

THESIS

GRAMMATICAL ERRORS ON ENGLISH STUDENTS'
THESIS WRITING OF UIN MALANG

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Motto

Do everything as best as I can, because my future is in my own hand

DEDICATION

This thesis is especially dedicated to my beloved mom who passed away a month
before my thesis examination.

I have fulfilled my promise to you mom, thank you...

Thank you for everything you gave me

I miss you.

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The writer

ABSTRACT

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Key words: Linguistic category taxonomy, morphological errors, and syntactical errors

The study of grammatical errors in English writing has been done by many researchers. Error means any deviation from a selected norm of language performance, no matter what the characteristics or causes of the deviation might be. As well the studies that are conducted by those researchers, this study is also going to investigate the grammatical errors on English students' thesis writing of UIN Malang. This research is very important to be conducted because thesis is a research, which should be correctly written by using Standard English writing, and thesis is the main requirement for student to pass their study. In addition, this research can be used as an instrument to measure the ability of the out put of UIN students' especially English language and letters department student in mastering English grammar.

Errors are classified into four types, the first is linguistic category taxonomy, the second is surface strategy taxonomy, the third is communicative effect taxonomy, and the fourth is communicative effect taxonomy. This study intends to analyze grammatical errors based on linguistic category taxonomy specifically on morphological and syntactical errors.

In order to bring this study into its purpose, the researcher formulates two research problems: what types of morphological and syntactical errors found in English students' thesis writing of UIN Malang and what morphological and syntactical errors are commonly found in English students' thesis writing of UIN Malang.

Study on grammatical errors is closely related to human writing that is why the design of this research is library research, which the method that is used is descriptive, qualitative. Descriptive qualitative tries to describe, identify, classify, and tabulate the errors made by English students of UIN Malang in constructing grammatical rules, which are obtained from the thesis writing.

Considering that, the design of this research is library research, the data of this research are taken from the thesis of English language and letters department students registered in 2002 and graduated in 2007. The more specific data are in analysis of chapter IV; it is because students mostly use their own English in analyzing the data.

The instruments of this study are first, the researcher herself. It is because the data of this research is written data from the thesis writing of English students of UIN Malang. Second, field notes. In this research, researcher takes some notes to capture the collected data.

This study found that the common mistakes made by the student in their writing are in syntax, then it is followed by morphology. Then, this study found that the grammatical errors of English students' thesis writing are patterned. Students commonly make errors in the same type and category.

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CHAPTER I

INTRODUCTION

This chapter presents background of the study, problems of the study, objectives of the study, significances of the study, scope and limitation, and definitions of the key terms.

1. 1 Background of the Study

Errors are defined as any deviation from a selected norm of language performance, no matter what the characteristics or causes of the deviation might be. (Dulay, et. al. 1982:139). Errors in constructing the target language done by students indicate their search for the target language rules system, and their errors are an important indicator to know the students' progress in learning and acquiring the target language.

Students' errors may occur in different components of language, such as: grammar, pronunciation, and vocabulary. Dulay et. al, (1982:146-197) classified errors into four types: (1) linguistic category taxonomy classifies errors according to either the language component or the particular linguistic constituent the error affects. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). (2) Surface strategy taxonomy highlights the ways surface structures are altered. It is classified into four types: omission, addition, misformation, and misordering. (3) Comparative taxonomy is based on

comparisons between the structure of second language errors and certain other types of constructions. These comparisons have two major error categories: developmental errors and interlingual errors; and (4) Communicative effect taxonomy deals with errors from the perspective of their effect on the listeners or readers. It is classified into two types: global errors and local errors.

The study of grammatical errors has been done by several researchers. Purwatiningsih (2004) found that grammatical errors in tenses at the people articles of Jakarta post during the month of October, 2003 period commonly occurred in the simple past tense as the biggest one, past perfect tense and simple present tense as the smallest one. Further, she explains that errors of tenses are categorized into two types: misformation and omission. Misformation as the biggest error is dominated by simple past tense and past perfect tense while omission occurred in simple present tense by omission of ending *s/es* and past tense by omission of *-be*. Subagio (1999) found that the common grammatical errors in speaking made by the English students at IKIP Malang which show the highest frequency of errors are determiner. It is followed by preposition, third person singular verb, numbers, and main verb. The result also shows that the type of errors which reaches the highest in frequency is misformation, followed by omission, addition, and misordering.

Srirahayu (2000) found 334 errors on English complex sentences made by the third year students at IKIP Malang. The highest number of errors is on omission which covers 53% followed by misformation 29%, addition 15%, and misordering 3%. She finds that students' problem in constructing sentences lay on

the use of subordinators and punctuations. It happens mostly in adverbial clauses characterized by the addition of comma, linking word, and omission of comma, and adjective clauses characterized by misformation of subordinator and omission of subordinator.

Based on the classification of errors and the results of previous researchers above, this study examines errors in linguistic category taxonomy specifically on morphological and syntactical errors.

This study continues what the previous researchers have done in studying grammatical errors, but it has some differences from the results of studies done by previous researchers. First, the object of this study is English students' thesis writing of UIN Malang, which has not been researched before. Second, this study is not limited to any specific aspect of grammar, as some previous researchers have done. It studies the grammatical errors on linguistic category, which composes both on morphological and syntactical errors. It is because the object is English students' thesis writing which truly reflects their competency and mastery in reconstructing English grammar.

In this study, all the English students are assumed to have an advanced ability on mastering English grammar since they have passed the three levels of grammar class and they have attended the supporting classes such as introduction to linguistics, phonology, morphology, and syntax. They are also assumed to have enough opportunity to practice their mastery on grammar in production as they have passed the three levels of writing and speaking class. In addition when they

were writing their thesis, they were helped by co-advisor who checked their linguistic problems.

Based on the above assumption, this study intends to observe, identify and prove whether there are some grammatical errors found in English students' thesis writing of UIN Malang. This study is important because of some reasons. First, English students' thesis is a research which should be correctly written by using Standard English writing. Second, English students' thesis writing is the final examination to measure their competency of acquiring English proficiency during four years they studied English and also becomes the main requirement to pass their study.

1.2 Problems of the Study

Based on the background of the study, the problems of the study can be formulated as follows:

1.2.1 what types of morphological and syntactical errors found in English students' thesis writing of UIN Malang?

1.2.2 what morphological and syntactical errors are commonly found in English students' thesis writing of UIN Malang?

1.3 Objectives of the Study

Based on the problems of the study, this study is intended:

1.3.1 to identify, classify, and describe the types of morphological and syntactical errors found in English students' thesis writing of UIN Malang.

1.3.2 to tabulate morphological and syntactical errors commonly found in English students' thesis writing of UIN Malang.

1.4 Significances of the Study

The findings of this study are hoped to give valuable inputs for (1) English students of UIN Malang who are going to write their thesis. Hopefully, they will be aware and can improve their proficiency in writing thesis; (2) The English lecturers, the results of this study hopefully provide data from which part of the target language students have most difficulty producing grammar correctly and which error types disturb most from a learner's ability to communicate effectively. It also becomes a consideration and a correction in choosing a certain technique in teaching and learning process especially in a grammar class concerning certain topics, which are considered difficult by their students; (3) the results of this study can be used as a consideration in choosing the area of error study in the future.

1.5 Scope and Limitation of the Study

As we know that this study is intended to identify, classify, and analyze the grammatical errors in thesis writing made by English students of UIN Malang that count are hundreds. This study is limited on English students who were registered as UIN Malang students in 2002 and graduated in 2007. This study takes seven students' thesis writing as the data.

Then, this study is focused on analyzing chapter IV of students' thesis writing. It is because students mostly have to use their own English to analyze the data. So, the more credible and accurate data are hopefully obtained. The scope of this study is studying grammatical errors based on Politzer and Ramirez's taxonomy for morphology and syntax, which are proposed by Dulay, Burt, and Krashen theory (1982).

1.6 Definitions of the Key Terms

To avoid misunderstanding about the terms, some key terms are defined:

- 1. Errors** : Any deviation from a selected norm of language performance, no matter what the characteristics or causes of the deviation might be (Dulay, et. al 1982: 139)
- 2. Linguistic Category Taxonomy** : An error classification according to either the language component or the particular linguistic constituent the error affects (Dulay, et. al 1982: 146)
- 3. Morphological Error** : Errors deal with the internal form of words such as inflection for case, certain kinds of derivation, and so forth.
- 4. Syntactical Errors** : Errors deal with some systems of English language occurring in sentence construction.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In this chapter some related literature in accordance with errors are discussed. It is divided into two sub topics: (1) errors, and (2) categories of errors

2.1 Errors

Errors are defined as any deviation from a selected norm of language performance, no matter what the characteristic or causes of the deviation might be. They are those parts of conversation or composition that deviate from some selected norm of mature language performance (Dulay et.al., 1982: 138-139). Brown (1987: 170) defines an error as a noticeable deviation from the adult grammar of native speaker, reflecting the interlingual competence of the learner. Despite the imperfection, errors are not seen as signs of failures. On the contrary, they are the clearest evidence for learners developing system (Littlewood, 1984: 22). According to Corder (in Rahmawati, 1994: 14) errors are breaches of the code, meaning that they are against the grammatical rules of the language, which result in unacceptable utterances. They are not physical failures but the sign of imperfect knowledge of the code. Errors are systematic and provide the researcher insight into the learning process

Among the most common errors are: (1) Omitting grammatical morphemes, which are items that do not contribute much to the meaning of sentences, as in *He hit car.* (2) Double marking a semantic feature (e. g. past

tense) when only one marker is required, as in *She didn't went back*. (3) Regularizing rules, as in *womans* for *women*. (4) Using archiforms one form in place of several such as the use of *her* for both *she* and *her*, as in *I see her yesterday* or *her dance with my brother*. (5) Using two or more forms in random alternation even though the language requires the use of each only under certain conditions, as in the random use of *he* and *she* regardless of the gender of the person of interest. (6) Misordering items in construction that require a reversal of word-order rules that had been previously acquired, as in *what you are doing?*, or misplacing items that may be correctly placed in more than one place in the sentence, as in *they are all time late*

However, in this study the researcher tends to follow Dulay's definition about error. Thus, an error in this context is defined as an instance of language that deviates from Standard English grammar.

2.2 Categories of Errors

Actually, it is hard to classify errors precisely. Up to know there has been no error categorization which is simple and agreed upon by all analysts. Every analyst seems to have his or her own approach. This may make researchers have different findings for same data with respect to the ways in categorizing errors. To counter those obstacles in categorizing and classifying errors, this present study limits itself to the descriptive aspect of error taxonomies based on the assumption proposed by Dulay et. al. They state that the accurate description of error is a separate activity from the task of inferring the sources of those errors

(Dulay, et. al., 1982: 145). They have focused on error taxonomies that classify errors according to some observable surface feature of the error itself, without reference to its underlying cause or source.

Further, Dulay, et. al., (1982: 146-197) state that the most useful and commonly used bases for the descriptive classification of errors are: (1) linguistic category; (2) surface strategy; (3) comparative analysis; and (4) communicative effect.

2.2.1 Linguistic Category Taxonomy

This category classifies the errors according to either the language components or the particular linguistic constituents the error affect. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). Constituents include the elements that comprise each language component. For example, within syntax one may ask whether the error is in the main or subordinate clause; and within a clause, which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjectives, and so forth (Dulay, et. al. 1982: 146-147). This research deals with all of linguistic categories and error types both morphological and syntactical.

Table 2.1 Linguistic Category Taxonomy

Linguistic Category and Errors Type	Example of Learner Errors
<p>A. Morphology</p> <ol style="list-style-type: none"> 1. Indefinite Article Incorrect <ol style="list-style-type: none"> a) a used for <i>an</i> before vowels b) <i>an</i> used for <i>a</i> 2. Possessive Case Incorrect <ol style="list-style-type: none"> a) omission of <i>s</i> 3. Third Person Singular Verb Incorrect <ol style="list-style-type: none"> a) failure to attach <i>-s</i> b) wrong attachment of <i>-s</i> 4. Simple Past Tense Incorrect <ol style="list-style-type: none"> a) Regular Past Tense <ul style="list-style-type: none"> ▪ omission of <i>-ed</i> ▪ adding <i>-ed</i> to past already formed b) Irregular Past Tense <ul style="list-style-type: none"> ▪ regularization by adding <i>-ed</i> ▪ Substitution of simple non-past ▪ Substitution of past participle 5. Past Participle Incorrect <ol style="list-style-type: none"> a) Omission of <i>-ed</i> 6. Comparative Adjective/Adverb Incorrect Use of <i>more + er</i> 	<p><i>a ant</i></p> <p><i>an little an</i></p> <p><i>the man feet</i></p> <p><i>the bird help man</i></p> <p><i>the apple fall downs</i></p> <p><i>the bird he save him</i></p> <p><i>he calleded</i></p> <p><i>he putted the cookie there</i></p> <p><i>he fall in the water</i></p> <p><i>I been near to him</i></p> <p><i>He was call</i></p> <p><i>He got up more higher</i></p>
<p>B. Syntax</p> <ol style="list-style-type: none"> 1. Noun Phrase <ol style="list-style-type: none"> a) Determiners <ul style="list-style-type: none"> ▪ Omission of the article ▪ Substitution of definite article for possessive pronoun 	<p><i>He no go in hole</i></p> <p><i>He fall down on the head</i></p>

<ul style="list-style-type: none"> ▪ Use of possessive with the article ▪ Use of wrong possessive b) Nominalization <ul style="list-style-type: none"> ▪ Simple verb used instead of <i>-ing</i> ▪ Preposition <i>by</i> omitted c) Number <ul style="list-style-type: none"> ▪ Substitution of singulars for plurals ▪ Substitution of plurals for singulars d) Use of Pronouns <ul style="list-style-type: none"> ▪ Omission of the subject pronoun ▪ Omission of the “dummy” pronoun <i>it</i> ▪ Omission of object pronouns ▪ Subject pronoun used as a redundant element ▪ Alternating use of pronouns by number as well as gender ▪ Use of <i>me</i> as subject e) Use of Prepositions <ul style="list-style-type: none"> ▪ Omission of preposition ▪ Misuse of prepositions 2. Verb Phrase <ul style="list-style-type: none"> a) Omission of verb <ul style="list-style-type: none"> ▪ Omission of main verb ▪ Omission of <i>to be</i> b) Use of progressive tense <ul style="list-style-type: none"> ▪ Omission of <i>be</i> ▪ Replacement of <i>ing</i> by the simple form ▪ Substitution of the progressive for the simple past c) Agreement of subject and verb 	<p><i>He put in the his room</i></p> <p><i>The little boy hurt its leg</i></p> <p><i>By to cook it</i></p> <p><i>The dove helped him putting leaf on the water</i></p> <p><i>He got some leaf</i></p> <p><i>He stab him in the feet</i></p> <p><i>(he) pinch the man</i></p> <p><i>Is nice to help people</i></p> <p><i>I don't know (it) in English</i></p> <p><i>My brother he go to Mexico</i></p> <p><i>So he can eat it (referring to apples)</i></p> <p><i>Me forget it</i></p> <p><i>He came (to) the water</i></p> <p><i>He fell down from (for on, into?) the water</i></p> <p><i>He (fell?) in the water</i></p> <p><i>He in the water</i></p> <p><i>He going</i></p> <p><i>The bird was shake his head</i></p> <p><i>Then the man shooting (shot?) with a gun</i></p>
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<ul style="list-style-type: none"> ▪ Disagreement of subject and verb person ▪ Disagreement of subject and number ▪ Disagreement of subject and tense 	<p><i>You be friends</i></p> <p><i>The apples was coming down</i></p> <p><i>I didn't know what it is</i></p>
<p>3. Verb-and-Verb Construction</p> <ul style="list-style-type: none"> a) Embedding of a noun-and-verb construction in another noun-and-verb construction b) Omission of <i>to</i> in identical subject construction c) Omission of <i>to</i> in the verb-and-verb construction d) Attachment of the past marker to the dependent verb 	<p><i>I go to play (I go and I play)</i></p> <p><i>I go play</i></p> <p><i>I see a bird got the leaf</i></p> <p><i>He was going to fell</i></p>
<p>4. Word Order</p> <ul style="list-style-type: none"> a) Repetition of the object b) Adjectival modifiers placed after noun 	<p><i>The bird (object) he was gone shoot it</i></p> <p><i>He put it inside his house a little round</i></p>
<p>5. Some Transformation</p> <ul style="list-style-type: none"> a) Negative transformation <ul style="list-style-type: none"> ▪ Formation of <i>no</i> or <i>not</i> without the auxiliary <i>do</i> ▪ Multiple negation b) Question transformation <ul style="list-style-type: none"> ▪ Omission of auxiliary c) <i>There</i> transformation <ul style="list-style-type: none"> ▪ Use of <i>is</i> instead of <i>are</i> ▪ Omission of <i>there</i> ▪ Use of <i>it was</i> instead of <i>there was</i> d) Subordinate clause transformation 	<p><i>He no play anymore</i></p> <p><i>They won't have no fun</i></p> <p><i>How the story helps?</i></p> <p><i>There is these hole</i></p> <p><i>Is one bird</i></p> <p><i>It was round things</i></p>

<ul style="list-style-type: none"> ▪ Use of <i>for</i> for <i>so that</i> ▪ Use of indicative for conditional 	<p><i>For the ant could get out</i></p> <p><i>So he don't kill the bird</i></p>
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Taken from: R. Politzer and A. Ramirez taxonomy
(Dulay, et. al., 1982: 148-150)

2.2.1.1 Morphological Error

In traditional description of the grammatical system, there are usually two fold divisions. They are morphology and syntax. Morphology deals with the internal form of words such as inflection for case, certain kinds of derivation, and so forth. In syntax, we will find the description of the relations between words such as word order. According to Politzer and Ramirez' taxonomy (in Dulay, 1982:148-150), morphological errors can be classified into the following categories:

2.2.1.1.1 Indefinite Article

Biber (1999) states that indefinite article is used with singular countable nouns. It narrows down the reference of the following noun to a single member of a class and is often used to introduce a new specific entity in discourse. Subsequent references generally take the form of definite noun phrase or personal pronouns as shown in the following example:

1. A cat was the victim of a cruel attack when she was shot in the neck by a pellet. The tortoiseshell cat was found wounded and frightened in grange town, Middlesbrough, and brought to an animal sanctuary. The pellet went right through the cat's neck and came out the other side, leaving a gaping wound.

