

**A STUDY ON EFL COLLEGE STUDENTS' GRAMMATICAL
ERRORS IN WRITING THEIR UNDERGRADUATE THESIS
ABSTRACT**

THESIS

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IBRAHIM MALANG
2020**

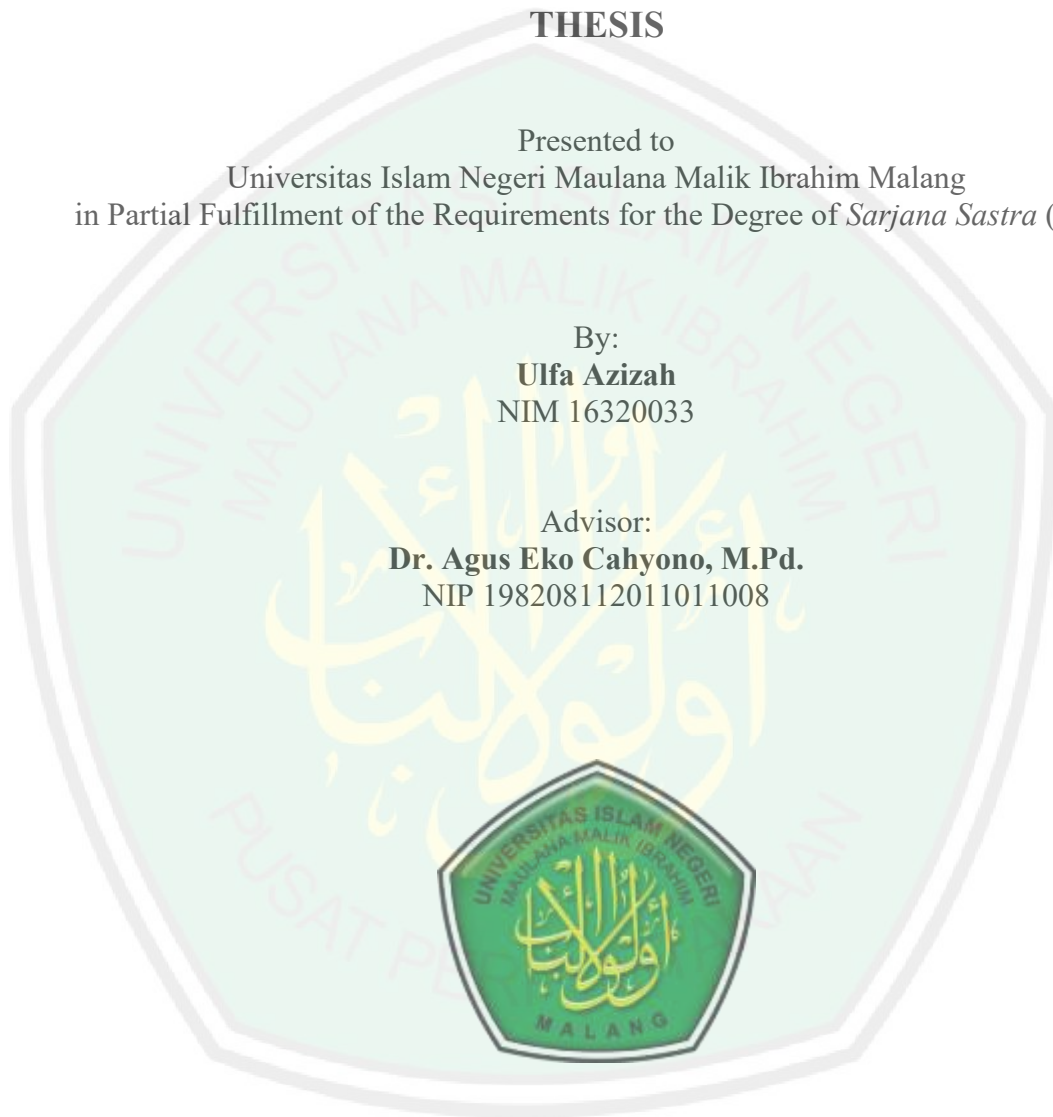
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THESIS

Presented to
Universitas Islam Negeri Maulana Malik Ibrahim Malang
in Partial Fulfillment of the Requirements for the Degree of *Sarjana Sastra* (S.S.)

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IBRAHIM MALANG
2020**

STATEMENT OF AUTHORSHIP

I state that the thesis entitled "*A Study on EFL College Students' Grammatical Errors in Writing Their Undergraduate Thesis Abstract*" is my original work. I do not include any materials previously written or published by another person, except those cited as references and written in the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

Malang, 3 September 2020

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APPROVAL SHEET

This is to certify that Ulfa Azizah's thesis entitled **A Study on EFL College Students' Grammatical Errors in Writing Their Undergraduate Thesis Abstract** has been approved for thesis examination at the Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, as one of the requirements for the degree of *Sarjana Sastra* (S.S.).


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MOTTO

*“Seburuk-buruknya dirimu tetaplah menjadi dirimu.
Tak perlu bermuka dua hanya supaya dipuji mereka.”*

- Ulfa Azizah -



DEDICATION

I proudly dedicate this thesis to my father, H. Fathol Amin; my mother, Hj. Nurul Azizah; all my young brothers, Arif Rahman Hakim and Muhammad Naufal; my grandmother, Hj. Zubaidah; my self, Ulfa Azizah; and to whom will be my life partner in the future.



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Therefore, I would like to give a special thanks to Ribut Wahyudi, S.S., M.Ed, Ph.D. as the main examiner, Masrokhin, M.A. as the chair, and Dr Agus Eko Cahyono, M.Pd. as my advisor for giving me a lot of advice and feedback. Thank you for taking the time to read all my drafts and direct this thesis to be better.

Moreover, my gratitude to all lecturers of the Department of English Literature who has given me valuable knowledge and advice both in academic and personal levels. Thank you to my beloved family; my father, H. Fathol Amin; my mother, Hj. Nurul Azizah; my young brothers, Arif Rahman Hakim and Muhammad Naufal; my grandmother, Hj. Zubaidah; and all of my family members. The Anak-Anak Sholehah group; Meysi Nabila Putri, Ika Maelani, and Ning Fitriatul Qoni’ah. Thank you for being ready to catch my back as always. Afterwards, I thank Muhammad Muhibbuddin, Sa’adatur Rohimiyah, Dzawis Siyadah Hidayati, and Nuril Istiqomah, who become my best supporters and motivators along the process of completing my thesis.

Finally, I hope this thesis will be useful for all the readers and may give us the lesson to love each other. This study may not be perfect. Hence, any comment, correction, and criticism will be gently welcome.

Malang, 3 September 2020

Ulfa Azizah

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ABSTRACT

Azizah, Ulfa. (2020). *“A Study on EFL College Students’ Grammatical Errors in Writing Their Undergraduate Thesis Abstract”*. Thesis. Department of English Literature. Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Advisor : Dr. Agus Eko Cahyono, M.Pd.

Keywords : Abstract, Grammatical Errors, Omission, Addition, Misordering Misformation, Interference.

Non-native language user commonly made a grammatical error. It could cause the information was not ineffective to deliver. The abstract was scientific work that undergraduate students must write for their thesis completion. There was still thesis whose abstract was not understood well due to the grammatical errors were realized in it. Thus, this research aimed to find out the types of grammatical errors which were made by EFL college students’ in writing their undergraduate thesis abstract at the Department of English Literature of Universitas Islam Negeri Maulana Malik Ibrahim Malang and figured out the percentage of occurrences of each type of error.

Descriptive qualitative was used as the research methodology in this research. It described the forms of English language errors in the thesis abstract written by EFL college students’. The data which was linguistic units found in the thesis abstract were categorized according to the theory by Dulay’s Surface Strategy Taxonomy in which there were four-points, such as; omission, addition, misordering, and also misformation.

The finding showed that all types of grammatical error as proposed by Dulay realized in the data of this research; Omission, Addition, Misformation, and Misordering. Misformation placed the most dominant type of grammatical error, which accumulated percentage was as much as 58%. It was because students who have initially been Indonesian had limited knowledge about the categorizations of the word in English. The second position was placed by omission with 31% of all data found, and the third rank positioned by Addition type with 10%. The lowest class of grammatical error found in the data was Misordering, with only 2,6% as the accumulation of the percentage. The cause of this was due to there was a similarity between the sentence formation in Indonesian and English.

All grammatical mistakes made by EFL students in writing their abstract thesis are caused by interference of Indonesian as the first language of EFL students proposed by Weinrich (1998). Therefore, it caused them to make grammatical errors. The fields which interfered it were in syntax, morphology, and semantic domain. In syntax, it took place in disorder. Morphologically, the mistakes realized in the omission and addition of the linguistic unit, and for the semantic domain, it was caused by the fact that the students still had limited knowledge about parts of speech that caused their sentence to be meaningless.

The contribution of this research was useful as the complement of previous studies because it did not only find the types and percentage of the grammatical error as realized in the thesis abstract but also revealed each classifications of

mistakes made. It also came up with the main reason of why most dominant and lowest type were done by the writers of thesis abstract. Therefore, it perfected the research which did not discuss about it yet.



ABSTRAK

Azizah, Ulfa. (2020). *“Sebuah Studi Tentang Kesalahan Tata Bahasa pada Mahasiswa EFL dalam Menulis Abstrak Skripsi Mereka”*. Skripsi. Jurusan Sastra Inggris. Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Dosen Pembimbing : Dr Agus Eko Cahyono, M.Pd.

Kata Kunci : Abstrak, Kesalahan Tata Bahasa, Kelalaian, Penambahan, Kesalahpahaman, Kesalahan Informasi, Pengaruh.

Kesalahan tata bahasa umumnya dilakukan oleh seseorang yang bukan penutur bahasa tersebut. Hal itu dapat menyebabkan informasi tersebut tidak efektif untuk disampaikan. Abstrak adalah karya ilmiah yang harus ditulis oleh mahasiswa sarjana untuk menyelesaikan skripsi mereka. Bahkan, masih ada skripsi yang abstraknya tidak dapat dipahami dengan baik karena kesalahan tata bahasa yang mereka tulis. Dengan demikian, penelitian ini bertujuan untuk mengetahui jenis kesalahan tata bahasa yang ditulis oleh mahasiswa EFL dalam menulis abstrak skripsi mereka terutama Jurusan Sastra Inggris di Universitas Islam Negeri Maulana Malik Ibrahim Malang dan mengetahui persentase kemunculan masing-masing jenis kesalahan.

Deskriptif kualitatif digunakan sebagai metodologi penelitian dalam penelitian ini. Ini menggambarkan bentuk kesalahan bahasa Inggris dalam abstrak skripsi yang ditulis oleh mahasiswa EFL. Data merupakan bagian dari linguistik yang ditemukan dalam abstrak skripsi kemudian dikategorikan menurut teori Dulay tentang Strategi Permukaan Taksonomi di mana didalamnya terdapat empat poin, yaitu; kelalaian, penambahan, kesalahpahaman, dan juga kesalahan informasi.

Hasil penelitian ini menunjukkan bahwa semua jenis kesalahan tata bahasa seperti yang dijelaskan oleh Dulay diwujudkan dalam data penelitian ini; kelalaian, penambahan, kesalahpahaman, dan kesalahan informasi. Kesalahan informasi menempatkan jenis kesalahan tata bahasa yang paling dominan dengan akumulasi persentase mencapai 58%. Itu karena fakta bahwa mahasiswa asli Indonesia pengetahuannya terbatas tentang kategorisasi kata dalam bahasa Inggris. Posisi kedua yaitu kelalaian dengan 31% dari semua data yang ditemukan dan peringkat ketiga adalah tipe penambahan dengan 10%. Jenis kesalahan tata bahasa yang paling rendah ditemukan dalam data adalah kesalahpahaman dengan hanya 2,6% sebagai akumulasi persentase. Penyebabnya adalah karena ada kesamaan antara pembentukan kalimat dalam Bahasa Indonesia dan Bahasa Inggris.

Kesalahan tata bahasa tersebut tidak terlepas dari pengaruh bahasa ibu para penulis abstrak, yaitu Bahasa Indonesia. Sejalan dengan apa yang telah dikemukakan Weinrich, interferensi bahasa yang terjadi pada penelitian ini menyebabkan kesalahan tata bahasa dalam tiga aspek, yaitu secara sintaksis, morfologis, dan semantis. Dalam aspek sintaksis, kesalahan yang terjadi terletak pada minimnya pengetahuan tentang menyusun kalimat yang berbentuk majemuk dan kompleks, pada tahapan morfologis, terdapat penghilangan dan penambahan unit linguistik, sementara pada bagian semantis, keterbatasan penulis dalam

memahami kelas kata menyebabkan kalimat yang mereka buat menjadi tidak memiliki arti.

Kontribusi penelitian ini berguna untuk penelitian-penelitian sebelumnya karena tidak hanya ditemukan jenis dan persentase kesalahan tata bahasa seperti yang terdapat dalam abstrak skripsi, tetapi juga mengungkapkan setiap klasifikasi kesalahan yang dibuat. Hal tersebut juga didasari oleh alasan utama mengapa tipe yang paling dominan dan terendah dilakukan oleh penulis abstrak skripsi. Dengan demikian, bisa melengkapi penelitian sebelumnya yang belum membahas tentang itu.



مستخلص البحث

عزيزة، الفى. (٢٠٢٠) "الدراسة عن الأخطاء القواعدية لدى طلبة اللغة الإنجليزية كلغة أجنبية في كتابة مستخلصهم البحث". البحث الجامعي. قسم الأدب الإنجليزي. كلية العلوم الإنسانية. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

مشرف : دكتور أجوس إيكو ثيونو، الماجستير
الكلمات الرئيسية : مستخلص البحث، أخطاء القواعد اللغوية، إهمال، إضافة، سوء الفهم، سوء المعلومات، تأثير.

قام الأجنبي غالباً بأخطاء القواعد اللغوية. أدى هذا الحال إلى عدم فعالية إيصال المعلومات. يعد مستخلص البحث كعمل من الأعمال العلمية التي يجب على طلبة البكالوريوس أن يكتبها لإكمال دراستهم. إضافة إلى ذلك، يوجد هنالك مستخلص البحث حيث لا يستطيع فهمه بسبب أخطاء القواعد اللغوية التي يكتبونها. بناء على ذلك، يهدف هذا البحث إلى معرفة أنواع القواعد اللغوية التي يكتبها طلبة اللغة الإنجليزية كلغة أجنبية في كتابة مستخلصهم البحث خاصة طلبة قسم الأدب الإنجليزي بجامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج ومعرفة الإحصائيات في كل نوع الخطأ.

استخدم هذا البحث المنهج الوصفي الكيفي. ويصف أشكال أخطاء اللغة الإنجليزية في مستخلص البحث الذي قام بكتابته طلبة اللغة الإنجليزية كلغة أجنبية. بيانات هذا البحث هي القسم من اللغة الموجودة في مستخلص البحث ثم يتم تصنيفها بنظرية دولي عن استراتيجيات التصنيف السطحي حيث تشتمل أربع نقاط، وهي: إهمال، إضافة، سوء الفهم، وسوء المعلومات.

تدل نتيجة هذا البحث إلى أن جميع أنواع أخطاء القواعد اللغوية كما شرحها دولي قد تم وصفها في هذا البحث: إهمال، إضافة، سوء الفهم، وسوء المعلومات. يقع سوء المعلومات في أعلى المراتب لأخطاء القواعد اللغوية بنسبة الإحصاء وصل إلى % ٥٨. وذلك بسبب الواقع أن طلبة الإندونيسيين الأصليين كانوا محدودى الثقافات عن تصنيف الكلمات الإنجليزية. يقع الإهمال في المرتبة الثانية بنسبة الإحصاء % ٣١ من البيانات الموجودة وتقع الإضافة في المرتبة الثالثة بنسبة الإحصاء % ١٠. وأدنى المراتب هو سوء الفهم بنسبة الإحصاء % ٢,٦. سببها وجود المساواة بين تكوين الجملة في اللغة الإندونيسية واللغة الإنجليزية.

لا تخلو أخطاء القواعد اللغوية من تأثير لغة الأم لدى كاتبى المستخلص، وهي اللغة الإندونيسية. وفقاً لما شرحه ويرينش، يسبب تدخل اللغة المحدثة في هذا البحث إلى الأخطاء القواعدية في ثلاثة مجالات، وهي النحوية، الصرفية، والمعنوية. في المجال النحوي، تقع الأخطاء في قلة المعلومات عن تكوين الجملة الموحدة والمعقدة، في المجال الصرفي، يوجد حذف وحدة اللغة وإضافتها، أما في المجال المعنوي، فيسبب عدم قدرة الكاتب في فهم مراتب الكلمات إلى عدم معنى الكلمات نفسها.

يفيد تبرع هذا البحث الأبحاث السابقة لأن أنواع الأخطاء القواعدية وإحصائيتها الموجودة ليس مجرد ما يوجد في مستخلص البحث، لكن يكشف كل تصنيفات الأخطاء المكونة. يتأسس ذلك على الحجة الرئيسية وهي لماذا أكثر الأشكال وأدناها قام بها كاتبو مستخلص البحث. بناء على ذلك، يمكن هذا البحث أن يكمل الأبحاث السابقة التي تبحث في هذا المجال.

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CHAPTER I

INTRODUCTION

In this chapter, a brief explanation will be given of the study to be conducted, namely the grammatical errors found in the abstracts of EFL student theses at the Department of English Literature at the State Islamic University of Maulana Malik Ibrahim Malang.

The research focuses on the types of errors as proposed by Dulay's Surface Strategy Taxonomy that consisted of omission, addition, misformation, and misordering. It also deals with the percentage of the occurrence of each type of error. Then it will find the most frequent kind of grammatical used and even the most infrequent one.

The data of this study is the linguistic units which are realized in the thesis abstract. It can be a letter, word, clause, or even any other kind like punctuation that construct the completion of thesis abstract. Those will be analyzed since it causes the content of the abstract becomes ineffective and inefficient.

There are some previous studies which have analyzed similar case. It is miscellaneous that they not only used the theory from Dulay's taxonomy strategy to reveal the types of grammatical error and the objects which also different from this current research. The thing that makes this research unique and not the same as the previous one is because they do not give reasons why certain types are dominant or rarely carried out in the research object. Whereas, this research will provide them and explain bluntly about the unit which gets the error.

1.1 Background of the Study

In this study, it is focused on grammatical errors on EFL college students' in writing their undergraduate thesis abstract at the Department of English Literature of Universitas Islam Negeri Maulana Malik Ibrahim Malang. The abstract is one of their assignments in academic writing for undergraduate students before they graduate from that university. As stated by Ummah & Setiawan (2018), abstract or abstraction is a significantly important part of undergraduate thesis, because it

can describe the content of the writing generally. Even, many undergraduate thesis readers only read the paper from its abstract. It is minded to analyze the research entitled “A Study on EFL College Students’ Grammatical Errors in Writing Their Undergraduate Thesis Abstract”. It used this title because it wants to know the types of grammatical errors are made by EFL college students’ while writing their undergraduate thesis abstract.

It uses Surface Strategy Taxonomy by Heidi Dulay to analyze the object in this research. Dulay et al. (1982, p. 150) stated that ‘ *A surface strategy taxonomy emphasizes the forms in which surface structures are altered: learners can remove necessary items or add unnecessary objects, misform or misorder them.* ’ It can be inferred that the surface strategy taxonomy can explain this. Her theory explains the types of errors in grammatical in writing. There are four-points such as omission, addition, misordering, and also misformation error.

Recently, there have been some researchers on language linguistics who have shown growing interest in analyzing the grammatical errors in the writing process, especially in academic writing. As some studies, (Sadiah & Royani, 2019; Ummah & Setiawan, 2018; and Luthfiani, 2019) which discusses grammatical errors commonly found in academic writing. As several studies, (Sadiah & Royani, 2019; Ummah & Setiawan, 2018; and Luthfiani, 2019) which discussed the grammatical errors that commonly found in academic writing. They revealed that the grammatical errors which often done by the students are subject-verb agreement, incorrect tenses, pronoun, omission error, misordering error, misformation error, unnatural structure, and so on. In other words, in academic writing, the students must not only master the grammar well but also pay attention to the usage of grammar so that they will minimize error or even their paper will be understood easily.

