

**THE STUDY ON GRAMMATICAL ERRORS IN THE
ABSTRACTS OF "ULUL ALBAB"
SCIENTIFIC JOURNAL**

THESIS

By

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FACULTY OF HUMANITIES AND CULTURE
THE STATE ISLAMIC UNIVERSITY OF MALANG**

2008

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THESIS

Presented to:
The State Islamic University of Malang
in partial fulfillment of the requirement for the degree of *Sarjana Sastra (S.S.)*

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2008

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MOTTO

La Tahzan, InnaAllaha Ma'anaa

DEDICATION

This thesis is especially dedicated to my beloved Mother Hj. Sholihah and my beloved father H. Achjadin who always give me spirits, supports, prayers, and invaluable attentions to pass this world

Thank you for everything you gave me

I love you



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Malang, 27 December 2007

The researcher

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ABSTRACT

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Key words: Surface strategy 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 in the Abstracts of Ulul Albab Scientific Journal.

This research is very important to be conducted because Ulul Albab scientific journal is an academic journal that fills the ideas of the experts who search about religion, science, technology and others that some of the writers of this journal used English language on the abstracts of the articles. Since this journal is read by many people especially by the academics at nation wide universities, hence, it should be correctly written by standard English writing.

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 comparative taxonomy. This study intends to analyze grammatical errors based on surface strategy taxonomy specifically on morphological and syntactical errors, which includes four types of errors: omission, addition, misformation, and misordering.

In order to bring this study into its purpose, the researcher formulates the research problem: What types of grammatical errors occur in the abstract of "Ulul Albab" scientific journal.

This study is a library research and uses descriptive qualitative method. Descriptive qualitative tries to describe, identify, classify and tabulate the errors found in the abstracts of Ulul Albab scientific journal in constructing grammatical rules, which are obtained from the abstracts.

Considering that, the design of this research is library research, the data are taken from the abstracts of Ulul Albab scientific journal volume 7, No. 2 2006.

The instrument of this study is the researcher herself. It is because the data of this research are written data from the abstracts of Ulul Albab scientific journal.

This study found that the dominant mistakes on the abstracts are errors in omission types followed by addition errors, misformation and the last is misordering. Then, this study also found that the highest numbers of omission errors are omission of articles.

CHAPTER I

INTRODUCTION

This chapter covers six sub-chapters: background of the study, problem of the study, objectives of the study, significance of the study, scope and limitation, and definition of the operational key terms.

1.1 Background of the Study

Human beings are creatures that always learn in their whole life. In their learning activities, errors are also with them. As our God has said in the holy Qur'an:

ثُمَّ إِنَّ رَبَّكَ لِلَّذِينَ عَمِلُوا السُّوءَ بِجَهْلَةٍ ثُمَّ تَابُوا مِنْ بَعْدِ ذَلِكَ وَأَصْلَحُوا إِنَّ رَبَّكَ مِنْ بَعْدِهَا لَغَفُورٌ رَحِيمٌ

“Then, God forgives people who do errors unintentionally and they are repent and want to improve it” (Junus, 1985:253). Errors will go along with everyone’s learning activity, particularly in learning language.

In learning language, learning grammar is considered difficult by many learners, moreover, it is a foreign language grammar, especially English grammar. Whereas, many people think that learning English grammar is important in order to be able to be fluent in English skill, especially speech and writing. It is true, because grammar is a basis of learning language (Hariyanto and Hariyono, 2003:3). Grammar arranges the structure of the language, and covers many language elements, such as kinds of sentences, parts of speech, etc. Moreover, English language is one of languages has many language elements, and it is also one of complicated

languages. It is not like Indonesian language that has a simple structure. For instance, the verb in Bahasa Indonesia will not change because of subject changing. Verb 'belajar' will not change although the subject changes: 'Aku belajar,' 'Dia belajar,' 'Kamu belajar,' etc. But in English, the word 'study' will change because of subject changing: 'I study,' 'He studies,' etc.

In spite of that, many people want to learn English language, but they do not realize the significance of learning grammar and they do not learn English grammar. They think that learning English is enough if they have a lot of vocabularies. Therefore, it is not surprising when we hear someone speak English with wrong structure although they speak English smoothly. They understand and have memorized English grammar, particularly about tenses, its definition and its formula, also its examples, but when they want to require their idea in English, they feel confused and can do nothing. By these reasons, errors occur in their speech or writing.

Written language is secondary language phenomena (Chaer, 2003:82). Although it is just secondary, written language, especially in an article or journal, should be correct in grammar, and should be no errors, because it will be read by many people. Moreover, when the writing involves a foreign language, sometimes errors in grammar can occur. Referring to writing skill, Richard et al. (in Richard, 1974:5-13) suggested seven factors which may influence and characterize second language learner system namely; language transfer, sociolinguistic situation, intralingual interference, modality, age, successions of approximative system, and universal hierarchy of difficulty.

The situation above may be caused by the first factor, language transfer. The learner cannot express their idea in English although he or she has understood and has memorized the grammar, and errors occur in his/ her writing. Therefore written errors occur.

The problem in making errors, especially grammatical error, is also faced by the writers of the articles in Ulul Albab scientific journal. Ulul Albab scientific journal is a journal published by State Islamic University (UIN) Malang, which comes out every semester. This journal is an academic scientific and communication means in many aspects: religion, culture, science and technology. This journal fills the ideas of the experts who search about religion, science,

technology and others, and they are mostly lecturers of UIN Malang itself, and also there are writers from other universities.

This journal is written by using three languages, Indonesia, Arabic and English. The articles in this journal should include an abstract. The abstracts can use one of the three languages. If the abstract uses Indonesian language, the discussion should use English or Arabic, and on the contrary, if the abstract uses English or Arabic, the discussion uses Indonesian.

Many writers write the abstracts of the articles by using English language. And sometimes the grammatical errors occur in these abstracts. It is possible, because the writers are not native speakers, and it may happen because of the language transfer or interlingual factor, as like as Richards et al. stated above. They try to transfer their first language into their foreign language, and finally errors occur.

The language phenomenon above is interesting to be analyzed. The grammatical errors in the abstracts of Ulul Albab scientific journal become the focus of this research, especially on the types of errors based on the surface structure taxonomy. It is one of errors categories used to classify types of errors proposed by Dulay, Burt and Krashen. It consists of omission, addition, misformation and misordering. Here, the researcher also uses Politzer and Ramirez classification of grammar.

There are some researches conducted on the same field, such as Syarifatin's analysis (2007), on "syntactic errors in the argumentative essays of the students of English letters and language department of UIN Malang," and Rahayu's study (2000), on "errors in English complex sentences made by the third year students of English education department of State University of Malang."

Based on the fact that errors in the abstracts of Ulul Albab scientific journal need to be analyzed, thus, the researcher chooses a title "*The Study on Grammatical errors in the abstracts of Ulul Albab scientific journal.*"

1.2 Problem of the Study

Based on the background of the study above, the researcher states the problem of the study. The problems of the study are

1. “What types of grammatical errors are found in the abstracts of “Ulul Albab” scientific journal?”
2. “How is the pattern of the grammatical errors in the abstracts of “Ulul Albab” scientific journal?”

1.3 Objectives of the Study

Concerning the problems of the study, the objective of the study is to analyze the types and the patterns of grammatical errors found in the abstracts of “Ulul Albab” scientific journal.”

1.4 Significance of the Study

The finding of this study is generally expected to be able to give valuable contribution both theoretically and practically.

Theoretically, this study is expected to give a valuable contribution to the field of syntax and morphology, particularly grammatical errors.

Practically, it is expected that this study will be useful for writers of the journal and next researchers. To the writers of the journal, it is hoped that they can avoid as made grammatical errors in writing abstracts. To the next researchers, they can use the finding of the research as useful reference for related researches.

1.5 Scope and Limitation

To avoid the broadening of this discussion and to make the research is manageable, the researcher has limitation. She investigates only the abstracts of Ulul Albab scientific journal on the latest edition. The researcher does not analyze the errors in the discussions of the articles in the Ulul Albab scientific journal.

In addition, the researcher analyzes the grammatical errors only by using surface strategy taxonomy proposed by Dulay, Burt, and Krashen that consists of omission, addition, misformation and misordering to describe the errors in which Politzer and Ramirez' model of grammar classification is used.

1.6 Definition of the Operational Terms

To avoid misunderstanding and misinterpretation that possibly appear, the researcher defines some terms as follow:

- Abstract is short account of the article of "Ulul Albab" scientific journal.
- Grammatical error is error in structure arrangement that occurs in the abstracts of "Ulul Albab" scientific journal.
- Surface strategy taxonomy is a category used in analyzing errors, which is proposed by Dulay, Burt and Krashen consisting of omission, addition, misformation and misordering.
- Ulul Albab Scientific Journal is the scientific journal published by UIN Malang which is issued every semester.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses some related literature in accordance with error and grammar. It is divided into three sub topics: (1) errors, (2) grammar, and (3) previous study.

2.1 The Study of Error

Making errors is part of learning. Not only in language learning, but also in any skill, errors will always get along with learners. Dulay et al. (1982: 138) stated that people cannot learn language without first committing errors. Therefore, in language skill, there are many researches on learners' errors in the second or foreign language.

2.1.1 Definition of Error

Dulay et al. (1982: 138) state that errors are the flawed side of learner's speech or writing. In other words, it means that error can appear in spoken or written language.

Sometimes researchers distinguish errors based on deviation due to performance factors (that is mainly called 'mistakes') and errors based on deviation due to competence factors that Corder called 'errors'. Yet, Dulay et al. (1982: 139) define error as any deviation from selected norm of language performance, no matter what the characteristics or causes of the deviation might be. Here, Dulay et al. do not limit the term 'error' to competence-based deviation only, because they regard that although the distinction between performance and competence is extremely important, it is often difficult to determine the nature of a deviation without careful analysis.

On the contrary, Corder distinguishes between 'error' and 'mistake.' Corder (in Dulay, 1982: 139) reserves errors only for the systematic deviations due to the learner's still developing knowledge of the L2 rule system. Furthermore, Corder stated that errors are systematic, consistent deviances characteristic of learner's linguistic system at a given stage of learning (Sridhar in Croft, 1980: 105). While mistakes are deviations due to performance factors such as memory limitations-

for instance, mistakes in the sequence of tenses and agreement in long sentence- spelling pronunciation, fatigue, emotional strain, etc (Sridhar in Croft, 1980: 105).

In addition, Brown (in Rahayu, 2000: 11) states that it is crucial to make distinction between mistakes and errors, which are technically two different terminological phenomena. The same as Corder, Brown states that a mistake refers to a performance error that either a random guess or slip, in that it is a failure to utilize a known system correctly.

However, it is not easy to decide whether a learner conducts errors or mistakes. For instance, an English learner says “John cans sing,” but on the other occasion he says “John can sing.” It is difficult to determine whether cans is a mistake or an error. If, however, further examination of the learner’s speech reveals such utterances as “John wills go,” “John mays come,” and so forth, with very few instance of correct third-person singular usage of modal auxiliaries, we might then conclude that “cans,” “mays,” and other such forms are errors indicating that a learner has not been able to distinguish modals from other verbs (Bown in Rahayu, 2000: 12).

Therefore, for this reason, this present study does not distinguish errors and mistakes. The researcher attends Dulay’s opinion about error. Errors in this study are defined as an instance of language that deviates from Standard English Grammar.

2.1.2 Source and Cause of Error

Error not occurs by it self. It occurs by some aspects. Richard et al. (in Richard. 1974: 5-13) stated seven factors influences second language system, they are: language transfer, sociolinguistic situation, intralingual interference, modality, age, successions of approximative system, and universal hierarchy of difficulty.

1) Language transfer

Sentences in the target language may exhibit interference from the mother of tongue, thus, errors occur in the target language.

2) Intralingual interference

According to Richards, intralingual interference tends to items produced by the learner which reflect not the structure of the mother of tongue, but generalizations based on partial exposure to the target language.

3) Sociolinguistic situation

Different settings for language use result in different degrees and types of language learning. These may be distinguished in terms of the effects of the socio-cultural setting on the learner's language and in terms of the relationship holding between the learner and the target language community and the respective linguistic markers of these relations and identities (Richards et al. ed. by Richards, 1974: 6).

4) Modality

There are two types of modality; the modality of exposure to the target language and the modality of production. Nemser (in Richards et al., ed. by Richards, 1974: 8) found that in productive modality, phonological replacements differed depending on whether the learner was imitating utterances he heard or producing speech spontaneously.

5) Age

Richards (1974: 9) states that some aspects of the child's learning capacities change as he grows older and these may affect language learning. The child's memory span increases with age.

6) Successions of approximative systems

The sixth factor concerns with the lack of stability of the learner's approximative system. Such systems are usually unstable in given individuals, since there is invariably continuing improvement in learning the target language. Because the circumstances for individual language learning are never identical, the acquisition of new lexical, phonological and syntactic items varies from one individual to another (Richards et al., ed. by Richards, 1974: 11).