Indefinite article can also be used in contexts where the noun phrase does not refer to any specific individual. Compare:

1. *I'm looking for **a millionaire**, she says, but I don't see many around-*
2. *"I feel terrible, I need **a friend**."*
3. *police are looking for **a scruffy man** aged 17 to 21*

In 2 and 3 the reference is to a non specific new entity, while 4 refers to a particular newly introduced entity.

The indefinite article can also serve, as in 5 to classify an entity or it can be used generically 6 to express what is typical of any member of a class

4. *My husband is **a doctor***
5. ***A doctor** is not better than his patient*

2.2.1.1.2 Possessive

According to Azar (1989:202) states that there are some ways to show possession:

- a) Add an apostrophe (') and –s to a singular noun.

For example: *The **girl's book** in on the table*

If a singular noun ends in –s, there are two possible forms:

- (1) Add an apostrophe and –s: ***Thomas's book***
- (2) add only an apostrophe: ***Thomas' book***

- b) Add only an apostrophe to a plural noun that ends in –s

For example: *The **girls' books** are on the table*

- c) Add an apostrophe and –s to plural nouns that do not end in –s

For example: *The men's books are on the table*

2.2.1.1.3 Third Person Singular Verb

In general, the simple present expresses events or situations that exist *always, usually, habitually*; they exist now, have existed in the past, and probably will exist in the future.

The simple present says that something was true in the past, is true in the present, and will be true in the future. It is used for *general statements of fact*

The simple present is used to express *habitual or everyday activity*

A final *-s* or *-es* is added to a simple present verb when the subject is a singular noun (*Mary, my father, the machine*) or third person singular pronoun (*she, he, it*).

For example:

John works = singular *The students work* = plural

He works = singular *They work* = plural

2.2.1.1.4 Simple Past Tense

Winston, (1980:195-195) explains that simple past indicates that an activity or situation *began and ended at a particular time in the past*. It is used to report a state or activity, which can be ascribed to a definite past time. A past adverbial is either expressed or else understood from the context in which the past tense is used.

The airplane arrived at noon

*She **finished** her university studies at the age of twenty*

*I **had** a busy day yesterday; I **wrote** many letters*

*I **received** some visitors and **cleaned** my desk*

*I **saw** him three years ago*

The foregoing examples concern single activity occurred and finished at a specified time. The past tense is also used for activities that occurred over a period of time in the past, but are now finished, or that occurred at intervals in the past, but don't occur now

*Before the war, I **worked** for an insurance company*

*Last week, I **worked** until midnight every night*

*I **lived** there for five years before 1950*

His mother wrote to him every day

There are two past tense auxiliaries in English:

1. The past tense of the verb *use* combines with *to* to form an auxiliary, which is used to describe customary or habitual action in the past. This auxiliary combines with the simple form of the verb.

*I **used to** be a boy scout*

*I **used to** get up at 5.30 every morning*

2. The past form of *do* as an auxiliary is used with the simple form of the verb to express emphasis.

*I **did** study for the examination*

*No matter what Lisa said, he **did** finish the work*

2.2.1.1.5 Participle

The present participle (the *-ing* form of the verb) and the past participle (ed/*-en* form of the verb) may be used in sentences as adjective modifiers. They may modify nouns occurring in any position in the sentence

*The **sewing** machine is out of order*

*She **bought** a used textbook*

*He is a **spoiled** child*

The simple participle may have four positions in the sentence

1. before a noun:

*The **crying** baby is suffering from the heat*

2. after a noun:

*The baby, **crying**, woke his mother*

3. at the beginning of a sentence, to modify the subject:

***Crying**, the baby woke his mother*

4. after a linking verb:

*She seemed **worried***

Participle may be used in perfect constructions and perfect passive constructions

***Having eaten**, the baby went to sleep*

***Having been helped**, he wanted to help others*

***Being worried**, I forgot to speak to them*

***Having been listening**, I knew all that had been said*

2.2.1.1.6 Comparative Adjective/Adverb

- a) Adjectives are occasionally doubly marked for degree, carrying both inflectional and phrasal markers:

*This way, it's **easier** to see*

*Are Manchester United not **the cockiest** fans going, aren't they?*

*It's much **more warmer** in there*

*She's a bit **more nicer** than Mrs. Jones*

In a few cases, irregular comparative and superlative adjectives are also given the regular –er or –est inflection, with a resulting double comparison, as with *bestest* and *worser*.

*This is the **bestest** one you can read*

Such forms are stigmatized and generally considered unacceptable unless they are used jokingly- in Standard English.

- b) Adverbs can be marked inflectionally for comparative or superlative degree (e.g, fast, faster, fastest; haard, harder, hardest). Comparative and superlative forms are very rarely used as adverbs, while comparative forms are occasionally used. Example include:

1) *I just kept working **harder and harder***

2) *The creature sank **farther**, retreating, turning*

3) *He went to the altar every first Friday, sometime with her, **oftener** by himself*

In some cases, an adverb can be made comparative either with the uses of more or with the –er inflection. For example, 3 above illustrate the use of oftener

where more often could also be used. This choice appears to be related to register and authorial style. Oftener occurs only in fiction, and then is used by only a small number of writers (only seven of the almost 150 fiction authors in the LSWE Corpus). It occurs in both narratives a dialog:

*We didn't always go to the same bar, but **oftener** to Victor's than anywhere else.*

*"Thanks. I wish it might happen **oftener**," said the visitor in his easy arrogant way.*

In contrast, the other registers use only more often:

*I love live theatre; of course, I really ought to go **more often***

*Other officials said the sweeps come about once a week, maybe **more often***

All the registers tend to use more of ten when the adverb is followed by than:

***More often** (than) usual her head looked up as she swam for bank to bank*

*In fact, **more often** (than) not, it will be found that the work of mass selection must be repeated annually*

2.2.1.2 Syntactical Errors

The term 'syntax' is from the Ancient Greek syntaxes, a verbal noun which literally means 'arrangement' or 'setting out together'. Traditionally, it refers to the branch of grammar dealing with the ways in which words, with or without appropriate inflections, are arranged to show connections of meaning within the sentence (Matthews, 1981:1). Moreover, Keraf (in Roekhan, 1990: 95)

also defines syntax as a part of language system studying the basics and processes of sentence formation in a language.

Based on the descriptions above, it can be concluded that syntactic errors mean any deviation of some systems of English language occurring in sentence construction. According to Politzer and Ramirez' taxonomy (in Dulay, 1982:148-150), syntactical errors can be classified into the following categories:

2.2.1.2.1 Noun Phrase

Bornstein in her book entitled "An introduction to transformational grammar" (1977: 55) says that a group of words is called a noun phrase when the head word (main word) is a noun or pronoun. It can consist of a single noun or pronoun, or of a noun or pronoun with modifiers. Like a noun, a noun phrase can act as a subject, as the object of a verb or verbal, as a subject or object complement, or as the object of a preposition.

Errors in noun phrase may fall into five subtypes:

a. Use of Determiners

A determiner is a noun modifier that expresses the reference of a noun or noun phrase in the context, including quantity, rather than attributes expressed by adjectives. This function is usually performed by articles, demonstratives, possessive determiners, quantifiers, cardinal numbers, or ordinal numbers.

- 1) An article is a word that combines with a noun to indicate the type of reference being made by the noun. Articles can have various functions:

- A definite article (English *the*) is used before singular and plural nouns that refer to a particular member of a group. For example: ***The*** cat is on the black mat.
- An indefinite article (English *a, an*) is used before singular nouns that refer to any member of a group. For example: ***A*** cat is a mammal.

2) Demonstrative

The demonstratives in English are *this, that, these, and those*. For example: I like ***those*** houses.

3) Possessives

Possessives in English are: (1) from pronouns (*my, your, his, her, its, our, their*) and (2) from nouns (John's, the girls's, etc).

4) Numeral adjectives

There are two numeral adjectives in English: cardinal (four, twenty-five, etc) and ordinal (fourth, twenty-fifth, etc)

5) Adjectives of indefinite quantity: some, few, all, more, etc.

6) Relative and interrogative adjectives: whose, what, which

(Frank, 1972: 109).

b. Use of Nominalization

In linguistics, nominalization refers to the use of a verb or an adjective into a noun, with or without morphological transformation, so that the word can now act as the head of a noun phrase. It is a noun phrase that has a systematic correspondence with a clausal predication which includes a head noun morphologically related to a corresponding verb. For example: The noun phrase

'*refusal to help*' corresponds to '*he refuses to help*'. The head noun *refusal* is morphologically related to the verb *refuse*. (Syarifatin, 2007:17)

c. Use of Number

Grammatical number is a morphological category characterized by the expression of quantity through inflection or agreement. Errors in number may occur in the use of plural and singular noun. Usually, the singular is the unmarked form of a word, and the plural is obtained by inflecting the singular. This is the case in English: *car/cars*, *box/boxes*, *man/men*. There may be exceptional nouns whose plural is identical to the singular: *one fish/two fish*, etc. (Syarifatin, 2007:17)

d. Use of Pronouns

Pronoun is a word that takes the place of a noun. They may function as subject of verb (e.g. *they* were late for their appointment), object of verb (we enjoyed *ourselves* at the party), subjective complement (that's the *one*), object of preposition (after *this*, be more careful), and appositive (the men *all* got into the boat). There are eight types of pronouns (Shaw, 1986: 5) as follows:

- 1) *Personal pronouns* refer to an individual or individuals. They also bear the labels of first person, second person, and third person. First speaker pronouns indicate the speaker or writer, either singular (I) or plural (we). Second person pronouns indicate the person or persons spoken to with identical forms for singular and plural (you). Third person pronouns indicate the person or persons spoken of or written about (he, she, it, John, Mary, they, etc).

- 2) *Interrogative pronouns* introduce a question. The important interrogative pronouns are: who (for person), what (for things), and which (for a choice involving either persons or things).
- 3) *Relative pronouns* refer to noun antecedents which immediately precede them. They introduce adjective clauses in which they serve as subjects or objects. The most common relative pronouns are: *who* (for persons), *that* (for persons or things), *which* (for things).
- 4) *Demonstrative pronouns* take the place of things being pointed out: *this* (plural *these*) and *that* (plural *those*).
- 5) *Reflexive pronouns* occur in sentences in which the doer and receiver of the action are the same: myself, himself, themselves, etc.
- 6) *Indefinite pronouns* refer to nouns that you cannot quite pin down: somebody, anyone, etc.
- 7) *Intensive pronouns* are used to draw particular attention to a noun. For example: the doctor *herself* examined the X rays.
- 8) *Reciprocal Pronouns* complete an interchange of action: *each other* and *one another*.

e. Use of Preposition

A preposition is a word used to show the relationship of a noun or pronoun to some other in the sentence. There are two kinds of preposition: simple (the knock *at* the door) and compound (the room *across from* the library) (Shaw, 1986: 20-21).

Prepositions most commonly show relationships of space (a fly *in* his potato soup), time (an accident *during* lunch), or possession (the anger *of* the customer) (McMahan and Day, 1984: 357).

2.2.1.2.2 Verb Phrase

A verb phrase is a syntactic unit that corresponds to the predicate. Errors in verb phrase may occur in the use of verb form that can be classified based on different tenses and subject-verb agreement.

The tense of a verb indicates the time of the action or the state of being expressed by the verb – past, present, or future. Tense can be thought of as simple or progressive. The simple tenses consist of past tense, designate actions or states of being that have occurred or existed in the past; present, that is occurring or existing now; and future that will occur or exist in the future. While the progressive tenses (present perfect, past perfect, and future perfect) indicate continuing action in either present, past, or future time (Shaw, 1986: 13).

Based on verb form, English has four forms: present tense – the same as the base form (e.g. run, walk, etc); past tense – the form is depending upon whether the verb is regular or irregular. (e.g. *walked* for regular, *went* for irregular, etc.), past participle – the form of regular verb is identical to the past tense (e.g. solved, done, etc); and present participle – the form is obtained by adding –ing to the base form(e.g. going, speaking, etc.) (Shaw, 1986: 11).

Errors in verb phrase may also occur in the use of subject-verb agreement. Agreement means “the state of being in accord,” “conformity,” “unison.” As

applied to grammar, the term means “correspondence in person, number, gender, or case.” Thus when a subject “agrees” with its predicate, both subject and predicate verb have the same person (first, second, third) and number (singular or plural) (Shaw, 1986: 231).

There are four basic forms of subject-verb agreement in English:

- a. Singular subjects need singular verbs; plural subjects need plural verbs.
For example: My *brother* is a nutritionist; My *sisters* are mathematicians.
- b. A prepositional phrase that comes between a subject and a verb does not affect the verb. For example: the *farmers* in the village plant rice.
- c. Certain words in English (any, every, each, etc.) are always grammatically singular, even though they might have plural meaning. For example: *each book and magazine* is listed in the card catalog.
- d. A gerund used as the subject of a sentence takes a singular verb. For example: *Growing* flowers is her hobby (Azar, 1989: 218).

2.2.1.2.3 Verb and Verb Construction

Errors in verb and verb construction may occur in the use of verb which follows certain verb patterns. Here, there are some patterns as follows:

a. Verb Form Which Follows Causative Verb

Causatives are main verbs that cause people or machines to do things or cause things to change. There are five causative verbs: *make* and *let* which must be followed by verb after a person or thing, for example: *she made the baby take a nap*; *have* which must be followed by verb after a person

and participle after a thing, for example: *they had their lawyer change their wills* or *Tom had a tooth filled*; *get* which must be followed by an infinitive after a person and past participle after things, for example: *she gets Ralph to go with her* or *I want to get the house painted before winter*; and *help* which may be followed by verb or an infinitive after a person, for example: *my teacher helped me get this job* or *my teacher helped me to get this job*. (Sharpe, 2002: 91-96)

b. Common Verbs Followed by Gerunds

There are some verbs which must be followed by gerund: enjoy, appreciate, quit (give up), finish (get through), avoid, postpone (put off), delay, help (keep on), consider (think about), discuss (talk about), mention, and suggest. For example: *I enjoy playing tennis*. (Azar, 1989: 154)

c. Common Verbs Followed by Infinitives

There are some verbs followed immediately by an infinitive, such as: hope, plan, decide, promise, agree, offer, refuse, seem, appear, would like, want, and need; and there are some verbs which are followed by a (pro) noun and then an infinitive, such as: tell, advise, encourage, remind, invite, permit, allow, warn, require, order, force, ask, expect, would like, want, and need. For example: *I hope to see you again soon* and *my friend told me to be here at ten o'clock* (Azar, 1989: 157).

