

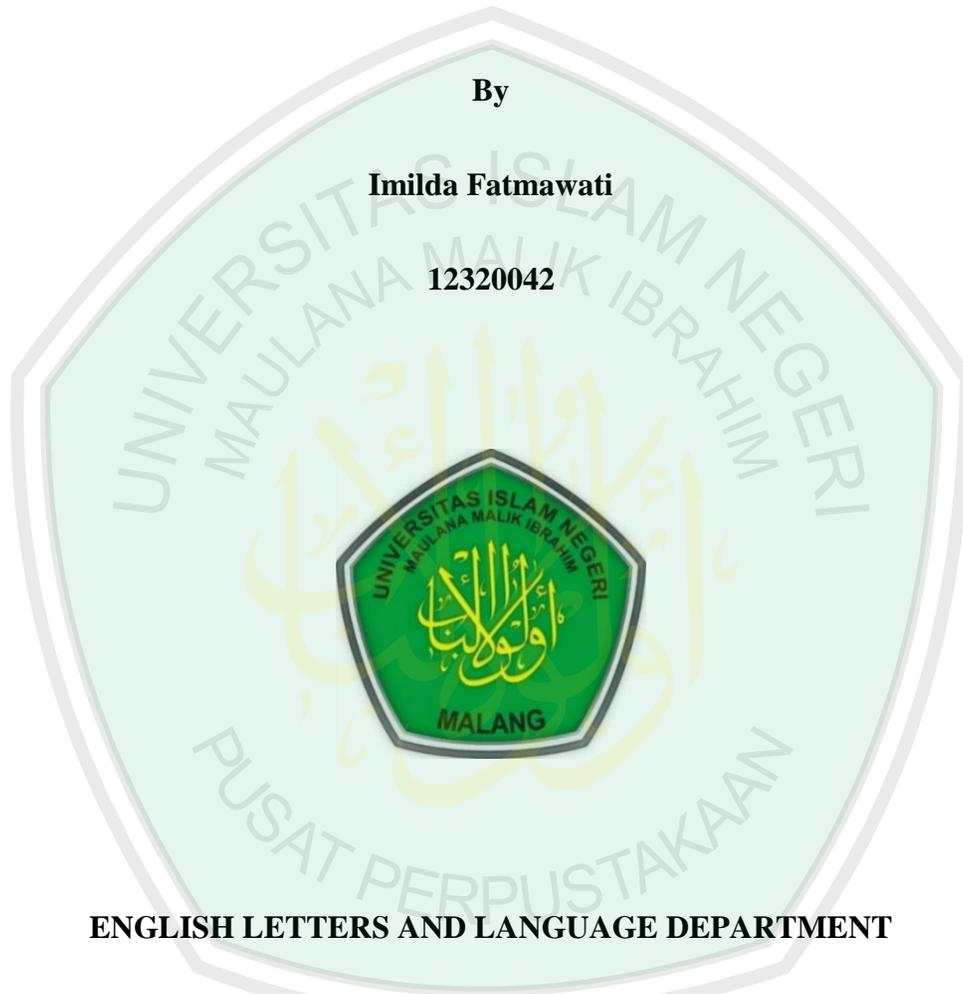
**GRAMMATICAL ERRORS IN DESCRIPTIVE TEXT MADE BY EIGHTH GRADERS
OF OLYMPIAD AND BILINGUAL STUDENTS**

THESIS

By

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ENGLISH LETTERS AND LANGUAGE DEPARTMENT

HUMANITIES FACULTY

MAULANA MALIK IBRAHIM

STATE ISLAMIC UNIVERSITY OF MALANG

2016

**GRAMMATICAL ERRORS IN DESCRIPTIVE TEXT MADE BY EIGHTH GRADERS
OF OLYMPIAD AND BILINGUAL STUDENTS**

THESIS

Presented to

**Maulana Malik Ibrahim State Islamic University of Malang
in partial fulfillment of the Requirement for Degree of Sarjana Sastra**

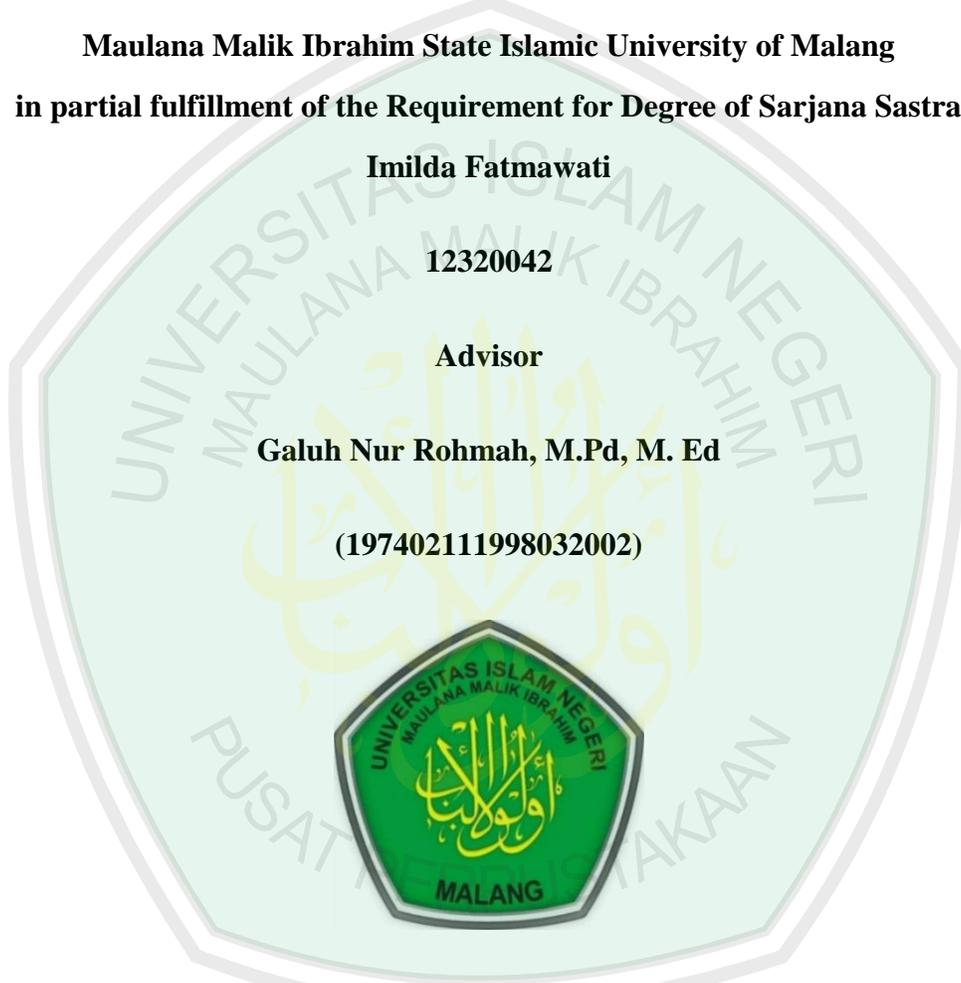
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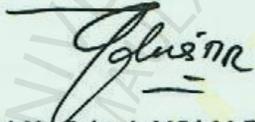
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APPROVAL SHEET

This is to certify that Imilda Fatmawati's thesis entitled "Grammatical Errors In Descriptive Text Made by Eighth Graders of Olympiad and Bilingual Students" has been approved by the thesis advisor for further approval by the Board Examiners.

Malang, June 17 2016

Approved by the Advisor



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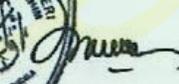
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The Researcher,



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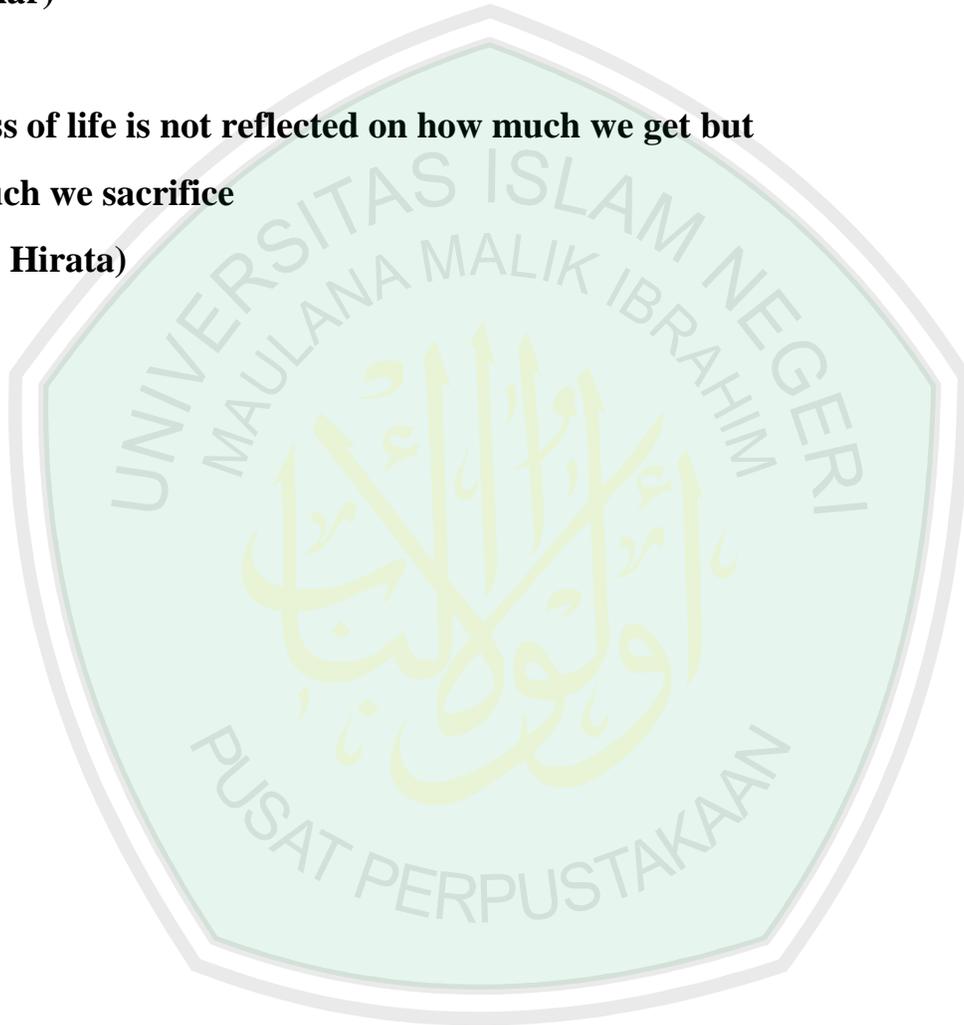
MOTTO SHEET

Expects the best, prepare for the worst

(Zig Ziglar)

**A success of life is not reflected on how much we get but
How much we sacrifice**

(Andrea Hirata)



DEDICATION

This thesis is dedicated to my beloved parents, Hj. Lilik Maslikah and H. Syamsuddin who have always love, care and give me support to reach my dream. I do love you.

Next, this thesis is dedicated to my beloved brothers, Mohammad Khafid Anhari and A.H. Tsabit Najmuddin who have taught me not to surrender in encountering every temptation.

Then, this thesis is dedicated to my big family BTCQ (Baith at Tahfidz wa Cahaya Qur'ani). Especially, I do thank to Ustadz Syafaat Al Hafidz (Alm.) and Umik Sri Hidayati who have taught me the importance and essence of the study.

The last, this thesis is dedicated to my family who has prayed for my success in the future.

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The researcher spent a great deal of time to finish this research. It is not simple to accomplish this thesis without scarifying many things that the researcher loves. Nevertheless, by the support and encouragement from all, this thesis is done. Thus, she expresses a gratitude to her supervisor, Galuh Nur Rohmah M. Pd, M. Ed, who had given her guidance and support during the process of doing this thesis.

The researcher is very thankful to her beloved father and mother, H. Syamsuddin and Hj. Lilik Maslikah who has prayed for me and given their support and motivation. Then, she is very thankful to her brothers, Mohammad Khafid Anhari and A. H. Tsabit Najmuddin who have taught her not to surrender in encountering every temptation.

Then, her thanks to her big family (BTCQ), Ustadz Syafaat Al Hafidz (Alm.), umik Sri Hidayati and all of her friends which cannot be mentioned one by one. The last, thank is presented to all family and teachers who have prayed and support in reaching dream.

The Researcher

TABLE OF CONTENTS

COVER SHEET.....	i
APPROVAL SHEET	ii
LEGITIMATION SHEET	iii
STATEMENT OF AUTHORSHIP	iv
MOTTO SHEET	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS.....	viii
ABSTRACT.....	x
CHAPTER I: INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 Research Question	6
1.3 Objectives of the Study.....	6
1.4 The significance of the Study	6
1.5 Scope and Limitation	7
1.6 Definition of the Key Terms	8
1.7 Research Method	9
1.7.1 Research Design.....	9

1.7.2 Data and Data Source.....	10
1.7.3 Research Instrument.....	11
1.7.4 Data Collection	11
1.7.5 Data Analysis	12
CHAPTER II: REVIEW OF RELATED LITERATURE	14
2.1 Error Analysis	14
2.2 Grammatical Error	16
2.3 Types of error.....	17
2.3.1 Error Types based on Linguistic Category	17
2.3.2 Surface Strategy Taxonomy.....	19
2.3.3 Comparative Taxonomy.....	23
2.3.4 Communicative Effect Taxonomy.....	23
2.4 Source of Error.....	23
2.5 Cause of Error.....	25
2.5 Descriptive Text.....	25
2.6 Previous Study	26
CHAPTER III: FINDINGS AND DISCUSSION	28
3.1 Findings.....	28
3.2 Discussion.....	66

CHAPTER IV: CONCLUSION AND SUGGESTION 69

 4.1 Conclusion 69

 4.2 Suggestion..... 70

REFERENCES 71

APPENDIX



ABSTRAK

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Kata Kunci : Analisis Error, Error pada Struktur Bahasa, Menulis, Deskriptif Teks

Kesalahan pada struktur bahasa sulit untuk dihindari oleh murid- murid EFL (Pembelajar Bahasa Asing) dalam proses belajar bahasa inggris karena kurangnya pengetahuan mengenai aturan- aturan grammar. Contohnya, itu terjadi pada tulisan teks deskriptif. Oleh karena itu, menganalisa kesalahan- kesalahan adalah salah satu cara yang cocok untuk digunakan untuk menunjukkan tingkat keahlian pada bahasa target yang dipelajari murid – murid pada waktu tertentu. itu juga membantu guru untuk membuat strategi yang lebih efektif dalam proses belajar dan mengajar, sehingga dapat meminimalisir banyaknya eror atau kesalahan. Penelitian ini dimaksudkan untuk menggambarkan kesalahan - kesalahan pada tulisan teks deskriptif yang dibuat oleh murid- murid kelas delapan bilingual dan olimpiade, MTsN Malang 1. Instrument yang digunakan untuk penelitian ini adalah teks tulisan. Penelitian ini menggunakan metode kualitatif deskriptif karena data berbentuk kalimat dan paragraf. Berdasarkan hasil penelitian, peneliti menemukan empat tipe eror atau kesalahan dalam tulisan murid- murid, yaitu kesalahan omission, addition, misordering dan misformation. Sementara, beberapa sumber dari kesalahan itu adalah interlingual transfer, intralingual transfer, konteks pembelajaran dan strategi komunikasi. Terakhir, beberapa saran ditujukan untuk para murid, guru dan peneliti selanjutnya. Untuk murid- murid, penelitian ini dapat membantu untuk mengetahui banyaknya kesalahan murid dalam menulis secara spesifik dan menemukan kemungkinan dari sumber- sumber kesalahan dalam teks deskriptif. Untuk para guru, mereka dapat menggunakan penelitian ini sebagai pedoman dalam mengajar bahasa inggris. Untuk peneliti berikutnya, mereka dapat menggunakan penelitian ini sebagai referensi untuk melakukan penelitian lain tentang analisa eror dengan objek dan teori yang berbeda.

