by the absence of an item that must appear in a well-formed utterance. As we know that morphemes or words can be distinguished into two classes: generally, there are two main kinds of omission; they are omission of content morphemes and omission of grammatical morphemes.

#### i. Omission of Content Morphemes

This type of omission is related to the major constituent of a sentence such as: nouns, verbs, adjectives, and adverbs.

For example:

'*She ...him nothing*'. (In this sentence, the learner omits a needed verb and the third singular marker -s. It should be '*She gives him nothing.*'

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

### ii. Omission of Grammatical Morphemes

This type of omission does not carry the burden of meaning. In other words, it plays a minor role in conveying the meaning of a sentence. It includes noun and verb inflections (e.g. the *-s* in *birds*, the *-’s* in *mother’s*, the *-ed* in *looked*, the *-ing* in *laughing*, etc); preposition (in, on, at, under, etc); conjunction (and, or, but, because, if, although, etc); verb auxiliaries (is, will, can, etc); and article (a/an, the, those, these, etc).

For example:

*’Marry is beautiful girl’*. (In this sentence, the indefinite article before a singular countable noun is omitted). It should be *’Mary is a beautiful girl’*.

### b) Addition

Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance.

It usually occurred in the later stages of L2 acquisition or learning, when the learner has already acquired some target language rules. There are three types of addition errors:

#### i. Double Markings

This error is caused by the failure to delete certain items which are required in some linguistic construction.

*e.g She didn’t went/goed back.*

There is double marking that should be *“She didn’t go back”*.

#### ii. Regularization

Regularization errors is a type of error in which a marker that is typically

added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker.

*e.g sheeps instead of sheep.*

There is a regularization error in which regular plural marker.

### iii. Simple addition

Simple addition errors characterize all addition errors. It is the use of an item which should not appear in well-formed utterances.

*e.g the fishes doesn't live in the water.*

There is a simple addition that should be “the fish doesn't live in the water”.

## c) Misformation

Misformation errors are characterized by the use of the wrong form of the morphemes or structure. It is occurred when the learner supplies something although it is incorrect. There are three types of misformation errors:

### i. Regularization errors

Regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one.

*e.g runned instead of run.*

There are regularization errors that should be “run”.

### ii. Archi-forms

Archi-forms errors are the selection of one number of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition.

*e.g I see her yesterday. Her dance with my brother.*

There is an archi-forms error that should be “I saw her yesterday. She danced with my brother”.

iii. Alternating forms

Alternating forms error caused by the learners’ vocabulary and grammar development.

*e.g I seen her yesterday.*

The alternating error that should be “I saw her yesterday”.

#### **d) Misordering**

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. It occurs systematically for both L1 and L2 learners in constructions that have already been acquired.

*e.g. I don't know what is that.*

There is a misordering error that should be “I don't know what that is”.

## **2). Comparative Taxonomy**

According to Dulay et al. (1982), the classification of errors in a comparative taxonomy is based on comparisons between the structure of L2 errors and certain other types of constructions<sup>20</sup>. The types of comparative taxonomy are:

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<sup>20</sup> H. Dulay, M. Burt, S. Krashen. (1982). *Language Two*. Oxford: Oxford University, Inc.

### a) Intralingual or developmental errors

Intralingual or developmental errors illustrate the learner attempting to build up hypotheses about the English language from his limited experience of it in the classroom of textbook which reflects the general characteristics of rule learning, such as faulty generalization, incomplete application of rules, and failure to learn conditions under which rules apply.

*e.g I'm boring.* There is an intralingual error that should be "I'm bored".

### b) Interlingual Error

Interlingual errors are similar in structure to a semantically equivalent phrase or sentence in the learner's native language. The error identification is traced back by translating the words into the learner's mother tongue.

*Example: The man skinny.*

There is an interlingual error that should be "*The man is skinny*". This sentence is caused by interference of native language sentence (Laki-laki itu kurus).

### c) Ambiguous errors

Ambiguous errors are those that could be classified equally well as developmental or interlingual. It is caused when the errors reflect the learner's native language structure and the types found in written works/speech of children acquiring a first language.

*e.g I happy.*

This is an ambiguous error that should be “I am happy”. It may be caused by the learner’s grammar knowledge or sentences which are produced by children who acquire English as the first language.

#### **d) Unique errors**

Since the errors are not similar to those children make during first language development, they must be unique to second language learners and since they are not interlingual, some must be unique reflections of creative construction.

#### **c. Sources of Error**

James (1998) classified the sources of errors as<sup>21</sup>:

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 assumes 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*”,
  - (d) Exploiting redundancy: omitting grammatical features that do not contribute to the meaning, such as omitting the third person –s

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<sup>21</sup> Carl James. 1998. *Errors in Language and Use: Exploring Error Analysis*. Addison Wesley Longman.

*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 (2001), the classification of sources is as follows<sup>22</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 learners say ‘sheep’ for ‘ship’.*

2) Intralingual transfer

This error is made by learners who have begun to acquire parts of the target language but still lack 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

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<sup>22</sup> H. D. Brown. (2001) Teaching by Principles: An interactive approach to language pedagogy (second edition) New York: Longman.

provided by the teacher, faulty presentation in a textbook or a memorized pattern that is not contextualized.

#### 4) Communication strategies

The learner's techniques in learning a second language can become a source of error. Taylor (1997) identified in a more straightforward fashion of the following five processes as causing learners language errors<sup>23</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 Johnson (2005), the causes of errors are<sup>24</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 know He sings, He wants etc. Putting the –s on the verb can is a false overgeneralization.

##### 2. Ignorance of rule restrictions

It is the failure to observe the restrictions of existing structures (closely

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<sup>23</sup> J. R. Taylor. (1997). *An Introduction to Error Analysis: The Study of Uncertainties in Physical Measurements* 2nd Edition. Colorado: University Science Book.

<sup>24</sup> Samuel Johnson. (2005). *Johnson on the English Language*: Yale University Press.

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).

### 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 is how past time is marked in English, and produce sentences.

*e.g. One day it was happened.*

## 2. Writing

### a. Definition of Writing

Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form.

According to Brown (1994), writing is the way to express ideas in written form using letters, words, art or media, and it requires a mental process in order to

express the ideas<sup>25</sup>. Being able to write is a vital skill for speakers of a foreign language as much as for everyone using their own first language.

Furthermore, Writing is a kind of expression media and a means of communication. Therefore, writing is very essential to be learned by students to make good relationships with other people. That is one of the most significant cultural accomplishments of human beings. It allows us to record and convey information and stories beyond the immediate moment. Writing allows us to communicate at a distance, either at a distant place or a distant time.

Writing is considered as the most difficult skill. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas to readable text. that is not simply a skill to transfer a spoken language into a text, but writing also requires particular aspects to convey a message into a piece of paper clearly.

The word writing coming from a verb. Writing is a way to produce language, which you do naturally when you speak. You say something, think of more you say, perhaps correct something you have said and then move on to the next statement.

### **b. Purposes of Writing**

When people write, there must be a purpose that they want to convey through their writing. People write to express their ideas and think in a text. Purpose is an important element of the college essay because it influences your approach. There are four common purposes in writing. The purposes are:

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<sup>25</sup> H. Douglas Brown. (1994). Principles of Language Learning and Teaching. 3edition. Englewood Cliffs, New Jersey: Prentice Hall Inc

### 1) Writing to inform

In much of the writing, it will be intended simply to inform the readers about a subject. To inform means to transmit necessary information about a subject to the reader, and usually this also means telling the readers the facts or what happened.

### 2) Writing to explain

Writing to explain means writing takes action in explaining what is unclear and it stands to make it clear. In explanatory writing, a writer who understands a complex topic must make sure that the readers understand it as well. The task in explaining is to clarify a subject for the readers. The important thing to keep in mind is that the relationship between the writers and the readers. It needs to be considered how much the readers already know about the subject and how much still needs explanation.

### 3) Writing to persuade

Most of people, persuasion is one of the most important things in their personal life, their work life, or in their school life.

By writing, a writer hopes that the reader can establish his or her attitude whether he or she agrees or supports the writer's persuasion. Writing to persuade is to inform readers about a topic, express the writer's opinions on the topic, and persuade the readers to accept the writer's position or at least take it seriously.

In persuasive writing, comparison and contrast is often used to develop a

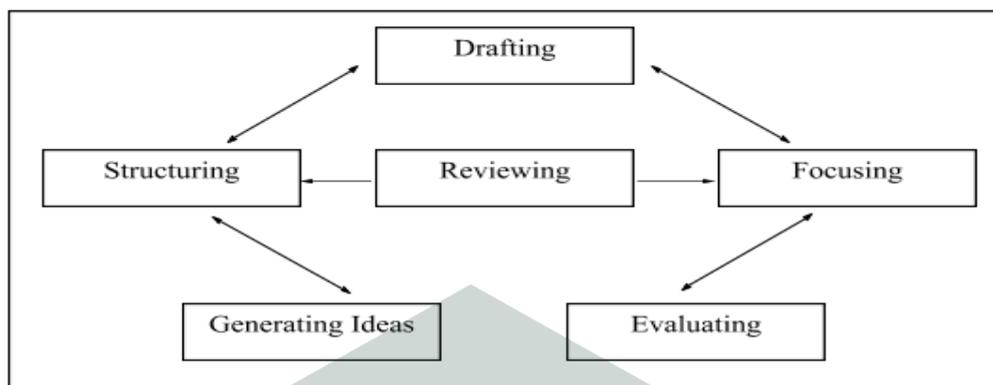
topic. The writer also gives argumentation in persuasive writing. In this kind of writing, the writer usually uses facts to back up an opinion.