2.2.1.2.4 Word Order

The term 'word order' is somewhat ambiguous, for it can refer both to the order of words in a phrase, and to the order of multi-word units within a sentence. In linguistic description, word-order studies usually refer to the second type of problems – that is, the sequence in which grammatical elements such as subject, Verb, and Object occur in sentences (Crystal, 1987: 98). However, generally it means the order in which words appear in sentences.

2.2.1.2.5 Some Transformations

Errors in syntax may also occur in the use of transformation. There are some kinds of transformation in English sentence:

1) Passive Transformation

The passive transformation is formed by moving the direct object into the subject position and by making the subject into the object of a preposition in a prepositional phrase (Shaw, 1986: 46). The verb also changes to the passive voice, which is always made up of a form of the verb to be followed by the past participle. For example:

Active form: *Rita jumped the hurdle*

Passive form: *the hurdle is jumped by Rita*

2) Question Transformation

There are two patterns in question transformation:

- a. If an affirmative statement has a verb with one or more auxiliaries, the first auxiliary is switched so that it comes before the subject. For example:

Affirmative: *the game was won*

Question: *was the game won?*

- b. If the affirmative statement contains no auxiliary, some forms of the verb *do* is placed in front of the subject. For example:

Affirmative: the boy runs fast

Question: does the boy run fast?

These same rules apply when questions begin with common question words like *where, when, why, and how* (Shaw, 1986: 46-47).

3) Negative Transformation

The pattern of negative sentence is almost the same as the pattern of affirmative sentence. However, in negative sentence '*not*' is inserted after auxiliary verb or be. For example:

Affirmative: *Mary has the book*

Negative: *Mary does not have the book.*

2.2.2 Surface Strategy Taxonomy

This category highlights the way surface structures are altered. Analyzing errors from this taxonomy holds much promise for researchers as it is concerned with identifying cognitive processes that underlie the learners' reconstruction of the new language. This also gives us consideration that students' errors are not the result of laziness or sloppy thinking but are based on some logics, as the result of the learners' use of interim principles to produce a new language (Dulay, et. al. 1982: 150).

The types of errors which belong to surface strategy taxonomy are: (1) omission, (2) addition, (3) misformation, and (4) misordering.

2.2.2.1 Omission

This type of error is characterized by the absence of an item which must not appear in a well-formed utterance. There are two main kinds of omission, they are:

a. Omission of Content Morphemes

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

She ...him nothing.

In this sentence, the writer omits a needed verb and third singular marker –s. It should be ‘*he gives him nothing*’.

b. Omission of Grammatical Morphemes

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

Marry is beautiful girl.

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

2.2.2.2 Addition

This type of error is characterized by the presence of an item which must not appear in a well-formed utterance. This error type is divided into subcategories namely: double markings, regularization, and simple addition (Dulay, 1982: 156).

a. Double Markings

This error is described as the failure to delete certain items which are required in some linguistic construction but in others. For example:

He doesn't knows your name

This sentence shows the failure of deleting third singular person marker –s where the auxiliary does is required. This sentence should be '*he doesn't know your name*'.

Table 7.2 Errors of Double Marking in L2 Production

No	Semantic Feature	Error	Example of Error
1	Past Tense	Past tense is marked in the auxiliary and the verb	She <i>didn't went/goed</i>
2	Present Tense	Present tense is marked in the auxiliary and the verb	He <i>doesn't eats</i>
3	Negation	Negation is marked in the auxiliary and the quantifier Negation is marked in the auxiliary and the adverb	She <i>didn't give him none.</i> He <i>don't got no</i> wings. They <i>don't hardly</i> eat.
4	Equational	Equation is marked in two copula	<i>Is this is</i> a cow

	Predicate	positions	
5	Object	The object is both topicalized and expressed in the object pronoun	That's <i>the man</i> who I saw <i>him</i>
6	Past Tense	The auxiliary is produced twice	Why <i>didn't</i> mommy <i>don't</i> make dinner?

Taken from Dulay et, al. (1982:157)

b. Regularization

Whenever, there are both regular and irregular forms in language, students sometimes get confused to apply the correct in certain construction. Sometimes, they apply the rule used to produce the regular ones to those that are irregular. This type of errors is called errors of regularization (Dulay, 1982: 167). For example:

I putted my bag on the table

The word putted is the example of regularization in which the regular past tense – ed has been added to the item. It should be '*I put my bag on the table*'.

c. Simple Addition

This error is one of subcategories of addition that is neither a double marking nor regularization. For example:

We stay in over there

The addition of preposition 'in' is not appropriate used before over. It should be '*we stay over there*'

Table 7.3 Simple Addition Errors

No	Linguistic Item Added	Example
1	Third person singular -s	The fishes doesn't live in the water
2	Past tense (irregular)	The train is gonna <i>broke</i> it
3	Article <i>a</i>	<i>a</i> this
4	Preposition	<i>in</i> over here

Taken from Dulay et,al (1982:158)

2.2.2.3 Misformation

This type of error is characterized by the use of the wrong form of the morpheme or structure. This error type has three subcategorized, namely: regularization, archy-forms, and alternating forms (Dulay, 1982: 158).

a. Regularization

A regular marker is used in place of an irregular one. For example:

She runned so fast.

The correct form of this sentence is '*she ran so fast*'.

Table 7.4 Regularization Errors in the Misformation Category

No	Linguistic Item Misformatted	Example
1	Reflexive Pronoun	<i>hisself</i> (himself)
2	Regular Past	I <i>falled</i> (fell)
3	Plural	Gooses (geese) Childs (children)

Taken from Dulay et, al. (1982:159)

b. Archi-Forms

The selection of one member of a class of forms to represent others in class is often made by learners. The form chosen by the learners is called as archi-forms. For example, a learner may temporarily select just one of the English demonstrative adjective this, that, these, and those. For example:

That dog

That dogs

For this learner, that is the archi-demonstrative adjective representing the entire class of demonstrative adjectives.

Learners may also select one member of the class of personal pronouns to function for several others in the class. For example:

Give me that

Me hungry

In the production of certain complex sentence, the use of the infinitive as an archi-form for the other complement types (e.g. gerunds and that-clauses) has also been observed. For example:

I finish to watch TV

She suggested him to go.

c. Alternating Form

As the learner's vocabulary and grammar grow, the use of archi-forms often gives way to the apparently fairly free alternation of various members of a class with each other. Thus, we see for demonstratives:

Those dog

This cats

In the case of pronouns, we see:

- 1) Masculine for feminine (or vice versa), as in: he for she
- 2) Plural for singular (or vice versa), as in: they for it
- 3) Accusative for nominative case (or vice versa), as in: her for she.

In the production of verbs, the participle form (-en, as in taken) is also being acquired, it may be alternated with the past irregular, as in:

I seen her yesterday

He would have saw them.

2.2.2.4 Misordering

This type of error is characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.

For example: *What daddy is doing?*

This question is incorrect. It should be '*what is daddy doing?*' (Dulay, 1982: 162).

2.2.3 Comparative Taxonomy

The classification of errors in a comparative taxonomy is based on comparison between the structure of second language acquisition errors and certain other types of constructions. These comparisons have yielded the two major error categories in this taxonomy: developmental errors and interlingual errors. Two other categories that have been used in comparative analysis

taxonomies are derived from the first two: ambiguous errors and other errors (Dulay, 1982: 164).

a) Developmental Errors

Developmental errors are errors similar to those made by children learning the target language as their first language.

For example: *Dog eat it.*

The omission of the article and the past tense marker may be classified as development error because these are also found in the speech of children learning English as their first language (Dulay, 1982: 165).

b) Interlingual Errors

Interlingual errors are similar in structure to a semantically equivalent phrase or sentence in the learner's native language (Dulay, 1982: 171).

For example: *Did you not go to school?*

Yes, I did not go to school yesterday

This kind of error is made by the Indonesian learners of English. The learners are influenced by Indonesian structure in answering yes-no questions which are quite different from the English one. The sentence should be "*did you go to school yesterday?*"

c) Ambiguous Errors

Ambiguous errors are those that could be classified equally well as developmental error or interlingual. That is because these errors reflect the learner's native language structure, and the same time, they are of the type found in the speech of children acquiring a first language (Dulay, et. al. 1982: 172)

For example: *I no have car*

The negative construction reflects the learner's native Spanish and is also characteristic of the speech of children learning English as their first language.

d) Other Errors

Other errors are errors that are not categorized as development and interlingual errors. These taxonomies are complete without a grab bag for items that don't fit into any other category.

For example: *She do hungry.*

The speaker here used neither his/her native language nor an L2 developmental form such as *She hungry* where the auxiliary is omitted altogether.

2.2.4 Communicative Effect Taxonomy

The communicative effect classification deals with errors from the perspective of the effect on the listener or reader. This taxonomy focuses on distinguishing between errors that seem to cause miscommunication (global error) and those that do not (local error) (Dulay, et. al. 1982:189). Based on this taxonomy, errors are classified into global error and local error

a) Global Errors

Global errors are errors that affect overall sentence organization significantly hinder communication. The most systematic global errors include:

- 1) Wrong word order of major constituents
e.g. English language use many people
- 2) Missing, wrong, or misplaced sentence connectors

e.g. *He started to go to school since he studied very hard*

- 3) Missing cues to signal obligatory exceptions to pervasive syntactic rules

e.g. *The student's proposal (was) looked into (by) the principal*

- 4) Regularization of pervasive syntactic rules to exceptions.

e.g. *We amused that movie very much*

(That movie amused us very much)

b) Local Errors

Local errors are errors that affect single element (constituent) in a sentence which do not usually hinder communication significantly. These include errors in noun and verb inflections, articles, auxiliaries, and the formation of quantifiers.

For example, compare: *Why like we each other?* And *why we like each other?*

Both of these can be understood without too much trouble

CHAPTER III

RESEARCH METHODOLOGY

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

3.1 Research Design

To answer the problems of study, the descriptive qualitative research method is chosen. Ary (1975:295) states that descriptive research is designed to obtain information with the current status of phenomenon and is directed toward determining the native of situation, as it exists at the time of the study and it is not generally directed toward hypothesis testing. Thus, the aim of descriptive research is to describe what exists. This present study identifies, classifies, describes, and tabulates the grammatical errors specifically on morphological and syntactical errors found in English students' thesis writing of UIN Malang.

3.2 Data Source

The data of the study are the thesis writing made by English students of UIN Malang who were registered as UIN Malang students in 2002 and graduated in 2007. This study selects seven English students' thesis writing as the data to analyze because the grammatical errors found in thesis writing made by English students of UIN Malang who were registered as UIN Malang students in 2002 and

graduated in 2007 are mostly at the same types and categories; and this study is timely constrained. Thus, this study focuses on analyzing chapter IV of English students' thesis writing. It is because the students mostly have to use their own English to analyze the data. So, the more credible and accurate data are hopefully obtained.

3.3 Research Instrument

Research instrument is important to obtain the data of this study; it is a set of methods, which is used to collect the data. The instruments of this study are: first, the researcher herself. It is because the data of this study is written data from the thesis writing of English students of UIN Malang. Second, field notes. In this study, researcher takes some notes to capture the collected data.

3.4 Data Collection

To collect the data, the following steps are done. Firstly, reading all thesis writing made by English students of UIN Malang who were registered as UIN Malang students in 2002 and graduated in 2007. Then, it is focused on chapter four. Secondly, understanding the grammatical structure arranged in their thesis writing. In this step, when this study comes to the seventh student's thesis writing in understanding the grammatical structure, this study finds that grammatical errors which are found in students' thesis writing start from the first student to the seventh student commonly have the similarity of errors in the type and category. So, this study stops to understand the grammatical structure all students' thesis

writing because seven students' thesis writing are considered represent the whole data of this study. Thirdly, collecting all the grammatical errors found on the seven students' thesis writing. Forthly, reducing the data that have been collected. Then, it comes to data analysis.

3.5 Data Analysis

After the data have been collected from the research procedure, it continues to data analysis activity. (1) Identification of errors, which refers to the identification of any deviation using English grammatical structure, found in English students' thesis writing. If it is found that a sentence contains more than one error, each error in the sentence is counted. (2) Describing the errors by comparing the students' error sentences with the grammatically correct reconstructed sentences. The comparison model of the students' error sentences with the reconstructed ones can be seen as follow:

Table 3.1 Data Identification

Students' Error Sentences	Reconstructed Sentences
1. There is a small egg in the <u> nests </u>	1. There is a small egg in the <u> nest </u>
2. She is dancing <u> beautiful </u>	2. She is dancing <u> beautifully </u>
3. He <u> eat </u> hot dog	3. He <u> eats </u> a hot dog
4. I have a <u> car blue </u>	4. I have a <u> blue car </u>

Based on the table of data identification, number 1 to 4 are the counts of students who make errors in constructing grammar. Their error sentences are

written first in the column of students' error sentences, then the revision of the error sentences are written in the column of reconstructed sentences.

(3) Classifying the morphological and syntactical errors using Politzer and Ramirez's classification (Dulay et. al 1982). Based on the classification, the morphological error measures the use of suffixes in word construction and the syntactical error measures the construction of phrase, clauses and sentences. The grammatical categories in the morphological errors are: indefinite article, possessive case, third person singular verb, simple past tense, past participle, and comparative adjective/adverb. The syntactical classification discusses construction larger than words. They are noun phrase, verb phrase, verb and verb construction, word order and some transformation. (4) Tabulating the errors. In this step, the frequency of occurrence of the errors previously identified, described, and classified are counted and tabulated. The number of errors is then presented in the form of table. The procedure is expected to show the students' problems in constructing English grammar rules. The higher count in the students erroneous will indicate the prominent difficulties faced by the students in constructing English grammar. An example of data tabulation table can be seen as follow:

Table 3.2 Data Tabulation

No	Error Sentences	Linguistic Category Taxonomy											Error Causes
		Morphological						Syntactical					
		IA	PC	3PSV	SP	PP	CAj/Ad	NP	VP	V&V Cons	W O	ST	
1	He a rich bachelor								x				Verb "be" omitted
2	Andi is a thieves							x					Plural for singular
3	This book tell about food			x									Failure to attach -s

Based on the table of data tabulation, number 1 to 3 are the examples of students' number who make errors in constructing grammar. If the first student makes error more than one in her sentences, each errors is labeled by symbol 1.1 for the first error sentences, 1.2 for the second error sentences, 1.3 for the third error sentences and so on. Their error sentences will be counted in the end of the whole data, which have been tabulated and identified.

The words morphological and syntactical are the categories of students' error in constructing sentences. Meanwhile, the symbol of IA, PC, 3PSV, SP, PP, CAj/Ad, NP, VP, V&V Cons, WO, and ST are the types of students' error sentences, which based on Politzer and Ramirez classification. The detailed of data presentation above is illustrated in Appendix 1 and 2.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the collected data.

4.1 Findings

The findings of this study are based on some facts found in the data. They cover the identification of errors, the description of errors, the classification of errors and the tabulation of errors.

4.1.1 Identification of Errors

As mentioned in chapter III, the first step in the analysis data is identification of grammatical errors. After determining the errors, the researcher counts every grammatical error that is found in the sentence. Based on the result of counting, the researcher found 704 grammatical errors in this study.

4.1.2 Description of Errors

The second step in the analysis data is the description of grammatical errors. The description of grammatical errors is based on Politzer and Ramirez taxonomy for morphology and syntax.

As stated before, there are 704 grammatical errors found in this study, which consist of 156 errors of morphology and 548 errors of syntax.

4.1.3 Classification of Errors

The next step in the analysis data is classification of grammatical errors. The classifications of grammatical errors are based on Politzer & Ramirez' taxonomy (Dulay, et.al, 1982: 148-150). They classify grammatical errors into two types: morphology and syntax. In morphological errors, they classify the errors into six main categories: indefinite article, possessive, third person singular verb, simple past tense, past participle, and comparative adjective/adverb. In syntactical errors, they classify the errors into five main categories: noun phrase, verb phrase, verb and verb construction, word order, and some transformations.

Then, this study will classify the grammatical errors, which are categorized into morphological errors and syntactical errors.

4.1.3.1 Morphological Errors

Grammatical errors on morphological category are divided into six types: indefinite article incorrect, possessive case incorrect, third person singular verb incorrect, simple past tense incorrect, past participle incorrect and comparative adjective/adverb incorrect. Nevertheless, this study just mentions types of error which are found in the data.

4.1.3.1.1 Possessive Case

Errors of possessive case are omissions of *-s*. In this study, students mostly do not attach an apostrophe (') and *-s* to a noun which is considered as the possessive.