7) Universal hierarchy of difficulty

This factor is concerned with the inherent difficulty for man of certain phonological, syntactic or semantic items and structures.

Wibisono (in Roekhan, 1990: 65) states that there are two factors influencing the process of second language mastery; they are internal and external factor. Internal factor is a factor that emerges from the learners themselves, such as age, sex, intelligence, condition of cognitive, attitude, and motivation. External factor is a factor caused by environment and linguistic condition.

2.1.3 The Classification of Error

In this chapter, the researcher focuses on discussion to the descriptive aspects of error taxonomies based on the assumption proposed by Dulay, Burt and Krashen that states that *the accurate description of errors is a separate activity from the task of inferring the sources of those errors* (Dulay, et. al., 1982: 145). Their taxonomies classify errors according to some observable surface feature of the error itself, without reference to its underlying cause or source. Their taxonomy is called descriptive taxonomies.

The most useful and commonly used bases for descriptive classification of errors according to Dulay, et al. are: (1) linguistic category; (2) surface strategy; (3) comparative analysis; (4) communicative effect.

2.1.3.1 Linguistic Category

Linguistic category taxonomies classify errors according to either or both the language component or the particular linguistic constituent the error effect. Language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). Here the researcher doesn't deal with the whole categories; she focuses on errors in English grammar only that include syntax and morphology.

2.1.3.2 Surface Strategy Taxonomy

Dulay, et al. state that surface strategy taxonomy highlights the ways surface structures are altered. Analyzing errors from a surface strategy perspective holds much promise to

researchers concerned with identifying cognitive process that underlie the learner's reconstruction of the new language. it also makes us realize that learner's errors are based on some logic. These errors are not the result of laziness or sloppy thinking, but of the learner's use of while principles to produce a new language (Dulay, et. al., 1982: 150).

Types of errors based in surface strategy taxonomy are: (1) omission, (2) addition, (3) misformation, (4) misordering.

1. Omission

Omission error is characterized by the absence of an item that must appear in a well-formed utterance. There are two types of omission, they are:

a. Content morpheme omission

Content morpheme omission is happened when the referential meaning of a sentence (nouns, verbs, adjectives, and adverbs) is not included on a sentence. For example:

X) I... his support

Here the writer omits a needed verb. It should be 'I expect his support.'

b. Grammatical morphemes omission

Grammatical morphemes play a minor role in conveying the meaning of the sentence. They include noun and verb inflections (the -s in birds, the -s in mother's, the -ed in looked, the -ing in laughing), articles, verb auxiliaries, and preposition. For example:

X) She *look* so happy

In this sentence verb inflection with -s is omitted. It should be 'she looks so happy.'

2. Addition

This type of error is the opposite of omission. It is characterized by the presence of an item which must not appear in a well-formed utterance. There are three types of this error: double markings, regularization, and simple addition (Dulay, et al., 1982: 156-158).

a. Double marking

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

X) She doesn't *studies* hard

Here the writer does not delete third singular person marker *-es* where the auxiliary *does* is used.

b. Regularization

As we know that there are regular and irregular forms in language, sometimes the writers get confused to apply the correct construction. Sometimes they apply the rule of regular form in irregular form. This error is called regularization error. For example:

X) I *hitted* that dog

Here the regularization error happens. The writer puts *-ed* in word *hitted* for the irregular past tense *hit*. It should be 'I hit that dog.'

c. Simple addition

Simple addition is neither double marking nor regularization. There is no certain features for this error. For example:

X) I live in a this house

The addition of article 'a' is not appropriate used before 'this'. It should be 'I live in this house.'

3. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. There are three types of misformation error that have been frequently reported in the literature: (1) regularizations, (2) archi-forms, (3) alternating forms.

a. Regularization

Regularization error happens when a regular marker is used in place of an irregular one. For example:

X) I *falled* from my bicycle

It should be 'I fell from my bicycle.'

b. Archi-forms

Archi-form error happens when the writer uses one form for the several required, as in the use of accusative for both nominative and accusative pronouns. For example:

X) Them going to town

X) That dogs

c. Alternating forms

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

X) Those dog

X) That dogs

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.

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

X) I seen her yesterday

X) He would have saw them

4. Misordering

The characterization of misordering error is when there is an incorrect placement of a morpheme or group of morphemes in an utterance. For example:

X) I don't know what is that

This utterance is incorrect. It should be 'I don't know what that is.'

2.1.3.3 Comparative Taxonomy

Error in comparative taxonomy classification is based on comparison between the structure of second language errors and other certain types of construction. 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 that are classifiable as either developmental or interlingual, and other errors (Dulay et al., 1982: 164).

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

X) Dog eat it

The omission of the article and the past tense marker may be classified as developmental because these are found in the speech of children learning English as their first language.

Interlingual errors are similar in structure to semantically equivalent phrase or sentence in the learner's native language. To know this error, the researcher should translate the grammatical form of the learner's phrase or sentence into the learner's first language to see if similarities exist. For example:

X) The boy smart

Here the writer is influenced by Indonesian structure. It should be 'The smart boy.'

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

Other errors are errors not classified as developmental or interlingual errors. For example:

X) She *do* hungry

Here the writer used neither her/his native language nor L2 developmental form such as 'she hungry' where the auxiliary is omitted altogether (Dulay et al., 1982: 172).

2.1.3.4 Communicative Effect Taxonomy

While the surface strategy and comparative taxonomies focus on aspects of the errors themselves, the communicative effect classification deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication and those that do not. Considering this taxonomy, Burt and Kiparsky discovered two types based on communicative effect: global error and local error (Dulay et al., 1982: 191).

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

- 1) Wrong order of major constituents.
e.g. X) *English language use many people.*
(Many people use English language)
- 2) Missing, wrong, or misplaced sentence connectors.
e.g. X) *Not take this bus, we late for school.*
(If not take this bus, we late for school)
- 3) Missing cues to signal obligatory exceptions to pervasive syntactic rules.
e.g. X) *The student's proposal looked into the principal.*
(The student's proposal was looked into by the principal)
- 4) Regularization of pervasive syntactic rule to exceptions.
e.g. X) *We amused that movie very much.*
(That movie amused us very much)

2.1.4 Error Analysis

Error analysis is apparently resulted from the search for an alternative to contrastive analysis which was associated with the behaviorist model of language acquisition. Error analysis took into account the creative aspect of language and placed the learner at the center of attention in the process of acquiring a second/ foreign language (Croft, 1980: 86). In error analysis, errors are attributable to all possible sources, not just those resulting from negative transfer of the native language. Brown (in Rahayu, 2000: 16) states:

Error – overt manifestations of learners’ system arise from several possible general sources: interlingual errors of interference from the native language, intralingual errors within the target language, the sociolinguistic context of communication, psycholinguistic or cognitive strategies, and no doubt countless affective variables.

It is said that contrastive analysis focuses on errors as the major causes of problem in language learning, while error analysis considers errors, as part the language learning which tell us the learners’ learning problem. Error analysis studies the nature of errors and the result of such study may tell something about the learner’s mastery of the language and what his problems are during studying the target language. The point of view error analysis begins from the examination of learner’s errors from which the learner’s learning problem can be inferred.

Based on Corder’s theory (in Syariatn, 2007: 32), there are five steps in analyzing learners’ errors:

1. Select the area of language.

This activity may take some steps, including: (1) determine the scope of samples; (2) determine the scope of media, whether they are writing or speaking; (3) determine the homogeneity of samples (age, background of first language, etc).

2. Recognize the errors.

Recognition of errors is crucially dependent upon correct interpretation of the learner’s definition. It means that a well-formed and apparently appropriate utterance might have been misinterpreted, that is to say, the learner has not meant to say what he appears to say (Tarigan in Syarifatin, 2007: 32).

3. Classify errors.

This activity may be done by determining the grammar of each error, such as errors in phonology, morphology, syntax, or semantic.

4. Explain the errors.

This activity is concerned with recognition the causes of errors.

In spite of its theoretical contribution to second language acquisition, error analysis also has some weaknesses. Schachter and Celce-Murcia (in Croft, 1980: 86) state:

We feel that although the proponents of Error Analysis have provided convincing arguments regarding the weaknesses of Contrastive Analysis, they have to a large extent failed to focus their attention on the possibility that there are corresponding weaknesses in Error Analysis which would make error-based theories and materials as inadequate and one-sided as contrastively-based theories and materials are.

Dulay et al (1982: 141-146) also state three major conceptual weaknesses of error analysis: (1) the confusion of explanatory and descriptive (process and product) aspect of error analysis, (2) the lack of sufficient precision and specificity in the definition of error categories, and (3) the inappropriate use of simplistic classification to explain learner's errors.

2.2 Grammar

Swan describes grammar as the rules that say how word are combined, arranged and changed to show different meaning (Swan, 1996: 23), while, Chomsky (in Boey, 1975: 57) defines grammar as a device of some sort for producing the sentences of the language under analysis. Chaer (2003: 206) states that grammar is linguistic rank that is called morphology and syntax. So, grammar is morphology and syntax themselves. Based on Chaer's definition of grammar, this present study tries to analyze errors in grammar that consists of syntax and morphology that are classified following Politzer and Ramirez' model.

2.2.1 Syntax

The word syntax came originally from Greek and literary meant 'a setting out together' or 'arrangement.' According to Latief (1995: 1), the definition of syntax is the arrangement of words system to compose meaningful utterances in the form of phrases and sentences. Moreover, Keraf (in Roekhan, 1990: 95) defines syntax as a part of language system studying the basics and processes of sentence formation in a language. In this present study, the researcher classifies errors in syntax according to Politzer and Ramirez' model.

Politzer and Ramirez' model (in Dulay, 1982: 148-150), classify syntactic errors into the following categories:

1. Noun phrase

Noun phrase is a phrase that has a function as a subject or an object in a sentence (Hariyanto and Hariyono, 2003: 18). Swan (1996: 25) defines noun phrase as a group of words which acts as a subject, object or complement of a clause.

a. Determiners

Determiner is one of group of words that are normally used at the beginning of noun phrase. There several classifications of determiners according to its function (Wishon and Burks, 1980: 96-97), they are:

1) Counters and measurers

Counters and measurers are used with count nouns. There are several kinds of counters and measurers: a, an, cardinal numbers (one, two, three, etc), ordinal numbers (first, second third, etc), few, a few, many (more, most), several, no, both, all, some, any, and enough.

2) Quantifiers

Quantifiers are used with mass nouns. There are several kinds of quantifiers: much (more, most), a lot of, little, a little, no, all, some, any, and enough.

3) Pointers

Pointers are used with both mass and count nouns except for *these* and *those*, which are used with count nouns only. Kinds of pointers are: demonstrative (this, that, these, those), either, neither, and the.

4) Possessive

Possessive is used with both mass nouns and count nouns. It includes my, your, his, her, its, our, their.

b. Nominalization

Nominalization refers to the use of a verb or an adjective into a noun, with or without morphological transformation, thus that word can now acts 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*.

(<http://www.sil.org/Linguistics/GlossaryOfLinguisticTerms/WhatIsANominalization.htm>).

c. Number

Number is the way in which differences between singular and plural shown grammatically. The differences between house and houses, mouse and mice, this and these are differences of number.

d. Use of pronouns

Pronoun is words used to substitute for nouns or things that become nouns. In English grammar, there several kinds of pronouns based on Hariyanto and Hariyono (2003: 144-157):

- 1) Personal pronoun refers to an individual or individuals. It is divided into three kinds, first person (the person speaking), second person (the person spoken to), and third person (the people or things spoken about). Based on its position, pronoun can be divided into two kinds, nominative case and objective case. In nominative case, pronoun has a function as a subject in a sentence. Nominative case pronouns include: *I, you (singular second person), he, she, it, we, you (plural second persons), and they*. While in objective case, pronoun's function is as an object in a sentence. Objective case pronouns include: *me, you (singular second person), him, her, it, us, you (plural second persons), and them*.
- 2) Possessive pronoun is used to show a possession of personal pronoun. Possessive pronoun include: *mine, yours, his, her, its, ours, theirs*.
- 3) Reflexive pronoun occurs in a sentence in which the doer and receiver of the action are the same. It includes: *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*.
- 4) Demonstrative pronoun is used to show things, animals or persons. It includes: *this, these, that, those*.

- 5) Indefinite pronoun is a pronoun has no a certain antecedent. For example, *each, one/ones, someone, everybody, none, nobody, either, another, some/any, all, most, both, etc.*
- 6) Interrogative pronoun is used to start a question. It includes: *who, whom, whose, what, which, where, when, why, and how.*
- 7) Relative pronoun is used to join two or more sentences with eliminates the same parts. For example:

Billy is my friend

I invited him last week

It becomes: 'Billy who I invited last week is my friend.'