ABSTRACT

Fatmawati, Imilda. 2016. *Grammatical Errors In Descriptive Text Made by Eighth Graders of Olympiad and Bilingual Students*. Thesis. English Letters and Language Department Maulana Malik Ibrahim State Islamic University of Malang. Advisor: Hj. Galuh Nur Rohmah, M.Pd, M.Ed.

Key Words : Error Analysis, Grammatical Error, Writing, Descriptive Text.

Grammatical error is difficult to avoid by every learner. It is also happened in EFL students. One of the cause is the lack of knowledge of grammatical rules. For instance, it happens in writing descriptive text. Therefore, analyzing the errors is one of appropriate ways to use to show the true proficiency level of target language that students learn at a particular time. By conducting analysis on grammatical errors, teacher can conclude the most frequent of errors which is often made by students. Then, teachers can arrange the more effective and interesting strategies in teaching grammatical rules. As the result, the errors can be minimized. This research is aimed to describe the errors in writing descriptive text made by eighth graders of olympiad and bilingual students, MTsN Malang 1. The instruments used for this research is writing tasks and the data were collected through the students' writing assignment. The research was conducted by using descriptive qualitative method because the data of this research is in the form of sentences and paragraphs. The result of this research, the researcher found four types of errors in the students writing. Those are omission error, addition error, misformation error and misordering error. Omission and misformation error are the most frequent of errors foun in the text. Whereas, the sources of error found in this research are interlingual transfer, intralingual transfer, context of learning and communication strategies. Interlingual transfer and context of learning are the most frequent of source of errors based on the finding. Finally, the suggestions are given to the students, teachers and next researchers. For students, this research can help students to know their specific errors in writing skill and the possible sources of errors in making descriptive text. Then, they can avoid the similar error in writing other text. For teachers, they can use this research as guideline in English teaching. The guideline can be in the form of more effective and interesting learning method. For next researchers, they can use this research as references to make other research about error analysis with different objects and theory.

مستخلص البحث

فاطماواتي، إيميلدا. ٢٠١٦. المشكلات النحوية عن الجملة الوصف في المستوى الثامن من الطالبة الأولمبية و اللغتين. البحث الجامعي. جامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانج. المشرفة: غالوه نور رحمة الحاج الماجستير

الكلمات الرئيسية : تحليل الأخطاء النحوية، كتابة، الجملة الوصف

أخطاء في قواعد اللغة من الصعب تجنب التلاميذ EFL (اللغات الأجنبية المتعلمين) في عملية التعلم اللغة الإنجليزية نظرا لعدم معرفة قواعد النحوية. على سبيل المثال، فإنه يحدث في كتابة نص وصفي. لذلك، وتحليل الأخطاء هي طريقة واحدة التي هي مناسبة لاستخدامها للإشارة إلى مستوى من الخبرة في اللغة الهدف الذي التلاميذ تعلم ما زمني محدد. كما أنه يساعد المعلمين على خلق استراتيجيات أكثر فعالية في عملية التعليم والتعلم، وذلك لتقليل الخطأ أو أخطاء. هدفت هذه الدراسة إلى وصف الأخطاء في كتابة النصوص الوصفية التي تم إنشاؤها من قبل الطلاب لغتين ودورة الأولمبية الصف الثامن بالمدرسة الثناوية مالانج واحد الإسلامية الحكومية، وسوء الأداة المستخدمة لهذه الدراسة هو النص المكتوب. يستخدم هذا البحث طريقة النوعي الوصفي للبيانات في شكل جمل فقرات. وبناء على نتائج هذه الدراسة، وجد الباحثون أربعة أنواع من الأخطاء أو الأخطاء في النسخ التلاميذ، هذا الخطأ إغفال، بالإضافة إلى ذلك، غير مرتبت (misordering) وغير معروف (misinformation) في الوقت نفسه، مصادر الخطأ، بل هو نقل بين اللغات، ونقل داخل اللسان، وتعلم استراتيجيات السياق والاتصالات. وأخيرا، بعض الاقتراحات التي تستهدف التلاميذ والمدرسين والباحثين المقبل. لتلاميذه، وهذا البحث قد يساعد على معرفة التلاميذ الأخطاء في كتابة تفاصيل وإيجاد المصادر المحتملة للخطأ في نص وصفي. عن مصادر، يمكنهم استخدام هذه الدراسة كدليل في تدريس اللغة الإنجليزية. للباحثين لاحق، فإنها يمكن أن تستخدم الدراسة كمرجع لإجراء دراسة أخرى على تحليل وجوه والخطأ مع نظريات مختلفة.

CHAPTER I INTRODUCTION

This chapter discusses background of the study, research question, objective of the study, scope and limitation, significance of the study, definition of the key terms and research method.

1.1 Background of the Study

In English learning process, EFL students are difficult to avoid making an error. It can be caused by two main factors. The first factor is influenced by their mother tongue or first language. It is supported by the evidence that only amount of parents who teach English to the children as mother tongue. The second factor is caused by the lack knowledge of English grammatical rules. Indonesian language and English have different grammatical rule, that make EFL students are difficult to learn it and create an error easily.

Mother language or First language is supposed as the dominant factor which determine the students in creating an error. It is explained by Contrastive Analysis (CA) hypothesis that the automatic “transfer” of L1 structure to L2 performance is “negative” when L2 and L1 structures differ and “positive” when L2 and L1 structures are the same (Dulay et al., 1982: 75). It means that negative transfer would result in errors while positive transfer would result in correct constructions.

Unfortunately, the hypothesis above is not absolutely correct. Psycholinguistic research has revealed that first language background has little influence on L2 learners’ judgments of grammatical correctness in the second language. Then, the available empirical data indicate that L2 learners do not automatically use their L1 grammar rules when attempting to produce L2 (Dulay et al.,1982:119).

In addition, environmental factor also influences EFL students in creating an error. Environmental factor here includes interaction with family, friends and teachers in the school. In

the context of learning, sometimes students or learners will back on their L1 if they are forced to use the L2 before they are ready. Therefore, teacher has major role to help students in learning L2.

The role of language teacher is very important to determine the student successful learning process. Language teacher has responsibility to convey the material clearly. Thus, the success of teacher can be measured that students are not only to able to speak but also write. On the contrary, EFL students consider that writing is the most difficult skill among the other skill (Widiati & Cahyono: 2006). Richard (2002) clarified this opinion by giving statement that writing is the most difficult skill for second language learners to master. The difficulties because writing combines many aspects of component such as content, organization, vocabulary use, structure, spelling and punctuation.

The problem in writing has consequence to make an error and it should be overcome well. Moreover, students are not aware of their errors and thus are unable to correct those errors themselves (Corder, 1981 cited in Muftah & Galea, 2013). This problem cannot be ignored and it becomes serious problem for L2 and foreign language learner. Therefore, error analysis is chosen as the appropriate problem solving.

Analyzing the error made by the learner is one of the way to show the true proficiency level of target language they are learning at a particular time. It is based on the research conducted by Muftah & Galea (2013). It also helps the second language researchers to recognize the students' learning problems as well as the factors indicating it. The teacher, on the other hand, can provide the students with appropriate feedback and can use this information to prepare appropriate teaching materials and design more effective lesson plans. As for the students or language learners themselves, the analysis is inevitable to language learning improvement. That

is to say, analyzing these errors which are considered to be systematic is nature in insightful information for second language teachers, learners, researchers and the classroom teaching practice as well (Corder, 1967 cited in Muftah & Galea, 2013).

There are certain studies related to error analysis which have been conducted before. Alhaisoni, Al- Zuoud & Gaudel (2015) examined spelling errors in contextual writing composition tasks of 122 EFL students (male and female) enrolling in the intensive English language programme during the preparatory year at the university of Ha'il in Saudi Arabia. The result indicated that the most frequent spelling errors were omission errors. The study draws mainly on Cook (1999), who studied the proportions of spelling mistakes or errors made by L2 students. Errors in spelling were categorized according to OSIT (Omission, Substitution, Insertion and Transposition).

Nezami (2012) investigated common error types of Iranian learners of English. He found the most frequent error types among the three proficiency group (low group, middle group and high group) were: errors in punctuation, lexical/phrase choice, spelling, article, verb formation, the use of plurals (singular for plural), preposition, verb tense/ aspect, clause structure (aberrant clause), and subject/ verb agreement.

In addition, three researchers focused on grammatical errors with different object and theory. Fadzilyna (2014) analyzed the errors in recount text made by the eighth graders of MTsN Model Trenggalek. Researcher focuses on errors in using past tense. This research used Dulay's surface strategy taxonomy (1982) and Richard's theory (1974). Richard's theory is used to analyze the causes of errors. The researcher found that misformation and omission error was the most frequent of errors. Besides, researcher found that ignorance of rule restriction is the dominant cause of error in this research.

Then, Cholipah (2014) focused on analyzing grammatical error in recount text. She conducted the research by using Azar's theory which classifies errors into fourteen types. The result of her research showed that there are the highest- three and the lowest- three errors made by the students. The highest- three common errors are capitalization, verb tense and word choice. While the lowest- three errors are incomplete sentence errors, meaning not clear errors and singular- plural errors.

Another study conducted by Hendriwanto & Sugeng (2013), they focused on analyzing grammatical errors in the narrative writing. Those two researchers conducted the research by using linguistic taxonomy for the types of errors and the comparative taxonomy for the causes of errors. The result has shown that there are fourteen types of errors and verb tense is the most frequent error.

Based on some previous studies above, this study has taken error analysis, especially focusing on grammatical error. This research analyses grammatical errors made by eighth graders of olympiad and bilingual students in writing descriptive text. In conducting this research, the researcher uses the theory of Dulay (1982) and Brown (2007). The researcher uses Dulay's theory to analyze the types of error and Brown's theory to analyze the cause of error. According to previous studies above, there are many researches about grammatical error. However, my research chooses descriptive text as the object of research and Dulay's surface strategy taxonomy to analyze the types of errors. The difference of this research with the previous studies is in the source of data. While, the theory has been used for many researches.

In addition, this research is expected to give benefit in learning language process, especially for (EFL) English as Foreign Language learner. By conducting this research, the students' problem about grammatical error is expected can be decreased. Moreover, they can

avoid repeating the similar and basic errors. This research may be not the only way to overcome this problem (grammatical error). However, it can be used by the teacher in evaluating the learning process. That is my reason, why this research is still important to do. The important is shown by some researches which is conducted for many years.

1.2 Research Question

Based on the background of the study above, the following research question is formulated as follows:

1. What are the types of error found in the descriptive text made by eighth grade students of olympiad and bilingual class?
2. What are the source of errors made by students in their descriptive text paragraph based on Brown theory?

1.3 Objectives of the Study

Based on the formulation of the problem above, the objectives of this study are mainly intended to:

1. To identify, classify and describe the error in the descriptive text made by eighth grade students of olympiad and bilingual class based on Dulay's Strategy Taxonomy.
2. To find the source of errors made by the students in their descriptive text paragraph.

According to Brown (2007) the sources of error are interlingual transfer, intralingual transfer, context of learning and communication strategy.

1.4 The Significance of the Study

The significance of this study is to find out the grammatical error made by olympiad and bilingual students of MTsN Malang 1, specifically the students in 8E and 8I class. The finding of this research is to give benefit for the eighth grade students (8E and 8I class) MTsN Malang 1.

The students will be aware of error that they make in their writing. Then, they will write more carefully and avoid making similar error in other writing activities. It also gives benefit for teachers in teaching and learning process. Teachers will understand the difficulties encountered by the students in specific case because each student has their own problems. Thus, teachers realize that they have to make an interesting method in explaining grammatical structure. Especially, explaining about grammatical rules which are important in composing paragraph. The last, this research gives contribution for the next researcher who wants to conduct similar field of research. They can use this research as the additional reference about problem faced by EFL students in making English writing that supports their research.

1.5 Scope and Limitation

The scope of this research is analyzing the grammatical errors made by eighth grade students of MTsN Malang 1. There are three class programs in eighth grade of MTsN Malang 1, the class programs are bilingual, olympiad and regular class. Olympiad program has three classes, 8E, 8F and 8G class. In this research, the researcher chooses one of class in olympiad programs and the researcher determines to take 8E class. 8E class is the class for the students which have good achievement for the exact subject and they are also good in English subject. While, 8I is favorite class for bilingual program. In fact, 8I class has many appreciations because of their skill both in speaking and writing. However, errors can happen to each learner. It means, errors also can happen to bilingual and olympiad students. Those reasons become the researchers' consideration in determining the subject of the research. Regular class is not chosen as object of this research because it has been clear that regular class is common in making errors. It means, the competence of regular students is different from olympiad and bilingual students. While, this research focuses on the class which has and same competence in English subject. For

conducting this research, the researcher asks the students to write a descriptive text and then analyzing it by using Dulay's theory. The reason is students had learned about descriptive text in the seventh grade. However, students still make error in their writing and they repeat the some similar errors.

1.6 Definition of the Key Term

To avoid misunderstanding about the terms, the researcher gives definitions of the key terms used in this study:

1. Descriptive text is the text which has the function to describe something and it could be place, person and animal.
2. Error is student's deficiency competence, it means that students don't know about the knowledge of the language at all because they have not mastered it yet therefore it cannot be self- corrected.
3. Error analysis is a type of linguistic analysis that focuses on the error learners make.
4. Grammatical error is error occurred based on the wrong in using rule that show how word is combined and arranged.

1.7 Research Method

This chapter presents the method and process in conducting the research. They are research design, data and data sources, research instruments, data collections and data analysis.

1.7.1 Research Design

This research is conducted to find out the problems of error encountered by the students in the eighth grade when they are creating writing product in the form of descriptive

text. In this research, researcher uses descriptive qualitative because the data of this research is in the form of sentences and paragraphs.

Ritchie (2003:2) defined that qualitative research is naturalistic, interpretative approach concerned with understanding the meanings which people attach to phenomena (actions, decisions, beliefs, values etc.) within their social worlds. It means that qualitative research concern to the meaning in the social phenomenon which use small sample. They are not in the form of number or statistic. As stated by Ary et al (2010:29) qualitative research aims to understand a phenomenon by focusing to the total picture rather than breaking it down into variables. So, qualitative research will be designed in the form of narrative description and interpretation. Thus, this method is suitable used in social discipline area such as language research.

This research describes the types of error which is divided into four types: omission, addition, misformation and misordering based on Dulay's and Brown's theory (surface strategy taxonomy and the possible source of errors). This research is to investigate the grammatical error made by eighth grade students of MTsN Malang 1 in the form of descriptive text paragraph. The researcher focuses to describe and explain the kind of error and source of error that found in the students' writing.

1.7.2 Data and Data Source

In this research, students' descriptive texts are compiled as the source of data. Teacher asks the student to collect the product of descriptive text made by each of student. The number of the student in the 8E class is 25 students and student in 8I class is 21 students. 8E class is the favorite class for the olympiad program class but they have good enough skill in English. However, it doesn't guarantee that they can avoid making error in a sentence or

paragraph. In arranging descriptive text, the researcher determines the topics and the student can choose one of the topics. Those topics of the text are: my favorite artist or singer, my favorite animal or pet and my favorite place. Both topics have been explained by the teacher in the class learning, so the topics were familiar for the students. They also get some examples of descriptive text. Therefore, they only find the difficulties in the election the suitable word and composing the sentences into correct grammar.