1. Helen age is close to 19 years old (1.8)
2. It is a big struggle for Helen because she not only struggles to rejects Mr. Borham but also fight her aunt want because she supports Mr. Borham (1.9)
3. He tries to change Helen faith by giving her useful information (1.10)
4. Helen needs Arthur to stay beside her to spend the time with her and to love her but his going makes Helen's wish to spend summer time with Arthur is disappear. Here Arthur forgets her part in life to give Helen right as wife. (1.22)
5. From this point of view, we find the message that there should be a husband to give an attention, affection, and love to his wife. Moreover, there his wife's rights to get attention, affection and love. However, what happen to Helen is not like that, Arthur dismisses Helen hope and right to get an attention, affection, and love. (1.24)
6. This quotation describes Helen's effort to remind Arthur that she has right as Arthur right there she need to be loved and respected as Arthur need it (1.26)
7. He does not hear Helen opinions. Helen as a wife has to follow Arthur wants (1.45)
8. From this opinion, we conclude that a wife is just like a doll. Just follow her husband wants. However, Helen does not agree with it. By saying that his ideas is not her nation she wants tell us that wife position is not as if Arthur thinks (1.48)
9. He is angry because Helen cannot do like his friend's wife do. It looks like so clear that Arthur's demand to Helen to behave like his friend wife showing his tyrant to Helen because his friend's wife is placed in inferior position (1.49)
10. She just follows and accepts her husband demand (1.50)
11. Arthur gives bad education to his child. Little Arthur prefer to play with his father friends to with his mother. This happens because his father's influences (1.59)
12. Lear conflict with Oswald happened when Oswald was instructed by Goneril to act coldly to her father with all the risks that would be guaranteed by her (2.20)
13. At the night when Haroun and Rashid was going to Dull Lake, invited by Mr. Snooty Button. He went with a bus, the driver was Bull, the driver of the number one super express mail coach to the valley of K (3.21)
14. He wanted to fix his father disabilities in telling story by going to the Ocean of stream of stories to fill the bottle of stories that belonged to Rashid then it will make his father get his ability back (3.23)
15. Nick was willing to do anything to get sympathy from Suzanne (4.23)
16. The speaker's utterance do not consist of those types of speech acts and the felicity conditions are not fulfilled because after understanding the theory and matching with the fact, it is concluded that those types of speech acts are not found in speakers (4.62)

17. Those utterances for giving a briefing related to women beautiful treatments, but in fact, the message that is send is not suitable with the context. (6.3)

4.1.3.1.2 Third Person Singular Verb

There are two kinds of errors in third person singular verb. These are the failure to attach *-s/-es* and wrong attachment of *-s*.

1. Failure to Attach *-s/-es*

This study found that students relatively made errors in attaching *-s/-es*, their errors in construction can be identified and patterned as follow:

1) *Failure to Attach -s in Simple Verb after Third Person Singular Noun*

1. It is a big struggle for Helen because she not only struggles to rejects Mr. Borham but also fight her aunt want because she supports Mr. Borham. (1.9)
2. However, this situation makes Helen hate Mr. Borham much (1.11)
3. In other hand Arthur always amuse Helen with her talking (1.18)
4. Anne shows us that something happen to Helen is unfair situation because Arthur as a man has freedom to go anywhere even Helen just stays at home and waits until his coming. (1.21)
5. From this point of view, we find the message that there should be a husband to give an attention, affection, and love to his wife. Moreover, there his wife's rights to get attention, affection and love. However, what happen to Helen is not like that, Arthur dismisses Helen hope and right to get an attention, affection, and love (1.24)
6. When someone cannot believe that someone else love her it means that is something bad. In addition, when Helen does not believe that Arthur love her it means that Arthur behaves with bad attitude. (1.25)
7. This quotation describes Helen's effort to remind Arthur that she has right as Arthur right there she need to be loved and respected as Arthur need it (1.26)
8. Arthur as the father influences her child with bad education. Arthur educates the child with his manner and put him among his brutes' friends. This education makes the child lack of his love to his mother (1.30)
9. She thinks to save her child and better for him life in poverty rather than in luxury with bad father. (1.32)

10. Furthermore, Helen believes that more Arthur loves god more he love Helen (1.34)
11. As a women she not only quite and accept what Arthur has done but she rebels Arthur pressure over her life (1.36)
12. He demand Helen to honor and obey him but in another side, he never honor and obey Helen (1.42)
13. From this opinion, we conclude that a wife is just like a doll. Just follow her husband wants. However, Helen does not agree with it. By saying that his ideas is not her nation she wants tell us that wife position is not as if Arthur thinks (1.48)
14. Arthur gives bad education to his child. Little Arthur prefer to play with his father friends to with his mother. This happens because his father's influences. (1.59)
15. Helen is faithful Christian there she always worship her god but Arthur does not like it (1.61)
16. Arthur thinks that Helen loves her god much rather than love him (1.62)
17. Yet, after she got what she want, heritage of Britain and Lear's wealth, she planed to betray and hurt the king (2.5)
18. They offered to give him a place to live with some knights and servants as many as Lear want (2.12)
19. Then there are the sound of alarm; intruder! Intruder! And then, Mali with a high speed run in the director of the generator (3.40)
20. After that, Haroun run off from the Dark Ship. Then he jump into water to see the Wallspring of story that lay under the Dark Ship (3.41)
21. From the explanation above, the researcher make a diagram about how the plot was developed (3.59)
22. The climax is reached when Haroun go to save Ocean, there he get caught by the Khattam Shud which is at last Haroun found out that the Khattam Shud itself was his neighbor Mr. Sengupta (3.68)
23. At the Gup city the Guppee won the battle to the Chupwalas. Then suddenly the sun rise and terminate the power of the Cultmaster Khattam Shud (3.69)
24. The suspense happened when Haroun started to lose his concentration after eleven minutes, every time he concentrate in something. After eleven minutes his mind will wander as if it leaved his body (3.73)
25. The last is that Soraya at last come back home (3.80)
26. After making a fool of someone who wants to get approach to her mother, Kevin hoped Frank come back and live with his mother again (4.1)
27. Propositional content of speaker's utterances refer to future action of hearer (4.11)
28. Speaker feels happy and express her happiness by saying "oh, great!" to Nick (4.14)
29. The hearer just smile after knowing her expression of pleasure (4.17)
30. The speaker wants hearer follow her act of having karaoke (4.50)
31. Kevin request Nick a drink, means the act of giving a drink is in the future (4.53)

32. While Gracie uses her voice loudly to call Sam Fuller because Fuller did not ignore what Gracie command (6.6)
33. Because he does not have some food for dinner, he lets Oliver go out from his gang (7.11)
34. When Sikes sees Nancy return and enter her room. He approaches her and shows that he is so angry with the news that he hears from Noah Claypole about what she does on Sunday night (7.16)
35. Fagin lets Oliver go out because there had been no handkerchief to be done for two or three days and they do not have anything for dinner (7.17)
36. The quotation above tells that Oliver actually does not want to that Burglary and he asks Sikes to let him go from London. But Sikes does not let Oliver go and he always threatens that he will murder him if he does not do what he says (7.18)
37. After classifying the data on the appendix based on the problem of the study about the effect of crime, the writer determine that the effects of crime which appear in Oliver Twist is divided into two forms; society reaction and law punishment (7.24)
38. Positive aspect is the society reaction based on the cooperation with the security agency or the appliance who uphold the law (7.25)
39. At the house burglarized, Sikes lifts Oliver through a small window. But suddenly a light appear from the top floor, and Oliver sees two men (7.26)
40. For few days, Mr. Browlow, a victim of robbery and the bookshop keeper visit the police office (7.27)
41. Someday, Fagin lets Oliver go out with Charley Bates and Dodger to play the handkerchief game (7.31)
42. We can find the poverty influence in the chapter 10 that written in page 47 in this study that tells about the permission which is given by Fagin to let Oliver go out with his gang of pickpockets, Charley Bates and Dodger, and it is the beginning of Oliver to have relationship with the thieves (7.35)
43. At that time Dodger plunges his hand into the old gentlemen's pocket and picks his handkerchief and then run (7.36)

Based on the errors sentences above, English students mostly failed to insert the third person singular verb's marker (-s) in constructing the sentence. They do not give much attention in identifying the noun, which becomes the subject, whether the noun is in the form of plural or singular. Therefore, they are confused to determine whether they should insert the singular verb marker or not.

2) *Failure to Attach –s in Past Verb*

1. The conversation above shows us Helen's eagerness to sacrifice her happiness for the chance to securing a man whom she loved (1.14)
2. From the dialogue above, it appears that Cordelia's refusal to say her love to Lear is unbelievable and it made him angry (2.3)
3. After making a fool of someone who wants to get approach to her mother, Kevin hoped Frank come back and live with his mother again (4.1)
4. It is found that speaker feels guilty and he apologized to hearer for making mistake (4.63)

The underlined words above should be constructed in the form of present verb by inserting the singular verb's marker *-s* in constructing the sentence. Here, students made errors by using the regular past marker *-ed* in constructing the sentence which should be presented by using the third person singular verb's marker *-s*.

3) *Failure to Attach –s in Progressive Verb*

1. When her aunt introduces her to Mr. Borham and asking her to marry him, she strictly rejects it (1.53)
2. Then, they waited Frank coming back to their family (4.2)

Based on the underlined words above, students made errors in constructing the verb in the form of progressive verb which should be presented in present verb by inserting the singular verb's marker *-s*.

4.1.3.1.3 **Simple Past**

The grammatical errors, which are found in simple past, are divided into regular past tense and irregular past tense:

a) Regular Past Tense

The grammatical errors in regular simple past are the omission of *-ed* and adding of *-ed* to past already formed. This study found that students' errors in constructing the regular simple past relatively have the common patterns:

a. The Omission of -ed

1) *The Failure to Attach -ed in Regular Verb*

1. Lear also sent Kent to Regan with a message which inform his coming to her (2.23)
2. There is Mr. Sengupta who lived upstairs, he work as clerk at the city corporation and he was a thin person with whiny voiced, he ignored Haroun and liked to criticize Rashid and his story when he talk to Soraya and he think that Haroun did not noticed, "what are the use of a story that aren't even true' he said to Soraya while Rashid was off (3.8)
3. All the day where Haroun was come home from school, he saw Mrs. Oneeta was crying at the balcony, then when he open the door, he saw his father Rashid crying also (3.13)
4. There is a time where he was took to theater by Rashid to cheer him up to watch movie, at first he look very happy, but after exactly eleven minutes, his attention become wandered, at the end of the film, he had no idea how the story of the movie turned out (3.17)
5. The next, Haroun and Rashid had come to the Dull Lake, they spend the night in a Mr. Butto's ship in the Dull Lake; Haroun met someone that finally changes his life (3.20)
6. He could not get sleep because of noise from the turtle room. Then, he exchange bedroom with Rashid (3.22)
7. Then Rashid continue his story, he seen a bad things (3.31)
8. Rashid continue the story by saying that he had heard that Chupwalas army who talk to his friend said that the great feast of Bezaban is coming soon (3.33)
9. Conflict happen when Haroun met Iff the water Genie and then go to Moon Kahani. There Haroun found out that his father Rashid has become the prisoner of Gup City and considered as a spy, while the Princess Batcheat was kidnapped (3.34)
10. It was full of plant was so dark, and then Mali the floating Gardener volunteer himself to clean the way to the jungle (3.36)
11. He then came to the Ship and climb up the boat and enter to the ship (3.39)

12. After Haroun return to the surface, it was a luck that the Chupwalas was looking into another direction (3.43)
13. But when he juggles, he added the flying object with a bomb (3.46)
14. Haroun asked by the Walrus about what he really wanted. Haroun answered that all he need is just a happy ending (3.52)
15. It was happen when Haroun saved the Ocean; while Rashid saved Princess Batcheat and then make a wish that defeat the Cultmaster Khattam Shud (3.61)
16. The subplot of this novel happened when the story attain the middle of the plot, when Haroun traveled to Moon Kahani and there are also a problem faced the occupant of the moon that their Ocean of Stream of Story poisoned by Khattam Shud (3.63)
17. Then the problem saved when Haroun volunter himself to go save the Ocean (3.67)
18. The surprise of this are two, the first is when Haroun go to Moon Kahani and found out that his father was caught by the Guppee army and considered as a spy. The second is when Haroun meet the Khattam Shud and realize that he was Mr. Sengupta who run off with his mother Soraya (3.78)

2) *The Failure to Attach –ed in Third Person Singular Verb*

1. The next, Haroun and Rashid had come to the Dull Lake, they spend the night in a Mr. Butto's ship in the Dull Lake; Haroun met someone that finally changes his life (3.20)
2. He continued to concentrate, but when he wishing for his father, Soraya's face comes abroad, hoping for Haroun's wished to get to the family back (3.26)
3. But when he juggles, he added the flying object with a bomb (3.46)
4. The poisoning of the Ocean wasn't the only problem faced by people in Gup City, the problem continued when they found a spy who enters the Twilight Strip (3.64)
5. All this fun will come to no good. What's the use of stories that aren't even true? That is how Mr. Sengupta seduces Soraya when Rashid was off (3.79)
6. This condition appears in the Chapter nine of Oliver Twist when dodger returns and accompanied by a very sprightly young fried, whom Oliver had seen smoking on the previous night, Charley Bates (7.34)

Based on those grammatical errors' sentences in regular simple past, this study has categorized the errors in two categories; these are the failure to attach –*ed* in regular verb and the failure to attach –*ed* in third person singular verb. These

categories become a common pattern of error, which is made by English students of UIN Malang in writing their thesis.

b. Adding *-ed* to Past already Formed

He did not deserved to receive treatment that humiliated his dignity
(5.13)

The sentence above is incorrect, student attached the past marker *-ed* in the sentence which is already formed in the past form.

b) Irregular Past Tense

The grammatical errors found in irregular past tense are divided into regularization by adding *-ed*, substitution of simple non past, and substitution of past participle:

a. Regularization by Adding *-ed*

- 1) Captain had a conflict with the king when he tried to do what had been instructed to him. He hanged Cordelian first, then would hang Lear
(2.22)
- 2) Lear hanged him back after knowing her daughter dead (2.27)

Those sentences are ungrammatical; it is because students made error in constructing the irregular past verb by putting the regular past marker *-ed*.

b. Substitution of Simple Non Past

After classifying and analyzing the data, this study found that the grammatical errors found in simple past, which is substituted to simple non-past could be patterned into:

1) *The Failure to Construct Irregular Past Verb*

1. They go to Gloucester's castle to avoid Lear's coming (2.10)
2. There were also factories in the north of the city and the black smoke poured out of the chimneys and hang around the sky of the city (3.3)
3. There is Mr. Sengupta who lived upstairs, he work as clerk at the city corporation and he was a thin person with whiny voiced, he ignored Haroun and liked to criticize Rashid and his story when he talk to Soraya and he think that Haroun did not noticed, "what are the use of a story that aren't even true" he said to Soraya while Rashid was off (3.8)
4. When he get into the podium, Rashid also had a problem, he could not open his mouth to speak (3.18)
5. He had lost his capability to tell a story, it was a great problem since it was the only thing he could do, tell a story, he lost his voices, there is no sound came out of his mouth but "Ark". (3.19)
6. The next, Haroun and Rashid had come to the Dull Lake, they spend the night in a Mr. Butto's ship in the Dull Lake; Haroun met someone that finally changes his life (3.20)
7. The complication arise when Soraya run off with Mr. Sengupta (3.24)
8. There Haroun find a wish water, Iff take the water and put it in a bottle, Haroun hold the bottle, but when he intended to make a wish, he become confuse, whether he make a wish for his father or for his mother to coming back home (3.25)
9. He continued to concentrate, but when he wishing for his father, Soraya's face comes abroad, hoping for Haroun's wished to get to the family back (3.26)
10. Then he thumped Rashid at the back where Rashid blow the soup of his mouth (3.30)
11. Conflict happen when Haroun met Iff the water Genie and then go to Moon Kahani. There Haroun found out that his father Rashid has become the prisoner of Gup City and considered as a spy, while the Princess Batcheat was kidnapped (3.34)
12. The moon Kahani turned quickly as Haroun wished and the light of the sun shining brightly and makes the black magic of the Cultmaster Khattam Shud powerless (3.44)
13. Rashid Khalifa and the army who saved Princess Batcheat were came to the Chup City and make a tent there and then came an ambassador of Chupwala came to warn Rashid (3.45)
14. The climax was when Haroun make a wish that everything comes to normal again (3.49)
15. The plot then comes to the resolution or denouement. Where the situation come to normal and Haroun did not lost his concentration after eleven minutes (3.50)

