AN ERROR ANALYSIS ON GRAMMATICAL STRUCTURES
OF THE STUDENTS’ THESES

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JAKARTA
2010
APPROVEMENT

AN ERROR ANALYSIS ON GRAMMATICAL STRUCTURES OF THE STUDENTS’ THESES

A Thesis
Submitted to Faculty of Letters and Humanities
In Partial Fulfillment of the Requirements for The Degree of Strata one

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The thesis entitled “AN ERROR ANALYSIS ON GRAMMATICAL STRUCTURES OF THE STUDENTS’ THESES” has been defended before the Faculty Letters and Humanities’ Examination Committee on June 14, 2010. The thesis has already been accepted as a partial fulfillment of the requirements for the degree of strata one.

Jakarta, June 14, 2010

The Examination Committee

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. H. Muhammad Farkhan, M.Pd (Chair Person)</td>
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<td>19750417 200501 2 007</td>
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</tbody>
</table>
DECLARATION

I hereby declare that this submission is my own and that, to the best of my knowledge and belief, it contains no material previously published or written by another person nor material which to a substantial extent has been accepted for the award of any other institute of degree or diploma of the university or other institute of higher learning, except where due acknowledgement has been made in the text.

Jakarta, May 23, 2010

Moh. Miftahul Khoiri Habibullah

The research is aimed at finding out the types of the errors and their causes. The writer focuses his research on the errors of the grammatical structures based Surface Strategy Taxonomy which occur in the students’ theses. It is a descriptive analytic method which analyzes the data by identifying the types of the errors, defining them, explaining them and their sources, reconstructing them into the target language and putting all of the data collected in a table form.

The research finding shows that, from the three texts, there are 185 errors and there are four types of errors: omission, addition, misformation and misordering. Omission is the errors that most often occur: they are 80 errors in which 37 errors are caused by mother-tongue influence and 43 are caused by target language (learning strategy). The next errors which often occur are misformation: they are 69 errors and all of them are caused by target language (learning strategy). The next is addition. It is 25 errors: all of those are caused by target language (learning strategy). The last is misordering which is 9 errors and all of them are caused by target language (learning strategy).

Thus, it can be concluded that there are serious problems. They can be the students themselves who study less, wrong learning strategy or even the teachers who do not provide proper teaching materials and methods. Because of those, the writer suggests that the students learn hard and practice more whether in the classes or out the classes because learning English basically is practice and the teachers provide proper teaching materials and methods because they are one of the instruments which can reduce the errors.
ACKNOWLEDGEMENT

In the name of Allah the Most Gracious, the Most Merciful

All praises be to Allah SWT, the real writer’s guide, who amazingly and mysteriously guides him in the process of making this paper. Place and solution are upon the greatest Prophet Muhammad SAW, his family, companions, and adherents.

On this occasion, the writer wants to say thank very much to his beloved family, especially to his parents and brothers who always support him, pray for his success and give him much love. Their sacrifices will never be equally paid. The writer also wants to give his gratitude to Dr. Frans Sayogie, M. Pd. as the writer advisor for his time, guidance, patience, kindness, and contribution in correcting his thesis and helping him in finishing it.

The writer would also like to express his trustworthy gratitude to the following noble persons:

1. Dr. H. Wahid Hasyim, MA as the Dean of Faculty of Letters and Humanities.
2. Dr. H. Muhammad Farkhan, M.Pd, as the Chief of English Letters Department.
3. Drs. A. Saefuddin, M.Pd, as the Secretary of English Letters Department.
4. All of the lecturers of English Letters Department and the staffs of Letters and Humanities Faculty.

5. Ruhaniah, Lutfie, Ajie, Wahyu and all of his friends whom the writer cannot mention one by one.

6. The library staffs of Letters and Humanities Faculty and Centre Library of Jakarta Syarif Hidayatullah State Islamic University and the library Staffs of BKBB of Atma Jaya.

There is no anything that the writer can dedicate for expressing his thanks to all of the people for having helped him in finishing his thesis besides a little bit of writing on this page. Success and prosperity are the only hope that the writer can pray to God for all of them.

Jakarta, May 23, 2010

Moh. Miftahul Khoiri Habibullah

TABLE OF CONTENTS

ABSTRACT ......................................................................................................................... i
APROVEMENT .................................................................................................................. ii
LEGALIZATION ................................................................................................................ iii
DECLARATION .................................................................................................................. iv
CHAPTER I. INTRODUCTION
A. Background of the study
B. Focus of the study
C. Research questions
D. Objectives of the study
E. Significances of the study
F. Research methodology

CHAPTER II. THEORETICAL FRAMEWORK
A. Error
   1. Definition of Error
   2. Types of Error
   3. Causes of Error
B. Error Analysis
   1. Definition of Error Analysis
   2. Scope of Error Analysis
C. Grammatical Error
   1. Morphology Error
   2. Syntax Error

CHAPTER III. RESEARCH FINDINGS
A. Data Description
B. Data Analysis
C. Discussion

CHAPTER IV. CONCLUSIONS AND SUGGESTIONS
CHAPTER I

INTRODUCTION

A. Background of Study

Writing, which is once considered as the domain of the elite well-educated, has become an essential tool for people of all walks of life in today’s community. Whether it is used in reporting analysis of current event for newspapers or web pages, composing academic essays, business reports, letters, or e-mail messages, the ability to write effectively allows individuals from different cultures and background to communicate. Furthermore, it is now widely recognized that writing plays in a vital role not only in conveying information, but also in transforming knowledge to create new knowledge.

Due to the fact that writing has become a central importance to the students in academic and second language programs throughout the world. Therefore, Syarif Hidayatullah State Islamic University obligates all its students to make a thesis. Moreover, the students of English Letters Department of Faculty of Adab and Humanities have to make their thesis in English.

A thesis is one of the duties that the students should do to fulfill the requirements for the degree of strata one. In English Letters Department, the students must make their theses in English in order that they are able to practice their English abilities that they have got either in the classes or out of the classes. In addition, by writing thesis in English the students can get more knowledge of vocabulary building, composition organization and development, and
understanding of grammar and mechanics of good writing better. The last but not
the least is to give the students skills in order that they are able to express their
ideas in English composition forms which are able to be understood by the readers
and satisfy them.

The English Letters Department states that the graduate students should be
able to master English well and correctly. Furthermore, they can master four skills
in learning English; those are listening, speaking, reading, and writing. So, the
students can not only speak English but also muster all aspects that correlate with
it. However, those skills are not easy to be mastered. Writing English well and
correctly is difficult because English is a second language. Moreover, English is
very different from Indonesian.

Learning a foreign language is different from learning one’s mother
tongue. The students are supposed to master the English writing rules such that
they have to write effectively and systematically, choose the vocabularies
correctly and arrange a sentence to another sentence and a paragraph to another.

Mastering English grammatical structure rules well is important because it
can help people write easily and effectively and not make many errors. Weigle
says;

"For the present we will simply note that one cannot write in a second
language without knowing at least something about grammar and
vocabulary of that language. An addition factor is the relative similarity or
difference between the two languages: writing in language that is closely
to one's native language in terms of grammar, vocabulary, and writing
system is clearly easier than writing in language that is vastly different."²

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² Sara Cushing Weigle, *Assessing Writing* (Cambridge: Cambridge University Press,
It cannot be denied that there are many grammatical errors that the students make. Those errors are found in the students’ writings, even in the students’ theses representing the graduate students’ abilities. Therefore, it can be concluded that mastering grammar of a language is an important thing for the students learning English.

The errors that occur in the students’ writings or theses may still be tolerated because they are basically still processing in learning. Brown explains that "Human learning is fundamentally a process that involves the making of mistakes. Mistakes, misjudgment, miscalculations, and erroneous assumptions form an important aspect of learning virtually any skill or acquiring information."³

As being stated before, English as the second language is different from Indonesian. The difference between the first and second language creates learning difficulties which result errors and those errors may not be tolerated anymore because those errors are too many and always repeated.

The errors that often happen in the students’ writings, some linguists say, are sometimes caused by the interference of their first languages. Ellis said that “it is a popular belief that second language acquisition (SLA) is strongly influenced by the learner’s first language (L1).”⁴ It may be right, but it is not at all. “Not all

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errors resulting from the process are related to the nature of the mother tongue,”⁵ Corder said. The students may make errors because they do not understand well the rules of the target language or even they get wrong examples given by their teachers.

Corder said that “error is a result of partial knowledge because the teaching-learning process extends over time.”⁶ “Errors may arise, on the one hand, as a result of the nature of the samples, their classification and presentation or, on the other, from the actual activity of processing data. Teaching is concerned with the data and its mode of presentation,”⁷ He added.

Here are the examples that the writer have taken from one of the students’ theses;

Error in subjective agreement

“Scott and Lisabeth says you can make use of body language, tone, eye contact and all other featuring which help you to convey meaning when you talk (Scott and Lisabeth. 1990).”

“The aim of the library research of ellipsis of subject noun phrase in English is to figure out the elliptical structure, which commonly occur in English.”

Error in passive sentence

“Elliptical structure highly uses in both speaking and writing.”

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⁶ Ibid., p. 283.

⁷ Ibid.
“In any condition, ellipsis commonly uses for certain purposes.”

That is why the writer interests in doing research in the students’ theses by giving the title “An Error Analysis on the Grammatical Structures of the Students’ Theses”.

B. Focus of The Study

In this study, the writer limits the discussion only on the errors of the grammatical structures based on the *surface strategy taxonomy* that happens in the students’ theses of the English Letters Department of Faculty of Letters and Humanities of Syarif Hidayatullah State Islamic University which have not been examined yet.

C. Research Questions

Based on the background and the focus of the study, the writer does an analysis of the errors that occur in the students’ theses, in which two questions occur. They are:

1. What types of errors do the students most often make based on the *surface strategy taxonomy* in their writing theses?
2. Why do the students make errors in their writing theses?

D. Objectives of the Study

The objectives of this study are:
1. To find out the types of the errors based on the *surface strategy taxonomy* which the students most often make in their writing theses.

2. To find out the causes of the errors that students make in their writing theses.

**E. Significances of The Study**

This study has some significances. They are:

1. To increase and enrich the knowledge of the writer and the readers about the linguistics especially the grammatical structures.

2. To increase and enrich the knowledge of the writer and the readers how to write English well and correctly.

3. To minimize the errors that the students make in writing theses or other writings.

**F. Research Methodology**

1. **Method of the Research**

   In this research, the writer uses descriptive analytic method in which he analyzes the students’ writing thesis to identify the types of the errors and their causes made by them. After identifying the types of the errors, the writer defines them, explains them and their causes, then reconstructs the erroneous texts into the target language and puts all of those data collected in a table form.

2. **Unit of the Analysis**
The unit of the analysis in this research is the third chapters of three students’ theses of English Letters Department of Faculty of Letters and Humanities of Syarif Hidayatullah Jakarta Islamic State University:

2. Text II (Dissociative Identity Disorder on the Main Character in Mr. Brooks’ Film, 2009). Pp. 21-30.

3. Instrument of the Research

The instrument of this research is the writer himself by reading the students’ theses of English Letters Department carefully, analyzing the erroneous texts, identifying their types, explaining them and their causes, then reconstructing them into the target language and putting all data collected in a table form.

4. Data Analysis

The techniques used in this research are by reading the collected students’ theses carefully, underlining the words, phrases or sentences assumed incorrectly, classifying them according to their corpus and reconstructing them into the target language.

5. Time and Place

The study starts from March 1, 2009 to May 23, 2010 at Ciputat, Tanggerang Jakarta.
CHAPTER II
THEORETICAL FRAMEWORK

A. Error

1. Definition of Error

Dulay and his friends say “errors are the flawed side of learner speech or writing. They are those parts of conversation and composition that deviate from some selected norm of mature language performance.”8 Usually researchers distinguish errors and mistakes. One of them is Corder who associates errors with failure in competence and mistakes with failure in performance, making use of Chomsky’s distinction. That case is clearly explained by Dulay et al.

“Sometimes researchers distinguish between errors by factors such as fatigue and inattention (what Chomsky, 1965, called ‘performance’ factors), and errors resulting from lack of knowledge of the rule of the language (what Chomsky, 1965, called ‘competence’). In sum of the second language literature, performance errors have been called ‘mistakes’ while the term of ‘errors’ was served for the systematic deviations due to the learner’s still developing knowledge of the second language rule system.”9

Errors are considered to be systematic, governed by rules, and appears because a learner’s knowledge of the rules of the target language is incomplete. Meanwhile, mistakes are unsystematic features of production that speakers will correct if their attentions are drawn to them. Errors are the result of incomplete knowledge and mistakes are made by a learner when they are writing or speaking.


9 Ibid. p. 139.
and caused by lack of attention, fatigue, carelessness, or some other aspect performance.\textsuperscript{10}

In the same case, Brown says that mistake refers to the performance error that is either a random guess or slip, in that it is failure to utilize a known system correctly. Error, which is a noticeable deviation from an adult grammar of native speaker, reflects the competence of the learner. In addition, an error is failure that cannot be self-corrected while a Mistake is failure can be self-corrected.\textsuperscript{11}

It can be concluded that errors are grammatically incorrect forms that occur in writing or speaking, happen because of the incomplete learning or knowledge of grammatical rules of language and cannot be self-corrected, but mistakes or lapses are socially inappropriate forms that happen because of the lack of attention, fatigue and carelessness and can be self-corrected.

2. Types of Error

It has been long time ago that the researchers try to classify the second language errors in order to get their causes. After 1970s there have been numerous attempts at classifying those errors. In this research, the writer explores Dulay, Burrt and Krashen’s classifications.


In a lengthy consideration of errors, they describe four major types of error taxonomy. The taxonomy is the scientific process of classifying things.\textsuperscript{12} According to James, two of four taxonomies (\textit{Linguistic Category Taxonomy} and the \textit{Surface Structure Taxonomy}) are descriptive taxonomies.\textsuperscript{13}

\begin{itemize}
  \item \textbf{Linguistic Category Taxonomy}
  
  Many error taxonomies have been based on the linguistic item which is affected by the error. These \textit{Linguistic Category Taxonomies} classify errors according to either both the language component and the particular linguistic constituent that the error affects.

  Language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary) and discourse (style). Constituents include the elements that comprise each language component. For example, within syntax one may ask whether the error is in the main or subordinate clause; and within a clause, which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjectives, and so forth.