- 8) Intensive pronoun is used to draw particular attention to a noun. For example: 'the doctor herself examined the X ray.'
- 9) Reciprocal pronoun completes an interchange of action: *each other and one another.*

e. Use of prepositions

Prepositions are words normally followed by noun or pronoun. They are connective words that show the relationship between the nouns following them and one of the basic sentence elements: subject, verb, object or complement (Wishon and Burks, 1980: 288). Frank (1972: 164-168) classifies types of preposition as follows:

1. Time

- a. One point of time: on, at, in. for example:

'I saw him on Saturday.'

- b. Extended time Starting at one point another: since, by, from, for, during, in or within. For example:

'I have not seen him since Monday.'

- c. Sequence of time. Events that follow one another: before and after. For example: 'I will see you after Wednesday.'

2. Position

a. The point itself: in or inside, on, at. For example:

‘Hang your coat in the closet.’

b. Higher or lower than a point: over, above, under, underneath, beneath, below. For example:

‘He lives on the floor below us.’

c. Neighboring the point: near, next to, alongside, beside, between, opposite.

For example:

‘He lives near the university.’

3. Direction (movement in regard to a point): to-from, toward(s), in(to)-out of, up-down, around, through, put (or by), as far as (up to). For example:

‘He ran into the house quickly. After a few minutes he ran out of the house with an umbrella under his arm.’

2. Verb phrase

Swan (1996: 29) defines verb phrase as a verb that has several parts. Errors in verb phrase may occur in the use of verb form. For example:

X) ‘He in the water.’

There is an error in this word, the writer omits the main verb, and it should be ‘He *fell* in the water.’ Errors may also occur in progressive tense. For example: ‘he sleeping.’ In this sentence, the writer omits *be*, and it should be ‘he is sleeping.’ Other example is:

X) ‘I’m wait for you.’

Here the writer omits –ing form in the verb *wait*. It is replaced by simple verb form. It should be ‘I’m *waiting* for you.’

Error in the verb phrase may occur in the use of subject-verb agreement. There are four basic forms of subject-verb agreement in English (Azar, 1989: 218):

a. Singular subjects need singular verb; plural subjects need plural verb. For example:

My friend *lives* in New York; My friends *live* in New York.

b. A prepositional that comes between a subject and a verb does not affect the verb. For example: the *pictures* inside that book *are* interesting.

- c. *Every* and *each* are always followed immediately by singular nouns, although there are two or more nouns connected by *and*, the verb is singular. For example: *each book and magazine is* listed in the card catalog.
- d. A gerund used as subject of a sentence takes a singular verb. For example: *growing flowers is* her hobby.

3. Verb-and-verb construction

Error may occur in verb-and-verb construction. It can occur in the use of verb which follows certain patterns. The patterns are explained as follows:

a. Verb form which follows causative form

Causative form is the structure that is used to ask someone to do something or having thing done (here the subject doesn't perform as action directly). The causative verbs are *have*, *get*, and *make*. The patterns of causative are:

- 1) Causative 'make' is followed by the simple verb, not infinitive. For example: I made her clean my bedroom.
- 2) Causative 'have' is followed by the simple form of a verb, not infinitive. For example: Jane has the waiter bring her some tea.
- 3) Causative 'get' is followed by an infinitive. For example: Jack got his friends to play soccer with him after school.

Sometimes errors occur on this form, for example: 'I have him *to* bring my books.' Here the writer adds *to* in bare infinitive *bring*. It should be 'I have him bring my books' (Azar1989: 187).

b. Common verb followed by gerund

Gerunds are used as the objects of certain verbs. Here verbs are directly followed by gerunds. The verbs are: enjoy, appreciate, mind, quite, finish, stop, avoid, postpone, delay, keep, consider, discuss, mention, and subject. For example: 'I enjoy playing tennis.' If the writer writes 'I enjoy to play tennis,' thus, the writer makes an error; adding 'to' in gerund 'play' (Azar, 1989: 154).

c. Common verbs followed by infinitive

There are some verbs are immediately followed by an infinitive, such as: hope to, promise to, agree to, offer to, etc. These verbs are followed by an infinitive when they are used in the passive. For example: '*The driver was ordered to stop*'.

Sometimes the writer writes '*I hope see you again*,' so the error occurs in this sentence. The writer omits to infinitive, and it should be '*I hope to see you again*' (Azar, 1989: 157).

4. Word order

Word order is words placement in a phrase or sentence. There are three kinds of word order: word order in noun phrase, word order in sentence, and adverb position in a sentence.

- a. Word order in noun phrase follows certain pattern that is called by D O E C H. This pattern has a constant sequence (Tho'if, 2002: 1)
 - 1) D is determiner consists of articles, possessive, demonstrative, and quantitative.
 - 2) O is ordinative consists of numerals, adjective words that have a comparative pattern, and adjectives added by *very*.
 - 3) E is epithet. Epithet is a pure adjective.
 - 4) C is Classifier. It is nouns that have a function as an adjective. For example: Some Indonesian students. Indonesian is C.
 - 5) H is head word. For example: A book. Book is a head word, and head word should be placed in the last phrase.
- b. Word order in sentences. It has two kinds: affirmative sentence and interrogative sentence.
- c. Adverb position in sentences. Adverb is part of sentence that has various positions. It can be put in the first, in the middle, and in the last sentence. Kinds of adverbs are: adverb of frequency (always, usually, often, etc), adverb of manner (it is put after verb or object, e.g. She drives the car carefully), adverb of place, and adverb of time.

Sometimes, the writer makes an error in word order, for example: '*most beautiful lady*'.

In this phrase the writer omits Determiner (an article), and it should be '*The most beautiful lady*.'

5. Some transformations

Error in syntax may also occur in the use of transformation. There are some kinds of transformation in English sentence (Shaw in Syarifatin, 2007: 23-24):

a. 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 in Syarifatin, 2007: 23).

b. Question transformation

There are two patterns in question transformation:

- 1) 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 car was sold

Question: was the car sold?

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

Affirmative: I speak English

Question: Do I speak English? (Shaw in Syarifatin, 2007: 23).

c. Negative transformation

Negative sentence is like as affirmative sentence. In negative sentence, 'not' is inserted after auxiliary verb or be. For example:

Affirmative: I have money

Negative: I do *not* have many.

2.2.2 Morphology

Morphology is a branch of linguistics that studies the way in which words are constructed out of smaller meaningful units.

Errors in morphology according to Politzer and Ramirez' model (Dulay et al. 1982: 148)

are:

1. Indefinite article incorrect

A, an, and the are called articles. There are two types of articles, indefinite article and definite article. *The* is called definite article, and *a/an* is called indefinite article. The difference between *a* and *an* is; *an* is put before vowels and *a* is not. Sometimes the writers make error in this position, they put *a* before vowels and the other way, *an* used for *a*. for example: 'a ant,' 'an little boy.'

2. Possessive case incorrect

Possessive is a form used to show possession and similar ideas, for example: 'my book' or 'John's car.' Error can occur in this case when a writer doesn't put a possessive mark; 's, for example: 'Jack book.' It should be 'Jack's book.'

3. Third person singular verb incorrect

In grammar, we show the difference between the person speaking (first person), the person spoken to (second person), and the people or things spoken about (third person).

For third person singular subject, the pattern of verb should be added by *-s* or *-es*.

Sometimes the writer doesn't put *-s* or *-es* in the third person singular verb. He or she failures to attach *-s* or *-es*, for example: 'the dog catch the cat.' It should be 'the dog catches the cat.' Or sometimes the writer makes a wrong attachment of *-s* or *-es*, for example: 'the apple fall *downs*'. It should be 'the apple *falls* down.'

4. Simple past tense incorrect

The simple past indicates that an activity or situation began and ended at a particular time in the past (Azar, 1989: 24). Simple past tense uses verb II in the sentences. Sometimes the writer makes an error to put simple past verb in the sentence, for example: 'He calleded.' Here, the writer adds *-ed* in simple past verb 'called.' It should be 'he called.' Other example: 'he study last night.' In this sentence the writer omits *-ed*, and it should be 'he studied last night.' Or the writer is difficult to differentiate between regular and

irregular verb. For example: 'He putted.' Here the writer adds -ed in an irregular verb 'put.' It should be 'He put.'

5. Past participle incorrect

Past participle verb is a verb which can be used to form perfect tenses and passives, or as an adjective. Sometimes errors occur in past participle writing. For example: 'he was call.' In this sentence, the writer omits -ed in past participle verb *called*. It should be 'he was called.'

6. Comparative adjective/adverb incorrect

Swan (1996: 23) defines comparative as the form of an adjective or adverb made with *-er* (older, faster), also the structure *more + adjective/adverb*, used in the same way (*more useful; more politely*). Sometimes the writer makes an error in comparative sentence. For example: 'he got up more higher.' Here the writer uses *more* and *-er* at the same time. It should be 'he got up higher.'

2.3 Previous Study

Error analysis has been investigated by some students. Rahayu (2000), for example, has analyzed about "error analysis on English complex sentences made by the third year students of English education department of state university of Malang." 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.

The second researcher is Syarifatin (2007) who focuses on "syntactic errors in the argumentative essays of students of English letters and language department of UIN Malang. She finds that the highest number of errors made by English letters and language department of UIN Malang in their argumentative essay is errors on omission, followed by errors on misformation, errors on addition, and errors on misordering. Within the errors found, the highest number of syntactic errors is omission of indefinite article 'a' before singular countable noun, followed by

omission of the plural inflectional suffix '-s/-es' and the use of third singular inflection to show the agreement of subject and verb.

Based on the previous research, it can be concluded that a number of studies in grammatical errors has been conducted before. Some of the researchers mostly just study one aspect of grammar, such as syntax and tenses in writing. This study tries to analyze the types of errors appearing in grammatical area includes syntactical and morphological aspects following Politzer and Ramirez' model. Therefore, here the researcher chooses a title "grammatical errors in the abstracts of Ulul Albab scientific journal."



CHAPTER III

RESEARCH METHOD

This chapter discusses some research method accordance with the study. It is divided into six sub topics: (1) research design, (2) data sources, (3) research instrument, (4) data collection, (5) data analysis, and (6) triangulation.

3.1 Research Design

In arranging this research, the researcher uses the descriptive qualitative research design, because it aims to describe the data obtained as they are found in the field. Besides, this study is considered as qualitative because the data collected are mostly in the form of words rather than number or not statistically analyzed.

The researcher intends to identify and describe grammatical errors in the abstracts of “Ulul Albab” scientific journal.

3.2 Data Sources

The data sources of this study are the latest volumes of the abstracts of “Ulul Albab” scientific journal. They are Ulul Albab Vol. 7, No. 2, 2006. After the researcher reads several editions of the journal, the latest edition of the journal has represented the whole edition of “Ulul Albab” scientific journal, because there are grammatical errors in every article in every edition of the journal.

3.3 Research Instrument

Research instrument is very important to obtain the result of the study. It is a set of method, which is used to collect the data. The key instrument in this study is the researcher herself because there is no other research instrument suitable to gain the data especially in collecting and

classifying the data systematically based on the problems. Here, the researcher also takes some notes to get the data.

3.4 Data Collection

The data collection will be collected by using several steps. Firstly, selecting and reading the data, which are useful for and relevant with this research carefully to gain a perfect

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understanding based on the research problems. Secondly, understanding and transcribing the data. Finally, classifying the data systematically based on the research problem.

3.5 Data Analysis

After collecting the data, the researcher will analyze the data using several steps. Firstly, identifying the errors that belong to grammatical categories. Secondly, describing the errors by comparing the reconstructed sentence with original based on the correct grammar. Besides, the researcher also uses surface strategy taxonomy proposed by Dulay, Burt and Krashen (1982) which consists of omission, addition, misformation and misordering to describe the errors. Finally, classifying the errors based Politzer and Ramirez' model of grammar.

3.6 Triangulation

In this study, triangulation is conducted in order to obtain the reliability and the credibility of research data as well as to increase the research's understanding. Concerning to the function above, the researcher chooses her advisor because she has been a grammar teacher.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter is intended to present the findings of data analysis and the discussions that could be derived from the analysis.

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, and the classification of errors.

4.1.1 Identification of Errors

As mentioned in chapter III, the first step in the analysis is identification of errors. After determining the errors, the researcher counts every grammatical error that is found in the abstracts is counted. Based on this method of counting, this study found 88 grammatical errors from nine abstracts.

4.1.2 Description of Errors

The second step in the analysis is description of errors. The description of grammatical errors is based on Dulay, Burt and Krashen's theory, to see whether necessary elements are omitted, added, misformed, or misordered.

As stated above, there are 88 errors found in this study, they are 44 errors of omission, 20 errors of addition, 18 errors of misformation and 6 errors of misordering.