16. At the wedding party, Haroun was called by Walrus to his office to question about the broken machinery at the P2C2E. but when he gets into the office, there were also King Chattergy, Prince Bolo, and Princess Batcheat (3.51)
17. Then, after Haroun and Rashid come back to the Dull Lake, they found that the adventure was only taking a night (3.53)
18. The next day when he had to tell a story in the Campaign of Mr. Snooty Butto, Rashid get his capability back and he tell a story about Haroun and the Sea of Stories (3.54)
19. Haroun and Rashid come home when it was raining (3.55)
20. He wears the new clothes, and outside at the living room his mother began to sing (3.58)
21. It was happen when Haroun saved the Ocean; while Rashid saved Princess Batcheat and then make a wish that defeat the Cultmaster Khattam Shud (3.61)
22. Haroun went to save the Ocean of Stream of Story where he get caught by the Cultmaster and brought to the Darkship, the place of the Cultmaster Khattam Shud (3.75)
23. The suspense of the story are when Haroun begin to lost his concentration after eleven minutes, and then Rashid Khalifa also lost his ability to tell story and then when Haroun get caught by Khattam Shud at the floating jungle at the Ocean (3.76)
24. The next was when Haroun met Khattam Shud and he remembered that he was Mr. Sengupta who runs off with his mother (3.77)
25. The surprise of this are two, the first is when Haroun go to Moon Kahani and found out that his father was caught by the Guppee army and considered as a spy. The second is when Haroun meet the Khattam Shud and realize that he was Mr. Sengupta who run off with his mother Soraya (3.78)
26. When Haroun and Rashid comes home, they met Mrs. Oneeta and she had forgot about his husband Mr. Sengupta and she had also had a job at the chocolate factory and she could bring chocolate as many as she wanted (3.81)
27. He expects Nick to buy him a new medicine because run out (4.46)
28. Dickens portrays her as a young lady, who was gaily, not say gorgeously at tired, in a red gown, green boots, and yellow curl-papers (7.6)
29. Besides, he get incarceration in the new gate prison for the crime that did not do (7.37)

2) *The Failure to Construct Past Verb in Progressive Verb*

1. Their quarrel was stopped by Cornwall and Regan when knowing that Oswald was lost (2.17)

2. So shock, Rashid picked up a hammer and then smashing the clock, and any others including one in Haroun's table bedroom (3.16)

Based on the errors sentences above, students failed to attach *-ed* in constructing the past verb. They relatively made errors by placing the simple non-past after the subject. The patterns of errors that appear in irregular simple past are divided into three patterns: the failure to construct regular past verb, the failure to construct irregular past verb, and the failure to construct past verb in progressive verb.

c. Substitution of Past Participle

This study found an error in constructing the simple past, which is substituted to past participle.

Then Rashid continue his story, he seen a bad things (3.31)

Based on the sentence above, student made error by putting V3 after the subject without inserting "*to be*" first.

4.1.3.1.4 Past Participle

Based on Politzer and Ramirez classification, the grammatical error in constructing past participle is the omission of *-ed*. However, this study found another kind of omissions in past participle, such as:

1. *The Omission of Past Participle Connected to the Omission of -ed in Regular Verb*

- 1) Helen age is close to 19 years old (1.8)

- 2) Rashid was sent by his wife to find missing socks, and when he was busy with the haunt, he heard the door was slam and a moment later, the sound of a car was rushing (3.14)

2. The Omission of Past Participle Connected to the Omission of Verb 2 in

Irregular Verb

- 1) There is a time where he was took to theater by Rashid to cheer him up to watch movie, at first he look very happy, but after exactly eleven minutes, his attention become wandered, at the end of the film, he had no idea how the story of the movie turned out (3.17)
- 2) Rashid Khalifa and the army who saved Princess Batcheat were came to the Chup City and make a tent there and then came an ambassador of Chupwala came to warn Rashid (3.45)
- 3) Those utterances for giving a briefing related to women beautiful treatments, but in fact, the message that is send is not suitable with the context. (6.3)

3. The Omission of Past Participle Marker

- 1) Helen shows her right as mother has ruined by Arthur by forbidding her having time with her child to give love and educate him (1.60)
- 2) There shows the condition of their house, where they lived and the neighbor who lived upstairs, Mr. Sengupta and Mrs. Oneeta (3.11)

4.1.3.2 Syntactical Errors

Grammatical errors in syntactical category are divided into five types: noun phrase, verb phrase, verb and verb construction, word order, and some transformations.

4.1.3.2.1 Noun Phrase

Errors in noun phrase, which are identified in this study are determiner, nominalization, number, pronoun, and preposition.

1. The Use of Determiner

Errors in the use of determiner found in this study are omission of the article, addition of the article and use of wrong possessive pronoun.

1) *Omission of the Article*

Errors of determiner, which lie on the omission of definite and indefinite article:

1. This situation makes Helen under pressure and that is why she struggles to get her right as wife and human (1.4)
2. Women consciously have to struggle to get their rights as an individual, self-esteem and position (1.6)
3. This section discusses the women's effort to get freedom in choosing a man to marry (1.7)
4. He tries to change Helen faith by giving her useful information (1.10)
5. She shows her effort become freedom women (1.12)
6. Finally, she finds that Arthur Huntingdon is brutish, drunken, and intolerant husband (1.16)
7. In other hand Arthur always amuse Helen with her talking (1.18)
8. Her hopes to spend sweet summer with Arthur is just an imagination because Arthur leaves her long time (1.20)
9. Helen needs Arthur to stay beside her to spend the time with her and to love her but his going makes Helen's wish to spend summer time with Arthur is disappear. Here Arthur forgets her part in life to give Helen right as wife (1.22)
10. The second point shows Arthur arrogance. Here Helen needs charm and affectionate letter from Arthur but his letter comes slower, shorter and less of affectionate (1.27)
11. Arthur as the father influences her child with bad education. Arthur educates the child with his manner and put him among his brutes' friends. This education makes the child lack of his love to his mother (1.30)
12. As a mother, Helen does not want her child grows in bad situation. Helen just can look for a chance to bring away her child from this bad environment (1.31)
13. She thinks to save her child and better for him life in poverty rather than in luxury with bad father (1.32)
14. He thinks that wife should honor her husband and do everything he wants without complaining (1.37)

15. He puts Helen just at home even he can go everywhere. She makes Helen just like bird in the cage. Arthur oppresses Helen by putting her under his circumstance (1.39)
16. Generally Arthur is not bad man and nor bad husband neither (1.46)
17. From this opinion, we conclude that a wife is just like a doll. Just follow her husband wants. However, Helen does not agree with it. By saying that his ideas is not her nation she wants tell us that wife position is not as if Arthur thinks (1.48)
18. He is angry because Helen cannot do like his friend's wife do. It looks like so clear that Arthur's demand to Helen to behave like his friend wife showing his tyrant to Helen because his friend's wife is placed in inferior position (1.49)
19. On the other part of story, it also shows us that Arthur ruins Helen's rights as mother (1.58)
20. Arthur gives bad education to his child. Little Arthur prefer to play with his father friends to with his mother. This happens because his father's influences (1.59)
21. Helen shows her right as mother has ruined by Arthur by forbidding her having time with her child to give love and educate him (1.60)
22. Man who is portrayed by Arthur has a freedom to do anything but woman is placed as inferior by placing them just at home (1.64)
23. From the dialogue between Goneril and her servant, Oswald, she said that she did not want to speak with her father who still managed the authority of kingdom that had been divided and ridiculed him (2.6)
24. Yet, it did not go a long, because Edmund captured and sent them to jail as prisoners (2.26)
25. So shock, Rashid picked up a hammer and then smashing the clock, and any others including one in Haroun's table bedroom (3.16)
26. There is a time where he was took to theater by Rashid to cheer him up to watch movie, at first he look very happy, but after exactly eleven minutes, his attention become wandered, at the end of the film, he had no idea how the story of the movie turned out (3.17)
27. At the night when Haroun and Rashid was going to Dull Lake, invited by Mr. Snooty Button. He went with a bus, the driver was Bull, the driver of the number one super express mail coach to the valley of K (3.21)
28. He could not get sleep because of noise from the turtle room. Then, he exchange bedroom with Rashid (3.22)
29. It was so embarrassing that he did a stupid thing; to release his chance to make a wish in wish water (3.27)
30. Actually Rashid wished to travel to Gup City, but because of some little miscalculation, he lost in the Twilight Strip where the temperature was so cold that he is half to death (3.29)
31. The poisoning of the Ocean wasn't the only problem faced by people in Gup City, the problem continued when they found a spy who enters the Twilight Strip (3.64)

32. The climax is reached when Haroun go to save Ocean, there he get caught by the Khattam Shud which is at last Haroun found out that the Khattam Shud itself was his neighbor Mr. Sengupta (3.68)
33. In convention of characteristic of fiction, the free creativity does not mean has no low (3.71)
34. By saying the utterances such as in “Lindsey, you really think dad’s coming back” hopefully Kevin gets useful information about Frank from Lindsey (4.5)
35. Sincerity condition, speaker wants hearer to do action (4.9)
36. Propositional content of speaker’s utterances refer to future action of hearer (4.11)
37. Preparatory condition, the speaker believes that she will get useful thing from Nick’s act (4.13)
38. Speaker feels happy and express her happiness by saying “oh, great!” to Nick (4.14)
39. It is very simply to identify utterance act such as in it’s physical utterance “oh, great!” (4.16)
40. The expression of gratitude indicates past action done by hearer (4.18)
41. Preparatory condition means action benefits speaker and speaker believes that action benefits her because Nick is willing to give her a ride (4.19)
42. Illocutionary act, the utterance “thank you can be classified as expressive of thanking because the speaker expresses her gratitude to hearer through her utterance ”thank you” (4.20)
43. Suzanne thought that Nick was kind and sweet man (4.21)
44. Nick feels happy because he can do useful thing for Suzanne (4.26)
45. the propositional content condition refers to future act (4.30)
46. Kevin’s utterances are counted as an attempt to get hearer to do action of waiting him (4.31)
47. They had planned to go to Vancouver by train (4.32)
48. Besides sincerity condition where the speaker wants hearer to do action of presenting a gift (4.33)
49. It refers to an attempt of Kevin to get gift from Nick (4.34)
50. The type of illocutionary act is categorized into directive of request because speaker uses to get someone else to do something (4.35)
51. Nick got angry because he had broken the paint of door (4.36)
52. Finally, essential condition is the speaker’s order or command counted as an attempt to get hearer to do action. Nick’s command is an attempt to force them to jump to the train (4.38)
53. Nick knows that Lindsey can not drive his car well and probably she will get accident (4.43)
54. In this case, the speaker asks hearer about his health (4.45)
55. Whereas preparatory condition, speaker believes hearer is able to do action (4.47)
56. Kevin also believes to audiences will follow her invitation to have karaoke (4.48)

57. The chaos happened everywhere caused by naughty children act (4.49)
58. the speaker wants hearer follow her act of having karaoke (4.50)
59. the speaker's utterances can be classified into directive of invitation because Lindsey asks audience to perform action of Karaoke (4.51)
60. Kevin realized that he had made mistake, then he apologized for being mistake to Nick (4.52)
61. Kevin's utterances such as in "do you have got anything to drink?" is an attempt to get Nick to perform of act of giving a drink (4.54)
62. Illocutionary act, which the intended meaning behind speaker's utterance (4.56)
63. Propositional content refers to past action done by hearer (4.59)
64. Directives are attempt of speaker to get someone else to do something (4.61)
65. The speaker's utterance do not consist of those types of speech acts and the felicity conditions are not fulfilled because after understanding the theory and matching with the fact, it is concluded that those types of speech acts are not found in speakers (4.62)
66. It is found that speaker feels guilty and he apologized to hearer for making mistake (4.63)
67. Her internal environment motivates her to gain a chance to live in better world (5.5)
68. Another interesting characteristic of Helena is that she is an attractive creature and smart enough to understand her life destiny (5.7)
69. The countess described her as a honest and good young woman (5.8)
70. There are two aspects inside her which needs to be expanded either as an individual or social creature (5.9)
71. Mr. Bumble is the Parish beadle. He is a fat man and choleric one. Dickens portrays his as officious, corrupt, a chronic mangle of the King's English, and a great source of comic relief (7.2)
72. They lived in hideous slums and lived by stealing (7.3)
73. Dickens also portrays her as a weak and oppressed lady who loves Bill so much (7.4)
74. Dickens portrays her as a young lady, who was gaily, not say gorgeously at tired, in a red gown, green boots, and yellow curl-papers (7.6)
75. It describes how poor people live in bad condition. There are no furniture and just a few foods in the den (7.21)
76. The result there are many suspensions of employment in all of the sectors with the reason to minimize the outcome and make use of the time efficiently with technology (7.23)
77. It is different from the rich people who lived in the healthy sanitary and never feel back. They lived in beautiful suburbs and sometimes in private hotels with their families (7.28)
78. The inmates of workhouse consisting of orphan poor children, the poor children and the poor divorce people (7.29)

79. In his Oliver Twist, Dickens characterized Bill Sikes as a brutal thief, housebreaker, and eventual murder (7.39)

Based on analyzing the whole data, this study found lot of errors of omission in inserting the article. Students relatively ignored a definite and an indefinite article when they were constructing sentences.

2) Addition of the Article

Based on analyzing the errors in determiner, this study found three categories of addition in the article: wrong attachment of indefinite article to plural noun, wrong attachment of indefinite article to uncountable noun, and wrong attachment of definite and indefinite article to words, which do not need any article

1. Wrong Attachment of Indefinite Article to Plural Noun

- 1) He is a rich bachelor that loves a parties and drunk with his friends (1.1)
- 2) In her novel, Anne Bronte shows us an external conflicts and internal conflict (1.2)
- 3) Every person have right to get an attention and love (1.17)
- 4) From this point of view, we find the message that there should be a husband to give an attention, affection, and love to his wife. Moreover, there his wife's rights to get attention, affection and love. However, what happen to Helen is not like that, Arthur dismisses Helen hope and right to get an attention, affection, and love (1.24)

2. Wrong Attachment of Indefinite Article to Uncountable Noun

There Haroun find a wish water, Iff take the water and put it in a bottle, Haroun hold the bottle, but when he intended to make a wish, he become confuse, whether he make a wish for his father or for his mother to coming back home (3.25)

3. *Wrong Attachment of Definite and Indefinite Article to Words which*

Do Not Need Any Article

- 1) The next, Haroun and Rashid had come to the Dull Lake, they spend the night in a Mr. Butto's ship in the Dull Lake; Haroun met someone that finally changes his life (3.20)
- 2) The propositional content shows the past action done by the Nick (4.24)
- 3) The quotation above shows that the one of the cause why people do crime (7.43)

3) Use of Wrong Possessive Pronoun

1. Feminine for Masculine

- 1) In other hand Arthur always amuse Helen with her talking (1.18)
- 2) Helen needs Arthur to stay beside her to spend time with her and to love her but his going makes Helen's wish to spend summer time with Arthur is disappear. Here Arthur forgets her part in life to give Helen right as wife. (1.22)
- 3) Arthur as the father influences her child with bad education. Arthur educates the child with his manner and put him among his brutes' friends. This education makes the child lack of his love to his mother (1.30)
- 4) He puts Helen just at home even he can go everywhere. She makes Helen just like bird in the cage. Arthur oppresses Helen by putting her under his circumstance (1.39)
- 5) Arthur never realizes that his attitude have injured Helen. He feels what he has done just her right as a husband (1.41)
- 6) Arthur has led her self to power Helen (1.44)
- 7) She disliked with her father's treatment to her gentlemen who chiding his fool (2.7)

2. Masculine for Feminine

- 1) As a mother, Helen shows us her affection to her child. She gives all his strength and power to save her child from the ruin is caused by his father (1.33)
- 2) From this opinion, we conclude that a wife is just like a doll. Just follow her husband wants. However, Helen does not agree with it. By saying that his ideas is not her nation, she wants tell us that wife position is not as if Arthur thinks (1.48)

- 3) Helen does not like Arthur's demand to worship him and prevents her to be very Christian (1.63)
- 4) He saw a woman who was repairing her car. May be she got a serious problem with his car (4.6)
- 5) Suzanne believes that Nick has ability to repair his car (4.8)
- 6) Mr. Bumble is the Parish beadle. He is a fat man and choleric one. Dickens portrays his as officious, corrupt, a chronic mangle of the King's English, and a great source of comic relief (7.2)

Based on two patterns, students were confused to place the possessive pronoun properly. Some masculine markers were put in the feminine marker and vice versa.