#### **4) Writing to amuse others**

Writing to amuse requires the writer to focus on the readers other than him or herself. The writer may enjoy the experience and take pride in what you accomplish, but he or she can not settle for amusing alone. Writing to amuse gives an opportunity to bring pleasure to others. Seize the opportunity and make the most of it.

#### **c. Process of Writing**

Writing is never a one-step-process, it is an ongoing creative act. When people first write something, they have already been thinking about what to say and how to say it. Writing is a process. If someone wants to write something and he or she wants to make a perfect piece of writing, he or she has to know the process of writing. Below is a process of writing.

Picture 2.1 White and Arndt's process of writing model<sup>26</sup>

Source: (Harmer, 2002)

Process of writing is an interrelated set of recursive stages which include: drafting or structuring (ordering information, experimenting with arrangements, etc.), reviewing (checking context, connections, assessing impact, editing), focusing (that is making sure you are getting the message you want to get across), generating ideas and evaluation (assessing the draft and/or subsequent draft). White and Arndt's model can be represented diagrammatically, one of the disadvantages of getting students to concentrate on the process of writing is that it takes time: time to brainstorm ideas or collect them in some other way; time to draft a piece of writing and then, with the teacher's help perhaps, review it and edit it in various ways before, perhaps, changing the focus, generating more ideas, redrafting, re-editing and soon. This cannot be done in fifteen minutes. However, the various stages may well involve discussion, research, language study, and a considerable amount of interaction between the teacher and students and among the students themselves so that when process writing is handled appropriately it stretches across

<sup>26</sup> Jeremy Harmer. (2002). *The Practice of English Language Teaching* 3rd Edition. London: Longman.

the whole curriculum.

In addition, Bogdan (1982) presented the stages in writing into five stages<sup>27</sup>:

1. Prewriting

Time to get ready to write, generate ideas and gather information before.

2. Drafting

Translate their thoughts and ideas into sentences and paragraphs.

3. Sharing

Read 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.

Harmer (2002) proposed 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 unnecessary 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

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<sup>27</sup> C. R. Bogdan. (1982). *Qualitative Research for Education: An Introduction to Theory and Methods*. USA: Allyn Bacon Inc.

version<sup>28</sup>. It shows that writing is a complex process combining a number of diverse elements, especially for the students and needs much time to brainstorm ideas until finished written works.

#### **d. Types of Writing**

There are some types of writings. They are:

##### **1) Procedure text**

The purpose is to tell the reader how to do or make something.

##### **2) Descriptive text**

Description is used in all forms of writing to create a vivid impression of a person, place, object, or event.

##### **3) Recount text**

The purposes of a recount are to list and describe past experiences by retelling events in the order in which they happened (chronological order). Recounts are written to retell events with the purpose of informing or entertaining (or both).

##### **4) Narrative text**

The basic purpose is to entertain, to gain and hold a reader's interest. However, narratives can also be written to teach or inform, to change attitudes or social opinions. Narratives sequence people or characters in time, place and set up

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<sup>28</sup> Harmer, Jeremy. 2002. *The Practice of English Language Teaching* 3rd Edition. London: Longman.

one or more problems which must eventually be resolved.

### 3. Conceptual Framework

Writing is one of the productive skills in language learning. According to Celce-Murcia (2001), 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>29</sup>. The reasonable coherent and accuracy/cohesive written text requires a complex process that consists of planning, drafting, revising, and editing. In the revising stage, students tend to commit errors in composing sentences. For this reason, as English teachers should be aware of the errors because it indicates the process of learning isn't actually in progress.

The purpose of this research is to investigate the errors limiting to grammatical structure made in writing and to infer the possible causes of those errors. It is because errors description needs a deep explanation for the reasons why learners make mistakes or commit errors and each error needs to be treated. The errors were classified into surface strategy taxonomy due to this category having an important role in finding the errors analysis question. As James (1998) emphasized that the descriptive categorize needs to be specific and elaborated upon with maximum care while utilizing a surface structure taxonomy<sup>30</sup>.

In addition, Corder (1967) stated that surface strategy taxonomy is a superficial of error classification used as starting point for systematic analysis, thus

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<sup>29</sup> M. Celce-Murcia. (2001). *Teaching English as a second or foreign language* (3rd ed.). Boston, MA: Heinle & Heinle.

<sup>30</sup> Carl James. (1998). *Errors in Language and Use: Exploring Error Analysis*. Addison Wesley Longman.

the researcher used surface strategy taxonomy as a starting point in the description of errors<sup>31</sup>.

The errors were classified according to surface strategy taxonomy proposed by Dulay, et al. (1982), those errors are omission, addition, misformation and misordering errors<sup>32</sup>. To infer the cause of errors, the researcher used the comparative analysis taxonomy. It consists of subcategories; intralingual (developmental), interlingual, ambiguous and unique errors.

In this research, the researcher proposes the analytical construct of the research as follows:

1. It is called an omission error if there is absence of an item which must appear in a well-formed utterance.
2. It is called an additional error if there is a presence of an item which must not appear in a well-formed utterance.
3. It is called a misformation error if there is a wrong form of the morpheme or structure used in utterance.
4. It is called a misordering error if there is an incorrect placement of a morpheme or group of morphemes in an utterance.
5. It is called a development/intralingual error if the error is assumed to be a result of transfer within the target language.
6. It is called an interlingual error if the error is assumed to be a result of

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<sup>31</sup> S. P. Corder. (1967). The Significance of Learners' Errors. *International Review of Applied Linguistics in Language Teaching*, 5, 161-170.

<sup>32</sup> H. Dulay, M. Burt, S. Krashen. (1982). *Language Two*. Oxford: Oxford University, Inc.

transfer from the native language.

7. It is called an ambiguous error if the error is assumed to be the reflection of the learner's native language structure.

8. It is called unique error if the error reflects neither the learner's native language structure nor foreign language structure.



## CHAPTER III

### METHODOLOGY

#### A. Research Design

This research was designed by using descriptive qualitative research because it was aimed to describe grammatical errors on students' writing. The data about grammatical errors in students' writing were analyzed based on the results of the data collection instruments.

Descriptive qualitative method is called as interpretive method because the result of the research is related to interpreting about data found in the field. Arikunto (2007, p. 14) stated that descriptive research has not purpose to test the certain hypothesis, but just describe some variable and condition naturally<sup>33</sup>. So, the researcher described and explained about anything related to this analysis

The researcher used writing test results as the instruments of data collection. They were analyzed comprehensively. Although this research more focused on descriptive qualitative method, but serving numerical data in order to get valid and countable data was needed. So, the quantitative method has conducted in this research to see the percentage and frequencies for supporting the research.

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<sup>33</sup> Suharsimi Arikunto. (2007). *Manajemen Penelitian*. Jakarta: Rineka Cipta. (2016). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

## **B. The Subject and Setting**

This research was conducted at IAIN Palopo by focusing on writing of the fifth semester students as the research respondents. The research data were taken from class D which has twenty-two students. This class was taught by Dr. Maghfirah Toyyib, M.Hum.

The researcher analyzed twenty-two students' writing to represent the whole students. The researcher chose the fifth semester students due to the fact that they were supposed to be more skillful in English especially in writing as it is one of the literature courses/subjects in the fifth semester. The grammatical errors they committed would assist them to a greater learning and understanding of the English language.

## **C. Data Collection Technique**

The major source of data used to find answers to the research questions is the written essays and paragraphs of 22 participants of the chosen classes. The topics given in the essays and paragraphs were general but argumentative in nature. All of the 22 participants were required to write on one of the seven following different topics: my hobby, my best friend, my favorite teacher, my family, the things I would do if I become president, an unforgettable trip, or my future plans for upcoming five years. They were asked to write approximately 250-300 words within a period of one hour.

#### D. Data Analysis Technique

The data analysis was started after all the students' writing texts collected. Then, the researcher identified the errors. The researcher read the students' writing task and underline the errors. After identifying the errors made by students based on Surface Strategy Taxonomy, the researcher calculated the percentage of errors made according to the Dulay's Surface Strategy Taxonomy.