1.7.3 Research Instrument

This research uses qualitative method, so the researcher becomes the main instrument of this research. In the process analyzing the data researcher reads some theories about grammatical error analysis, such as the theory proposed by Dulay (Surface Strategy Taxonomy) who has classified the error into four types (omission, addition, misordering, misformation). It is caused when learner write the paragraph, sometimes they omit necessary any morphemes or words, add unnecessary ones, misform items and misorder them. Then, the second theory is proposed by Brown (2007) to analyze the source of errors. The researcher spends her time reading and analyzing the types of error and the source of error found in the descriptive text paragraph by herself.

1.7.4 Data Collection

The data of this research are taken from students' writing product in the form of descriptive text. The data are in the form of phrases, sentences and paragraphs. To get the data, the researcher takes some steps. First, the researcher reads the students descriptive text paragraph on describing person, animal and place. The character which described by students is based on Hachiko movie. Most of students describe about person (Parker) and animal (Hachiko is a dog). It will help the researcher to know the students ability in writing. Second,

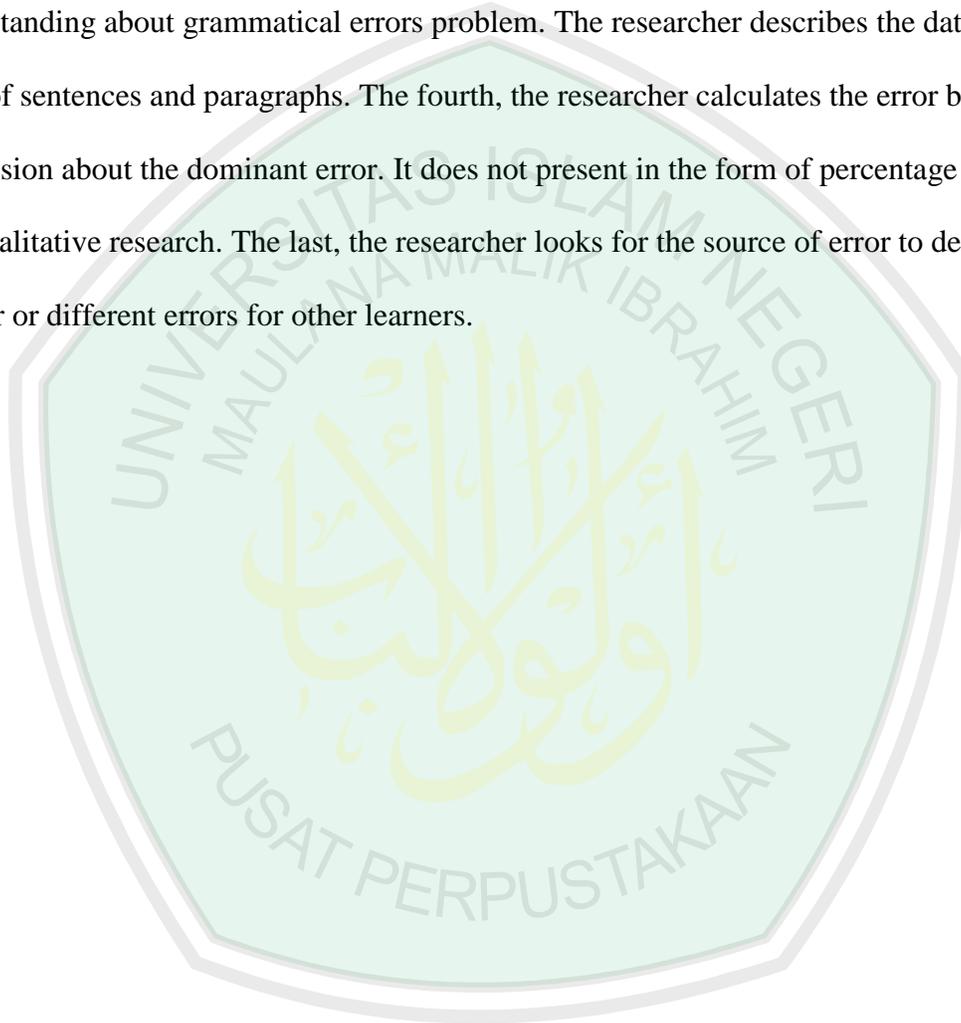
the researcher determines 8E and 8I class as the object of the research. The researcher takes nine data from each class. So, the total of data is sixteen data. Third, the researcher asks to the English teacher the writing product to be analyzed. The teacher gives the limit time in doing this descriptive paragraph. Students have to finish to make paragraph of descriptive text in the class for one meeting (about 90 minutes). Then, they can add and complete their writing product using the picture at home. So, it is called assignment because the teacher allowed the students to open dictionary. The writing product will be useful for the next learner because, they can learn the text easily by additional information from picture. Actually, there are two types of final project for descriptive text topic, speaking and writing project. However, the researcher chooses writing product to be analyzed because the limited time in conducting this research. Besides, this research relates to the writing product and it is not in the form of sound or video.

1.7.5 Data Analysis

After all the data are collected, the researcher reads the students writing product and identifies the grammatical error made by the student in 8E and 8I class. In identifying the grammatical error, the researcher uses theory proposed by Dulay et al. Because, this theory has covered all of problems in students' writing by classifying the types of error into four big categories. It means, this theory does not only focus on errors from one side such as communicative effect taxonomy, comparative taxonomy and linguistic category taxonomy. There are some steps which are done by the researcher.

First, After arranging the data, the researcher gives correction to the students' writing one by one. The correction is adding underline in each of words, phrases or sentences which contain grammatical error and correct the error ones with the correct answer. The researcher

only focuses on the students writing analysis and she does not pay attention in the student creativity. The second, after giving correction to the students writing, the researcher underlines and classifies the data into four types of error according to Dulay's surface strategy taxonomy. The third step is describing the data systematically to the best understanding about grammatical errors problem. The researcher describes the data in the form of sentences and paragraphs. The fourth, the researcher calculates the error by giving conclusion about the dominant error. It does not present in the form of percentage because it is a qualitative research. The last, the researcher looks for the source of error to decrease the similar or different errors for other learners.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Error Analysis

A process that fundamentally making mistakes is learning. Brown (2007) clarified the statement by giving more explanation that mistakes, misjudgments, miscalculations and erroneous assumptions form an important aspect of learning. Moreover, it happened virtually in any skill or acquiring information. It is similar with someone who learns to swim. The first, someone jumps into the water and flails arm and leg until forming a combination of movement. A structure pattern can keep you afloat and propel you through the water. Learning to swim, to play tennis, to type or to read all involve a process which begin from mistakes. From those mistakes, learner get feedback from the environment and with the feedback learner makes new attempt that successively approximate desired goal.

It means that in learning a language is very difficult to avoid an error. Brown (2007: 257) stated when children learning their first language make countless mistakes from the point of view of adult grammatical language. The reason is second language learning is a process that is different from first language learning in its trial and error nature. Therefore, learners will make mistakes in the process of acquisition. Researcher and teacher must look for the problem solving for this serious problem. James (1998 cited in Brown, 2007: 257) perceives this problem, researcher and teacher of second language come to realize that the mistakes a person made in this process of constructing a new system of language needed to be analyzed carefully, for they possibly held in them some of the keys to the understanding of the process of second language acquisition.

To analyze learner language in an appropriate perspective, it is crucial to make a distinction between mistake and error. because, mistake and error are two different phenomena. According to Brown (2007) mistake refers to a performance error that either a random guess or a “slip,” in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language acquisition. Hesitation, slip of the tongue, random ungrammaticalities and other performance lapses occurred both in native speaker and second language speech. While error in the language of the learner that is direct manifestation of a system within which a learner is operating at the time. An error, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner.

The error which is made by learners can be observed, analyzed and classified to reveal something of the system operating within the learner, led to a surge of study of learners’ error. It is called error analysis (Brown, 2007: 259). Error analysis became distinguish from contrastive analysis by its examination of errors attributable to all possible source, not just those resulting from negative transfer of the native language.

Other experts give opinion about error analysis. Gass and Selinker (2008:102-103) explained that error analysis is a type of linguistic analysis that focuses on the error learners make. Error analysis compares between the error make by learner in producing the target language and the form of target language itself. While Corder (1981: 35) point out that error analysis is part of methodology of the psycholinguistic investigation of language learning. It means that error made by learner has relation with psycholinguistic process. In addition, error analysis is important to be done because it gives evidence of the learners’ competence to the teacher in the foreign language (Johansson: 1975).

2.2 Grammatical Error

Each of language has different grammatical rule without exception. English is regarded that language which has difficult grammatical rule to understood. It caused the learner potentially make an error in learning process. Actually, there several kind of error that makes by the learner such as error in spelling, pronunciation and writing. Writing error is error made by student in large context. Writing error sometimes indicates to the grammatical rule.

Grammar itself has some definition according to some experts. Swan (2005) defines grammar as the rules that show how words are combined, arranged or changed to show certain kinds of meaning. Lado (1961:141) states that grammar is the study of rules that are claimed to tell the students what he should and should not say in order to speak language of the social educated class. From those definition, researcher conclude that grammatical error is error occurred based on the wrong in using rule that show how word is combined and arranged.

2.3 Types of Error

Some experts have their own opinion and definition about the types of error. Dulay et al. (1982) classified the types of error based on linguistic category, surface strategy taxonomy, comparative taxonomy and communicative effect taxonomy.

2.3.1 Error Types Based on Linguistic Category

Linguistic category taxonomies classified errors according to either or both the language component and the particular linguistic constituent the error affects. The elements of language component are phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary) and discourse (style). While the element of

linguistic constituent for example in syntax someone can ask whether the error is in the main or subordinate clause. Linguistic Category Taxonomy divided into:

Table 2.1
Linguistic Category Taxonomy

No	Linguistic Category and Error Type	Example of Learner Error	Explanation
1.	Morphology		
	Indefinite article incorrect	A ant	A used for <i>an</i> before vowels
	Possessive case incorrect	The man feet	Omission of 's
	Third person singular verb	The bird help man	Failure to attach -s
	Simple past tense incorrect	He putted the cookie there	Regularization by adding -ed
	Past participle incorrect	He was call	Omission of -ed
	Comparative adjective / adverb	He got up more higher	Use of more + er
2	Syntax		
	Noun phrase	He put it in the his room	Use of possessive with the article
	Verb phrase	He is in water	Omission of <i>to be</i>
	Verb- and – verb construction	I go play	Omission of <i>to in</i> identical subject construction
	Word order	The bird (object) he was gonna shoot it	Repetition of the object
	Some transformation	He not play anymore	Formation of <i>no or not</i> without the auxiliary <i>do</i>

2.3.2 Surface Strategy Taxonomy

Surface strategy taxonomy explains the alteration in the sentence which is divided into four types. Sometimes, learner omits necessary item, add unnecessary ones, misform items and disorder them.

a. Omission

This types of error happens when someone omit an item that must be appear in a well form utterance. The potential candidate for omission is morpheme or word in a sentence. Morpheme in the sentence has a meaning as a noun, adjective, adverb.

For instance:

Mary is the president of a new company. (correct)

Mary president new company (incorrect)

The first sentence is the complete sentence and everyone can understand the meaning of the utterance easily. While, the second sentence is not complete sentence although it can be understood the meaning from the utterance. However, is, the and of are the grammatical morphemes. Those little words play a minor role in conveying the meaning of a sentence. Factually, grammatical morphemes are much more frequently omitted than content word by the learners.

b. Addition

It is the opposite of omission. This error happens because of emergence of item which must not appear in a well- formed utterance. Dulay et al (1982) classified three types of addition errors; double markings, regularization and simple addition.

• **Double Marking**

Double marking happens when there is the failure to delete certain items which are required in some linguistic constructions, but not in other.

For instance:

I did not go (correct)

He does not knows my name (incorrect)

In the first sentence, past tense is marked in the auxiliary and the verb is in the simple present form. While, the second language is incorrect because present tense is marked in the auxiliary and the verb.

- **Regularization**

A rule typically applies to a class of linguistic items, such as the class of main verbs or the class of nouns. As we know that English has both regular and irregular form and construction in language. Both regular and irregular form can be in the form of verb and noun. For example: the verb eat does not become eaten but it changes become ate, the noun sheep is also sheep in the plural, not sheeps.

Dulay et al (1982:157) explained that regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker. Therefore, these words such as deers, hitted and beated is become the example of regularization.

- **Simple Addition**

The characteristic of Simple addition error is the characteristic which don't include in the two other error addition (regularization and double marking). Dulay et al (1982, 158) stated that there is no particular features characterize simple addition error.

For instance:

The fishes does not live in the water (incorrect).

The fish does not live in the water (correct).

c. Misformation

Misformation error happens when the learner uses the wrong form of the morpheme or structure. Similar with the case of addition, misformation are divided into three types which have been frequently reported in the literature. They are regularization, archi- form and alternating form.

• Regularization Errors

The regularization error which is describes in the misformation category are those in which place of an irregular one. The linguistic item misformed which is found in the verbal production of child L2 learners, include reflexive pronoun, regular past and plural.

For instance:

Reflexive pronoun : his self (himself)

Regular past : I falled (fell)

Plural : geoses (geese)

Childs (children)

• Archi – forms

The selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition.

For instance:

- Give me that. (correct)
- *Me* hungry. (incorrect)
- That dog. (correct)
- That *dogs*. (incorrect)

- **Alternating Forms**

As the learners' vocabulary and grammar grow, the use of archi- forms often gives way to the apparently fairly free alteration of various members of a class with each other.

For instance:

- Those *dog*.(incorrect)
- Those dogs (correct)
- I *seen* her yesterday.(incorrect)
- I saw her yesterday. (correct)

d. Misordering

Misordering error happens when the learner put incorrect placement of a morpheme or group of morpheme in an utterance. Incorrect placement is also indicated from the random arranging of a sentence. This error could occur systematically for both first language and second language learner.

For instance:

He is all the time late (incorrect)

He is late all the time (correct)

1.3.3 Comparative Taxonomy

In explaining comparative taxonomy, Dulay et al (1982: 163) mentioned that classification of errors in a comparative taxonomy is based on comparisons between the structure of second language errors and certain other types of constructions. It can be concluded that it is useful for compare two different structures, it compares between structure in the first language learner and second language learner. For example, one were to use a comparative taxonomy to classify the error of a Malay student learning English and the

other one might compare the structure of the students' error which learned English as first language.

1.3.4 Communicative Effect Taxonomy

The communicative effect classification deals with errors from the perspective of their effect on the listener or reader (Dulay et al., 1982: 189). It focuses on distinguishing between errors that seem to cause miscommunication and those that don't. Error that affect the overall organization of the sentence hinder successful communication, while errors that affect a single element of the sentence usually do not hinder communication.

2.4 Source of error

Discussing about the type of error, it brings the researcher to the important question. The source of error is the question that appears in the researchers' mind. There are some experts explain about the source of error. Brown (2007) classified the source of error into four types. They are interlingual transfer, intralingual transfer, context of learning and communication strategies.

a. Interlingual Transfer

Interlingual error is the most significance source of error for all learners. Second language learners in the beginning stage are especially vulnerable to interlingual transfer from the native language. The native language is the only previous linguistic system, before the system of the second language is familiar. Brown (2007) gives some examples, the learners sometimes say:

- “Sheep” for “ship”.
- “The book of jack” instead of “Jackbook”.

b. Intralingual Transfer

Intralingual transfer is second major factor in second language learning. The early stage of language learning are characterized by a predominance of interference (interlingual transfer) but once learners have begun to acquire parts of the new system, more and more intralingual transfer- generalization within the target language is manifested (Brown, 2007:264). As learners progress in the second language, their previous experience and their existing subsumers begin to include structures within the target language itself.