2. The Use of Nominalization

The grammatical errors in nominalization can be patterned into: simple verb used instead of *-ing*, preposition *by* omitted, and addition of *-ing*.

1. Simple Verb Used Instead of *-ing*

- 1) She fights to get her right by challenge Arthur's belief with her argument (1.35)
- 2) From the analysis above, the writer can say that the plot; beginning developed by introduced the main character that are Haroun, his father, Rashid Khalifa and his mother Soraya (3.10)
- 3) There is a time where he was took to theater by Rashid to cheer him up to watch movie, at first he look very happy, but after exactly eleven minutes, his attention become wandered, at the end of the film, he had no idea how the story of the movie turned out (3.17)
- 4) He was willing to do the action without force or pressing from Suzanne (4.31)
- 5) She communicates information about herself through her posture of movement while walking, sitting, or uses finger and hand (6.2)

Based on the errors sentences above, the missing of *-ing* appears in two different places. (1) After preposition *-by*, as in the data 1.35 and 3.10 (2) After

conjunction, as in the data 4.31 and 6.2 which conduct of constructing the verb agreement.

2. *Preposition by Omitted*

- 1) From the dialogue between Goneril and her servant, Oswald, she said that she did not want to speak with her father who still managed the authority of kingdom that had been divided and ridiculed him (2.6)

Based on the sentence above, *-by* marker should be appeared in the sentence. In fact, the student did not put it in constructing the sentence.

3. *Addition of -ing*

The error of addition in nominalization found in this study:

In the reality, the robberies, burglaries, and housebreaking occur most frequently in the suburbs (7.38)

Based on this sentence, student did error in constructing the agreement of ordering noun. He added *-ing* in the end of noun, which should be in the plural form. Therefore, this sentence is judged ungrammatical.

3. The Use of Number

In the use of number, this study found some grammatical errors, which can be patterned into three types: substitution of singulars for plurals, substitution of plurals for singulars, omission of the adverb of quantity and addition of the adverb of quantity.

a) Substitution of Singulars for Plurals

1. This section discusses the women's effort to get freedom in choosing a man to marry (1.7)
2. She shows her effort become freedom women (1.12)
3. Her hopes to spend sweet summer with Arthur is just an imagination because Arthur leaves her long time (1.20)
4. As a husband, Arthur should love Helen and become her friends in her lonely time to share joy and affection (1.23)
5. As a women she not only quite and accept what Arthur has done but she rebels Arthur pressure over her life (1.36)
6. From this opinion, we conclude that a wife is just like a doll. Just follow her husband wants. However, Helen does not agree with it. By saying that his ideas is not her nation, she wants tell us that wife position is not as if Arthur thinks (1.48)
7. As Helen portrays it, she needs affection from her husbands. She needs someone to give her attention and sincere (1.55)
8. He wanted to fix his father disabilities in telling story by going to the Ocean of stream of stories to fill the bottle of stories that belonged to Rashid then it will make his father get his ability back (3.23)
9. Then Rashid continue his story, he seen a bad things (3.31)
10. Nick accused Kevin and Lindsey as the cause because they often make him annoyed in any occasions (4.60)
11. Helena preferred to die as a virgin to defend its value rather than to give it up easily without any struggles (5.11)
12. She tells the Monks's character to Mr. Brownlow and Rose who cooperate with Fagin's gang to have more for making Oliver a thief for some purpose of his own (7.9)
13. That event depicts of Fagin's crime as a means of livelihood with employs the poor orphan children to be a thieves for him (7.10)
14. It describes how poor people live in bad condition. There are no furniture and just a few foods in the den (7.21)

Underlined words above are ungrammatical. A morpheme *-s/-es* should be inserted to show the number is plural. In this error, students commonly ignored the correct grammatical construction because some adverbs of quantity's marker do not construct properly.

b) Substitution of Plurals for Singular

1. He is a rich bachelor that loves a parties and drunk with his friends (1.1)

2. In her novel, Anne Bronte shows us an external conflicts and internal conflict (1.2)
3. Anne Bronte, in the novel, shows us the conflict between male and female character (1.3)
4. This situation makes Helen under pressure and that is why she struggles to get her right as wife and human (1.4)
5. According to Helen women should have their own choice and decision and release them from the patriarchal culture role that make women become an obedient wife and just follow, accept, and serve husband's demand (1.5)
6. She shows her effort become freedom women (1.12)
7. From this point of view, we find the message that there should be a husband to give an attention, affection, and love to his wife. Moreover, there his wife's rights to get attention, affection and love. However, what happen to Helen is not like that, Arthur dismisses Helen hope and right to get an attention, affection, and love (1.24)
8. This quotation describes Helen's effort to remind Arthur that she has right as Arthur right there she need to be loved and respected as Arthur need it (1.26)
9. She fights to get her right by challenge Arthur's belief with her argument (1.35)
10. She wants to tell that women or wife's duty is not only stay at home to wait her husband, comfort him and do domestic duties. A wife should be has more role in family (1.47)
11. Here Helen struggles to get her right to get freedom to choose a man whom she wants to marry (1.54)
12. Actually Rashid wished to travel to Gup City, but because of some little miscalculation, he lost in the Twilight Strip where the temperature was so cold that he is half to death (3.29)
13. The next day when Haroun woke up in the morning, he found present on his bed and there also a new clock (3.57)
14. These sensations motivate her to produce some romantic imagination (5.1)
15. Based on psychological point of view, the differences between men and women is due to the difference of hormonal system (5.4)
16. They come in the result of heirs from her parents, some essential part in creating her characteristics come from the elements parental genes (5.10)
17. Moreover, Helena found some bitter statement from her husband's letter in the subject of his explicit denial within her perception of its subject matter (5.12)
18. Bertram perceived that Helena's proposal had insulted him by treating him merely some kind of gift for rewarding her success to administer some medicine upon the king's illness (5.15)
19. Generally the setting of Oliver Twist takes place in London, but here are several place in London used in Dickens' Oliver Twist (7.7)

20. He cooperates with Fagin's gang which makes Oliver a thief for some purpose of his own (7.15)
21. His action murdering Nancy is undertaken as a response to some provocation from Fagin and Noah Claypole who tells about what Nancy does and with whom she meets in London Bridge on Sunday night (7.33)

Based on the underlined words above, the common mistake of plurals for singulars are disagreement of singular marker and words followed it.

c) *Omission of Adverb of Quantity*

1. Here, Lear had conflicts with Cordelia began when Lear chose to retire and divide up Britain into his three daughters (2.2)
2. Then, propositional act is the more meaningful utterance that makes references and describes a real imaginary or object (4.3)
3. In addition, propositional act is the more meaningful utterance that makes references and describes a real imaginary or object (4.25)
4. Nick is annoyed because Kevin always makes mistakes (4.55)

From those sentences, we know that students did not insert the adverb of quantity before the plural noun. Therefore, these sentences are considered ungrammatical.

d) *Addition of Adverb of Quantity*

Students also made errors in addition of adverb of quantity. They made errors by adding the plural inflexional suffix in the singular noun.

Crime of passion includes assault, murder, some rape, and other crimes occur in anger, lust, or other strong emotions (7.8)

The plural inflexional suffix found in the sentence above is ungrammatical. Because, it does not have agreement with the context where a singular noun is needed.

4. The Use of Pronoun

The grammatical errors found in the use of pronouns are classified into five types: omission of the subject pronoun, omission of the "dummy" pronoun *it*, omission of the object pronoun, omission of the relative pronoun, addition of the relative pronoun.

a) Omission of the Subject Pronoun

The omission of the subject pronoun happens when students failed to construct the correct sentences by inserting the proper subject in the sentence.

This study found that students commonly made errors in the similar patterns:

1. At the Beginning of Constructing Sentences

- 1) From this opinion, we conclude that a wife is just like a doll. Just follow her husband wants. However, Helen does not agree with it. By saying that his ideas is not her nation, she wants tell us that wife position is not as if Arthur thinks (1.48)
- 2) At the night when Haroun and Rashid was going to Dull Lake, invited by Mr. Snooty Button. He went with a bus, the driver was Bull, the driver of the number one super express mail coach to the valley of K (3.21)

These sentences are considered ungrammatical; it is because the students do not mention the subject before going to the verb construction.

2. After Relative Pronoun

- 1) When someone cannot believe that someone else love her it means that is something bad. In addition, when Helen does not believe that Arthur love her it means that Arthur behaves with bad attitude (1.25)

- 2) Their quarrel was stopped by Cornwall and Regan when knowing that Oswald was lost (2.17)
- 3) In convention of characteristic of fiction, the free creativity does not mean has no low (3.71)
- 4) The speaker orders them to get on the train when moving (4.39)
- 5) Besides, he get incarceration in the new gate prison for the crime that did not do (7.37)

The sentences above are ungrammatical; students do not insert the subject in constructing the sentence after the relative pronoun. They directly go to the verb and object without mentioning the subject first.

3. After the Conjunction

Students commonly do not put the subject in the sentence, which is connected by the conjunction. In fact, the sentences do not have the same grammatical structure or parallel structure.

- 1) She thinks to save her child and better for him life in poverty rather than in luxury with bad father (1.32)
- 2) Lear was angry and gave his daughter, Cordelia, nothing of his wealth because she said nothing about her loved to her father, then Kent defended her in front of Lear and advised him to think about his decision (2.15)
- 3) There was no response from Cornwall and Regan, so he angry to them and demanded to know who stocked his servant up to Cornwall confessed it (2.18)
- 4) For the help, Suzanne was happy and expressed her gratitude to Nick (4.10)
- 5) He expects Nick to buy him a new medicine because run out (4.46)
- 6) It concerns how words are produced vocally, but does not include the words themselves (6.9)
- 7) This condition appears in the Chapter nine of Oliver Twist when dodger returns and accompanied by a very sprightly young frier, whom Oliver had seen smoking on the previous night, Charley Bates (7.35)

Based on the errors sentences above, this study found that students failed to construct the correct sentences by inserting the subject in the sentence

construction. Errors made by students can be categorized into some patterns: at the beginning of constructing sentences, after the relative pronoun, and after the conjunction.

b) Omission of the “dummy” Pronoun *it*

Impossible for speaker to request the action in the past (4.43)

This sentence is ungrammatical. It is because the sentence does not have subject in the beginning of the sentence. The student directly starts his sentence by placing the adjective.

c) Omission of the Object Pronoun

1. When someone cannot believe that someone else love her it means that is something bad. In addition, when Helen does not believe that Arthur love her it means that Arthur behaves with bad attitude (1.25)
2. He continued to concentrate, but when he wishing for his father, Soraya’s face comes abroad, hoping for Haroun’s wished to get to the family back (3.26)
3. The type of illocutionary act is categorized into directive of request because speaker uses to get someone else to do something (4.35)
4. The action will be done by if Nick accepts the request (4.40)
5. She tells the Monks’s character to Mr. Brownlow and Rose who cooperate with Fagin’s gang to have more for making Oliver a thief for some purpose of his own (7.9)
6. The quotation above tells that Oliver actually does not want to that Burglary and he asks Sikes to let him go from London. But Sikes does not let Oliver go and he always threats that he will murder him if he does not do what he says (7.18)
7. The description above tells about the condition of the Quit village, namely Chertsey, there, the place where Sikes will burglar accompanied by Toby Crackit and also Oliver Twist (7.41)

The sentences above are ungrammatical; it is because the students do not put an object in the sentence. They directly go to the next sentence's construction without mentioning the object first.

d) Omission of the Relative Pronoun

1. According to Helen women should have their own choice and decision and release them from the patriarchal culture role that make women become an obedient wife and just follow, accept, and serve husband's demand (1.5)
2. Helen states that she becomes someone to advise him and remind what right and wrong are (1.13)
3. This quotation describes Helen's effort to remind Arthur that she has right as Arthur right there she need to be loved and respected as Arthur need it (1.26)
4. As a mother, Helen shows us her affection to her child. She gives all his strength and power to save her child from the ruin is caused by his father (1.33)
5. The character of Helen represents a woman that has full faith, confidence, smart but charm, and sincere. From the very young age she has braveness to challenge the patriarchal culture is ruled in her society (1.52)
6. Haroun was a cheerful boy; he was the only child of Rashid Khalifa, a story teller with never ending stories, that to his admirer he called as Rashid the Ocean of Notions and to his enemy called him as the Shah of Blah (3.5)
7. He is so loved to his son and grew him in a house with full of love (3.6)
8. Haroun was a happy boy in a house full of love of his parent (3.7)
9. The complication/rising action were faced by Haroun and his father Rashid Khalifa when Soraya, mother of Haroun and wife of Rashid had run off with Mr. Sengupta (3.12)
10. In convention of characteristic of fiction, the free creativity does not mean has no low (3.71)
11. Preparatory condition means action benefits speaker and speaker believes that action benefits her because Nick is willing to give her a ride (4.19)
12. Whereas preparatory condition, speaker believes hearer is able to do action (4.47)
13. Kevin also believes to audiences will follow her invitation to have karaoke (4.48)

Based on the data of relative pronoun, the grammatical errors on English students' thesis are omission. Students mostly omitted the adjective clause in constructing the sentences.

e) Misuse of Relative Pronoun

Haroun lived in the country of Alifbay, a sad city; behind a sea. The city was so distressed that the citizen had forgotten the name of the city (3.2)

The sentence above is incorrect; it is because student puts relative pronoun, which does not appropriate in the sentence construction. Kind of relative pronoun, which should be inserted is *where*.

f) Addition of Relative Pronoun

The error addition of relative pronoun found in this study:

No bodies who help her (4.7)

This sentence is incorrect; it is because student inserts relative pronoun, which should not be appeared in the sentence.

5. The Use of Preposition

The grammatical errors found in the use of preposition are classified into three types: omission of preposition, misuse of preposition, and addition of preposition.

a) Omission of Preposition

The omission errors found in this study is in the use of preposition:

1. Her hopes to spend sweet summer with Arthur is just an imagination because Arthur leaves her long time (1.20)
2. The speaker believes that his offering of giving a ride the children will be advantageous to the hearer (4.27)
3. Nick convinces Suzanne that he wants to accompany her kids going Vancouver to ensure that everything is well (4.28)
4. Lindsey and Kevin got angry to Nick, they accused that Nick was a playboy who wants to get closer her mother (4.42)

Those sentences are grammatically incorrect; it is because students do not insert the preposition, which should appear in the sentence. In this study, kind of prepositions, which are commonly omitted by students are preposition “to”.

b) Misuse of Preposition

It means that students have inserted the preposition in the sentence.

However, it is not the correct preposition.