4.1.3 Classification of Errors

The next step in the analysis is classification of errors. The classification of errors in grammar is based on Politzer and Ramirez's model (in Dulay et al. 1982: 148-150). Politzer and Ramirez classify syntactic errors into four main categories: noun phrase, verb phrase, verb and verb construction, word order, and transformation. While, they classify morphological errors into

six categories: indefinite article incorrect, possessive case incorrect, third person singular verb incorrect, simple past tense incorrect, past participle incorrect, and comparative adjective/adverb incorrect. All these error types are found in the abstracts of Ulul Albab scientific journal except transformational error and comparative adjective/ adverb incorrect. They are summarized in the appendix presented in the number of grammatical errors and surface strategy taxonomy (table 2) and surface strategy taxonomy and error types (table 3).

4.1.3.1 Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Omission errors identified in this study are omission of content morpheme and omission of grammatical morpheme. The following analyses are the categorization of each error type. The correct sentences of the errors found can also be seen in the appendix (table 1).

4.1.3.1.1 Omission of Content Morpheme

Omissions of content morphemes found in this study are:

1. *A big bang phenomenon by many scientista as the beginning creation of the world (4.4)*

This sentence is incorrect because it doesn't have a verb. The correct sentence should be: '*A big bang phenomenon was said by many scientists as the beginning creation of the world.*'

In sentence above there is a mistyping on the word '*scientists*' which is not categorized or analyzed further.

4.1.3.1.2 Omission of Grammatical Morpheme

Omissions of grammatical morpheme identified in this study fall into six categories: noun phrase, verb phrase, word order, incorrect possessive case, incorrect third person singular verb, incorrect past participle and incorrect simple past.

4.1.3.1.2.1 Noun Phrase

The omissions of noun phrase identified in this study are the use of determiner, the use of number (plural -e/-es), nominalization, the use of preposition, and the use of pronoun.

a. The use of determiner

Determiner is one group of words that are normally used at the beginning of noun phrase.

Omissions in determiner, particularly the definite article 'the', found in this study are:

2. *The research objective is financing contract as a secured transaction which consists of the legal character and regulations on financing contract. (1.1)*
3. *This kind of financing contract has been standarized by the managements of KPRI at The State Islamic University of Malang. (1.2)*
4. *The aims of the research are to investigate and evaluate the legal character, regulation and configuration of financing contract as a secured transaction which has been formulated by the managements of KPRI. (1.3)*
5. *The findings of the research indicated to the unfirmness of financing contract as a secured transaction. (1.4)*
6. *Besides it, the research also found unavaibility of supported regulation on financing contract and secured transaction which follows to the financing contract. (1.5)*
7. *Finally, The research suggested to the managements of KPRI to consider using secured transaction as suppporter of financing contract, essentially in distributing amount of donation which usually in big quantity. (1.6)*
8. *To avoid religious exclusives, each of religious community must be conscious that the heterogeneity is a will of God. (5.3)*
9. *Consideration of values very influencing at determination of science target and erudite activity in general. (6.4)*
10. *In history of Islam theology, clique which believes in absolutes of authority of God in Human effort in is called “jabariyah”, while, absolutes of human effort in is called “Qodariyah.” (8.1)*
11. *And clique will be between those in preceded by a figure, Al-Asyary, who was whom had “Kasb” theory. (8.2)*

12. According to Mu'tazilah, justice concept is used to be applied in importance of society context. (8.4)

13. From those, "Al-Adl" will be basic argument for freedom ethics concept of human and the authority to act anything, at last they will be in charge of deed that had been done. (8.5)

In data 'a' above there is a mistyping on the word 'supporter' which is not categorized or analyzed further.

The same case, omission of determiner in the indefinite article 'a/an' found in this study are:

14. Besides it, the research also found unavailability of supported regulation on financing contract and secured transaction which follows to the financing contract. (1.5)

15. This is to protect self-interest of the members and keep of sustainability of financing activities itself. (1.7)

16. However, Mu'tazilah thought about willing human matter is valuable intellectual contribution for Islam society, critics and accurate analysis must be executed at the appearance of other paradigm which will appear and predict the appearance of other paradigms that-perhaps- be accepted more by the period of this time. (8.6)

17. The epistemology problem of children education is urgent problem which needs to be affirmed. (9.1)

18. This term is caused by epistemology approach of children education west-centrist style that just has contribution to improve rationality, not balanced with morality culture of child, result in "moral decadence." (9.5)

In data above there is a mistyping on the word 'unavailability' which is not categorized or analyzed further.

b. The use of prepositions

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

19. It needed more understanding not only the point at word by word os a language but also had to be with a multidiscipline approaching, because we have to realise that the

different interpretations from the real meaning of the qur'ans verses would be possible.

(4.8)

The sentence above is incorrect. The writer omitted the preposition of place 'at' before word 'the point' and preposition 'of' after the word 'the point'.

20. *Epistemology is more important than otology or axiology, because epistemology become a means of dialogue how education applied is. (9.1)*

The sentence above is incorrect because the writers omitted preposition 'on' in the underlined word.

c. Nominalization

Errors in nominalization found in this study are:

21. *Indonesia State Mission is to realize Pancasila consistently in societal life, nation and state and realize system punish national guarantying the straighten of rule of law and human being human right have justice and justification base. (6.1)*
22. *The essence of education and what for it is done has made establish by analyzing ontology and axiology. (9.3)*
23. *Aristoteles, as the other group, did not think that the universe had the beginning but they more believed that it had already existed and would exist forever and ever. (4.3)*

The underlined words above are incorrect. The writer failed to make a noun phrase at word 'Indonesia' 'establish' and Aristoteles.' It should be 'Indonesian State Mission,' 'Aristotelians,' and 'establishment.'

d. The use of number (s/es)

Errors in the use of number lie on the use singular instead of plural. Here are the omissions of the plural inflectional suffix (-s/-es) found in this study:

24. *The emergence of Shari'a banks as an alternative way to overcome monetary crisis is appreciated by many people from banks, universities and society. (3.1)*

25. *Aristoteles, as the other group, did not think that the universe had the beginning but they more believed that it had already existed and would exist forever and ever. (4.3)*
26. *The role of Islamic Education in making pluralism attitude to initiate the true other religion and have true value is needed. (5.1)*
27. *For the reason Pancasila made as orientation in activity of science and development of science need two consideration, that is consideration of gone to objectivity to truth of representing base remain to becoming its authorized capital (6.2)*
28. *From the result of this research, the writer concludes that the concept of raising poverty by Qardhawi are divided into three points: individual, people and country. (7.4)*

The sentences above are incorrect. The inflectional suffix (-s/-es) should be placed in the underlined words to indicate a plural word.

e. The use of pronouns

Omission of pronoun found in this study is:

29. *However, Mu'tazilah thought about willing human matter is valuable intellectual contribution for Islam society, critics and accurate analysis must be executed at the appearance of other paradigm which will appear and predict the appearance of other paradigms that-perhaps- be accepted more by the period of this time. (8.6)*
30. *Other consideration is human life values represent consideration at science pre phase and of pasca science. (6.3)*
31. *Indonesia State Mission is to realize Pancasila consistently in societal life, nation and state and realize system punish national guarantying the straighten of rule of law and human being human right have justice and justification base. (6.1)*

The sentence above is incorrect because of the missing of relative pronoun 'that' or 'which.'

4.1.3.1.2.2 Verb phrase

Omission errors in verb phrase identified in this study consists of one aspect that is omission of verb 'be.'

a) Omission of verb be

The omissions of verb found in this study are caused by missing of 'to be' for passive tense, progressive tense and before preposition as seen in the following sentences:

32. *Finally, The research suggested to the managements of KPRI to consider using secured transaction as supporter of financing contract, essentially in distributing amount of donation which usually in big quantity. (1.6)*

33. *Consideration of values very influencing at determination of science target and erudite activity in general. (6.4)*

The sentences above are incorrect because the omission of verb 'be' (is).

4.1.3.1.2.3 Word order

Error in word order found in this study is:

34. *Then, dialogic gives more priority to the education of interaction implanting akhlaq/ morality. (9.8)*

The underlined word above is incorrect because it does not have a 'head.' It should be parallel with the sentences before: 'Epistemologically, Al-Qur'an historic in discourse children education describes the dialectic of children education dogmatically and dialogically. Dogmatic education is done to socialization Aqidah and syari'ah.'

Therefore, the correct sentence is: 'Then, dialogic education gives more priority to the education of interaction implanting akhlaq/ morality.'

4.1.3.1.2.4 Incorrect Possessive Case

Possessive is a form used to show possession and similar ideas. The incorrect possessive cases found in this study are:

35. *The concept of campus-based management basically refers to the rationale that when the higher education (campus) has been at the vast growth either in term of quality or quantity and at the same time the government could not afford providing the budget for*

that campus expense, the campus it self should find its own funding resources independently. (2.1)

36. *The aim of this research is to describe Qardhawi concept of how to raise poverty critically and analytically. (7.2)*

37. *It needed more understanding not only the point at word by word os a language but also had to be with a multidiscipline approaching, because we have to realise that the different interpretations from the real meaning of the qur'ans verses would be possible. (4.8)*

The sentence above is incorrect because the writer omitted -'s to indicate possessive word.

4.1.3.1.2.5 Incorrect Third Person Singular Verb

Third person is the people or things spoken about. For third person singular subject, the pattern of verb should be added by –s or –es. Incorrect third person singular verb found in this study are:

38. *The role to associate a religion in making pluralism attitude by teacher of Islamic Education is not only present a form formally but also the essence (5.2)*

The sentence above is incorrect. Besides error in omission, that is in word 'present', here the writer also made addition error; the writer added verb 'be' is whereas it does not need. So, the correct sentence should be: 'The role to associate a religion in making pluralism attitude by teacher of Islamic Education not only presents a form formally but also the essence.'

39. *For the reason Pancasila made as orientation in activity of science and development of science need two consideration, that is consideration of gone to objectivity to truth of representing base remain to becoming its authorized capital (6.2)*

40. *Epistemology is more important than otology or axiology, because epistemology become a means of dialogue how education applied is (9.2)*

In the sentences above, the writers omitted to put –s in the verbs for third person singular. It should be ‘becomes,’ and ‘needs.’

4.1.3.1.2.6 Incorrect Past Participle

Past participle verb is a verb which can be used to form perfect tense and passive, or as an adjective. Incorrect past participles found in this study are:

41. *So far the concept of raising poverty which have been directly discover from Islamic source standard (al-Qur'an and Hadits) haven't yet arranged in order and modern (7.3)*

The sentence above is incorrect because the writer omitted –ed on word ‘discover’ to indicate past participle in passive sentence in present perfect tense.

42. *The attitude to appreciate consciously the heterogeneity can be done by dialogue intensively, sharing, communication, and also consultations between religion communities those are not only relate with the fragmentation factual sociology, but also consider with theology its self. (5.5)*

The underlined word above is incorrect because the writer omitted –ed in the past participle verb that indicates passive sentence in the word ‘relate.’ While in the word ‘consider’, the writer also omitted –ed because it has a parallel construction with the word ‘relate’. So this word also has a past participle form.

In the sentence above there is mistyping on the word ‘itself’ which is not categorized or analyzed further.

43. *This term is caused by epistemology approach of children education west-centrist style that just has contribution to improve rationality, not balanced with morality culture of child, result in “moral decadence.” (9.5)*

Word ‘result’ above has a parallel construction with word ‘caused’, so it should be in past participle form to indicated passive sentence, that is ‘resulted.’

4.1.3.1.2.7 Incorrect Simple Past Tense

The simple past indicates that an activity or situation began and ended at a particular time in the past.

The incorrect use of simple past tense found in this study is:

44. *Whereas a social concept will be more effective since it was appear from cultural background thought and local culture. (7.1)*

In the sentence above, the writer omitted -ed to indicate simple past tense. Here the writer also made addition error; the writer added verb be 'was' whereas word 'appear' is an intransitive verb.

4.1.3.2 Addition

Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance. There are two types of this error: double markings and simple addition. The following analyses are the categorization of each error types. The correct sentences of the errors found can also be seen in the appendix (table 1).

4.1.3.2.1 Double marking

Errors in double marking occurring in the data are:

1. *That is in this time being -is known as promoter of freedom ethics or Qodariyah clique. (8.3)*

The sentence above is incorrect because the writer added verb be 'is' before the word 'known.'

2. *Indonesia State Mission is to realize Pancasila consistently in societal life, nation and state and realize system_punish national guarantying the straighten of rule of law and human being human right have justice and justification base. (6.1)*

In the sentence above, the writer added word human being, whereas it does not need to put that word.

4.1.3.2.2 Simple addition

Simple addition errors are errors that are not categorized as double marking or regularization. Simple addition errors identified in this study falls into three categories: noun phrase, verb phrase and verb and verb construction.