For instance:

- Does John can sing?
- He goed.
- I don't know what time is it.

c. Context of Learning

Context of learning is a third major source of error. Context refers, for example to the classroom with it teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the text- book can lead the learner to make faulty hypotheses about the language. Students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook or even because of a pattern that was rotely memorized in a drill but improperly contextualized (Brown, 2007:264). For example, point at and point out might in later recall be confused simply because of the contiguity of presentation.

d. Communication Strategies

The source of error is indicated by production strategy production strategies is used by learner in order to enhance getting their message across, however in that time these technique can make the source of error (Brown,2007:264).

For instance:

Let us work for well done of our country (incorrect)

Let us work for welfare of our country (correct)

2.5 Descriptive text

There are several kinds of writing texts. They are narrative, recount, procedure, descriptive and report text. Students in the eighth grade should learn about descriptive text. Descriptive text is the text which has the function to describe something. It could be place, person and animal. In writing descriptive text, writers choose words that draw a figure for the readers (Kizsner & Stephen, 2013). It has simple generic structure. Descriptive text contains identification and description (Gerot & Wignel, 1994 cited in Mardiyah, 2013). In describing those kinds of topic, it uses simple present tense. Azar (2000) states that simple present tense is used to express events or situations.

2.6 Previous Study

There are certain studies related to error analysis which has been conducted before. Alhaisoni, et al. (2015) examined spelling errors in contextual writing composition tasks of 122 EFL students (male and female) enrolled in the intensive English language programme during the preparatory year at the university of Ha'il in Saudi Arabia. The result indicated that the most frequent spelling errors were omission errors. The study draws mainly on Cook (1999), who studied the proportions of spelling mistakes or errors made by L2

students. Error in spelling were categorized according to OSIT (Omission, Substitution, Insertion and Transposition).

Nezami (2012) investigated common error types of Iranian learners of English. He found the first the most frequent error types among the three proficiency group (low group, middle group and high group) were: errors in punctuation, lexical/phrase choice, spelling, article, verb formation, the use of plurals (singular for plural), preposition, verb tense/ aspect, clause structure (aberrant clause), and subject/ verb agreement.

Fadzilyna (2014) analyzed the errors in recount text made by the eighth graders of MTsN Model Trenggalek. Researcher focuses on errors in using past tense. This research used Dulay's surface strategy taxonomy (1982) and Richard's theory (1974). Richard's theory is used to analyze the causes of errors. The researcher found that misformation and omission error was the most frequent of errors. Besides, researcher found that ignorance of rule restriction is the dominant cause of error in this research.

In addition, the next research focused on recount text is conducted by Cholipah (2014) in her thesis titled "An Analysis of Students' Error in Writing Recount Text" (A Case Study in the Second Grade Students of SMP Trimulia, Jakarta). She conducted the research by using Azars' theory which classify error into fourteen types. The result of her research showed that there are the highest- three and the lowest- three errors made by the students. The highest- three common errors are capitalization, verb tense and word choice. While the lowest- three errors are incomplete sentence errors, meaning not clear errors and singular-plural errors.

Another study conducted by Hendriwanto & Sugeng (2013), they focused on analyzing grammatical errors in the narrative writing. Those two researchers conducted the

research by using linguistic taxonomy for the types of errors and the comparative taxonomy for the causes of errors. The result has shown that there are fourteen types of errors and verb tense is the most frequent error.



CHAPTER III

FINDINGS AND DISCUSSION

This chapter presents the findings and discussions obtained from the data analysis. The analysis of the data is conducted in line with the formulated research questions. The whole data are taken from the written text of eighth grade student 8E and 8I class, MTsN Malang 1. The classifications of error are omission, addition, misordering and misformation.

3.1 Findings

In this research, the researcher analyses 16 data about descriptive text related to the research questions of the research. 16 data itself consist of three topics of descriptive text. It is about favorite animal, person and place. The types of error are analyzed using Dulay's theory which consists of four types of errors. Whereas, the causes of error are analyzed using Brown theory. After analyzing all of the data that is found in the student's writing, the researcher determines the source of errors using the theory proposed by Brown. In addition, the researcher gives initial name to explain the identity of the writer.

Datum 1: SN

My Mother

I have a beautiful mother. Her name is Elsa. I usually call her "Mama". She is not tall but not short. She wear a veil. Her eyes is brown and she has a bright skin. She also has a beautiful smile. She married with my father at 2001. And has 2 children. They are my brother and I.

She is a very kind person. She is very lovely, patient, funny and a good housewife. My mother was a lecture, and now she just at home and become full time mother. My mother likes to cook delicious variety of foods. Start from appetizer, main course until the desert. Other than that, she is very creative. She ever made me a dress and pencil case. My mother is an organized person, and all things in the house are in the right place. She does not like messes.

She always gives her love every time and she often hugged me when I have problem. Also keep advise me. I'm proud to have a mother like her. She will always be the best mother for me and my family.

Analysis:

From the writing above, the researcher found some types of error. Those types of error are omission of error, misinformation error and misordering error. The classification of error is explained below:

The first is omission error. Omission errors are described as the absence of an item that must appear in a well- formed utterance. The kinds of omission error found in the student's writing are the omission of subject, omission of suffix-s and suffix-ing. Here is an example of error of omission of subject that the researcher picks from the data. In Bahasa Indonesia, the student wants to say "juga selalu menasehatiku". The student translated it word by word and it becomes: "Also keep advise me". This sentence is grammatically incorrect because there is no *subject* in the sentence. Subject is the most important item that must appear in the sentence and it is useful to make the reader understand the context easily. The correct sentence should be "She also advises me" or "she also keeps advising me". In the first correction, the verb is followed by suffix- s because it is based on subject -verb agreement. Verb which follows third person singular in the simple present tense should be added by suffix s/es. The second correction is based on gerund form.

The second error is omission of suffix-s. This is a general phenomenon happened in EFL students. Here is an example of error of omission of *suffix-s*, "she wear a veil". The sentence is incorrect because the student ignores the rule of subject- verb agreement. In this sentence, the subject pronoun is indicated with *she* (singular). Verb which follows third person singular should be added by suffix s/es. The correct sentence should be "she wears a veil". Moreover, omission of *be* is also happened. Here is the example, "Now she just at home". This sentence is grammatically incorrect because there is no *be* in the sentence. The sentence should be added by

be and the correct sentence should be “Now, she is just at home”. The function of *be* in this sentence is as the substitution of verb. Then, *to be* should be *is* because the student describes something in the simple present form.

The last, error is happened because of omitting suffix- *ing* and verb. Here is an example error of omission of suffix- *ing* and verb, “Start from appetizer, main course until the dessert”. In this sentence, the researcher found the use of gerund. A gerund is the *-ing* form of a verb used as a noun (Azar, 2000). A gerund is used in the same ways as a noun. It can be used as a subject or as an object. The example above shows that gerund is used as a subject. Meanwhile, the researcher also found other error in the sentence. The student mentions the object of sentence without showing the verb. It makes the sentence is difficult to understand. The sentence should be, “starting to make appetizer, main menu and the dessert”. The verb is in the form of *to infinitive* because *start* can be followed by *gerund* and *to infinitive*. The source of those kinds of error is interlingual transfer because errors are made as the result of transferring the language from the native language.

The researcher also found misformation of preposition. The example of error sentence is, “I’m proud to have a mother like her”. Some adjectives and verbs in English have its own pattern if it is combined with preposition. It means we cannot combine preposition with verbs and adjectives as we want. The sentence above is incorrect because the student tries to combine adjective with inappropriate preposition. The correct preposition can be combined with proud should be *of*. Here is the correct sentence, “I’m proud of having mother like her”. Other example is found in the sentence, “Her eyes is brown”. *Is* should be changed into *are* because *my eyes* indicate plural noun. It is called as Archi-form because the student substitutes auxiliary verb of plural noun to the auxiliary verb of singular noun. The correct sentence should be, “Her eyes are

brown”. The source of these types error is context of learning because the student memorizes in a drill and they cannot apply in making sentence.

In addition, the researcher also found misordering error in the descriptive text above. Misordering error happens because student puts morpheme or group of morphemes in an utterance in incorrect placement. Although, it is only an article, it can influence the meaning of the sentence. Here is an example of misordering error, “She is very lonely, patient, funny and a good housewife”. The article “a” should be put in front of the first adjective. Then, *lonely* is incorrect adjective to put in the sentence because the meaning is awkward. The correct sentence becomes “She is a very lonely, patient, funny and good housewife”. The source of this error type is communication strategies because student uses production strategies to enhance getting their messages across.

Datum 2: DYF

MONUMEN NASIONAL

Monumen Nasional is one of monument that has the value of history for Indonesia. It was built to commemorate the resistance and the Indonesian people’s struggle for independence from Dutch Colonial rule. Monumen Nasional is also called as “Monas”.

Monas is builded in Jakarta, the capital of Indonesia. Construction began on August 17, 1961 by the President of Indonesia Ir. Soekarno and finish on July 12, 1975. It located at Lapangan Merdeka, center of Indonesia and open for public from 8 A.M until 3 P. M. it has a fire crown coated by gold sheet at top of building.

The building height around 132 meters (433 feets) and has white color. If we have reach the top, we can see almost the whole of Jakarta city and many beautiful view in there. And the most specially is, it can survive for many years.

For a long time, Monas be the tallest building in Jakarta. But, there are much building as tall as Monas now, even taller than Monas. But, it does not change the popularity of Monas. There are still many people come to Monas to watch and memories the history of Indonesian people’s resistance against the invader.

Analysis:

The researcher found some errors in the descriptive text above. The researcher found complete types of error here. The errors are omission error, addition error, misinformation error and misordering error.

The first is omission error. The student often forgets some important parts in a sentence. In the descriptive text above, the researcher found three examples of omission error. The first example is shown in this sentence, “It located at Lapangan Merdeka, center of Jakarta and open for public from 8A. M until 3 P. M”. Actually, in Bahasa Indonesia student wants to say “Dia terletak di Lapangan Merdeka, pusat kota Jakarta dan dibuka untuk umum mulai pukul 8 pagi sampai jam 3 sore”. This sentence should be in the form of passive sentence and it needs *be* in front of *past participle verb*. Besides, conjunction *and* has some functions such as, connecting two or more noun, adjective in the sentence. It also can be used to connect two sentences as additional information but, each of sentences should have a subject. Therefore, the correct sentence should be, “It is located at Lapangan Merdeka, center of Jakarta and it is opened for public from 8 A. M until 3 P. M”.

The researcher also found omission of *be* in descriptive text. Here is an example of omission of *be*, “The building height around 132 meters (433 feet) and has white color”. Sentence should has a subject, verb and object or it can use *be* as *verb*. It means the second sentence which is related by conjunction also need subject. The correct sentence should be, “The building height is around 132 meters (433 feet) and it has white color” or “The building height is around 132 meters (433 feet) and its color is white”. Other example error found in the sentence, “for a long time, Monas be the tallest building in Jakarta”. The error is caused by using of *be*. The student does not explain *be* in detail form. It has to use *is* because the student writing

context is simple present form. Here is the correct sentence, “Monas is the tallest building in Jakarta for a long time”.

In addition, the researcher also found omission of plural marker. It is shown in the sentence, “But, there are much building as tall as Monas now, even taller than Monas”. It is clear that the student translates the sentence word to word. In the context of omission error, the student omits plural marker in *building*. Instead, the student adds unnecessary items in a sentence such as, conjunction and preposition. However, the use of conjunction in the first sentence above is unnecessary and it must be omitted. Then *much* should be changed into *many* because *building* is count plural noun. The correct sentence should be, “There are many building which are as tall as Monas now, even it is taller than Monas”. The source of this type error is interlingual transfer because the student translates the sentences from Bahasa Indonesia to English.

The second error is addition error. Addition error is the opposite of omission error. Sometimes, student adds unimportant item in the sentence. It can be in the form of preposition. Here is an example of addition of preposition. student wants to write this sentence in English, “kami dapat melihat hampir seluruh kota Jakarta dan banyak pemandangan indah disana”. Then, he translates into English, “we can see almost the whole of Jakarta city and many beautiful view in there”. The meaning of *there* (*disana*) is clear and it does not need preposition *in*. The correct sentence becomes, “We can see almost the whole of Jakarta city and many beautiful views there”. This source of error is also intralingual transfer. It is indicated when student fails to delete unimportant item which is not needed in the sentence.

The last addition error is found in this sentence and it is called as regularization error. Here is the example, “Monas builded in Jakarta, the capital of Indonesia”. The verb *builded* is incorrect. Regularization error occurs when learners use regular marker in place of an irregular

one. The verb *build* in the form of past participle should be changed into *built*, it is not appropriate to add *-ed*. The sentence is in the form of passive sentence and it needs be in front of verb. The correct sentence should be, "Monas is built in Jakarta, the capital of Indonesia". Other example is found in this sentence, "The building height around 132 meters (433 feet)". *Feet* is irregular plural noun and it does not need final *-s* to indicate plural noun. It is also called as regularization error. It should be (433 feet) This source of error type is intralingual transfer because the student regularizes the irregular verb into regular verb.

The third error is misformation error. The researcher found some misformation errors in the descriptive text above. The misformation error also occurs in this sentence, "If we have reach the top, we can see almost the whole of Jakarta city in many beautiful view in there". The verb *reach* should be in the past participle form because the sentence is the form of present perfect in which it expresses the idea that something happened. The correct sentence should be, "If we have reached the top, we can see almost the whole of Jakarta city in many beautiful views there".

The other misformation error found in this sentence, "There are still many people come to Monas to watch and memories the history of Indonesian people's resistance against the invader". The function of conjunction *and* in this sentence is to connect verb and verb. While, *memories* is a noun form and it should be changed into "remember" (verb form). The apostrophe-s also should be eliminated because *Indonesian people* has shown possessive noun. The correct sentence should be, "There are still many people come to Monas to watch and remember the struggle of Indonesian people to resist invader". The source of those two sentences are context of learning because student misleads explanation from teacher.

The last error is misordering. This sentence has incorrect placement item and addition of preposition. For making effective sentence, we have to diminish the use of inappropriate

preposition. The example of misordering can be seen in this sentence, "Monument Nasional is one of monument that has the value of history for Indonesia. Preposition *of* can be changed by arranging the correct noun phrase such as, *the value of history* becomes *historical value*. The correct sentence should be "Monument Nasional is one of monument that has historical value for Indonesia". The source of this type error is communication strategies because student uses production strategies to enhance getting their messages across.

Datum 3: MZ

TOKYO

Tokyo is town centre in Japan. This city is in Honshu Island. The city is the largest metropolitan area in the world.

There are 35 million people living in Tokyo. So, everything in Tokyo seemed smallest in the world. "Capsule Hotel" are popular in Japanese cities. So, not Tokyo only seemed smallest.

In Tokyo, rules is everywhere. So, Japanese people are love rules. It's clean everywhere. Everything in Tokyo is so shiny. In Tokyo, can found many place for get cheap and healthy food, but Tokyo might be expensive. Food in Tokyo is like sushi, soba, dorayaki, onigiri and other delicious food.

Analysis:

From the descriptive text above, the researcher found some errors. Omission errors dominate descriptive text above. There are omission of subject, omission of plural marker, omission of article. Here are the examples of omission of article, "Tokyo is town centre in Japan". Article is important in a sentence to indicate singular count noun. To make this sentence correct, it should be added article in front of noun. The correct sentence should be, "Tokyo is a town centre in Japan".

Other omission error sentence is, "In Tokyo, can found many place for get cheap and healthy food". Adverb of place will be more appropriate if it is put in the end of the sentence.

The sentence above is incorrect because there is no subject. Meanwhile, subject is the main item that must appear in the sentence. The researcher also found omission of plural marker in this sentence. The use of *many* is to indicate the plural noun, so the noun should be added with plural marker *-s*. Then, it is more appropriate when article *for* is changed into *to*. *Found* should be changed into *find* because it is simple present sentence. The correct sentence becomes, "we can find many places to get cheap and healthy food in Tokyo". The source of those kinds of error is context of learning. Student memorized in a drill but improperly contextualized.