As it is known that grammatical pattern is one crucial component in learning all languages. As known that grammar is one vital component in learning all styles. Moreover, in English, grammar is the foundation of that language. It is in line with Hidayati (2017) said that grammar plays a crucial part in the word which describes the theory of communication. Whereas, Simbolon (2015) also revealed

that it is impossible in learning a language without learning and understanding grammar since it will tell people how to use a word. It means that all people have to understand the grammar of writing by learning it well.

Furthermore, every language has a different grammar or sentence structure both in spoken and written. Moreover, Indonesian views that grammar as a foreign language. Sari (2018) pointed out that the grammar of English is different from the grammar of the Indonesian language. Hence, it is undeniable if Indonesian still makes some errors in both speaking and writing because of their different grammar. As a second language learner, the student seems to struggle getting the ideas across as well as structuring it into sentences for example making coherent and logical paragraphs in the writings. Hyland in Wahyudi (2012) said that English writers often experience the burden learning to write and learning English concurrently. Moreover, Silva cited in Hyland in Wahyudi (2012) described that due to the developmental aspect of language learning, frequently English written texts are less effective than those produced by native speakers. This occurs as English writers may lack of linguistic competence and perhaps are culturally have different rhetorical pattern in writing texts. Besides that this may also relate to the idea of linguistic relativity in which the ideas of speakers of different languages would differ slightly to greatly Whorf, cited in Steinberg in Wahyudi (2012). It is seen obviously that the discussion of error analysis is such a complex matter due to the many possible explanation of source of errors. The issue of transfer from Indonesian as the first language to English as the second one is another wide domain characterizing the developmental stages of second language learning. This becomes subtler when the way of first language and second language interact to each other is taken into account and shape the production of Interlanguage Angelis; Haskell and MacDonald in Wahyudi (2012)

This notion is supported by the statement of Ummah & Setiawan (2018) that said the different grammar rules of each language are possibly the reason why the learners often make some errors. English, for example, has a concept of tenses for verb and subject-verb agreement, whereas Bahasa Indonesia does not have. Furthermore, Weinrich (1998) also supported the notion that structural and non-

linguistic factors determine interference from the two languages that make contact. As a consequence, people who start to learn a new language firstly learn the basic grammar rules of the target language (Singh et al., 2017).

Also, in writing, grammar is much needed since good writing is understandable to read and to understand the grammatical structure as well. Especially, for the students who write academic writing like paper, essay, abstract or even thesis as their duty during learning in university, grammar is one of the main components that should be paid attention well, since it is the rule to write correctly. Using proper grammar can make the comprehending about the system and meaning of the text or utterance comprehensively (Hidayati, 2017). However, EFL college students still make some errors, especially for grammatical during writing as it is known that grammatical error is the error in combining words into a larger unit, such as phrases, clauses, and sentences. The grammatical error can also be defined as the errors at morphological and syntactical levels (Sari, 2018). Thereby, grammatical is one of the common errors which done by the students unconsciously when they are writing.

From the explanation above, it can be clarified that grammar is one of the crucial components in learning the language, even English. All of the English skills need correct grammar, especially in writing. Proper grammar is necessary for writing even in academic writing such as paper, essay, abstract or thesis. On the contrary, most of the students still make some errors, especially in grammar such as incorrect tenses, subject-verb agreement, and so on. Therefore, the learners have to understand grammar well and pay attention more to the usage of grammar during writing to minimize grammatical errors.

Some researchers have analyzed a grammatical error. The first study was conducted by Latupeirissa and Sayd (2019) entitled *Grammatical Errors of Writing in EFL Class: A Case in Indonesia*. From their study, it was known that the data used in study were gained from documents written by students of State Polytechnic in Kupang City, East Nusa Tenggara- Indonesia. The results showed that the highest percentage of grammatical errors occurred in using the verb group. It consisted of 65.0 %. Following these errors, students made errors in the use of

prepositions 12.8 %. The third errors that were usually made by students were the errors in the use of pronouns. It took 9.8 %. After errors in the use of pronouns, students made errors in pluralization 5.1 %. The next lower frequency of errors made by students were errors in the use of articles. It took 4.3 % of the whole text. Following that, students made errors in the use of conjunctions. The errors occurred at 1.7 %. The last errors made by students were errors in the use of subject-verb agreement. The errors occurred only 1.3 %. From each percentage of the grammatical error types, it can be implied that the use of verbs was in the highest percentage of errors made by students. It is caused by the reality that English as a foreign language in Indonesia as well as the second language to be learned is not widely used in everyday lives of Indonesian people. The next focus that must be taught by lecturers was the use of prepositions and pluralization. After that, lecturers can focus on the use of articles, as well as the use of conjunctions. The last focus that can be taught by lecturers is the application of the subject-verb agreement.

The second study was conducted by Fengjie et.al (2016) entitled *Grammatical Mistakes in College English Writing: Problem Analysis, Reasons and Solutions* that found from the four basic skills of English -- listening, speaking, reading and writing, writing needs the most comprehensive knowledge, the strongest application, and the most difficult training. This study used a survey technique in an Experimental Class of Tianjin University of Finance and Economics in China to find out the problems college students encountered in English writing. The data had been gathered from the writing assignments of all the students in one term last year. The focus of this investigation was to analyze the grammatical mistakes in English writing, explore the systematic reasons and finally put forward some corresponding solutions to improve college English writing. The study finds that college students made mistakes in grammar in English writing, especially in the use of verbs. The first reason of the grammatical mistake done was because the mother tongue interference. It was known that people need to use different tenses to express something happening in different times. The second was differences in cultural backgrounds. Reflected in writing,

the English speakers often come straight to their points, then demonstrate their points step by step. As a result, mistakes on grammar emerge. Therefore, different cultures have big influence on using the different languages. The third was caused by Incomplete and Unsystematic English Knowledge. There were lots of spelling errors in students' English writing and it was caused by the reality that students have an inadequate amount of vocabulary.

The third study was from Uibu and Liiver entitled *Students' Grammar Mistakes and Effective Teaching Strategies* (2015). In their study, it was found that first, grammar mistakes of students were examined in orthography, syntax and determination of the sentence's purpose of communication were caused by the lack of cognitive skills of students. The most frequently mentioned reasons for orthographic mistakes were related to the problems with understanding and remembering. Secondly, teachers' practices related to correcting students' mistakes in orthography, syntax and determination of the sentence's purpose of communication were analysed. Teachers considered the efforts to improve the cognitive skills of students as very important. In case of mistakes in syntax teachers used understanding and analysis, in the case of sentence's purpose of communication mistakes they preferred analysis and discussion. Thirdly, the analysis was carried out on teachers' opinion about effective strategies to prevent grammar mistakes. As regards correcting mistakes related to syntax and sentence's purpose of communication teachers considered repeating and illustrating as the most effective strategies. Repeating, explaining and illustrating were mentioned as the most common actions to prevent orthographic mistakes. The study also showed that teachers were of the opinion that in order to prevent orthographic mistakes it is important to use inductive as well as deductive teaching but in the case of prevention of syntax and determination of sentence type mistakes it is better to use inductive teaching.

The fourth study was conducted by Abushihab (2014) entitled *An Analysis of Grammatical Errors in Writing Made by Turkish Learners of English as a Foreign Language*. Based on his research, it was found that The errors committed by the subjects were classified under five categories. They were errors in tenses, prepositions, articles, active and passive, and morphological errors. The results showed that the participants made 179 grammatical errors of which 27 errors were in tenses, 50 errors were realized in prepositions, 52 errors in the use of articles, 17 errors in the application of passive and

active voice and 33 were found morphological errors. The results of the analysis of the grammatical errors reveal that the most common grammatical errors were in the use of articles. This due to the first language interference because English has both definite and indefinite articles, whereas Turkish has no word for the definite article. The syntax of Turkish is very different from that of English. Turkish is described as a head final language where the modifiers always precede the modified. This characteristic affects the word order of Turkish sentence which consists of SOV whereas the English sentence consists of SVO. Turkish is agglutinative language. Its modals and auxiliaries are used as suffixes and they cannot be separated from the predicates (verb, nouns, and adjectives). Unlike Turkish, English prepositions have different functions. And it is not easy for Turkish learners to use them correctly, since some prepositions as (in , on , and at) are used as suffixes in Turkish without any differences Prepositions in Turkish are used as suffixes attached to words, while in English as separate words. This causes difficulties for Turkish learners. Therefore, it is no surprise if Turkish learners commit such errors. Turkish learners committed errors in the use of articles which are due to the negative transfer of the native language and to incomplete knowledge of the foreign language. The errors committed by the subjects of the study could be ascribed to the fact that Turkish is different from English passive constructions. Most morphological errors committed by Turkish learners are due to the incompetence of the learners in using English morphology and to the negative transfer from the native language.

The last, it was the study from Syarif (2014) entitled *Factors Causing Indonesian Grammatical Interferences on English Use: A Case of Undergraduate Students' Expository Writing in Padang, Indonesia*. From his study, it was found that linguistics and non-linguistics factors influenced the grammatical interferences on student's grammatical errors. The linguistics factors dealt with students' language mastery in the fields of morphology, syntax, as well as vocabulary) in target language (English). Moreover, the non-linguistic factors that were related to the cultural internalization, motivation, control of social status, etc. He added that linguistics factor was a part of causes for any grammatical interferences appeared on students' writing. The data obtained from the questionnaire proved that most of the students had such limitation of their language mastery. In this case, the lack of knowledge related to the appropriate context for certain words was one of the causes on the grammatical interferences.

As a result, there are some similarities and difference among some previous studies above and this current study. The similarities are the research design used, which is a qualitative method and the theory, which is Dulay's theory. Meanwhile, the difference is this study will reveal the relation between grammatical error with mother language interference by using a random sample of the thesis abstracts in 2016, 2017, and 2018 undergraduate students of the Department of English Literature of Universitas Islam Negeri Maulana Malik Ibrahim Malang. Then, it takes five samples from each year with several words that are not less than 300 words.

1.2 Research Questions

Based on the explanation above, the formulation of the research questions are as follow:

1. What are the types of grammatical errors made by EFL college students' in writing their undergraduate thesis abstract at the Department of English Literature of Universitas Islam Negeri Maulana Malik Ibrahim Malang?
2. How many percentages of occurrence of each type of grammatical errors made by EFL college students' in writing their undergraduate thesis abstract at the Department of English Literature of Universitas Islam Negeri Maulana Malik Ibrahim Malang?
3. How does first language of EFL college students interfere grammatical error in writing their undergraduate thesis abstract at the Department of English Literature of Universitas Islam Negeri Maulana Malik Ibrahim Malang?

1.3 Objectives of the Study

Regarding the research questions stated above, the purposes of conduction this present study are as follows:

1. Finding out the types of grammatical errors are made by EFL college students' in writing their undergraduate thesis abstract at the Department of English Literature of Universitas Islam Negeri Maulana Malik Ibrahim Malang.
2. Figuring out the percentage of occurrences of each type of error.

3. Finding out whether a grammatical error is made by EFL college students' in writing their undergraduate thesis abstract their English grammar caused by the interference of their mother language.

1.4 Significance of the Study

The findings of this study are expected to give some benefits theoretically and also practically. Probably, I hope this study contributes to the largest body of education, especially in kinds of grammatical errors made by EFL college students' in academic writing, especially writing thesis abstract.

Practically, for the lecturer, the students, and the researcher. For the lecturer, the finding of this research can help the lecturer to enrich their teaching media and develop their creativity in teaching and learning grammar so that the lecturer can teach grammar well and also give more attention to the usage of grammatical in writing academic. While for the students, the finding of this study can provide information about the importance of using correct grammar in writing. In the other hand, the students can be critical towards the application of certain grammar in academic writing. Thus, it can minimize the errors of writing that is dominantly caused by the interference of first language. Likewise, for the researcher herself, this study can be used by other researchers to have a new experience in analyzing students writing especially about grammatical errors and also find out the best strategies in minimizing those kinds of errors. Moreover, it also can be a reference for further researchers who want to conduct the same interest.

1.5 Scope and Limitation of the Study

This research focused on grammatical errors on EFL college students' in writing their undergraduate thesis abstract at the Department of English Literature of Universitas Islam Negeri Maulana Malik Ibrahim Malang. To make this study achievable, it focused on the types of errors include omission, addition, misformation, and misordering. It also dealt with the percentage of the occurrence

of each type of error. Besides, it would reveal the relation between the grammatical error done by the students with the interference of their first language.

The researcher had limited time in conducting this research, and it chose to retrieve data from the e-thesis website of UIN Malang. Several reasons lied behind in retrieving data from the e-thesis website of UIN Malang. First, in the current era, it is more effective to retrieve data from e-thesis than to come directly to the library because the data can be retrieved any time, without time constraints. Second, e-thesis is more updated and completed than the hard copy in the library. That's because the thesis hard copy regulation in the library is burned every five years. The undergraduate thesis abstract was chosen from e-thesis website of UIN Malang who graduated the last four years; namely in 2016, 2017 and 2018. Then, it takes five samples from each year with several words that are not less than 300 words.

1.6 Definition of Key Terms

The definition of key terms is provided to avoid misunderstanding and ambiguity. There are some terms used in this study which needed to be defined.

1. Grammatical errors are systematic deviations that refer to a set of rules by which words change their forms and are combined into sentences.
2. Abstract refers to a short complete description of the whole parts of the thesis abstracts of the Department of English Literature of Universitas Islam Negeri Maulana Malik Ibrahim Malang discussed.
3. The omission is the type of errors indicated by the absence of an item which must appear in the form.
4. The addition is the type of errors indicated by the presence of an item that must not appear in the form.
5. Misformation is the type of errors indicated by the use of wrong structures.
6. Misordering is the type of errors which indicated by incorrect placement of a morpheme or a group of morphemes.
7. Interference is a phenomenon that first language influence someone in learning a new language.

1.7 Research Method

This chapter mentioned the methodology that was used in this recent study such as research design, data and data sources, research instruments, data collection, data analysis, the trustworthiness of the study, and also references of the study.

1.7.1 Research Design

The present study implemented descriptive qualitative as the research methodology. Descriptive research is a description, recording, analysis, and interpretation of the current nature, composition or process of phenomena that focus on the prevailing conditions, or how a person, group or object behaves or functions in the present. In other words, descriptive research is defined as the process of collecting, analyzing, classifying and tabulating data aimed at conditions, practices, beliefs, procedures, trends and causal relationships that apply and then making adequate and accurate interpretation of the data with or without the help of methods statistics (Calderon, 2012). That's because data analysis is carried out concisely, and the results are provided in the form of term descriptions. As stated by Latief (2017), a qualitative approach is a study in which the data are done by analyzing words than numbers.

The data were categorized according to the analysis of surface strategy taxonomy theory, so the suitable approach was qualitative. In other words, this study was intended to identify, classify, and describe the types of errors in using the grammar of the undergraduate thesis abstract written by EFL college students' of Department of English Literature of Universitas Islam Negeri Maulana Malik Ibrahim Malang. After the errors were found in thesis abstract as the data, it was correlated to the interference of first language that was Indonesian that caused the errors realized in the data. In this case, it analyzed the types of grammatical errors in writing based on the theory of Dulay's Surface Strategy Taxonomy that stated there were four-points such as omission, addition, misordering, and also misformation error (Dulay et al., 1982).

1.7.2 Data and Data Sources

This research aimed to get data. The data is the raw material which is needed to be processed to produce information, both quantitative and qualitative data that shows the facts. The data is a piece of descriptive information which refers to or represents the condition, ideas or objects that exist in a variety of forms. Collecting the data must be relevant to the problem of the research.

Furthermore, the data can be found by observation, documentation, interview, analysis and so on. They belong to qualitative data. According to Bogdan and Robert (1982), qualitative data is collected in the form of words or pictures rather than numbers. Thereby the data of this research were undergraduate thesis abstract written by EFL college students' of Department of English Literature of Universitas Islam Negeri Maulana Malik Ibrahim Malang. The undergraduate thesis abstract was chosen as randomly that were found from the e-thesis website of UIN Malang who graduated the last four years; 2016, 2017 and 2018. Then, it took five samples of each year that the words numbers were not less than 300 words.

In taking data, it needs a source to get the available data. The data source is the subject of the research where the data could be gained. The data source is the crucial thing in researching since the researcher will get information that is required. The source of data in the study is subject from which the data can be gained (Arikunto, 2010).

In conducting the study, it used thesis abstracts which were written by EFL college students' of the Department of English Literature of Universitas Islam Negeri Maulana Malik Ibrahim Malang. The data were taken from the content materials of the thesis. It used the descriptive analysis to analyze the grammatical error made by students in writing a thesis and compared with the theory about grammatical errors and language interference that have been stated before.

1.7.3 Research Instrument

The research instrument is the tool to support the researcher when using a method of collecting the data. Here, it uses the human instrument as the primer

instrument. Human instrument means the researcher herself, who would be the instrument. According to Sugiyono (2008:222), in qualitative research, the tool is the researchers themselves.

The researcher should be validated by themselves about their ability in conducting research. Besides that, the position of the researcher in qualitative research is a planner, implementer, data collector, and analyst, interpreted the data, and reported the results of the study. It will be helped by documentation sheet and checklist evaluation criteria stated by Cunningsworth (1995: 3-4) to get the data.

1.7.4 Data Collection

The observation was made in the course of data collection by analyzing the structure of the language in undergraduate thesis abstract written by EFL college students' of Department of English Literature of Universitas Islam Negeri Maulana Malik Ibrahim Malang. The technique of this method was an observation. In this technique, it only observed the structure of language use. In qualitative methods, many techniques can be used by researchers to collect data such as questionnaires, interviews, observations, and so on. Qualitative researchers often used multiple forms of data in any single study such as observation, interviews, objects, written documents, audiovisual materials, electronic documents and so on (Leedy & Ormrod, 2005). In this study, it used documentation as a method of collecting data. In conducting documentation method, it could provide magazines, books, documents, etc. However, the data were the contents of the abstract thesis written by EFL college students' of the Department of English Literature of Universitas Islam Negeri Maulana Malik Ibrahim Malang.

In collecting the data, it used checking and noting technique of the thesis abstracts as the data. It was known as a documentation method. The following steps were used in collecting the data, those were, first, found the abstract written by the students of the Department of English Literature of Universitas Islam Negeri Maulana Malik Ibrahim Malang in e-thesis website. Then, reading and understanding well the content of the abstract thesis. Next was selecting the data. In selecting the data, this study used a random sampling technique. This research

aims to generalize the whole population into specific sampling. Therefore, it is in line with the application of random sampling. This notion is supported by Creswell (2002); Johnson & Christensen (2004) who stated that if the objective of the study is to generalize the interpretations to a population, then the researcher should attempt to select a sample that is both random and large. In this situation, the qualitative researcher chose one of the f random sampling designs at a particular stage of the sampling process, it was stratified random sampling,

Stratified random sampling shows a sampling design that divides population into sub-populations that are dominantly homogeneous to one or more characteristics and mostly heterogeneous from members of all other sub-groups to these characteristics. In this sampling design, firstly the sampling frame is divided into sub-populations to get a stratified random sampling. Next, a random sample is selected from each level. The aim of stratified random sampling is to obtain an example in such way that the target sub-groups are shown in the sample of the same proportion which exist in the population.

In this case, the study applied stratified random sampling. It was due to it searched the abstract that consisted of 300 words for each thesis and selected it based on the year. Furthermore, it only used the undergraduate thesis abstract in the last four years ago, and the abstract consisted of 300 words. After that, it was just collecting data from the selected simple. Finally, analyzing data related to the research objectives. In this case, it examined the data based on the theory of Dulay's Surface Strategy Taxonomy in which there were four-points such as omission, addition, misordering, and also misformation error.