4.1.3.2.2.1 Noun Phrase

Simple addition errors in noun phrase involve the use of preposition, the use of number and nominalization.

a) The use of prepositions

3. *This is to protect self-interest of the members and keep of sustainability of financing activities itself. (1.7)*
4. *Indonesia State Mission is to realize Pancasila consistently in societal life, nation and state and realize system punish national guarantying the straighten of rule of law and human being human right have justice and justification base. (6. 1)*

The underlined words above are incorrect because the writers added preposition ‘of’ after verbs directly followed by noun.

5. *And clique will be between those in preceded by a figure, Al-Asyary, who was whom had “Kasb” theory. (8.2)*

The underlined word above is incorrect because the writer added preposition ‘in’ that is not needed.

b) The use of number (s/es)

In the case of number, the addition of plural inflectional suffix in the context where a singular noun is required is found in this study, such as:

6. *The research objective is financing contract as a secured transaction which consists of the legal character and regulations on financing contract. (1.1)*

In the underlined word above, the writer added inflectional suffix –s that indicated plural form, whereas the word *regulation* has a parallel construction with the word *legal character* which is in singular form.

7. *The universe would develop forever, all the stars and galaxies would use up their energy and be a small think or a black hole which caused the world was cool and dark and the lifes would be end. (4.6)*

The sentence above is incorrect, because the writer added suffix –s indicated plural nouns, whereas, ‘life’ is uncountable noun.

8. *The attitude to appreciate consciously the heterogeneity can be done by dialogue intensively, sharing, communication, and also consultations between religion communities those are not only relate with the fragmentation factual sociology, but also consider with theology its self. (5.5)*

The underlined word above is incorrect, because the writer added inflectional suffix –s in the word *consultations*, whereas this word has a parallel construction with the preceding words *dialogue intensively, sharing, communication* and all those words are singular.

Another case of addition in number is:

9. *Epistemology is more important than otology or axiology, because epistemology become a means of dialogue how education applied is. (9.2)*

In the sentence above, the writer add –s in word *mean*. Whereas this word has a determiner ‘a’ that indicates singular word.

10. *However, Mu'tazilah thought about willing human matter is valuable intellectual contribution for Islam society, critics and accurate analysis must be executed at the appearance of other paradigm which will appear and predict the appearance of other paradigms that-perhaps- be accepted more by the period of this time. (8.6)*

In the sentence above, the writer added –s in word *paradigm* to indicate plural word which is not needed because *paradigm* is an uncountable noun.

c) Nominalization

Errors addition in the case of nominalization found in this study are:

11. *That is in this time being -is known as promoter of freedom ethics or Qodariyah clique. (8.3)*

The underlined word above is incorrect because the writer added word 'being' in word 'this time,' which should not appear altogether.

12. *It needed more understanding not only the point at word by word os a language but also had to be with a multidiscipline approaching, because we have to realise that the different interpretations from the real meaning of the qur'ans verses would be possible.* (4.8)

The underlined word above is incorrect because the writer added -ing in verb that became a noun, it should be 'a multidiscipline approach.'

In sentence above there is a mistyping on the word 'as' which is not categorized or analyzed further.

4.1.3.2.2.2 Verb phrase

Simple addition in the verb phrase identified in this study is simple addition errors in the case of subject verb agreement.

13. *The findings of the research indicated to the unfirmness of financing contract as a secured transaction.* (1.4)
14. *Besides it, the research also found unavaibility of supported regulation on financing contract and secured transaction which follows to the financing contract.* (1.5)

The sentences above are incorrect, because of addition of 'to' in the verb directly followed by noun phrase as an object.

15. *The role to associate a religion in making pluralism attitude by teacher of Islamic Education is not only present a form formally but also the essence* (5.2)
16. *Whereas a social concept will be more effective since it was appear from cultural background thought and local culture.* (7.1)

In the sentences above, the writer added verb be before verbs that is not needed. In the first sentence, the word *present* does not need verb be *is* because it is an active verb and not present progressive verb. But here the writer omitted *-ed* which indicated simple past verb.

For the next sentence, the writer added verb *be was* for intransitive verb *appear* which is unnecessary.

Another addition error in this study is the addition of 'to be' and relative pronoun 'whom':

17. *And clique will be between those in preceded by a figure, Al-Asyary, who was whom had "Kasb" theory. (8.2)*

4.1.3.2.3 Verb and verb construction

Simple addition errors in the case of verb and verb construction found in this study is:

18. *The concept of campus-based management basically refers to the rationale that when the higher education (campus) has been at the vast growth either in term of quality or quantity and at the same time the government could not afford providing the budget for that campus expense, the campus it self should find its own funding resources independently. (2.1)*

The underlined word above is incorrect because the writer added -ing on the verb after verb directly followed by to infinitive: 'afford'. The correct one is 'afford to provide.'

19. *For the reason Pancasila made as orientation in activity of science and development of science need two consideration, that is consideration of gone to objectivity to truth of representing base remain to becoming its authorized capital (6.2)*

The sentence above is incorrect because the writer added -ing in verb infinitive 'become.'

20. *Dogmatic education is done to socialization Aqidah and syari'ah. (9.7)*

The underlined above is incorrect, because the writer added suffix 'ion' instead of infinitive verb. The correct one is 'to socialize.'

4.1.3.3 Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. The error of misformation identified in this study is archi/alternating form. The

following analyses are the categorization of each error types. The correct sentences of the errors found can also be seen in the appendix (table 1).

4.1.3.3.1 Archi/ alternating –form

Archi/ alternating form identified in this study are classified into three main categories: noun phrase, verb phrase and incorrect past participle.

4.1.3.3.1.1 Noun phrase

Archi/ alternating form in noun phrase involves one category that is in the use of preposition.

a) The use of preposition

Errors in archi/ alternating form in the use of prepositions found in this study are:

1. *In addition, this condition needs to be responded with systematic thought and systematic action to achieve an optimum result. (2.2)*

The underlined above is incorrect because the wrong preposition of word *responded*, it should be *responded by*.

2. *This phenomenon shows the inconsistency in Shari'a banks resulting for political interest. (3.3)*
3. *The attitude to appreciate consciously the heterogeneity can be done by dialogue intensively, sharing, communication, and also consultations between religion communities those are not only relate with the fragmentation factual sociology, but also consider with theology its self. (5.5)*
4. *According to Mu'tazilah, justice concept is used to be applied in importance of society context. (8.4)*
5. *The historic fact of children education is very relevant by epistemology perspective. (9.6)*

In the sentences above, the writers used a wrong preposition. For the first sentence 'inconsistency in' the correct one is 'inconsistency of', and 'resulting for' should be 'resulting from.'

For the second sentence, 'relate with' should be 'relate to,' for the third sentence, 'be applied in' should be 'be applied to,' and for the fourth sentence, 'relevant by' should be 'relevant to.'

b) Nominalization

Errors in nominalization found in this study are:

6. *The universe would develop forever, all the stars and galaxies would use up their energy and be a small think or a black hole which caused the world was cool and dark and the lifes would be end. (4.6)*

The underlined word above is incorrect, because the writer gave a wrong word to indicate a noun. It should be 'a small thing.'

7. *The findings of the research indicated to the unfirmness of financing contract as a secured transaction. (1.4)*

The underlined word above is incorrect because of the wrong affix used. It may happen because of mistyping done by the writer which should be typed 'infirmness.'

8. *First, the tradionist and the old religioust people believe that the universe has just been created. (4.2)*

In the sentence above, the writer failed to make adjective phrases, which should be 'the old religious people.'

Another case of nominalization error is:

9. *To avoid religious exclusives, each of religious community must be conscious that the heterogeneity is a will of God. (5.3)*

The underlined word above is incorrect because the writer made a mistake in making a nominal word. The correct word is 'religion exclusives.'

10. *This term is caused by epistemology approach of children education west-centrist style that just has contribution to improve rationality, not balanced with morality culture of child, result in "moral decadence. (9.5)*

The underlined word above is incorrect, it should use plural word because it has a parallel construction with word *children* above.

c) The use of pronoun

Error in the use of pronoun found in this study is:

11. *The attitude to appreciate consciously the heterogeneity can be done by dialogue intensively, sharing, communication, and also consultations between religion communities those are not only relate with the fragmentation factual sociology, but also consider with theology its self. (5.5)*

The underlined word above is incorrect because of the relative pronoun that is used. It should be 'that.'

4.1.3.3.1.2 Verb phrase

Misformation errors in the case of archi/ alternating form found in verb phrase construction are:

12. *Debating does the universe have the beginning and how it appears have been persited since the people have recorded their history (4.1)*

The underlined words above are incorrect. In the first underlined word, the writer put auxiliary 'does' which is not needed, and the correct one should use a conjunction; *whether*. In the second underlined word, the writers wrote first person singular person verb for third person singular noun.

13. *So far the concept of raising poverty which have been directly discover from Islamic source standard (al-Qur'an and Hadits) haven't yet arranged in order and modern. (7.3)*

In the sentence above, the writer used auxiliary 'have' for third person singular noun which should be typed 'has'.

14. *Each has its role which are supported each other in the framework of raising poverty. (7.5)*

The underlined word above is incorrect because the writer used verb be 'are' whereas the subject is singular. It must use verb be 'is.'

Another case of archi/alternating error is:

15. *Other consideration is human life values represent consideration at science pre phase and of pasca_science. (6.3)*

The underlined word above is incorrect, because the writer used noun modifier-*other-* that is used for plural sign, in which the head is a singular noun; *consideration*. It should be ‘*another consideration.*’

In the sentence above there is mistyping on the word ‘*post*’ which is not categorized or analyzed further.

16. *Indonesia State Mission is to realize Pancasila consistently in societal life, nation and state and realize system punish national guarantying the straighten of rule of law and human being human right have justice and justification base. (6. 1)*

The underlined word above is incorrect because of the wrong adjective word used. It should be the *straight rule of law*.

4.1.3.3.1.3 Incorrect past participle

Incorrect past found in this study is:

17. *This kind of financing contract has been standarized by the managements of KPRI at The State Islamic University of Malang. (1.2)*

At the sentence above, the writer failed to make past participle verb. The past participle of verb *standard* is *standardized*, not *standarized*.

18. *Debating does the universe have the beginning and how it appears have been persited since the people have recorded their history. (4.1)*

The underlined word above is incorrect because of the wrong past participle used. It should be *persisted*.

4.1.3.4 Misordering

Misordering errors are characterized by the incorrect placement of a morpheme in an utterance. The following analyses are only the categorization of each error types. The correct sentences of the errors found can also be seen in the appendix (table 1).

Misordering errors found in this study are:

1. *Indonesia State Mission is to realize Pancasila consistently in societal life, nation and state and realize system punish national guarantying the straighten of rule of law and human being human right have justice and justification base. (6.1)*

In the underlined word above, the writer made incorrect placement of morphemes. It should be '*national punishment system.*' The word '*system*' becomes head of phrase '*national punishment*', and the word '*national*' becomes head of word '*punishment*'.

2. *Epistemology is more important than otology or axiology, because epistemology become a means of dialogue how education applied is. (9.2)*

The underlined word above is incorrect; here the writer put a wrong formation of verb be 'is' for positive affirmative sentence. While the formation above is for interrogative sentence, which should be: '*... how education is applied.*'

3. *Why it must be with qur'ani offering? (9.4)*

The same as the sentence above, here the writer also put a wrong formation of modal 'must.' The writer used affirmative sentence, but the sentence is in interrogative. It should be: '*Why must it be with qur'ani offering?*'

4. *This term is caused by epistemology approach of children education west-centrist style that just has contribution to improve rationality, not balanced with morality culture of child, result in "moral decadence. (9.5)*

In the underlined word above, the writer made the incorrect placement of morphemes. It should be *west-centrist children education style.*

5. *The role to associate a religion in making pluralism attitude by teacher of Islamic Education is not only present a form formally but also the essence. (5.2)*

The underlined word above is incorrect because of the wrong placement between them, and it should be '*... present not only a form formally but also the essence.*'

Another case of misordering error is:

6. *It is not only the factual sociology but also how to perform pluralism, because it is factually truth. (5.4)*

The underlined word above is incorrect because it has a parallel construction with the word *the factual sociology*, which should be '*the factual truth*.'

4.2 Discussion

As stated in chapter III, the data of this study are taken from the abstracts of Ulul Albab scientific journal the latest volume. The data showed that some writers made many errors in constructing sentences. In other words, it seems that the errors are caused by the different grammatical systems between English and Indonesian.

The results of the analysis show that the total number of errors in grammar is 89, they are 45 errors of omission, 20 errors of addition, 18 errors of misformation and 6 errors of misordering. It shows that errors of omission are the highest among the others.