The second is addition error. Additional error is divided into three types. The researcher finds the example of additional error and its error is called as double marking phenomenon. Here is an example of double marking error, "So, Japanese people are love rules". In this research, double marking error happens because learner combines *be* and *v1* in active sentence. Whereas, *be* cannot stand in line with *verb*. *Be* and *verb* can stand together as passive sentence, if *be* is followed by V3. To make correct sentence, *are* should be eliminated. In addition, Japanese has a meaning as Japan people and language. The use of *people* in the sentence is wrong and it must be eliminated. The correct sentence should be, "So, Japanese loves rule". The verb is added with suffix *-s* because it is the rule of subject-verb agreement, in which verb is added by *-s/es* if the subject is third person singular. The source of this error type is intralingual transfer because error is made as the failure to delete unimportant item in the sentence.

The third error found in descriptive text above is misformation error. The researcher found two sentences of misformation error. These two sentences incorrect because of misformation of *be*. The first example of misformation error is, "Capsule Hotel are popular in Japanese cities". This sentence is an example of Alternating form. Alternating form happens because student puts a morpheme or a group of morpheme in incorrect order. The position of

Capsule Hotel is as a subject in the sentence. *Capsule Hotel* indicates singular noun and it has to use *is*. The correct sentence should be, "Capsule Hotel is popular in some cities of Japan".

The researcher also found misformation error in other sentence. Here is the example of misformation error, "in Tokyo, rules is everywhere". In bahasa Indonesia, student may want to say "peraturan- peraturan adalah segala-galanya di Jepang". Rules indicate plural noun and the use *is* in the sentence is wrong. It must use *are* to complete subject- verb agreement. Then, the word *everywhere* means *dimana-mana*. It will be more relevant, if it is changed into *everything*. The correct sentence should be, "rules are everything in Japan". The source of these error type is context of learning because of misleading explanation from teacher.

Datum 4: RR

ARIANA GRANDE

I have an idol. Her name is Ariana Grande. She is American singer and actress. She was born in Florida, USA on June, 26 1993. Ariana's age is 22 years old. Her father's name is Edward Butera. He is an owner of a graphic design firm. And her mother's name Joan Grande. Ariana has a half brother. His name is Frankie Grande, working as an actor, dancer and producer.

Ariana is very popular since she released her first Album "Yours truly in" 2013. Her vocal is powerful and amazing. On her performance, she always wears tiny mini costume. She is very famous with her pony tail hair.

Ariana is good looking. She is thin, her weight is 48 kilos. And she is not too high, her height is 155 centimeters. Ariana's skin color is brown. She also has a pointed nose, red lip and two dark brown eyes. Her eyes is wide. Ariana's hair is straight, the color is dark brown. She has an oval face.

Ariana has become hit maker since her first appearance on public. People may know well on her masterpiece like "Problem", "Bang- Bang", and "One Last time". Ariana is a cute & friendly girl.

Analysis:

In the descriptive text above, the researcher found some of errors. The errors found are omission and misformation error. Omission of errors occurs because student omits an article and

subject in a sentence. omission of article is shown in the sentence,” She is American Singer and actress”. Article *a/an* can precede only singular count noun. It also can be used in general statement or to introduce a subject which has not been mentioned previously. Here is an example of omission of error,” She is American singer and actress”. *She* means Ariana Grande. We don’t know Ariana Grande previously, so that it has to use article *an*. The correct sentence should be,” She is an American singer and actress”.

The second example is omission of subject. Student often forgets the importance of subject in the sentence and it makes the sentence is incorrect. Omission of subject is shown in this sentence,”His name is Frankie Grande, working as an actor, dancer and producer”. From this example, it can be seen that student translates word to word. The main verb is, “His name is Frankie Grande” and the other sentence has the function as supporting sentence. It should be added by subject in front of verb. Moreover, conjunction is needed to separate the main and supporting sentence. As the result, the correct sentence should be,” His name is Frankie Grande and he works as an actor, dancer and producer”.

The researcher also found omission of plural marker from descriptive text above. The error is found in the sentence,” She also has pointed nose, red lip and two dark brown eyes”. In detail, omission of plural marker is found in the noun phrase, red lip. Lip is count noun and it is included regular plural noun. Therefore, it should be added by plural marker to show the plural noun. The correct sentence will be,”She also has pointed nose, red lips and two dark brown eyes”. The source of those type of errors is interlingual transfer because errors are made as the result of transferring from the native language.

The last is misformation error. Here is the example, “Her eyes is wide”. This sentence is incorrect because the wrong form of be. It should use *are* because *her eyes* indicates plural noun.

The correct sentence should be, "Her eyes are wide". The source of this type of error is context of learning because the student has memorized the pattern but she still can creates an error.

Datum 5: FS

RAJA AMPAT

Raja Ampat or "The Four King" is the name given to famous islands in West Papua, Indonesia. It is located in bird head of the Papua Islands. It is well known as a diving heaven for people around the world. The four major islands are Waigeo, Misod, Salawati and Batonta.

The Raja Ampat covers 9,8 million acres of land and sea, home to 540 types of corals, 1000 types of coral fish. Raja Ampat has a beautiful scenery. Specifically, under the water of Raja Ampat, we can see the beautiful coral's reef. We can also see the beautiful fish with different colors and types. Because of its beautiful underwater scenery, many tourists come to Raja Ampat Islands. They come from Indonesia or from the other country.

There are many things you can see also in the Raja Ampat. You can meet many fisherman. Many tourists immortalize it with picture. It is the most beautiful Island in the world.

Analysis:

After reading the descriptive text above, the researcher explains that she only found one types of error, it is omission error. The first, we will discuss about omission error. Omission error occurs because student omits *be* in the sentence. Here is an example of omission of error," It located in the bird head of the Papua Islands". It is a passive sentence form, so it should be added *be* in front of past participle verb. *Be* should be *is* because the subject is singular. Therefore, the correct sentence should be," It is located in the bird head of the Papua Islands".

Omission error is the only one type of error found in this descriptive text. However, the researcher found two examples of error sentence. Each error sentence has different factor. The second one is caused by omitting plural marker. Plural marker is signified by adding final *s/es*. However, there are some nouns which have irregular plural form and they do not end in *-s/-es*. Here is an example of omission of plural noun,"You can meet many fisherman". *Many* indicates

plural count noun. The noun should be *fishermen* because it is included irregular plural form. Thus, the correct sentence should be, "You can meet many fishermen". The source of this error type is interlingual transfer because it is made as the result from direct translation from native language.

Datum 6: KA

PENGUIN

This is penguin. Penguins is one part of the family of birds. Penguin has wings, but penguin can't fly. Penguin can live in a cold place. That is because it has a lot of fat under the skin. Penguin living in the North Pole. They live in a group. One group of penguin will coincide with one another when they were cold. Penguin eats fish. Although, it can't fly, penguin is a good swimmer.

Penguin has beak. Penguin has black fur from head to back. Penguin has white fur from neck to the ankles. Penguin has legs like a chicken legs. Penguin has claws. Penguin moves by walk.

Penguin just like other birds. It reproduces by laying eggs. The male penguin will incubating the egg. The male penguin is incubating the egg by pinning them between their legs. Penguin will feed their children after the egg hatch. Little penguin will learn to catch fish. Penguin is an animal that is in harmony with their group.

Analysis:

In the fifth datum, the researcher finds some errors. There are four types of error. The greatest number of error is misformation error. It appears three times in the descriptive text above. In addition omission error, addition error and misordering error also found in some sentences.

Misformation error is regarded as the most significant problem faced by student in the descriptive text above. It appears three times in some cases. Here is the example of misformation error, "The male penguin will incubating the egg". The use of modal *will* in the sentence is to show simple future form. The formula of simple future form is "Will+ V1". Modal *will* also can

be used to show passive sentence form, if it is followed by V3. For the example above, V1 cannot be changed with V-ing. The example above is included as alternating forms because student mixed modal *will* with *V-ing*. The correct sentence should be, "The male penguin will incubate the egg".

The researcher also found the similar phenomenon in these two sentences. The first, It can be seen in the sentence, "Penguin living in the North Pole". It is called as alternating form because student alternated the V1 with V-ing. It caused incorrect sentence because it has changed the simple present rule. V-ing should be changed into V1. Thus, the correct sentence should be, "Penguin lives in the North Pole". The use of suffix-s after V1 is to show subject-verb agreement.

The second example indicates alternating form is in the sentence, "Penguin moves by walk". Alternating form occurs because student alternated V-ing form into V1 form. The noun should be in the form of *gerund* or *V-ing* because it follows preposition *by*. Therefore, the correct sentence should be, "Penguin moves by walking". The source of these types of error is context of learning because student may misunderstanding teacher's explanation.

Then, addition error is also found in the form of addition of article. Here is an example, "Penguin has legs like a chicken legs". In this sentence, the researcher found that article stands together with plural noun and it is incorrect form. Plural noun is shown by *legs* and it is found in the noun phrase *chicken legs*. The article must be omitted and it must be added plural marker in *leg* which stands after auxiliary verb. The correct sentence will be, "Penguin has legs like chicken legs". The source of this error type is intralingual transfer because the student forgets to delete unimportant item in the sentence.

Whereas, omission error is also found in the text above. Here is the example of omission error, “Penguin is an animal that is in harmony with their group”. This error occurs because student forgets to put *verb*. It happens because students translates from bahasa Indonesia, “Penguin adalah seekor binatang yang rukun dengan kelompoknya”. This correct sentence above should be, “Penguin is an animal that lives in harmony with their group”. The source of this type of error is interlingual transfer because student transfers the sentence from Bahasa Indonesia directly.

The last is misordering error. It is found in the two sentences. The first one is, “Penguins is one part of the family of birds”. Misordering error occurs in this sentence because student puts incorrect placement of bird and family. The placement of those nouns is changed to minimize the use of *article of*. Besides, *penguins* is plural noun and it should be followed by *are*. It can use *is* but plural noun behind the noun should be omitted. Then, student omits article between *one* and *part*. The correct sentence should be, “Penguin is one of part of birds’ family”. The source of this error type is communication strategies because student uses production strategies to enhance getting their messages across.

Datum 7: SA

MY SISTER

I have a sister. Her name’s Nur Alfi Affiani. Her friend calls her Alfi, but my family call her fifi. She is 19 years old, now. She was born on October 1st 1996. Now, she study in the University of Surabaya. She lives in “Pondok Pesantren Nurul Faizah”.

She is tall. Her heigh is 168 cm. but, she is fat. Her weights is 70 kg. She has oval face, pale skin, flat nose, and black eyes. She has short wavy hair. But, she always uses her veil to go out. She uses braces on her teeth.

She likes to culinary and shopping. She eats all of halal food. When she break time, she always doing her hobbies. Her hobbies are watch movie, swim, and travelling. Now, she started a diet program. But, she still very fat.

Analysis:

The researcher found some error sentences in the sixth text. Those sentences included in the three types of errors. They are omission error, addition error, misformation error.

In the first paragraph, the researcher found two sentences of omission error. Omission error occurs because student omits suffix-s in the v1. Here is one example of omission error, "Her friend call her Alfi, but my family call her Fifi". This sentence is an example of compound sentence. Compound sentence is a sentence which has two sentences and it is combined by conjunction. To make correct sentence, student has to pay attention subject- verb agreement. A final -s or -es is added to a simple present verb when the subject is a singular noun (third person singular). The sentence above is clear that it uses singular noun, thus the verb should be added by suffix- s. The singular noun is shown in *her friend* and *my family*. The correct sentence should be, "Her friend calls her Alfi, but my family calls her Fifi".

The researcher found similar case occurs in the first paragraph. Here is the example, "She study at Pharmacy Faculty of Surabaya University". *She* is third person singular. To complete subject- verb agreement, it should be added suffix-s or -es to the simple present verb. The use of suffix-s and -es is depended on pronunciation and spelling. For words that end in -y and -y is preceded by a consonant, the -y is changed into -i and -es is added. The verb *study* becomes *studies*. Therefore, the correct sentence should be, "She studies at Pharmacy Faculty of Surabaya University". The source of this type of error is context of learning. Student has understood the formula of simple present but she forgets some important things.

In addition, the researcher also found omission error in the third paragraph. Here is the example of omission error, "When she break time, she always doing her hobbies". The sentence

is the example of omission of verb. Complete sentence should have important elements such as, subject and verb. While, in the example of first sentence, we do not find the *verb*. Moreover, Break time is not appropriate and it should be changed into spare time. The correct sentence should be, "When she has spare time, she always does her hobbies".

Omission of error also occurs in other paragraph. Here is the example of omission of *be*, "But, she still very fat". This sentence is incorrect because there is no *be* in front of adjective. The use of *be* is as a verb in a sentence. This sentence should be added by *is* because the subject is third person singular and it is a simple present form. The correct sentence should be, "But, she is still very fat". The source of this type of error is interlingual transfer because error is made as the result of transferring the language from the native language.

Addition error is the opposite of omission error. Addition error has many types such as, addition of *be*, addition of apostrophe-s, addition of article etc. Here is an example of addition of apostrophe-s, "Her name's Nur Alfi Affiani". To show possession, it can be added apostrophe and suffix-s to a singular noun. Meanwhile, *her* in the sentence has the function as possessive adjective. It is enough to use *her* as possessive adjective followed by a noun. Then, *Apostrophe-s* is unnecessary and it should be eliminated. Moreover, the sentence needs *be* which has function as a verb. *Be* should be *is* because student tells about simple present form. Thus, the correct sentence should be, "Her name is Nur Alfi Affiani". Error sentence above is classified as double marking, because two items are marked for the same feature (possessive adjective and apostrophe-s, in the example). The source of this error type is intralingual transfer because error is described as the failure to delete unimportant item.

In fact, making a sentence is not easy for EFL learners or students. It is proven by the existence of misformation error. Here is the example, "her hobbies are watch movie, swim and

travelling”. The sentence is incorrect because the verb forms. It should use v-ing because of the use of gerund. In the sentence, we find the use of gerund as object. The correct sentence should be, ”Her hobbies are watching movie, swimming and traveling”. The source of this error is context of learning because student does not pay attention teacher explanation.

Datum 8: FZ

ANNA POPPLEWELL

Anna Popplewell. Usually called Anna. Her full name is Anna Katherine Popplewell. Anna was born in London on December 16th, 1988. Her parents is Mrs. Debra Lomas and Mr. Andrew Popplewell. She has one sister and one brother. They are Lulu Popplewell and Freddie Popplewell. And Anna is the oldest.

Anna has brown hair, pointed nose, grey eyes, and light skin. Anna is tall and thin. She also has rosy cheeks. And her hair is straight and long. She is very friendly and she like smiling to everyone.

Anna became famous since she was cast in film “The Chronicles of Narnia: the lion, the Witch, and the Wardrobe” in 2005. Before that, she had cast in many film. For example “The Little Vampire”, “Thunderpants”, “Me Without You”, and many more.

Some awards have been achieved by Anna. For example Best Female Performance in 2012, best choice Movie Actress in 2006, and Best Film Star at UK in 2008.

Analysis:

In analyzing the fifth datum, the researcher found three incorrect sentences. Each sentence has different type of error. Two sentences are omission error and the other one is misformation error. The first, it will be discussed about misformation error. Misformation error is characterized by the use of the wrong form of the morpheme or structure. Here is an example of misformation error, “Her parents is Mrs. Debra Lomas and Mr. Andrew Popplewell”. *Her* is possessive adjective. Possessive adjectives are followed immediately by a noun, they do not stand alone. Therefore, to determine the singular or plural noun we have to look the noun. *Parents* indicate plural noun and it should be use *are*. The correct sentence should be, ” Her

parents are Mrs. Debra Lomas and Mr. Andrew Popplewell”. This sentence is one phenomenon of Archi form. The student substitutes the auxiliary of plural noun to the auxiliary verb of singular form. The source of this error type is context of learning because student may ignores the explanation from teacher.