1.7.5 Data Analysis

In this case, it analyzed the types of errors on grammatical in writing based on the theory of Dulay's Surface Strategy Taxonomy in which there were four-points such as omission, addition, misordering, and also misformation error (Dulay et al., 1982). Data analysis was the review process, sorting, and grouping data to formulate working hypotheses and lifted it into conclusion or theories in the research findings, (Bakri, 2003:162). Ary, Jacobs, & Sorensen (2010) also

pointed out that data analysis was a time-consuming and challenging process since typically the researcher faced massive amounts of field notes, interview transcripts, audio recordings, video data, or information from the document and all of them must be examined data interpreted.

Furthermore, there were many stages in analyzing qualitative data such as familiarization and organization in which the researcher should become familiar with the data through reading and rereading the notes, transcripts, etc. so that the data could be easily retrieved. After that, the researcher begins the coding and subtraction process, which refers to developing and describing concepts from the raw data and also classifying them. And the last was about interpreting and representing the data in which interpreting was about bringing out the meaning, telling the story, providing an explanation, and developing plausible explanation and representing was about searching for alternative understandings and writing the report (Ary, Jacobs, & Sorensen, 2010).

In this research, to answer the research problem, it analyzed the content of the abstract based on the theory of Dulay's Surface Strategy Taxonomy. To make it systematic, it examined the data using the following procedures, first observing and understanding the theory of Dulay's Surface Strategy Taxonomy. Next, seeing and understanding the abstract was found in undergraduate students thesis in the last four years. Then, analyzing the abstract, that was found in undergraduate students thesis in the previous four years. After that, it took notes and compared the data with the theory of Dulay's Surface Strategy Taxonomy. The past was drawing the conclusion based on the data analyzed.

1.7.6 Trustworthiness

Credibility focused on the truthfulness of the inquiry's findings. It involved how well the researcher had established confidence in the conclusions based on the research design, participants, and context (Ary, Jacobs, & Sorensen, 2010). In qualitative research, the data could be categorized as useful data if the data were valid. Moreover, Ary, Jacobs, & Sorensen (2010) also defined that dependability refers to trustworthiness or reliability of the data. It had to do with the consistency

of behaviour or the extent to which data and findings would be similar if the study were replicated.

To ensure the credibility and dependability of this study, it used the triangulation technique. "Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behaviour" (Cohen, 2007). It meant that the researcher used two or more techniques in collecting the data to get validity since the purpose of triangulation was to increase the credibility and dependability of the findings. Furthermore, four procedures in triangulation stated by Denzin (in Decrop, 1999), as follows:

1. Data triangulation

It engaged the use of some data source in a study. It needed more ways to attain the goals such as collecting the data from a different person, different time or different places and then writing the notes during and immediately after observation or interview session to get the accuracy of data.

2. Method triangulation

This triangulation required the use of multiple methods in the research. It was making a different method to get the validity of data.

3. Investigator triangulation

This technique used more than one researcher in collecting and analyzing the data. The validity of the data could be obtained from some researcher's view in interpreting information and collecting the data.

4. Theoretical triangulation

It meant the researcher compared the data finding with the perspective theory, which was relevant. In this case, the researcher was demanded to have the expert judgment to examine the research finding with a specific approach.

From those types of triangulation, it used theoretical triangulation to get the validity of data. It meant that it analyzed and compared the grammatical errors of the abstract thesis with Dulay's Surface Strategy Taxonomy and theory of interference by Weinrich as the theory of this study. After that, the data were confirmed and consulted with the thesis advisor.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, it discussed the literature reviews which are related and support this research. In error, there are several explanations to broaden insight about the definition of error and when it adjusted to the analysis problem. This chapter also provides the purpose of the analysis that mainly is for knowing how far the mistake done by the undergraduate students while writing the abstract for their last work. To reveal the problems of this research, it applies Dulay's surface taxonomy theory to classify the errors which were done by the students. Besides, it also sees the interference of first language that causes grammatical errors made by the thesis abstract's writer. Due to English is foreign language that is roled as second language to be learned, the main problem of students in understanding and applying the grammatical patterns in the written form. Therefore, this research analyzes the grammatical error as realized in the thesis abstract, which becomes the subject of this research. Further explanation will describe the characteristics of abstract which used as the data source and the method which is applied to proceed the data into findings.

2.1 Errors

In this case, it mentioned several theories related to errors such as the definition of error, the purpose of error analysis (EA), the types of errors and the strategies used in measuring errors in the current research.

2.1.1 Definition of Errors

Error is the side that has a defect in the speech or writing of students. Errors are part of the process of learning a foreign language made by language users caused by their ability to lack understanding the rules of the foreign language used. Sometimes people are often confused in distinguishing between mistakes and errors. Although they look the same, they are different in meaning and their

application. According to Putri & Dewanti (2014), an error is different from a mistake. Yet, making errors and mistakes commonly done by second language learners and foreign language learners. Without deep understanding, the learners usually tend to see the errors and mistakes similarly.

Error in language occurs because someone has not mastered the word correctly, while mistakes in grammar occur because of the failure to realize the language that already learned. A mistake is an error of performance. In contrast, the error is an error of competence. The cause of the mistake is not related to language skills or knowledge of the language system. A mistake that occurs can be recognized and corrected the speakers themselves.

In contrast, errors are errors that occur systematically and not easily appropriately repaired by the students themselves because of a lack of language knowledge or competence. Therefore, the process to correct errors to improve language skills is needed (Asni & Susanti, 2018). Thus it can be concluded that mistakes and errors are very different. However, both are very found in a person's life not only in learning, working or interacting with fellow people.

2.1.2 The Purpose of Error Analysis (EA)

Someone must be able to recognize mistakes in language by analyzing it. As you know, error analysis is a process of study to find out mistakes in the use of language in depth. That's the same as what said with Kusumawardhani (2017) that error analysis (EA) henceforth is a branch of Applied Linguistics and has two functions. The first function is theoretical, which has its place in methodology and describes the learners' knowledge of the target language. It also helps the researcher find out the relation between the experience and teaching instructor has been receiving. The functional area of EA is to overcome the mismatch between students' knowledge and the demands of the situation.

Error analysis is one way to explain the use of right and correct language where the reason and proper grammar is a language that is following grammatical structure. As Ewie said, Williams (2017) that error analysis is used as the analysis framework because it can use to analyze any type of error students make in their

writing irrespective of their source. Applied error analysis, on the other hand, deals with organizing remedial courses and devising appropriate materials and teaching strategies based on the findings of theoretical error analysis. In this study, theoretical error analysis is more relevant and therefore used.

An error analysis must be done to avoid the mistakes that are often done. Because in learning languages, students often make mistakes and repeat them because there is no error analysis. Asni & Susanti (2018) mentioned that error analysis could be useful for someone (such as a teacher or a researcher) to find a solution to the error so that it will not be repeated. The surface strategy taxonomy can explain grammatical errors made by someone. Someone eliminates or adds elements that are not essential and not following the grammar.

Based on the explanation above, it can be concluded that the analysis of errors carried out aims to identify errors that occur so that they can be recognized by the learner to improve the language skills being studied. The results of this error analysis are also useful as reference material from learners of the same language so as not to make the same mistakes. So by analyzing an error, someone can find out the truth and not repeat the error.

2.1.3 Types of Errors

As for some researchers previously stated that there are several types of errors as said by Brown (2007) as quoted in Asni, & Susanti (2018), there are four sources of error; interlingual transfer, intralingual transfer, learning context, and communication strategy. The interlingual transfer is an error caused by the student's first language. It is caused by the change of the first language elements into a second language. The intralingual error is the student's error in learning a second language produced by the complexity of the other language system. The context of learning is the source of inaccuracy from the situation in the classroom, teacher, and the material or textbook of the second language. Communication strategy is a verbal or non-verbal mechanism for communicating the idea of using the right word. Any learning must have a plan.

Another researcher is Rofik (2018). He stated that there are three types of important points, namely grammar, interlingual, and intralingual errors. Grammar is related to the systematic rule of language. Interlingual is the error which is realized among linguistic units within a language. While intralingual is the error which happens between one language to another language caused by some factors. Applying grammar rules in writing sentences needs a specific basic concept of understanding which covers aspects of subjects, verbs, objects, and adverb.

Besides, based on Dulay (1982), the errors are divided into four types; they are:

1. Linguistic Category Taxonomy

This error is based on the language component or key linguistic elements that affect the error—this error based on the language components or the main linguistic parts which touch the errors. The language components consist of phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary) and discourse (style). The main linguistic elements consist of the factors which compare each language component.

2. Surface Strategy Taxonomy

These errors explained about the way to change the strategy taxonomy which occurs.

3. Comparative Taxonomy

This error is based on a comparison between the structure of errors in the second language with certain other types of construction. Comparative taxonomy consists of:

a) Developmental Errors (Intralingua Errors)

This error happened because of the learners' study the target language as their first language.

e.g., Brother drink milk.

Mother eat apple.

b) Interlingua Errors

This error happened commonly in the structure of the language becoming semantic, which is same as a phrase or in the learners' native language.

e.g., The woman beautiful.

The sky cloudy.

4. Communicative Effect Taxonomy

Surface Strategy Taxonomy and Comparative Taxonomy only focus on the errors that happened in both of those taxonomies. Communicative taxonomy influences the classification with the errors from the listeners' or the readers' view.

2.1.4 Dulay's Surface Strategy Taxonomy

One way to get an explanation of error analysis is to use a taxonomy surface strategy. Dulay et al. (1982: 150) explained that: *"A taxonomy surface strategy highlights the ways surface structures are altered: learners may omit necessary items or add unnecessary ones, they may misform items or misorder them."*

From this statement, it can be concluded that the taxonomy surface strategy can provide a description of grammatical errors made. Someone omits or adds elements that are not necessary and do not follow its grammatical rule. Besides, it is also wrong in the placement of components and wrong in arranging elements based on grammatical rules.

Based on the explanation above, the researcher can conclude that grammatical errors done by EFL students can be obtained through this taxonomy surface strategy. It is because it will be easy to know the extent of a student's ability to understand the grammar of language they are learning. Besides, the description of the grammatical errors which is also obtained from the taxonomy surface strategy will automatically give the educator like teacher or lecturer to find out the solution in relation to the mistakes made by students by providing additional practices to emphasize and broaden students's understanding. Thus, a taxonomy surface strategy is needed by second language educators to determine students's mistake. Based on the location of the error, the surface taxonomy strategy analyzes; omission, addition, misformation, and misordering.

1. Omission

One of the analyzes of Surface Strategy Taxonomy is a form of omission. Dulay, Burt, et al. (1982:154) argue that *"Omission is a type of error which is*

characterized by the absence of an item that must appear in a well-formed utterance".

From this statement, it can be concluded that what is meant by negligence is the elimination of elements that should appear in a speech.

Students often make these mistakes. Here are the mistakes that usually occur:

a) The omission of "To be / Copular Verb."

Mistakes to omit "to be" very often occur. Almost every student learning English must make this mistake. This omission is very natural, especially English learners who are Indonesian speakers. This error is caused by the absence of "to be / copular verb" in the Indonesian sentence pattern.

For example, *I a student*. (This sentence is wrong and should be *I am a student*)

b) The omission of "Article."

In the case of article omission, students usually do not recognize the singular form of a noun. This error is generally influenced by the structure of the Indonesian language, which is not very concerned about the singular or plural forms of nouns in a sentence. This form error occurs usually eliminating article a / an as a single marker in a sentence that has noun singular form.

For example, *I have book*. (The sentence should be *I have a book*)

c) Omission - s as a Plural Marker.

In this case, usually, students do not understand if after a plural countable noun then after that phonemes must be placed which function as plural markers.

For example, *There are many car*. (There should be *There are many cars*)

d) Omission - s as Possessive.

Students omit morpheme -s as possessive markers. This omission is very natural, especially among those who have the First Language, Indonesian. In the grammatical structure of the Indonesian language, there are no specific morphemes to indicate possessive. In other words, in Indonesian syntax, it does not recognize morpheme -s as possessive markers.

For example, *Andy house is very big*. (Supposedly *Andy's house is very big*)

e) Omission - s in the Verb of the Third Singular Person of Present Tense.

In the Simple Present Tense, after the subject of she and he the phoneme -s must attach the verb.

For example, *He eat rice.* (Supposedly *He eats rice*).

2. Addition

The form of error of addition is a mistake that adds an item that should not exist in an expression. Dulay et al. (1982: 156) explains that "Addition is a type of error which is characterized by the presence of an item which must not appear in a well-formed utility."

The error of addition is a stage that is higher in level compared to the error of omission in obtaining a second language. At this level, learners have obtained the grammatical rules of the second language, but they are often misunderstood. So, they then made that mistake. There are three types of error of addition; double markings, regularization, and simple additions.

a) Double Markings

Double markings often occur because of errors in removing certain items that are needed in linguistic construction but not in other cases. For example, in the sentences, "*She doesn't knows his name*" and "*They didn't went here*". In both sentences, the goal is correct, but I made it right. In the first sentence, the auxiliary word to negate the subject of she is accurate by adding does not. But the mistake lies in knows which is a third-person verb marker. It should know because it is already represented by doesn't. In the second sentence, the same mistake is to add the verb past tense "*went*" should be converted into the present tense verb "*go*". Thus, the error of the example of the two sentences as above is called double markings.

b) Regularization

Dulay et al. (1982:157) describe regularization as "*A type of error in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of a given class that do not take a marker.*" The error of regularization is to change an item by equating irregular rules into regular ones. For example, the plural form of the noun 'mouse' becomes 'mouses' even though it

should be 'mice' and in the irregular verb form 'write' to 'writed' in the past tense when it should have been written.

c) Simple Addition

Simple addition is characterized by errors in addition to double markings and regularization. For example, in the sentence *"The fishes don't live in the water."* The location of the sentence error is to add phonemes *-es* to fish.

3. Misformation (Error of selection)

Dulay et al. (1982: 157) explains the misformation that is *"Misformation errors are those characterized by the use of the wrong form of the morpheme or structure."* Thus, misformation is the mistake of using the wrong form on a morpheme or structure. Misformation is divided into three types; regularization, archi-forms, and alternating forms.

a) Regularization

Regularization is a marker that states that a regular is placed in an irregular shape, as in gone to go, mouses for mice, a child for children.

b) Archi-forms

Dulay et al. (1982:160) stated that *"Archi-forms errors are those of the selection of one member of a class of forms to represent others in the class."*

It states that Archi-forms errors are errors in the selection of a form to express something else, for example, the selection error determiners (this, that, these, those) in a sentence. For example *"That dogs are naughty"* which should be *"Those are naughty dogs"*.

c) Alternating forms

This error is marked by an error in the selection of the right words. This error occurs when the second language learner is at the level of vocabulary and grammar grow (beginner stage)—for example putting the subject *"I"* in the position of the object that should be replaced with *"me"*.

4. Misordering

Dulay et al. (1982:162) explained that *"Misordering is characterized by the incorrect placement of a morpheme or group of morpheme in an utterance."* Misordering is an error in the arrangement of morphemes or groups of morphemes

in sentences. For example, errors in embedded questions such as in *"I don't know who is she"* should *"I don't know who she is"*.

2.2 Grammatical Components

Grammar is a set of rules from language that can be used in composing a correct sentence. Grammar has an essential role in a style to make sentences understandable, as said by Kamlasi & Nokas (2017) that grammar refers to the rules of language. Grammar is essential because it makes meaning for writing. Putri, Dewanti (2014), grammar is such an important thing to apply in learning the language. A different author will have a different term in defining what grammar is.

Especially for Indonesians who view English as a foreign language. Especially for Indonesian people who see English as a foreign language. They must master the grammar in English to be able to communicate appropriately and correctly. Kamlasi, Nokas (2017), to use a language correctly, it is essential to know the grammar of a language and their meanings. Grammar names the types of words and word groups that makeup sentences in any language. The grammar is as a set of rules for constructing and analyzing sentences.

Grammar is essential for composing a sentence so that the sentence has the correct and correct meaning. Because without grammar, they will find it difficult to understand a sentence or even reading. Putri, Dewanti (2014), grammar is a part of language which has to be learned by the learners of a word. Learners have to produce the sentences grammatically so that the penalties or utterances can be delivered well, as well as the readers can easily understand the writing. The learners have to apply the rules of grammar on the sentences they produced. Kamlasi, Nokas (2017), the grammars also can be used for analyzing words or penalties based on the form and function. English has broad grammar; including tenses, noun, verb, adjective, adverb, pronoun, articles, and others.

1. Sentences

A sentence is an arrangement of several words that have meaning. It usually consists of at least one subject and one verb. The theme is the main noun in the

sentence about something being talked about while the verb is part of a statement that states something about the subject. The types of sentences are statement sentences, question sentences, exclamation sentences, or command sentences that begin with a capital letter and end with a period.

e.g., *My mother cooks rice every day.*

S P O ADV

2. Tenses

Verb changes are influenced by the time and nature of the incident. Basically, in English, there are 16 tenses. But the basic tense that is often used and needs to be learned is only a few. Tenses are divided into three times, namely present, past and future.

Table 2.1 Present Tense

Tenses	Formula	Function
Simple Present	S + V_{1(s/es)} / to be	Simple Present is used to express daily activities or usual activities. <i>e.g.:</i> - <i>Ann has a breakfast every day.</i> (The sentence shows daily activities). - <i>The sun rises from the east.</i> (The sentence shows the general truth).
Present Progressive	S + (is/am/are) + V_{ing}	This tense is used to express activities that are taking place or are happening right now. <i>e.g.:</i> - <i>I am eating dinner at the cafeteria right now.</i>
Present Perfect	S + (has/have) + V₃	This tense shows the relationship between the past and the present. We often use 'for' and 'since' in these

		tenses. <i>e.g.:</i> - <i>I have been here for 10 minutes.</i> - <i>I have already read the book.</i>
Present Perfect Continuous	S + (has/have) + been + V_{ing}	This tense usually shows the relationship between the present or now. <i>e.g.:</i> - <i>He has been typing a novel for four hours.</i>

Table 2.2 Past tense

Tenses	Formula	Function
Simple Past	S + V₂	Simple past is used to talk about activities or situations that start and end at a certain time in the past. (e.g., yesterday, last night, two days ago, in 1990). <i>e.g.:</i> - <i>I bought the car yesterday.</i>
Past Progressive	S + (was/were) + V_{ing}	This form is used to describe activities that are or are happening at certain times in the past. <i>e.g.:</i> - <i>I was eating lunch when Tom come.</i>
Past Perfect	S + had + V₃	This tense is used to express past activities before other activities in the past. <i>e.g.:</i> - <i>I had already taken a bath when they</i>

		<i>arrived.</i>
Past Perfect Continuous	S + had + been + V_{ing}	This tense is used to tell a long event before other activities in the past. <i>e.g.:</i> <i>- I had been reading a novel for four hours before my friend came.</i>

Table 2.3 Future tense

Tenses	Formula	Function
Simple Future	S + (will/shall) + be + V₁	Simple Future is used to make predictions or planning about something in the future. <i>e.g.:</i> <i>- She will go to abroad next year.</i>
Future Continuous	S + (will/shall) + be + V_{ing}	This tense is used to express activities at a specific time in the future, and maybe it will continue. <i>e.g.:</i> <i>- I will be selling my car tomorrow.</i>
Future Perfect	S + (will/shall) + have + V₃	This tense is used to tell about activities in the future before other events in the future. <i>e.g.:</i> <i>- I will have already eaten when he arrives.</i>
Future Perfect Continuous	S + (will/shall) + have + been + V_{ing}	This tense is used to express endless activities before several points in the future. <i>e.g.:</i> <i>- By the end of this year, I will have</i>

		<i>been teaching for two years.</i>
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3. Article

In English articles that are often used, there are two namely definite (the) and indefinite (a, an).

