

**ERROR ANALYSIS
IN THE WRITING TEST BY FOURTH SEMESTER STUDENTS
OF STAI MAHAD ALY AL HIKAM MALANG**

THESIS

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DEPARTMENT OF LANGUAGE AND LITERATURE
FACULTY OF CULTURE STUDIES
UNIVERSITY OF BRAWIJAYA**

2012

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IN THE WRITING TEST BY FOURTH SEMESTER STUDENTS OF STAI
MAHAD ALY AL HIKAM MALANG**

THESIS

**Presented to
University of Brawijaya
in partial fulfillment of the requirements
for the degree of *Sarjana Sastra***

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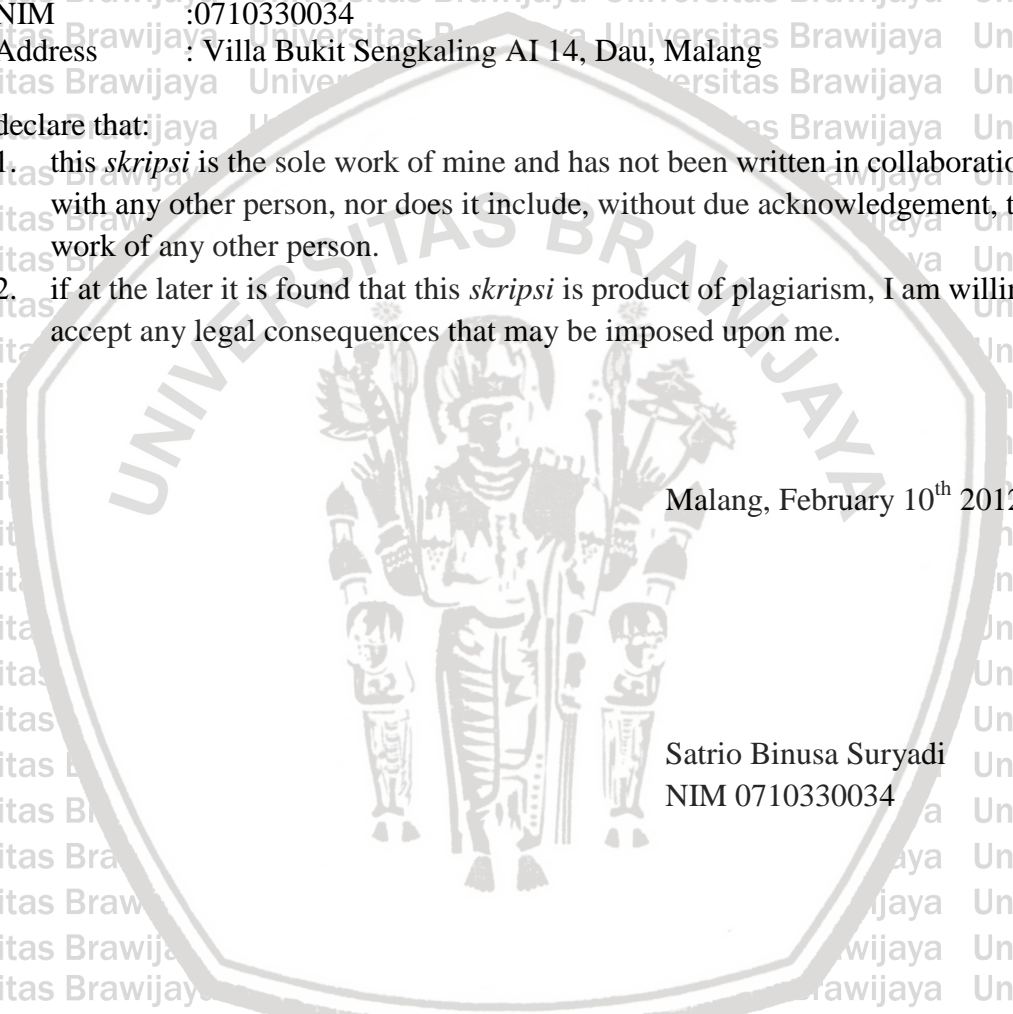
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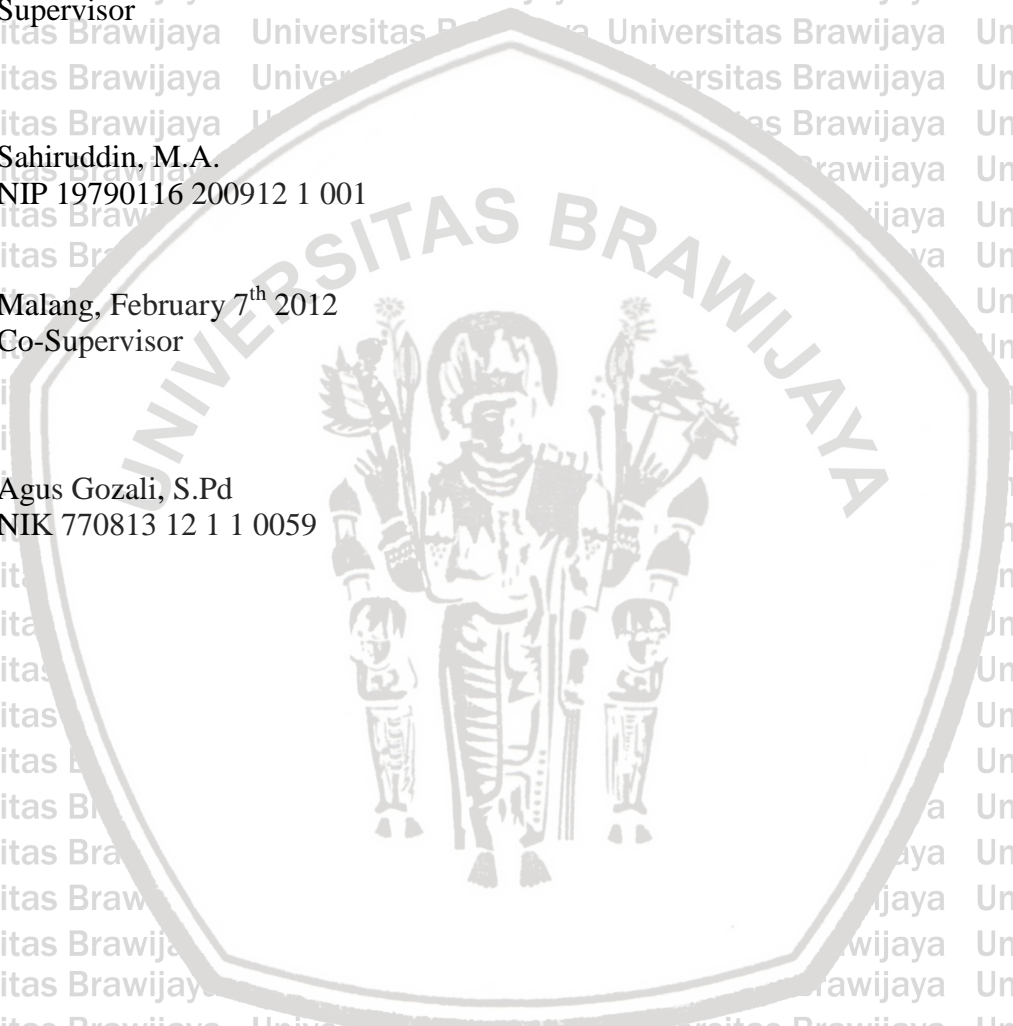
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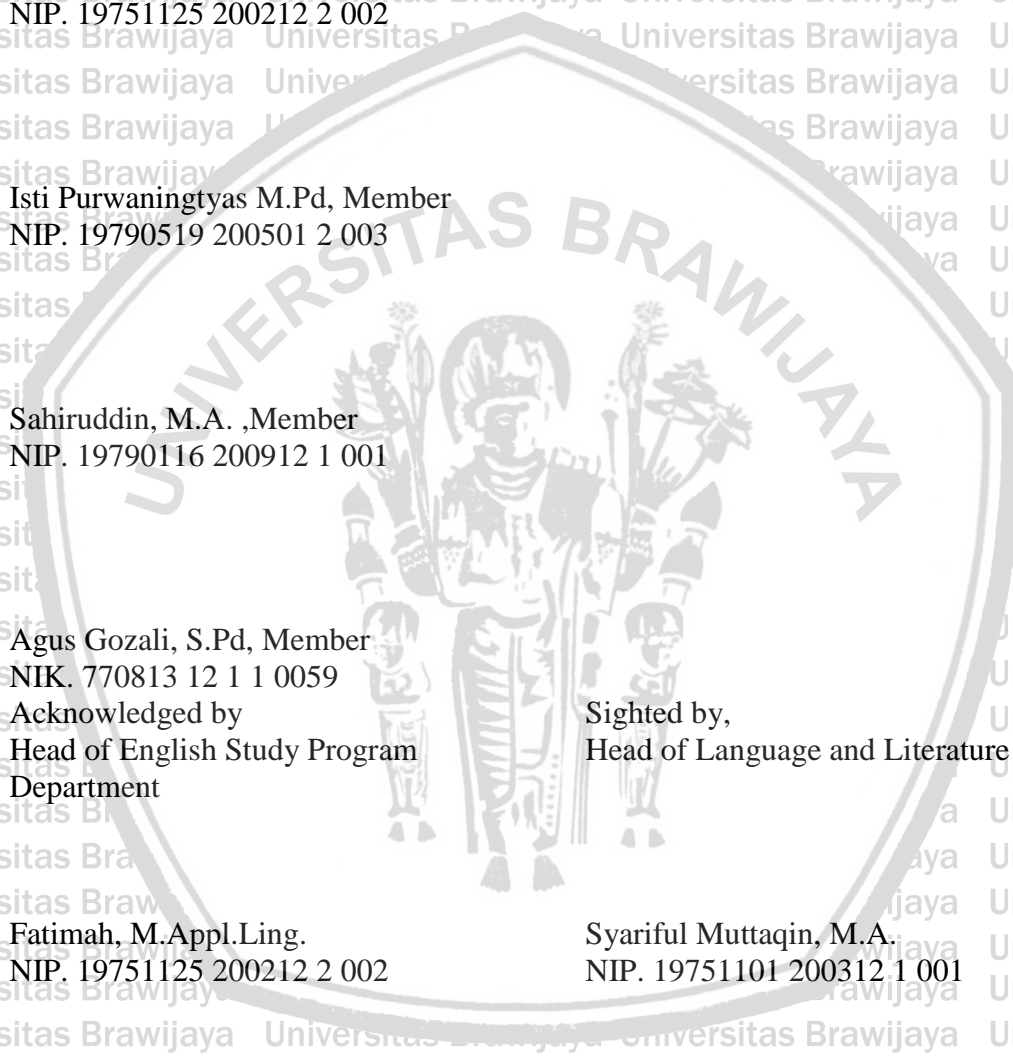
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ABSTRACT