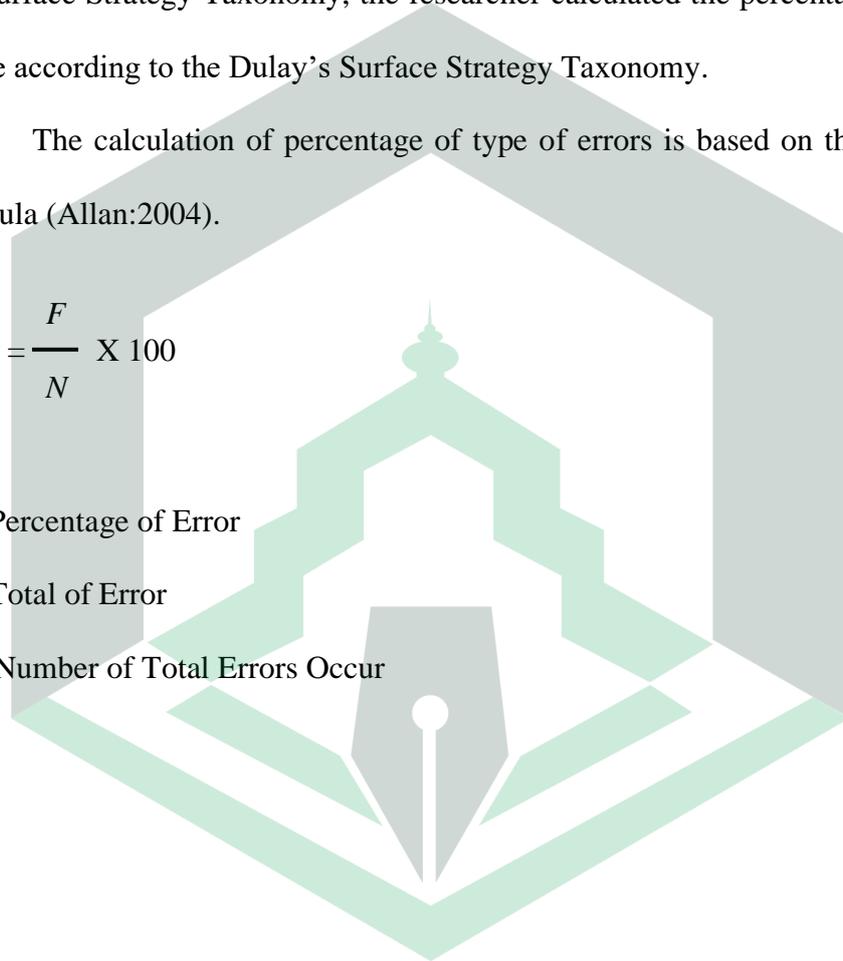
The calculation of percentage of type of errors is based on the following formula (Allan:2004).

$$P = \frac{F}{N} \times 100$$

P = Percentage of Error

F = Total of Error

N = Number of Total Errors Occur



## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### A. Findings

##### 1. Types of Errors

Table 2.1 shows the types, number and percentages of errors committed by the participants in their written work. By using Surface Strategy Taxonomy theory by Dulay et al. The researcher found that the students committed 387 places of omission errors, 131 places of addition errors, 213 places of misformation errors, and 8 misordering errors were found. Furthermore, these errors were caused by Interlingual and Intralingual errors; more specifically, mother tongue interference, overgeneralization, lack of knowledge about grammatical rules and etc.

**Table 2.1** Surface Strategy Errors Frequency

No	Surface Strategy Taxonomy	Component	Frequency	Percentage (%)
1.	Omission		387	58.37 %
2.	Addition	Regularization	0	0 %
		Double Marking	27	4 %
		Simple Addition	104	15.68 %
	<b>Total</b>		131	19.75 %
3.	Misformation	Regularization	0	0 %
		Archi-form	94	14.17 %
		Alternating	119	17.94%
	<b>Total</b>		213	32.12 %
4.	Misordering		8	1.20 %
	<b>Total</b>		663	100%

In this section, the researcher analyzed the erroneous clauses and provided the corrections that should be used. Each type of error was described in order to know why those were considered as errors. The following analysis concerns about omission, addition, misformation and misordering.

## **1. Omission**

The researcher found 387 errors in terms of omission type. There are two main kinds of omission, they are omission of content morphemes and omission of grammatical morphemes. The researcher found four kinds of omission of content morphemes, namely: verbs (v), nouns (n), adjectives (adj) and adverbs (adv). Mostly the errors occur in missing part of nouns. Secondly, the errors are in missing part of adverbs. Thirdly, the errors are missing part of the verb. Other error clauses are in adjectives missing type.

As for the omission of grammatical morphemes, the researcher found six kinds, namely: inflection (inf), verb auxiliaries (v-aux), conjunction (conj), articles (art), preposition (prep) and pronoun (pron). Mostly the errors occur in missing part of verb and noun inflection. Secondly, the errors are in missing part of verb auxiliaries. Thirdly, the errors are in missing parts of articles and prepositions.

Fourthly, the errors occur in missing parts of conjunction. Other error clauses are in the pronoun missing part. Each of them is discussed as follows.

### **a. Omission of Content Morphemes**

The researcher found one hundred sixty-nine (169) errors in missing part of content morphemes.

## 1). Omission of Noun

**Table 2.2** Omission of Noun

Error Classification	Error Identification	Error Correction
	Yes, I cannot stand*	Yes, I cannot stand <b>it</b> again
Omission of Noun	There was no interesting * that appealed to me	There was no interesting <b>channel</b> that appealed to me
Frequency of Error: 73 Percentage: 11.01%		

The researcher found seventy-three (73) errors in terms of noun missing parts. Table 2.2 presents the example of the data.

As attached in the example above, the errors occurred because the noun was omitted in the students' clauses. For example, in the data, the sentence 'Yes, I cannot stand again' shows that the student should put a noun in the sentence to make it grammatically correct. Because the previous question in the writing is 'What? Pee? Now?'. In this case the noun needed is an object 'it'. The correct sentence should be 'Yes, I cannot stand it again'. Then, the sentence 'There was no interesting that appealed to me' should be 'There was no interesting channel that appealed to me'.

## 2). Omission of Adverb

**Table 2.3** Omission of Adverb

Error Classification	Error Identification	Error Correction
	*I arrived in Kuta,...	<b>When</b> I arrived in Kuta,...
Omission of Adverb	Me and my friends, all of us were 17 people	<b>There</b> were 17 people of us
	Saturday night was very	Saturday night was very

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	crowded and* a little stuck	crowded and <b>there</b> was a little traffic jam
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Frequency of Error: 46  
Percentage: 6.93%

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The researcher found fort six (46) omissions of adverbs. Table 2.3 presents the example of the data. For example in datum number one, the clause ‘I arrived in Kuta,...’ still has a continual clause. In this case, the clause has a missing part of the adverb of time. The correct clause should be ‘When I arrived in Kuta,...’. As for example number two, the correct sentence should be ‘There were 17 people of us’, because an adverb should be used in place of a subject with ‘be’ and a few other verbs, especially when referring to somebody or something for the first time.

Another corrected sentence is in the third example, ‘Saturday night was very crowded and there was a little traffic jam’. This sentence has a similar pattern to sentence number two.

### 3). Omission of Verb

**Table 2.4** Omission of Verb

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Error Classification	Error Identification	Error Correction
Omission of Verb	I woke up with really tired	I woke up <b>and felt</b> really tired
	like many wars that religion as ... who can not respect to other beliefs	like many wars which <b>use</b> religion as ...who can not respect other beliefs
	We went to ... and welcome to that beach	We went to ... and <b>arrived</b> at that beach

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Frequency of Error: 27  
Percentage: 4.07%

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The researcher found twenty-seven (27) errors in the missing verb part. Table 2.4 presents the example of the data.

The errors occurred because a verb is omitted in those clauses. For example, in datum number one, the clause ‘I woke up with really tired’ should be ‘I woke up and felt really tired’. In this case, the student used conjunction ‘with’ instead of ‘and’. It also doesn’t have a ver. Therefore, the correct clause should use ‘felt’, the same verb class with ‘woke’.

The next error is shown in datum number two. The clause ‘like many wars that religion as...’ does not have any verbs. The correct sentence should be ‘like many wars which use religion as...’.

#### 4). Omission of Adjective

**Table 2.5** Omission of Adjective

Error Classification	Error Identification	Error Correction
Omission of Adjective	to go to the nature place I felt boring with them	to go to the place <b>close to</b> nature I felt <b>bored</b> with them
Frequency of Error: 23		
Percentage: 3.46%		

The researcher found twenty-three (23) errors in terms of adjectives. Table 2.5 presents the example of the data.

It is considered as an error if the student composed writings ungrammatically. In the example above, an adjective is needed. The sentence ‘to go to the nature place’ is ungrammatical. Instead of writing ‘natural place’, the student wrote ‘nature place’. Therefore, to make the sentence more grammatical,

the student should put an adjective in the middle of the phrase. The correct sentence should be ‘to go to the place close to nature’.

## b. Omission of Grammatical Morphemes

The researcher found two hundred eighteen (218) errors in missing part of content morphemes. Each kind of them is discussed in the following explanation.

### 1). Omission of Inflection

**Table 2.5** Omission of Inflection

Error Classification	Error Identification	Error Correction
Omission of Inflection	There was someone talk beside me	There was someone <b><u>talking</u></b> beside me
	I step on the white sand without slippers kitchen tools like plates, forks, knife, glass, and so on	I <b><u>stepped</u></b> on the white sand without slippers kitchen tools like plates, forks, <b><u>knives</u></b> , <b><u>glasses</u></b> , and so on
Frequency of Error: 67 Percentage: 10.10%		

The researcher found sixty-seven (67) errors in omission of inflection. Table 2.5 presents the example of the data.