  Politzer and Ramirez introduce their types of errors based on linguistic category as follow:
\end{itemize}

\begin{itemize}
\end{itemize}
<table>
<thead>
<tr>
<th>Linguistic category and Error type</th>
<th>Example of Learner Error</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Morphology</strong></td>
<td></td>
</tr>
<tr>
<td>1. Indefinite article incorrect</td>
<td></td>
</tr>
<tr>
<td>1. <em>a</em> used for <em>an</em> before vowels</td>
<td><em>a ant</em></td>
</tr>
<tr>
<td>2. <em>an</em> used for <em>a</em></td>
<td><em>an little ant</em></td>
</tr>
<tr>
<td>2. Possessive case incorrect</td>
<td></td>
</tr>
<tr>
<td>1. Omission of ’s</td>
<td><em>the man feet</em></td>
</tr>
<tr>
<td>3. Third person singular verb incorrect</td>
<td></td>
</tr>
<tr>
<td>1. Failure to attach –s</td>
<td><em>The bird help man.</em></td>
</tr>
<tr>
<td>2. Wrong attachment of –s</td>
<td><em>The apple fall downs.</em></td>
</tr>
<tr>
<td>4. Simple past tense incorrect</td>
<td></td>
</tr>
<tr>
<td>a. Regular past tense</td>
<td></td>
</tr>
<tr>
<td>2. Adding –ed to past already formed</td>
<td><em>He calleded.</em></td>
</tr>
<tr>
<td>b. Irregular past tense</td>
<td></td>
</tr>
<tr>
<td>1. Substitution of simple non-past</td>
<td><em>He fall in the water.</em></td>
</tr>
<tr>
<td>2. Regularization by adding –ed</td>
<td><em>He putted the cookie there.</em></td>
</tr>
<tr>
<td>3. Substitution of past participle</td>
<td><em>I been near to him.</em></td>
</tr>
<tr>
<td>5. Past participle incorrect</td>
<td></td>
</tr>
<tr>
<td>1. Omission of –ed</td>
<td><em>He was call.</em></td>
</tr>
<tr>
<td>6. Comparative adjective/adverb incorrect</td>
<td></td>
</tr>
<tr>
<td>1. Use of more + <em>er</em></td>
<td><em>He got up more higher.</em></td>
</tr>
<tr>
<td><strong>B. Syntax</strong></td>
<td></td>
</tr>
<tr>
<td>1. Noun Phrase</td>
<td></td>
</tr>
<tr>
<td>a. Determiners</td>
<td></td>
</tr>
<tr>
<td>1. Omission of the article</td>
<td><em>He no go in hole.</em></td>
</tr>
<tr>
<td>2. Substitution of definite article for possessive pronoun</td>
<td><em>He fall down on the head.</em></td>
</tr>
<tr>
<td>3. Use of possessive with the article</td>
<td><em>He put it in the his room.</em></td>
</tr>
<tr>
<td>4. Use of wrong possessive</td>
<td><em>The little boy hurt its leg.</em></td>
</tr>
<tr>
<td>b. Nominalization</td>
<td></td>
</tr>
<tr>
<td>1. Simple verb used instead of –ing</td>
<td><em>by to cook it</em></td>
</tr>
<tr>
<td>2. Proposition by omitted</td>
<td><em>The dove helped him putting leaf on the water.</em></td>
</tr>
<tr>
<td>c. Number</td>
<td></td>
</tr>
<tr>
<td>1. Substitution of singulars for plurals</td>
<td><em>He got some leaf.</em></td>
</tr>
<tr>
<td>2. Substitution of singulars for plurals</td>
<td><em>He stab him in the feet.</em></td>
</tr>
<tr>
<td>d. Use of pronoun</td>
<td></td>
</tr>
<tr>
<td>1. Omission of the subject pronoun</td>
<td><em>(He) pinch the man.</em></td>
</tr>
<tr>
<td>2. Omission of the “dummy” pronoun <em>it</em></td>
<td><em>Is nice to help people.</em></td>
</tr>
<tr>
<td>3. Omission of the subject pronoun</td>
<td><em>I don’t know (it) in English.</em></td>
</tr>
<tr>
<td>4. Subject pronoun used as a redundant element</td>
<td><em>My brother he go to Mexico.</em></td>
</tr>
<tr>
<td>5. Alternating use of pronouns by number as well asa gender</td>
<td>*So he can eat it (reffering to apless)</td>
</tr>
<tr>
<td>6. Use of <em>me</em> as subject</td>
<td><em>Me forget it.</em></td>
</tr>
<tr>
<td>c. Use of prepositions</td>
<td></td>
</tr>
<tr>
<td>1. Omission of prepositions</td>
<td><em>He came (to) the water.</em></td>
</tr>
<tr>
<td>2. Missuse of prepositions</td>
<td><em>He fell down from (for on, into?) the water.</em></td>
</tr>
<tr>
<td>2. Verb Phrase</td>
<td></td>
</tr>
<tr>
<td>a. Omission of verb</td>
<td></td>
</tr>
<tr>
<td>1. Omission of main verb</td>
<td><em>He (fell) in the water.</em></td>
</tr>
</tbody>
</table>
2. Omission of to be  
   He in the water.

b. Use of progressive tense  
   1. Omission of be  
      He going.
   2. Replacement of –ing by the simple verb form  
      The bird was shake his head.
   3. Substitution of the progressive for the simple past  
      Then the man shooting (shot?) with a gun.

c. Agreement of subject and verb  
   1. Disagreement of subject and verb person  
      You be friends.
   2. Disagreement of subject and number  
      The apples was coming down.
   3. Disagreement of subject and tense  
      I didn’t know what it is.

3. Verb-and-Verb Construction  
   1. Embedding of a noun-and-verb construction in another noun-and
      -verb construction  
      I go to play. (I go and I play.)
   2. Omission of to in identical subject construction  
      I go play.
   3. Omission of to in the verb-and-verb construction  
      I see a bird got the leaf.
   4. Attachment of the past maker to the dependent verb  
      He was going to fell.

4. Word Order  
   1. Repetition of the object  
      The bird (object) he was gonna shoot it.
   2. Adjectival modifiers placed after noun  
      He put it inside his house a little round.

5. Some transformations  
   a. Negative transformation  
      1. Formation of no or not without the auxiliary do  
         He not play anymore.
      2. Multiple negation  
         They won’t have no fun.
   b. Question transformation  
      1. Omission of auxiliary  
         How the story helps?
   c. There transformation  
      1. Use of is instead of are  
         There is these hole.
      2. Omission of there  
         Is one bird.
      3. Use of it was instead of there was  
         It was round things.
   d. Subordinate clause transformation  
      1. Use of for for so that  
         For the ant could get out.
      2. Use of indicative for conditional  
         So he don’t kill the bird.

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Table-1 A Sample Linguistic Category Taxonomy

<table>
<thead>
<tr>
<th>Transformation</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omission of to be</td>
<td>He in the water.</td>
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<tr>
<td>Substitution of the progressive for the simple past</td>
<td>Then the man shooting (shot?) with a gun.</td>
</tr>
<tr>
<td>Agreement of subject and verb</td>
<td>You be friends. The apples was coming down. I didn’t know what it is.</td>
</tr>
<tr>
<td>Embedding of a noun-and-verb construction in another noun-and verb construction</td>
<td>I go to play. (I go and I play.)</td>
</tr>
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<td>Omission of to in identical subject construction</td>
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<tr>
<td>Use of for for so that</td>
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</tr>
<tr>
<td>Use of indicative for conditional</td>
<td>So he don’t kill the bird.</td>
</tr>
</tbody>
</table>

The Politzer and Ramirez taxonomy for morphology and syntax summarized above is a fairly traditional descriptive taxonomy.

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b. Surface Strategy Taxonomy

14 Heidi Dulay, et al., op. cit. 148-150.
The second type of descriptive taxonomy is *Surface strategy taxonomy* proposed by Dulay, Burt and Krashen. It classifies errors not by specific linguistic type, but by the structural deformation.

1. Omission

Omission should be distinguished from *ellipsis* and *zero*, which are allowed by the grammar (indeed are powerful grammatical resources), whereas omission is ungrammatical. Omission errors are characterized by the absence of an item (in the second language learner) that must appear in the well-formed utterance (of native language). For example, *I bought Θ in Japan, Θ is very hard for me to learn English right.*

2. Additions

Addition errors are the opposite of omission. They are characterized by the presence of an item (in the second language learner) which must not appear in a well-formed utterance (of native language). For example, *the fishes doesn’t live in the water.* Dulay and friends give three subtypes of addition errors. They are:

a. Double Marking.

Double marking is a subtype of the addition errors.\(^{15}\) It is defined as the failure to delete certain items which are required in some linguistic constructions but not in others. (e.g. *she didn’t went, that’s the man who I saw him*)

b. Regularization

Regularization is the second subtype of addition errors\(^{16}\) that typically apply to the class of linguistic items, such as the class of main verbs or the class of

\(^{15}\text{Ibid., p. 107.}\)
noun. In this case a regular marker is used in place of an irregular *one*, as in *falled* for *fallen*.” For example, *I falled*, where the regular past tense *-ed* has been extended to verb which in native English is an irregular verb.

c. Simple Addition

Simple addition error is another subtype of addition errors. If an addition error is not a double marking or regularization, it is called a simple addition.

3. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. For example, *I seen her yesterday*. Dulay, Burt and Krashen also define two other subtypes in this category. They are:

a. Archi-Form

Archi-form, which they call ‘misselection’, is the selection of one member of a class of forms to represent others in the class. For example, out of the set *this/that/these/those* the learner may use only one *that* as in *that dog* and *that dogs*.

b. Alternating Forms

Another of subtypes that Dulay and his friends assign to the category of misformation is what they call alternating forms, which they define as fairly free alternation of various members of class with each other. For example, *I seen her yesterday*.

4. Misordering

\[^{16}\text{Ibid.}\]
Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in utterance. For example, *what daddy is doing? He is all the time late*). Misordering errors occur systematically for both second and first learners in constructions that have already been acquired.

c. Comparative Taxonomy

The classification of errors in a comparative taxonomy is based on comparisons between the structure of second language errors and certain other types of constructions. Most of the second language errors have been compared to the children’s first language error from the target language norms. Those comparisons have produced two major error categories:

1. Developmental Errors

The developmental errors are errors similar to those made by children learning the target language as their first language. For example: *dog eat it*. Here the errors are the omission of the article and the past tense marker. The errors are classified as the developmental errors because those are also found in the speech children learning English as their first language.

2. Interlingual Errors

The interlingual errors are similar in structure to a semantically equivalent phrase or sentence in the learner’s native language. For example: *the man skinny*. It reflects to the word order of Spanish adjectival phrase (e.g. *el hombre fraco* in Indonesian *orang kurus)*.

d. Communicative Effect Taxonomy
Communicative effect taxonomy is different from three former taxonomies where the former taxonomies focus on aspects of the errors, but the communicative effect taxonomy does not. In this case Dulay and friends explain it clearly.

“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 and reader. It focuses on the distinguishing between errors that seem to cause miscommunication and those that don’t.”¹⁷

Here errors are classified by the effect they have on native speakers, whether in the terms of comprehension or in terms of the way that non-native speakers are perceived by native speakers. Burt and Kiparsky use sentences like:

- *The English language use much people.* (the inserted)
- *English language use many people.* (much corrected)
- *Much people use English language.* (word order corrected)¹⁸

3. Causes of the Errors

Pit S Coder asserts that there are three major causes of error which he labels 'transfer errors', 'analogical errors' and 'teaching-induced errors'.¹⁹ James states that there are four causes of errors:

1. Mother-Tongue Interference: Interlingual Errors

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An Interlingual error is an error resulting from language transfer, which is caused by the learner’s native language. Behaviourist learning theory predicts that transfer will take place from the first to the second language. Transfer will be negative, also known as interference, where there is proactive inhibition. Proactive inhibition is because old habitual behaviour is different from the new behaviour that is being learned. In this case errors will be result. It means that the use of the native language pattern or rule leads to an error or inappropriate form in the target language.

Transfer will be positive when the first and second languages are the same. In this case no errors will occur. Thus differences between the first and second language create learning difficulty which results in errors, while the similarities between the first and second language facilitate rapid and easy learning.”

An Indonesian learner of English may produce the incorrect sentence I here since Monday instead of I have been here since Monday, the learner may have fewer resources at their disposal in English so he relies in his mother-tongue pattern (Indonesia pattern) Saya di sini sejak Senin. When they do not know a word or structure, they simply fall back on their equivalent mother-tongue.

2. Target Language Causes: Intralingual Errors

An intralingual error is an error which derives from faulty or partial learning of the target language, rather than from language transfer. Apart from recourse to the first language transfer, the learners in ignorance of a target

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language form on any level and any class can set about learning the needed item and engaging their learning strategies and they can try to fill the gap by resorting to communicative strategies. Learning strategies are used for code-breaking while communication strategies are encoding and decoding strategies. Both types of these strategies are the source of the errors.