Suryadi, B.Satrio. 2012. **Error Analysis in The Writing Test by Fourth Semester Students of STAI Mahad Aly Al Hikam, Malang.** Study Program of English, Language and Literature Department, Faculty of Culture Studies, University of Brawijaya. Supervisor. Sahiruddin : Co-supervisor: Agus Gozali.
Keywords: error analysis, error, *STAI Mahad Aly Al Hikam Malang*.

Nowadays, English reaches over the world and now is spoken by million people throughout the world, either used as the first or second language. Considering the importance of English, Indonesians are expected to learn English seriously. English has been taught at Elementary School, Junior High school, Senior High School, and even at the level of University. However, learning English as a foreign language is not easy, because during the learning process they influenced by their first language. In this study Error Analysis is chosen as the object analysis. Second language acquisition is used in the analysis of errors based on Surface Strategy Taxonomy theory in the students midterm test paper.

This study aims to identify : (1) the type of errors that found in the students midterm test papers, (2) the most frequently errors that occurred in the students midterm test paper of STAI Mahad Aly Al Hikam, Malang..

This study is qualitative in the form of document analysis. The data are the 15 papers from fourth semester students midterm test papers. The midterm test papers were collected from one class of English class students in STAI Mahad Aly Al Hikam Malang.

The results of this research are the students mostly produced errors in their step of learning English as the foreign language. The errors of students mostly occurred in addition, when the students or the language learners puts more item into sentences, that the word is should not appeared in the sentence. It caused by the lack of English knowledge, and also the low proficiency of students.

Suggestion is made for next researchers to choose error analysis study from other sources, like text book, newspaper, magazine, or paper on the internet, so can give various object of study . To support the result, next researcher can also take an interview, to know the language ability of the subjects being analyzed.