Within omission errors, errors identified can be categorized into noun phrase, verb phrase, word order, incorrect possessive case, incorrect third person singular verb incorrect past participle verb and incorrect simple past. Here, the most dominant type is noun phrase errors category, in which omission of definite article '*the*' article and omission of plural inflectional suffix '-s/ -es' reach the highest number of grammatical errors in the abstracts of Ulul Albab scientific journal. Other omission errors from noun phrase are errors in the use of preposition of place '*on*' and in the use of pronoun '*which*' and '*that*', also errors in nominalization, while omission errors in verb phrase show that the writers omitted 'to be' in verb phrase construction such as verb be '*is*'. Other omission errors are incorrect possessive case. Here the writers omitted a possessive sign such as '*s*'. In incorrect third person singular verb, the writers omitted inflectional suffix '-s/-es.' In incorrect past participle verb and incorrect simple past, those have similar characteristics, that is the writers omitted inflectional suffix '*-ed*'. This study also finds error in word order, such as, omission of *head*. All of them are grammatical morpheme omission errors. Besides that, there are also content morpheme errors. In this case the writers omitted some important morphemes such as verb and subject pronoun.

In addition errors, there are two types of errors that are double marking errors and simple addition errors. In simple addition errors involve three types of errors: noun phrase addition, verb

phrase addition and verb and verb construction. In noun phrase, there are three categories of errors; first is the use of preposition. Here, the writers added preposition that should occur in the sentence. The second category is in the use of number. Here, the writer added inflectional suffix '-s' in uncountable noun. The last is nominalization, that the writer added some unimportant morph to identify noun word.

The next is addition in verb phrase. Here, only one type of verb phrase addition is found that is subject and verb agreement. Here, the writer added 'to' to the verb which is not infinitive verb. Addition error in verb and verb construction shows that the writer failed to make infinitive verb.

Besides omission and addition error types discussed above, there are also misformation and misordering errors occur in the abstracts of Ulul Albab scientific journal. In misformation errors, there is a type of error; archi/ alternating form errors. In archi/ alternating form, there are three categories of errors: noun phrase, verb phrase and incorrect past participle. In noun phrase archi/ alternating form errors, found that the writers made errors in the use of prepositions. Here, errors happen in the construction of preposition. The writer put a wrong preposition in the verb. Then in verb phrase errors, the writer made errors in the use of 'to be' and auxiliary. While in incorrect past participle, the writer made errors in the past participle typing.

In misordering errors, here the writers still got the difficulties in placing the right construction of the morphemes.

Based on the discussion above, this finding proves that the use of article, pluralization and incorrect placement of morphemes are the dominant grammatical error made by the writer of Ulul Albab scientific journal abstracts.

Besides grammatical errors, the researcher also finds mistyping in this study. For example *its self* for *itself*, *os* for *as*, *suppporter* for *supporter*, *howevwe* for *however* and so on which are not categorized or analyzed further.

CHAPTER V

CONCLUSION AND SUGGESTION

After presenting the findings and the discussion in the preceding chapter, the conclusion and some suggestions are provided below.

5.1 Conclusion

Based on analysis done on the research, this sub chapter can be divided into two points, the first is conclusion of the research, and the second is the lesson that can be taken after finishing this study.

The objective of this study is to identify the types of grammatical errors occur in the abstracts of “Ulul Albab” scientific journal and it has been answered by the result of this study.

The study shows that there are many types of errors in the abstracts of Ulul Albab scientific journal. On the basis of surface strategy, the research finds that the dominant grammatical errors in the abstracts are errors in omission followed by addition errors, then misformation errors and finally misordering errors.

In the errors of omission, the highest number is omission of article, followed by omission of plural inflectional suffix *-s/-es*, then, omission on preposition, nominalization, and pronoun that have the same number, next, possessive and past participle case incorrect, and the last is omission on the third person inflectional suffix *-ed*.

Then in misformation errors, here the writer made errors in placing the right form of the morpheme in the sentence. The next is addition errors that consist of double marking errors and simple addition errors. In this data, the writers of the abstracts also made misordering errors.

Secondly, we can take lesson from this study that every body, especially language learner, cannot avoid from making errors in grammar. Even, we are as language learners; tend to omit trivial tasks or small parts of language, such as an article or a suffix. Although we have mastered English grammar, errors in grammar will go a long with us as long as we still use a

language. But as a human being, we should realize and have to improve it, and we have to practice more to improve our English, because 'perfect practice makes perfect.'

5.2 Suggestion

Based on the significance of the study, this study aims to give a beneficial contribution for the writers of the journal and the next researchers.

To the writers of the journal, they are expected to pay more attention to English grammar applied in construct English sentences. They should emphasize on grammatical categories, such as the use of the articles, pluralization, nominalization and the rule of how to construct a sentence. Since this journal is read by many people especially by the academics at nation wide universities, hence, it should be written in a correct writing not only in grammar but also in diction or word choice.

The researcher suggests that the next researchers especially the students of UIN Malang conduct the related research to make a better study, as the researcher believes that this study still has many weaknesses and mistakes. Therefore, it is the next researchers' duty to make it perfect. The researcher also expects that this study can be a strong motivation to the next researchers to analyze grammatical errors.

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Appendix 1: Data

Data 1

PERJANJIAN PEMBIAYAAN SEBAGAI TRANSAKSI BERJAMIN (Kajian Terhadap Akta Perjanjian Pembiayaan Di Koperasi Uin Malang)

The research objective is financing contract as a secured transaction which consists of the legal character and regulations on contract. This kind of financing contract has been standardized by the managements of KPRI at The State Islamic University of Malang. The aims of the research are to investigate and evaluate the legal character, regulation and configuration of financing contract as a secured transaction which has been formulated by the managements of KPRI.

The findings of the research indicated to the unfirmness of financing contract as a secured transaction. Besides it, the research also found unavaibility of supported regulation on financing contract and secured transaction which follows to the financing contract.

Finally, The research suggested to the managements of KPRI to consider using secured transaction as supporter of financing contract, essentially in distributing amount of donation which usually in big quantity. This is to protect self-interest of the members and keep of sustainability of financing activities itself.

Data 2

MANAJEMEN PERGURUAN TINGGI BERKARAKTER WIRAUSAHA (Studi Implementasi Manajemen Berbasis Kampus)

Recently, the policy of education system in Indonesia has been based on education reform which encourages the emergence of autonomy and education decentralization. This condition has created the existence of school-based managements and campus-based management. The concept of campus-based management basically refers to the rationale that when the higher education (campus) has been at the vast growth either in term of quality or quantity and at the same time the government could not afford providing the budget for that campus expense, the campus it self should find its own funding resources independently. In this point, the boards of the higher education are demanded to have an entrepreneur characteristics. In addition, this condition needs to be responded with systematic thought and systematic action to achieve an optimum result. To manage the higher education successfully with entrepreneur characteristics, Burton R. Clark proposed five entrepreneurship elements to reach an independent higher education.



Data 3

IMPLEMENTASI HOKUM PERBANKAN SYARI'AH (Penerapan Dual Banking System dalam Perspektif Critical Legal Studies)

The emergence of shari'a banks as an alternative way to overcome monetary crisis is appreciated by many people from banks, universities and society. However, Shari'a banks cannot operationally apply Shari'a principles. In other words, the system of shari'a banks is still influenced by or even merged with that of conventional banks. Conventional banks are claimed as banks with interest system (riba). This phenomenon shows the inconsistency in Shari'a banks resulting for political interest. Therefore, critical legal studies, as a movement, will help people minimize the role of political interest in Shari'a banks. As a result, Shari'a banks can establish Islamic values and justice spirit in economy arena.



Data 4

KONSEP KOSMOLOGI (Tinjauan Al-Qur'an Dan Sains)

Debating does the universe have the beginning and how it appears have been persited since the people have recorded their history. Basically, this case has two ideologists. First, the tradionist and the old religioust people believe that the universe has just been created. Otherwise, Aristoteles, as the other group, did not think that the universe had the beginning but they more believed that it had already existed and would exist forever and ever. a big bang phenomenon by many scientista as the beginning creation of the world. Howevwe, the world had two future possibilities.(1) The universe would develop forever, all the stars and galaxies would use up their energy and be a small think or a black hole which caused the world was cool and dark and the lifes would be end. (2) The development would be slow and stop finally, then followed by the shrunkin gravitation that gathered the universe and then be a big bang. The holly Qur'an explanes that the main proses of the universe was very symbolic. It needed more understanding not only the point at word by word os a language but also had to be with a multidiscipline approaching, because we have to realise that the different interpretations from the real meaning of the Qur'ans verses would be possible.

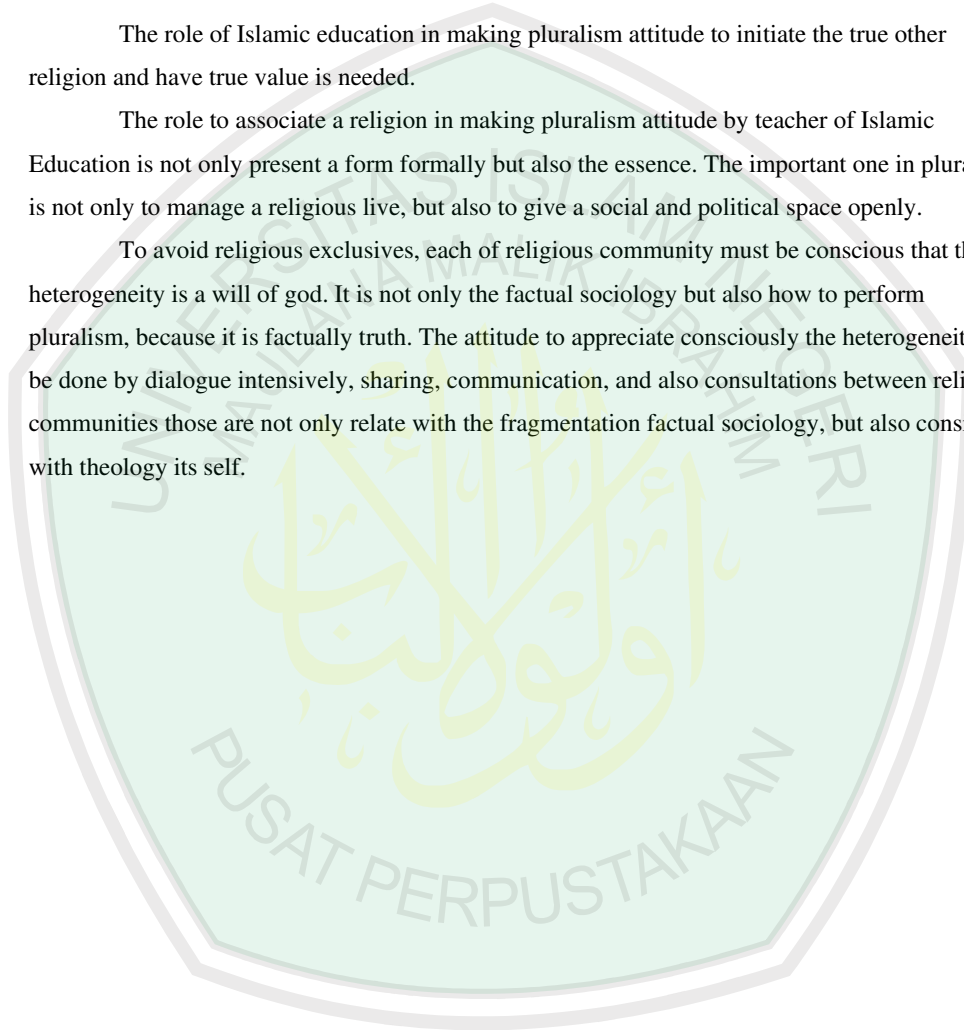
Data 5

**KECENDERUNGAN ANTI PLURALISME GURU-GURU PENDIDIKAN AGAMA
ISLAM (GPAI) SMA DI MALANG**

The role of Islamic education in making pluralism attitude to initiate the true other religion and have true value is needed.

The role to associate a religion in making pluralism attitude by teacher of Islamic Education is not only present a form formally but also the essence. The important one in pluralism is not only to manage a religious live, but also to give a social and political space openly.

To avoid religious exclusives, each of religious community must be conscious that the heterogeneity is a will of god. It is not only the factual sociology but also how to perform pluralism, because it is factually truth. The attitude to appreciate consciously the heterogeneity can be done by dialogue intensively, sharing, communication, and also consultations between religion communities those are not only relate with the fragmentation factual sociology, but also consider with theology its self.



Data 6

FALSAFAH PANCASILA SEBAGAI ORIENTASI PENGEMBANGAN ILMU HUKUM

Indonesia State Mission is to realize Pancasila consistently in societal life, nation and state and realize system punish national guarantying the straighten of rule of law and human being human right have justice and justification base. For the reason Pancasila made as orientation in activity of science and development of science need two consideration, that is consideration of gone to objectivity to truth of representing base remain to becoming its authorized capital. Other consideration is human life values represent consideration at science pre phase and pasca science. Human values represent base, background and intention of activity of science. Consideration of values very influencing at determination of science target and erudite activity in general.