Errors caused by Learning Strategy-Based Errors include:

a. False Analogy

The learner wrongly assumes that the new item B behaves like A: she knows that *boy (A) has its plural boys and assumes that *child (B) behaves likewise, so pluralizes to *childs (√children).

b. Misanalysis

The learners have formed a hunch or hypothesis concerning a second language item, which they are now putting into practice. The hypothesis is not based on the first language knowledge at all. Unfortunately, the hypothesis is not founded in the second language. An example of this strategy occurs in: *They are carnivorous plants and *its (√their) name comes from… The false concept in operation here is that *its is the s-pluralized form of *it.

c. Incomplete Rule Application

This is the converse of overgeneralization. One might call it undergeneralization. An example is seen in the deviant order of subject and verb ‘be’ in: *Nobody knew where *was Barby (√Barby was). Here the learners have applied only two components of the interrogative formation rule: they have selected and fronted a wh-element (rule components 1 and 2), but have omitted to
invert subject and verb. The strategy at work here is aimed at simplification: rather than attempt to get the whole of the complex interrogative structure right at one go, the learners have decomposed it into smaller operations, one of which they perfect at a time.

d. Exploiting Redundancy

This error occurs by carrying considerable redundancy. This is shown throughout the system in the form of unnecessary morphology and double signaling.

e. Overlooking Cooccurrence Restrictions

An example of this is *I would enjoy to learn (\text{\text{\text{\text{learning)}}}) about America, caused by ignorance of the fact that the verb \text{\text{\text{\text{enjoy}}} selects a gerundial complement. Another example is People in America live more *\text{\text{\text{\text{quick}}} (\\text{\text{\text{\text{quickly)}} after we do. There are two errors here: firstly, the \text{\text{\text{\text{quick}}} is wrongly assumed to be synomous with \text{\text{\text{\text{fast}}} and to have the same distribution. This is not the case: it is talking of \text{\text{\text{\text{fast food}}} but not of *\text{\text{\text{\text{quick food}. Secondly, it is wrongly assumed that the \text{\text{\text{\text{quick}}} can serve as either adjective or adverb, as the \text{\text{\text{\text{fast}} can, without suffixing \text{\text{\text{\text{–ly}}} to the adverb: a system over-simplification.

f. Hypercorrection (Monitor Overuse)

This results from the learners’ over cautious and strict observance of the rules. One might say that the learners’ deliberate suppression of a potential L1 transfer, for fear of being wrong, is another form of hypercorrection: an example of this is \text{\text{\text{\text{the seventeen year\text{*s old girl}}}.

g. Overgeneralization or System-Simplification
Overgeneralization is the process that occurs as the second learner acts within the target language, generalizing a particular rule or item in the second language-irrespective of the native language beyond legitimate bounds. Brown says that "Over-generalization is the incorrect application-negative transfer-of previously learned second language material to a present second language context."\(^\text{21}\)

An example is the generalization of the relative pronoun that as in: Bill *that had a great sense of unconventional morality...The observing qualities of Roach, *that was a great observer...This strategy leads to overindulgence of one member of a set of forms and the underuse of other in the set: those learners use that to the exclusion of who.

C. Communication Strategy-Based Errors

a. Holistic Strategies

The term “holistic” refers to the learners’ assumption that if a learner can say X in the second language, then the learner must be able to say Y. Lacking the required form, it must be all right to use another near-equivalent second language item which they have learnt. It takes a number of forms, the first of which is to use a near synonym. An example is the learner of English who substitutes the cognate *credibility for the intended √truth. Consequently, the learner can use a subordinate term: *fruits for √blackberries. A second option is to use an antonym

or opposite: *not happy for √sad. A third option is to coin a word: Until you be unconscious to lose your *sensities (√senses).

b. Analytic Strategies

Analytic strategies express the concept indirectly, by the allusion rather than by direct reference: this is circumlocution. The learners identify one or more criteria attributes of the referent and mention those in an attempt to refer to entity in question. This kind of error comes from the students’ experience. James finds that the learners in the classroom use the L1 transfer strategy much more than the acquirers.

d. Induced Errors

The term of induced error referring to the student errors is firstly used by Stenson. She says that induced errors “result more from the classroom situation than from either the students’ incomplete competence in English grammar (intralingual errors) or first language interference (interlingual errors).”22 They are the result of being misled by the way in which the teachers give definitions, examples, explanations and arrange practice opportunities. They can be distinguished from spontaneous errors, for which the learners are responsible.

There is no denying that induction is a widespread source of the learners’ errors. This is not only because so many teachers know the target language imperfectly, but also because even textbook writers include language that is

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22 Carl James (1998), op. cit. 189.
inaccurate. In other words, the errors are caused mostly by the teaching and learning process as follows:

a. Materials-Induced Error

Teaching materials with errors will make the learners confused, and they will make similar errors again and again. For example: *By my watch it’s five past eleven, but I *think it isn’t right/*don’t think it’s right.*

b. Teacher-Talk Induced Errors

This kind of error might be caused by both native and non-native teachers if they do not provide models of the standard TL in class. One of the roles of the teachers is to provide models of the standard target language in the class, but they have other roles too, one of which is to expose advanced learners to nonstandard and dialect forms of the target language for receptive control. For example: *I will do this in order *to/*that my students perceive well the difference.*

c. Exercise-Based Induced Errors

The learners make errors while doing exercises on sentence combining, for example, the teacher feeds to the learners the raw ingredients: simple sentences that the learners must combine. Conditionals linked by *if* or *unless* are examples: *I can’t afford a new car combined with I shall win the lottery should yield I can’t afford a new car unless I win the lottery* but will also yield at times from at least one learner forms like *Unless I can afford a new car I shall win the lottery.* The likelihood is especially great when the students have been told that *unless* is equivalent to *if...not,* which will suggest to them the possibility of replacing the negative element in *can’t* with *unless.*
d. Errors Induced by Pedagogical Priorities

Learners’ achievement tends to match other teachers’ expectations of what they will achieve. Some teachers choose to prioritize one of the following: accuracy, fluency or the idiomatic in teaching communication, thus if fluency is considered as superior, accuracy would have lower priority or vice versa.

e. Look-up Errors

There have been many learners’ dictionaries and grammar books in recent years, and these publications usually come with useful guidelines on how to look up aspects of the second language about which one is in doubt. But, strangely, learners do not like to read such user-instruction, and as a result they frequently misuse these reference aids. In addition, the learners sometimes use the new words from the dictionary inaccurately or get incorrect references from the grammar books. A common one is *dictionary used to translate first language items such as slownik, slovar, in contexts where \textit{word list} or \textit{glossary} is appropriate.\footnote{Ibid., pp. 179-200.}

B. Error Analysis

Error analysis is a branch of applied linguistics concerning with the compilation, study and analysis of the errors made by second or foreign language learners. James explains that “error analysis is a branch not of linguistic theory (or ‘pure’ linguistics) but applied linguistics.”\footnote{Ibid. p. 2.}
James, in the applied linguistics of foreign or second language learning, suggests that there are three ‘codes’ or language that should be described. They are figured out as the following table:

<table>
<thead>
<tr>
<th>L1/MT</th>
<th>Interlanguage (IL)</th>
<th>FL/SL (TL)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MT : TL comparisons (Contrastive Analysis)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IL : TL comparisons (Error Analysis)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MT : IL comparisons (Transfer Analysis)</td>
<td></td>
</tr>
</tbody>
</table>

Table-2 Point of Comparison for Successive FL Learning Paradigms

The first code is foreign or second language also called Target Language (TL) which the students learn. The second is Interlanguage which is suggesting the half way position. It holds between knowing and not knowing the Target Language. The last, the language which is has been mastered before learning another language, is First Language (L1) or Mother Tongue (MT).

At the start of foreign or second language (FL/SL) learning, the learners are monolots, having no knowledge or command of foreign or second language, which is a distant beacon on their language horizon. They start, and tortuously, with frequent backtrackings, error stars and temporary stagnation in the doldrums, gradually move towards their foreign or second language goals.

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25 Ibid. p. 3.

26 Ibid. pp. 2-4.
1. Definition of Error Analysis

James says that “error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language.”\(^{27}\) Error analysis is therefore offered as an alternative of contrastive analysis as an effort to account the learners’ errors that cannot be explained by it. Dulay and his friends explain “the EA movement can be characterized as an attempt to account for the learner errors that could not be explained or predicted by the CA or behaviorist theory.”\(^{28}\)

James distinguishes error analysis from transfer analysis and contrastive analysis. Transfer analysis compares the learners’ interlangual data with the respective first language, whereas error analysis compares the learners’ interlangual data with the target language norm and identifies and explains errors accordingly. In other hand, contrastive analysis compares the learners’ mother tongue data with the target language. “Contrastive analysis took the position at a learner’s first language ‘interferes’ with his or her acquisition of the second language, and that it therefore comprises the major obstacle to successful mastery of the new language.”\(^{29}\)

According to Brown, error analysis is a surge of study to observe, analyze and classify the learners’ errors.\(^{30}\) In general, Error Analysis is a serious process used by both researchers and teachers to get information about the students’ errors. It involves identifying the errors and their causes, collecting and

\(^{27}\) Ibid., p. 1.  

\(^{28}\) Heidi Dulay, et al., (1982), op. cit. 141.  

\(^{29}\) Ibid., p. 97.  

classifying them in the sample according to their hypothesis, describing and explaining the errors.

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sample of learners’ language</td>
</tr>
<tr>
<td>2</td>
<td>Register each utterance of sample and its context</td>
</tr>
<tr>
<td>3</td>
<td>Is the utterance X normal?</td>
</tr>
<tr>
<td>4</td>
<td>a) in some plausible context? YES</td>
</tr>
<tr>
<td></td>
<td>ACCEPT (nondeviant)</td>
</tr>
<tr>
<td>5</td>
<td>Reconstruct intended form (NS TARGET FORM) and note the miscorrespondence(s)</td>
</tr>
<tr>
<td>6</td>
<td>Describe the error in terms of</td>
</tr>
<tr>
<td>7</td>
<td>Can the learner self-correct? a) YES… Unprompted b) YES… Prompted c) YES… (Ignorance/Incompetence)</td>
</tr>
<tr>
<td>8</td>
<td>Carry out a back-translation of deviant from into learner’s L1</td>
</tr>
<tr>
<td>9</td>
<td>Is the translation good? YES</td>
</tr>
<tr>
<td></td>
<td>INTERLINGUAL (Interference/Transfer)</td>
</tr>
<tr>
<td></td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td>Alternative diagnosis INTRALINGUAL, INDUCED, etc.</td>
</tr>
<tr>
<td>10</td>
<td>Determining gravity</td>
</tr>
<tr>
<td>11</td>
<td>Remedial work/modify syllabus</td>
</tr>
</tbody>
</table>

Table-3 Algorithm for Error Analysis (Adopted from S.P. Corder).  

2. **Scope of Error Analysis**

The scope of error analysis is not a narrow academic pursuit, but wide and widening. James categorizes error analysis into two groups: it is relevant to the native speakers of English and to the people who speak English as a second

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language (either as a second or as a foreign language). Kachru in James’ book says that there are three sorts of English:

“a. English of the Inner Circle: British, American, Canadian, Australian, and New Zealand. These are the older Englishes, usually equated with native-speaker English, and are the original norm-providers for those learning English as an L2.

b. English of the Outer Circle, including Ghanaian, Indian, Zambian, Philippino, Malaysian Englishes, and many more such ‘colonial, varieties. Those are ‘nativized’ Englishes, having official standing in those countries and coexisting alongside at least one other language spoken by its normally bilingual speakers. Norms here are used to be based on Inner Circle English, but there is now tendency for norms to be developed internally: exonormative standards are being challenged by endonormative ones.

c. Expanding Circle Englishes, as taught and spoken in countries such as China, Japan, Russia, Brazil – countries with no colonial links to the Inner Circle. Here there are no local norm developing, and the norms are derived from the Inner Circle.”

C. Grammatical Error

In linguistics, grammar is the set of logical and structural rules that govern the composition of sentences, phrases, and words in any given natural language. The term refers also to the study of such rules, and this field includes morphology and syntax, often complemented by phonetics, phonology, semantics, and pragmatics. However, this part only discusses morphology error and syntax error.

1. Morphology Error

Morphology is the identification, analysis and description of the structure of words. In English there are five lexical word types: noun, verb, adjective, adverb and preposition. Morphology error is a failure to comply with the norm in

32 Ibid., p. 25.

33 Ibid., pp. 39-40.
supplying any part of any instance of those word classes: *six book* and *abolish*ment (√tion) are noun morphology errors; *brought* and *drunk* (√brught, drunk) are verb morphology errors; *visit me soon*ly is an adverb morphology error. Preposition happens to have no morphology. “Those errors are basic but persistent, regularly resurfacing in the EFL writing of PhD students.”

2. Syntax Error

Syntax is an arrangement of words in sentences, clauses, and phrases, and the study of the formation of sentences and the relationship of their component parts. Syntax errors “are errors that affect text larger than the word, namely phrase, clause, sentence, and ultimate paragraph.”

a. Phrase Structure Errors

Until recently linguists assume there are as many phrase types as there are lexical word types: Noun Phrases (NP), Verb Phrases (VP), Adjactive Phrases (AjP), Adverb Phrases (AdV) and Preposisional Phrases (PP), this will yield five syntactic clases of errors.

✓ *(He is) *a cleverest boy in the class.* Misselection of the article at posision m1 in NP. Note that m2 cleverest, Head boy, and Q in the class are unproblematic.

✓ *(He) *no can swim.* A double error. Misselection and misordering of negator in VP. Not is an allomorph of no that belongs at m2 position, not m1: can *no/√not swim.*

✓ *That fat big fish (is the mama fish).* An error of misordering m2 and m3 in the AdP inside the NP.

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34 Ibid., p. 155.

35 Ibid., p. 156.
b. Clause Errors

These involve the ways in which phrases – themselves well-formed – operate in clauses. While phrase errors involve violations in the internal (or ‘textual’) relation between parts of phrases, clause errors involve whole phrases entering into the structure of clauses.

- It is omitted: *Give [NP] to the dog.*
- It is misordered: *Watson sent [to him] the letter; In 1820 [were] many villages near Berlin.*
- It is misselected: *He seems *[crying/to cry].*

c. Sentence Errors

These involve the selection and combination of clauses into larger units. One of The golden rules is about coordination which is only syntactic equals can be joined, and attempts to conjoin unequals lead to ‘broken coordination’. For example: *they believe [they can become leaders in their field] and [a good secure job].* The two conjuncts are not equals: in fact the first is a clause and the second is an NP. What they have in common is that both are objects of the verb believe.

d. Intersentence Errors (Cohesion)

Halliday and Hasan identify five types of cohesive link operating in the upper reaches of text structure: reference, substitution, ellipsis, conjunctive and lexical cohesion. Hubbard says that ellipsis errors rarely happen and most of the cohesive errors happening are reference and conjunctive errors. Here is an example of errors in reference cohesion marking: *Simon is also a Christlike figure. We see *[it] in the way he gave his food to Piggy.* The ‘it’ is a misselection, where ‘this’ is called for.

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36 Ibid., pp. 159-160.
CHAPTER III
RESEARCH FINDING

A. Data Description

The errors, based on the surface strategy taxonomy, which often occur in the students’ theses, are usually omission. Those errors are caused by mother-tongue interference and target language (learning strategy). Those errors are characterized by the absence of a suffix –ed of a past participle, an article, a verb of nominal sentence, a marker of a possessive noun, a relative pronoun and a singular and plural marker –s/–es of a noun and verb. The next errors which usually occur are misformation. They are caused by target language (learning strategy). They are characterized by the use of the wrong form such as the use of an article, a preposition of instead of for, an adverb instead of an adjective, an infinitive instead of a gerund, a possessive adjective its instead of his and a noun instead of a verb.