As shown in the table, the errors occurred because the student does not put the changing of a word form or the ending to show its grammatical function. In example number one, an error occurs in terms of omission of verb inflection. The ending of the past progressive form is omitted. The correct sentence of ‘There was someone talk beside me’ is ‘There was someone talking beside me’.

## 2). Omission of Verb Auxiliaries

**Table 2.6** Omission of Verb Auxiliaries

Error Classification	Error Identification	Error Correction
Omission of Verb Auxiliaries	I *still confused	I <b>was</b> still confused
	we *ready	we <b>were</b> ready
	The weather at night thankfully *not too cold	The weather at night thankfully <b>was</b> not too cold
Frequency of Error: 52 Percentage: 7.84%		

The researcher found fifty-two (52) errors in omission of verb auxiliaries. Table 2.6 presents some examples of the data.

The errors occurred because auxiliary verbs are omitted in the sentences. As shown in example number one, the clause 'I still confused' does not have any auxiliaries. Auxiliary verb 'be' (was) should be added in this clause to make it more grammatical. Therefore, the correct sentence should be 'I was still confused'. The second and the third examples are the same. The auxiliary verb should be put after the subject.

## 3). Omission of Article

**Table 2.7** Omission of Articles

Error Classification	Error Identification	Error Correction
Omission of Articles	I could see *power plant and *sparkling water was there	I could see <b>a</b> power plant and <b>the</b> sparkling water was there
	a few seconds later *footsteps disappeared	a few seconds later <b>the</b> footsteps disappeared
Frequency of Error: 36 Percentage: 5.42%		

The researcher found thirty-six (36) errors in omission of articles. Table 2.7 presents the example of the data.

There are two articles in English. The first one is the indefinite article ‘a/an’. The for ‘a’ is used before consonant sounds and the form ‘an’ is used before vowel sounds. Here is the example of missing part in article ‘a’, ‘I could see power plant’.

The second one is the definite article ‘the’. It is used for referring to somebody or something that has already been mentioned or can be understood. For example, in datum number two, the clause ‘and sparkling water was there’ is ungrammatical. The correct clause ‘and the sparkling water was there’. In this case, the object is already understood. The next example is in the clause ‘a few seconds later footsteps disappeared’. The correct clause should be ‘a few seconds later the footsteps disappeared’.

#### 4). Omission of Preposition

**Table 2.8** Omission of Preposition

Error Classification	Error Identification	Error Correction
	the castle gate *Vredeburg	the castle gate <b>of</b> Vredeburg
Omission of Preposition	the security hold me up in the first and *the middle gate	the security held me up in the first and <b>in</b> the middle gate
	I could see what happened with them	I could see what happened <b>to</b> them
Frequency of Error: 34		
Percentage: 5.12%		

The researcher found thirty-four (34) errors in omission of preposition.

Table 2.8 presents the example of the data. A preposition is usually used before a noun or pronoun to show places, positions or times. The first example is the phrase ‘the castle gate Vredeburg’. This phrase omitted the preposition ‘of’ because it is originating from a specific background in a place. Therefore, the correct clause should be ‘the castle gate of Vredeburg’. The next example is in the sentence ‘the security held me up in the first and the middle gate’. In this case, the student composed the sentence in parallel form.

### 5). Omission of Pronoun

**Table 2.9** Omission of Pronoun

Error Classification	Error Identification	Error Correction
Omission of Pronoun	I also do not know*	I do not know <b><u>either</u></b>
	1 kilogram of rice, eggs, mineral waters, some biscuits	1 kilogram of rice, eggs, <b><u>several</u></b> bottles of mineral water, some biscuits
	one of *popular beach in the world	one of <b><u>many</u></b> popular beaches in the world
Frequency of Error: 16		
Percentage: 2.41%		

The researcher found sixteen (16) errors in missing part of the pronoun.

Table 2.9 presents the example of the data.

Pronoun is a word used in place of a noun or noun phrase. The datum number one is ‘I also do not know’. This sentence is missing the indefinite pronoun ‘either’ because by the present of ‘also’, the student meant to respond that she has the same knowledge as the other person in the writing’s conversation. Therefore, the sentence should be ‘I do not know either’. The next example is in the clause ‘1 kilogram of rice, eggs, mineral waters, some biscuits’. ‘Mineral water’ is an

uncountable noun. Therefore, the phrase should be added by indefinite pronoun and countable noun. The correct phrase should be ‘...several bottles of mineral water...’.

## 6). Omission of Conjunction

**Table 3.1** Omission of Conjunction

Error Classification	Error Identification	Error Correction
Omission of Conjunction	because of shocks unsteadiness truck and engine	because of truck and engine shock <b>and</b> unsteadiness
	I also rent tent, sleeping bag, *mattress	I also rented tent, sleeping bag <b>and</b> mattress
	Three boys, *three girls with only two vehicles are perfect	Three boys <b>and</b> three girls with only two vehicles were perfect
Frequency of Error: 13 Percentage: 1.96 %		

The researcher found thirteen (13) errors in omission of preposition. Table 3.1 presents the example of the data.

As shown in the example, the error occurs because the phrases are not properly connected. As for the first example, the phrase ‘shock and unsteadiness’. The error in the second example occurs in the last two nouns. There should be an ‘and’ connecting the last two nouns. The correct sentence should be ‘I also rented a tent, sleeping bag and mattress’. The last example is similar to the first one. The correct sentence should be ‘Three boys and three girls with only two vehicles were perfect’.

## 2. Addition

The second type of the error is addition. The researcher found 131 errors of addition type. There are 2 kinds of errors found in the writings instead of 3 kinds of errors. It is because the researcher did not find any erroneous phrase in terms of regularization. Therefore, the researcher shows only the two kinds of addition. They are double markings and simple additions. Here is the explanation of each error.

### a. Double Markings

**Table 3.2** Double Markings

Error Classification	Error Identification	Error Correction
Double Markings	but I <b>was</b> enjoy with my journey was very closed <u>ed</u> to me until the busses stop <u>s</u>	but I enjoyed my journey was very close to me until the busses stop
Frequency of Error: 27 Percentage: 4%		

The researcher found twenty-seven (27) errors in addition to the type of double markings. Table 3.2 presents the example of the data.

The example number one is not correct. The clause ‘but I was enjoy my journey’ is marked by the present of a verb auxiliary ‘was’. If the student used simple past tense, the clause should use verb -ed instead of verb auxiliary. Therefore, the correct clause should be ‘but I enjoyed my journey’. The datum number two ‘was very closed to me’ is also not correct. The student failed to delete the passive marker v-ed where the construct meaning is different from what the student meant. The correct clause should be ‘was very close to me’.

## b. Simple Addition

**Table 3.3** Simple Addition

Error Classification	Error Identification	Error Correction
Simple Addition	like <b>from</b> , Malaysia, ..., and many more	like, Malaysia, ..., and many more
	In the former times, people saw many peacocks <b>were</b> finding brackish water for drink	In the former times, people saw many peacocks finding brackish water to drink
	<b>But</b> it was different with this field	it was different from that field
	..., <b>so</b> we have to find a parking place ...	..., we had to find a parking place ...
	<b>Interval of</b> one minute later	one minute later
Frequency of Error: 104 Percentage: 15.68%		

The researcher found one hundred four (104) errors in missing part of content morphemes. Table 3.3 presents the example of the data.

The first example is inappropriate. If the student wanted to mention something already understandable, the unnecessary word should be omitted. The clause 'like from, Malaysia, ..., and many more' is not correct. It should be 'like Malaysia, ... and many more'. The second example is the usage of the verb auxiliary 'were', because it is not a past progressive sentence. The real form is 'which find' and the phrases are connected and become 'finding'. Therefore, the correct sentence should be 'In the former time, people saw many peacocks finding brackish water to drink'.

### 3. Misformation

The researcher found two hundred thirteen (213) errors in the terms of misformation. Most of the students have made such errors, therefore it can be concluded that it happened because of their limited vocabulary. They just put the words they knew without any caution of inappropriate words or meaning. Mostly the errors occurred in terms of alternating form. Table 3.4 presents the example of the data.

**Table 3.4 Misformation**

Error Classification	Error Identification	Error Correction
Misformation	I slowly <b>open</b> my eyes and someone greeting me	I slowly <b>opened</b> my eyes and someone <b>greeted</b> me
	I could <b>saw</b> *power plant	I could <b>see</b> a power plant
	We <b>are</b> also asking to other friends	We <b>were</b> also asking other friends
	I <b>am</b> talking so much the sound of my door <b>open</b> and then closed again	I <b>was</b> talking so much my door <b>opened</b> and then closed again
	at 18.15 we <b>are</b> ready to go	at 18.15 we <b>were</b> ready to go
Frequency of Error: 213		
Percentage: 32.12%		

Misformation usually occurred because of the lack of learners' information or knowledge in the changing of past participle or in constructing sentences according to its tense form. As shown in the first example, the student was not consistent in writing the right verb form. Here, the student used past tense in

composing the writing.