Definite (the) is used before:

- a) Certain people or objects, e.g., *The teacher is standing in front of you.*
- b) Mention of people or objects that are well known in a particular context, e.g.,
She came to the class and sat on the chair.
- c) All groups, e.g., *The animal is in the zoo.*
- d) Adjectives that state class or rank, e.g., *The best song, the first year.*
- e) A noun or gerund + of, e.g., *the election of an officer.*
- f) Name of place, e.g., *The Bromo Mountain.*

Definite (the) is used after:

- a) A word that states a number, e.g., *Most of the students.*

Indefinite (a, an) be used:

- a) A word that means one or each, e.g., *Each student studies for an hour.*
- b) Unidentified group, e.g., *She eats a cake in her room.*
- c) The group that represents that group, e.g., *That fruit is an apple.*

4. Auxiliary

Auxiliary is an auxiliary verb whose function is to help the main verb in a few sentences. The type of auxiliary that is often found is playing auxiliary such as be, will, do, and have. There is also an auxiliary capital which is always followed by the first verb.

e.g.:

- He **is** sleeping.
- We **will** come to your party.
- She **can** read that book.

5. Pronoun

In English, some pronouns are used to change people's names so that there is no repetition of names in a sentence.

Table 2.4 Pronoun

	Subject Pronoun	Object Pronoun	Possessive Adjective	Possessive Pronoun	Reflexive Pronoun
in Singular	I	Me	My	Mine	Myself
	You	You	Your	Yours	Yourself
	She	Her	Her	Hers	Herself
	He	Him	His	His	Himself
	It	It	Its	-	Itself
in plural	We	Us	Our	Ours	Ourselves
	You	You	Your	Yours	Yourself
	They	Them	Their	Theirs	Themselves

6. Active and Passive

In a language, sentences are divided into two, namely active and passive. Active sentences are sentences used to say what the subject is doing.

e.g., My father painted the wall.

Whereas passive sentences are sentences used to say what happens to the subject. *e.g., The wall was painted by my father.*

2.3 Interference Language

In the second language acquisition study, there are terms 'transfer' and 'interference' or better known as interference. In this case, Weinrich in Dulay et al. (1982:99) explains that:

The terms 'transfer' and 'interference' are not synonymous: Transfer usually refers to the influence of L1 on L2 in both positive and negative way, whereas interference is generally used in a negative sense, so it corresponds to negative transfer. Intervention supports this idea: Interferences are those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language, i.e. as a result of words in contact.

This opinion explains that transfer language refers to the influence of the first language to the second language in either positive transfer or the negative one. In this case, interference is a negative transfer which carries elements or rules of the first language that may apply to the second language as the form of second language learner's ignorance. Weinrich (1998) also claimed that structural linguistic factors related to the language deviation can be analyzed through comparisons of their phonology, grammar and also lexical systems of the first and second languages. Whereas, the distinctive forms of disruptions, can be analyzed through sociolinguistic framework only. It is because it connects the structural and philosophical forms to the extralinguistic factors. These extralinguistic factors are described in the forms of socio-cultural background, language functions in bilingual groups, correspondence between literature and social culture, language standardization as a symbol of language of loyalty, duration of contact in bilingual groups, communication between literature and social culture, language standardization as a symbol of language loyalty, length of the linguistic connection between languages, crystallization of new words and language change. Weinrech (1998) then divided interference of language into three parts, they are (1) the use of morpheme in first language into second language, (2) the application of the grammatical relationship of first language to the morpheme of second language, or the denial of the grammatical relations of second language which have no model in first language, and (3) changes in morpheme function through identity between a particular first language morpheme with specific language morphemes, which caused changes like expansion or reduction of second language morpheme functions based on a grammatical model of first language. Therefore, there is a significant correlation between grammatical errors in second language and the interference of the first language when someone learns a new language.

2.4 Abstract of the Thesis

The thesis abstract is a part of a thesis which summarizes clearly and concisely from all the contents of the argument discussed. Setiawan (2014) stated that an abstract is an essential part of a thesis that contains the basic ideas of a thesis. By reading the abstract, the readers can decide whether or not they need to read the whole content of the argument.

Abstracts usually consist of the title of the thesis, and a brief report description such as the background of the study, the formulation of the problem, the research method, research findings and conclusions. According to Janecek (2013), the abstract is a succinct, single-paragraph summary of paper's purpose, main points, method, findings, and conclusions, and often recommended to be written after the rest of article has been completed.

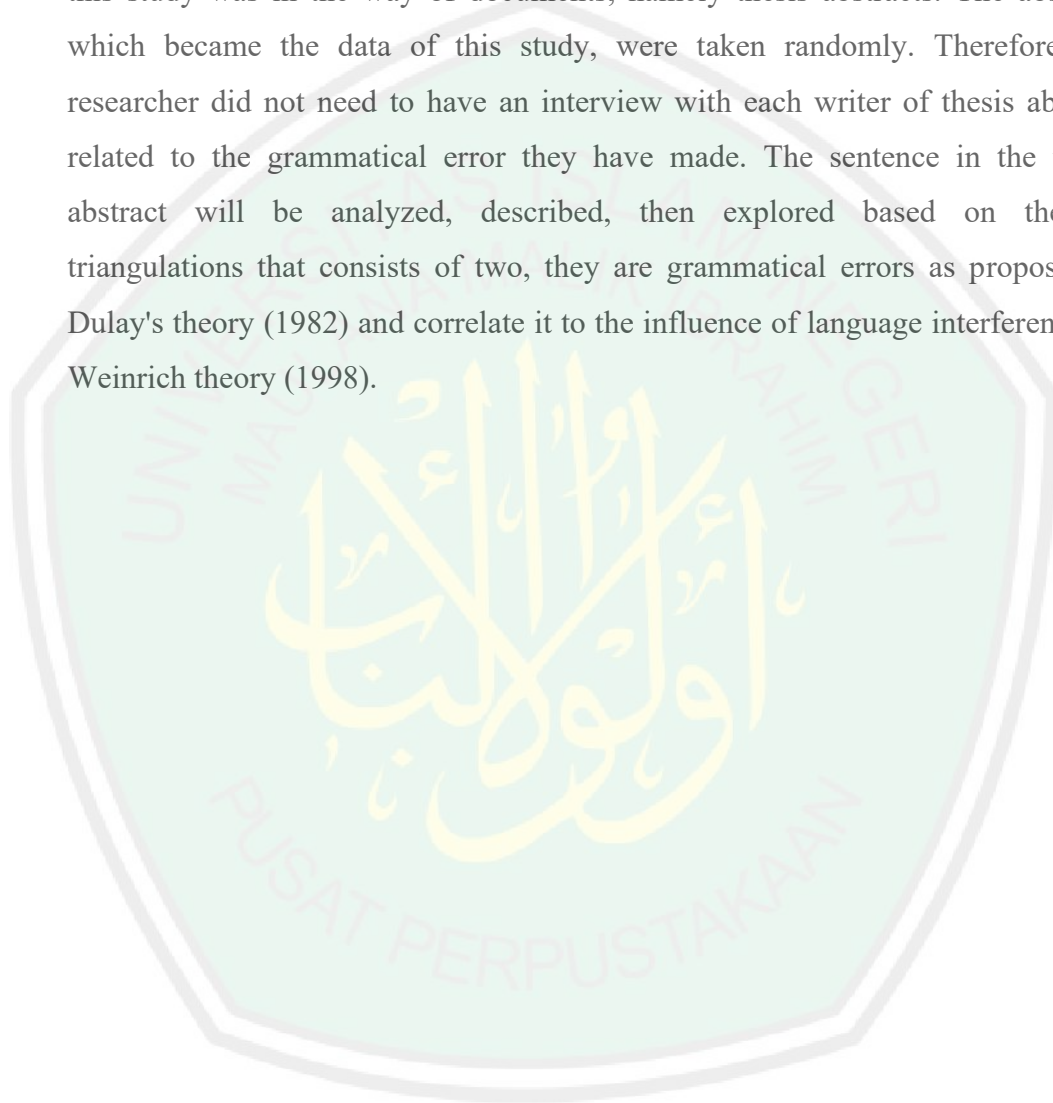
From the above explanation, it can be concluded that the thesis abstract will provide very concise and concise information in terms of grammatical structure and meaning of what discussed. Besides thesis abstract can also represent whether the complete thesis is exciting or not so that the use of grammar and the selection of the right words needed in writing a dissertation.

2.5 Methodology

This research uses a qualitative approach. This type of research is a qualitative descriptive study that attempts to describe the forms of English language errors in the thesis abstract written by EFL college students'. Qualitative research is an inquiry approach useful for exploring and understanding a central phenomenon. To learn about this phenomenon, the inquirer asks participants 24 broad and general questions, collects the detailed views of participants in the form of words or images, and analyzes the information for description and themes. From this data, the researcher interprets the meaning of information, drawing on personal reflection and past research. The final report is flexible, and it displays the researcher's biases and thinks (Cresswell, 2008). Besides, Moleong (2013) complemented that qualitative research aims to understand something specifically,

not always looking for the cause and effect of something, and to deepen comprehension about something that is studied.

This study uses descriptive qualitative because the data in this study are in the form of words rather than numbers. Also, the source of information used in this study was in the way of documents, namely thesis abstracts. The abstract, which became the data of this study, were taken randomly. Therefore, the researcher did not need to have an interview with each writer of thesis abstract related to the grammatical error they have made. The sentence in the thesis abstract will be analyzed, described, then explored based on theories triangulations that consists of two, they are grammatical errors as proposed in Dulay's theory (1982) and correlate it to the influence of language interference by Weinrich theory (1998).



CHAPTER III

FINDING AND DISCUSSION

This chapter consists of findings and discussion. The first is the presentation of data in the findings and analysis of data based on Dulay's Surface Strategy Taxonomy which is the leading theory in this study. For the second part, the results of the report are described in the discussion.

3.1 Finding

This study aimed to analyze the sentences contained in EFL college students' in writing their undergraduate thesis abstract at the Department of English Literature of Universitas Islam Negeri Maulana Malik Ibrahim Malang based on Dulay's Theory of Grammatical Errors. The analysis of this research is based on the formulation of the research questions in chapter I. The first research question aims to find out the types of grammatical errors made by EFL students in writing their abstract undergraduate thesis in the English Literature Department at Universitas Islam Negeri Maulana Malik Ibrahim Malang. The second research question aimed to answer the percentage of each types of grammatical errors done by EFL students in writing their abstract undergraduate thesis in the English Literature Department at Universitas Islam Negeri Maulana Malik Ibrahim Malang. And last, it is aimed at finding out the interference of Indonesian as the students's first language in relation to the grammatical errors done by them.

As it was known, the analysis of errors carried out aimed to identify errors that occur so that it could be recognized by students to improve language skills learned. The results of this error analysis were also useful as reference material from students in the same language, so they do not make the same mistakes. By analyzing the errors, one could find the truth and not repeat the mistake. Dulay's theory proposed that there were four-points of grammatical errors such as omission, addition, misformation and also misordering.

Thesis abstract that became the subject of this research was also considered as a parameter whether the complete thesis was exciting or not so that the use of

grammar and proper word selection was required in thesis writing. In this study, the undergraduate thesis abstracts being data were 2016, 2017 and 2018 at the Department of English Literature of Universitas Islam Negeri Maulana Malik Ibrahim Malang. Then, it took five samples in random from each year with a few words of no less than 300 words.

From the research conducted, it could be seen that all types of grammatical error which are put forward by Dulay realized in the data of this research, they were Omission, Addition, Misformation, and Misordering. Each year of the thesis abstract which had grammatical error showed the same result, that was misformation as the dominant type and Misordering as the lowest one. The explanation of each year data as described in the subchapter below:

3.1.1 2016 Data

Figure 3.1 Chart Pie of 2016 Data

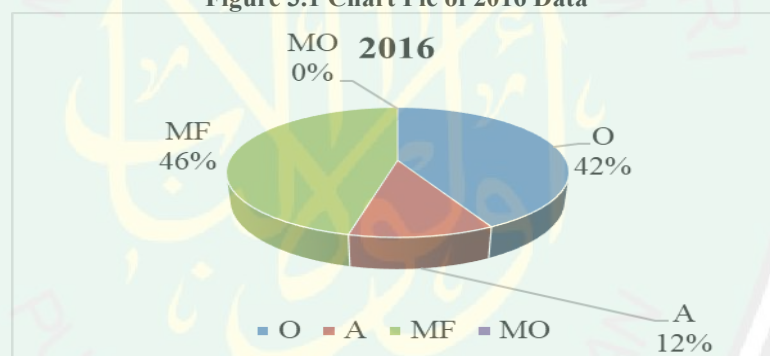


Table 3.1 Types of Error Analysis in 2016 Data

Year	Abstract	O	A	MF	MO
2016	2016-Data 1	3	0	0	0
	2016-Data 2	4	1	1	0
	2016-Data 3	2	1	6	0
	2016-Data 4	1	1	3	0
	2016-Data 5	1	0	2	0
	TOTAL	11	3	12	0
	DOMINANT			√	
	PERCENTAGE		42%	12%	46%

In 2016 data, only three of grammatical errors type which was found, they were omission, addition, and misformation. It would be explained each finding of the data.

In 2016 data-1, it only found one type of grammatical error, that was an omission. It was seen in the data below :

a) Omission

The omission which was realized was related to the absence of definite article 'the' and suffix (-s).

1. (S4) This study is aimed to find out the use of um and uh by male and female in **presentation** context, especially in EFL students' thesis proposal presentation.

Correction:

This study is aimed to find out the use of um and uh by male and female in **the presentation** context, especially in EFL students' thesis proposal presentation.

2. (S8) Methodologically, the researcher adopts **descriptive** qualitative study as the research design.

Correction:

Methodologically, the researcher adopts **the descriptive** qualitative study as the research design.

Both of data below represented omission grammatical error that had omitted the article 'the' in their sentences. The use of an article in those sentences was surely for making specification towards the noun. Therefore, it is necessary to use 'the' in sentences so that the reader knows what objects the researcher is for aiming.

3. (S10) **Male** produced more often filled pauses than **female**. Furthermore, uh is commonly produced by **male** and **female**. In addition, the result shows several differences between **male** and **female** in the use of um and uh. For instance, **male** tended to use filled pause between two sentences of a repetition and others.

Correction:

Males produced more often filled pauses than **females**. Furthermore, uh is commonly produced by **males** and **females**. In addition, the result shows several differences between **males** and **females** in the use of um and uh. For instance, **males** tended to use filled pause between two sentences of a repetition and others.

The data above showed that there was an omission of plurality in the sentence which used male and female words. As it was known, both male and female were countable nouns. Besides, in the abstract, it is said that there were more than one man and woman involved during the study. Therefore, it was needed to add a suffix (-s) at the end of each word to clarify the readers that the participants, in that case, were more than one.

In 2016 data-2, it was seen that there are three types of grammatical error found, they were omission, addition, and misformation.

a) Omission

In omission, it had cases as same as the previous one; they were the omission of article and plurality.

1. (S2) It is performed by EFL students in **panel** discussion of Speaking III Class at Maulana Malik Ibrahim State Islamic University of Malang. Many speech acts causing FTA such as complaints, criticism, offers, and apologies happen in **panel** discussion.

Correction:

It is performed by EFL students in **the panel** discussion of Speaking III Class at Maulana Malik Ibrahim State Islamic University of Malang. Many speech acts causing FTA such as complaints, criticism, offers, and apologies happen in **the panel** discussion.

2. (S6) To get the data, the researcher uses **descriptive** qualitative method in which the data **were** taken from recording the students' speaking in **panel** discussion class.

Correction:

To get the data, the researcher uses **the descriptive** qualitative method in which the data **was** taken from recording the students' speaking in **the panel** discussion class.

3. (S12) Hence, the researcher suggests **to** the next researcher to investigate the factors influencing the tendency of using FSA strategies by EFL **student**.

Correction:

Hence, the researcher suggests the next researcher to investigate the factors influencing the tendency of using FSA strategies by EFL **the student**.

These three data indicate that the abstract thesis author omitted the 'the' article, which is important to emphasize the data objects such as what has been printed in the data above.

4. (S4) When the students experience FTA, they will lose their **face** so that **their** speaking performance will be disturbed.

Correction:

When the students experience FTA, they will lose their **faces** so that **their** speaking performance will be disturbed.

As what was seen in the data above, 'face' which had become the noun of possessive pronoun 'their' should be added by suffix (-s). It was because the possessive pronoun which was used is 'their' that had quantity more than one.

b) Addition

Besides type, it was found in only one data as in below:

5. (S12) Hence, the researcher suggests **to** the next researcher to investigate the factors influencing the tendency of using FSA strategies by EFL **student**.

Correction:

Hence, the researcher suggests the next researcher to investigate the factors influencing the tendency of using FSA strategies by EFL **the student**.

This data had addition grammatical error since it showed there was an addition of the preposition 'to' that was better omitted between the phrases suggested and the next researcher. It was because *suggested* as a predicate in this sentence did not need to have preposition after it because it had already directed to the readers.

c) Misformation

In misformation, it was found that there are five data which represented it. They are in (S1), (S5), (S9), (S12), (S13). The representative data which were shown here is only three; they are explained as below:

- (S6) To get the data, the researcher uses **descriptive** qualitative method in which the data **were** taken from recording the students' speaking in **panel** discussion class.

Correction:

To get the data, the researcher uses the **descriptive** qualitative method in which the data **was** taken from recording the students' speaking in the panel discussion class.

The data showed that there was misformation applied in the sentence. It was the use of 'were' which better replaced by 'was'. It was because data was kind of uncountable noun that if its quantity was more than one in total, it did not need to say it in plural anymore. Instead, it was better to say it was only in the singular form.

In this part, the interference was caused by the comprehension of thesis writer that plural in English meant there should be additional of '-s' at the end of the noun. Therefore, when it didn't have, it was considered that it was plural.

In 2016 data-3, it showed that there were three types of grammatical error found, they were omission, addition, and misformation.

a) Omission

In omission, it has two data that represented it. They are seen as below:

- (S2) One of the **cause** is the lack of knowledge of grammatical rules.

Correction:

One of the **causes** is the lack of knowledge of grammatical rules.

- (S20) For next researchers, they can use this research as references to make other research about error analysis with different objects and **theory**.

Correction:

For next researchers, they can use this research as references to make other research about error analysis with different objects and **theories**.

Both of these data illustrate that there are omissions by the author, namely the plurality of adding the suffix (-s/es) to plural nouns. If in (S2) it shows that there is a choice of sentences that require plurality for penalties, whereas in (S20), it is necessary to use to make the sentence cohesive because the first sentence has used a majority. In addition, for (S20), it is known that there are conjunctions 'and' which force the writer to make the next noun in the plural too.

b) Addition

3. (S15) Interlingual transfer and context of learning are the most frequent **of** source **of** errors based on the finding.

Correction:

Interlingual transfer and context of learning are the most frequent source **of** errors based on the finding.

The data above showed that there was an addition of the preposition 'of' between frequent and source. Whereas, if it were put there, it would raise such ambiguity to the context.

Therefore, it was a must to omit that addition in order the meaning of the sentence could be accepted well by the readers because the proper preposition used 'of' is only efficiently put between source and errors.

4. (S5) By **conducting analysis on** grammatical errors, teacher can conclude the most frequent of errors which is often made by students.

Correction:

By **analyzing on** grammatical errors, teacher can conclude the most frequent of errors which are often made by students.

5. (S9) The instruments used for this research is writing tasks and the data **were** collected through the students' writing assignment.

Correction:

The instruments used for this research is writing tasks and the data **is** collected through the students' writing assignment.

6. (S13) Omission and misformation error are the most frequent of errors **foun** in the text.

Correction:

Omission and misformation errors are the most frequent of errors **found** in the text.

In the data above, they had different misformation type. In (S5), it was better to omit *to conduct* and replaced it with *analyzing* since the object of the sentence is *grammatical errors*. It was caused by the reality that *conduct* was the verb which was only used when someone wanted to do kind of observation, not for being the verb of the linear analysis. While in (S9), it was seen that the misformation was realized in the use of *to be*. It showed that the writer was not consistent with applying the tenses in his abstract. At first, he had used 'is' to represent the present tense application.

Meanwhile, in the next sentence, he used 'were' which represented the past tense. Therefore, it was better to replace 'were' becomes 'is' in order the sentence be coherence. In the last data (S13), it showed that the misformation relied on upon in case of morpheme omission. The word which was actually 'found' was mistyped by the writer that only written 'foun'. The letter 'd' was lost in that word that the word becomes meaningless due to this misformation.