The next errors are addition. They are caused by target language (learning strategy) and mother-tongue interference. They are characterized by the presence of an item such as an auxiliary been of a present perfect, a singular and plural marker –s/–es of a noun and verb, a double conjunction or verb and a possessive noun –’s. The last errors are misordering. They are characterized by the incorrect placement of an adverb of time and place, an adjective, a subject and a conjunction are caused by target language (learning strategy).

B. Data Analysis
1. The analysis of Types of errors

Table-4 The Analysis of Types of Errors of Text 1

<table>
<thead>
<tr>
<th>No</th>
<th>Identification of the errors</th>
<th>Types of the Errors</th>
<th>Explanation and Reconstruction of the Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>“A man with no name wonders why his wife of ten years has left him, …” p. 17.</td>
<td>Misordering (syntax error) 2c</td>
<td>Of ten years is an adverb of time which modifies the verb of the second sentence. The adverb of time is a definite time, so it should be put in final position. The preposition of should be replaced by for to indicate time duration. “A man with no name wonders why his wife has left him for ten years.”</td>
</tr>
<tr>
<td>2</td>
<td>“…to question his purpose in life and things that truly matter.” p. 17.</td>
<td>Misformation b (syntax error) 2e</td>
<td>Which truly matter is an adjective clause which one of its parts is missed. The part is a be. Therefore, a be are is inserted. Truly is an adverb form. However, the word which it modifies is the noun matter, so the adverb truly is replaced by an adjective true. “…to question his purpose in life and things that are true matter.”</td>
</tr>
<tr>
<td>3</td>
<td>“He likes to look down another person.” p. 17.</td>
<td>Misformation a (syntax error) 2e</td>
<td>To look is an infinitive verb. However, the verb like is followed by a gerund and to infinitive, therefore, is replaced by a gerund looking. “He likes looking down another person.”</td>
</tr>
<tr>
<td>4</td>
<td>“He had been married three times…” p. 17.</td>
<td>Misformation a (syntax error) 2d</td>
<td>He had been married three times… is an active order but a passive form. Therefore, the second auxiliary been should be omitted to make it an active form. “He had married three times…”</td>
</tr>
<tr>
<td>5</td>
<td>“…and it is one of the reason why he searching for his life.” p. 17.</td>
<td>Omission (morphology error) 1</td>
<td>One of is always followed by specific plural count nouns (never singular nouns). Therefore, the noun reason requires a plural marker –s. …why he searching for is a present continuous which one of its parts is missed. The part is an auxiliary. Therefore, an auxiliary is, which is appropriate to the singular subject pronoun he, is inserted. “…and it is one of the reasons why he is searching for his life.”</td>
</tr>
<tr>
<td>Error Type</td>
<td>Error Code</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Omission</td>
<td>2a</td>
<td>A relative pronoun <em>that</em> or <em>which</em> should be inserted because it is the subject of the adjective clause and therefore cannot be omitted.</td>
<td></td>
</tr>
<tr>
<td>Omission</td>
<td>1</td>
<td><em>Character</em> is a singular noun and therefore the verb <em>search</em> requires a singular marker –es.</td>
<td></td>
</tr>
<tr>
<td>Misformation b</td>
<td>2g</td>
<td><em>Its</em> is a possessive adjective that refers to a singular nonperson. Therefore, <em>its</em> is required to be replaced by <em>his</em> referring to the singular person <em>character</em>.</td>
<td></td>
</tr>
<tr>
<td>Misformation b</td>
<td>2b</td>
<td><em>Analyzing the needs</em> is a gerund phrase that functions as a subject of the verb and the gerund itself is a singular noun. Therefore, the plural verb <em>are</em> is replaced by a singular verb <em>is</em>.</td>
<td></td>
</tr>
<tr>
<td>Misformation b</td>
<td>2g</td>
<td><em>Need</em> in the second sentence is a singular subject. Therefore, the verb <em>are</em> should be replaced by a singular verb <em>is</em>.</td>
<td></td>
</tr>
<tr>
<td>Addition c</td>
<td>2d</td>
<td><em>Behaviour</em> is an uncountable noun and does not require the plural marker –s. Therefore, the singular marker is deleted.</td>
<td></td>
</tr>
<tr>
<td>Omission</td>
<td>2c</td>
<td><em>Priority</em> is a countable noun which requires an indefinite article. Therefore, an article <em>a</em> is inserted.</td>
<td></td>
</tr>
</tbody>
</table>

- The Zahir is a novel *tells about the main character who search* for his lost wife.”  
- “In his searching, the main character has *motivation. Its* motivation can be the needs...”  
- “Analyzing the needs *are done to fulfill the need of the main character until the need are satisfied.*”  
- “The writer will also identify some of the main character’s *behaviours, thought, or feeling ...*”  
- “The main character is a rebel person who

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**Notes:**
- A relative pronoun *that* or *which* should be inserted because it is the subject of the adjective clause and therefore cannot be omitted.
- *Character* is a singular noun and therefore the verb *search* requires a singular marker –es.
- *Its* is a possessive adjective that refers to a singular nonperson. Therefore, *its* is required to be replaced by *his* referring to the singular person *character*.
- *Analyzing the needs* is a gerund phrase that functions as a subject of the verb and the gerund itself is a singular noun. Therefore, the plural verb *are* is replaced by a singular verb *is*.
- *Need* in the second sentence is a singular subject. Therefore, the verb *are* should be replaced by a singular verb *is*.
- *Behaviour* is an uncountable noun and does not require the plural marker –s. Therefore, the singular marker is deleted.
- *Priority* is a countable noun which requires an indefinite article. Therefore, an article *a* is inserted.
- *...that obliging...* is a present continuous which one of its parts is missed. The part is an auxiliary. Therefore, an auxiliary *is* is inserted. However, *obligate* is nonprogressive verb and the suffix –ing therefore is replaced by –s.
comes from a family that gives priority to education that obliging the main character to be a scholar.” p. 18.

“He rebels his parents and travels the world until he becomes a lyricist.” p. 19.

“His income as a lyricist is bigger than his sister who listens her parents to be a scholar.” p. 19.

“His rebellion that does not listen her parents makes him be a successful person in carrier.” p. 19.

“He pioneered his carrier from the lowest until he becomes a famous author.” p. 19.
<table>
<thead>
<tr>
<th>Page</th>
<th>Text</th>
<th>Error Type</th>
<th>Correction</th>
</tr>
</thead>
</table>
| 14   | “Its success which is make him have a lot of material.”  p. 19. | Misformation b (syntax error) 2c Omission (syntax error) 2c | “Its success makes him have a lot of material.” |}
| 15   | “Since he is a millionaire and famous author, and almost all women want to sleep with him.”  p. 20. | Misformation b (syntax error) 2g Addition c (syntax error) 2d Omission (syntactic error) 1 | “Since he has been a millionaire and famous author, almost all women have wanted to sleep with him.” |}
<p>| 16   | “He also emphasizes that a normal adult who live in Western countries, generally, their safety needs is fulfilled because the condition of the country relatively prosperous and safety.”  p. 21. | Misformation a (syntactic error) 2b Misordering (syntactic error) | “He also emphasizes that a normal adult who live in Western countries, generally, their safety needs is fulfilled because the condition of the country relatively prosperous and safety.” |</p>
<table>
<thead>
<tr>
<th>Page</th>
<th>Text</th>
<th>Error Type</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>…until she is gone and disappeared.</td>
<td>Misordering (syntax error)</td>
<td>2c</td>
</tr>
<tr>
<td></td>
<td>&quot;The main character searching for Ester, his wife, because he feels that Esther’s presence gives him security and stability.&quot;</td>
<td>Omission (syntax error)</td>
<td>1</td>
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<tr>
<td></td>
<td>Misformation a (syntax error)</td>
<td>2c</td>
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<tr>
<td></td>
<td>&quot;…until she is gone and disappeared.&quot; p. 21.</td>
<td>2c</td>
<td></td>
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<tr>
<td></td>
<td>&quot;The main character searching for Ester, his wife, because he feels that Esther’s presence gives him security and stability.&quot;</td>
<td>Omission (syntax error)</td>
<td>2c</td>
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<tr>
<td></td>
<td>&quot;It’s difficult for him to find Ester, but it is not breaking his desire to fulfill the needs even though Ester doesn’t beside him.&quot; p. 22.</td>
<td>Misformation b (syntax error)</td>
<td>2b</td>
</tr>
<tr>
<td>18</td>
<td>Disappeared should be disappears because it is parallel with is gone in present form. &quot;…until she is gone and disappears.&quot;</td>
<td>2c</td>
<td></td>
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<tr>
<td>19</td>
<td>The main character searching for is a present continuous which one of its parts is missed. The part is an auxiliary. Therefore, an auxiliary is, which is appropriate to the singular subject character, is inserted. &quot;The main character is searching for Ester, his wife, because he feels that Esther’s presence gives him security and stability.&quot;</td>
<td>1</td>
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<td></td>
<td>A punctuation which appears in a coordinate conjunction is a comma (never a period). Therefore, the period appearing before the coordinate conjunction is replaced by a comma and the comma appearing after it is removed. Even though Ester doesn’t beside him is a negative nominal sentence which does not require an auxiliary does but it requires a verb be. Therefore, the auxiliary does is replaced by a verb is. &quot;It’s difficult for him to find Ester, but it is not breaking his desire to fulfill the needs even though Ester isn’t beside him.&quot;</td>
<td>Omission (syntax error)</td>
<td>2c</td>
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<tr>
<td></td>
<td>That he always looking for… is a past continuous tense which one of its parts is missed. The part is an auxiliary. Therefore, an auxiliary was is inserted. However, always is used for simple present and past only, so the continuous is replaced by a past tense &quot;He remembered that he always looked for the adventure and security.&quot;</td>
<td>2c</td>
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<td></td>
<td>…that he cannot go back…, which is a simple present, is a noun clause. It should</td>
<td>Misformation b (syntax error)</td>
<td>2b</td>
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<tr>
<td>Page</td>
<td>Text</td>
<td>Notes</td>
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<tr>
<td>20</td>
<td>“He remembered that he always looking for the adventure and security.”</td>
<td>p. 22.</td>
<td></td>
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<tr>
<td></td>
<td>Misformation a (syntax error) 2c</td>
<td>Be in a simple past because it tells a story which has completed. &quot;When he is treated, he realized that he could not go back...”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Main character is a singular noun and it has been mentioned before. Therefore, it requires a definite article the which shows a specific noun. Character is a singular subject and therefore the verb fulfill requires a singular marker –s. “It’s clear that the main character fulfills his safety needs.”</td>
<td></td>
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<td></td>
<td>When he is treated, he realized that he could not go back...”</td>
<td>p. 22.</td>
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<tr>
<td></td>
<td>Misformation b (syntax error) 2c</td>
<td>When he thinking about... is a past continuous tense which one of its parts is missed. The part is an auxiliary. Therefore, an auxiliary is, which is appropriate to the singular subject he, is inserted. “When he thinks about things that have happened in his life, it means he realizes from his unconsciousness.”</td>
<td></td>
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<tr>
<td>21</td>
<td>“It’s clear that ^ main character fulfill his safety needs.”</td>
<td>p. 22.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Misformation b (syntax error) 2c</td>
<td>Feel is a linking verb and followed by an adjective (never an adverb). Therefore, the adverb keenly should be replaced by an adjective keen. “If the needs are not fulfilled, then human being will feel keen.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Omission (syntax error) 1</td>
<td>His wife doesn’t beside him is a nominal sentence which does not require an auxiliary does. Therefore, the auxiliary does is replaced by a verb is. “When he realizes his wife isn’t beside him, he searches for woman...”</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>“When he thinking about things that have happened in his life, it means he realizes from his unconsciousness.”</td>
<td>p. 22.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Omission (syntax error) 1</td>
<td>A famous author and rich should be a famous and rich author because the phrase is parallel adjectives. &quot;...because he is a famous and rich author.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Omission (morphology error) 1</td>
<td>Gone is a past participle verb only used with a perfect tense. Therefore, the auxiliary has, which is appropriate to the singular subject Ester, is inserted. “After Ester has gone, he realizes that he needs love from Ester.”</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>“If the needs are not fulfilled, then human being will feel keenly.”</td>
<td>p. 23.</td>
<td></td>
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<tr>
<td></td>
<td>Omission (syntax error) 2c</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Page</td>
<td>Sentence</td>
<td>Error Type</td>
<td>Error Resolution</td>
</tr>
<tr>
<td>------</td>
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</tr>
<tr>
<td>24</td>
<td>him, he searches for woman...” p. 23.</td>
<td>Misformation a (syntax error) 2e</td>
<td>Searching for is a transitive verb functioning as a noun. Whoever, a transitive verb requires an object and therefore an object Esther is inserted.</td>
</tr>
<tr>
<td>25</td>
<td>“...because he is a famous author and rich.” p. 23.</td>
<td>Misformation a (syntax error) 2e</td>
<td>That how much the main character loves Esther is a noun clause. The clause has two introductory conjunctions. However, it only requires one introductory conjunction and the conjunction that is deleted.</td>
</tr>
<tr>
<td>25</td>
<td>“After Ester gone, he realizes that he needs love from Ester.” p. 23.</td>
<td>Misformation a (syntax error) 2g</td>
<td>His searching for many years proved... is a past form. Therefore, it should be in present.</td>
</tr>
<tr>
<td>26</td>
<td>“His searching ^ for many years proved that how much the main character loves Esther.” p. 23.</td>
<td>Misordering (syntax error) 2c</td>
<td>That his love for Esther bigger than his love for Marie is noun clause and one of its parts is left out. The part is its verb. Therefore, a verb be is inserted.</td>
</tr>
<tr>
<td>27</td>
<td>“...that his love for Ester ^ bigger than his love for Marie.” p. 23.</td>
<td>Omission (syntax error) 2c</td>
<td>“But” is a coordinate conjunction which joins structural units that are equal. Therefore, it cannot be put in the beginning of the paragraph and should be deleted.</td>
</tr>
<tr>
<td>28</td>
<td>“But, one thing that should be emphasized...” p. 24.</td>
<td>Omission (syntax error) 2e</td>
<td>Synonymous is an adjective and should be replaced by a noun synonym because it is the head of a noun phrase.</td>
</tr>
<tr>
<td>28</td>
<td>“...that his love for Ester ^ bigger than his love for Marie.” p. 23.</td>
<td>Addition a (syntax error) 2d</td>
<td>“Maslow argued that love is not a synonym of sex.”</td>
</tr>
<tr>
<td>29</td>
<td>Misformation b (syntax error) 2e</td>
<td>Its is a possessive adjective referring to a singular nonperson. However, its antecedent is a singular person. Therefore, the possessive adjective its is replaced by his referring to the noun character.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Make is one of the certain verbs which</td>
<td>Misformation b (syntax error) 2c</td>
<td></td>
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<tr>
<td>Page</td>
<td>Error Type</td>
<td>Error Description</td>
<td>Correction</td>
</tr>
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</tr>
<tr>
<td>30</td>
<td>Omission</td>
<td>(syntax error) 1</td>
<td>should be followed by bare infinitive verbs. Therefore, a singular marker –s in the verb <em>believes</em> is removed.</td>
</tr>
<tr>
<td></td>
<td>Addition c</td>
<td>(syntax error) 2d</td>
<td>“His certainty makes him believe that he will find his love.”</td>
</tr>
<tr>
<td></td>
<td>Misformation a</td>
<td>(syntax error) 2c</td>
<td>The people who fulfilled... is a past form. Therefore, it should be in present form.</td>
</tr>
<tr>
<td></td>
<td>Misformation b</td>
<td>(syntax error) 2b</td>
<td><em>Does</em> is an auxiliary of a negative sentence and a marker of a singular subject. However, the subject is a plural subject <em>people</em>. Therefore, the auxiliary <em>does</em> is replaced by a plural marker <em>do</em> referring to the plural subject <em>people</em>.</td>
</tr>
<tr>
<td></td>
<td>Misformation b</td>
<td>(syntax error) 2g</td>
<td>“The people who fulfill their self-esteem needs do not depend on other people”</td>
</tr>
<tr>
<td></td>
<td>Addition c</td>
<td>(morphology error) 2d</td>
<td><em>They always ready...</em> is an nominal sentence and one of its parts is left out. The part is a verb. Therefore, a verb be <em>are</em> is inserted because it is appropriate to the plural subject <em>they</em>.</td>
</tr>
<tr>
<td></td>
<td>Misformation b</td>
<td>(syntax error) 2c</td>
<td><em>But</em> is a coordinate conjunction joining two independent sentences. It should be separated by a comma (never a period). Therefore, the period before conjunction is replaced by a comma and the comma after it is removed.</td>
</tr>
<tr>
<td></td>
<td>Misformation b</td>
<td>(syntax error) 2g</td>
<td><em>It</em> is a singular pronoun. However; its antecedent is plural nouns <em>self-respect, self-esteem and esteem of others</em>.</td>
</tr>
</tbody>
</table>