Therefore, the right clause should be 'I slowly opened my eyes and someone greeted me'. The next example is the clause 'I could saw a power plant'. This clause already used past modal auxiliary. Because of that, the student should use a simple present verb instead of a simple past verb. Therefore, the correct clause should be 'I could see a power plant'.

The next example is the usage of past participles. The student used the present verb instead of the past one. Therefore, the correct sentence should be 'we were also asking other friends'. The fourth example has the similar kind of error to the third example. The correct clause should be 'I was talking so much'. As for the last two examples, they have the same kind of error with the previous examples. The correct clause should be 'my door opened and then closed again' and 'at 18.15 we were ready to go'.

#### 4. Misordering

The researcher found eight (8) errors in terms of misordering from the text. In this type of error, the student did not write the clause in an appropriate order. Table 3.5 presents the example of the data.

**Table 3.5** Misordering

Error Classification	Error Identification	Error Correction
Misordering	Why <b>I could</b> be in Bali right now, They sold clothes, ornaments, jewelries, <b>board surfing</b> , and *restaurants	Why <b>could I</b> be in Bali right now, They sold clothes, ornaments, jewelries, <b>surfing board</b> , and there were also restaurants

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Because the three of us were hungry, so the first goal we have set      The three of us were hungry, so we set the first goal

Frequency of Error: 8

Percentage: 1.20%

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This kind of error is characterized by the incorrect placement of a morpheme in a sentence. For example, the sentence in datum number one ‘why I could be in Bali right now.’ is incorrect. It is a positive sentence, but its order is an interrogative one. In the text, the next sentence is the answer. Therefore, the sentence is not in an appropriate order. The correct one should be ‘why could I be in Bali right now’.

As for the last example, the clause ‘...so the first goal we have set’ is not in the right order. ‘We have set’ here is the subject and ‘the first goal’ is the object. The right pattern is, subject (noun) + verb + object (noun). Therefore, ‘the first goal’ should be put after the ‘we set’. The right sentence should be ‘so we set the first goal’.

## 2. Sources of Errors

**Table 3.6** Sources of Grammatical Errors

<i>No.</i>	<i>Sources of Errors</i>	<i>Frequency</i>	<i>Percentage (%)</i>
1.	Developmental/Intralingual	323	36.17%
2.	Interlingual	205	22.95%
3.	Ambiguous	306	34.26%
4.	Unique	59	6.60%
	Total	893	100%

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Table 3.6 shows that developmental/intralingual is the most frequent source of errors made by the students. Based on the data, it was found that most students omitted the grammatical morphemes due to negative transfer from their mother tongue. Consequently, the meaning of the sentence in the target language is different from the source language (see example 1).

Example (1): There was someone talk beside me.

Correction: There was someone **talking** beside me.

Example (2): Kitchen tools like plates, forks, knife, glass, and so on.

Correction: Kitchen tools like plates, forks, **knives, glasses**, and so on

In example 1, the ending of the past progressive form is omitted. The correct sentence of 'There was someone talk beside me' is 'There was someone talking beside me'. The intralingual factor seems to be the source of the error. The students who made this error were aware that English has the verb form system, but they were not really capable of using them appropriately due to their limited L2 knowledge of the L2 verb system, and consequently, these students tended to overgeneralize the verb form usage, resulting in their making of these errors during their production of the target language.

Then, the second source of errors occurred in the students' writing texts was ambiguous as in example (2). The potential source of this error seems likely to be ambiguous. The L1 interference is that Indonesian nouns are not inflected for number, Yong (2001, p. 283), and as a result of the non-existence of a plural marker, the Indonesian students tend to drop plural endings after number or plural

quantifiers<sup>34</sup>. However, Freeman and Long (1991) stated that the omission of a plural marker can also be attributed to the intralingual factor as a result of the L2 learners' strategy of simplifying the rule during their producing the target language; the learner might have thought that the use of the plural marker, in this case, the quantifier *several*, itself is adequate to signal plurality<sup>35</sup>.

Example (3): I could see \*power plant.

Correction: I could see **a** power plant.

Example (4): Finnaly, you have to answer this quistion in the book.

Correction: **Finally**, you have to answer this **question** in the book.

The third source of errors made by the students was interlingual. As shown in the example (3), the occurrences of these errors were likely to be caused by interlingual sources. This is because articles do not exist in Indonesian Yong (2001), and as a result of this, the students have the tendency to leave out articles in English.

From the research data, it was founded that the lowest percentage of students' error source was unique errors. Unique factor occurs when the student builds his first language development, it must be unique to second language and since it is not interlingual, some must be unique reflections of creative construction. As shown in example (4), the student might build up his own vocabulary based on his context learning as his teacher pronounced *finaly* and *quistion*. As mentioned

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<sup>34</sup> J. Y. Yong. (2001). Malay/Indonesian speakers. In M. Swan & B. Smith (Eds.), *Learner English: A teacher's guide to interference and other problems* (pp. 283) (2nd ed.). Cambridge: Cambridge University Press.

<sup>35</sup> D. Larsen-Freeman, M. H. Long. (1991). *An introduction to second language acquisition research*. London: Longman.

by Yule (2010) the unique errors happened due to the negative transfer of mother tongue<sup>36</sup>.

However, most of the students made errors that caused by making false concept hypothesized and ignoring the rule of the target language. They tended to generalize the structure of the target language and sometimes making their own structure due to their limited knowledge of the target language itself. These findings were also pinpointed in Arjati (2007). They found that the major source of errors was intralingual errors with false concept hypothesized as one of the main sources of errors<sup>37</sup>.

## **B. Discussion**

In conducting this research, the writer followed the steps to analyze the errors proposed by Abbot (2004), they were a) collecting the data, b) identifying the errors, c) classifying the errors onto errors types, and d) giving statement of relative frequency of errors types<sup>38</sup>. After collecting the data from the students' writing task, the errors were identified and then they were classified based on Surface Strategy Taxonomy (omission, addition, misformation, and misordering). While based on Comparative Taxonomy the errors were classified into four, developmental/intralingual, interlingual, ambiguous and unique. After classifying

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<sup>36</sup> G. Yule. (2010). *The study of language* fourth edition. New York: Cambridge University Press.

<sup>37</sup> Arjati, Artin Feriana. (2007). *An Error Analysis on the Use of Gerund among the Fourth Semester Students of English Department of UNNES in the Academic Year of 2006/2007*. Unpublished Thesis

<sup>38</sup> A. Y. W. Abbot. (2004). Syntactic transfer: Evidence from the interlanguage of Hong Kong Chinese ESL learners. *The Modern Language Journal*, 88(1), 56-74.

types of errors, the frequency was determined.

Based on the result of the research, the writer found that the highest frequency of errors made by the students based on Surface Strategy Taxonomy was omission by 58.37%. This result was similar to the previous research on the errors in the students writing done by Suhono (2017). The finding of the previous study shows that the highest number of errors is omission error 131 (48.9%), followed by error on misformation 95 (33%), error on addition 57 (20%) and error on misordering 9 (3%). This case might be affected by lack of students' knowledge about the English structure.

Then, misformation was placed the second level in both research, but in the different percentage. The lowest number of errors in this research based on Surface Strategy Taxonomy was misordering. The percentage of this type of error was only 1.20% in this research and 3% in Suhono. This case might be affected by lack of students' knowledge about English grammar.

Suhono (2017) stated that the second language learners might be confused of recognizing second language because of their first language's influences<sup>39</sup>. Mostly error was caused by the influence of Bahasa Indonesia. It could be inferred that both researchers (writer and Suhono) had the same order in four types of error in surface strategy taxonomy and four types of error in comparative taxonomy.

Even though, the result of this study is different from that of the previous study conducted by Haswani (2018). The result of the previous study were 81