ABSTRACT

Suryadi, B. Satrio. 2012. **Analisis kesalahan pada Test Tulis oleh Mahasiswa Semester Empat di STAI Mahad Aly Al Hikam, Malang.** Program Studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: (I) Sahiruddin (II) Agus Gozali.

Keywords: Analisa kesalahan, kesalahan, *STAI Mahad Aly Al Hikam Malang*.

Sekarang ini, bahasa Inggris menyebar ke seluruh dunia, dan dipakai lebih dari jutaan orang di dunia, baik sebagai bahasa utama maupun bahasa kedua. Mengingat pentingnya bahasa Inggris, Orang Indonesia berkeinginan mempelajari bahasa Inggris secara mendalam. Bahasa Inggris diajarkan pada Sekolah dasar, Sekolah menengah, sekolah menengah atas, dan juga pada perkuliahan di universitas mereka. Bagaimanapun, mempelajari bahasa Inggris sebagai bahasa asing, tidak mudah, karena dalam proses pembelajaran, mereka terpengaruh oleh bahasa ibu mereka. Dalam Studi ini, Analisis kesalahan dijadikan sebagai objek penelitian. SLA digunakan untuk menganalisa kesalahan sesuai dengan teori *Surface strategy taxonomy*.

Penelitian ini bertujuan membahas : (1) bentuk kesalahan yang ditemukan dalam lembar ujian tengah semester siswa, (2) kesalahan yang paling sering muncul dalam lembar ujian tengah semester siswa STAI Mahad Aly, Al Hikam, Malang.

Studi ini adalah studi kualitatif dalam bentuk analisa tekstual . Data pada studi ini berupa 15 lembar ujian tengah semester dari mahasiswa semester empat STAI Mahad Aly, Al H. Lembar ujian tengah semester diambil dari satu kelas bahasa Inggris.

Hasil dari penelitian ini adalah siswa sering membuat kesalahan selama proses mereka dalam mempelajari bahasa Inggris sebagai bahasa asing. Kesalahan siswa sering muncul dalam penambahan item dalam kalimat, ketika siswa memberikan kata yang berlebihan dalam kalimat, yang mana itu seharusnya tidak muncul dalam kalimat. Itu disebabkan oleh kurangnya pengetahuan dalam bahasa Inggris, juga kecakapan siswa dalam belajar bahasa Inggris.

Saran diberikan pada peneliti selanjutnya untuk memilih analisa kesalahan berasal dari sumber yang lain, seperti buku ajar, Koran ,majalah, atau jurnal di internet. Sebagai pendukung hasil penelitian, peneliti selanjutnya dapat melakukan wawancara untuk mengetahui kemampuan berbahasa pada subyek yang diteliti..

ACKNOWLEDGEMENTS

First, the writer would like to express his greatest gratitude to Allah the Almighty for the blessing and inspirations so that this thesis can be completed. In this opportunity, the writer would like to express his to Sahiruddin, M.A. , as the supervisor and Agus Gozali, S.Pd as the co-supervisor for their patience in giving unlimited guidance, continuing encouragement, and suggestion for the completion of this thesis A very special gratitude is expressed to his beloved mother, his father, his little brothers for their support, encouragement and prayer. Moreover, the writer would like to thank to his all friends, the S1 English Study Program students of 2007, who always give their pray, and support to finish his final project, and for those who cannot mentioned one by one here for their great and unfailing support and help while the writer was writing this thesis. Moreover, the writer would also thank all of the friends in Pesantren Mahasiswa Al Hikam, especially the Fourth semester students of STAI Mahad Aly, Al Hikam, Malang for their encouragement and support in completing this thesis.

The last but not least, the writer also thanks everyone that could not be mentioned one by one who supports him in completing this thesis for every single thing they contribute. Hopefully, this thesis can be useful for everyone especially students who want to improve their knowledge in linguistics.

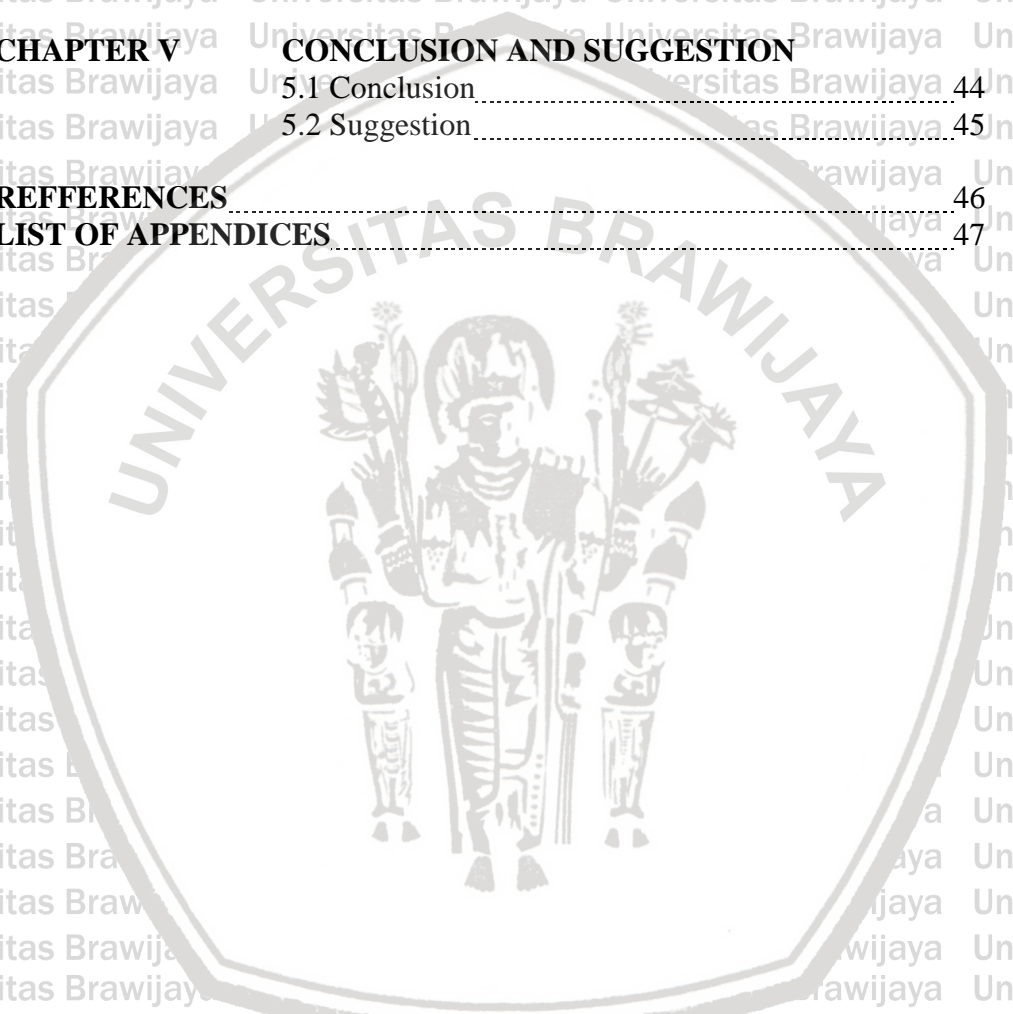
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The Writer