*Maslow argued that love is not a synonymous of sex.” p. 24.*

*In this case, love and belonging needs of the main character is not fulfilled.” p. 24.*

*“Its certainty makes him believes that he will find his love.” p. 24.*

*The people who fulfilled their self-esteem needs does not depend on other people” p. 26.*

*“They are always ready to continue to develop further to reach the higher needs, but when they’re obstructed, this fulfillment can cause them to feel inferior, weak and hopeless.”*
<table>
<thead>
<tr>
<th>Page</th>
<th>Line</th>
<th>Issue</th>
<th>Resolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>3</td>
<td>Omission (syntax error)</td>
<td>1</td>
</tr>
<tr>
<td>36</td>
<td>6</td>
<td>Misformation b (syntax error)</td>
<td>2b</td>
</tr>
<tr>
<td>36</td>
<td>7</td>
<td>Omission (syntax error)</td>
<td>2e</td>
</tr>
<tr>
<td>36</td>
<td>8</td>
<td>Misformation a (syntax error)</td>
<td>2e</td>
</tr>
<tr>
<td>36</td>
<td>9</td>
<td>Misformation b (syntax error)</td>
<td>2g</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Addition c</td>
<td></td>
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</table>

- **hopelessness. ” p. 26.**
  - 2g
  - Therefore; the pronoun it is replaced by a plural pronoun they and the singular verb is replaced by a plural verb are.

- Feel is non-progressive verb occurring after a modal auxiliary. Therefore, it should be in a bare form feel and does not require the auxiliary be.

- Feel is a linking verb and should be followed by an adjective. Inferiority and weakness are however nouns. Therefore; they should be replaced by adjectives Inferior and weak.

- “…for self-respect, self-esteem and esteem of others. If it is not fulfilled the main character will feel inferior, weak and powerless.”

- Become is a verb and should become a gerund becoming because is functions as a subject of a sentence.

- “Moreover, becoming an author is not an easy thing...”
Table-5 The Analysis of Types of Errors of Text II

<table>
<thead>
<tr>
<th>No</th>
<th>Identification of the errors</th>
<th>Types of the Errors</th>
<th>Explanation and Reconstruction of the Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>“Brooks is a businessman, a leader of a big ceramic’s company.” p. 21.</td>
<td>Omission (syntax error) 2e</td>
<td>Comma is not conjunction and cannot connect two phrases. Therefore, it is replaced by a coordinate conjunction and. Ceramic is a common noun functioning as an adjective to modify the noun company. Therefore, it does not require ‘s which shows possession. “Brooks is a businessman and a leader of a big ceramic company.”</td>
</tr>
</tbody>
</table>

- **Misformation a**: (syntax error) 2e
- **Misformation b**: (syntax error) 2e

37

38
<table>
<thead>
<tr>
<th>Page</th>
<th>Original Text</th>
<th>Issue Type</th>
<th>Corrected Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>“What was the man said indicated...” p. 22.</td>
<td>Addition c (syntax error) 2b</td>
<td><em>What was the man said indicated</em> is an informative sentence. Therefore, it does not require an auxiliary <em>was</em> and it should be deleted. <em>“What the man said indicated...”</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Misordering (syntax error) 2c</td>
<td><em>Really</em> is an adverb which modifies adjectives, adverbs, verbs, etc. It cannot modifies a noun phrase. Therefore, it is put before the word <em>successful</em> to emphasize that it modifies an adjective. <em>“Brooks is a really successful businessman.”</em></td>
</tr>
<tr>
<td>3</td>
<td>“Brooks is really a successful businessman” p. 22.</td>
<td>Addition c (syntax error) 2f</td>
<td><em>Ceramic</em> is a countable noun. However, it functions as an adjective modifying a noun studio. Therefore, the plural marker –<em>s</em> occurring in the word <em>ceramics</em> is removed. <em>“He also has a private ceramic studio.”</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Misformation b (syntax error) 2c</td>
<td><em>That Brooks had</em> is dependent clause in a past form. Therefore, the past form should be changed by a present form <em>That Brooks has.</em> <em>All</em> is a subject which refers to a plural thing. Therefore, its verb <em>is</em> should be replaced by a plural verb <em>are.</em> <em>“All that Brooks has are the result of his success in business.”</em></td>
</tr>
<tr>
<td>4</td>
<td>“He also has a private ceramics studio.” pp. 22-23.</td>
<td>Misformation a (syntax error) 2e</td>
<td><em>Instinct</em> is a noun followed by to infinitive. Therefore, <em>in taking</em> is replaced by <em>to infinitive to take.</em> <em>The</em> is a definite article and should be replaced by an indefinite article <em>an</em> because the noun <em>opportunity</em> which it modifies is a general noun. <em>Wider</em> is an adjective complement of <em>make.</em> However, the complement cannot separate the object <em>his business</em> from its verb. Therefore, <em>wider</em> is put after <em>his business.</em> <em>Invests</em> replaced by <em>to invest</em> because it is parallel with <em>to take.</em> <em>“Brooks has a good instinct to take an opportunity to make his business wider and to invest his wealth for future.”</em></td>
</tr>
<tr>
<td>5</td>
<td>“All that Brooks had is the result of his success in business.” p. 23.</td>
<td>Misformation b (syntax error) 2g</td>
<td><em>Friendly</em> is an adjective form and cannot function as an adverb. However, the verb</td>
</tr>
<tr>
<td>6</td>
<td>“Brooks has a good instinct in taking the opportunity to make wider his business and invests his wealth for future.” p. 23.</td>
<td>Misordering (syntax error) 2c</td>
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<td>Page</td>
<td>Error Type</td>
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<tr>
<td>7</td>
<td>Misformation</td>
<td>He acts friendly with his secretary, <strong>Sunday</strong>, and treat his business partner as <strong>kind</strong> as possible.”</td>
<td>&quot;He acts in a friendly manner with his secretary, Sunday, and treats his business partner as kindly as possible.&quot;</td>
</tr>
<tr>
<td>7</td>
<td>Misordering</td>
<td>&quot;...the important product’s quality. Someone should maintain the <strong>product’s</strong> quality...”</td>
<td>&quot;...the significant product quality. Someone should maintain the product quality...”</td>
</tr>
<tr>
<td>8</td>
<td>Addition</td>
<td>“Brooks never think about it.”</td>
<td>“Brooks never thinks about it.”</td>
</tr>
<tr>
<td>9</td>
<td>Misformation</td>
<td>“The dialogue above clearly described that Brooks never think about...”</td>
<td>&quot;The dialogue above clearly describes that Brooks never thought about...”</td>
</tr>
</tbody>
</table>

**Correction Details:**

- **He acts friendly with his secretary, Sunday, and treat his business partner as kind as possible.”**
  - **Misformation:** acts is modified by an adverb. Therefore, It should be in a friendly manner.
  - **Sunday** is an adverb of time and cannot occur in the middle of sentence. It should occur in the first or the last of the sentence.
  - **Treat** is a verb which is parallel with the verb acts. Therefore, it requires a singular marker -s.
  - **Kind** is an adjective form and cannot function as an adverb. However, the verb acts is modified by an adverb. Therefore, it should be changed by kindly.
  - **On Sunday, He acts in a friendly manner with his secretary and treats his business partner as kindly as possible.”**

- **"...the important product quality. Someone should maintain the product quality...”**
  - **Product** is a common noun functioned as an adjective to modify the noun quality. Therefore, it does not require ’s which shows possession.

- **"Brooks never think about it.”**
  - **Think** is a verb which has a singular subject. Therefore, it requires a singular marker -s.

- **"The dialogue above clearly described... is a simple past tense. Therefore, the verb of the sentence should be in a present form describes.**
  - **Brooks** is a singular subject and therefore its verb think requires a singular marker -s.

- **"They looked really enjoying the night.”**
  - **Enjoy** is a bare verb. However, it appears after a linking verb and should be an adjective enjoying.

- **"When Emma puts on her sleep-wear, Brooks steps...”**
  - **Put** is a verb which has a singular subject. Therefore, it requires a singular marker -s.
| 10 | “They looked really enjoy the night.” p. 24. | error) 1 | And is a coordinate conjunction which correlates the same words, phrases, etc. In this case it correlates simple verbs. Therefore, easing should be in a simple form eases. |
| 11 | “When Emma put on her sleep-wear, Brooks steps...” p. 24. | Misformation a (syntax error) 2e | In a series, commas are used to separate each unit and coordinate conjunction and takes place before the last verb. “Brooks comes forward, puts his arms around Emma, hugs her, eases back and kisses her.” |
| 12 | “Brooks comes forward, puts his arms around Emma and hugs her, then easing back, kisses her.” p. 25. | Omission (morphology error) 1 | Make is one of the causative verbs which should be followed by a simple form. Therefore, a singular marker –s of the verb feels should be removed. Feel is a verb which should be followed by an adjective. Therefore, being is removed. “He wants to make Emma feel happy and respected by him.” |
| 13 | “He wants to make Emma feels happy and being respected by him.” | Misformation b (syntax error) 2c | Brooks is a proper noun ending with s and should be added by only an apostrophe to show possession of a daughter. “The only Brooks’ daughter is Jane.” |
| 14 | “The only Brooks ^ daughter is Jane.” p. 25. | Misordering (syntax error) 2c | Their is a possessive adjective referring to a plural pronoun or noun. However, its antecedent is a singular pronoun she and therefore their is replaced by her referring to the singular noun Emma. “She is a college student and lives far away from her parents.” |
| 15 | “She is a college student and lives far away from their parents.” p. 25. | Addition c (morphology error) 2e | Their children have dropped is an active form but a passive order. Therefore, it should be in a passive sentence to make its meaning clearer their children have been dropped. “For some parents, knowing that their children have been dropped out of college can make them really angry with them.” |
|             | Misformation b (syntax error) 2g | Misformation is an unspecific noun which requires an indefinite article. Therefore, the definite article the is replaced by an indefinite article a. That different with... is an adjective clause. It is a nominal sentence and one of its parts |
"For some parents, knowing that their children have dropped out of college can make them really angry with them." p. 26.

"He cannot accept the thing that is different from his own idea and can disturb him."

Wanted is a past form. Therefore, it should be in a present form wants.

"When Smith wants to join Brooks to kill someone, Marshall has an instinct..."

Threat is a verb of a sentence having a singular subject Smith and therefore it requires a singular marker –s.

"Mr. Smith threats Mr. Brooks to publish the photos of the murder."

Killed and whispered are past form verbs. Therefore, they should be in present forms kills and whispers. Whisper is followed by a that clause. Therefore; to killing is deleted and replaced by a that clause.

"Whenever Brooks kills somebody, Marshall must be the actor behind it. He always whispers that Brooks should kill and kill."

Everybody disturbs...to kill them is two simple sentences which do not have any conjunction. Therefore, it is appropriate to delete the comma and insert a coordinate conjunction and.

Arrange is a verb of a sentence having a singular subject pronoun he and it therefore requires a singular marker –s.

"Everybody disturbs him and suddenly he arranges to kill them."

Shows should be deleted because His killer instinct is... is a simple passive sentence and does not require double verbs. Therefore, the verb shows is removed.