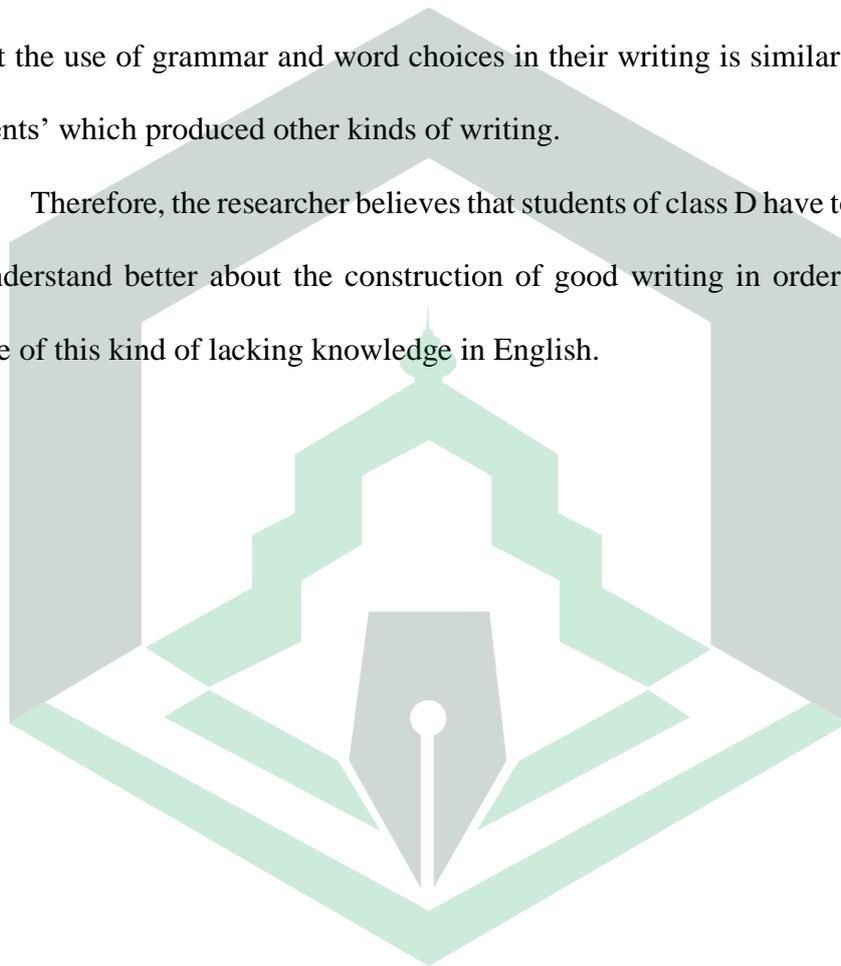
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<sup>39</sup> S. Suhono. (2017). Surface Strategy Taxonomy on The EFL Students' Composition A Study of Error Analysis. In *Jurnal Iqra'* (Vol. 1, Issue 2, p. 1).

errors; 29 omission errors (35.9%), 6 addition errors (7.4%), 44 misformation errors (54.3%) and 2 misordering errors (2.4%). From these results, it can be concluded that the errors mostly made by the students were misformation<sup>40</sup>.

By looking at the similarities and the differences between this study and the previous studies, the researcher can conclude that the students' comprehension about the use of grammar and word choices in their writing is similar to the other students' which produced other kinds of writing.

Therefore, the researcher believes that students of class D have to learn more to understand better about the construction of good writing in order to be more aware of this kind of lacking knowledge in English.



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<sup>40</sup> D. Haswani. (2018). Students' Errors in Translating Narrative Text Based on Dulay's Surface Strategy Taxonomy. In Register Journal of English Language Teaching of FBS-Unimed (Vol. 7, Issue 2).

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the findings, this analysis finds the grammatical errors which are used in the writing texts produced by the students using the Dulay's theory. The theory used by the researcher is Surface Strategy Taxonomy which consists of four categories of error, namely omission, addition, misformation and misordering.

From those four types, the most dominant type found in the writing texts was omission. There were 387 errors out of 663 error clauses. Most of the phrases in clause construction produced by the students were omitted in noun phrases. Besides that, 213 errors were in misformation. Mostly the errors occurred in the changing of past participle or in constructing sentences according to its form. The next error was in addition type for 131 errors. In this case, the students mostly wrote unnecessary words in most of the sentences. The last error type was misordering that occurred in 8 clauses. In this type of error, the student did not write the words in appropriate order.

It shows that in producing the writing, the students focused on the story of their writings without concerning the right structure. Omission errors occurred most frequently because the students did not use correct tenses in their writing. Therefore, the students should know the tense form used in many kinds of writing.

## **B. Suggestion**

The first suggestion is intended for the teachers who are competent to create a good atmosphere to facilitate the teaching and learning process. The second is for the English students who are interested in improving their writing skill, thus they can be aware of their writing. The last is for further researchers who will conduct research related to this research study.

### **1. For the English Teachers**

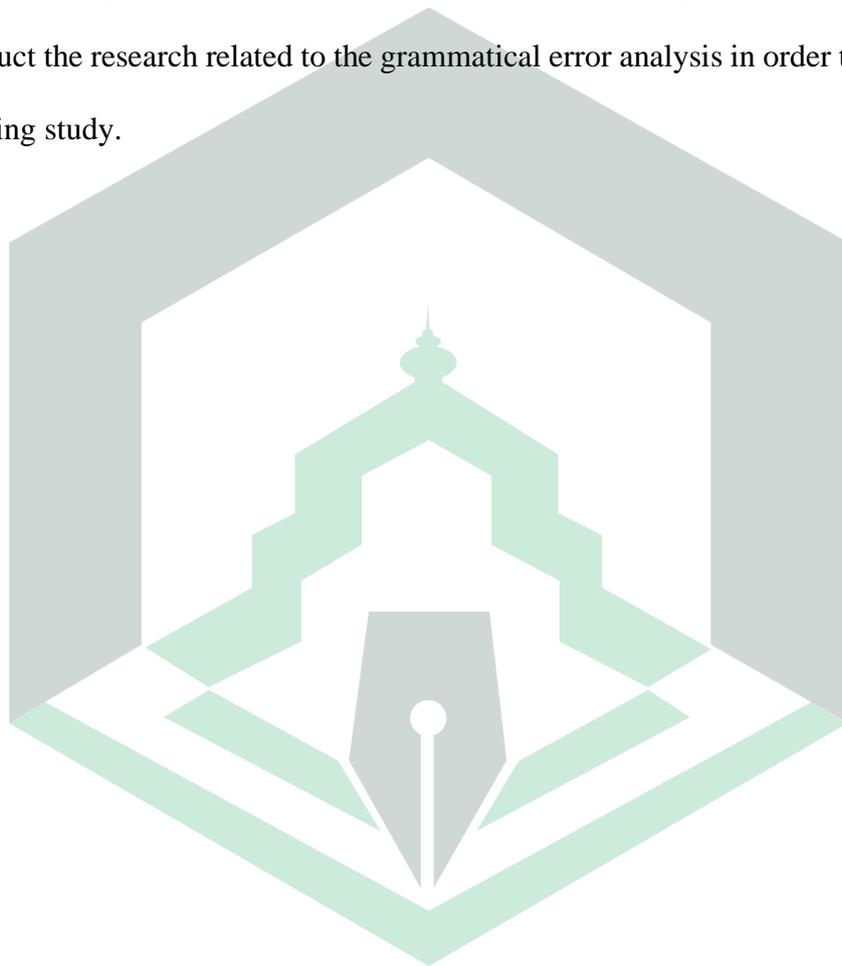
Based on this study, it can be suggested that the teachers should be aware of the grammatical errors in writing, thus they can recognize their students' difficulties in writing so they will pay more attention to the errors made by the students and the causes of the errors in writing. Knowing the problem will make it easier for teachers to solve it. The result of the study will evaluate themselves whether they are successful or not in teaching English. It is expected that the teachers should enhance their method. Therefore, the students are more motivated to improve their writing.

### **2. For the English learners**

It is better to know about this research, particularly it is related to grammatical error. The result of the study will show the learners what aspects in grammar which are difficult for them. By paying more attention, the learners 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. The learners are expected to develop their writing proficiency to eliminate or at least reduce those errors.

### **3. For Further Researchers**

It is expected that the result of the study can give an informative input about grammatical error analysis or other topics related to errors. The researcher believes that there are still a lot of phenomena that can be revealed in this research. The researcher expects that the results of the research can inspire other researchers to conduct the research related to the grammatical error analysis in order to enrich the existing study.



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# **LIST OF TABLES**



**Table 1.1 The Students' Error Frequency**

No	Name	Omission	Addition			Misformation			Misorder	Total	Source				Total
			Reg	Double	Simple	Reg	Archi	Altern			Dev	Interl	Ambigu	Unique	
1.	Asripa Hikma	8	0	0	3	0	0	1	0	12	9	4	1	2	16
2.	Ayu Sari	23	0	1	4	0	8	10	1	47	19	19	29	5	72
3.	Echi	5	0	0	3	0	1	1	1	11	6	5	7	1	19
4.	Elvirah	11	0	1	2	0	2	5	0	21	8	11	10	2	31
5.	Fathurahman	31	0	0	3	0	2	2	0	38	27	14	15	3	59
6.	Faturrahman Akmal	27	0	1	1	0	2	1	0	32	18	12	13	1	44
7.	Harianti	12	0	0	1	0	3	0	0	16	6	8	9	0	23
8.	Hasdar	13	0	0	3	0	1	5	0	22	12	6	10	2	30
9.	Haslifah	23	0	0	3	0	4	11	1	42	20	6	23	2	51
10.	Hismadewi	4	0	0	2	0	0	1	1	8	2	7	3	3	15

11.	Irawati	8	0	0	2	0	1	5	0	16	7	6	13	0	26
12.	Mesko	27	0	0	4	0	2	6	0	39	23	14	17	1	55
13.	Miranti	32	0	0	5	0	6	5	0	48	21	14	20	2	57
14.	Nabilah	25	0	2	10	0	14	9	0	60	26	16	40	2	84
15.	Niesya Ulul Azmi	3	0	0	6	0	0	2	0	11	4	6	4	2	16
16.	Nur Aisyah	9	0	1	7	0	5	4	1	27	11	6	18	2	37
17.	Resky Amalia	31	0	5	10	0	6	6	0	58	28	23	31	6	88
18.	Rusniah	13	0	1	5	0	1	2	0	22	17	3	9	2	31
19.	Theresia	10	0	0	1	0	2	1	1	15	9	4	4	3	20
20.	Uci	33	0	0	9	0	1	7	0	50	29	7	18	11	65
21.	Wahyuni	26	0	1	3	0	5	6	1	42	10	8	5	3	26
22.	Yusnia	13	0	1	4	0	3	4	1	26	11	6	7	4	28