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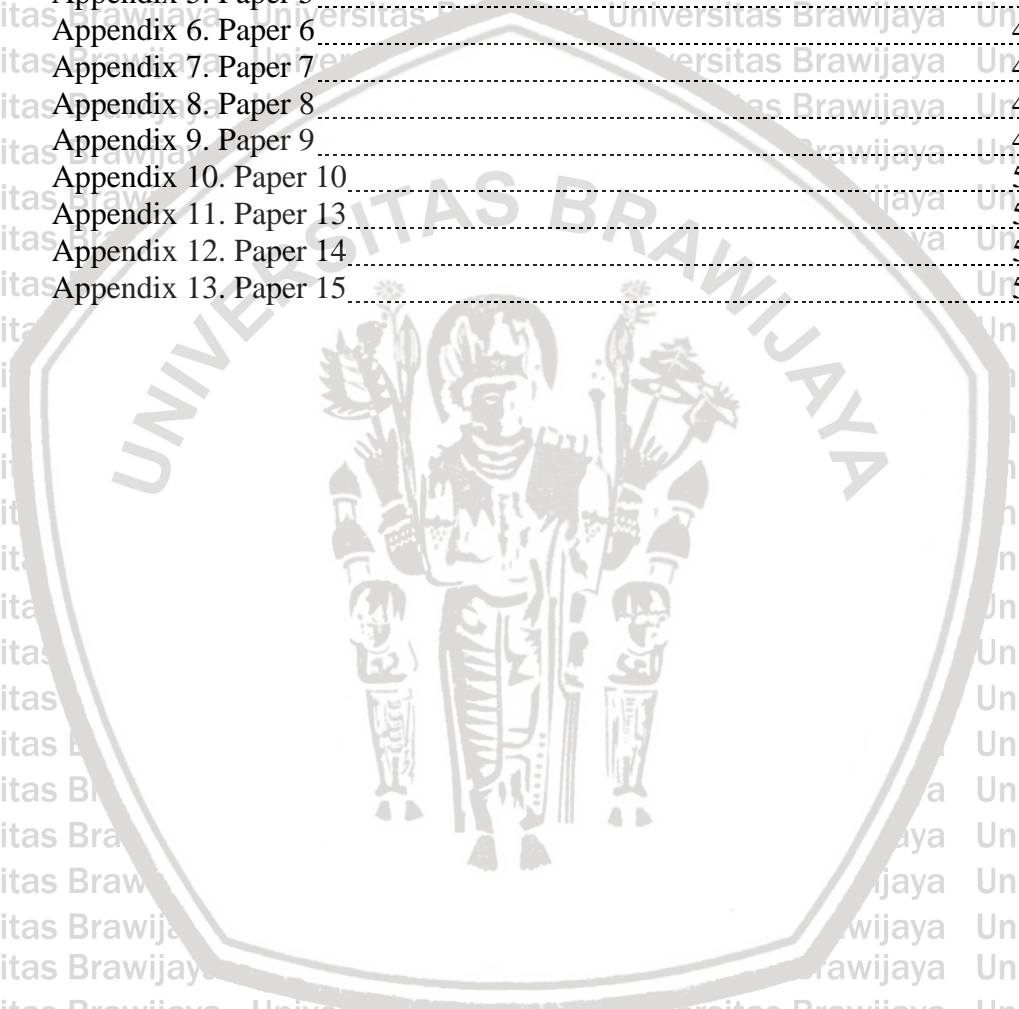
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CHAPTER I

INTRODUCTION

1.1 Background of Study

Among languages in this world, English is mostly spoken and used in this world, known as lingua franca. English spreads globally because of English imperialism and colonialism in the past, which brings English reach over the world and now is spoken by million people through out the world, either used as the first language or the second language. In Indonesia, English is considered as the foreign language and is available in many written works, such a textbooks and journal, and a lot of information's sources, such an internet pages. Baugh. et al states. (2003, p.9) that during the 1990's, the explosive growth of the internet was extending English as a world language in ways that could not have been foreseen only a few years earlier. To consider that it is a world language, as one of the world communities, Indonesians are required to learn English through education system policy.

Yuwono (2005, p.4) states that the teaching of English in Indonesia has begun since the proclamation of Independence of Indonesia on the 17th of August 1945 . In 1950, the government already chose a foreign language to be taught in school after the political situation more stable. English was selected as the first foreign language because it has the international status (Dardjowidjojo,2000; Nur, 2003) Considering the importance of English, Indonesians are expected to learn English seriously. English has been taught at Elementary school, Junior High School,

Senior High School, and even at the level of University . So, it is the reason why Indonesians concern to learn English as their first foreign language (FL). However, there are some problems happen to the students during their English studies. Learning English as a foreign language and second language are not easy. According to Krashen (1982, p.3) learning a second language can be exciting and productive ... or painful useless. Conclude that, the students who learn English as second language (L2) may often produce errors during their learning. Errors reflect gaps in the learner's knowledge which is systematic. Errors are likely to occur repeatedly and are not recognized by the learners as errors; for instance, the grammatical errors which are most detrimental to comprehensibility of second language, James (1998).

According to Krashen (1982, p.138) errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance. Corder (1981, p.15) said "what has come to be known as 'error analysis' has to do with the investigation of the second language learners. As the brief explanation, how error can be called as flaw in the language abilities during the learning process second language. Errors provide evidence of the system of language which a learner is using at any particular point in the course of L2 development, and of the strategies or procedures the learner is using in his "discovery of the language". In this case the student as the second language learner may produce errors in the component of language. Students often make sentences which are syntactically right but lexically wrong or vice versa. This shows that the students have difficulties in using words or sentences appropriately.