Data 7

KONSEP PENGENTASAN KEMISKINAN DALAM PENDANGAN YUSUF QARDHAWI

Admitted or not to be admitted, there are amount of mosleem countries which face poverty problems. There have been theories acknowledged and implied to endeavor and raise poverty from West Countries. Whereas a social concept will be more effective since it was appear from cultural background thought and local culture. Yusuf Qardhawi has an interesting and equal insight applied in accordance with poverty problem. For that reason, this research will discuss about the concept of how they raise mosleem poverty problem according to Yusuf Qardhawi.

The aim of this research is to describe Qardhawi concept of how to raise poverty critically and analytically. So far the concept of raising poverty which have been directly discover from Islamic source standard (al-Qur'an and Hadits) haven't yet arranged in order and modern. Therefore such concept isn't easily consumed by our mosleem people. From the result of this research, the writer concludes that the concept of raising poverty by Qardhawi are divided into three points: individual, people and country. Each has its role which are supported each other in the framework of raising poverty.

Data 8

MENCERMATI KONSEP ETIKA KEBEBASAN MU'TAZILAH

In history of Islam theology, clique which believes in absolutes of authority of God in human effort in is called “Jabariyah”, while, absolutes of human effort in is called “Qodariyah”. And clique will be between those in preceded by figure, Al-Asyary, who was whom had “kasb” theory.

This article, especially, will try to understand more about Mu'tazilah theology. That is in this time being -is known as promoter of freedom ethics or Qodariyah clique.

According to Mu'tazilah, justice concept is used to be applied in importance of society context. Everything that is done by God for his creature is for the creature its self. For example if God gives painful his creature, that is, actually, the only for the creature its self and importance of themselves. Otherwise, God would break his responsibility him self. So that, according to Mu'tazilah, God will burden his creature, except that is on creature's capacity. From those, “Al-Adl” will be basic argument for freedom ethics concept of human and the authority to act anything, at last they will be in charge of deed that had been done.

However, Mu'tazilah thought about willing human matter is valuable intellectual contribution for Islam society, critics and accurate analysis must be executed at the appearance of other paradigm which will appear and predict the appearance of other paradigms that-perhaps- be accepted more by the period of this time.

Data 9

MENGGAGAS EPISTEMOLOGI PENDIDIKAN ANAK QUR'ANI

The epistemology problem of children education is urgent problem which needs to be affirmed in explaining “education failure”. Epistemology is more important than ontology or axiology, because epistemology become a means of dialogue how education applied is. The essence of education and what for it is done has made establish by analyzing ontology and axiology. Why it must be with qur’ani offering? This term is caused by epistemology approach of children education west-centrist style that just has contribution to improve rationality, not balanced with morality culture of child, result in “moral decadence”. Historically, Al-Qur’an has already encoded the interaction fact of children education from some last history narrated by good examples of prophet, messenger and some pious people. The historic fact of children education is very relevant by epistemology perspective. Epistemologically, Al-Qur’an historic in discourse children education describes the dialectic of children education dogmatically and dialogically. Dogmatic education is done to socialization Aqidah and Syari’ah. Then, dialogic gives more priority to the education of interaction implanting akhlaq/ morality. it appears in children education profiled in Al-Qur’an with figures: Lukman Hakim, Nuh, Ibrahim, Ya’qub, and Maryam in their interaction with their children.

Appendix 2: Table of Findings

Table 1: Errors and correct sentences

No	Incorrect sentences	Correct sentences
1.1	<i>The research objective is <u>financing contract</u> as a secured transaction which consists of the legal character and <u>regulations on financing contract</u>.</i>	<i>The research objective is <u>the financing contract</u> as a secured transaction which consists of the legal character and <u>regulation on the financing contract</u>.</i>
1.2	<i>This kind of <u>financing contract</u> has been <u>standarized</u> by the managements of KPRI at The State Islamic University of Malang.</i>	<i>This kind of <u>the financing contract</u> has been <u>standardized</u> by the managements of KPRI at The State Islamic University of Malang.</i>
1.3	<i>The aims of the research are to investigate and evaluate the legal character, regulation and configuration of <u>financing contract</u> as a secured transaction which has been formulated by the managements of KPRI.</i>	<i>The aims of the research are to investigate and evaluate the legal character, regulation and configuration of <u>the financing contract</u> as a secured transaction which has been formulated by the managements of KPRI.</i>
1.4	<i>The findings of the research <u>indicated to the unfirmness of financing contract</u> as a secured transaction.</i>	<i>The findings of the research <u>indicated the infirmness of the financing contract</u> as a secured transaction.</i>
1.5	<i>Besides it, the research also found <u>unavaibility</u> of supported regulation on <u>financing contract and secured transaction</u> which follows to <u>the financing contract</u>.</i>	<i>Besides it, the research also found <u>unavailability</u> of supported regulation on <u>the financing contract and a secured transaction</u> which follows to <u>the financing contract</u>.</i>
1.6	<i>Finally, <u>The</u> research suggested to the managements of KPRI to consider using secured transaction as <u>suppporter</u> of financing contract, essentially in distributing <u>amount</u> of donation <u>which usually in big quantity</u>.</i>	<i>Finally, the research suggested to the managements of KPRI to consider using secured transaction as <u>the supporter</u> of financing contract, essentially in distributing <u>the amount</u> of donation <u>which is usually in a big quantity</u>.</i>
1.7	<i>This is to protect self-interest of the members and <u>keep of sustainability</u> of financing activities itself.</i>	<i>This is to protect self-interest of the members and <u>keep a sustainability</u> of financing activities itself.</i>
2.1	<i>The concept of campus-based management basically refers to the rationale that when the higher education (campus) has been at the vast growth either in term of quality or quantity and at the same time the government could not afford <u>providing the budget for that campus expense</u>, the campus <u>it self</u> should find its own funding resources independently.</i>	<i>The concept of campus-based management basically refers to the rationale that when the higher education (campus) has been at the vast growth either in term of quality or quantity and at the same time the government could not afford <u>to provide</u> the budget for that <u>campus' expense</u>, the campus <u>itself</u> should find its own funding resources independently.</i>
2.2	<i>In addition, this condition needs to be</i>	<i>In addition, this condition needs to be</i>

	<i>responded with <u>systematic thought and systematic action</u> to achieve an optimum result.</i>	<i>responded by <u>systematic thought and systematic action</u> to achieve an optimum result.</i>
3.1	<i>The emergence of Shari'a banks as an alternative way to overcome monetary crisis is appreciated by many people from banks, universities and <u>society</u>.</i>	<i>The emergence of Shari'a banks as an alternative way to overcome monetary crisis is appreciated by many people from banks, universities and <u>societies</u>.</i>
3.2	<i>This phenomenon shows the <u>inconsistency in Shari'a banks resulting for</u> political interest.</i>	<i>This phenomenon shows the <u>inconsistency of Shari'a banks resulting from</u> political interest.</i>
4.1	<i>Debating <u>does</u> the universe <u>have</u> the beginning and how it appears have been <u>persited</u> since the people have recorded their history.</i>	<i>Debating <u>wether</u> the universe <u>has</u> the beginning and how it appears have been <u>persisted</u> since the people have recorded their history.</i>
4.2	<i>First, the tradionist and the old <u>religioust</u> people believe that the universe has just been created.</i>	<i>First, the traditionist and the old <u>religious</u> people believe that the universe has just been created.</i>
4.3	<i><u>Aristoteles</u>, as <u>the other group</u>, did not think that the universe had the beginning but they more believed that it had already existed and would exist forever and ever.</i>	<i><u>Aristotelians</u>, as <u>the other groups</u>, did not think that the universe had the beginning but they more believed that it had already existed and would exist forever and ever.</i>
4.4	<i>A big bang phenomenon by many <u>scientista</u> as the beginning creation of the world.</i>	<i>A big bang phenomenon <u>was said</u> by many <u>scientists</u> as the beginning creation of the world.</i>
4.5	<i><u>Howevewe</u>, the world had two future possibilities.</i>	<i><u>However</u>, the world had two future possibilities.</i>
4.6	<i>The universe would develop forever, all the stars and galaxies would use up their energy and be a small <u>think</u> or a black hole which caused the world was cool and dark and the <u>lifes</u> would be end.</i>	<i>The universe would develop forever, all the stars and galaxies would use up their energy and be a small <u>thing</u> or a black hole which caused the world was cool and dark and the <u>life</u> would be end.</i>
4.7	<i>The holly Qur'an <u>explanes</u> that the main <u>proses</u> of the universe was very symbolic.</i>	<i>The holly Qur'an <u>explains</u> that the main <u>process</u> of the universe was very symbolic.</i>
4.8	<i>It needed more understanding not only <u>the point</u> at word by word <u>os</u> a language but also had to be with a multidiscipline <u>approaching</u>, because we have to realise that the different interpretations from the real meaning of the <u>qur'ans verses</u> would be possible.</i>	<i>It needed more understanding not only at <u>the point</u> of word by word <u>as</u> a language but also had to be with a multidiscipline <u>approach</u>, because we have to realise that the different interpretations from the real meaning of the <u>qur'an's verses</u> would be possible.</i>
5.1	<i>The role of Islamic Education in making pluralism attitude to initiate the true other <u>religion</u> and have true value</i>	<i>The role of Islamic Education in making pluralism attitude to initiate the true other <u>religions</u> and have true value is needed.</i>

	<i>is needed.</i>	
5.2	<i>The role to associate a religion in making pluralism attitude by teacher of Islamic Education is <u>not only present</u> a form formally but also the essence.</i>	<i>The role to associate a religion in making pluralism attitude by teacher of Islamic Education <u>presents not only</u> a form formally but also the essence.</i>
5.3	<i>To avoid <u>religious exclusives</u>, <u>each of</u> religious community must be conscious that the heterogeneity is a will of God.</i>	<i>To avoid <u>religion exclusives</u>, <u>each of the</u> religious community must be conscious that the heterogeneity is a will of God.</i>
5.4	<i>It is not only the factual sociology but also how to perform pluralism, because it is <u>factually truth</u>.</i>	<i>It is not only the factual sociology but also how to perform pluralism, because it is <u>the factual truth</u>.</i>
5.5	<i>The attitude to appreciate consciously the heterogeneity can be done by dialogue intensively, sharing, communication, and also <u>consultations</u> between religion communities <u>those are not only relate with</u> the fragmentation factual sociology, but also <u>consider</u> with theology <u>its self</u>.</i>	<i>The attitude to appreciate consciously the heterogeneity can be done by dialogue intensively, sharing, communication, and also <u>consultation</u> between religion communities <u>which are not only related to the fragmentation</u> factual sociology, but also <u>considered</u> with theology <u>itself</u>.</i>
6.1	<i>Indonesia State Mission is to realize Pancasila consistently in societal life, nation and state and realize <u>system punish national</u> guarantying the <u>straighten of rule of law and human being human right</u> <u>have</u> justice and justification base.</i>	<i>Indonesia State Mission is to realize Pancasila consistently in societal life, nation and state and realize <u>national punishment system</u> guarantying <u>straight</u> rule of law and <u>human right</u> <u>that have</u> justice and justification base.</i>
6.2	<i>For the reason Pancasila made as orientation in activity of science and development of science <u>need</u> two <u>consideration</u>, <u>that is</u> consideration of gone to objectivity to truth of representing base remain <u>to becoming</u> its authorized capital.</i>	<i>For the reason Pancasila made as orientation in activity of science and development of science <u>that needs</u> two <u>considerations</u>, <u>that is</u> consideration of gone to objectivity to truth of representing base remain <u>to become</u> its authorized capital.</i>
6.3	<i><u>Other</u> consideration is human life values <u>represent</u> consideration at science pre phase and of <u>pasca</u> science.</i>	<i><u>Another</u> consideration is human life values <u>which represent</u> consideration at science pre phase and of <u>post</u> science.</i>
6.4	<i>Consideration of <u>values very</u> influencing at <u>determination</u> of science target and erudite activity in general.</i>	<i>Consideration of <u>values is very</u> influencing at <u>the determination</u> of science target and erudite activity in general.</i>
7.1	<i>Whereas a social concept will be more effective since it was <u>appear</u> from cultural background thought and local culture.</i>	<i>Whereas a social concept will be more effective since it <u>appeared</u> from cultural background thought and local culture</i>
7.2	<i>The aim of this research is to describe <u>Qardhawi</u> concept of how to raise poverty critically and analytically.</i>	<i>The aim of this research is to describe <u>Qardhawi's</u> concept of how to raise poverty critically and analytically.</i>