In omission error, the researcher found two incorrect sentences. It occurs because student omits suffix-s and omits be. Here is an example of omission of be, “Anna Popplewell. Usually called Anna”. This sentence is passive sentence form and it needs *be*. *Be* should be *is* because the subject shows singular pronoun. The correct sentence should be ,”Anna Popplewell is usually called Anna”.

Besides that, the researcher found the omission error which is caused by omitting suffix-s. Here is an example of omission of suffix-s, “She is very friendly and she like smiling”. In arranging a sentence, we have to pay attention subject-verb agreement. Third person singular should be followed by verb with suffix -s/es. This sentence is incorrect because student omits suffix-s in the simple present verb. The correct sentence should be, “She is very friendly and she likes smiling”. The source of this error type is interlingual transfer as the result of transferring the language from native language.

Datum 9: DYP

My Chicken

I have three chicken, two roosters and one hen. The hen is the first rooste’s wife. Th second rooster does not have any wife. And he is always chased by the first rooster.

My first rooster is the biggest one. My roosters has some colour of their feather. My hen just has black feather.

Chicken has two wings, two eyes, two feet and has no ears. But they can hear. Every morning my father give them some rice. My chicken likes to eat rice.

Analysis:

In this short descriptive text, the researcher found some error sentences. There are omission error and misformation error. Omission error found three times in the text such as, omission of subject, omission of plural marker and omission of suffix-s. The example of omission of plural marker is, "I have three chicken". It has been clear that *chicken* should be added with final *-s* to indicate as a plural noun. The correct sentence should be, "I have three chickens". Then, omission of subject is found in this sentence, "Chicken has two wings, two eyes, two feet and has no ears". *And* has the function as coordinating conjunction. The sentence will be more appropriate if it uses conjunction *but* because it has contrast meaning. The correct sentence should be, "Chicken has two wings, two eyes, two feet and it does not have ear".

The last is omission of suffix-s. Here is the example of omission of suffix-s, "Every morning my father give them some rice". Based on subject-verb agreement, the sentence is incorrect. Simple present verb should be added by suffix-*s/-es* if the subject is singular. Besides, additional information in the form of adverb of time can be put in the last sentence. It can be put in front of sentence, but it must be added comma. Therefore, the correct sentence should be, "My father gives them some rice every morning". The source of this error type is interlingual transfer because it is made as the result from direct translation from native language.

Whereas, misformation error is not serious problem for student. It is only appears once in the descriptive text above. The researcher found a phenomenon which is called as *Archi-form*. Here is the example of archi-form phenomenon, "My roosters has some colour of their feather". Final *-s* (my roosters) indicates the plural noun. Here, student substitutes the auxiliary verb of

plural noun to the auxiliary verb of singular noun. *Colour* is count noun. It should be added with final-s because *some* in front of count noun indicates plural. The preposition is also incorrect. It should be changed into *in their feather* to indicate adverb of place. The correct sentence should be, "My roosters have some colors in their feather". This source of error type is context of learning because student forgets the explanation from teacher.

Datum 10: AR

Fictor Igbonefo

His name is Victor Chucwue Kezie Igbonefo. Usually people call him Igbonefo. He is one of from many soccer players in Indonesia. He is Nigerian, but since Oktober 10th 2011 he is naturalized into Indonesian.

He born at Oktober 10th 1985 in Enugu, Nigeria. He ever studied in early life Elementary school, National grammar school, Nike Enugu Junior High School and Senior High School with the same name with his junior high school's name.

He ever played in some clubs at Nigeria, Indonesia and Thailand. At Nigeria, he studied soccer in Nigerdock Soccer Academy and played in First Bank. First Bank is his first professional club.

Then, he resumed his career to Indonesia. After playing for First Bank from 2000 to 2004, he played for Persipura Jayapura from from 2005 to 2011. Then, he played for Pelita Jaya for a year (2011-2012) and Chiangrai United, Thailand club, borrowed him at 2012. And at 2013 he played for Arema.

Igbonefo, same as other Africans, has black skin. His body is athletist. He has black, short and curly hair. He has round face too. He is strong. He also has big body too. His position is Center back or defensive midfieller. So, he is very suitable to lay in his position and Indonesia National Team.

Analysis:

In the descriptive text above, the researcher found two types of error. They are omission error and misformation error. The first one is omission error which is found in two sentences. Here is the example, "He born at October 10th 1985 in Enugu, Nigeria". The sentence is error because there is no *be*. In this sentence, *be* is used to indicate passive sentence. It has to use *was* because it was happened in the past. The correct sentence should be, " He was born on October,

10th 1985 in Enugu, Nigeria”. The same type of error is found in the sentence, “Igbonefo same as other Africans”. It needs *be* as a verb. It should be use *is* because of singular subject. The correct sentence should be,” Igbonefo is same as other Africans”. The source of this error type is interlingual transfer because error is made as the result from transferring form native language.

Misformation error is found in the first paragraph. Here is the example,” He is one from many soccer players in Indonesia”. The error occurs because student chooses incorrect preposition. So, it is called as misformation of preposition. *From* should be changed into *of*. The student wants to say, “ Dia adalah salah satu dari banyaknya pemain bola di Indonesia”. The correct sentence should be, “He is one member of many soccer players in Indonesia”. The source of this error type is context of learning because the student misleads the explanation from teacher.

Datum 11: NDH

Pindul Cave

Pindul cave is one of amazing tourist object. It’s located in Gelaran Village, Bejiharjo, Gunung Kidul Regency, Special Region of Yogyakarta. The ticket prices are 40,000 rupiah for one person.

Pindul Cave is a amazing cave. The base of Pindul Cave is river. So, the tourist will sit on a big wheel and go in to the cave by the river stream and holding hands with group, forming a line. And, there is a guide for each group. Pindul cave has 350 meters long. It’s ceiling is high and rude because there are many stalactite. Many bats that hanging from the ceiling. Pindul cave is made by limestone. Pindul cave’s width is around 5 meters. There are two points that very narrow and tourists have to bend their legs. In the Pindul Cave is very dark, but the guide will bring a flashlight. The colour of the river’s water is brown when there are many tourist. And it will be dark blue when the little tourists. In the middle of Pindul Cave, there is a big hole in the ceiling where you can see the sky.

Pindul Cave is very beautiful cave. Pindul cave became one of the famous tourist object for it’s beauty. Pindul Cave is very fun and very fabulous. It’s nice for family holiday. It’s can relieve stress. You should try it!

Analysis:

In the text above the researcher found misformation error and omission error.

Misformation of article is found in the sentence. Here is an example of misformation of article, "Pindul Cave is a amazing cave". It is a simple error relate to article. Student does not understand the use of article *a/ an*. *An* is used when the adjective is begun with vocal sound. The correct sentence should be, "Pindul Cave is an amazing cave". Other example is found in the sentence "Many bats that hanging from the ceiling". It is a phenomenon called Regularization error because the use of regular marker in irregular one. It does not need plural marker *-s*. Besides, misformation of preposition is found in the sentence. *Hang* is followed by *on*, so the use *from* is incorrect. The correct sentence should be, "Many bats hang on the ceiling". The source of this error type is context of learning. Student understands teacher explanation but she forgets to apply in making sentence.

Omission of plural marker is also found in the text. Here is an example, "The colour of the river's water is brown when there are many tourist". *Many* Indicates count plural noun. *Tourist* should be added by final *-s*. the correct sentence should be, "The colour of the river's water is brown when there are many tourists". Omission apostrophe's also found in the text. Here is the example, " The ticket prices are 40,000 rupiah for one person". *Apostrophe's* should be added in the *ticket* for indicating possession. The correct sentence should be, " The ticket's price is 40,000 rupiahs for one person".

Addition of *be* is found in the last paragraph. Here is the example, "It's can relieve stress". It is one phenomenon which is called as double marking because there are *be* and *modal* in a sentence. To make the sentence correct, *is* should be omitted. The correct sentence will be, " it

can relieve stress”. The source of addition error is intralingual transfer because error it is described as the failure to delete unimportant item.

The researcher also found misordering error in text. It happens because student puts incorrect placement of adjective. Here is the example, “Pindul cave has 350 meters long”. *Long* should be changed into length or it is changed into noun. The correct sentence should be, “The length of Pindul Cave is 350 meters”. The source of this error type is communication strategies because the student uses production strategies to enhance getting their messages across.

Datum 12: RA

Horse

This animal is mammals animal. This animal has an important role in transporting people and cargo for a thousand years. This animal can run very fast and usually a horse can be used for a horse race competition. Usually, we can see a horse in a zoo or in a horse cage.

A horse live on land. The weight of a horse around 590-950 kilograms. The height around 170 centimeters. The horse breath with lungs. The main food of a horse is grass. So, it’s called herbivores. Horse has a long mane and a brown fur. A horse has a long tail, a big eyes, and a small ears. A horse also has a horseshoes.

Horse can be ridden by a man using a saddle, such as wheeled vehicle or plows. In some areas, the horse is also used as a food source.

Analysis:

The researcher found some error sentences in this descriptive text. The errors are omission error, addition error and misformation error. Omission error appears twice in the text. It is caused by the omission of-be and omission of suffix-s. Omission of-be is found in two sentence. Here is the first sentence of omission of-be, “The weight of a horse around 590-950 kilograms”. *Is* must appear in the sentence because the function is as a verb. It uses *is* because the subject is singular. It means that it needs to pay attention subject- verb agreement to make correct sentence. The correct sentence should be, “The weight of the horse is around 590-950

kilograms”. The similar error is found in the sentence, ” The height around 170 centimeters”. It is incorrect because student omits *be*. It also uses *is* because the subject is singular. The correct sentence should be, ” The height is around 170 centimeters”.

The researcher also found other cases in omission error. It is omission of suffix-s. Here is the example of omission of suffix-s, “A horse live on land”. The student omits suffix-s in the simple present verb. While, the subject is singular. It means that it does not complete the subject-verb agreement. The correct sentence should be, “A horse lives on the land”. The source of this error type is interlingual transfer because error is made as the result of transferring the language from native language.

The second type of error is addition error. Addition error happens because student adds unnecessary items that must not appear in the sentence such as, article. Thus, it is called as addition of article. Here is the example of addition of error, “A horse has a long tail, a big eyes and a small ears”. *Article a* is not important in the sentence because the plural noun. *A* should be omitted. The correct sentence should be, ” A horse has a long tail, big eyes and small ears”. The source of this types error is intralingual transfer because error is made as failure to delete certain items which are not required in the sentence.

In addition, the researcher also found misformation error in the text. Here is the example of misformation of error, “The horse breath with lungs”. *Verb* is the important item in the sentence and it follows the subject. Whereas, object is additional information in the sentence because some sentences do not need object. *Breath* is noun and it must be changed into *breathe* which has function as verb. The correct sentence should be, ”The horse breathes with lungs”. The

source of this error type is context of learning because student misleads explanation from teacher.

Datum 13: NRA

Giraffes

Giraffe are giant animal. I like giraffes because of their long neck. They can grow up to 17 feet tall and weigh as much as 3000 pounds. The male giraffes are typically larger than the females. The babies aren't exactly small either. A baby giraffe is 6 feet tall at birth. Giraffes also have large hearts. Their hearts can be up to 2 feet long and weight over 20 pounds. They need these large hearts to pump blood all the way up their long necks.

It is always fun to watch giraffes eat leaves from the tree. Giraffes are herbivores, meaning they eat plants rather than meat. They use their long necks and tongues to get the leaves on the trees. A typical full- grown adult giraffe will eats over 70 pounds of leaves, twigs, and fruit each day. Giraffes don't need to drink water very often because there is so much water in the leaves they eat.

A long neck is giraffe's peculiar feature, and that is amazing. Giraffes can reach leaves on the trees by their long necks. Giraffes also have big body. They have four long legs, a long tail, two small ears, and short brown manes. They also have hooves like horses, long tongue and they have spots.

Analysis:

In the descriptive text above, the researcher found three types of error. Those are misordering error and misformation error. Misordering error is found three times in the text. Here are an example of omission of verb, "Their hearts can be up to 2 feet long and weight over 20 pounds". In bahasa Indonesia, NRA wants to say, "Hati mereka panjangnya bisa mencapai 2 kaki dan beratnya bisa melebihi 20 pound". However, NRA forgets to check grammatical rule and she also puts an item in incorrect placement. *Long (adjective)* should be changed into *length (noun)* and it is put as the subject. The correct sentence should be, "The length of their heaths can reach up to 2 feet and the weight can be over 20 pounds".

The similar cases is found in the sentence, "they can grow up to 17 feet tall and weigh as much as 3000 pounds". *Tall* is not appropriate to put behind *17 feet* and it should be changed into

noun (height). The correct sentence should be, “Their height can grow up to 17 feet and the weigh can be 3000 pounds”. Other example of misordering error is shown in the sentence, ”Girrafes do not need to drink water very often because there is so much water in the leaves they eat”. This sentence is incorrect because incorrect placement of adverb. *Very often* can be changed into *many times*. The correct sentence should be, ” Giraffes do not need to drink many times because there is so much water in the leaves that they eat”. The source of this error type is communication strategies because student uses production strategies to enhance getting their messages across.

The last error is found by the researcher is misinformation error. It is found in two sentences. The first, “Giraffes are herbivores, meaning they eat plants rather than meat”. The sentence is also included omission of subject. *Meaning* is not correct because it is put in front of subject. To make it clear and correct it should be added subject and the verb should be changed into simple present form. The correct sentence will be, “Giraffes are herbivores, it means they eat plants rather than meat”. Misformation error also happens in this sentence, “A typical full-grown adult giraffe will eats over 70 pounds of leaves, twigs and fruit each day”. In this example, student alternated simple future verb with simple present verb. Actually, she has understood the rule of simple future, but should not use suffix-s in the verb. The correct sentence should be, ” Adult giraffe will eat 70 pounds leaves, twigs and fruit every day, if it grows normally”. The source of this error type is context of learning because student misleads explanation from teacher.

Datum 14: FT**CHIMPANZEE**

Chimpanzees are animals that have perimata native habitat in Africa. Perimata population of animal there are in central Africa and western Africa. Chimpanzees are only living in Africa. Chimpanzees live in colonies and in one herd contained one leader.

Male Chimpanzees have 77- 92 cm tall, and female have 70 – 85 am tall. Chimpazees weight is 50 kg (maximum). The entire body are covered by a thick and long a hair. The hair is black. Chimpazees have some what hanging chin, thin lips and breasts that look fields. Chimpanzees are two in ordinary, chimpanzee and Bonobo chimpanzees/ known as pygmy chimpanzee.

Analysis:

After reading the descriptive text above, the researcher found some error sentences. There are misordering error and addition error. Misordering error is found twice in the text above. Here is the first example, "Perimata population of animal there are in central Africa and western Africa". It is called as misordering error because student puts incorrect placement of *there is*. *There is* should be put in front of sentence. However, to make correct sentence *there is* can be omitted and the sentence is changed into passive sentence. The correct sentence will be, "Perimata population is located in central Africa and western Africa".

Misordering error also found in the second paragraph. Here is the sentence, "Male chimpanzees have 77-92 cm tall and females have 70- 85 cm tall". *Tall* is adjective and it is incorrect to put behind the object. It can be changed into noun (*height*). The correct sentence should be, "The height of male chimpanzees are 77- 92cm and female chimpanzees are 70-85cm. The source of this error type is communication strategies because student uses production strategies to enhance getting their messages across.