"His killer instinct is showed very clearly..."
<table>
<thead>
<tr>
<th>Page</th>
<th>Original Text</th>
<th>Errors</th>
<th>Corrected Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>“Everybody disturbs him. &quot;suddenly he arrange to kill them.&quot;” p. 28.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>“His killer instinct is showed shows very clearly...” p. 29.</td>
<td>2e</td>
<td>Omission (syntax error)</td>
</tr>
<tr>
<td>23</td>
<td>“He has ^ known by the detectives as a Thumbprint Killer.” p. 29.</td>
<td>1</td>
<td>Omission (morphology error)</td>
</tr>
<tr>
<td>24</td>
<td>“He makes fastidious preparation and cleaning up the crime scene before departing.”” p. 30.</td>
<td>2c</td>
<td>Addition c (morphology error)</td>
</tr>
<tr>
<td>25</td>
<td></td>
<td>1</td>
<td>Omission (syntax error)</td>
</tr>
<tr>
<td></td>
<td>form. However, the form is incorrect because it is a present perfect tense and one of its parts is left out. The part is an auxiliary been and the auxiliary therefore been is inserted.</td>
<td></td>
<td>“He has been known by the detectives as a Thumbprint Killer.”</td>
</tr>
<tr>
<td></td>
<td>Cleaning is a verb which is parallel with the verb makes. Therefore, the verb cleaning should be in a present form cleans.</td>
<td></td>
<td>“He makes fastidious preparation and cleans up the crime scene before departing.”</td>
</tr>
<tr>
<td></td>
<td>Execute is a verb of a sentence having a singular subject Brooks and the verb execute therefore requires a singular marker –s.</td>
<td></td>
<td>“Marshall’s cruelty is also depicted when Brooks executes Smith in a cemetery.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>Omission (morphology error)</td>
</tr>
<tr>
<td>No</td>
<td>Identification of the errors</td>
<td>Types of the Errors</td>
<td>Explanation and Reconstruction of the Errors</td>
</tr>
<tr>
<td>----</td>
<td>-------------------------------</td>
<td>---------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>“...media advertisement that used word <em>coinage</em> as the style, that have been collected previously.”</td>
<td>Omission (morphology error)</td>
<td>Coinage is a singular subject. However, its verb <em>have</em> is a plural subject and the noun <em>coinage</em> therefore requires a plural marker –s. “...media advertisement that used word <em>coinages</em> as the style, that have been collected previously.”</td>
</tr>
<tr>
<td></td>
<td>p. 19.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>“The word <em>coinage</em> above ^ derived from ^ billboard as an advertisement from Marlboro product that produced one event.”</td>
<td>Omission (syntax error)</td>
<td>The word <em>coinage</em> above derived from... is a passive sentence and one of its parts is left out. The part is an auxiliary. Therefore, an auxiliary <em>was</em> is inserted. <em>Billboard</em> is a singular noun and therefore requires an indefinite article <em>a</em>. “The word <em>coinage</em> above was derived from a billboard as an advertisement from Marlboro product that produced one event.”</td>
</tr>
<tr>
<td></td>
<td>p. 20.</td>
<td>2c</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>“Marlboro ^ trying to satisfy ^ fans of electronic dance music in Indonesia in the spectacular package.”</td>
<td>Omission (syntax error)</td>
<td>Marlboro trying to... is a present continuous which one of its parts is missed. The part is an auxiliary. Therefore, an auxiliary <em>is</em>, which is appropriate to the singular subject Marlboro, is inserted. <em>Fans</em> is a specific plural noun and therefore requires a definite article <em>the</em>. In <em>Indonesia</em> is an adverb of place which is not allowed to precede another adverb.</td>
</tr>
<tr>
<td></td>
<td>p. 20.</td>
<td>2c</td>
<td></td>
</tr>
</tbody>
</table>
"annual agenda electronic dance music scene party is an international class offerings for adult smokers...” p. 20.

Magnifisound is one ^ type of ^ word coinage that has an element in the word formation of blending.” p. 20.

"^ magnificent word ^ used in the sentence like the following example.” p. 21.

"By getting an additional element the magnifisound word have an extra meaning.”
<table>
<thead>
<tr>
<th>Page</th>
<th>Original Text</th>
<th>Error</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>“Blending is used and created to express a new word that has a broader meaning.”</td>
<td>Omission (syntax error) 2g</td>
<td>A relative pronoun <em>that</em> or <em>which</em> should be inserted because it is the subject of the adjective clause and therefore cannot be omitted. “Blending is used and created to express a new word that has a broader meaning.”</td>
</tr>
<tr>
<td>8</td>
<td>“The word is express something with specific meaning.”</td>
<td>Omission (syntax error) 2a</td>
<td>The word <em>is express...</em> is a present continuous which one of its parts is missed. The part is a suffix <em>-ing</em>. Therefore, the <em>-ing</em> is attached to the verb <em>express</em>. “The word is expressing something with specific meaning.”</td>
</tr>
<tr>
<td>9</td>
<td>“Awesome, incredible and done by people is the same meaning...”</td>
<td>Omission (syntax error) 2c</td>
<td><em>Is</em> is a verb of a sentence having a plural subject <em>Awesome, incredible and done by people</em> Therefore, the singular verb <em>is</em> is replaced by a plural verb <em>are</em>. “Awesome, incredible and done by people <em>is the same meaning...</em>”</td>
</tr>
<tr>
<td>10</td>
<td>“Magnificent consist of only three features.”</td>
<td>Misformation b (syntax error) 2g</td>
<td><em>Magnificent</em> is a singular noun. Therefore, the verb <em>consist</em> requires a singular marker <em>–s</em>. “Magnificent consists of only three features.”</td>
</tr>
<tr>
<td>11</td>
<td>“The word coinage derived from billboard as an advertisement from a Mild Live Production and Deteksi Production who promote one event.”</td>
<td>Omission (syntax error) 1</td>
<td><em>The word coinage derived from...</em> is a passive sentence and one of its parts is left out. The part is an auxiliary. Therefore, an auxiliary <em>is</em> is inserted. A relative pronoun <em>who</em> is used for people. However, its antecedents modified by the relative clause are things a Mild Live Production and Deteksi Production and therefore the relative pronoun <em>who</em> is replaced by <em>which</em> referring to things. “The word coinage derived from billboard as an advertisement from a Mild Live Production and Deteksi Production which promote one event.”</td>
</tr>
</tbody>
</table>
| 12   | One type should be one of the types. A preposition *of* is inserted between *one* and *type* because it modifies a specific noun. *One of* is always followed by a specific plural noun. Therefore, an article *the* is inserted before *type* and *word coinage* and a plural marker *–s* is added to the words *type* and *coinage*. Because *coinages* is | Misformation b (syntax error) 2g | One type should be *one of the types*. A preposition *of* is inserted between *one* and *type* because it modifies a specific noun. *One of* is always followed by a specific plural noun. Therefore, an article *the* is inserted before *type* and *word coinage* and a plural marker *–s* is added to the words *type* and *coinage*. Because *coinages* is
<table>
<thead>
<tr>
<th>Page 13</th>
<th>“Soundrenaline is one of the types of word coinage that has an element in the word formation of blending.”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Omission (syntax error) 2b</td>
</tr>
<tr>
<td></td>
<td>Omission (syntax error) 1</td>
</tr>
<tr>
<td>Page 14</td>
<td>The word origin of soundrenalione is andrenaline that has additional elements...”</td>
</tr>
<tr>
<td></td>
<td>Misformation b (syntax error) 2c</td>
</tr>
<tr>
<td></td>
<td>Misformation b (syntax error) 2g</td>
</tr>
<tr>
<td></td>
<td>Omission (syntax error) 2c</td>
</tr>
<tr>
<td>Page 15</td>
<td>“By getting an additional element the soundrenaline word have an extra meaning.”</td>
</tr>
<tr>
<td></td>
<td>Misformation b (syntax error) 2g</td>
</tr>
<tr>
<td></td>
<td>Omission (syntax error) 2c</td>
</tr>
<tr>
<td>Page 16</td>
<td>“Blending is used to express a new word ^ has a broader meaning.”</td>
</tr>
<tr>
<td></td>
<td>Omission (syntax error) 2a</td>
</tr>
</tbody>
</table>

plural nouns, the singular verb has should be a plural have.

“Soundrenaline is one of the types of the word coinages that have an element in the word formation of blending.”

Had is a past form. Therefore, it should be in a present form has.

“The word origin of soundrenalione is andrenaline that has additional elements...”

He is a personal pronoun and however its antecedent is a noun adrenaline. Therefore, it is replaced by an impersonal pronoun it. Undrenaline word often used is a passive sentence which one of its parts is left out. The part is an auxiliary be. Therefore, an auxiliary is is inserted.

“With the noun elements that it has, undrenaline word is often used in...”

Word is a singular noun but its verb is plural verb have. Therefore, the plural verb have is replaced by a singular verb has.

“By getting an additional element the soundrenaline word has an extra meaning.”

A relative pronoun that or which should be inserted because it is the subject of the adjective clause and therefore cannot be omitted.

“Blending is used and created to express a new word that has a broader meaning.”

The word is express... is a present continuous which one of its parts is missed. The part is a suffix -ing. Therefore, the -ing is attached to the verb express.

“The word is expressing something with specific meaning.”

Activities, done by people, shout, screaming, physical, beating and fun is a plural subject and therefore require a plural verb have.

Have is a non progressive verb in a simple present which does not require an auxiliary is. Therefore, the auxiliary is is removed.
"something with specific meaning." p. 23.

"Activity, done by people, shout, screaming, physical, beating and fun has the same meaning that include in the term soundrenaline." p. 24.

In each term is the subject of the sentence. However, a prepositional phrase as a subject is informal usage. Therefore, the preposition in is removed. Term is a singular subject and requires a singular verb. Therefore, the verb have is replaced by has. Strength is an uncountable noun and cannot become a verb. Therefore, it requires a suffix -en in order to become a verb strengthen. Both is always followed by a plural noun. Therefore, the noun meaning requires a plural marker –s.

"Each term has the same features which strengthen both meanings." Has is a verb of a sentence having a plural subject noun words and therefore the verb has is replaced by a plural verb have. Strength is an uncountable noun and cannot become a verb. Therefore, it requires a suffix -en in order to become a verb strengthen.

"Even though both words have the different meaning to strengthen each other..."

Reach is a verb of a passive sentence. However, it is still in a basic form and therefore it requires a suffix –ed in order to become a past participle reached. Refers is a verb occurring after a modal auxiliary can. A verb occurring after a modal auxiliary should be in a basic form. Therefore, the verb refers does not require a singular marker –s anymore and it should be deleted. "The new meaning cannot be reached because the new meaning of soundrenaline cannot refer to..."
<table>
<thead>
<tr>
<th>Page</th>
<th>Natural Text</th>
<th>Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>&quot;The new meaning cannot be reach because the new meaning of soundrenaline cannot refers to...” p. 24.</td>
<td>(syntax error) 2g, Omission (morphology error) 2b</td>
</tr>
<tr>
<td>22</td>
<td>&quot;The word coinage above ^ derived from billboard...” p. 25.</td>
<td>Omission (morphology error) 2b, Addition c (morphology error) 2e</td>
</tr>
<tr>
<td>23</td>
<td>&quot;The sureprice word choose to emphasize that Flexi is more cheap than the other providers in Indonesia.” p. 25.</td>
<td>Omission (syntax error) 2c, Misformation b (syntax error) 2c</td>
</tr>
<tr>
<td>24</td>
<td>&quot;Sureprice is one ^ type of ^ word coinage that has an element in the word formation of compounding.” p. 25.</td>
<td>Omission (syntax error) 2c, Misformation b (morphology error) 2g</td>
</tr>
</tbody>
</table>

The word coinage above derived... is a passive sentence and one of its parts is left out. The part is an auxiliary. Therefore, inserting an auxiliary is is appropriate to the singular subject coinage.

"The word coinage above is derived from billboard...”

The sureprice word choose to... is a passive sentence but an active form. Therefore, the sentence should be changed to a passive sentence "The sureprice word is chosen to...

Cheap is an adjective used to form a comparative degree. However, it only has one syllabus. Therefore, the word more is deleted and a suffix –er is attached.

"The sureprice word is chosen to emphasize that Flexi is cheaper than the other providers in Indonesia.”

One type should be one of the types. A preposition of is inserted between one and type because it modifies a specific noun. One of is always followed by a specific plural noun. Therefore, an article the is inserted before type and word coinage and a plural marker –s is added to type and coinage. Because coinages is plural nouns, the singular verb has should be a plural have.

"Sureprice is one of the types of the word coinages that have an element in the word formation of compounding.”

Sureprice word often used in... is a passive sentence and one of its parts is left out. The part is an auxiliary. Therefore, inserting an auxiliary is is appropriate to the singular subject word.

"Sureprice word often used in sentence like...”

The word is express... is a present continuous which one of its parts is missed. The part is a suffix -ing. Therefore, the -ing is attached to the verb express.

"The word is expressing something with specific meaning.”
“Sureprice word often used in sentence like…” p. 25.

“The word is express something with specific meaning.” p. 25.

“Done by people is has the same meaning that include in the term sureprice.” p. 26.


“Each term have the different amount of features which strengthen both meaning.” p. 26.
The word coinage above derived... is a passive sentence and one of its parts is left out. The part is an auxiliary. Therefore, inserting an auxiliary is is appropriate to the singular subject coinage. “The word coinage above is derived from billboard...”

This event produced by... is a passive sentence which one of its parts is left out. The part is an auxiliary. Therefore, inserting an auxiliary is is appropriate to the singular subject event. “This event is produced by MTV Indonesia called Monday soundsation.”

The producer choose Monday as the schedule... is a noun clause used as the subject of the sentence. The word that of the clause is left out. However, the word may not be omitted and therefore the word that is inserted that the producer choose Monday as the schedule... Choose is a verb of a noun clause having a singular subject producer. Therefore, it requires a singular marker –s. “That the producer chooses Monday as the schedule is to eliminate saturation of every person...”

One type should be one of the types. A preposition of is inserted between one and type because it modifies a specific noun. One of is always followed by a specific plural noun. Therefore, an article the is inserted before type and word coinage and a plural marker –s is added to type and coinage. Because coinages is plural nouns, the singular verb has should be a plural have. “Sureprice is one of the types of the word coinages that have an element in the word formation of compounding.”