1. According to Helen women should have their own choice and decision and release them from the patriarchal culture role that make women become an obedient wife and just follow, accept, and serve husband’s demand (1.5)
2. The story began with showing the setting of the place where the main character lived (3.1)
3. So shock, Rashid picked up a hammer and then smashing the clock, and any others including one in Haroun’s table bedroom (3.16)
4. Actually, Nick falls in love to Suzanne. He always ready to help Suzanne in any occasion (4.22)
5. Nick was willing to do anything to get sympathy from Suzanne (4.23)
6. She tells the Monks’s character to Mr. Brownlow and Rose who cooperate with Fagin’s gang to have more for making Oliver a thief for some purpose of his own (7.9)
7. That event depicts of Fagin’s crime as a means of livelihood with employs the poor orphan children to be a thieves for him (7.10)
8. His action murdering Nancy is undertaken as a response to some provocation from Fagin and Noah Claypole who tells about what Nancy does and with whom she meets in London Bridge on Sunday night (7.33)

Based on these sentences, the prepositions used by the students in constructing the sentences are incorrect. These prepositions need to be replaced with another preposition, which is grammatically correct.

c) Repetition of preposition

Arthur gives bad education to his child. Little Arthur prefers to play with his father's friends to with his mother. This happens because of his father's influences (1.59)

d) Addition of Preposition

Addition errors also lie on the use of preposition. The unnecessary preposition is added to the context, which does not require preposition:

1. Helen shows her right as mother has ruined by Arthur by forbidding her having time with her child to give love and educate him. Regan told to her father that she loved him very much when the time of dividing Britain and Lear's wealth (1.60)
2. She disliked with her father's treatment to her gentlemen who chiding his fool (2.7)
3. Regan told to her father that she loved him very much when the time of dividing Britain and Lear's wealth (2.8)
4. The conflicts happens when they have to choose to whether they will save princess Batcheat first or to save the Ocean first (3.66)
5. The hearer becomes angry even though the speaker has apologized to him (4.37)
6. Kevin's utterances such as in "do you have got anything to drink?" is an attempt to get Nick to perform of act of giving a drink (4.56)
7. On the contrary, someone who has low intelligence, he cannot adjust to the society. He inclined has way of thinking lowness (7.14)

4.1.3.2.2 Verb Phrase

Grammatical errors in verb phrase which is identified in this study are omission of verb, use of progressive tense, and agreement of subject and verb.

a. Omission of Verb

There are two kinds of omission of verb: (1) Omission of the main verb, it means the omission of verb in the form of verbal sentences. Such as: *I read a novel.* (2) Omission of verb “be”, it means the omission of verb in the form of “to be” which is constructed in the nominal sentences. Such as: *I am sleepy.*

a) Omission of the Main Verb

Omissions of the main verb in this study can be analyzing into some categories where the patterns of error each student commonly are same:

1. Omission of the Main Verb in verbal Sentences, where the Subject is directly Connected to the Adjective

- 1) This situation makes Helen under pressure and that is why she struggles to get her right as wife and human. (1.4)
- 2) One thing makes women happy is becoming a mother. Having a child is bliss. Like Helen, she feels so happy when she bears a child. She knows that her life full of sorrow, but when she gets a child her hope to life is stay up (1.29)

2. Omission of the Main Verb in verbal Sentences, where the Subject is directly Connected to the Noun

- 1) Lear's conflicts with Earl of Kent when he tried to convince Lear about what is said by Cordelia about her love to Lear (2.14)
- 2) The climax was when Haroun make a wish that everything comes to normal again (3.49)
- 3) Illocutionary act, which the intended meaning behind speaker's utterance (4.56)
- 4) Perlocutionary act, which the intended or actual effects of utterance on hearer's attitude or behavior (4.57)
- 5) He cooperates with Fagin's gang which makes Oliver a thief for some purpose of his own (7.15)

- 6) The quotation above tells that Oliver actually does not want to that Burglary and he asks Sikes to let him go from London. But Sikes does not let Oliver go and he always threatens that he will murder him if he does not do what he says (7.18)

3. Omission of the Main Verb in Constructing the Sentence which is in the Form of “be”

- 1) The King was gradually going to mad (2.1)
- 2) If Plug and the Wallspring were connected, the Ocean of Story will finished (3.42)
- 3) The pleasure of love should a commerce, it should be given to be truly received (5.14)

Based on the sentences above, we can analyze that the sentences do not have the main verb; it is because the students directly go to the object after constructing the subject without mentioning the verb first.

b) Omission of Verb ‘be’

Omission of verb “be” is omission of “to be” which is placed as the verb in the sentence construction. This study found lot of omissions of verb “be”, students’ errors in omitting verb “be” relatively have the common patterns.

1. Verb “Be” is Omitted when the Subject Meets Adjective (In Constructing the Nominal Sentence)

- 1) One thing makes women happy is becoming a mother. Having a child is bliss. Like Helen, she feels so happy when she bears a child. She knows that her life full of sorrow, but when she gets a child her hope to life is stay up (1.29)
- 2) She thinks to save her child and better for him life in poverty rather than in luxury with bad father (1.32)

- 3) Helen's life as a wife is full of bitterness and sadness. Even though she loves Arthur, still she does not have pleasure. She feels that her life like in a jail. She feels that Arthur puts her as a prisoner by oppressing her hearth (1.38)
- 4) He puts Helen just at home even he can go everywhere. She makes Helen just like bird in the cage. Arthur oppresses Helen by putting her under his circumstance (1.39)
- 5) There was no response from Cornwall and Regan, so he angry to them and demanded to know who stocked his servant up to Cornwall confessed it (2.18)
- 6) Lear hanged him back after knowing her daughter dead (2.27)
- 7) He is so loved to his son and grew him in a house with full of love (3.6)
- 8) Haroun was a happy boy in a house full of love of his parent (3.7)
- 9) The complication/rising action were faced by Haroun and his father Rashid Khalifa when Soraya, mother of Haroun and wife of Rashid had run off with Mr. Sengupta (3.12)
- 10) The moon Kahani turned quickly as Haroun wished and the light of the sun shining brightly and makes the black magic of the Cultmaster Khattam Shud powerless (3.44)
- 11) The battle was joined at last. Rashid Khalifa watching the action from the Guppee Comman Hill, he was afraid that the Guppees will lose to the Chupwalas (3.47)
- 12) Actually, Nick falls in love to Suzanne. He always ready to help Suzanne in any occasion (4.22)

2. Verb "be" is Omitted in Constructing the Passive Form in Relative

Pronoun

- 1) Lear and Edmund faced the conflict when the battle between Britain and French happened which won by French (2.19)
- 2) He wanted to fix his father disabilities in telling story by going to the Ocean of stream of stories to fill the bottle of stories that belonged to Rashid then it will make his father get his ability back (3.23)
- 3) Haroun was given something by Iff before he climbs the dark ship, the ship that belongs to the Cultmaster Khattam Shud, the ship that used to poison the Ocean (3.37)
- 4) The laws of the plot are the basic principles of plot that used by the author to make the story (3.72)
- 5) We can find the poverty influence in the chapter 10 that written in page 47 in this study that tells about the permission which is given by Fagin to let Oliver go out with his gang of pickpockets, Charley Bates and Dodger, and it is the beginning of Oliver to have relationship with the thieves (7.35)

3. Verb “be” is Omitted in Constructing the Passive Sentence

- 1) The story began with showing the setting of the place where the main character lived (3.1)
- 2) In the beginning also describe about the character of main characters (3.4)
- 3) Haroun asked by the Walrus about what he really wanted. Haroun answered that all he need is just a happy ending (3.52)
- 4) It caused by the utterance that Gracie said (“...Because guess what fuller, you will never make it in this bureau if you don’t start using your head”) (6.5)
- 5) Beside denotation, the connotation also found in this utterance, for example the word of wrong audience is not the people who have mistakes but the wrong audience when that utterance is said (6.7)
- 6) This condition appears in the Chapter nine of Oliver Twist when dodger returns and accompanied by a very sprightly young frier, whom Oliver had seen smoking on the previous night, Charley Bates (7.34)
- 7) That treatment described in chapter 20 which was written in page 44 of this study. It describes that Oliver must hears and does what Sikes says (7.42)

4. Verb “be” is Omitted in Constructing the Transformational “there”

- 1) There also Mrs. Oneeta, his wife, a big fat woman who has not a child at all and she loved Haroun so much and loved to brought Haroun sweetmeat when she hugged Haroun, (3.9)
- 2) There shows the condition of their house, where they lived and the neighbor who lived upstairs, Mr. Sengupta and Mrs. Oneeta (3.11)
- 3) Then Haroun and Rashid khalifa was brought to the Throne Room of the place, there also Prince Bolo, General Kitab, the Speaker, and the Walrus (3.28)
- 4) The next day when Haroun woke up in the morning, he found present on his bed and there also a new clock (3.57)

The sentences above are grammatically incorrect. Students commonly do not insert the verb in constructing the sentences. They ignore the nominal sentences that need verb “be” in sentence construction and their errors relatively have the same pattern.

c) Repetition of the main verb

1. Helen needs Arthur to stay beside her to spend time with her and to love her but his going makes Helen's wish to spend summer time with Arthur is disappear. Here Arthur forgets her part in life to give Helen right as wife (1.22)
2. She wants to tell that women or wife's duty is not only stay at home to wait her husband, comfort him and do domestic duties. A wife should be has more role in family (1.47)
3. Here Helen struggles to get her right to get freedom to choose a man whom she wants to marry (1.54)
4. All the day where Haroun was come home from school, he saw Mrs. Oneeta was crying at the balcony, then when he open the door, he saw his father Rashid crying also (3.13)
5. Rashid Khalifa and the army who saved Princess Batcheat were came to the Chup City and make a tent there and then came an ambassador of Chupwala came to warn Rashid (3.45)
6. Haroun asked by the Walrus about what he really wanted. Haroun answered that all he need is just a happy ending (3.52)
7. The conflict was occurred when Haroun have no idea for whom he will wish, is it for his father or for his mother (3.60)
8. It was happen when Haroun saved the Ocean; while Rashid saved Princess Batcheat and then make a wish that defeat the Cultmaster Khattam Shud (3.61)
9. Then the problem saved when Haroun volunteer himself to go save the Ocean (3.67)
10. Nancy is actually represents of most of the poor women in the Victorian age who live in unfortune (7.5)

b. The Use of Progressive Tense

The omissions of grammatical errors connected to the progressive tense are omission of "be", replacement of *-ing* by the simple verb form, and substitution of the progressive for the simple past.

a) Omission of "be"

The omission of "be" in the progressive tense means the omission of "to be" which becomes the main component in constructing the progressive tense.

This study found that some students did not insert the verb “*be*” in constructing the progressive sentences. The error sentences are:

1. She disliked with her father’s treatment to her gentlemen who chiding his fool (2.7)
2. All the day where Haroun was come home from school, he saw Mrs. Oneeta was crying at the balcony, then when he open the door, he saw his father Rashid crying also (3.13)
3. He continued to concentrate, but when he wishing for his father, Soraya’s face comes abroad, hoping for Haroun’s wished to get to the family back (3.26)
4. The moon Kahani turned quickly as Haroun wished and the light of the sun shining brightly and makes the black magic of the Cultmaster Khattam shud powerless_ (3.44)
5. The battle was joined at last. Rashid Khalifa watching the action from the Guppee Comman Hill, he was afraid that the Guppees will lose to the Chupwalas (3.47)
6. Ending reached when everything back to the normal and Khattam Shud has defeated and when Haroun and Rashid coming home, Soraya has come back home (3.62)
7. The speaker orders them to get on the train when moving (4.39)
8. In the main street, there are drunken men and women who wallowing in fifth (7.20)
9. The inmates of workhouse consisting of orphan poor children, the poor children and the poor divorce people (7.29)

Those sentences are judged ungrammatical. The students directly go to the progressive verb after subject without adding the “*to be*” first.

b) Replacement Of - *ing* by the Simple Verb Form

This study found a grammatical errors in constructing the sentence where the progressive marker failed to attach.

One thing makes women happy is becoming a mother. Having a child is bliss. Like Helen, she feels so happy when she bears a child. She knows that her life full of sorrow, but when she gets a child her hope to life is stay up (1.29)

c. Agreement of Subject and Verb

Grammatical errors in agreement of subject and verb identified in this study are disagreement of subject and verb and agreement of subject and tense.

a) Disagreement of Subject and Verb

Students commonly failed to suit between subject and verb. Students construct the singular subject in the sentence, but the verb agreement is in the form of plural verb, or vice versa. In this study, the disagreement between subject and verb found in two patterns:

1. Disagreement of Subject and Verb in the Form of the Main Verb

The sentence construction in this pattern is the main verb, which constructs the sentence in the form of verbal sentences. Based on analyzing the data, there are two kinds of disagreement of subject and verb in the form of the main verb found in this study.

1) *The students construct the singular subject in the sentence, but the verb agreement is in the form of plural verb*

1. Every person have right to get an attention and love (1.17)
2. In addition, Helen feels it because Arthur do not give her love but painful (1.28)
3. Arthur never realizes that his attitude have injured Helen. He feels what he has done just her right as a husband (1.41)
4. He is angry because Helen cannot do like his friend's wife do. It looks like so clear that Arthur's demand to Helen to behave like his friend wife showing his tyrant to Helen because his friend's wife is placed in inferior position (1.49)

5. Arthur's demand to Helen clearly against human's right especially women's right because husband and wife has the same right to love each other, to respect and honor each other and became a partner in life (1.51)
6. These situations shows us that Arthur ruins Helen's rights as a wife (1.57)
7. Helen does not like Arthur's demand to worship him and prevents her to be very Christian (1.63)
8. Lear refused it, he preferred visit or lived with them to having a place and some knights and servants himself (2.13)
9. Haroun and Iff the water Genie volunteers to save the ocean, their chosen companions are the Plentimaw Fishes, Goopy and Bagha, and the Floating gardener Mali (3.35)
10. The conflict was occurred when Haroun have no idea for whom he will wish, is it for his father or for his mother (3.60)
11. The climax of this plot is same with the climax at the main plot and the data of this analysis has stated at the climax of the main plot (3.70) Psychologically, men behave more aggressively in particular condition than woman do as the nature calls upon their destiny (5.3)
12. They takes their traditions, customs, fashions, intelligences, and technology into their social life towards complacency (5.6)
13. Between Gracie Hart and Sam Fuller happens hard conversation because both of them felt some of real pain (6.1)
14. Woman that is white skin (6.8)
15. Dickens depicts Saffron Hill as a crowded and so dirty place here the poor often buys the second hand-gods (7.12)
16. When Sikes sees Nancy return and enter her room. He approaches her and shows that he is so angry with the news that he hears from Noah Claypole about what she does on Sunday night (7.16)
17. It appears in chapter 8 page 103 line 6 and chapter 8 page 105 line 4 which tells about where Fagin lives (7.19)
18. His action murdering nancy is undertaken as a response to some provocation from Fagin and Noah Claypole who tells about what Nancy does and with whom she meets in London Bridge on Sunday night (7.33)

2) *The students construct the plural subject in the sentence, but the verb agreement is in the form of singular verb*

1. At the night when Haroun and Rashid was going to Dull Lake, invited by Mr. Snooty Button. He went with a bus, the driver was Bull, the driver of the number one super express mail coach to the valley of K (3.21)

2. Then Haroun and Rashid khalifa was brought to the Throne Room of the place, there also Prince Bolo, General Kitab, the Speaker, and the Walrus (3.28)
3. After Haroun return to the surface, it was a luck that the Chupwalas was looking into another direction (3.43)
4. The conflicts happens when they have to choose to whether they will save princess Batcheat first or to save the Ocean first (3.66)
5. The speaker's utterance do not consist of those types of speech acts and the felicity conditions are not fulfilled because after understanding the theory and matching with the fact, it is concluded that those types of speech acts are not found in speakers (4.62)

2. Disagreement of Subject and Verb in the Form of Verb "be"

The sentence construction in this pattern is the main verb, which constructs the sentence in the form of verb "be" inserted in constructing the passive sentences and the nominal sentences.

1) *The Passive Sentences*

1. From this point of view, we find that women's position is placed under men's domination. Arthur has threat his wife badly (1.40)
2. The complication/rising action were faced by Haroun and his father Rashid Khalifa when Soraya, mother of Haroun and wife of Rashid had run off with Mr. Sengupta (3.12)
3. Then Haroun and Rashid khalifa was brought to the Throne Room of the place, there also Prince Bolo, General Kitab, the Speaker, and the Walrus (3.28)
4. In addition, the data is analyzed by using speech act theory namely; utterance act, something said by the speaker (4.15)
5. The way a person appears (his/her clothes, hair, article, worn or carried), the display of the human body and its appear is sometimes referred to as object language (6.4)
6. The writer determines that the causes of crime which appear in Oliver Twist is divided into two factors, intern factor and extern factor (7.13)

2) *The Nominal Sentences*

1. Men are born under Mars while woman are under Venus (5.2)
2. Based on psychological point of view, the differences between men and women is due to the difference of hormonal system (5.4)
3. Children is one of the victims of the industrial Revolution at the time, especially children who are from the poor family (7.1)
4. After classifying the data on the appendix based on the problem of the study about the effect of crime, the writer determine that the effects of crime which appear in Oliver Twist is divided into two forms; society reaction and law punishment (7.22)

b) Agreement of Subject and Tense

In this study, the disagreement between subject and tense made by students are disagreement of subject and tense connected to the main verb, disagreement of subject and tense connected to the verb “*be*”, disagreement of subject and tense connected to both the main verb and verb “*be*”.