The last, the researcher found omission error. Here is the example of omission of be, "Chimpanzee and Bonobo chimpanzees known as pygmy chimpanzee". The sentence is incorrect

because there is no *be* in front of verb. The sentence is passive sentence form and it needs *be*. The correct sentence should be, "Chimpanzee and Bonobo chimpanzees are known as pygmy chimpanzee". The source of those error types is interlingual transfer because error is made as the result of direct transferring from native language.

Datum 15: IRS

Terrapin

I like turtle because my mother likes it. But, this is not turtle or tortoise. This is a terrapin. There is difference between turtle, tortoise and terrapin. Turtle lives in water. Tortoise lives in land. Terrapin lives in water and land.

Terrapin is an Amphibian. Terrapin is an omnivore and an ovipar too. Terrapin has no teeth, but it has strong mouth. It has one long tail. It has four legs, but terrain walks slowly. It has beautiful and strong shell. Terrapin's shell function are for protect themselves, from predator's attack.

Analysis:

From the text above, the researcher found two error sentences. Those are omission error and misformation error. Omission error is found in this sentence, "Terrapin has no teeth, but it has strong mouth". This sentence is incorrect because it omits verb in the sentence. While, the function of *has* in the sentence is not as verb. The correct sentence should be, "Terrapin does not have teeth, but it has strong mouth". The source of this type of error is interlingual transfer because error is cause as the result of direct translation from native language.

In addition, misformation error is found in the sentence, "Terrapin's shell function are for protect themselves, from predator's attack". *Be* should be *is* because it relates with subject verb agreement. Besides, *for* can be changed into *to*. The correct sentence should be, "Terrapin's shell function is to protect themselves from predator's attack". The source of this error type is context of learning because the student does not listen teacher explanation.

Datum 16: FJ

Eiffel Tower

The Eiffel Tower is located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable building in the world. The tower is the highest building in Paris and the most- visited monument in the world, millions of people visit it every day. The engineer Gustave Eiffel came up with his name for this tower. The tower was built as the entrance arch to the 1889 World's fair.

The tower is 324 meters (1,063 feet) tall and as height as an 81- story buiding. Upon its completion, it is higher than the Washington Monument to Assume the title of tallest man- made structure in the world, a title it held for 41 years, until the Chrysler Building in New York City was built in 1930, but cue to the addition in 1957 of the antenna, the tower is now higher than the Chrysler Building and it is the second- tallest structure in France after the 2004 Millau Viaduct

Analysis:

From the descriptive text above, the researcher found some error sentences. The first is omission error. Here is the example, "Built in 1889,...". The sentence is included as omission of subject. Whereas, subject is the most important item in the sentence. It should be added *it* as the subject. *It* has same meaning with Building. The correct sentence should be, "It was built in 1889,...". It is included passive sentence, therefore it needs *be* in front of past participle verb.

Omission of subject is also found in second paragraph. Here is the example, "... and as height as an 81-story building". Error happens because of omitting subject. Besides, subject must appear in a sentence. In addition, *as height as* is incorrect form. It should use adjective (*as tall as*). The correct sentence should be, "... and it is as tall as an 81-story building". The source of this error type is interlingual transfer because error is caused as the result of transferring from native language.

The second error is misformation error. Here is the example, "The tower is 324 meters (1,063) ft tall,...". The form of adjective should be changed into noun. *Tall* is changed into

height. Then, the correct sentence should be, “The tower’s height is 324 meters (1,063 ft)”. The source of error type is context of learning because student mislead teacher explanation.

3.2 Discussion

The researcher has read, presented and analyzed sixteen data from eight graders students which contain grammatical errors. Then, the researcher discusses the whole data to answer the research problem. Those research problems are the types of error found in the descriptive text made by eighth grade students of MTsN Malang 1 and the sources of errors made by students in their descriptive text paragraph based on Brown’s theory.

The researcher finds four types of error in the descriptive text written by eight grade student of MTsN Malang 1. Those types of error are omission error, addition error, misformation error and misordering error. In addition, the researcher also finds the source of those types of error. Those are interlingual transfer, intralingual transfer, context of learning and communication strategies.

Second grade of bilingual and olympiad students have made errors according to Dulay’s et al. (1982) which is classified into omission error, addition error, misformation error and misordering error. Both addition error and misformation error have three types. Addition error is classified into double markings, regularization and simple addition. While, misformation error is classified into regularization errors, archi-forms and alternating forms.

Omission error occurs because learner omits some important items that must appear in the sentence. From the analysis, students are categorized because they omit subject, suffix-s, be, verb, article, plural marker. Omission of subject and verb makes the sentence incorrect because subject is the most important item in the sentence (see datum 1, 2, 3, 4). It is also important to

pay attention the use of *suffix-s* and *be* because it has strong relation with subject and verb agreement. While, the use of article and plural marker influence the meaning of the sentence.

Addition error is the opposite of omission error. It occurs because learner gets failure to omit unimportant item in sentence. It means that learner add unnecessary item that must not appear in the sentence. Based on analysis, addition error is signified by adding preposition, article, *be* and apostrophe's. in addition, Dulay et al. (1982) classified the types of addition error and researcher finds double marking and regularization error in the analysis. The regularization error happens because students apply the rules use to produce the regular one to those that are irregular (see datum 2). In the student writing, researcher finds *builded*. Double marking happens because two items rather than one are marked for the same feature (tense and apostrophe's, in these example).

Misformation error found in some sentences. It can be misformation of verb, misformation of auxiliary and misformation of preposition is also found phenomena which is called as alternating form and archi- form and double marking. It is supported by Dulay et al. (1982) that misformation error is divided into alternating forms, archi- form and regularization errors. The researcher only finds the phenomenon of double marking and archi-form. Double marking is found in the data because students use *be* and *verb* together in simple present sentence (see datum 3 & 7). Archi- forms because learners use one form of certain class to represent others in the same class (see datum 3, 4 & 8). Researcher finds this phenomenon in substituting auxiliary verb of plural noun to the auxiliary verb of plural noun.

After analyzing and describing the whole data based on the types of error, the researcher found the sources of errors. Those are interlingual transfer, intralingual transfer, context of learning and communication strategies (Brown, 2007).

The first is interlingual transfer. Interlingual transfer occurs because learner transfers language from native language (see datum 15 & 16). In those kinds of error students translate sentence from Bahasa Indonesia to English directly. Sometimes, students forget to apply grammatical rule. The second is intralingual transfer. It happens because students regularize the irregular verb into regular verb (see datum 2).

The third is context of learning. Context of learning occurs because students or learners may misunderstand teacher explanation (see datum 11 & 12). On the contrary, students have understood by memorizing the grammatical rule, but they get failure to apply in making a sentence. The last is communication strategies which is signified by the use of production strategies to enhance getting their messages across (see datum 1,2 & 6).

Related to the previous studies, this research has some similar aspects. The object of the research is descriptive text and it uses Dulay's surface strategy taxonomy. While, the difference of this research with the previous one is in the data and the finding. The previous researchers found that the most frequent of error are misformation and omission error. However, they only found misformation and omission happened in simple past verb. While, this research focuses on omission and misformation in all grammatical aspects. Then, there is different theory in the second research question which influence the finding. Fadzilyna (2014) focused on the causes of errors based on Richard's theory with the finding ignorance of rule restriction as the most frequent of the cause of errors. This research focuses on the source of errors based on Brown's theory with the result interlingual transfer as the most frequent of the source of errors.

CHAPTER IV CONCLUSION AND SUGGESTION

After presenting the findings and discussion in the previous chapter, conclusion and suggestion are discussed in this chapter. The conclusion is drawn based on the research problem while suggestion is made for the teacher, student of linguistic and education and the next researcher.

4.1 Conclusion

Regarding the findings and discussion in the previous chapter, the researcher has concluded that sixteen data of descriptive text written by eighth grade of olympiad and bilingual students contain four types of error. This research shows that students use four types of error. Those errors are omission error, addition error, misformation error and misordering error. Some addition error is classified as double marking and regularization error. In addition, two types of misformation error is also found, those are alternating form and archi form. Omission error and misformation error are the most error found in the 16 data of bilingual and olympiad students' writing.

The possible sources of error that the researcher found in this research are interlingual error, intralingual error, context of learning and communication strategies. Based on the analysis, researcher found that interlingual and context of learning are the dominant sources of error. The benefit of conducting grammatical error analysis can be seen for different point of view. For the teacher, it will be useful as the tool to make better lesson plan and strategies in teaching. Whereas, for the student it can be used to measure their competence in understanding explanation from the teacher. As the result, the error in student writing can be minimized.

4.2 Suggestions

Based on the analysis, the researcher would like to offer suggestions to the students, the teacher and next researchers to decrease error in writing descriptive text. Firstly, to minimize grammatical error in writing descriptive text, some suggestions are addressed to the teacher. First, teachers should give the clear explanation about the different rules between Bahasa Indonesia and English. Especially, the teacher should emphasize the concepts of the verb tenses because the most frequent of errors relate to use subject-verb agreement. So that, students understand how to write in English especially in writing the descriptive text. Then, the teacher needs to find students' ability in using simple present, so that teacher knows what students lack and how to improve that.

Lastly, for other researchers the present study is an attempt to investigate the types and the sources of grammatical errors. The finding of the research are focused on four types of errors; omission, addition, misformation and misordering. Therefore, it will be possible for other researchers to conduct studies which cover other categories such as comparative taxonomy, linguistic taxonomy and communicative effect taxonomy.

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APPENDIX

The Types and Sources of Error

No.	Types of Error	Source of Error	Incorrect sentence	Correct Sentence
1. SN	Omission of Subject	Interlingual transfer	Also keep advice me.	She also keeps advising me.
	Omission of suffix-s	Interlingual transfer	She wear a veil.	She wears a veil.
	Omission of be	Interlingual transfer	Now she just at home.	Now, she is just at home.
	Omission of suffix-ing and verb	Interlingual transfer	Start from appetizer, main course until the desert.	Starting to make appetizer, main menu and the dessert.
	Misformation of preposition	Context of learning	I'm proud to have a mother like her.	I'm proud of having mother like her.
	Misformation (Archiform)	Context of learning	Her eyes is brown.	Her eyes are brown.
	Misordering error	Communication strategies	She is very lonely, patient, funny and a good housewife	She is a very lonely, patient, funny and good housewife
2. DYF	Omission error	Interlingual transfer	It located at Lapangan Merdeka, center	It is located at Lapangan Merdeka, center of Jakarta and it

			of Jakarta and open for public from 8A. M until 3 P. M	is opened for public from 8 A. M until 3 P. M
Omission of be	Interlingual transfer		The building height around 132 meters (433 feet) and has white color	The building height is around 132 meters (433 feet) and it has white color
Omission of plural marker	Interlingual transfer		But, there are much building as tall as Monas now, even taller than Monas	There are many buildings which are as tall as Monas now, even it is taller than Monas
Regularization error	Intralingual transfer		Monas builded in Jakarta, the capital of Indonesia	Monas is built in Jakarta, the capital of Indonesia
Addition of preposition	Intralingual transfer		we can see almost the whole of Jakarta city and many beautiful view in there	We can see almost the whole of Jakarta city and many beautiful views there
Misformation error	Context of learning		If we have reach the top, we can see almost the whole of Jakarta city in many beautiful view in there	If we have reached the top, we can see almost the whole of Jakarta city in many beautiful views there

	Misformation error	Context of learning	There are still many people come to Monas to watch and memories the history of Indonesian people's resistance against the invader	There are still many people come to Monas to watch and remember the struggle of Indonesian people to resist invader
	Misordering error	Communication strategies	Monument Nasional is one of monument that has the value of history for Indonesia	Monument Nasional is one of monument that has historical value for Indonesia
3. MZ	Omission of article	Interlingual transfer	Tokyo is town centre in Japan	Tokyo is a town centre in Japan
	Omission of subject	Interlingual transfer	In Tokyo, can found many place for get cheap and healthy food	we can find many places to get cheap and healthy food in Tokyo
	Double marking	Intralingual transfer	So, Japanese people are love rules	So, Japanese loves rule
	Misformation of be (Archi-form)	Context of learning	Capsule Hotel are popular in Japanese cities	Capsule Hotel is popular in some cities of Japan
	Misformation of be (Archi-form)	Context of learning	in Tokyo, rules is everywhere	rules are everything in Japan

4. RR	Omission of article	Interlingual transfer	She is American singer and actress	She is an American singer and actress
	Omission of subject	Interlingual transfer	His name is Frankie Grande, working as an actor, dancer and producer	His name is Frankie Grande and he works as an actor, dancer and producer
	Omission of plural marker	Interlingual transfer	She also has pointed nose, red lip and two dark brown eyes	She also has pointed nose, red lips and two dark brown eyes
	Misformation error (Archi-form).	Context of learning	Her eyes is wide	Her eyes are wide
4. FS	Omission of be	Interlingual transfer	It located in the bird head of the Papua Islands	It is located in the bird head of the Papua Islands
	Omission of plural marker	Interlingual transfer	You can meet many fisherman	You can meet many fishermen
5. KA	Misformation error	Context of learning	The male penguin will incubating the egg	The male penguin will incubate the egg
	Misformation error	Context of learning	Penguin living in the North Pole	Penguin lives in the North Pole
	Misformation error	Context of learning	Penguin moves by walk	Penguin moves by walking
	Addition of article	Intralingual transfer	Penguin has legs like a chicken legs	Penguin has legs like chicken legs
	Omission of verb	Interlingual	Penguin is an	Penguin is an

		transfer	animal that is in harmony with their group	animal that lives in harmony with their group
	Misordering error	Communication strategies	Penguins is one part of the family of birds	Penguin is one of part of birds' family
6. SA	Omission of suffix-s	Interlingual transfer	Her friend call her Alfi, but my family call her Fifi	Her friend calls her Alfi, but my family calls her Fifi
	Omission of suffix-s	Interlingual transfer	She study at Pharmacy Faculty of Surabaya University	She studies at Pharmacy Faculty of Surabaya University
	Omission of verb	Interlingual transfer	When she break time, she always doing her hobbies	When, she has spare time, she always does her hobbies
	Omission of be	Interlingual transfer	But, she still very fat	But, she is still very fat
	Addition of apoostrophe-s (Double marking)	Intralingual transfer	Her name's Nur Alfi Affiani	Her name is Nur Alfi Affiani
	Misformation error	Context of learning	her hobbies are watch movie, swim and travelling	Her hobbies are watching movie, swimming and traveling
8. FZ	Misformation error (Archi- Form)	Context of learning	Her parents is Mrs. Debra Lomas and Mr. Andrew	Her parents are Mrs. Debra Lomas and Mr. Andrew Popplewell