Means is a verb of a sentence having a plural subject words. Therefore, it does not require a plural marker –s. “Sensation words based on Oxford dictionary mean...”
<table>
<thead>
<tr>
<th>Page</th>
<th>Text</th>
<th>Error Type</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>“Sensation word often used... is a passive sentence and one of its parts is left out. The part is an auxiliary. Therefore, inserting an auxiliary is is appropriate to the singular subject word. “Sensation word often used in sentences like...” “Sensation word is ofte n used in sentences like...” Have is a verb of a sentence having a singular subject word. Therefore, the plural verb have is replaced by a singular verb has. “By getting an additional element the sensation word has an extra meaning.” A relative pronoun that or which should be inserted because it is the subject of the adjective clause and therefore may not be omitted. “Blending is used to express a new word that has a broader meaning.” The word is express... is a present continuous which one of its parts is missed. The part is a suffix -ing. Therefore, the -ing is attached to the verb express. “The word is expressing something with specific meaning.” Have is a non progressive verb in a simple present which does not require an auxiliary is. Therefore, the auxiliary is removed. Done by people, stimulation affected and fun is a plural subject and therefore requires a plural verb have. Include is a verb of an adjective clause having a singular subject meaning. Therefore, it requires a singular marker –s. “Activity, done by people, shout, screaming, physical, beating and fun have the same meaning that includes in the term soundsation.” Shown is a past participle only used in a perfect form. However, the sentence is a simple sentence and therefore the verb shown is replaced by a present form show. A singular marker –s is attached to the verb referring to the singular subject term. “The sensation term shows four...”</td>
<td>Omission (syntax error) 2c</td>
<td>Sensation word often used... is a passive sentence and one of its parts is left out. The part is an auxiliary. Therefore, inserting an auxiliary is is appropriate to the singular subject word.</td>
</tr>
<tr>
<td>33</td>
<td>“Sensation is one type of word coinage that has an element in the word formation of blending.”</td>
<td>Omission (syntax error) 2a</td>
<td>“Sensation is one type of word coinage that has an element in the word formation of blending.”</td>
</tr>
<tr>
<td>34</td>
<td>“Sensation words based on Oxford dictionary means...” p. 27. “Sensation word often used in sentences like...” p. 27.</td>
<td>Omission (syntax error) 2b</td>
<td>“Sensation words based on Oxford dictionary means...” p. 27. “Sensation word often used in sentences like...” p. 27.</td>
</tr>
<tr>
<td>35</td>
<td>“By getting an additional element the sensation word have an extra meaning.” p. 27. “Blending is used to...”</td>
<td>Omission (syntax error) 1</td>
<td>“By getting an additional element the sensation word have an extra meaning.” p. 27. “Blending is used to...”</td>
</tr>
<tr>
<td>Line</td>
<td>Original Text</td>
<td>Error Type</td>
<td>Corrected Text</td>
</tr>
<tr>
<td>------</td>
<td>--------------</td>
<td>------------</td>
<td>----------------</td>
</tr>
<tr>
<td>36</td>
<td>express a new word ^ has a boarder meaning.&quot; p. 27.</td>
<td>(syntax error) 2c</td>
<td>In each term is the subject of the sentence. However, a prepositional phrase as a subject is informal usage. Therefore, the preposition in is removed. Have is a plural verb of a sentence having a singular subject term. Therefore, the plural verb have is replaced by a singular verb has. Strength is an uncountable noun and cannot become a verb. Therefore, it requires a suffix -en in order to become a verb strengthen. Both is always followed by a plural noun. Therefore, the noun meaning requires a plural marker –s. “Each term has the different amount of features which strengthen both meanings.”</td>
</tr>
<tr>
<td>37</td>
<td>“This word is express something with specific meaning.” p. 27.</td>
<td>Misformation b (syntax error) 2g</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>“Done by people, stimulation, affected and fun is has the same meaning that include in the term soundsation.” p. 28.</td>
<td>Omission (syntax error) 2a</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>“The sensation term shown five components like...” p. 28.</td>
<td>Omission (syntax error) 2c</td>
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<tr>
<td>39</td>
<td>“In each term have the different amount of features which strength both meaning.” p. 28.</td>
<td>Addition c (syntax error) 2d</td>
<td>Reach is a verb of a passive sentence. However, it is still in a basic form and therefore it requires a suffix –ed in order to become a past participle reached.</td>
</tr>
<tr>
<td>39</td>
<td></td>
<td>Misformation b (syntax error) 2g</td>
<td></td>
</tr>
<tr>
<td>39</td>
<td></td>
<td>Omission (morphology error) 1</td>
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<td>39</td>
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<td>Misformation b (morphology)</td>
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<td>Error Type</td>
<td>Description</td>
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<tr>
<td>40</td>
<td></td>
<td>&quot;The new meaning can be reach...&quot; p. 28.</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>Addition c</td>
<td>(syntax error) 2e</td>
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</tr>
<tr>
<td></td>
<td>Misformation b</td>
<td>(syntax error) 2d</td>
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<td>(morphology error) 2b</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Omission</td>
<td>(morphology error) 2g</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>Omission</td>
<td>(morphology error) 2c</td>
<td></td>
</tr>
</tbody>
</table>
Based on the data analysis of the types of the errors, it can be concluded that the errors based on the surface strategy taxonomy, which most often occur in the students’ theses, are omission. The amount of the types of the errors can be seen completely in the table 7.

<table>
<thead>
<tr>
<th>No</th>
<th>Types of Errors</th>
<th>Text I</th>
<th>Text II</th>
<th>Text III</th>
<th>Total</th>
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<tr>
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<td>Omission</td>
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<td>11</td>
<td>46</td>
<td>80</td>
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<td>2</td>
<td>Addition</td>
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<td></td>
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</tr>
<tr>
<td>a</td>
<td>Double Marking</td>
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<td>–</td>
<td>2</td>
</tr>
<tr>
<td>b</td>
<td>Regularization</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>c</td>
<td>Simple Addition</td>
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<td>10</td>
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<td>3</td>
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</tr>
<tr>
<td>b</td>
<td>Alternating Forms</td>
<td>22</td>
<td>9</td>
<td>17</td>
<td>48</td>
</tr>
<tr>
<td>4</td>
<td>Misordering</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>68</td>
<td>42</td>
<td>74</td>
<td>184</td>
</tr>
</tbody>
</table>

Table-7 A Summary of Types of Errors of students’ theses

2. The analysis of Causes of Errors

Based on the data analysis of types of errors, there are 184 errors in which 37 errors are caused by mother-tongue interference and 147 errors are caused by target language (learning strategy). The amount of the causes of the errors can be seen completely in the table 8.

<table>
<thead>
<tr>
<th>No</th>
<th>Causes of Errors</th>
<th>Text I</th>
<th>Text II</th>
<th>Text III</th>
<th>Total</th>
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</thead>
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<tr>
<td>1</td>
<td>Mother-tongue interference</td>
<td>13</td>
<td>7</td>
<td>17</td>
<td>37</td>
</tr>
<tr>
<td>2</td>
<td>Target language causes (learning strategy causes)</td>
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### Table 8: A Summary of Causes of Errors of Students’ Theses

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1. **Mother-Tongue Interference**

   From 37 errors which are caused by *mother-tongue interference*, all of them are *omission* errors. They are omission of singular and plural markers of nouns and verbs, articles and verbs of nominal sentences.

   Incorrect sentence: “His income as a lyricist ^ bigger than his sister who listen her parents to be a scholar.” p. 19.

   Correct sentence: “His income as a lyricist is bigger than his sister who listens her parents to be a scholar.”

   *His income as a lyricist bigger...* is a nominal sentence in which one of its parts is left out. The part is a verb be. Therefore, a verb be *Is*, which is appropriate to the singular subject *income*, is inserted. Meanwhile, *Listen* is a verb of an adjective clause that modifies a singular noun *sister*. Therefore, the verb *listen* requires a singular marker – *s*. These errors happen because Indonesian does not have any grammatical structures of a nominal sentence and singular markers - *s*.

   Therefore, the student tends to omit the verb and the singular marker.

   Incorrect sentence: “It’s clear that ^ main character fulfill his safety needs.” p. 22.

   Correct sentence: “It’s clear that the main character fulfills his safety needs.”

   *Main character* is a singular noun and it has been mentioned before.

   Therefore, it requires a definite article *the* which shows a specific noun.
Meanwhile, character is a singular subject and therefore the verb fulfill requires a singular marker –s. These errors happen because Indonesian does not have any grammatical structures of an article and a nominal sentence. Therefore, the students tend to omit the article and singular and the plural marker.

Incorrect sentence: “Each term has the different amount of features which strengthen both meaning.” p. 28.
Correct sentence: “Each term has the different amount of features which strengthen both meanings.”

Both is always followed by a plural noun. Therefore, the noun meaning requires a plural marker –s. This error happens because Indonesian does not apply a plural marker –s. Therefore, the student tends to omit the plural marker.

2. Target Language Causes

From 147 errors which are caused by Target language (learning strategy), most of them are dominated by misformation errors and omission errors. They are 69 and 43 cases. Meanwhile, addition errors and misordering errors are 26 and 9 cases.

a. False analogy

In this case, there are 5 errors caused by false analogy. All of them are omission of relative pronouns functioning as subjects.

Incorrect sentence: “The Zahir is a novel tells about the main character who searches for his lost wife.” p. 18.
Correct sentence: “The Zahir is a novel which tells about the main character that searches for his lost wife.”

A relative pronoun that or which should be inserted because it is the subject of the adjective clause and therefore cannot be omitted. This omission of a
relative pronoun happens because of false analogy in which the student assumes that the relative pronoun functioning as a subject can be omitted as a relative pronoun functioning as an object. Therefore, the student omits the relative pronoun.

b. Misanalysis

Incorrect sentence: “Analyzing the needs are done to fulfill the need of the main character until the need is satisfied.” p. 18.
Correct sentence: “Analyzing the needs is done to fulfill the need of the main character until the need is satisfied.”

Analyzing the needs is a gerund phrase that functions as a subject of the verb and the gerund itself is a singular noun. Therefore, the plural verb are is replaced by a singular verb is. This error happens because the student misanalyses the subject of the verb. He assumes that the subject of the verb is needs (a plural noun) whereas it is the object of the gerund analyzing. Consequently, the verb is a plural verb are.

Incorrect sentence: “What was the man said indicated...” p. 22.
Correct sentence: “What the man said indicated...”

What was the man said indicated... is an informative sentence. Therefore, it does not require an auxiliary was and it should be deleted. This error happens because the student assumes that every sentence which is preceded by question words is a question sentence. Therefore he inserts an auxiliary.

Incorrect sentence: “He also emphasizes that the safety needs of a normal adult who life in Western countries are generally fulfilled ...” p. 21.
Correct sentence: “He also emphasizes that the safety needs of a normal adult who life in Western countries are generally fulfilled ...”
Life is a noun and cannot function as a verb. Therefore, the noun life should be replaced by a verb live. This error happens because the student assumes that the noun life can be used as a verb.

Incorrect sentence: “...until she is gone and disappeared.” p. 21.
Correct sentence: “...until she is gone and disappears.”

Disappeared should be disappears because it is parallel with is gone in present form. This error happens because the student assumes that disappears is parallel only with gone not with the whole part of the verb is gone. Therefore, the verb is in a past form.

Incorrect sentence: “Magnifisound is one type of the word coinages that have an element in the word formation of blending.” p. 20.
Correct sentence: “Magnifisound is one of the types of the word coinages that have an element in the word formation of blending.”

One type should be one of the types. A preposition of is inserted between one and type because it modifies a specific noun and a plural marker –s is attached to the noun type. This error happens because the student assumes that one type expresses a part of things whereas it is only an amount of things.

Incorrect sentence: “Sensation words based on Oxford dictionary means...” p. 27.
Correct sentence: “Sensation word is often used in sentences like...”

Means is a verb of a sentence having a plural subject words. Therefore, it does not require a plural marker –s. This error happens because the student assumes that the subject of the verb is the noun dictionary which is near to the verb. He does not realize that the correct subject is words.

c. Incomplete application

Incorrect sentence: “A man with no name wonders why his wife for ten years has left him...” p. 17.
Correct sentence: “A man with no name wonders why his wife has left him for ten years…”

*For ten years* is an adverb of time which modifies the verb of the second sentence. The adverb of time is a definite time, so it should be put in final position. This error happens because the student does not apply the adverbial rule completely.

Incorrect sentence: “Brooks has a good instinct to take an opportunity to make wider his business and invests his wealth for future.” p. 23.
Correct sentence: “Brooks has a good instinct to take an opportunity to make his business wider and (to) invest his wealth for future.”

*Wider* is an adjective complement of *make*. However, the complement cannot separate the object *his business* from its verb. Therefore, *wider* is put after *his business*. Meanwhile, *Invests* is replaced by *to invest* because it is parallel with *to take*. Those errors happen because the student does not apply the structures of the sentences and parallel verbs completely.

Incorrect sentence: On Sunday, *He acts in a friendly manner with his secretary and treat his business partner as kindly as possible.*” p. 23.
Correct sentence: On Sunday, *He acts in a friendly manner with his secretary and treats his business partner as kindly as possible.*”

*Treat* is a verb which is parallel with the verb *acts*. Therefore, it requires a singular marker -s. Those errors happen because the student does not apply the structures of parallel verbs completely.

Incorrect sentence: “He pioneers his carrier from the lowest until ^ become a famous author.” p. 19.
Correct sentence: “He pioneers his carrier from the lowest until he becomes a famous author.”

*Until become a famous author* is a dependent clause and one of its parts is left out. The part is the subject of the verb. Therefore, pronoun *he* referring to the
subject of the main clause is inserted and the verb become is attached by a
singular marker –s. this error happens because the student does not apply the
structures of the sentence completely. A sentence consists of S + V +
Complement.

Incorrect sentence: “...and it is one of the reasons why he ^ searching for his
life.” p. 17.
Correct sentence: “...and it is one of the reasons why he is searching for his life.”

Why he searching for is a present continuous which one of its parts is
missed. The part is an auxiliary. Therefore, an auxiliary is, which is appropriate to
the singular subject pronoun he, is inserted. This error happens because the
student does not apply the structure of present continuous completely. A sentence
consists of S + Auxiliary + Ving.

Incorrect sentence: “The writer will also identify some of the main character’s
behaviour, thought, or feeling ...” p. 18.
Correct sentence: “The writer will also identify some of the main character’s
behaviour, thoughts, or feelings ...

Some of is followed by specific plural noun. Therefore, thought and feeling
require a plural marker –s. this error happens because the student does not apply
the rule of a singular and plural marker of noun. A countable noun which precedes
an expression of quantity some should be a plural noun.

Incorrect sentence: “Since he is a millionaire and famous author, almost all
women want to sleep with him.” p. 20.
Correct sentence: “Since he has been a millionaire and famous author, almost all
women have wanted to sleep with him.”

Since he is a millionaire... should be in a past or perfect form because
since is followed by a past tense or a perfect tense and the main clause is in a
perfect form. This error happens because the student does not use the rules of tenses.

Incorrect sentence: “His searching ^ for many years proved how much the main character loves Esther.” p. 23.
Correct sentence: “His searching Esther for many years proves how much the main character loves Esther.