In 2016 data-4, it was seen that there are only two types of grammatical error; they are omission, addition, and misformation.

a) Omission

In omission, it was only found in one data, that was seen as below:

1. (S9) The result of the study found that there were six types of euphemism used by president Jokowi: 1) hyperbole, 2) litotes, 3) circumlocution, 4) abbreviation, 5) idiom, 6) synecdoche, and one style of euphemism: 1) formal style, which investigated from all of the **classification** of euphemism have been explained.

Correction:

The result of the study found that there were six types of euphemism used by president Jokowi: 1) hyperbole, 2) litotes, 3) circumlocution, 4) abbreviation, 5) idiom, 6) synecdoche, and one style of euphemism: 1) formal style, which investigated from all of the **classifications** of euphemism have been explained.

The data above showed that there was something lost in the sentence as it was known that classification is kind of countable noun. Therefore, if it was more than one, it should be added by suffix (-s) as what had been presented in the correction part.

b) Addition

As similar as omission, the data of acquisition as the type of grammatical error found in this abstract was also only one. That was released in this data:

2. (S11) In addition, the researcher also suggests to the next researcher to select **other more interesting subject** such as studying political debate, since it consists of many euphemism words produced by the debaters who have to control every single **words** produced to sound smoother or mild, or to select other theory of euphemism to enrich the existing data.

Correction:

In addition, the researcher also suggests to the next researcher to select **other more interesting subjects** such as studying political debate, since it consists of many euphemism words produced by the debaters who have to control every single name provided to sound smoother or mild, or to select other theory of euphemism to enrich the existing data.

The data above showed that there should be an addition to the noun given in the bolded part. It was because there is word 'other' that implied plurality and comparative degree 'more' before an adjective. Therefore, the noun 'subject' which was countable there must be added by (-s) as the suffix of plurality.

c) Misformation

In this abstract, there were three data which represent misformation. They were seen in (S6 and S7).

3. (S6) This study uses descriptive qualitative approach to analyze the data which is in the form of transcript containing euphemistic words, phrases and sentences.

Correction:

This study uses descriptive qualitative approach to analyze the data which is in the form of transcript containing euphemistic words, phrases, **and** sentences.

4. (S7) While the **data** of this study **are** collected from the political speech of Jokowi which the script **taken** from internet which is <http://www.theglobalreview.com/>, then the **data were** analyzed through the process of categorizing, analyzing, and drawing the conclusion from the result of the analysis.

Correction:

While the **data** of this study **is** collected from the political speech of Jokowi which the script **is taken** from internet which is <http://www.theglobalreview.com/>, then the **data is** analyzed through the process of categorizing, analyzing, and drawing the conclusion from the result of the analysis.

In (S6), it was shown that the misformation was realized in the punctuation application. By means before conjunction 'and', it should be added by punctuation ',' reminding that there were more than two objects come before the last one. While in (S7), there was two misformation found that had the same case; they were seen in the bolded parts. In the first misformation, it was known that to be 'are' was better replaced by 'is' since data for plural was still mentioned as 'data'. Then, in the second one, it was better to replace 'were' becomes 'is' to make the sentence cohesive.

In 2016 data-5, it was seen that there were only two types grammatical error found, they were omission and misformation.

a) Omission

In omission, there was only one data which represents it, as seen below :

1. (S9) The problem with pure vowel sounds were the substitution of the sound [I], [i:], [ε], [ʊ], [Λ], [ɜ:], [ɒ], [ɔ:] **and** [ə] **and** the insertion of the sound [ə] between two consonant sounds.

Correction:

The problem with pure vowel sounds were the substitution of the sound [I], [i:], [ε], [ʊ], [Λ], [ɜ:], [ɒ], [ɔ:] **and** [ə]; **and** the insertion of the sound [ə] between two consonant sounds.

The data above showed that there was an omission of punctuation ';' the writer should add that since it has some parentheses. The exclusion of that punctuation made the abstract was hard to be understood and seemed ineffective to be such academic writing.

b) Misformation

For this type, there were only two data found, they are :

2. (S6) The description of the incorrectly pronounced English sounds **is** based on the theories of phonetics proposed by George Yule, Peter Roach **dan** Daniel Jones which embraces voicing, manner of articulation and place of articulation for English consonant production and the tongue part and position, sound length and mouth forming for English vowel production.

Correction:

The description of the incorrectly pronounced English sounds **are** based on the theories of phonetics proposed by George Yule, Peter Roach **and** Daniel Jones which embraces voicing, manner of articulation and place of articulation for English consonant production and the tongue part and position, sound length and mouth forming for English vowel production.

3. (S8) The problem with consonant sounds were the substitution of the sounds [v], [ð], [θ], [tʃ], [ʒ], [ʃ] [z] **and** the deletion of the sounds [k], [g], [t], and [s].

Correction:

The problem with consonant sounds were the substitution of the sounds [v], [ð], [θ], [tʃ], [ʒ], [ʃ] [z], **and** the deletion of the sounds [k], [g], [t], and [s].

The two data above showed that there was two misformation found in this abstract. It was seen that the mistake is realized in to be application. In (S6), since the subject of the sentence was plural; therefore, it should use 'are then 'is' for them to be. Meanwhile, in (S8), It was seen that the misformation was realized in the losing of punctuation ‘,’ before conjunction ‘and’. Since it was academic writing, it was a must for the writer to be a concern to the punctuation use.

Related to the interference, in 2016 data it could be concluded that the grammatical error which was found however interfered by the reality that in Indonesian there was not any kind of definite article like 'the'. If someone wanted

to make it specific, they only needed to add determiner as 'this' or 'that'. Therefore, it caused the error in this data. In relation to the interference which influenced the data, it was known that morphologically, when someone wanted to say something plural in Indonesian, they only need to repeat it twice. There was not the additional of '-s' as the suffix at the end of the noun to say that it was the plural one. This error was caused by the interference of Indonesian as the mother language of a thesis writer. It was known that in Indonesian when someone wanted to give such a suggestion, there should be preposition after the verb. Therefore, this error was interference by changed in word function, which caused expansion in preposition used when it was used to another language; in this case, was English. This finding was related to what Syarif (2014) had analyzed about similiar reearch. He stated that both linguistics and non-linguistics factors clearly influenced the grammatical interferences on student's grammatical errors. The linguistics factors dealt with students' language mastery (morphology, syntax, as well as vocabulary) in target language (English). Moreover, the non-linguistic factors were related to the cultural internalization, motivation, control of social status, etc. He added that linguistics factor was a part of causes for any grammatical interferences appeared on students' writing. The data obtained from the questionnaire proved that most of the students had such limitation of their language mastery. In this case, the lack of knowledge related to the appropriate context for certain words was one of the causes on this grammatical interferences.

3.1.2 2017 Data

Figure 3.2 Chart Pie of 2017 Data

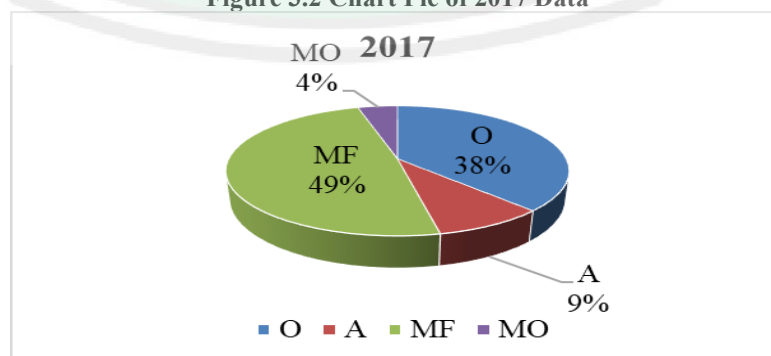


Table 3.2 Types of Error Analysis in 2017 Data

Year	Abstract	O	A	MF	MO
2017	2017-Data 1	5	1	5	1
	2017-Data 2	2	3	2	0
	2017-Data 3	5	0	2	0
	2017-Data 4	3	0	2	1
	2017-Data 5	2	0	11	0
	TOTAL	17	4	22	2
	DOMINANT			√	
PERCENTAGE	38%	9%	49%	4%	

In 2017 data, all types of grammatical errors according to Dulay's theory were found. They were omission, addition, misformation, and misordering. Each of the types would be explained based on the data realized.

In 2017 data-1, The total data of omission and misformation were equal, that was found in five data. While for addition and misordering, they were also equal with the total only one data. The explanation of each finding was described as below:

a) Omission

1. (S1) These studies **about** pronunciation problems encountered by the English students of STKIP Bangkalan Madura.

Correction:

These studies **are about** pronunciation problems encountered by the English students of STKIP Bangkalan Madura.

2. (S5) From the data analysis, the writer found some incorrect pronunciations **have** done by the students in the conversation when doing presantion in class.

Correction:

From the data analysis, the writer found some incorrect pronunciations **which have been** done by the students in the conversation when have been doing presantion in class.

In (S1), the omission occurred in the case of 'to be'. As displayed in the data, studies which became the subject of the sentence waas in the form of plural. Therefore, it was a must to put to be 'are' after the subject since it was the

nominal sentence. While in (S5), the omission was realized in relative pronoun that actually should be placed before to be 'have'. It was because the sentence consists of more than one clause. Thus, it was a must to put relative pronoun 'which' there.

b) Addition

In the type of addition, it only found one data. That was in (S3). The data was seen as below

3. (S3) It was analyzed **help** by theory of yule (2010).

Correction:

It was analyzed by theory of yule (2010).

There was an addition as the grammatical error found in the data. The word 'help' does not exist in that sentence since it does not give any impact and makes the sentence becomes misunderstood.

c) Misformation

In misformation type, there were five data found in this abstract. They realized in (S2), (S5), (S6),(S7), (S8). These were the representative data of them:

4. (S7) After analyzing the data, the writer **finds** that most errors in consonants and vowels are divided to be analyzed phoneme and phonetic features.

Correction:

After analyzing the data, the writer **found** that most errors in consonants and vowels were divided to be analyzed phoneme and phonetic features.

5. (S8) For all of the **analyzed** consonants and vowels.

Correction:

That is for all of the **analyzed** consonants and vowels.

In the representative data above, it was known that the misformation occurred in (S7) was in the form of tenses application. When the research had finished to be conducted, the tenses used should be in past tense. Therefore, the correction was 'found' for its misformation. While in (S8), it was known that the mistake was because there was no relative pronoun that realized at the beginning of the clause. That caused the sentence became incoherent. Therefore, the correction added 'that is' to make the sentence clearer.

d) Misordering

6. (S2) This study **analyze** is about the mispronounce of students English conversation in STKIP Madura.

Correction:

This study **is analyzed** about the mispronounce of students English conversation in STKIP Madura.

In (S2), the misordering was located in to be 'is' position which actually should be put after subject 'this study. It was because the sentence was typed as a passive voice. Therefore, before putting the verb of the past participle, there must be to be heading it.

In 2017 data-2, it was found that there are only three grammatical errors found, they were omission, addition, and misformation. The realization of data findings was described as below:

a) Omission

In this type of grammatical errors, it was found in two data, they are :

1. (S1) In this study, the writer discusses the translation strategies of metaphor **found** in Quran Surah Ali Imran in Yusuf Ali's English version and the Ministry of Religious Affairs' Indonesian version.

Correction:

In this study, the writer discusses the translation strategies of metaphor **which found** in Quran Surah Ali Imran in Yusuf Ali's English version and the Ministry of Religious Affairs' Indonesian version.

2. (S12) Moreover, it can also be a valuable resource for the readers, particularly to linguistic students **and** lecturers.

Correction:

Moreover, it can also be a valuable resource for the readers, particularly to linguistic students, **and** lecturers.

In (S1), the omission found in case of a relative pronoun. There should be the use of 'which' before the past tense 'found'. It was because it consisted of more than one clauses in a sentence. Thus, to connect it, it should place that relative pronoun before. While in (S12), there was an omission of punctuation ', ' before

conjunction 'and'. Whereas, it was a must to put it after the 'and' if it had been at the end of the sentence.

b) Addition

In addition as the type of grammatical error, it was realized in three data, they were :

3. (S7) Moreover, this study had been done through several steps, starting from choosing words, phrases, or sentences that were categorized as metaphor, **then** providing the verse as well as each translation, **then** followed by analyzing them, and last, gathering them as the discussion.

Correction:

Moreover, this study had been done through several steps, starting from choosing words, phrases, or sentences that were categorized as metaphor, providing the verse as well as each translation, **then** followed by analyzing them, and last, gathering them as the discussion.

4. (S10) Both the English and Indonesian translators utilize translating the metaphor by producing the same I age in target language and converting the metaphor to its sense; whereas combining the metaphor with sense is only used by the Indonesian translator.

Correction:

Both the English and Indonesian translators utilize translating the metaphor by producing the same age in target language and converting the metaphor to its sense; whereas combining the metaphor with sense was only used by the Indonesian translator.

5. (S13) Finally, it is recommended **that** for the following researcher to investigate the metaphor translation strategies according to the classification of metaphor.

Correction:

Finally, it is recommended for the following researcher to investigate the metaphor translation strategies according to the classification of metaphor.

In (S7), the error realized in the use of the conjunction 'then'. For academic writing, it was better to find another paraphrase of a certain word to make it

effective. Therefore, it was better to omit it in the sentence as what correction part has shown since there has been the use of ‘,’ punctuation to space it to the next clause. In the other hand, (S710) error was in the appearance of ‘I’ that seemed mistyped. It truly did not need to put it there since it did not make any sense to the sentence. Thus, it was better to be omitted though. Last, in (S13), the error was seen in the use of ‘that’ as the connection between recommended and for. It could not stand because of both ‘that and for’ was also considered as a conjunction that was not able to join together.

c) Misformation

In this type of grammatical errors, only two data that represented it. They were shown as below:

6. (S3) This expression is frequently found in Quran which is necessary to **have** right understanding **to** it and its messages, because Quran’s meanings are sometimes stated explicitly and sometimes **implicitly** with figurative language.

Correction:

This expression is frequently found in Quran which is necessary to have **right** understanding **in** it and its messages, because Quran’s meanings are sometimes stated explicitly and sometimes **implicit** with figurative language.

7. (S6) The data which **have** been categorized as metaphor **were** taken from Surah Ali Imran.

Correction:

The data which **has** been categorized as metaphor **was** taken from Surah Ali Imran.

In (S3), the errors occurred in two forms, the first in the use of the preposition ‘that’ was better replaced by ‘in’. It was because the writer aimed to tell readers to understand the content of the Quran which existed inside. Next was the word ‘implicitly that was better replaced by ‘implicit. It was because that word should be in the form of the adjective, not an adverb since the writer aimed to tell the condition of the meanings in Quran which was related to the figurative language.

In 2017 data-3, it was found that there were only two types of grammatical error, they were omission and misformation. Each of the data was presented below:

a) Omission

In omission, it was realized in five data. Here were the representatives of it:

1. (S1) This study examines the Ideological representation on mass media **using** Critical Discourse Analysis.

Correction:

This study examines the Ideological representation on mass media **by using** Critical Discourse Analysis.

2. (S13) On the other hand, the writers of the news mentions the bad side of Muslim people using bad **word** such as, Islamic Defenders Front-an extremist group with a record of violence and intimidation – for Muslim protester seems that the writers of the news wants to convey that Muslim people are bad.

Correction:

On the other hand, the writers of the news mentions the bad side of Muslim people using bad **words** such as, Islamic Defenders Front-an extremist group with a record of violence and intimidation – for Muslim protester seems that the writers of the news wants to convey that Muslim people are bad.

There were two types of omission error in the above data, the first was in (S1) that the writer lost the preposition ‘by’ before the verb ‘using’. It was a must to place it there because the collocation of ‘using’ was preposition ‘by’.It could not be replaced with any other nor omitted. While in (S13), The error was seen in the omission of plurality. Word was accounted as a countable noun. Therefore, if it was more than one, the rule was to add a suffix (-s) after the noun as what was displayed in the correction column.

b) Misformation

In this type of grammatical error, there were only two data, that represented it, they were:

3. (S2) In this study, the **focus is** on the discourse and the text of the news chosen which **creates** the ideological representation toward Muslim people in case of Jakarta protest November 4th 2016.

Correction:

In this study, the **focuses are** on the discourse and the text of the news chosen which **create** the ideological representation toward Muslim people in case of Jakarta protest November 4th 2016.

4. (S17) It shows that Muslim protesters **is** taking the case seriously and describes as unwell behavior toward the case, such as not accepting Ahok's apology, asking Ahok to be killed, burning some stuff while doing protest and etc. which are really disobedient with Muslim behavior supposed to be.

Correction:

It shows that Muslim protesters **are** taking the case seriously and describes as unwell behavior toward the case, such as not accepting Ahok's apology, asking Ahok to be killed, burning some stuff while doing protest and etc. which are really disobedient with Muslim behavior supposed to be.

In (S2), the error realized in the form of plurality. The writer had stated that two focuses were discussed in his research by using the conjunction 'and' between the two focuses. Unfortunately, he only wrote 'focus' that was aimed for singularity. Therefore, it was called as misformation. As similar to the previous data, (S17) misformation was also related to the plurality. The subject of the sentence showed that it was plural because there was a suffix (-s) in protester. That's why, to be used was also in the form of plural, that was 'are'.

In 2017 data-4, it was found that there were three of four types of grammatical error as stated by Dulay; they were omission, misformation, and misordering. The representative data for each type would be explained as below:

a) Omission

In omission, the representative data is following:

1. (S2) **By** using Brown and Levinson's model (1978, 1987) on the basis of current data.

Correction:

This study is analyzed by using Brown and Levinson's model (1978, 1987) on the basis of current data.

2. (S15) Also, **subject** references can be strengthened.

Correction:

Also, **the subject** references can be strengthened.

In (S2), the omission was seen at the beginning of the sentence. Because it was a starting point, there must be a subject of it. It could not only be written as 'By using.....' due to it was kind of dependent clause. Thus, to make it independent, there should be an addition of 'This study' as the subject. While in (S15), It had article omission. Meanwhile, if it was related to academic writing, everything must be specific to make it effective to be read. Therefore, the article 'the' must be added and cannot be omitted.

b) Misformation

In misformation, it only had two data, they were in (S4) and (S12).

3. (S4) To obtain the data, the researcher uses a qualitative descriptive method in which data **were** taken from the recording of the Libyan female in Malang city.

Correction:

To obtain the data, the researcher uses a qualitative descriptive method in which data **was** taken from the recording of the Libyan female in Malang city.

4. (S12) The researcher suggests **for** the following researchers taking other data from speech performance data.

Correction:

The researcher suggests **to** the following researchers **for** taking other data from speech performance data.

In (S4), The mistake was realized in the form of singularity. The data which was used in the research was only one. Therefore, it must have used 'was' rather than 'were' reminding it was also in the form of past tense. While in (S12), The error was realized in the collocation of verb 'suggest'. It had been known that the preposition which was fit to it was only 'to'. Therefore, it could not be replaced

with others because if it happened, the writing was unacceptable to the English standard.

c) Misordering

This type of grammatical error only had one data in this abstract, it was:

5. (S12) The researcher suggests for the following researchers taking other data from speech performance data.

Correction:

The researcher suggests to the following researchers **for** taking other data from speech performance data.

The error in the data above was seen from the omission of the preposition after ‘researchers’ as the target of this writing. Because there was a suggestion given by the researcher, thus it was better to add preposition ‘for’ to clarify what should be done by them for the next.

In 2017 data-5, there were only two types of grammatical errors found, they were omission and misformation. Each type is explained as below:

a) Omission

1. (S1) This study aims to analyze the code switching of Thai students of UIN Malang in their daily conversations by the **theory** of Suzanne Romaine (1995) and Hoffman (1992) to identify the types of code switching and the reasons of using code switching.

Correction:

This study aims to analyze the code switching of Thai students of UIN Malang in their daily conversations by the **theories** of Suzanne Romaine (1995) and Hoffman (1992) to identify the types of code switching and the reasons of using code switching.