			Popplewell	
	Omission of suffix-s	Interlingual transfer	She is very friendly and she like smiling	She is very friendly and she likes smiling
	Omission of be	Interlingual transfer	Anna Popplewell. Usually called Anna	Anna Popplewell is usually called Anna
9. DYP	Omission of plural marker	Interlingual transfer	I have three chicken	I have three chickens
	Omission of Subject	Interlingual transfer	Chicken has two wings, two eyes, two feet and has no ears	Chicken has two wings, two eyes, two feet and it does not have ear
	Omission of suffix-s	Interlingual transfer	Every morning my father give them some rice	My father gives them some rice every morning
	Misformation error (Archi-form)	Context of learning	My roosters has some colour of their feather	My roosters have some colors in their feather
10. AR	Omission of be	Interlingual transfer	He born at October 10 th 1985 in Enugu, Nigeria	He was born on October, 10 th 1985 in Enugu, Nigeria
	Misformation error	Context of Learning	He is one from many soccer players in Indonesia	He is one member of many soccer players in Indonesia
11. NDH	Omission of plural	Interlingual transfer	The colour of the river's water is brown when there are many	The colour of the river's water is brown when there are many tourists

			tourist	
	Omission apostrophe's	Interlingual transfer	The ticket prices are 40,000 rupiah for one person	The ticket's price is 40,000 rupiahs for one person
	Misformation of article	Context of Learning	Pindul Cave is a amazing cave	Pindul Cave in an amazing cave
	Misformation of preposition	Context of Learning	Many bats that hanging from the ceiling	Many bats hang on the ceiling
	Addition of be	Intralingual Transfer	It's can relieve stress	it can relieve stress
	Misordering error	Communication strategies	Pindul cave has 350 meters long	The length of Pindul Cave is 350 meters
12. RA	Omission of be	Interlingual transfer	The weight of a horse around 590-950 kilograms	The weight of the horse is around 590-950 kilograms
	Omission of be	Interlingual transfer	The height around 170 centimeters	The height is around 170 centimeters
	Omission of suffix-s	Interlingual transfer	A horse live on land	A horse lives on the land
	Addition of article	Intralingual transfer	A horse has a long tail, a big eyes and a small ears	A horse has a long tail, big eyes and small ears
	Misformation error	Context of Learning	The horse breath with lungs	The horse breathes with lungs
13. NRA	Misordering error	Communication strategies	Their hearts can be up to 2 feet	The length of their heaths can reach up to 2 feet and the weight

			long and weight over 20 pounds	can be over 20 pounds
	Misordering error	Communication strategies	they can grow up to 17 feet tall and weigh as much as 3000 pounds	Their height can grow up to 17 feet and the weigh can be 3000 pounds
	Misordering error	Communication strategies	Girrafes do not needs to drink water very often because there is so much water in the leaves they eat	Giraffes do not need to drink many times because there is so much water in the leaves that they eat
	Misformation error	Context of Learning	Giraffes are herbivores, meaning they eat plants rather than meat	Giraffes are herbivores, meaning they eat plants rather than meat
	Misformation error	Context of Learning	A typical full-grown adult giraffe will eats over 70 pounds of leaves, twigs and fruit each day	Adult giraffe will eat 70 pounds leaves, twigs and fruit every day, if it grows normally
14. FT	Misordering error	Communication strategies	Perimata population of animal there are in central Africa and western Africa	Perimata population is located in central Africa and western Africa

	Misordering error	Communication strategies	Male chimpanzees have 77-92 cm tall and females have 70- 85 cm tall	The height of male chimpanzees are 77- 92cm and female chimpanzees are 70-85cm
	Omission of be	Interlingual transfer	Chimpanzee and Bonobo chimpanzees known as pygmy chimpanzee	Chimpanzee and Bonobo chimpanzees are known as pygmy chimpanzee
15. IRS	Omission of verb	Interlingual transfer	Terrapin has no teeth, but it has strong mouth	Terrapin does not have teeth, but it has strong mouth
	Misformation error	Context of Learning	Terrapin's shell function are for protect themselves, from predator's attack	Terrapin's shell function is to protect themselves from predator's attack
16. FJ	Omission error	Interlingual transfer	Built in 1889,...	It was built in 1889,...
	Omission of subject	Interlingual transfer	... and as height as an 81-story building	... and it is as tall as an 81-story building
	Misformation error	Context of Learning	The tower is 324 meters (1,063) ft tall,...	The tower's height is 324 meters (1,063 ft)

Datum 1: SN

My Mother

I have a beautiful mother. Her name is Elsa. I usually call her "Mama". She is not tall but not short. She wears a veil. Her eyes are brown and she has a bright skin. She also has a beautiful smile. She married with my father at 2001. And has 2 children. They are my brother and I.

She is a very kind person. She is very lovely, patient, funny and a good housewife. My mother was a lecturer, and now she is just at home and become full time mother. My mother likes to cook delicious variety of foods. Start from appetizer, main course until the dessert. Other than that, she is very creative. She ever made me a dress and pencil case. My mother is an organized person, and all things in the house are in the right place. She does not like messes.

She always gives her love every time and she often hugged me when I have problem. Also keep advise me. I'm proud to have a mother like her. She will always be the best mother for me and my family.

Datum 2: DYF

MONUMEN NASIONAL

Monumen Nasional is one of monument that has the value of history for Indonesia. It was built to commemorate the resistance and the Indonesian people's struggle for independence from Dutch Colonial rule. Monumen Nasional is also called as "Monas".

Monas is builded in Jakarta, the capital of Indonesia. Construction began on August 17, 1961 by the President of Indonesia Ir. Soekarno and finish on July 12, 1975. It located at Lapangan Merdeka, center of Indonesia and open for public from 8 A.M until 3 P. M. it has a fire crown coated by gold sheet at top of building.

The building height around 132 meters (433 feet) and has white color. If we have reach the top, we can see almost the whole of Jakarta city and many beautiful view in there. And the most specially is, it can survive for many years.

For a long time, Monas be the tallest building in Jakarta. But, there are much building as tall as Monas now, even taller than Monas. But, it does not change the popularity of Monas. There are still many people come to Monas to watch and memories the history of Indonesian people's resistance against the invader.

Datum 3: MZ

TOKYO

Tokyo is town centre in Japan. This city is in Honshu Island. The city is the largest metropolitan area in the world.

There are 35 million people living in Tokyo. So, everything in Tokyo seemed smallest in the world. "Capsule Hotel" are popular in Japanese cities. So, not Tokyo only seemed smallest.

In Tokyo, rules is everywhere. So, Japanese people are love rules. It's clean everywhere. Everything in Tokyo is so shiny. In Tokyo, can found many place for get cheap and healthy food, but Tokyo might be expensive. Food in Tokyo is like sushi, soba, dorayaki, onigiri and other delicious food.

Datum 4: RR

ARIANA GRANDE

I have an idol. Her name is Ariana Grande. She is American singer and actress. She was born in Florida, USA on June, 26 1993. Ariana's age is 22 years old. Her father's name is Edward Butera. He is an owner of a graphic design firm. And her mother's name Joan Grande. Ariana has a half brother. His name is Frankie Grande, working as an actor, dancer and producer.

Ariana is very popular since she released her first Album "Yours truly in" 2013. Her vocal is powerful and amazing. On her performance, she always wears tiny mini costume. She is very famous with her pony tail hair.

Ariana is good looking. She is thin, her weight is 48 kilos. And she is not too high, her height is 155 centimeters. Ariana's skin color is brown. She also has a pointed nose, red lip and two dark brown eyes. Her eyes is wide. Ariana's hair is straight, the color is dark brown. She has an oval face.

Ariana has become hit maker since her first appearance on public. People may know well on her masterpiece like "Problem", "Bang- Bang", and "One Last time". Ariana is a cute & friendly girl.

Datum 5: FS

RAJA AMPAT

Raja Ampat or "The Four King" is the name given to famous islands in West Papua, Indonesia. It is located in bird head of the Papua Islands. It is well known as a diving heaven for people around the world. The four major islands are Waigeo, Misod, Salawati and Batonta.

The Raja Ampat covers 9,8 million acres of land and sea, home to 540 types of corals, 1000 types of coral fish. Raja Ampat has a beautiful scenery. Specifically, under the water of

Raja Ampat, we can see the beautiful coral's reef. We can also see the beautiful fish with different colors and types. Because of its beautiful underwater scenery, many tourists come to Raja Ampat Islands. They come from Indonesia or from the other country.

There are many things you can see also in the Raja Ampat. You can meet many fisherman. Many tourists immortalize it with picture. It is the most beautiful Island in the world.

Datum 6: KA

PENGUIN

This is penguin. Penguins is one part of the family of birds. Penguin has wings, but penguin can't fly. Penguin can live in a cold place. That is because it has a lot of fat under the skin. Penguin living in the North Pole. They live in a group. One group of penguin will coincide with one another when they were cold. Penguin eats fish. Although, it can't fly, penguin is a good swimmer.

Penguin has beak. Penguin has black fur from head to back. Penguin has white fur from neck to the ankles. Penguin has legs like a chicken legs. Penguin has claws. Penguin moves by walk.

Penguin just like other birds. It reproduces by laying eggs. The male penguin will incubating the egg. The male penguin is incubating the egg by pinning them between their legs. Penguin will feed their children after the egg hatch. Little penguin will learn to catch fish. Penguin is an animal that is in harmony with their group.

Datum 7: SA

MY SISTER

I have a sister. Her name's Nur Alfi Affiani. Her friend calls her Alfi, but my family call her fifi. She is 19 years old, now. She was born on October 1st 1996. Now, she study in the University of Surabaya. She lives in "Pondok Pesantren Nurul Faizah".

She is tall. Her heigh is 168 cm. but, she is fat. Her weights is 70 kg. She has oval face, pale skin, flat nose, and black eyes. She has short wavy hair. But, she always uses her veil to go out. She uses braces on her teeth.

She likes to culinary and shopping. She eats all of halal food. When she break time, she always doing her hobbies. Her hobbies are watch movie, swim, and travelling. Now, she started a diet program. But, she still very fat.

Datum 8: FZ

ANNA POPPLEWELL

Anna Popplewell. Usually called Anna. Her full name is Anna Katherine Popplewell. Anna was born in London on December 16th, 1988. Her parents is Mrs. Debra Lomas and Mr. Andrew Popplewell. She has one sister and one brother. They are Lulu Popplewell and Freddie Popplewell. And Anna is the oldest.

Anna has brown hair, pointed nose, grey eyes, and light skin. Anna is tall and thin. She also has rosy cheeks. And her hair is straight and long. She is very friendly and she like smiling to everyone.

Anna became famous since she was cast in film “The Chronicles of Narnia: the lion, the Witch, and the Wardrobe” in 2005. Before that, she had cast in many film. For example “The Little Vampire”, “Thunderpants”, “Me Without You”, and many more.

Some awards have been achieved by Anna. For example Best Female Performance in 2012, best choice Movie Actress in 2006, and Best Film Star at UK in 2008.

Datum 9: DYP

My Chicken

I have three chicken, two roosters and one hen. The hen is the first rooste’s wife. Th second rooster does not have any wife. And he is always chased by the first rooster.

My first rooster is the biggest one. My roosters has some colour of their feather. My hen just has black feather.

Chicken has two wings, two eyes, two feet and has no ears. But they can hear. Every morning my father give them some rice. My chicken likes to eat rice.

Datum 10: AR

Fictor Igbonefo

His name is Victor Chucwue Kezie Igbonefo. Usually people call him Igbonefo. He is one of from many soccer players in Indonesia. He is Nigerian, but since Oktober 10th 2011 he is naturalized into Indonesian.

He born at Oktober 10th 1985 in Enugu, Nigeria. He ever studied in early life Elementary school, National grammar school, Nike Enugu Junior High School and Senior High School with the same name with his junior high school’s name.

He ever played in some clubs at Nigeria, Indonesia and Thailand. At Nigeria, he studied soccer in Nigerdock Soccer Academy and played in First Bank. First Bank is his first professional club.

Then, he resumed his career to Indonesia. After playing for First Bank from 2000 to 2004, he played for Persipura Jayapura from from 2005 to 2011. Then, he played for Pelita Jaya for a year (2011-2012) and Chiangrai United, Thailand club, borrowed him at 2012. And at 2013 he played for Arema.

Igbonefo, same as other Africans, has black skin. His body is athlete. He has black, short and curly hair. He has round face too. He is strong. He also has big body too. His position is Center back or defensive midfielder. So, he is very suitable to play in his position and Indonesia National Team.

Datum 11: NDH

Pindul Cave

Pindul cave is one of amazing tourist object. It's located in Gelaran Village, Bejiharjo, Gunung Kidul Regency, Special Region of Yogyakarta. The ticket prices are 40,000 rupiah for one person.

Pindul Cave is a amazing cave. The base of Pindul Cave is river. So, the tourist will sit on a big wheel and go in to the cave by the river stream and holding hands with group, forming a line. And, there is a guide for each group. Pindul cave has 350 meters long. It's ceiling is high and rude because there are many stalactite. Many bats that hanging from the ceiling. Pindul cave is made by limestone. Pindul cave's width is around 5 meters. There are two points that very narrow and tourists have to bend their legs. In the Pindul Cave is very dark, but the guide will bring a flashlight. The colour of the river's water is brown when there are many tourist. And it will be dark blue when the little tourists. In the middle of Pindul Cave, there is a big hole in the ceiling where you can see the sky.

Pindul Cave is very beautiful cave. Pindul cave became one of the famous tourist object for it's beauty. Pindul Cave is very fun and very fabulous. It's nice for family holiday. It's can relieve stress. You should try it!

Datum 12: RA

Horse

This animal is mammals animal. This animal has an important role in transporting people and cargo for a thousand years. This animal can run very fast and usually a horse can be used for a horse race competition. Usually, we can see a horse in a zoo or in a horse cage.

A horse live on land. The weight of a horse around 590-950 kilograms. The height around 170 centimeters. The horse breath with lungs. The main food of a horse is grass. So, it's

called herbivores. Horse has a long mane and a brown fur. A horse has a long tail, a big eyes, and a small ears. A horse also has a horseshoes.

Horse can be ridden by a man using a saddle, such as wheeled vehicle or plows. In some areas, the horse is also used as a food source.

Datum 13: NRA

Giraffes

Giraffe are giant animal. I like giraffes because of their long neck. They can grow up to 17 feet tall and weigh as much as 3000 pounds. The male giraffes are typically larger than the females. The babies aren't exactly small either. A baby giraffe is 6 feet tall at birth. Giraffes also have large hearts. Their hearts can be up to 2 feet long and weight over 20 pounds. They need these large hearts to pump blood all the way up their long necks.

It is always fun to watch giraffes eat leaves from the tree. Giraffes are herbivores, meaning they eat plants rather than meat. They use their long necks and tongues to get the leaves on the trees. A typical full- grown adult giraffe will eats over 70 pounds of leaves, twigs, and fruit each day. Giraffes don't need to drink water very often because there is so much water in the leaves they eat.

A long neck is giraffe's peculiar feature, and that is amazing. Giraffes can reach leaves on the trees by their long necks. Giraffes also have big body. They have four long legs, a long tail, two small ears, and short brown manes. They also have hooves like horses, long tongue and they have spots.

Datum 14: FT

CHIMPANZEE

Chimpanzees are animals that have perimata native habitat in Africa. Perimata population of animal there are in central Africa and western Africa. Chimpanzees are only living in Africa. Chimpanzees live in colonies and in one herd contained one leader.

Male Chimpanzees have 77- 92 cm tall, and female have 70 – 85 am tall. Chimpazees weight is 50 kg (maximum). The entire body are covered by a thick and long a hair. The hair is black. Chimpazees have some what hanging chin, thin lips and breasts that look fields. Chimpanzees are two in ordinary, chimpanzee and Bonobo chimpanzees/ known as pygmy chimpanzee.

Datum 15: IRS

Terrapin

I like turtle because my mother likes it. But, this is not turtle or tortoise. This is a terrapin. There is difference between turtle, tortoise and terrapin. Turtle lives in water. Tortoise lives in land. Terrapin lives in water and land.

Terrapin is an Amphibian. Terrapin is an omnivore and an ovipar too. Terrapin has no teeth, but it has strong mouth. It has one long tail. It has four legs, but terrain walks slowly. It has beautiful and strong shell. Terrapin's shell function are for protect themselves, from predator's attack.

Datum 16: FJ

Eiffel Tower

The Eiffel Tower is located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable building in the world. The tower is the highest building in Paris and the most- visited monument in the world, millions of people visit it every day. The engineer Gustave Eiffel came up with his name for this tower. The tower was built as the entrance arch to the 1889 World's fair.

The tower is 324 meters (1,063 feet) tall and as height as an 81- story buiding. Upon its completion, it is higher than the Washington Monument to Assume the title of tallest man- made structure in the world, a title it held for 41 years, until the Chrysler Building in New York City was built in 1930, but cue to the addition in 1957 of the antenna, the tower is now higher than the Chrysler Building and it is the second- tallest structure in France after the 2004 Millau Viaduct