7.3	<i>So far the concept of raising poverty which <u>have been directly discover</u> from Islamic source standard (al-Qur'an and Hadits) haven't yet arranged in order and modern.</i>	<i>So far the concept of raising poverty which <u>has been directly discovered</u> from Islamic source standard (al-Qur'an and Hadits) haven't yet arranged in order and modern.</i>
7.4	<i>From the result of this research, the writer concludes that the <u>concept</u> of raising poverty by Qardhawi are divided into three points: individual, people and country.</i>	<i>From the result of this research, the writer concludes that the <u>concepts</u> of raising poverty by Qardhawi are divided into three points: individual, people and country.</i>
7.5	<i>Each has its role which <u>are supported</u> each other in the framework of raising poverty.</i>	<i>Each has its role which <u>is supported</u> each other in the framework of raising poverty.</i>
8.1	<i>In <u>history</u> of Islam theology, <u>clique</u> which believes in absolutes of authority of God in <u>Human effort in</u> is called "Jabariyah", while, absolutes of human <u>effort in</u> is called "Qodariyah."</i>	<i>In the <u>history</u> of Islam theology, the <u>clique</u> which believes in absolutes of authority of God in <u>Human effort</u> is called "Jabariyah", while, the clique which believes in absolutes of human <u>effort</u> is called "Qodariyah."</i>
8.2	<i>And clique will be between those <u>in preceded</u> by a figure, Al-Asyary, <u>who was whom had</u> "Kasb" theory.</i>	<i>And clique will be between those <u>preceded by</u> a figure, Al-Asyary, <u>who had</u> "Kasb" theory.</i>
8.3	<i>That <u>is in this time being</u> -is known as promoter of freedom ethics or Qodariyah clique.</i>	<i>That <u>is in this time</u> - known as promoter of freedom ethics or Qodariyah clique.</i>
8.4	<i>According to Mu'tazilah, justice concept is used to be <u>applied in importance</u> of society context.</i>	<i>According to Mu'tazilah, justice concept is used to be <u>applied to importance</u> of society context.</i>
8.5	<i>From those, "Al-Adl" will be <u>basic</u> argument for freedom ethics concept of human and the authority to act anything, at last they will be in charge of deed that had been done.</i>	<i>From those, "Al-Adl" will be <u>the basic</u> argument for freedom ethics concept of human and the authority to act anything, at last they will be in charge of deed that had been done.</i>
8.6	<i>However, Mu'tazilah thought about willing human matter is <u>valuable intellectual contribution</u> for Islam society, critics and accurate analysis <u>must be executed</u> at the appearance of other paradigm which will appear and predict the appearance of <u>other paradigms</u> that-perhaps- <u>be</u> accepted more by the period of this time.</i>	<i>However, Mu'tazilah thought about willing human matter is a <u>valuable intellectual contribution</u> for Islam society, critics and accurate analysis <u>which must be executed</u> at the appearance of other paradigm which will appear and predict the appearance of <u>other paradigm</u> that-perhaps- <u>is</u> accepted more by the period of this time.</i>
9.1	<i>The epistemology problem of children education is <u>urgent problem</u> which needs to be affirmed.</i>	<i>The epistemology problem of children education is <u>an urgent problem</u> which needs to be affirmed.</i>

9.2	<i>Epistemology is more important than <u>ontology</u> or axiology, because epistemology <u>become a means of dialogue</u> how education <u>applied is</u>.</i>	<i>Epistemology is more important than <u>ontology</u> or axiology, because epistemology <u>becomes a mean on dialogue on how education is applied</u>.</i>
9.3	<i>The essence of education and what for it is done has made <u>establish</u> by analyzing ontology and axiology.</i>	<i>The essence of education and what for it is done has made an <u>establishment</u> by analyzing ontology and axiology.</i>
9.4	<i>Why <u>it must</u> be with qur'ani offering?</i>	<i>Why <u>must it</u> be with qur'ani offering?</i>
9.5	<i>This term is caused by epistemology approach of children education <u>west-centrist style</u> that just has <u>contribution to improve rationality, not balanced</u> with morality culture of <u>child</u>, <u>result in</u> "moral decadence."</i>	<i>This term is caused by epistemology approach of <u>west-centrist children education style</u> that just has a <u>contribution to improve rationality, which is not balanced</u> with morality culture of <u>children</u>, <u>resulted in</u> "moral decadence."</i>
9.6	<i>The historic fact of children education is very <u>relevant by</u> epistemology perspective.</i>	<i>The historic fact of children education is very <u>relevant to</u> epistemology perspective</i>
9.7	<i>Dogmatic education is done to <u>socialization</u> Aqidah and syari'ah.</i>	<i>Dogmatic education is done to <u>socialize</u> Aqidah and syari'ah.</i>
9.8	<i>Then, <u>dialogic</u> gives more priority to the education of interaction implanting akhlaq/ morality</i>	<i>Then, <u>dialogic education</u> gives more priority to the education of interaction implanting akhlaq/ morality</i>

Table 2: Number of Grammatical Errors and Surface Strategy Taxonomy

Surface changes Error types	Omission		Addition			Misformation		Misordering
	CM	GM	DM	R1	SA	R2	Ar/AI	
1. Noun phrase	-	-	1	-	-	-	-	-
1.1 Determiners	-	17	-	-	-	-	-	-
1.2 Numbers	-	5	-	-	5	-	-	-
1.3 Nominalization	-	3	-	-	2	-	5	-
1.4 Pronoun	-	3	-	-	-	-	1	-
1.5 Preposition	-	2	-	-	3	-	5	-
2. Verb Phrase	1	-	1	-	-	-	-	-
2.1 Verb form	-	2	-	-	-	-	5	-
2.2 Agreement	-	-	-	-	5	-	-	-
3. Verb and verb construction	-	-	-	-	3	-	-	-
4. Word order	-	1	-	-	-	-	-	6
5. Transformation	-	-	-	-	-	-	-	-
6. Article	-	-	-	-	-	-	-	-
7. Possessive	-	3	-	-	-	-	-	-
8. Third person singular verb	-	3	-	-	-	-	-	-
9. Simple past tense	-	1	-	-	-	-	-	-
10. Past participle	-	3	-	-	-	-	2	-
Total	1	42	2	-	18	-	18	6

Notes:

- CM : Content Morpheme
- GM : Grammatical Morpheme
- DM : Double Marking
- R1 : Regularization
- SA : Simple Addition
- R2 : Regularization
- Ar/AI : Archi/ Alternating Form

Table 3: Surface strategy taxonomy and error types

No	Error sentences	Surface change							Error types
		Omission		Addition			Misformation	Misordering	
		CM	GM	DM	R1	SA	R2		
1.1	The research objective is <u>financing contract</u> ...		X						Article omitted
	...which consists of the legal character and <u>regulations</u>		X						Addition of Inflectional suffix
	...which consists of the legal character and regulations on <u>financing contract</u>		X						Article omitted
1.2	This kind of <u>financing contract</u> ...		X						Article omitted
	This kind of <u>financing contract</u> has been standarized by...						X		Article omitted
	This kind of financing contract has been <u>standarized</u> by...								Failure to attach past participle verb
1.3	The aims of the research are to investigate and evaluate the legal character, regulation and configuration of <u>financing contract</u>		X			X			Article omitted
1.4	The findings of the research <u>indicated to</u> ...					X			Addition preposition
	The findings of the research indicated to the <u>unfirmness</u> ...						X		The wrong affix used
	The findings of the research indicated to the <u>unfirmness</u> of <u>financing contract</u> as a secured transaction.		X						Article omitted
1.5	Besides it, the research also found <u>unavaibility</u> of supported regulation <u>on financing contract</u> and		X						Article omitted

3.2	This phenomenon shows the <i>inconsistency in</i> Shari'a banks resulting for political interest							X		Misuse preposition
	This phenomenon shows the inconsistency <u>in</u> Shari'a banks <i>resulting for</i> political interest							X		Misuse preposition
4.1	Debating <i>does</i> the universe have the beginning and how it appears have been persited since the people have recorded their history.							X		Misuse auxiliary <i>does</i>
	Debating does the universe have the beginning and how it appears have been <i>persited</i> since the people have recorded their history.							X		Failure to attach past participle verb
4.2	First, the tradionist and the old <i>religioust people</i> believe that the universe has just been created							X		Adjective phrase disagreement
4.3	<i>Aristoteles</i> , as the other group, did not think that the universe had the beginning but they more believed that it had already existed and would exist forever and ever.		X							Failure to make nominal word
	Aristoteles, as <i>the other group</i> , did not think that the universe had the beginning but they more believed that it had already existed and would exist forever and ever.		X							Omission of Inflectional suffix
4.4	<i>A big bang phenomenon by many scientista as the beginning creation of the world.</i>	X								Subject verb disagreement
4.6	The universe would develop forever, all the stars and galaxies would use up their energy and be a small <i>think</i> or a black hole which caused the world was cool and dark and the lifes would be end.							X		Failure to make nominal word

	heterogeneity is a will of God.									
5.4	It is not only the factual sociology but also how to perform pluralism, because it is <u>factually truth</u> .								X	Misconstruction
5.5	The attitude to appreciate consciously the heterogeneity can be done by dialogue intensively, sharing, communication, and also <u>consultations</u> between religion communities...					X				Parallel construction misuse
	... religion communities <u>those</u> are not only relate with the fragmentation factual sociology, but also consider with theology its self.							X		Relative pronoun misuse
	...religion communities those <u>are not only relate with</u> the fragmentation factual sociology, but also consider with theology its self.							X		Preposition misuse
	...religion communities those are not only <u>relate with</u> the fragmentation factual sociology, but also <u>consider</u> with theology its self.	X								Failure to attach past participle verb
6.1	Indonesia State Mission is to realize Pancasila consistently in societal life, nation and state and realize <u>system punish national</u> guarantying								X	Misconstruction
	...guarantying the straighten of rule of law and <u>human being human right</u> have justice and justification base.			X						Addition of noun
	...guarantying the straighten of rule of law and human being human right <u>have</u> justice and justification base.	X								Relative pronoun omitted
	...guarantying <u>the straighten of</u> rule of law and human being human right have justice and justification base.					X				Misuse preposition

	Human effort in is called “Jabariyah”, while, absolutes of human effort in is called “Qodariyah.”								
	In history of Islam theology, clique which believes in absolutes of authority of God in <i>Human effort in</i> is called “Jabariyah”, while, absolutes of human effort in is called “Qodariyah.”				X				Addition of preposition
	In history of Islam theology, clique which believes in absolutes of authority of God in Human effort in is called “Jabariyah”, while, absolutes of <i>human effort in</i> is called “Qodariyah.”				X				Addition of preposition
8.2	And <i>clique</i> will be between those in preceded by a figure, Al-Asyary, who was whom had “Kasb” theory.				X				Article omitted
	And clique will be between <i>those in</i> preceded by a figure, Al-Asyary, who was whom had “Kasb” theory.								Addition of preposition
	And clique will be between those in preceded by a figure, Al-Asyary, who <i>was</i> whom had “Kasb” theory.				X				Addition of verb be
	And clique will be between those in preceded by a figure, Al-Asyary, who was <i>whom</i> had “Kasb” theory.								Addition of relative pronoun
8.3	That is in this time <i>being</i> -is known as promoter of freedom ethics or Qodariyah clique.				X				Addition of verb ing
	That <i>is</i> in this time <i>being</i> -is known as promoter of freedom ethics or Qodariyah clique.			X					Double verb be
8.4	According to Mu’tazilah, justice						X		Misuse preposition

	has made <i>establish</i> by analyzing ontology and axiology.									nominal word
9.4	Why <i>it must</i> be with qur'ani offering?							X		Misconstruction
9.5	This term is caused by epistemology approach of <i>children education west-centrist style</i> that just has contribution to improve rationality, not balanced with morality culture of child, result in “moral decadence.”							X		Misconstruction
	This term is caused by epistemology approach of children education west-centrist style that just has <i>contribution</i> to improve rationality, not balanced with morality culture of child, result in “moral decadence.”	X								Article omitted
	This term is caused by epistemology approach of children education west-centrist style that just has contribution to improve rationality, <i>not balanced</i> with morality culture of child, result in “moral decadence.”	X								Omission of relative pronoun and verb be
	This term is caused by epistemology approach of children education west-centrist style that just has contribution to improve rationality, not balanced with morality culture of <i>child</i> , result in “moral decadence.”	X								Misuse Parallel construction
	This term is caused by epistemology approach of children education west-centrist style that just has contribution to improve rationality, not balanced with morality culture of child, <i>result</i> in “moral decadence.”	X								Failure to attach past participle verb
9.6	The historic fact of children education is very							X		Misuse preposition

	<i>relevant by</i> epistemology perspective.									
9.7	Dogmatic education is done to <i>socialization</i> Aqidah and syari'ah.					X				Failure to attach simple present verb
9.8	Then, <i>dialogic</i> gives more priority to the education of interaction implanting akhlaq/ morality		X							Omission of head in word order
Total		1	43	2		18		18	6	88