Grammatical error is the part of error analysis, which is categorized based on error process. Grammatical error is concern in the error in grammar usage, which it would be supported by the surface strategy taxonomies as a tool to analyzing, to correct and clasify the errors that produce. Krashen (1982, p.150) said “a surface strategy taxonomies is the ways surface structures are altered: Learners may *ommit* necessary items (ommission) or add unnecesarry ones (addition); they may *misform* (misformation) items or *misorder* them (misordering)” . More from Krashen (1982, p.147) , many researchers use the linguistic category taxonomy as a reporting tool which organizes the errors they have collected. It means that its helpful to the researcher when he want to classify the errors based on linguistic category. So Surface Strategy Taxonomy is also used by the researcher in classify the errors.

Realizing the importance of the error identification and its feedback to the learners learning process, it is worth to conduct the research concerning error analysis by the students, and why those students commit errors. Actually, comitting errors when written in English is unavoidable, considering that English is not a native language for Indonesian students. According to Mey in her book entitled “Errors Language Learning and Use” (cited in James, 1998, p. 46), the native speakers for the most parts speak their native language. This means that committing errors is part of learning process in L2.

In this research, the researcher is interested to do a study on grammatical errors by analyzing the mid term writing tests that produced by the fourth semester students of Islamic College of STAI Mahad Aly’ Al Hikam, Malang. In this

semester, the students undertake English subject to provide the basic English understanding. Many of the students come from “Traditional Islamic School (*pesantren Salaf*)”, who is lack of English basic knowledge, because they are only familiar with Arabic language. Based on the policy of STAI Mahad Aly Al Hikam Malang, the students there are required to learn English, besides Arabic, because its needed for their study later at University. As we know, that some Traditional Islamic School is have a little time for English as the compulsory on their basic education. So when they were in Al Hikam, they get more time to learn English and provide to learn English more for their next education.

During their study in Traditional Islamic School, most of them are familiar with Arabic as their first foreign language. Then after they study at STAI Mahad Aly Al Hikam, they should learn English as well for their future needs. In STAI Mahad Aly Al Hikam they are grouped in one class. This class is the basic English class where the students can learn English after they graduated from Traditional Islamic School (*pesantren salaf*). So in the fourth semester students, they almost have the basic English knowledge, involving reading, speaking, and writing. At the end of semester, they are examined based on their skills like story telling test, and essay writing test. This study takes writing test paper as a source to analyze the grammatical errors because the researcher wants to know the students ability in English writing, so the researcher chooses their writing test as the source of data that is analyzed. The writer chooses grammatical errors as his subject that is analyzed. According to Yule (1996, p.87) grammar involves what might be considered as “linguistic etiquette”. So

here, grammatical errors is chosen because the researcher wants to know how far the students obey the language rule in producing a good language that they learned and measure, how expert the students apply English correctly especially in their writing, so the researcher decides to choose grammatical errors as his subjects. .

The findings of this research are expected to be useful both for the teachers and students. By reading this research, students know the existing errors of their works and teachers recognize their students errors. Furthermore, it help the teachers as a reference to evaluate and improve the students' English proficiency for of Islamic boarding school.

Because of those problems, the researcher conduct this research entitled **"Error analysis in the writing test by fourth semester students of STAI Mahad Aly'Al – Hikam, Malang"**.

1.2 Problems of the Study

1. What errors are found in mid term test paper of fourth semester students of Islamic College (STAI) Mahad Aly' Al Hikam, Malang ?
2. What are the most frequent errors produced in mid term test paper of fourth semester students of Islamic College (STAI) Mahad Aly' Al Hikam, Malang?

1.3 Objectives of the Study

1. To find out the errors produced in mid term test paper of fourth semester students of Islamic College (STAI) Mahad Aly' Al Hikam, Malang.

2. To find out the most frequent errors produced by fourth semester students of Islamic College (STAI) Mahad Aly' Al Hikam, Malang.

1.4 Definition of Key Terms

1. **Error Analysis** : the flawed side of learner speech or writing
(Krashen, Burt, Dulay 1982,p. 139)
2. **Error** : A fault caused by not comprehending the
knowledge. (Ellis, 1994, p.58)
3. **Grammatical Error** : the errors is in the main or subordinate
clause, and within a clause which
constituent is affected (Krashen, Burt,
Dulay,1982,p. 146)
4. **Grammar** : the study and analysis of the structures
found in language. (Yule,1996, p.87)
5. **Surface Strategy Taxonomy** : Is a tool use to organize the error that
analyze. (Krashen, Burt, Dulay, 1982,
p.150).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter present, review of some theories related to the study in this chapter. Those are second language acquisition, Interlanguage, Error and Mistake, Error Anaysis and Surface Strategy Taxonomy.

2.1 Second Language Acquisition

SLA, as the abbreviation of Second Language Acquisition, is the learning process of learning another language, after the basics of the first have been acquired, starting about five years of age and there after (Burt, Dulay and Krashen, 1982,p.10).

SLA is the field of study that covers the competence and performances of the person that learns second language.

SLA is also a field of study that discusses the possibility of error that may occur to a person in acquiring L2. Thus that SLA, can be used as the study to check the ability of L2 learner while acquire language. It is known as Constractive Analysis Hypothesis (CAH), in which the two language acquired (L1 and L2) will be compared in similarities and differences. Then CAH predicts the errors that might happen to the person concerned. The procedure of Constractive Analysis (CA) describes the comparison rules and features of the first language and second language, and then spots the mistakes that might happen into interference and errors James (1998, p.4).

SLA also learns about the errors that occurred in the past. Different from CAH, the branch of SLA that studies on the errors occurred was known as Error Analysis (EA). In error analysis, the researcher tries to identify the errors that occurred to a person, and then tries to find the factors causing the errors. Related to our environment, which are most of the people acquire the second language, beside their first language (mother tongue), and the errors oftenly happen because the concern of the language learner to their first language are influence their process on accessing second language .

In Indonesia as we know, English was known as a foreign language. But now, within the globalization, English functions as the foreign language which using continuously, and in Indonesia itself. English is used as the main foreign language between Indonesian and others. For now, English often used as communication, as the main second language beside “*bahasa*” which is now widely used, especially by some people who work or study in multinational organization. The language being learned (second language, L2) is not mother tongue of any group within the country.