Total	387	0	14	91	0	69	94	8	663	323	205	306	59	893
	387	131			213			8						
Grand Total	663									663	893			



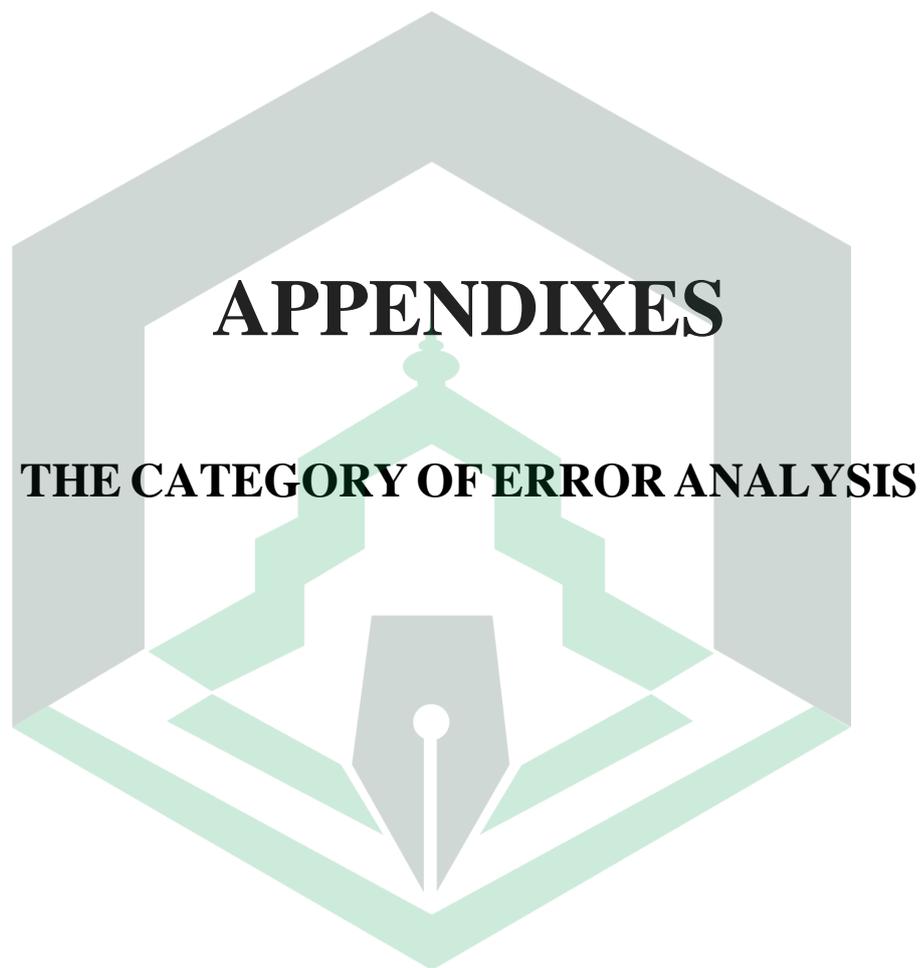
**Table 1.2 The Students' Error Percentage**

No	Name	Omission %	Addition %			Misformation %			Misorder %	Total %	Source %				Total %
			Reg	Double	Simple	Reg	Archi	Altern			Dev	Interl	Ambigu	Unique	
1.	Asripa Hikma	66.66	25	0	25	0	0	8.34	0	1.80	56.25	25	6.25	12.5	1.79
2.	Ayu Sari	48.93	4.25	2.12	8.51	10.63	17.02	21.27	2.12	7.08	26.38	26.38	40.27	6.94	8.06
3.	Echi	45.45	0	0	27.27	0	9.09	9.09	9.09	1.65	31.57	26.31	36.84	5.26	2.12
4.	Elvirah	52.38	0	4.76	9.52	0	9.52	23.80	0	3.16	25.80	35.48	32.25	6.45	3.47
5.	Fathurahman	81.57	7.89	0	7.89	5.26	5.26	5.26	0	5.73	27.59	25.42	25.42	5.08	6.60
6.	Faturrahman Akmal	84.37	0	3.12	3.12	6.25	6.25	3.12	0	4.82	40.90	27.27	29.54	2.27	4.92
7.	Harianti	75	0	0	6.25	18.75	18.75	0	0	2.41	26.08	34.78	39.13	0	2.57
8.	Hasdar	59.09	4.54	0	13.63	4.54	4.54	22.72	0	3.31	40	20	33.33	6.66	3.35
9.	Haslifah	54.76	7.14	0	7.14	9.52	9.52	26.19	2.38	6.33	39.21	11.76	45.09	3.92	5.71
10.	Hismadewi	50	0	0	25	0	0	12.5	12.5	1.20	13.33	46.66	20	20	1.67

11.	Irawati	50	0	0	12.5	6.25	6.25	31.25	0	2.41	26.92	23.07	50	0	2.91
12.	Mesko	69.23	7.69	0	10.25	5.12	5.12	15.38	0	5.88	41.81	25.45	30.90	1.81	6.15
13.	Miranti	66.66	6.25	0	10.41	12.5	12.5	10.41	0	7.23	36.84	24.56	35.08	3.50	6.38
14.	Nabilah	41.66	1.66	3.33	16.66	23.33	23.33	15	0	9.04	30.95	19.04	47.61	2.38	9.40
15.	Niesya Ulul Azmi	27.27	0	0	54.54	0	0	18.18	0	1.65	25	37.5	25	12.5	1.79
16.	Nur Aisyah	33.33	3.70	3.70	25.92	18.51	18.51	14.81	3.70	4.07	29.72	16.21	48.64	5.40	4.14
17.	Resky Amalia	53.44	3.44	8.62	17.24	10.34	10.34	10.34	0	8.74	31.81	26.13	35.22	6.81	9.85
18.	Rusniah	59.09	4.54	4.54	22.72	4.54	4.54	9.09	0	3.31	54.83	9.67	29.03	6.45	3.47
19	Theresia	66.66	0	0	6.66	13.33	13.33	6.66	6.66	2.26	45	20	20	15	2.23
20.	Uci	66	0	0	18	2	2	14	0	7.54	44.61	10.76	27.69	16.92	65
21.	Wahyuni	61.90	4.76	2.38	7.14	9.52	11.90	14.28	2.38	6.33	38.46	30.76	19.23	11.53	7.27
22.	Yusnia	50	3.84	3.84	15.38	7.69	11.53	15.38	3.84	3.92	39.28	21.42	25	14.28	3.13

Total	58.37	3.92	2.11	13.72	7.54	10.40	14.17	1.20	100	36.17	22.95	34.26	6.60	100
	58.37	19.75			32.12			1.20						
Grand Total	100									100	100			





No	Sentences	Correction	Types of Errors	Subcategory of Errors	Sources of Errors	Possibility of Errors
1.	It will be <u>comfort</u> for us...	It will be <b>comfortable</b> for us...	Omission	-	Developmental	Misanalysis, false concept hypothesis, negative transfer
2.	...you should clean your bedroom by sweep and <u>mop</u> the floor everyday.	...you should clean your bedroom by sweep and <b>mopping</b> the floor everyday.	Omission	-	Developmental	Negative transfer, overgeneralization, context of learning
3.	It based your property n your bedroom.	It based <b>on</b> your property n your bedroom.	Omission	-	Ambiguous	Incomplete application of rules
4.	A better cafeteria s needed n this university to facilitated all of the students and <u>the</u> employees.	A better cafeteria s needed n this university to facilitate all students and employees.	Addition	Simple addition	Ambiguous	Positive transfer, communciation strategies
5.	A better cafeteria s needed n this university to <u>facilited</u> all of the students and the employees.	A better cafeteria s needed n this university to <b>facilitate</b> all students and employees.	Misformation	Alternating	Unique Developmental	Negative transfer, grammatical knowledge
6.	...I think the fee does not <u>expo</u> .	...I think the fee will not be <b>expensive</b> .	Misformation	Alternating	Unique	Orthographic, negative transfer
7.	They should <u>be</u> finance the education too.	They should finance the education too.	Addition	Simple addition	Developmental	False concept hypothesis, grammar knowledge
8.	Actually, education s needed by all students, for the rich student or the poor <u>student</u> .	Actually, education s needed by all students, for the rich student or the poor students.	Omission	-	Ambiguous	Communication strategies, context of learning
10.	...but t does not <u>deliver</u> well.	...but t s not delivered well.	Omission	-	Developmental	Negative transfer, grammar knowledge
11.	Although the goverment <u>have</u> allocation the finance for education,...	Although the government <b>has</b> the allocation of finance for education,...	Misformation	-	Developmental	Grammar knowledge, overgeneralization, misanalysis
12.	However, some people do not how to download t.	However, some people do not <b>know</b> how to download t.	Omission	-	Unique	Orthographic, context of learning
14.	Cigarette also <u>have</u> big	The cigarette also <b>has</b> big	Misformation	Archi-form	Developmental	