1. *Disagreement of Subject and Tense Connected to the Main Verb*

- 1) He continued to concentrate, but when he wishing for his father, Soraya’s face comes abroad, hoping for Haroun’s wished to get to the family back (3.26)
- 2) Rashid continue the story by saying that he had heard that Chupwalas army who talk to his friend said that the great feast of Bezaban is coming soon (3.33)
- 3) Rashid and the Guppee army had won the battle and when they get into Chup city, suddenly the sun rose over the Citadel of Chup (3.48)
- 4) There are something strange, people of the city become happier, they were playing around at the rainy day. And the people begin to remember the city’s name. It was Kahani, it means story (3.56)
- 5) Then, they waited Frank coming back to their family (4.2)
- 6) He saw a woman who was repairing her car. May be she got a serious problem with his car (4.6)
- 7) In the middle of journey, exactly when they get on the car, suddenly Kevin got asthma (4.44)

- 8) While Gracie uses her voice loudly to call Sam Fuller because Fuller did not ignore what Gracie command (6.6)

2. Disagreement of Subject and Tense Connected to the Verb “be”

- 1) Lear’s conflict with Regan occurred when she got a letter from Goneril which was brought by Oswald which is told about Goneril’s quarrel with their father and informed that father would come to her home (2.9)
- 2) They also asked the part of Cordelia which is left by her, but Lear did not give it although they forced him (2.11)
- 3) Lear’s conflicts with Earl of Kent when he tried to convince Lear about what is said by Cordelia about her love to Lear (2.14)
- 4) When Lear and his fool arrived outside Gloucester’s castle, Kent was still in the stock, and Lear did not know where his servant is
- 5) When Rashid returned to the living room, he found his wife was gone and there is a taxi speeding around the corner (3.15)
- 6) There is a time where he was took to theater by Rashid to cheer him up to watch movie, at first he look very happy, but after exactly eleven minutes, his attention become wandered, at the end of the film, he had no idea how the story of the movie turned out (3.17)
- 7) He had lost his capability to tell a story, it was a great problem since it was the only thing he could do, tell a story, he lost his voices, there is no sound came out of his mouth but “Ark”(3.19)
- 8) Actually Rashid wished to travel to Gup City, but because of some little miscalculation, he lost in the Twilight Strip where the temperature was so cold that he is half to death (3.29)
- 9) The Chupwalas army had occupied the land of Chup and there is also Silence Law where no body allowed speaking (3.32)
- 10) Rashid continue the story by saying that he had heard that Chupwalas army who talk to his friend said that the great feast of Bezaban is coming soon (3.33)
- 11) The subplot of this novel happened when the story attain the middle of the plot, when Haroun traveled to Moon Kahani and there are also a problem faced the occupant of the moon that their Ocean of Stream of Story poisoned by Khattam Shud (3.63)
- 12) The climax is reached when Haroun go to save Ocean, there he get caught by the Khattam Shud which is at last Haroun found out that the Khattam Shud itself was his neighbor Mr. Sengupta (3.68)
- 13) The suspense of the story are when Haroun begin to lost his concentration after eleven minutes, and then Rashid Khalifa also lost his ability to tell story and then when Haroun get caught by Khattam Shud at the floating jungle at the Ocean (3.76)

- 14) In the middle of journey, exactly when they get on the car, suddenly Kevin got asthma (4.44)
- 15) It is different from the rich people who lived in the healthy sanitary and never feel back. They lived in beautiful suburbs and sometimes in private hotels with their families (7.28)

3. *Disagreement of Subject and Tense Connected to the Main Verb and*

Verb “be”

- 1) There is Mr. Sengupta who lived upstairs, he work as clerk at the city corporation and he was a thin person with whiny voiced, he ignored Haroun and liked to criticize Rashid and his story when he talk to Soraya and he things that Haroun did not noticed, “what are the use of a story that aren’t even true’ he said to Soraya while Rashid was off (3.8)

b) **Disagreement of Verb Construction**

1. From this point of view, we get a point that Arthur has leads a solipsistic life to Helen (1.19)
2. From this point of view, we find that women’s position is placed under men’s domination. Arthur has threat his wife badly (1.40)
3. At Cordelia’s camp, she accompanied the doctor who cured Lear. When he had awakens, his mind was clear and he recognized his daughter (2.25)
4. The plot then comes to the resolution or denouement. Where the situation come to normal and Haroun did not lost his concentration after eleven minutes (3.50)
5. The kidnap of princess Batcheat and the poisoning of the Ocean have make the people angry (3.65)
6. The next was when Rashid lost his ability to tell a story, when he will tell a story in a campaign of one of politics. Suddenly he couldn’t say anything and lost his story talent (3.74)
7. The next happiness that comes at last is that the sad city has change into a happy city and they also remembered that name of the city, it was Kahani (3.82)
8. He did not deserved to receive treatment that humiliated his dignity (5.13)
9. Based on the theoretical background that unemployment is someone who has no job and of course he does not earn to fulfill his requirements. While he must defends his life (7.22)

10. The workhouse system that is represented by Mr. Bumble can endangers the children's life who live and work there (7.30)
11. The description above tells about the condition of the Quilt village, namely Chertsey, there, the place where Sikes will burglar accompanied by Toby Crackit and also Oliver Twist (7.41)
12. That treatment described in chapter 20 which was written in page 44 of this study. It describes that Oliver must hears and does what Sikes says (7.42)

4.1.3.2.3 Verb and Verb Construction

Errors found in verb and verb construction is omission of "to" in identical subject construction, attachment of the past marker to the dependent verb, and misconstruction.

1. *Omission of -to infinitive in Identical Subject Construction*

- 1) From this opinion, we conclude that a wife is just like a doll. Just follow her husband wants. However, Helen does not agree with it. By saying that his ideas is not her nation, she wants tell us that wife position is not as if Arthur thinks (1.48)
- 2) From the dialogue between Kent and Gentleman, attendant to Cordelia, told that Cordelia missed her father and wanted meet him (2.4)
- 3) Lear refused it, he preferred visit or lived with them to having a place and some knights and servants himself (2.13)
- 4) Haroun was given something by Iff before he climbs the dark ship, the ship that belongs to the Cultmaster Khattam Shud, the ship that used to poison the Ocean (3.37)
- 5) When Haroun was in the Dark Ship, Mali the Floating Gardener had escaped capture of the Web of Night (3.38)

Based on these sentences above, students made errors by omitting "to" which should be placed between verb 1 and verb 2.

2. Addition of to- Infinitive

- 1) He does not want his wife to dictates his life but he always dictates his wife. Arthur has power to blames and dominates Helen but Helen does not have it (1.43)
- 2) Arthur's demand to Helen clearly against human's right especially women's right because husband and wife has the same right to love each other, to respect and honor each other and became a partner in life (1.51)

3. Attachment of the Singular Marker to the Dependent Verb

- 1) It is a big struggle for Helen because she not only struggles to rejects Mr. Borham but also fight her aunt want because she supports Mr. Borham (1.9)
- 2) He does not want his wife to dictates his life but he always dictates his wife. Arthur has power to blames and dominates Helen but Helen does not have it (1.43)
- 3) For one time, Noah is sent by Fagin to spy on her and discovers her secret (7.32)

4. Attachment of the progressive marker to the dependent verb

- 1) The conversation above shows us Helen's eagerness to sacrifice her happiness for the chance to securing a man whom she loved (1.14)
- 2) There Haroun find a wish water, Iff take the water and put it in a bottle, Haroun hold the bottle, but when he intended to make a wish, he become confuse, whether he make a wish for his father or for his mother to coming back home (3.25)

5. Attachment of the Past Marker to the Dependent Verb

In the form of verb and verb construction, the attachments of the past marker to the dependent verb are:

1. There also Mrs. Oneeta, his wife, a big fat woman who has not a child at all and she loved Haroun so much and loved to brought Haroun sweetmeat when she hugged Haroun, (3.9)
2. The suspense of the story are when Haroun begin to lost his concentration after eleven minutes, and then Rashid Khalifa also lost his ability to tell story and then when Haroun get caught by Khattam Shud at the floating jungle at the Ocean (3.76)

Based on the underlined words above, students made error in constructing the *to infinitive* which should be connected to the verb 1, but this study found that students still have difficulty to differentiate it in placing verb 2 after to infinitive.

6. Misconstruction

Misconstructions are characterized by the incorrect placement of a morpheme in an utterance. This study found five types of error in misconstruction:

1. Error in Constructing Noun and Adjective

- 1) She shows her effort become freedom women (1.12)
- 2) From here, we can see that she has full faith to her own idea (1.15)
- 3) The character of Helen represents a woman that has full faith, confidence, smart but charm, and sincere. From the very young age she has braveness to challenge the patriarchal culture is ruled in her society (1.52)
- 4) The way a person appears (his/her clothes, hair, article, worn or carried), the display of the human body and its appear is sometimes referred to as object language (6.4)

2. Incorrect Placement Between Subject and Adverb, Subject and To Be

- 1) From this point of view, we find the message that there should be a husband to give an attention, affection, and love to his wife. Moreover, there his wife's rights to get attention, affection and love. However, what happen to Helen is not like that, Arthur dismisses Helen hope and right to get an attention, affection, and love (1.24)
- 2) As a mother, Helen does not want her child grows in bad situation. Helen just can look for a chance to bring away her child from this bad environment (1.31)
- 3) Helen's life as a wife is full of bitterness and sadness. Even though she loves Arthur, still she does not have pleasure. She feels that her life like in a jail. She feels that Arthur puts her as a prisoner by oppressing her hearth (1.38)
- 4) Sometime Helen just wants him to send her a letter but she does not accept her wishes (1.56)

- 5) He is so loved to his son and grew him in a house with full of love (3.6)
- 6) There shows the condition of their house, where they lived and the neighbor who lived upstairs, Mr. Sengupta and Mrs. Oneeta (3.11)
- 7) On the contrary, someone who has low intelligence, he cannot adjust to the society. He inclined has way of thinking lowness (7.14)

3. *Incorrect Placement of Conjunction*

- 1) As a women she not only quite and accept what Arthur has done but she rebels Arthur pressure over her life. (1.36)
- 2) Generally Arthur is not bad man and nor bad husband neither (1.46)
- 3) The character of Helen represents a woman that has full faith, confidence, smart but charm, and sincere. From the very young age she has braveness to challenge the patriarchal culture is ruled in her society (1.52)

4. *Incorrect Placement of Possessive*

- 1) At the night when Haroun and Rashid was going to Dull Lake, invited by Mr. Snooty Button. He went with a bus, the driver was Bull, the driver of the number one super express mail coach to the valley of K (3.21)
- 2) He wanted to fix his father disabilities in telling story by going to the Ocean of stream of stories to fill the bottle of stories that belonged to Rashid then it will make his father get his ability back (3.23)
- 3) Nick was willing to do anything to get sympathy from Suzanne (4.23)
- 4) Suddenly the deer attacked him and he lost his key's car (4.60)
- 5) Those utterances for giving a briefing related to women beautiful treatments, but in fact, the message that is send is not suitable with the context (6.3)

5. *Incorrect Placement of Object and Adverb*

- 1) Helen states that she becomes someone to advise him and remind what right and wrong are (1.13)
- 2) He tried hard to convince him that actually Cordelia's heart is not same as her mouth; she did it only for avoiding stereotype that she loved father just want to get the wealth and heritage (2.16)
- 3) Lear accused Kent betrayed and opposed his deciding which could not be claimed (2.21)
- 4) Here, the speaker has an attempt to get hearer the act of answering (4.4)

- 5) In this case, the prepositional act refers to the way of Suzanne to a get help to give her a ride from Nick (4.12)
- 6) He is a destitute person who lives in the hideous slum where there is no furniture, no light only by small window in the roof (7.40)

Based on these sentences, students made grammatical errors in misconstruction are in displacement between noun and adjective, subject and adverb, conjunction, possessive, and object and adverb.

4.1.3.2.4 Some Transformation

Additional Transformation

1. From this point of view, we find the message that there should be a husband to give an attention, affection, and love to his wife. Moreover, there his wife's rights to get attention, affection and love. However, what happen to Helen is not like that, Arthur dismisses Helen hope and right to get an attention, affection, and love. (1.24)
2. Helen is faithful Christian there she always worship her god but Arthur does not like it. (1.61)

4.1.4 Tabulation of Errors

To answer the second problems of study about the morphological and syntactical errors, which are commonly found in English students' thesis writing of UIN Malang who were registered as UIN Malang students in 2002 and graduated in 2007, this study tries to answer the problem by analyzing and describing the data by using table of data tabulation which can be seen in appendix 2.

The results of this study show that English students' thesis writing still do errors in all the types (morphological and syntactical). The data are taken from the table of data tabulation, which show the count of errors in its each type. The

number of error in morphology is 156 errors. It consists four categories, in Possessive Case (PC) is found 17 errors, in Third Person Singular Verb (3PSV) is found 65 errors, in Simple Past (SP) is found 67 errors and in Past Participle (PP) is found 7 errors. Meanwhile, the number of error in syntax is 548 errors. It consists of four categories, in Noun Phrase (NP) is found 350 errors, in Verb Phrase (VP) is found 155 errors, in Verb&Verb Construction is found 30 errors, and Some Transformations are found 3 errors. Then, the total number of errors, which are found in English students' thesis writing who registered as UIN Malang students in 2002 and graduated in 2007, are 704 errors.

The most predominant error type in morphological is third person singular verb, past tense both regular and irregular simple past, past participle and possessive. Then, the most predominant error type in syntactical is noun phrase followed by verb phrase verb and verb construction, word order and some transformation.

4.2 Discussion

The results of this study are very fantastic because it is found that English students still make some mistakes in arranging their thesis writing, although it is done during a flexible time. In addition, they are guided by co-advisor who checked their linguistic problem. English students commonly did the errors were in syntax which reaches the highest level of errors in their writing thesis. Then, it is followed by morphology.

Students' errors in constructing sentences could be interpreted as the result of two sources. They either are because of the interference of the students' native language or do to their incomplete learning of the target language. As Brown (in Indriati, 1994) states, that student' errors are usually caused by the interference of the native language and over generalizing a particular item in the target language beyond legitimate bounds. Therefore, it is considered difficult for students to write correctly since the systems of the target language are different from their native language systems. In other words, it seems reasonable that students who find difficulties in learning English as target language will make errors.

Students' errors may occur in different components of language: grammar, pronunciation, or lexicon. In other words, students' errors may occur in different linguistic categories, such as phonology, morphology, syntax, semantics, and discourse.

Based on the discussion of two research problems above, this study comes to conclusion that "no body is perfect in the world". English students who are assumed have an advanced ability on mastering English grammar since they have passed the three levels of grammar class and they have attended the supporting classes such as introduction to linguistics, phonology, morphology, and syntax still face the grammatical problems in their thesis writing.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

After presenting the findings and the discussion in the preceding chapter, this study will conclude and provide some suggestions.

5.1 Conclusions

As we know that, the objective of this study is to analyze the grammatical errors of thesis writing made by the English students of UIN Malang who were registered as UIN Malang students in 2002 and graduated in 2007. Therefore, this study is proposed to answer the questions concerning to the types of error, their classifications, descriptions and tabulations. It is because studying the errors existing in their thesis writing reflect the problems that have been faced by them.

This study reveals that there are many kinds of errors found in English students' thesis writing of UIN Malang. On the basic of linguistic category taxonomy, the researcher finds that the highest number of error is error on syntax. Then it is followed by error on morphology.

In morphology, the most predominant type of error is in third person singular verb and past tense. Meanwhile, the most predominant type of error in syntax is in noun phrase and verb phrase.

Based on the classification and discussion of the data in chapter four, this study finds that grammatical errors in thesis writing made by English students who were registered as UIN Malang students in 2002 and graduated in 2007 are

commonly patterned. Students tend to make grammatical errors in the same type and category, although each student has different proportion in making errors based on their background knowledge of English grammar.

5.2 Suggestions

Based on the significance of the study, this study aims to give a beneficial contribution for English students who are going to write thesis writing, lecturers of grammar and writing, advisors and co-advisors, and the next researchers who are interested in analyzing the same field of study. Therefore, here the researcher has some suggestions for them.

For the lecturers, especially who teach language skill. They are expected to pay more attention to the students' problems in constructing sentences in their writing, especially to the difficult grammatical categories such as the use of article, the use of third person singular verb and simple past. Besides, they are also expected to provide the students with sufficient explanation about the rules of grammar and more variation of exercises.

For the students of English Letters and Language Department of UIN Malang who are preparing to write a thesis, they are expected to be aware of their weaknesses in mastering grammatical category. They should improve their own performance in those grammatical categories by reading more additional books and doing some practices through variety of exercises.

For the advisors and co-advisors hope to give more attention to the students who write thesis. The constrictive comments and suggestions that help the students to make their thesis perfect are hoped.

The last, the researcher delivers suggestion to the next researchers who have the same interest to analyze students' errors in writing. There are at least two aspects of language involved in this study: grammar and vocabulary. However, this study only focuses on the errors in the area of grammar, occurring in the students' writing. To complete the findings of this research, the researcher suggests that the next researchers focus their studies on the other aspects, which are not covered in this study. The researcher hopes that the results of this study are going to lead the next researchers who conduct the same field of research as the reference or comparison that might be relevant to their researches.

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