2.2 Interlanguage

The term “interlanguage” was first proposed by Selinker in 1972. As cited in Bachman et. al (1998, p.71) Selinker defines interlanguage as the linguistic system evidenced when adult second language learners attempted to express meanings in the language being learned. Moreover, James (1998, p.31) states that “interlanguage” is a

term suggesting the halfway positions it holds between knowing and not knowing the target language.

During the learning process of L2, the learner also have a Interlanguage. It is possible, if we realize, that Interlanguage comes within our ability to acquire L2, and influence by our source language as our language basic knowledge. In relation with study of second language, Interlanguage, needs to know, as the process of how we learning second language well.

Based on the explanation above, it can be concluded that interlanguage occurred while the learning process of target language. Interlanguage occurred caused by imperfectness result produced by the target language learning which it has own rules. It can be said that Interlanguage seems to be a third language with its own grammars

2.3 Error and Mistake

In SLA study, describe the term of error is different from a mistake. An error is a fault done by the learners who do not master the rules, while a mistake is a fault occurred unintentionally caused by fatigue, sickness, and more factors. In fact, a person masters the rules very well. According to James (1998, p.80) error is wrong form that the people could not correct even if the wrongness were to be pointed out. It means that errors happen in unconsciousness for it has been fossilized in the learners memory. It is different to mistake, which is caused by the learners not putting into practice something they have learned, meaning that the learner has already had a

knowledge about the language. Another difference is that mistake can only be self-corrected. While errors cannot be self corrected until further relevant to the input which has been provide and converted by the learner. In other words error require further relevant learning to take place before they can be self corrected.

Errors are worth analyzing to improve the second language (L2) English skill for errors as proposed by James (1998) that error provide feedback for those, who need to improve their ability more.

One effort to improve the English proficiency by fourth semester students of STAI Mahad Aly' Al Hikam, Malang students of English proficiency, the researcher analyzes the error through mid term test writing paper of second semester students of STAI Mahad Aly' Al Hikam, Malang. The error to be analyzed are all erroneous words, sentences, or phrases occurred in English usage.

2.4 Errors Identification

We know, that to identify some errors, the researcher uses some ways, like using Taxonomy. Errors taxonomy is used to learn in case of analyzing the error. Many error taxonomy have been based on the linguistic item which is affected by an error. The linguistic category taxonomies classify errors according to either or both the language component or particular linguistic constituent the error affects.

According to Burt, Dulay and Krashen (1982, p.146), 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.

The main language of component that closely to linguistic theory of taxonomy, is grammar. In this part, usually the learner has the problem in using a grammar, during their learning process. Grammar include to the syntax and morphology aspect, which are important in part of language learning.

To help the researcher in analyzing the errors that occurred, the researcher decides to use the linguistic category taxonomy as a reporting tool which organizes the errors that have collected which called "surface strategy taxonomy".

2.4.1 Surface Strategy Taxonomy

Surface strategy taxonomy is a tool use to organize the error that is analyzed.

In this term organize the errors is refers to how errors arranged by the errors classification, for example like in syntax, morphology, or grammar. As states in Burt, Dulay, and Krashen (1982, p.150) , Surface Strategy Taxonomy highlights the ways surface structures are altered: Learners may ommit necessary item or add unnecessary ones; they may misforms items or misorders them. Thus means that surface strategy taxonomy use to identify the error refers to the grammatical use.

Analyzing errors from a surface strategy prespectives are much giving the researcher concerned with identifying cognitive processes that underlie the learner's reconstruction of the new language, Burt, Dulay, and Krashen (1982, p. 150). By using surface strategy taxonomy to identify the errors that occurred, the researcher

will be easy to categorize the errors based on the type of errors. Thus means that surface strategies are helpful to the researcher concern in identify the process learner.

In this research, the writer concern in grammatical errors contains in mid term writing test paper of STAI Mahad Aly Al hikam students. The writer used the theory from Burt, Dulay, and Krashen (1982) and James (1998) for this research, but the researcher used Burt, Dulay and Krashen as the main theory in his research.

According to Burt, Dulay, and Krashen (1982) divided errors into four types, they are

2.4.1.1 Ommision

Burt, Dulay, and Krashen (1982, p.154) explain that ommision is “*the absence of the item that must appear in well-formed utterance*”. Means that ommision identify when there is an absent of item, which should be exist.

For example : “*Mary is the president of the new company*”
“*Mary president of new company*”

2.4.1.2 Addition

Addition errors are the opposite of ommision. They are characterized by the presence of an item which must not appear in a well-formed utterance. Addition errors usually occur in the next stages on learning process second language, when the learner has already acquired some target language rules.

2.4.1.3 Misformation

Misformation uses of the wrong form a structure morpheme. There are three subtypes of misformation. First is misselection, which suggests that learner misselects the word in a sentence. For example : “ I seen her yesterday” which should be “ I saw her yesterday”. Second, is archiform, which is defined as the selection of one member of a class of forms to represent other in class. For example, when there are several determines such as this, that, those, and these, the learners might use only one : that. Third, alternating forms, which are defined as fairly free alternation or various member of class with each other. For example “I dont play and I no play” alternate in the interlanguage of learners.

2.4.1.4 Misordering

Misordering is an “*incorrect placement of a morpheme in utterance*”. Means that misordering is the incorrect placement of part of sentence. In other word, is there is a mistake in arrangement the sentences, example :

Wrong : “*What Daddy is doing*”
Correct : “*What is Daddy doing*”

From the examples above, the first form are incorret, because the wrong of placement the morpheme.

2.5 Previous studies

In this research, the writer compares his study with Vibria Sani (2008), a student of English Literature from Brawijaya University which investigated about research in *English-tenses error in the narrative essays of fourth semester of English literature students of Brawijaya University*” in July 2008.

The purpose of her research classified the kinds of error found in narrative essay of fourth semester students of English Literature. The purpose of her research classified the kinds of error found in narrative essay of fourth semester students of English Literature. Besides, it also aimed at diagnosing the causes why of the students committed the errors. The result of her research was there were 39 (20%) omission errors, 1 (0.5%) addition errors, 251 (76%) misinformation errors, 5 (2.5%) misorderings errors, and 2 (1%) double errors found in narrative essay of fourth semester students of English Literature. From the result above, it could be concluded that the errors mostly commit by the students were misinformation.