2. (S7) Then it is in the Hasminee’s utterance when she asks to Romla about her event, **and** then it is in the Busaroh’s utterance when she laughs loudly, and when Sukree’s utterance when he explains to Thai students’ entire member about *muktamar*.

Correction:

Then it is in the Hasminee's utterance when she asks to Romla about her event, **then** it is in the Busaroh's utterance when she laughed loudly, and Sukree's utterance when he explained to Thai students' entire member about *muktamar*.

In (S1), The omission occurred in the use of plurality. It could be seen from the data that the noun 'theory' must be in the form of the plural because there was the conjunction 'and' that strengthen it was plural. Therefore, it was needed to add a suffix (-es) at the end of the word 'theory' to clarify that the theory used in that data was more than one. While in (S7), the grammatical error existed in the use of a conjunction. This error happened when the researcher told about the description of each participant's utterance. It did not need to use 'and; as the conjunction anymore because the paragraph was being a continuation from the previous clause to the next one.

b) Misformation

In this type, there were eleven data found in the abstract. Here were the representative data of it:

3. (S8) After that, for tag-switching **are** in Akreema's utterance when Akreemah was shocked by the information that was informed by Nureeyah.

Correction:

After that, for tag-switching **is** in Akreema's utterance when Akreemah was shocked by the information that was informed by Nureeyah.

4. (S10) Last data of tag-switching is in the Nureeyah's utterance when she **knows** that Romla **will** have a *komprehensif* examination.

Correction:

Last data of tag-switching is in the Nureeyah's utterance when she **knew** that Romla **would** have a *komprehensif* examination.

5. (S13) Third, being emphatic about something is when Afnee **give** an opinion to Amanee in order to Amanee **do** not be afraid to study literature.

Correction:

Third, being emphatic about something is when Afnee **gave** an opinion to Amanee in order to Amanee **did** not be afraid to study literature.

The presented data above can be concluded that in (S8), it was misformed clause from plural to singular. It was related to the choice to be used. Tag switching was considered as an abstract noun that it is uncountable. Therefore, to be used should be in the form of singular 'is'. While for (S10) and (S13), they had a similar error, that was the misformation of tenses used. As it was known, when a researcher wanted to make an abstract as the summary of their research result, they had to use the past tense because it had happened in the past and the purpose was to inform the past event. Therefore, in (S10) and (S13), all of the verbs which were still in the form of Verb-I must be changed to Verb-II because they were in the past tense. Thus, all the bolded verbs in the data had been corrected to the Verb-II as seen in correction column.

In 2017 data, the interference of Indonesian as the first language was seen in the application of to be. It was known that Indonesian did not have any kind of to be to insist when the sentence was exist. It was difference with english that had tenses to determine the time a sentence being spoken. This was also related to the verb which was chosen to say something happened in the past. Reminding that Indonesian had no classification of verb, this caused abstract's writer to be confused on applying verbs in their sentence that influence the misunderstanding in semantic domain. Also, the interference was caused by the morphological element such as mistype of certain letter that made the word became meaningless. This was commonly happened in misformation type of grammatical error. The main cause of this was due to the limitation of vocabulary which was mastered by the abstract's writer in relation to morphological writing. Previous study which was conducted by Budiarto (2019) also revealed similiar things that the student's academic writing belonging different sorts of errors, those in the grammar and the lexico-semantic statistically constitute the most serious and recurrent ones. It was vital to represent student's attention to the distinction between Indonesian and English structure where the errors occured. Furthermore, this was in line with Alvarez in Budiarto (2019) who stated that the use of native language, particularly

at public institutions, occupies a huge proportion of the language used in class. Students can not avoid the native language interference that caused misleading to the overuse of English pattern.

3.1.3 2018 Data

Figure 3.3 Chart Pie of 2018 Data

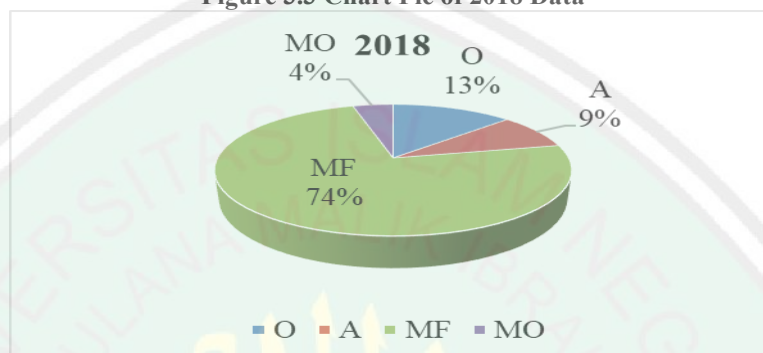


Table 3.2 Types of Error Analysis in 2017 Data

Year	Abstract	O	A	MF	MO
2018	2018-Data 1	0	1	5	1
	2018 Data 2	0	0	2	0
	2018 Data 3	1	0	3	0
	2018 Data 4	0	0	1	0
	2018 Data 5	2	0	6	0
	TOTAL	3	2	17	1
	DOMINANT			√	
	PERCENTAGE		13%	9%	74%

As what had been presented to the chart and table above, it could be concluded that all types of grammatical errors as stated by Dulay's taxonomy theory were found in the data of 2018 thesis abstract, they were omission, addition, misformation, and misordering.

In 2018 data-1, the types only realized three; they were Addition, Misformation, and Misordering.

a) Addition

1. (S10) Two of the types did not exist in Lingua Journal, they are polysemy and homonymy, because there are no one form which is the same in both written

and spoken with two or more unrelated meaning (homonymy) and a set of different meanings which are related (polysemy).

Correction:

The two types did not exist in *Lingua Journal*, they are polysemy and homonymy, because there are no one form which is same in both written and spoken with two or more unrelated meaning (homonymy) and a set of different meanings which are related (polysemy).

In (S10), the addition of definite article 'the' was placed before adjective 'same'. It was better to be omitted because whenever there was an article before an adjective, the next word should be followed by 'as' as the equality of both objects. Therefore, it had a grammatical error in that part.

b) Misformation

2. (S6) For the data collection, the data **are** collected from five *Lingua Journal*, there are: *Pesantren Literature in Indonesian Literature Constellation (2011)*, *Mass Media and English Learning Activity in Blitar Indonesia (2014)*, *The Representation of Women Scientist in Agora (2015)*, *Identity Formation in Gibb's Sweetness in the Belly and Mukherjee's' Desirable Daughters (2016)*, and *Aladdin From Arabian Nights to Disney: The Change of Discourse and Ideology (2017)*.

Correction:

For the data collection, the data **are** collected from five *Lingua Journals*, there are: *Pesantren Literature in Indonesian Literature Constellation (2011)*, *Mass Media and English Learning Activity in Blitar Indonesia (2014)*, *The Representation of Women Scientist in Agora (2015)*, *Identity Formation in Gibb's Sweetness in the Belly and Mukherjee's' Desirable Daughters (2016)*, and *Aladdin From Arabian Nights to Disney: The Change of Discourse and Ideology (2017)*.

3. (S11) Meaning properties **contains** five types based on Leech (1981) theory but the researcher only found two types, they are: (1) Meaningfulness, and (2) Redundancy.

Correction:

Meaning properties **contain** five types based on Leech (1981) theory but the researcher only found two types, they are: (1) Meaningfulness, and (2) Redundancy.

4. (S13) Three of the types did not exist in Lingua Journal, they are ambiguity, anomaly, and contradictory because there are no two or more the **meaning** (ambiguity), strangeness condition from normal condition which is different from common condition (anomaly), and something contradict with general truth (contradictory) in each sentence.

Correction:

Three of the types did not exist in Lingua Journal, they are ambiguity, anomaly, and contradictory because there are no two or more the meanings (ambiguity), strangeness condition from normal condition which is different from common condition (anomaly), and something contradict with general truth (contradictory) in each sentence.

The misformation which was occurred in (S6), (S8), and (S13) had the same case, that was about plurality. If in (S6) the error was found in word 'journal' that should be 'journals', it was because there was a cardinal number that came before it, that was five. Therefore, it should be added by suffix (-s) at the end of its noun. While in (S8), The error occurred in the form of a verb. As it was shown that the subject was in the form of plural; therefore, the verb should be in basic form only without having to be added by suffix (-s). Last, the error which was occurred in (S13) was the noun 'meaning'. It was seen that the word 'meaning' came after the comparative adjective 'more'. Therefore, it should add a suffix (-s) as the realization of plurality in that word.

c) Misordering

5. (S10) Two **of the** types did not exist in Lingua Journal, they are polysemy and homonymy, because there are no one form which is **the** same in both written and spoken with two or more unrelated meaning (homonymy) and a set of different meanings which are related (polysemy).

Correction:

The two types did not exist in Lingua Journal, they are polysemy and homonymy, because there are no one form which is same in both written and spoken with two or more unrelated meaning (homonymy) and a set of different meanings which are related (polysemy).

In this type of grammatical error, there was misordering of the phrase at the beginning of the sentence. It was better to be substituted by ‘the two’ since it was the subject of the sentence, which became the first impression of the information given. Therefore, it should be to the point and directly stated in forth quantity and the noun itself.

In 2018 data-2, the type of grammatical errors was only realized one, that is misformation.

a) Misformation

1. (S4) The first dimension **is** explanation and description about the text, the second **is** about interpretation and the third is explanation.

Correction:

The first dimension **are** explanation and description about the text, the second **are** about interpretation and the third is explanation.

2. (S6) All utterances of Prophet Sulayman to Queen Bilqis in the Holy Qur" an as the data which are described on the linguistics feature to discuss to main focus of this study which **is** the ideological concept and power of Prophet Sulayman.

Correction:

All utterances of Prophet Sulayman to Queen Bilqis in the Holy Qur" an as the data which are described on the linguistics feature to discuss to main focus of this study which **are** the ideological concept and power of Prophet Sulayman.

The realization of misformation in the two data was the same; it was about singular to the plural form. In (S4), it was seen that the to be was misformed because the quantity of the object in that sentence was more than one. Furthermore, it also occurred in (S6) that clearly stated the focus of the study consist of two types. Unfortunately, the researcher only made it in the form of singular by using to be ‘is’. Thus, it was better reformed to plural to be ‘are’.

In 2018 data-3, the types of grammatical errors were found in two types; they were omission and misformation.

a) Omission

1. (S6) The researcher finds students **are** making slip in their utterances because of several reasons.

Correction:

The researcher found students **who are** making slip in their utterances because of several reasons.

The omission which was occurred in (S6) was the omission of relative pronoun ‘who’ that referred to the student. It was essential and could not be omitted because the sentence consisted of two clauses; one dependent and another was independent. Therefore, it added ‘who’ as the relative pronoun in that sentence to make it clear.

b) Misformation

2. (S14) In this occasion, the researcher takes International Islamic Boarding School “Tazkia” Malang as **her** object because this school used bilingual as their daily conversation.

Correction:

In this occasion, the researcher takes International Islamic Boarding School “Tazkia” Malang as **the** object because this school used bilingual as their daily conversation.

3. (S17) The data analysis presents type slip of tongue, the reason why **do** the speaker **makes** slips and the effect for the listeners happened on students of X grade at International Islamic Boarding School “Tazkia” Malang.

Correction:

The data analysis presents type slip of tongue, the reason why **does** the speaker **make** slips and the effect for the listeners happened on students of X grade at International Islamic Boarding School “Tazkia” Malang.

The misformation which was realized in (S14) was in the word ‘her’ which was known as a possessive pronoun. It had been a rule for academic writing that it was better for not being subjective because the writer should be neutral. Thus, the

use of the possessive pronoun 'her' was better replaced by the article 'the' to make it more scientific. While in (S17), the misformation was realized in the use of to be in an interrogative sentence. The writer did misformation that she used 'do' even the subject was singular 'speaker', and also she added suffix (-s) in the verb 'make' which was misruled. Thus, the correction became 'does' and 'make' to make the sentence understandable and was accepted in English standard writing.

In 2018 data-4, the grammatical error was only found in one type, that was misformation.

a) Misformation

- (S1) Language is a system of sounds and words and the functions is for **communicating** with other people.

Correction:

Language is a system of sounds and words and the functions is for **communication** with other people.

In the data shown above, the misformation realized in the form of part of speech. It meant that the word class was not correctly chosen. The word of communicating was a verb, while communication was a noun. Thus, the verb which was laid in the data was better replaced by noun because the writer aimed to deliver the function of communication itself, as what was displayed in the correction column.

In 2018 data-5, the grammatical errors found in two types only, they were omission and misformation

a) Omission

- (S13) All data then analyzed **using** the descriptive analysis applying classify, explain and evaluate.

Correction:

All data then analyzed **by using** the descriptive analysis applying classified, explained and evaluated.

The data above showed that the omission occurred before Verb-I+'ing' using'. As it was known that there was collocation exist in English grammar. One of the examples was between 'by' and 'using'. Both of those words were irreplaceable

one another because it had been the rule for that. Therefore, as it was displayed in the correction section, the preposition ‘by’ was put before ‘using’.

b) Misformation

2. (S3) **Thus** figurative language uses in literary writing, should touch feelings, emotions based on image of things seen, and actions experienced.

Correction:

This figurative language uses in literary writing, should touch feelings, emotions based on image of things seen, and actions experienced.

3. (S6) This film is about how Islam that begins from the beginning until its establishment, the film is not about offence but about **defense** and ends with peaceful armed less walk into the city of Mecca after many years of suffering.

Correction:

This film is about how Islam that begins from the beginning until its establishment, the film is not about offence but about **defenses** and ends with peaceful armed less walk into the city of Mecca after many years of suffering.

4. (S7) This film explains how the Prophet Mohammad **starts** his message with a few men and eventually gaining thousands and today millions.

Correction:

This film explains how the Prophet Mohammad **started** his message with a few men and eventually gaining thousands and the day millions.

In (S3), the realization of misformation was in the form of mistyping that caused the context had a different meaning. The word ‘thus’ was typed as a conjunction that was usually used as the effect of a cause, while ‘this’ was typed as the article which told the interlocutor that an object was close to them. Therefore, the mistake in those two words was crucial since it was published for academic purpose. In the rule of academic writing, this kind of mistake was hard to be accepted. It was because the writer neglects trivial things before publishing their work. It affected the content of their work entirely and made the readers confused. In the other hand, the realization of misformation in (S6) was related to the coherence of the clause. The word 'defence' should be in the form of the plural because the following object which was equal with it and connected by the

conjunction 'and' also in the form of plural, that was 'ends'. Thus, since both of them were a noun, they must be coherence that using suffix plural (-s). Related to the last data, in (S7), the misformation was seen in the application of tenses. As it was known, for academic writing that had been finished to be conducted, the tenses used should be in the form of past tense. Thus, the word 'starts' that was written in the present tense must be replaced in the past form becomes 'started'.

In 2018 data overall, the interference was also seen, misformation, and disorder. The interference was also still caused by the difference in the grammar between Indonesian and English. It was known that plurality did not exist in Indonesian, and made the writers of the thesis abstract did the omission of *that*. Related to misformation, the grammar of relative pronoun caused it. In Indonesian, the relative pronoun was covered by only one word, that was 'yang'. Whereas in English, it was varied based on the previous and types of relative pronoun adjusted the upcoming word classes that lied in a compound sentence and the use of it. Furthermore, related to the disorder as the type of grammatical error, the syntactic domain caused the interference that the abstract's writer was still confused about the application of to be and the verb in one sentence in the form of interrogative. Reminding that Indonesian did not have any kind of 'to be', it became the main cause why the writer made this mistake often.

The similiar research that was conducted by Wahyudi (2012) has also shown the result that the interference of first language influencing several grammatical errors done by students. Firstly, there seems to be phonological transfer from student's first language to English. Secondly, the students might not unequivocally comprehend the use of "to be". This can be seen that even though in some contexts they seemed to be aware of using it but in several contexts they ignore it. Thirdly, the students also seemed not able to differentiate between active sentence and passive sentence. This made them produce passive sentences which were contextually should be in active sentences or vice versa. It was seen obviously that the discussion of error analysis in grammar was complex due to the many possible explanation of source of errors. The issue of language interfernee from first language to the second language was another wide domain

characterizing the developmental stages of English as the second language learning.

3.2 Discussion

The purpose of this part in this chapter was to clarify the research questions which were realized in this study. The first case was the types of the grammatical error made by EFL college students' in writing their undergraduate thesis abstract at the Department of English Literature of Universitas Islam Negeri Maulana Malik Ibrahim Malang and the second was analyzing whether interference of mother language influenced the grammatical error.

As had been seen in the findings, all of the types of grammatical errors, as stated by Dulay's taxonomy strategy theory have been found in the data. From 2016, 2017, and 2018's year of thesis abstracts, the most dominant one was misformation. In 2016, the percentage of this grammatical error's type was 46%. While in 2017 data, it is increased to 49%. In the last year of the data, it was sharply increased become 79%. The second position was placed by omission type. In 2016 data, this type had a percentage of 42%. In the next year's data, it was decreased become 38%, and in the last year's data, it was down until half of the previous year that only gets 13%. The third rank was positioned by Addition type. In 2016 data, it showed the percentage as much as 12%. While for 2017 and 2018's data, they had the same rate, that was only 9% of all the findings. Misordering had the last position. In 2016, the result did not have the data for this type. While in 2017 and 2018's data, they were also in the same percentage, that was 4%.

Related to the finding that showed misformation as the most dominant type of grammatical error done, the reality caused the interference of Indonesian as the students' mother language was seen. The students who were initially Indonesian were still having limited knowledge of classifying words in English. Moreover, to form the complete sentence in English, they were always influenced by Indonesian. By all means, the students who were Indonesian still had limited vocabularies. Mostly, they considered that a word in English could cover all

meaning. It was strengthened by seeing that the misformation was commonly done when students wanted to use a specific name, but they did not have enough understanding of the word classes. Therefore, they mischose the words in the thesis writing that caused the content of the abstract seemed meaningless.

In contrast with the previous notion, the lowest type of grammatical error, which was found in the data was Misordering. It was caused by the reality that the sentence arrangement between Indonesian and English was similar. The interference of Indonesian wasn't seen too obvious here. It could be highlighted by the fact that in Indonesian, it was formed by Subject-Predicate-Object as well as seen on the English sentence that commonly applied the similar arrangement. Therefore, it was rarely found in the data since both languages had the same formation in the sentence.

In relation to the previous studies findings, Budiharto (2012) found that the errors done by EFL students as his population were categorized into grammatical, lexico-semantic, mechanics, and word order sorts of errors. The results revealed that the EFL students commit different sorts of errors which were chiefly on account of their native language (Indonesian) interference. The students highly rely on their first language in stating their thoughts, even though the ranking processes revealed that their essays hold different sorts of errors, those in the grammar and the lexico-semantic statistically constitute the most serious and recurrent ones. Another similiar research was conducted by Syarif (2014) that found linguistics and non-linguistics factors really contributed to the grammatical interferences on students's writing in english. The linguistics factors dealt with students's language mastery (morphology, syntax, as well as vocabulary) in target language (English). Moreover, the non-linguistic factors were related to the cultural internalization, motivation, control of social status, etc. Linguistics factor was considered as a part of causes for any grammatical interferences appeared on students' writing. The result of the research proved that most of the students had such limitation of their language mastery. In this case, the lack of knowledge related to the appropriate context for certain words was one of the causes on the occurence of grammatical interferences. The last research which was similiar was

one from Wahyudi (2012) who found that the grammatical error was limited only on subject-verb agreement of the student's writing implied in three cases, they were; phonological transfer from student's first language to English; the miscomprehension of the use of "to be", and misconception of active and passive sentence in certain context. The implications for Second Language Acquisition research and classroom teaching practice were also given as well for second language teachers and researchers.

Then, what makes it different and becomes the completion of previous studies was that the omission mistakes were believed to be happened due to the interference of the native language (Indonesian) was still plentiful in English. It was because the Indonesian doesn't have any linguistic unit which determined specific function such as 'to be' and 'article' as a specified element in a sentence. While conversely, those things were essential in English. Thus, this element of language needs to get special attention in the teaching and learning process to deepen students understanding.