	contributions...	contributions...				
16.	...play the video and automatically <u>the</u> will be the download con...	...play the video and automatically <b>there</b> will be a download con...	Omission	-	Unique	
17.	They are smart and f they success, they will...	They are smart and f they <b>are</b> success, they will...	Omission	-	Developmental Interlingual	
18.	...and f they success, they will <u>built</u> our country.	...and f they success, they will <b>build</b> our country.	Misformation	-	Developmental Ambiguous	
19.	It s more spent for <u>recovery the damaged schools</u> .	It s more spent for <b>the damaged schools recovery</b> .	Misordering	-	Developmental	Communication strategies, grammar knowledge
20.	Because n my experience, first time <u>pick</u> the guitar,...	Because n my experience, first time <b>picked</b> the guitar,...	Omission	-	Developmental	Grammar knowledge, ncomplete application of rules
21.	...maybe your finger will <u>hurts</u> ...	...maybe your finger will get hurt...	Addition	Simple addition	Ambiguous Developmental	Overgeneralization, communication strategies
22.	We have a lecturer that only meet <u>with with</u> us some weeks.	We had a lecturer that only meet us some weeks.	Addition	Double marking	Unique	
23.	I and some of my classmates <u>have</u> an experience about this.	I and some of my classmates <b>had</b> an experience about this.	Misformation	-	Developmental	
24.	...we can't get our mark and we must repeat <u>next</u> year.	...we can't get our mark and we must repeat <b>t</b> next year.	Omission	-	Ambiguous Interlingual	Communication strategies,
25.	In fact, the lecturer does not meet <u>s</u> the maximum requirement,...	In fact, the lecturer did not <b>meet</b> the maximum requirement,...	Addition	-	Developmental	
27.	Its too sad to see some of <u>our</u> students can't continue their study...	It s too sad to see some of <b>Indonesian</b> students can't continue their study...	Misformation	Alternating	Ambiguous	
28.	It can be worse to the <u>persons</u> if they can...	It can be worse to the person f he can...	Addition	-	Developmental	
29.	...it can be more <u>nfluence</u> to them...	...it can be more <b>nfluentia</b> l to them...	Addition	-	Developmental	
30.	...the pamphlet of cigarettes advertising <u>spread</u>	...the pamphlet of cigarettes advertising <b>are spreading</b>	Omission	-	Developmental	

	everywhere...	everywhere...				
31.	...cigarette advertising can make child or the person under the age try to <u>use</u> cigarette.	...cigarette advertising can make child or the person under the age try to <b>consume</b> cigarette.	Misformation	Alternating	Ambiguous Interlingual	
32.	...government does not make an <u>act</u> to do that to become more better.	...government does not make an <b>action</b> to make t better.	Omission	-	Developmental Ambiguous	
33.	It can be worse to the <u>persons</u> if they can...	It can be worse to the <b>people</b> if they can...	Addition	Archi-form	Developmental	
34.	...and <u>more worse</u> to the person who s not consume t (passive consume).	...and worse to the person who s not consume t (passive consume).	Addition	Double marking	Developmental	False concept hypothesis, misanalysis, context of learning
35.	...and more worse to the person who s not consume t (passive <u>consume</u> ).	...and worse to the people who are not consume t (passive <b>consumers</b> ).	Omission	-	Developmental Ambiguous	Misanalysis, communication strategies, simplification
36.	If the <u>none</u> government help the students to pay the fee...	If the <b>non</b> government organization help the students to pay the fee...	Addition	Simple addition	Unique	Communication strategies, context of learning
37.	...so that can be <u>success</u> n my exam.	...so that you can be <b>successful</b> on your exam.	Omission	-	Interlingual Developmental	Overgeneralization, context of learning
38.	After that, read <u>of</u> all that part.	After that, read all that part.	Addition	Simple addition	Developmental Ambiguous	Overgeneralization, context of learning
39.	Our cafeteria n this university is not the one who can <u>make</u> the students comfortable.	Our cafeteria n this university is not the only place which <b>makes</b> the students comfortable.	Omission	-	Developmental	Context of learning, communication strategies, grammar knowledge,
40.	...in other <u>places that far</u> from campus.	...in other far places from campus.	Misordering	-	Interlingual	Communication strategies, simplification
41.	...read t carefully and full of <u>concentrating</u> .	...read t carefully and full <b>concentration</b> .		Archi-form	Ambiguous	False concept hypothesis, communication strategies
42.	<u>Finnaly</u> , you have to answer...	Finally, you have to answer...	Addition	Simple addition	Unique	Communication strategies, context of learning

43.	...all the smart students that can't continue their study <u>because</u> of financial problem.	...all the smart students that are not able to continue their study <b>because</b> of financial problem.	Misformation	Alternating	Unique	Context of learning, orthographic, communication strategies
44.	...or a private (swasta) school not only from the government's system of education.	...or a private (swasta) school <b>are</b> not only from the government education system.	Omission	-	Interlingual	Context of learning, grammar knowledge
45.	The students will study <u>relaxly</u> ..	The students will <b>be relaxed</b> to study..	Misordering	-	Unique	Communication strategies, misanalysis, context of learning
46.	...and make our country proud because of their <u>ntelligence</u> .	...and make our country proud because of their <b>ntelligence</b> .	Misformation	Archi-form	Developmental	Misanalysis, communication strategies
47.	...so there will be no <u>worried</u> ...	...so there will be no <b>worries</b> ...	Misformation	-	Developmental Ambiguous	Communication strategies, misanalysis
48.	...not all people can finance their education by <u>themshelves</u> .	...not all people can finance their education by <b>themselves</b> .	Addition	Simple addition	Unique Interlingual	Context of learning, communication strategies, orthographic
49.	...enter the destination number that we want to be received our message.	...enter the destination number that your message want to be received.	Misordering	-	Unique Ambiguous Interlingual	Communication strategies, grammar knowledge,
50.	...because this way s easy and can <u>do</u> by almost everyone...	...because this way s easy and can <b>be done</b> by almost everyone...	Omission	-	Developmental Ambiguous	Incomplete application of rules, overgeneralization, grammar knowledge
51.	...it s not convenient to ride <u>on</u> them.	...it s not convenient to ride them.	Addition	Simple addition	Developmental Ambiguous	Communication strategies, positive transfer
52.	...who cannot be sent to school by their parents because <u>there</u> s <u>no</u> money.	...who cannot be sent to school by their parents because <b>they do not have</b> money.	Misformation	Alternating	Ambiguous Interlingual	Communication strategies, context of learning, negative transfer
53.	...the existed cafetaria does not have large parking lot.	...the existed cafetaria does not have <b>a</b> large parking.	Omission	-	Developmental Interlingual	Context learning, communication strategies
54.	...I think the government <u>s</u>	...I think the government does	Addition	Double	Developmental	Communication strategies,

	<i>didn't</i> care about...	not care about...	marking		Unique	positive transfer, false concept hypothesis
55.	...so the government will not upset f they <u>are provided</u> them.	...so the government will not upset f they provide scholarship for them.	Addition	-	Developmental Ambiguous	Grammar knowledge, misanalysis
56.	Thirdly, t takes a long time to wait the <u>ready meals</u> .	Thirdly, t takes a long time to wait the <b>meals ready</b> .	Misordering	-	Ambiguous Unique	Overgeneralization, false concept hypothesis
57.	Education s one the most popular <u>thing</u> n the world.	Education s one the most popular <b>topic</b> n the world.	Misformation	Alternating	Ambiguous	Context of learning, communication strategies
58.	...but the quality of that school <u>doesn't</u> good.	...but the quality of those schools <b>are not</b> good.	Misformation	Alternating	Developmental	Overgeneralization, false concept hypothesis
59.	...a better cafeteria not only expensive...	...a better cafeteria <b>that</b> s not expensive...	Omission	-	Developmental Interlingual	Communication strategies, negative transfer
60.	If we don't have money we can't <u>live</u> .	If we do not have money, we are not able to <b>live</b> .	Misformation	Archi-form	Interlingual	False concept hypothesis, misanalysis, negative transfer
61.	...coffee milk s ready <u>to serve</u> .	...coffee milk s ready to <b>be served</b> .	Omission	-	Ambiguous Developmental	Communication strategies, overgeneralization
62.	... <u>sharing</u> with friends,..	... <b>share</b> with friends,..	Addition	-	Interlingual	Positive transfer, communication strategies
63.	In their home, their <u>surrounding</u> ,...	In their home, their surroundings,...	Omission	-	Ambiguous	Communication strategies, overgeneralization
64.	Many people complaining because...	Many people complain because...	Addition	Simple addition	Developmental	Communication strategies, negative transfer, grammar knowledge
65.	Then pour the <u>boiling</u> water nto the cup.	Then pour the <b>boiled</b> water nto the cup.	Misformation	-	Developmental	Communication strategies, negative transfer, grammar knowledge