Searching for is a transitive verb functioning as a noun. Whoever; a transitive verb requires an object and therefore an object Esther is inserted. This error happens because the student ignores the fact that a transitive verb requires an object.

Incorrect sentence: “The word is express something with specific meaning.” p. 21.
Correct sentence: “The word is expressing something with specific meaning.”

The word is express… is a present continuous tense which one of its parts is missed. The part is a suffix -ing. Therefore, the -ing is attached to the verb express. This error happens because the student does not apply the rules of present continuous completely. A present continuous tense consists of S + Auxiliary (is/am/are) + Ving a present participle. Here the student omits a suffix –ing.

Incorrect sentence: “The new meaning cannot be reach because the new meaning of soundrenaline cannot refers to...” p. 24.
Correct sentence: “The new meaning cannot be reached because the new meaning of soundrenaline cannot refer to...”

Reach is a verb of a passive sentence. However, it is still in a basic form and therefore it requires a suffix –ed in order to become a past participle reached. This error happens because the student does not apply the rules of a passive sentence completely. A passive sentence consists of S + Auxiliary (is/am/are) + Past Participle. Here the student omits a suffix –ed of a past participle.

Incorrect sentence: “Maslow argued that love is not a synonymous of sex.” p. 24.
Correct sentence: “Maslow argued that love is not a synonym of sex.”

Synonymous is an adjective and should be replaced by a noun synonym because it is the head of a noun phrase. This error happens because the student ignores the rules of a noun phrase in which the head of the phrase is noun.

Incorrect sentence: “He has known by the detectives as a Thumbprint Killer.” p. 29.
Correct sentence: “He has been known by the detectives as a Thumbprint Killer.”

Has known is a phrasal verb in a passive form. However, the form is incorrect because it is an active form and one of its parts is left out. The part is an auxiliary been and the auxiliary therefore been is inserted. This error happens because the student does not apply the rules of a passive sentence completely. A passive sentence consists of S + Auxiliary (has/have + been) + Past Participle. Here the student omits one of its auxiliary.

Incorrect sentence: “Brooks is a businessman, a leader of a big ceramic company.” p. 21.
Correct sentence: “Brooks is a businessman and a leader of a big ceramic company.”

Comma is not conjunction and cannot connect two phrases. Therefore, it is replaced by a coordinate conjunction and. This error happens because the student does not apply the rules of a conjunction. The student uses a comma to connect two noun phrases whereas the comma is not a conjunction and cannot connect the phrases.

d. Exploiting redundancy

Incorrect sentence: “The annual agenda electronic dance music scene party is an international class offerings for adult smokers...” p. 20.
Correct sentence: “The annual agenda electronic dance music scene party is an international class offering for adult smokers...”
Offerings is a plural noun marked by –s. However, it has been preceded by an indefinite article a showing a singular noun. Therefore; the plural marker -s is removed. This error happens because the student attaches an unnecessary plural marker of a noun.

Incorrect sentence: “Activity, done by people, shout, screaming, physical, beating and fun is have the same meaning that includes in the term soundrenaline.” p. 24.
Correct sentence: “Activity, done by people, shout, screaming, physical, beating and fun have the same meaning that includes in the term soundrenaline.”

Have is a non progressive verb in a simple present which does not require an auxiliary is. Therefore, the auxiliary is removed. This error happens because the student does not know that the verb have is a non-progressive verb. Therefore, he inserts an unnecessary auxiliary for a present continuous tense.

Incorrect sentence: “In each term has the same features which strengthen both meanings.” p. 24.
Correct sentence: “In each term has the same features which strengthen both meanings.” p. 24.

In each term is the subject of the sentence. However, a prepositional phrase as a subject is informal usage. Therefore, the preposition in is removed. This error happens because the student puts an unnecessary preposition which cannot be used as a subject.

Incorrect sentence: “His killer instinct is showed shows very clearly...” p. 29. Correct sentence: “His killer instinct is showed very clearly...”

His killer instinct is... is a simple passive sentence and does not require double verbs. Therefore, the verb shows is removed. This error happens because
the student does not use the rule of the simple sentence correctly in which there are only one subject and one verb.

Incorrect sentence: “His certainty makes him believes that he will find his love.”
Correct sentence: “His certainty makes him believe that he will find his love.”

Make is one of the certain verbs which should be followed by bare infinitive verbs. Therefore, a singular marker –s in the verb believes is removed. This error happens because the student ignores the rules of causative verbs. A verb which follows causative verbs should be in a bare verb.

Incorrect sentence: “But, one thing that should be emphasized...”
Correct sentence: “One thing that should be emphasized...”

But is a coordinate conjunction which joins structural units that are equal. Therefore, it cannot be put in the beginning of the paragraph and should be deleted. This error happens because the student does not apply the rules of a coordinate conjunction. A coordinate conjunction joins structural units that are equal and cannot be put in the beginning of the paragraph.

Incorrect sentence: “Brooks is a businessman and a leader of a big ceramic’s company.”
Correct sentence: “Brooks is a businessman and a leader of a big ceramic company.”

Ceramic is a common noun functioning as an adjective to modify the noun company. Therefore, it does not require ‘s which shows possession. This error happens because the student attaches an unnecessary possessive noun to a common noun functioning as an adjective.

Incorrect sentence: “His searching Esther for many years proves that how much the main character loves Esther.”
Correct sentence: “His searching Esther for many years proves how much the main character loves Esther.”
That how much the main character loves Esther is a noun clause. The clause has two introductory conjunctions. However, it only requires one introductory conjunction and the conjunction that is deleted. This error happens because the student inserts a double relative pronoun and one of them is unnecessary.

e. Overlooking cooccurrence restrictions

Incorrect sentence: “A man with no name wonders why his wife has left him of ten years” p. 17.
Correct sentence: “A man with no name wonders why his wife has left him for ten years.”

The preposition of’ should be replaced by for to indicate length of time. This error happens because the student ignores the fact that the preposition which shows length of time is for.

Incorrect sentence: “He likes to look down another person.” p. 17.
Correct sentence: “He likes looking down another person.”

To look is an infinitive verb. However, the verb like is followed by a gerund and to infinitive, therefore, is replaced by a gerund looking. This error happens because the student ignores the fact that the verb like is one of the verbs which should be followed by a gerund.

Incorrect sentence: “His rebellion that does not listen her parents makes him to be a successful person in carrier.” p. 19.
Correct sentence: “His rebellion that does not listen her parents makes him be a successful person in carrier.”

To be is an infinitive verb. However, Make is not followed by to infinitive and to infinitive, therefore, is replaced by a bare verb be. This error happens
because the student ignores the fact that the verb *make* is one of the verbs which should be followed by a bare verb.

Incorrect sentence: “...*this fulfillment can cause them to feel inferior, weak and hopeless.*”
Correct sentence: “...*this fulfillment can cause them to feel inferior, weak and hopeless.*” p. 26.

*Cause* is a verb which is followed by a (pro)noun and to infinitive. Therefore, an object pronoun *them* referring to the plural subject *they*. This error happens because the student ignores the fact that the verb *cause* is followed by a (pro)noun and to infinitive.

Incorrect sentence: “On Sunday, he acts friendly with his secretary and treats his business partner as kind as possible.” p. 23.
Correct sentence: “On Sunday, he acts in a friendly manner with his secretary and treats his business partner as kindly as possible.”

*Friendly* is an adjective form and cannot function as an adverb. However, the verb *acts* is modified by an adverb. Therefore, it should be *in a friendly manner*. Meanwhile, *Kind* is an adjective form and cannot function as an adverb. However, the verb *acts* is modified by an adverb. Therefore, it should be changed by *kindly*. Those errors happen because the student ignores the fact that the verbs are modified by an adverb.

Incorrect sentence: “They looked really *enjoy the night.*” p. 24.
Correct sentence: “They looked really *enjoying the night.*”

*Enjoy* is a bare verb. However, it appears after a linking verb and should be an adjective *enjoying*. Those errors happen because the student ignores the fact that the linking verb *look* is followed by an adjective.

Incorrect sentence: “*The surprise term shown four components like...*” p. 26.
Correct sentence: “*The surprise term shows four components like...*”
Shown is a past participle only used in a perfect form. However, the sentence is a simple sentence and therefore the verb shown is replaced by a present form show. A singular marker –s is attached to the noun term. This error happens because the student ignores the fact that the verb of a simple present is V1.

Incorrect sentence: “He always whispers Brooks to killing and killing.” p. 28.
Correct sentence: “He always whispers that Brooks should kill and kill.”

Whisper is followed by a that clause. Therefore; to killing is deleted and replaced by a that clause. This error happens because the student ignores the fact that verb whisper is followed by a that clause.

Incorrect sentence: “The new meaning cannot be reached because the new meaning of soundrenaline cannot refers to...” p. 24.
Correct sentence: “The new meaning cannot be reached because the new meaning of soundrenaline cannot refer to...”

Refers is a verb occurring after a modal auxiliary can. A verb occurring after a modal auxiliary should be in a basic form. Therefore, the verb refers does not require a singular marker –s anymore and it should be deleted. This error happens because the student only sees the singular subject, and he ignores the fact that a modal is followed by a bare verb.

Incorrect sentence: “Moreover, become an author is not an easy thing...” p. 26.
Correct sentence: “Moreover, becoming an author is not an easy thing...”

Become is a verb and should become a gerund becoming because is functions as a subject of a sentence. This error happens because the student ignores the fact that a subject is a noun or pronoun.

Incorrect sentence: “...to question his purpose in life and things that is truly matter.” p. 17.
Correct sentence: “...to question his purpose in life and things that are true matter.”

*Truly* is an adverb form which modifies an adjective, verb or sentence. However, the word which it modifies is a noun *matter*, so the adverb *truly* is replaced by an adjective *true*. This error happens because the student ignores the fact that the noun is modified by an adjective.

f. Hypercorrection

Incorrect sentence: “He also has a private ceramics studio.” Pp. 22-23.
Correct sentence: “He also has a private ceramic studio.”

*Ceramic* is a countable noun and functions as an adjective modifying a noun *studio*. Therefore, the plural marker –*s* occurring in the word *ceramics* is removed. This error happens because the student is over cautious. He/she has learnt singular and plural marker –*s/-es*, so when the noun is a plural noun, the –*s/-es* attaches it, he/she does not realize that the noun functioning as an adjective should be a singular noun.

g. Overgeneralization, or system-simplification

Incorrect sentence: “In his searching, the main character has motivation. Its motivation can be the needs...” p. 18.
Correct sentence: “In his searching, the main character has motivation. His motivation can be the needs...”

*Its* is a possessive adjective that refers to a singular nonperson. Therefore, *its* is required to be replaced by *his* referring to the singular person *character*. This error happens because the student over generalizes the word *its*. Here he assumes that impersonal pronoun *its* can refer to a person or non-person.

Incorrect sentence: “Analyzing the needs is done to fulfill the need of the main character until the need are satisfied.” p. 18.
Correct sentence: “Analyzing the needs is done to fulfill the need of the main character until the need is satisfied.”

*Need* in the second sentence is a singular subject. Therefore, the verb *are* should be replaced by a singular verb *is*. This error happens because the student over generalizes the verb *are*. He assumes that the verb *are* can be used even though the subject is a singular subject.

Incorrect sentence: “*When he realizes his wife doesn’t beside him, he searches for woman…*” p. 23.
Correct sentence: “*When he realizes his wife isn’t beside him, he searches for woman…*”

*His wife doesn’t beside him* is a nominal sentence which does not require an auxiliary *does*. Therefore, the auxiliary *does* is replaced by a verb *is*. This error happens because the student over generalizes the auxiliary *does*. He assumes that the auxiliary can be used in a nominal sentence.

Incorrect sentence: “…for self-respect, self-esteem and esteem of others. If it is not fulfilled the main character will feel …” p. 26.
Correct sentence: “…for self-respect, self-esteem and esteem of others. If they are not fulfilled, the main character will feel …”

*It* is a singular pronoun. However; its antecedent is plural nouns *self-respect, self-esteem and esteem of others*. Therefore; the pronoun *it* is replaced by a plural pronoun *they* and the singular verb *is* is replaced by a plural verb *are*. This error happens because the student over generalizes the pronoun *it*. He assumes that the singular pronoun *it* can refer to a plural noun.

Incorrect sentence: “*Brooks has a good instinct to take the opportunity …*” P. 23.
Correct sentence: “*Brooks has a good instinct to take an opportunity …*”

*The* is a definite article and should be replaced by an indefinite article *an* because the noun *opportunity* which it modifies is a general noun. This error
happens because the student over generalizes the article the. He assumes that the definite article the can modifies an unspecific noun whereas it is only used for a specific noun.

Incorrect sentence: “The sureprice word is chosen to emphasize that Flexi is more cheap than the other providers in Indonesia.” p. 25.
Correct sentence: “The sureprice word is chosen to emphasize that Flexi is cheaper than the other providers in Indonesia.”

Cheap is an adjective used to form a comparative degree. However, it only has one syllabus. Therefore, the comparative word more is deleted and a suffix –er is attached to the word cheap. This error happens because the student over generalizes the comparative word more. He assumes that the word more can be used for every adjective even though they only have one syllabus.

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS
A. Conclusions

Based on the data analysis in the chapter III, it can be concluded that the errors, based on the surface strategy taxonomy, which most often occur in the students’ theses are omission. Those errors are caused by mother-tongue interference and target language (learning strategy). Meanwhile, the errors which rarely occur are misordering. They are only caused by target language (learning strategy).

Omission and addition errors caused by mother-tongue interference happen because Indonesian is different from English and it does not apply grammatical rules that English has such as article, nominal sentence and singular and plural marker. Therefore, the students tend to apply their native grammatical rules. Meanwhile, the omission, addition, misformation and misordering errors caused by target language (learning strategy) happen because the students do not apply the norms or rules of the target language (English) correctly and completely. They ignore some or even all of the norms or rules of the target language with the result that the errors appear.

B. Suggestions
The occurring of the errors shows that the students’ writing abilities and especially their mastering of grammatical structures are less. They happen because the students do not learn English well and practice it less. Because of those, the writer suggests that the students improve their writing abilities and their mastering of grammatical structures, learn them hard and practice them more whether in the classes or out the classes because learning English basically is practice.

Even though the teachers are not one of the causes of the errors, the writer demands that the teachers provide proper teaching materials and methods because they are one of the instruments to reduce the errors. In addition, the department must give the students some facilities that can improve their English abilities such as a language lab and library.