The addition type was commonly interfered by the reality that there was a misunderstanding between the application of to be and its verb, whether in the form of positive, negative, or interrogative. The writer commonly did the mistake as such, using both to be and verb in simple tenses. Whereas, it was a big problem since the use of to be + verb was commonly applied in negative and interrogative only for the simple one. This one, however, was interfered by the influence of Indonesian as the writers' mother language because it did not have any terminology about 'to be' and also article to determine noun that was specific in a particular context.

In misformation type, it was commonly found that the writers as Indonesian were mischosen the use of the word in a sentence. It was because, in Indonesian, there was not any kind of singularity and plurality as seen in English that had quantifiers and article to make it specific. Therefore, there was a problem here that the writers mostly experienced, that was the confusion of choosing to be for singular or plural indeed.

In misordering, it was only found that the obstacle was from the sentence arrangement, which minimum has seen in this study. It became the least position of the finding since the interference of sentence pattern in Indonesian was as similar as it was. There were no significant differences that commonly followed by Subject, Predicate, and Object.

From all the finding, it can be summarized that Indonesian mostly interfered kinds of grammatical errors found in the analysis as the writer's mother language. The grammatical error could be classified into ten cases; they are the errors in article, plural and singular form, pronoun, punctuation, preposition, conjunction, word choice, tenses, misspelling and Indonesian term used.

According to Geoffrey and Svartvik, articles are a subclass of determiner. There are two articles in English, the definite and the indefinite. In the data, the error of the article was shown in the section 'the' in the sentence. 'The' is a kind of definite noun. According to the Cambridge dictionary, the particular article is the grammatical name for the word "the" in English, or the words in other languages that have similar use. The definite article is used to show noun either in singular or plural form. This particular article shows objects, people, places or ideas or ideas that are already clear of the object or person in question. This article is placed before a noun, or before an adjective that directly modifies the noun. As seen in the data, the example: 'panel becomes the panel'.

The next error commonly found in the data was in the form of singular and plural in verb and noun. According to Leech et al., the noun has consisted of two kinds. They are a countable noun and an uncountable noun. And most nouns are count nouns; they can occur in both the singular or the plural. The error is mainly about the missing of the suffix (-s) for the plural noun. The plural is used, as a rule, for quantities other than one. Plural of a noun typically denotes an amount other than the default quantity represented by a noun, which generally describes this default quantity. In English, the most common formation of plural nouns is by adding a (-s) suffix to the singular noun as what has been displayed in the findings above. While for plural in a verb, it is usually seen in the type of present tense that needs suffix (-s) for the third person subject. The example shown in the

data as 'subject becomes subjects' for the noun in the singular to plural and creates become create from the verb of the plural to singular.

The next error was about preposition application. In this type, the error focused on the verb-preposition combination. Based on Marcella Frank, a preposition may combine with a verb to form a new vocabulary item (Frank,1972). This verb-preposition combination goes by several names two-part verbs, composite verbs and phrasal verbs. The prepositional form used with the verbs may be referred to as an adverb, a prepositional adverb or by the more general term “particle”. The examples are preposition ‘for becomes to’ as seen in the finding.

Related to the connection between one clause to another clause, the next error was issued by conjunction. The conjunction is used when a writer wants to combine one provision to other provisions to make the information clearer. However, what has happened in the data is that the writer is misapplied it. The conjunction chosen is not accurate to the realization of the sentence. Therefore, the message in the sentence which wants to be delivered cannot be accepted well. The example of this form is seen of the use of the conjunction 'then' which seems overused that makes the sentence is not valid.

For the continued mistake, it was realized in the word choice. As the abstract thesis is one of scientific works, the words are chosen also have to be noticed. However, there are mischosen words found in the data. Even the word class of that mistake is still in the same path, but the diction is not fit to the context. For example, it can be seen when the writer aims to tell about the analysis process, but she chose 'conduct' as the verb of it. Whereas, it is better to use 'analysis' because the words after are related directly to the data.

The next error was placed in tenses application. Frank (1972) stated that the grammatical form of verbs was usually discussed in connection with tenses. The description of verb forms differs according to the way the term tense is interpreted. The most common interpretation of tense is a semantic one. For instance, in the data is the misuse of present tense that should be in past tense that is found in in the findings such as ‘give becomes gave’ and ‘analyzes becomes

analyzed'. Furthermore, there is also mistake done caused by the misuse of to be, such as 'have been becomes has been', 'is becomes are', 'was becomes were' and vice versa.

For the upcoming error, it was seen from the punctuation use. In the findings, it was found that there were several omission occurred related to the punctuation application. It happened in comma ',' and in semicolon ';'. In the data of finding, the comma has a function to set the transition off from the rest of the sentence. This function is also stated by Azar et al. (1980). While for the semicolon, it has a role to make a period between the two independent clauses that have equal position in a sentence.

The next grammatical error was issued by spelling matter. In spelling a word, Azar, et al. (1980) who stated that it the spelling had to based on English rules. A right spelling will influence the meaning of the sentence. In the grammar, the writers of the thesis abstract sometimes misspelled specific word such as 'this becomes thus' and 'today becomes the day'.

To be continued, the next error was realized in pronoun. According to Payne (2011), pronouns are a word that can be shortened to be a noun phrase. In the finding, it is seen that the error has occurred in the personal pronoun of subjective and reflexive ones. In subjective pronoun, the result showed there is a mistake when subjective pronoun 'I' is placed in the middle of the sentence. Whereas, Beaumont and Granger (1989) stated that Subject pronouns are roled as the subject of verbs that means the position is at the beginning of the sentence. While the error of reflexive pronoun happened due to some of the thesis writers forgot to add it as the conjunction between two clauses which is still connected to another.

The last classification of error was in the form of Indonesian terms used. This error sometimes found in the data because of the neglect of the thesis abstract's writer. The example, as seen in the information is 'dan' as the conjunction in Bahasa to say 'and' in English.

Those all classification of grammatical errors actually can be minimized if the writer of the thesis abstract has good comprehension in English. English is such a complex language. Therefore, as the non-native one, the English learner

should deepen their knowledge about English, especially ones who take education related to it. English.

Through the findings of the data, it was concluded that this research which was related to the analysis of grammatical errors in 2016, 2017, and 2018 undergraduate thesis abstract of the Department of English Literature of Universitas Islam Negeri Maulana Malik Ibrahim Malang enlightened the similar research which had been done previously. It was eventually revealed that the main problem of students who learned English as their second language was put on the inadequacy of vocabulary. The students commonly considered that what they had known was enough. Whereas, English had similar words which had different meaning for each. Therefore, to solve this matter, it needs people whose good proficient in English to educate students and also other people who want to learn about English that it has different words that must be mastered if they're going to be such a right English user. Thus the findings of this research could give more contribution to the previous studies because it was not only telling the types of the grammatical error as realized in the data, but also revealing each mistake and sought the main reason of the most dominant and lowest nature applied.

Furthermore, addressed to the next research which is going to be conducted, it is known that this research only discussed the types of grammatical errors which were seen on the object of the data. Therefore, it is suggested to the upcoming one to have an in-depth analysis of the main reason of why misformation as the type of grammatical error was dominantly applied. Knowing the main problem means it eases the researcher to provide a solution. Through this way, in the future, there won't be any similar mistake which is done by the student when writing thesis abstract in English.

CHAPTER IV

CONCLUSION AND SUGGESTION

The presentation of this chapter is served as a conclusion and suggestions regarding the findings and result of the analysis. It summarizes the findings that conclude and provides the recommendations that can be useful for the ones who read it.

4.1 Conclusion

After the data had been analyzed, it could be concluded that all types of grammatical error as proposed by Dulay found in the data of research. They were realized as Omission, Addition, Misformation, and Misorder. Each year of the thesis abstract which had grammatical error showed the same result where misformation as the dominant type and misorder as the lowest one. The findings of grammatical error types could be summarized that kinds of grammatical errors were classified into ten categories, they were the errors in article, plural and singular form, pronoun, punctuation, preposition, conjunction, word choice, tenses, misspelling and Indonesian term used.

All the grammatical errors which were done by the students of EFL in writing their thesis's abstract was due to the reality that they were still interfered by Indonesian as the first language as proposed by Weinrich (1998). These were then causing they made grammatical errors such as omission, addition, misformation, and misorder. Some aspects did not exist in Indonesian, but there were in English. The fields which were interfered were in syntax, morphology, and semantic domain. In syntax, it took place in misorder that the writers of the thesis abstract still got confused on the structure of the compound sentence by using a relative pronoun. Morphologically, the mistakes were made in the omission and addition of the letter and word. While for the semantic domain, it was caused by the fact that the students still had limited insight into the word classes that when they put it to the sentence, it became meaningless.

In the data, the error of the article was shown in the article 'the' in the sentence where 'The' was a kind of definite noun. In the form of singular and plural, the most common error was omitting (-s) suffix to the singular noun. While for plural in a verb, it was usually seen in the type of present tense that needed suffix (-s) for the third person subject. Error in preposition application, it was seen as the mischosen of the preposition in the data. In conjunction error, it is known that the writer is misapplied it. The conjunction chosen was not accurate to the realization of the sentence. In the word choice, there were mischosen words found in the data that cause it did not fit with the context. In tenses application, the error was seen as the misuse of present tense that should be in the past tense. Also, it was found that the mistake was also made caused by the misuse of to be. In punctuation, it was found that there were several omission occurred related to the punctuation application. In the spelling error, the mistake found in case of misspelling specific word. In the pronoun category, the error occurred in the personal pronoun of subjective and reflexive ones. In subjective pronoun, it existed due to the misposition, while reflexive pronoun was related to the case of omission in the data. In the form of Indonesian terms used, the data showed that there was an Indonesian word which is used in the data.

The percentage of each type of grammatical error showed that in 2016, the rate of misformation is 46%. While in 2017 data, it is increased to 49%. In the last year of the data, it is risen sharply become 79%. The second position is placed by omission type. In 2016 data, this type has a percentage of 42%. In the next year's data, it is decreased become 38%, and in the last year's data, it is down until half of the previous year that only gets 13%. The third rank is positioned by Addition type. In 2016 data, it shows the percentage as much as 12%. While for 2017 and 2018's data, they have the same rate, that is only 9% of all the findings. The last position is had by disorder. In 2016, the result did not have the data for this type. While in 2017 and 2018's data, they are also in the same percentage, that is 4%. All of the data resulting from that the number of rate of each grammatical error is fluctuating year by year.

4.2 Suggestion

As has been stated in the previous chapter, the analysis of grammatical errors is conducted to fulfil the aim as identifying errors that occur in the order it can be recognized by students to improve language skills especially English in scientific writing. The result of this error analysis is considered to be useful as reference material from students in the same language in the order they will not make the same mistakes.

For the readers, it is suggested to learn more about English grammar, especially for writing scientific work to make such an ideal one. The grammatical error which is occurred not only caused by the limited knowledge possessed by the students but also the dereliction of the writer himself. Therefore, it causes the students who become the population of this research are not able to make proper scientific work in English. It is recommended to the readers to broaden their knowledge about English, especially in grammatical pattern. Thus, whenever they are asked to do similar work, they have had good comprehension and proper skill to pour them into it.

For the next researchers, it is suggested to broaden the theory application of error analysis in another scope. Related to a grammatical error, it was not only about the misplace of linguistic units which were found in the data, but also the interconnection between one clause to another one as to be the evidence that the provisions which are entailed have relation one another. This study, however, still focused on the error of linguistic unit; the smallest was a letter, and the furthest was a clause. Therefore, for the next research which is planned to be conducted, it is suggested to analyze cohesion and coherence error analysis, whether in a similar object or the new one to make this research way better.

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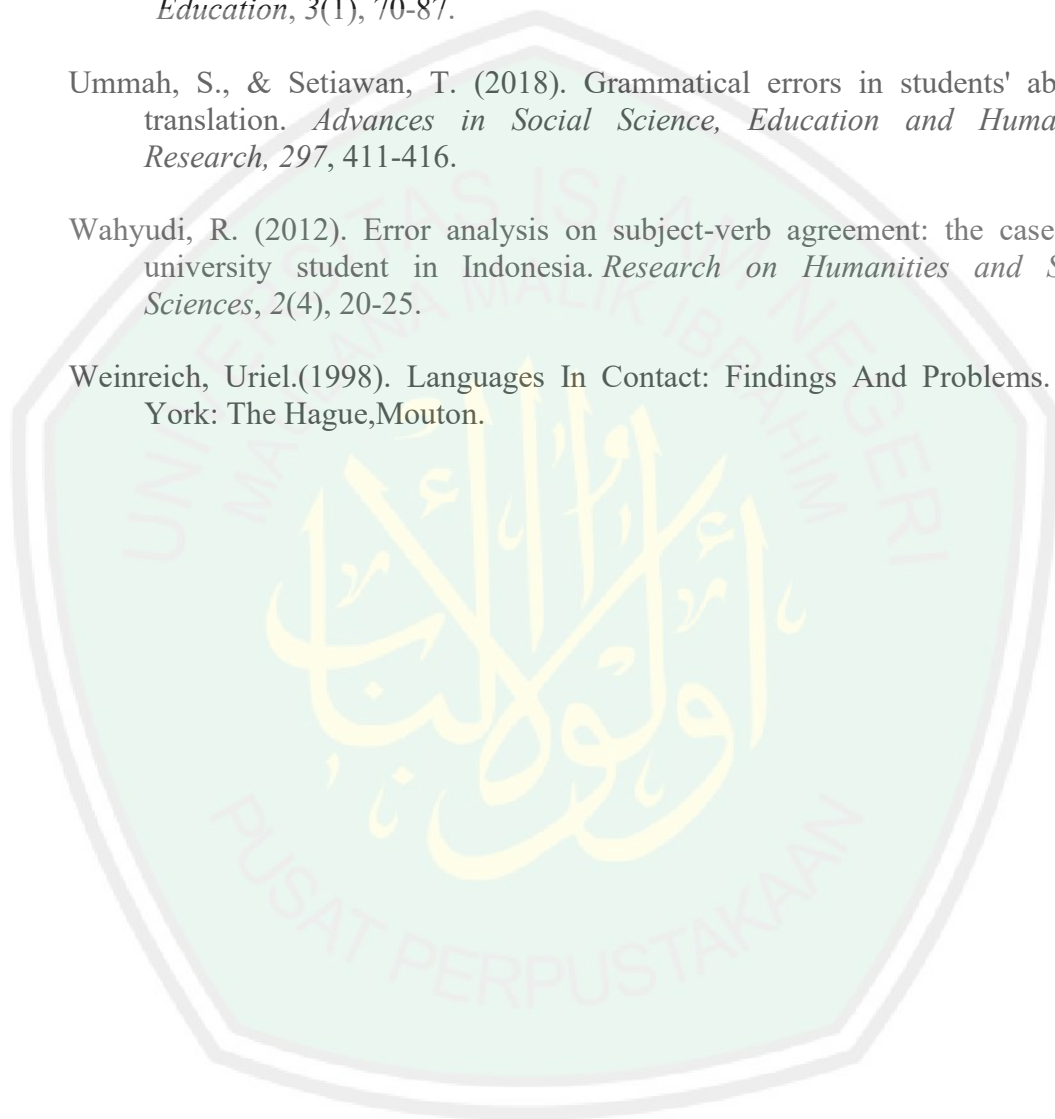
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CURRICULUM VITAE



Ulfa Azizah was born in Situbondo on April 03, 1998. She graduated from Islamic Senior High School in, Sukorejo 2016. During her study at the Senior High School, she actively participated in OSIS as the secretary. She is also a member of EC (English Community). She started her higher education in 2016 at the Department of English Literature of UIN Maulana Malik Ibrahim Malang and finished in 2020. During her study at the university, she joined many communities outside her department and faculty.

APPENDIXES

Abstract	Sentences	Types of Errors				Error	Correction
		O	A	MF	MO		
2016-Data 1	4	√				This study is aimed to find out the use of um and uh by male and female in presentation context, especially in EFL student's thesis proposal presentation.	This study is aimed to find out the use of um and uh by male and female in the presentation context, especially in EFL student's thesis proposal presentation.
	8	√				Methodologically, the researcher adopts descriptive qualitative study as the research design.	Methodologically, the researcher adopts the descriptive qualitative study as the research design.
	10	√				Male produced more often filled pauses than female . Furthermore, uh is commonly produced by male and female . In addition, the result shows several differences between male and female in the use of um and uh. For instance, male tended to use filled pause between two sentences of a repetition and others.	Males produced more often filled pauses than females . Furthermore, uh is commonly produced by males and females . In addition, the result shows several differences between males and females in the use of um and uh. For instance, males tended to use filled pause between two sentences of a repetition and others.
2016	2	√				It is performed	It is performed by EFL

-Data 2					by EFL students in panel discussion of Speaking III Class at Maulana Malik Ibrahim State Islamic University of Malang. Many speech acts causing FTA such as complaints, criticism, offers, and apologies happen in panel discussion.	students in the panel discussion of Speaking III Class at Maulana Malik Ibrahim State Islamic University of Malang. Many speech acts causing FTA such as complaints, criticism, offers, and apologies happen in the panel discussion.
	4	√			When the students experience FTA, they will lose their face so that their speaking performance will be disturbed.	When the students experience FTA, they will lose their faces so that their speaking performance will be disturbed.
	6	√	√		To get the data, the researcher uses descriptive qualitative method in which the data were taken from recording the students' speaking in panel discussion class.	To get the data, the researcher uses the descriptive qualitative method in which the data was taken from recording the students' speaking in the panel discussion class.
	12	√	√		Hence, the researcher suggests to the next researcher to investigate the factors influencing the tendency of using FSA strategies by EFL student .	Hence, the researcher suggests the next researcher to investigate the factors influencing the tendency of using FSA strategies by EFL the student .

2016 -Data 3	1			√	Grammatical error is difficult to avoid by every learner. It is also happened in EFL students.	Grammatical error is difficult to avoid by every learner. It also happened in EFL students.
	2	√			One of the cause is the lack of knowledge of grammatical rules.	One of the causes is the lack of knowledge of grammatical rules.
	5			√	By conducting analysis on grammatical errors, teacher can conclude the most frequent of errors which is often made by students.	By analyzing on grammatical errors, teacher can conclude the most frequent of errors which are often made by students.
	9			√	The instruments used for this research is writing tasks and the data were collected through the students' writing assignment.	The instruments used for this research is writing tasks and the data is collected through the students' writing assignment.
	12			√	Those are omission error, addition error, misformation error and misordering error.	Those are omission error, addition error, misformation error, and misordering error.
	13	√		√	Omission and misformation error are the most frequent of errors foun in the text.	Omission and misformation errors are the most frequent of errors found in the text.
	15			√	Interlingual transfer and context of learning are the	Interlingual transfer and context of learning are the most frequent source of errors based

					most frequent of source of errors based on the finding.	on the finding.
	20			√	For next researchers, they can use this research as references to make other research about error analysis with different objects and theory .	For next researchers, they can use this research as references to make other research about error analysis with different objects and theories .
2016 -Data 4	6			√	This study uses descriptive qualitative approach to analyze the data which is in the form of transcript containing euphemistic words, phrases and sentences.	This study uses descriptive qualitative approach to analyze the data which is in the form of transcript containing euphemistic words, phrases, and sentences.
	7			√	While the data of this study are collected from the political speech of Jokowi which the script taken from internet which is http://www.theglobalreview.com/ , then the data were analyzed through the process of categorizing, analyzing, and drawing the conclusion from the result of the analysis.	While the data of this study is collected from the political speech of Jokowi which the script is taken from internet which is http://www.theglobalreview.com/ , then the data is analyzed through the process of categorizing, analyzing, and drawing the conclusion from the result of the analysis.