The research about error analysis has also been conducted by Artin Feriana Arjati (2007), a students of Semarang State University. The title was “ An error analysis on the use of gerund among the fourth semester students of English Department of Unnes in the academic year of 2006/2007”. The purpose of his research was to identify and classify the error on the use of gerund found in the fourth semester students of English department of Unnes (Universitas Negeri Semarang).

The result of this research was there were errors on the use of gerund were produced, which can be grouped into six types of errors heading :

3. Errors of the used of gerunds in the negative adjective “No” is 69.39 %;
4. Errors of the used of gerunds as “subjets” is 46.71%;
5. Errors of the used of gerunds as “subjunctive complements is 32.82 %;
6. Errors of the used of gerund as “direct objects” is 31.29 %;
7. Errors of the used of gerund as “objects of prepositions” is 26.53 %; and
8. Errors of the used of gerund after possessive is 16.33 %.

In this research the writer has similarity in the data that will be analyzed which used written text as the data research object. But the difference is the researcher have the different research subject during his research. In previous study, Vibria sani (2008) concerned in English department students of University of Brawijaya, and the researcher concern in Mahad Aly students, which are different on education background.

The researcher has the similar source of data with the second previous study Feriana Arjati (2007), which used written data as the source of data, but the different are, the researcher identify the errors by grammatical way, using surface strategy taxonomy, and classify the error based on omission, addition, misformation, and misordering.



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CHAPTER III RESEARCH METHODS

This chapter discusses the methods of research. It describes the way the writer will collect, classify and analyze the data. In this research methods, the writer explain them into the type of research, data source, data collection and data analysis.

3.1 Type of Research

In this research, the writer uses a descriptive qualitative method to collect the data. According to Ary et. al (2002, p.442) the data describe content or document analysis as “a research method applied to written or visual materials for the purpose identifying specified characteristic of the materials?”. The writer use qualitative method, because the data in the form of word rather than numbers.

3.2 Data and Data Source

The source of data for this research were taken from the mid term test papers of fourth semester students of STAI Mahad Aly Al Hikam, Malang, and collected by the lecturer. The Mid term test produced by 15 students (15 papers) from one class (fourth semester students). The number all of students in fourth semester are 15 students. Then since 2 of 15 papers showed incomplete response toward test. These data was screened out, because those two students did not follow their lecturer's instructions during the test. Thus, the papers that was used as the source of data are 13 papers.

The data is all the erroneous words, phrases and sentences produced by students in their midterm test paper, which contain of omission, addition, misformation, and misordering errors.

3.3 Data Collection

In collecting the data, the researcher collected the mid term writing test paper sheets. The researcher asked permission from lecturer and students to get the mid-term test paper to be source of study. In classroom they required to write the midterm test in essay. The lecturer give an instruction, by which students are required to write about topic "why people go to school". The test put in class, within an hour, as the duration time to write the essay. When the test was finished the researcher collected all the midterm test paper.

3.4 Data Analysis

According to Moleong (2000,p.103) propose that “data analysis is a process of managing and organizing the data to be analyzed”. The writer analyzed the data with several steps :

1. Identifying the sentence which contain of errors involving misformation, omission, addition and misordering errors in each paragraph from Midterm paper sheet. In this part, the researcher look from students midterm test paper, by checking each midterm test paper. To easily display data, the data were coded based on “(P) paper, “(Par)” Paragraph, and “(L)” Line.
2. Categorizing the errors based on surface strategy taxonomy. The errors were classified into omission, addition, misformation and misordering.
3. Analyzing the errors and giving some corrections. The researcher gave corrections in errors that occurred.
4. Identify the most frequently error produced by the fourth semester students. After giving correction of all errors that occurred, the researcher identified the most frequently errors that appeared.
5. Drawing a conclusion. The last is make a conclusion from all the research result.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the finding of this research and the discussion of the finding.

4.1 Finding

This chapter presents finding and their discussion related to theoretical framework used and previous study. The finding of this research is the result of the data analysis on the erroneous words, phrases, or sentences of the language used in Midterm test paper of fourth semester students of STAI (College of Islamic Studies) Mahad Aly, Al Hikam.

The findings are the data which were taken from one English class which taken from 15 midterm test papers that were analyzed, the writer found 81 errors, which were classified based on the surface strategy taxonomy proposed by Krahen (1982, p.150)

4.1.1 Type of Errors

The errors appeared at almost every paper in the students midterm test paper in which those represent four types of errors based on the surface strategy taxonomy.

Those are omissions (Om) with 29 errors (35,9 %), additions (Ad) with 44 errors (54,3%), misformation (Mf), 6 errors (7,4 %), and misordering (Md) with 2 errors (2,4%) . The total number of erroneous word, phrases or sentences found is 81 errors.

4.1.2 Analysis of Errors

The writer analyzed the errors found in the midterm test paper by describing the errors and providing the correction that should be used in the language use of this midterm test paper. Each type of errors is described in order to why those are considered errors. The analysis is started from omission, additions, and misformation.

4.1.2.1 Omission

There are four kinds of omissions found in the students midterm test paper: omission of article, omission of *be*, omission of preposition, omission of plural marker, and omission of verb agreement (s) Each of them is discussed in the following explanation.

a. Omission of article

The writer found seven (7) omissions of article. The table 4.1 in the following presents the data.

Table 4.1 Omission of Article

No	Code	Sentences	Correction
1	P3, Par 2, Line 3	Pen is instrument.	Pen is an instrument
2	P3, Par 2, Line 4	Dictionary is book containing the words	Dictionary is a book, containing of words
3	P3, Par 3, Line 5	Become person is success in the world	Become a successful person in the world
4	P4, Par 1, Line 2	School is institute or organization	School is an institute or organization.
5	P4, Par 2, Line 5	If you want to be perfect human.	if you want to be a perfect human.

6	P8, Par 4, Line 1	People go to school one of purpose	People going to school is one of <u>the</u> purposes
7	P14, Par 1, Line 3	We are followers Muhammad SAW	We are <u>the</u> followers of Muhammad SAW

Actually, the essential of using article either “a/an” (indefinite article) that is used for mentioning someone or something for the first time or “the” (definite article) that is used for referring to somebody or something that has already been mentioned must in English. However it can be seen that the article both “a/an” and “the” are omitted in all the sentences above.

The omissions of article “a/an” are shown in e.g. *if you want to be perfect human..* from the one sentences above, the words *perfect human* should be preceded by indefinite article “a/an” to indicate those words is have indefinite subject, so article “a” should be put before words “*perfect human*”.