	9		√	<p>The result of the study found that there were six types of euphemism used by president Jokowi: 1) hyperbole, 2) litotes, 3) circumlocution, 4) abbreviation, 5) idiom, 6) synecdoche, and one style of euphemism: 1) formal style, which investigated from all of the classification of euphemism have been explained.</p>	<p>The result of the study found that there were six types of euphemism used by president Jokowi: 1) hyperbole, 2) litotes, 3) circumlocution, 4) abbreviation, 5) idiom, 6) synecdoche, and one style of euphemism: 1) formal style, which investigated from all of the classifications of euphemism have been explained.</p>
	11	√	√	<p>In addition, the researcher also suggests to the next researcher to select other more interesting subject such as studying political debate, since it consists of many euphemism words produced by the debaters who have to control every single words produced in order to sound smoother or mild, or to select other theory of euphemism to enrich the existing data.</p>	<p>In addition, the researcher also suggests to the next researcher to select other more interesting subjects such as studying political debate, since it consists of many euphemism words produced by the debaters who have to control every single word produced in order to sound smoother or mild, or to select other theory of euphemism to enrich the existing data.</p>

2016 -Data 5	6		√		The description of the incorrectly pronounced English sounds is based on the theories of phonetics proposed by George Yule, Peter Roach dan Daniel Jones which embraces voicing, manner of articulation and place of articulation for English consonant production and the tongue part and position, sound length and mouth forming for English vowel production.	The description of the incorrectly pronounced English sounds are based on the theories of phonetics proposed by George Yule, Peter Roach and Daniel Jones which embraces voicing, manner of articulation and place of articulation for English consonant production and the tongue part and position, sound length and mouth forming for English vowel production.
	8		√		The problem with consonant sounds were the substitution of the sounds [v], [ð], [θ], [tʃ], [ʒ], [ʃ] [z] and the deletion of the sounds [k], [g], [t], and [s].	The problem with consonant sounds were the substitution of the sounds [v], [ð], [θ], [tʃ], [ʒ], [ʃ] [z], and the deletion of the sounds [k], [g], [t], and [s].
	9		√		The problem with pure vowel sounds were the substitution of the sound [ɪ], [i:], [ɛ], [ʊ], [ʌ], [ɜ:], [ɒ], [ɔ:] and [ə] and the insertion of the sound [ə] between two consonant	The problem with pure vowel sounds were the substitution of the sound [ɪ], [i:], [ɛ], [ʊ], [ʌ], [ɜ:], [ɒ], [ɔ:] and [ə]; and the insertion of the sound [ə] between two consonant sounds.

						sounds.	
2017 -Data 1	1	√				This studies about pronunciation problems encountered by the English students of STKIP Bangkalan Madura.	This studies are about pronunciation problems encountered by the English students of STKIP Bangkalan Madura.
	2			√	√	This study analyee is about the mispronounce of students English conversation in STKIP Madura.	This study is analyzed about the mispronounce of students English conversation in STKIP Madura.
	3	√	√			It was analyzed help by theory of yule (2010).	It was analyzed by using the theory of yule (2010).
	5	√		√		From the data analysis, the writer found some incorrect pronunciations have done by the students in the conversation when doing presantion in class.	From the data analysis, the writer found some incorrect pronunciations which have done by the students in the conversation when have been doing presantion in class.
	6			√		Then, the data were classified between incorrect vowel and incorrect consonants in students conversa tion.	Then, the data is classified between incorrect vowel and incorrect consonants in students conversation.
	7			√		After analyzing t he data, the writer finds that most errors in consonants and vowels are	After analyzing the data, the writer found that most errors in consonants and vowels are divided to be analyzed phoneme and

					divided to be analyzed phoneme and phonetic features.	phonetic features.
	8	√		√	For all of the analyzed consonants and vowels.	That is for all of the analyzed consonants and vowels.
	9	√			It has been found seven incorrect consonants and eight incorrect vowel.	It has been found seven incorrect consonants and eight incorrect vowels .
2017 -Data 2	1	√			In this study, the writer discusses the translation strategies of metaphor found in Quran Surah Ali Imran in Yusuf Ali's English version and the Ministry of Religious Affairs' Indonesian version.	In this study, the writer discusses the translation strategies of metaphor which found in Quran Surah Ali Imran in Yusuf Ali's English version and the Ministry of Religious Affairs' Indonesian version.
	3			√	This expression is frequently found in Quran which is necessary to have right understanding to it and its messages, because Quran's meanings are sometimes stated explicitly and sometimes implicitly with figurative language.	This expression is frequently found in Quran which is necessary to have right understanding in it and its messages, because Quran's meanings are sometimes stated explicitly and sometimes implicit with figurative language.
	6			√	The data which have been	The data which has been categorized as

					categorized as metaphor were taken from Surah Ali Imran.	metaphor was taken from Surah Ali Imran.
	7	√			Moreover, this study had been done through several steps, starting from choosing words, phrases, or sentences that were categorized as metaphor, then providing the verse as well as each translation, then followed by analyzing them, and last, gathering them as the discussion.	Moreover, this study had been done through several steps, starting from choosing words, phrases, or sentences that were categorized as metaphor, providing the verse as well as each translation, then followed by analyzing them, and last, gathering them as the discussion.
	10	√			Both the English and Indonesian translators utilize translating the metaphor by producing the same I age in target language and converting the metaphor to its sense; whereas combining the metaphor with sense is only used by the Indonesian translator.	Both the English and Indonesian translators utilize translating the metaphor by producing the same age in target language and converting the metaphor to its sense; whereas combining the metaphor with sense is only used by the Indonesian translator.
	12	√			Moreover, it can also be a valuable resource for the readers, particularly to linguistic	Moreover, it can also be a valuable resource for the readers, particularly to linguistic students, and lecturers.

					students and lecturers.	
	13		√		Finally, it is recommended that for the following researcher to investigate the metaphor translation strategies according to the classification of metaphor.	Finally, it is recommended for the following researcher to investigate the metaphor translation strategies according to the classification of metaphor.
2017 -Data 3	1		√		This study examines the Ideological representation on mass media using Critical Discourse Analysis.	This study examines the Ideological representation on mass media by using Critical Discourse Analysis.
	2			√	In this study, the focus is on the discourse and the text of the news chosen which creates the ideological representation toward Muslim people in case of Jakarta protest November 4th 2016.	In this study, the focuses are on the discourse and the text of the news chosen which create the ideological representation toward Muslim people in case of Jakarta protest November 4th 2016.
	4		√		The theory used is Fairclough's three-dimensional framework which concentrates on the textual analysis, discourse practice, and sociocultural	The theory which used is Fairclough's three-dimensional framework which concentrates on the textual analysis, discourse practice, and sociocultural practice.

						practice.	
	8	√				The research method used in this study is descriptive qualitative because the purpose of this study is to provide a deep analysis of the data.	The research method which used in this study is descriptive qualitative because the purpose of this study is to provide a deep analysis of the data.
	13	√				On the other hand, the writers of the news mentions the bad side of Muslim people using bad word such as, Islamic Defenders Front-an extremist group with a record of violence and intimidation – for Muslim protester seems that the writers of the news wants to convey that Muslim people are bad.	On the other hand, the writers of the news mentions the bad side of Muslim people using bad words such as, Islamic Defenders Front-an extremist group with a record of violence and intimidation – for Muslim protester seems that the writers of the news wants to convey that Muslim people are bad.
	17			√		It shows that Muslim protesters is taking the case seriously and describes as unwell behavior toward the case, such as not accepting Ahok's apology, asking Ahok to be killed, burning	It shows that Muslim protesters are taking the case seriously and describes as unwell behavior toward the case, such as not accepting Ahok's apology, asking Ahok to be killed, burning some stuff while doing protest and etc. which are really disobedient with Muslim behavior

					some stuff while doing protest and etc. which are really disobedient with Muslim behavior supposed to be.	supposed to be.	
2017-Data 4	2	√			By using Brown and Levinson's model (1978, 1987) on the basis of current data.	This study is analyzed by using Brown and Levinson's model (1978, 1987) on the basis of current data.	
	4			√	To obtain the data, the researcher uses a qualitative descriptive method in which data were taken from the recording of the Libyan female in Malang city.	To obtain the data, the researcher uses a qualitative descriptive method in which data was taken from the recording of the Libyan female in Malang city.	
	12			√	√	The researcher suggests for the following researchers taking other data from speech performance data.	The researcher suggests to the following researchers for taking other data from speech performance data.
	15	√				Also, subject references can be strengthened.	Also, the subject references can be strengthened.
2017-Data 5	1	√				This study aims to analyze the code switching of Thai students of UIN Malang in their daily conversations by the theory of Suzanne Romaine (1995) and Hoffman	This study aims to analyze the code switching of Thai students of UIN Malang in their daily conversations by the theories of Suzanne Romaine (1995) and Hoffman (1992) to identify the types of code switching and the

					(1992) to identify the types of code switching and the reasons of using code switching.	reasons of using code switching.
	2			√	The data are taken from words, phrases, and utterances which are produced by Thai students of UIN Malang.	The data is taken from words, phrases, and utterances which are produced by Thai students of UIN Malang.
	3			√	The data are collected through recorded the conversation, transcribed the recording, classified the types of code switching, and reveals the reasons of using code switching, and analyzing them by Romaine and Hoffman's theory.	The data is collected through recorded the conversation, transcribed the recording, classified the types of code switching, and reveals the reasons of using code switching, and analyzing them by Romaine and Hoffman's theory.
	5			√	First inter-sentential are when Baihiyah invites Asma to go to her room, Nureeya's utterance when she gives information to the member of twenty seven room about meeting, Fianee gets bad mood, and then she answers	First inter-sentential is when Baihiyah invited Asma to go to her room, Nureeya's utterance when she gave information to the member of twenty seven room about meeting, Fianee got bad mood, and then she answered Toyyibah's question, and when Shakirah showed about her happiness of sunny day.

					Toyyibah's question, and when Shakirah shows about her happiness of sunny day.	
	6			√	Then in intra-sentential, when Nureeya's utterance when she gives information to the member of twenty seven room.	Then in intra-sentential, when Nureeya's utteranced and she gave information to the member of twenty seven room.
	7	√		√	Then it is in the Hasminee's utterance when she asks to Romla about her event, and then it is in the Busaroh's utterance when she laughs loudly, and when Sukree's utterance when he explains to Thai students' entire member about <i>muktamar</i> .	Then it is in the Hasminee's utterance when she asks to Romla about her event, then it is in the Busaroh's utterance when she laughed loudly, and Sukree's utterance when he explained to Thai students' entire member about <i>muktamar</i> .
	8			√	After that, for tag-switching are in Akreema's utterance when Akreemah was shocked by the information that was informed by Nureeyah.	After that, for tag-switching is in Akreema's utterance when Akreemah was shocked by the information that was informed by Nureeyah.
	10			√	Last data of tag-switching is in the Nureeyah's utterance when	Last data of tag-switching is in the Nureeyah's utterance when she known that

					she knows that Romla will have a <i>komprensif</i> examination.	Romla would have a <i>komprensif</i> examination.
	12			√	Second, quoting somebody else are in Sukree's utterance when he conveys Ibrahim's regards and it is in the Hureeyah's utterance when she tells about her job.	Second, quoting somebody else are in Sukree's utterance when he conveyed Ibrahim's regards and it is in the Hureeyah's utterance when she tells about her job.
	13			√	Third, being emphatic about something is when Afnee give an opinion to Amanee in order to Amanee do not be afraid to study literature.	Third, being emphatic about something is when Afnee gave an opinion to Amanee in order to Amanee did not be afraid to study literature.
	14			√	Fourth, interjection on Karim's utterance when he explains to all of new Thai students about OPAK.	Fourth, interjection on Karim's utterance when he explained to all of new Thai students about OPAK.
	15			√	Lastly is repetition for clarification, it is in Amanee's utterance when she chooses a black pepper beef steak to eat.	Lastly is repetition for clarification, it is in Amanee's utterance when she chose a black pepper beef steak to eat.
2018 -Data 1	6			√	For the data collection, the data are	For the data collection, the data is collected from five

					collected from five Lingua Journal , there are: <i>Pesantren Literature in Indonesian Literature Constellation</i> (2011), <i>Mass Media and English Learning Activity in Blitar Indonesia</i> (2014), <i>The Representation of Women Scientist in Agora</i> (2015), <i>Identity Formation in Gibb's Sweetness in the Belly and Mukherjees' Desirable Daughters</i> (2016), and <i>Aladdin From Arabian Nights to Disney: The Change of Discourse and Ideology</i> (2017).	Lingua Journals , there are: <i>Pesantren Literature in Indonesian Literature Constellation</i> (2011), <i>Mass Media and English Learning Activity in Blitar Indonesia</i> (2014), <i>The Representation of Women Scientist in Agora</i> (2015), <i>Identity Formation in Gibb's Sweetness in the Belly and Mukherjees' Desirable Daughters</i> (2016), and <i>Aladdin From Arabian Nights to Disney: The Change of Discourse and Ideology</i> (2017).
	9		√		The researcher found 5 data of hyponymy, 3 data of synonymy, and 18 data of antonymy in Lingua Journal .	The researcher found 5 datas of hyponymy, 3 datas of synonymy, and 18 datas of antonymy in Lingua Journal .
	10	√		√	Two of the types did not exist in Lingua Journal , they are polysemy and	The two types did not exist in Lingua Journal , they are polysemy and homonymy, because

					homonymy, because there are no one form which is the same in both written and spoken with two or more unrelated meaning (homonymy) and a set of different meanings which are related (polysemy).	there are no one form which is same in both written and spoken with two or more unrelated meaning (homonymy) and a set of different meanings which are related (polysemy).
	11			√	Meaning properties contains five types based on Leech (1981) theory but the researcher only found two types, they are: (1) Meaningfulness, and (2) Redundancy.	Meaning properties contain five types based on Leech (1981) theory but the researcher only found two types, they are: (1) Meaningfulness, and (2) Redundancy.
	12			√	The researcher found 4 data of meaningfulness and 2 data of redundancy in Lingua Journal.	The researcher found 4 data of meaningfulness and 2 data of redundancy in Lingua Journal.
	13			√	Three of the types did not exist in Lingua Journal, they are ambiguity, anomaly, and contradictory because there are no two or more the meaning (ambiguity),	Three of the types did not exist in Lingua Journal, they are ambiguity, anomaly, and contradictory because there are no two or more the meanings (ambiguity), strangeness condition from normal condition which is different from

					strangeness condition from normal condition which is different from common condition (anomaly), and something contradict with general truth (contradictory) in each sentence.	common condition (anomaly), and something contradict with general truth (contradictory) in each sentence.
2018 Data 2	4			√	The first dimension is explanation and description about the text, the second is about interpretation and the third is explanation.	The first dimension are explanation and description about the text, the second are about interpretation and the third is explanation.
	6			√	All utterances of Prophet Sulayman to Queen Bilqis in the Holy Qur'an as the data which are described on the linguistics feature to discuss to main focus of this study which is the ideological concept and power of Prophet Sulayman.	All utterances of Prophet Sulayman to Queen Bilqis in the Holy Qur'an as the data which are described on the linguistics feature to discuss to main focus of this study which are the ideological concept and power of Prophet Sulayman.
2018 Data 3	6	√		√	The researcher finds students are making slip in their utterances because of several reasons.	The researcher found students which are making slip in their utterances because of several reasons.
	14			√	In this occasion, the researcher	In this occasion, the researcher takes

					takes International Islamic Boarding School “Tazkia” Malang as her object because this school used bilingual as their daily conversation.	International Islamic Boarding School “Tazkia” Malang as the object because this school used bilingual as their daily conversation.
	17			√	The data analysis presents type slip of tongue, the reason why do the speaker makes slips and the effect for the listeners happened on students of X grade at International Islamic Boarding School “Tazkia” Malang.	The data analysis presents type slip of tongue, the reason why does the speaker make slips and the effect for the listeners happened on students of X grade at International Islamic Boarding School “Tazkia” Malang.
2018 Data 4	1			√	Language is a system of sounds and words and the functions is for communicating with other people.	Language is a system of sounds and words and the functions is for communication with other people.
2018 Data 5	1			√	One of the languages that has a miracle on its use and has a uniqueness beauty while producing it, which is the language used in al Quran and some related works.	One of the languages that has a miracle on its uses and has a uniqueness beauty while producing it, which is the language used in al Quran and some related works.
	3			√	Thus figurative	This figurative

					language uses in literary writing, should touch feelings, emotions based on image of things seen, and actions experienced.	language uses in literary writing, should touch feelings, emotions based on image of things seen, and actions experienced.
	4			√	The usage of figurative language in The Message movie is very interesting to be researched, and of course the researcher does not mean to decrease or increase the content of this respectful movie, the researcher just want to describe and investigate the kinds of figurative language in a religious aspect used at the movie.	The usage of figurative language in The Message movie is very interesting to be researched, and of course the researcher does not mean to decrease or increase the content of this respectful movie, the researcher just want to describe and investigate the kinds of figurative language in a religious aspect which used at the movie.
	6			√	This film is about how Islam that begins from the beginning until its establishment, the film is not about offence but about defense and ends with peaceful armed less walk into the city of Mecca after many years of suffering.	This film is about how Islam that begins from the beginning until its establishment, the film is not about offence but about defenses and ends with peaceful armed less walk into the city of Mecca after many years of suffering.

	7	√	√	√	This film explains how the Prophet Mohammad starts his message with a few men and eventually gaining thousands and today millions.	This film explains how the Prophet Mohammad started his message with a few men and eventually gaining thousands and the day millions.
	13	√	√		All data then analyzed using the descriptive analysis applying classify, explain and evaluate .	All data then analyzed by using the descriptive analysis applying classified, explained and evaluated .

Abstract	Sentences	Types of Errors			
		O	A	MF	MO
2016-Data 1	4	√			
	8	√			
	10	√			
2016-Data 2	2	√			
	4	√			
	6	√		√	
2016-Data 3	12	√	√		
	1			√	
	2	√			
2016-Data 4	5			√	
	9			√	
	12			√	
	13	√		√	
	15		√		
2016-Data 4	20			√	
	6			√	

	7			√	
	9			√	
	11	√	√		
2016-Data 5	6			√	
	8	√			
	9			√	
2017-Data 1	1	√			
	2			√	√
	3	√	√		
	5	√		√	
	6			√	
	7			√	
	8	√		√	
	9	√			
2017-Data 2	1	√			
	3			√	
	6			√	
	7		√		
	10		√		
	12	√			
	13		√		
2017-Data 3	1	√			
	2			√	
	4	√			
	8	√			
	13	√			
	17			√	
2017-Data 4	2	√			
	4			√	
	12			√	√
	15	√			

2017-Data 5	1	√			
	2			√	
	3			√	
	5			√	
	6			√	
	7	√		√	
	8			√	
	10			√	
	12			√	
	13			√	
	14			√	
	15			√	
2018-Data 1	6			√	
	9			√	
	10		√		√
	11			√	
	12			√	
	13			√	
2018 Data 2	4			√	
	6			√	
2018 Data 3	6	√		√	
	14			√	
	17			√	
2018 Data 4	1			√	
2018 Data 5	1			√	
	3			√	
	4			√	
	6			√	
	7	√	√	√	

	13	√		√	

Year	Abstract	O	A	MF	MO
2016	2016-Data 1	3	0	0	0
	2016-Data 2	4	1	1	0
	2016-Data 3	2	1	6	0
	2016-Data 4	1	1	3	0
	2016-Data 5	1	0	2	0
	TOTAL	11	3	12	0
	DOMINAN			√	
	PRESENTASE	42%	12%	46%	0%
2017	2017-Data 1	5	1	5	1
	2017-Data 2	2	3	2	0
	2017-Data 3	5	0	2	0
	2017-Data 4	3	0	2	1
	2017-Data 5	2	0	11	0
	TOTAL	17	4	22	2
	DOMINAN			√	
	PRESENTASE	38%	9%	49%	4%
2018	2018-Data 1	0	1	5	1
	2018 Data 2	0	0	2	0
	2018 Data 3	1	0	3	0
	2018 Data 4	0	0	1	0
	2018 Data 5	2	1	6	0
	TOTAL	3	2	17	1
	DOMINAN			√	
	PRESENTASE	13%	9%	74%	4%