The omission article of “the” are shown in e.g. *people go to school is one of the purpose* and *We are followers Muhammad SAW*. The nouns *purpose* and *followers* should be preceded by definite article “the” to indicate those words are definite.

b. Omission of be

There are four (4) omissions of *be* found in students midterm test paper. The table 4.2 below presents the data

Table 4.2 Omission of be

No	Code	Sentences	Correction
1	P2, Par 5, Line 2	Most them assumed from everything would keep getting better.	Most of them <u>are</u> assumed that everything would be better.
2	P5, Par 1, Line 2	People have kind of activity, they contractor, businessman, worker, student ..	People have kinds of activities. They <u>are</u> contractors, businessmen, workers, students....
3	P6, Par 3, Line 4	Live be good a man	Life <u>is</u> to be a good man
4	P8, Par4, Line 1	People go to school one of purpose	People go to school <u>is</u> one of the purposes

Those errors considered when “be” should be appear in those sentences are omitted. The sentence, *there contractor, businessman, worker, student and Most them assumed from everything would keep getting better.* shows that the students forget to put “be” (are) into the sentences. The sentences “*there a contractor, a businessman, a worker, a student and Most them assumed from everything would keep getting better*” is ambiguous because it did not refers to something or somebody. The students should put “be” in those sentences, to avoid the error.

c. Omission of Preposition

In this part, the writer found eight (8) omissions of *preposition* . The table 4.3 presents the data below.

Table 4.3 Omission of preposition

No	Code	Sentences	Correction
1	P2, Par 5, Line 2	Most them assumed from everything that would keep getting better	Most of them, are assumed that everything would be better
2	P3, Par 2, Line 1	Learning is gain a knowledge	Learning is to gain knowledge
3	P5, Par 1, Line 2	People have kind of activity, there contractor, businessman, worker, student ..	People have kinds of activities. They are contractors, businessmen, workers, students...
4	P6, Par 3, Line 1	We study or look knowledge in the school	We study or look for knowledge at school.
5	P6, Par 3, Line 4	Life be good a man	Life is to be a good man
6	P9, Par 3, Line 1	It is possible to change a life someone if he want study hard.	It is possible to change someone life if he wants to study hard
7	P13, Par 3, Line 1	The main of goal of study is how we have better life.	The main goal of study is to have a better life.
8	P14, Par 1, Line 3	We are followers Muhammad SAW	We are the followers of Muhammad SAW

The errors occurred when the students did not put any preposition, since they learn to make simple sentences. For example in sentence “*Most of them assumed that everything would keep getting better; We are followers Muhammad SAW,*” and also in sentence “*Life be good man*”; “*the main of goal of study is how we have better life*” seems that the students combined only a verb into sentences, without putted object of preposition. As we know that preposition uses are necessary to avoid an ambiguous in making correct sentences in English.

d. Omission Plural “s/es”

The writer found eight (8) omissions of plural marker. The table 4.4 below presents the data.

Table 4.4 Omission of Plural Marker (-s/-es)

No	Code	Sentences	Correction
1	P1, Par 2, Line 2	We must learn positive thing and negative thing.	We must learn positive things and negative things
2	P3, Par 2, Line 4	We should learn many instrument	We should learn many instruments
3	P4, Par 1, Line 4	Change the peoples character..	Change the people characters
4	P4, Par 2, Line 4	At the school we have some of assignment	At school we have some assignments
5	P5, Par 1, Line 2	People have kind of activity, there contractor, businessman, worker, student ..	People have kinds of activities. They are contractors, businessmen, workers, students...
6	P6, Par 2, Line 5	There we get teacher, friend	There we meet teachers, friends
7	P8, Par 4, Line 1	People go to school one of purpose	People going to school one of purposes
8	P15, Par 1, Line 3	If you want to be a teacher you must learning what is knowledge that teacher need	If you want to be a teacher you must learn what is knowledge that teachers need

The noun preceded by the quantifier such as *some*, *many*, and *ten* must be plural in which the appearances of the plural marker (-s/-es) is used to indicate that

those nouns are plural. For e.g. “ *We must learn positive and negative thing* ”; “ *at school we have some assignment* ”. In those sentence the students forget to put “s” after the words “*thing and assignment*”. “*Thing and assignment*” words must be preceded by plural marker “s” to show, if the “*thing and assignment*” are plural (is more than one).

e. Omission Verb Agreement (s)

The writer found two (2) omissions of verb agreement (s). The table below, will present the data.

Table 4.5 Omission of Verb agreement(s)

No	Code	Sentences	Correction
1	P6, Par 4, Line 3	Teacher teach us in the school	Teacher <u>teaches</u> us at school
2	P9, Par 3, Line 1	It is possible to change a life someone if he want study hard.	It is possible to change someone life he <u>wants</u> to study hard.

4.1.2.2 Additions

Like omission, additions appear in the various forms in the language use, in students midterm test paper. There are five kind of additions errors found in students midterm test paper : addition of article, additions of be, addition of plural marker,

addition of verb agreement (s), and addition of preposition. Each of these kinds is discussed in the following explanation.

a. Additions of article

The writer found twenty-seven (27) additions of article in the students midterm test paper. Those are put in table 4.6

Table 4.6 Additions of article

No	Code	Sentences	Correction
1	P1, Par 1, Line 1	Learning is <u>an</u> obligatory	Learning is obligation
2	P1, Par 2, Line 5	Allah and his prophet have said that learning is <u>an</u> obligatory.	Allah and his prophet have said that learning is obligation
3	P2, Par 1, Line 1	Learning is <u>an</u> obligatory	Learning is obligation
4	P2, Par 1, Line 2	Learning is <u>an</u> obligatory	Learning is obligation
5	P3, Par 2, Line 1	Learning is gain <u>a</u> knowledge	Learning is to gain knowledge
6	P3, Par 2, Line 4	dictionary is book containing <u>the</u> words	Dictionary is a book that contains words
7	P3, Par 3, Line 4	<u>The</u> children must learn	Children must learn
8	P4, Par 2, Line 2	We can join to <u>the</u> school	We can join to school
10	P6, Par 2, Line 4	In <u>the</u> school we can get knowledge	At school we can get knowledge
11	P6, Par 3, Line 1	We study or look knowledge in <u>the</u> school.	We study or look for knowledge at school.
12	P6, Par 3, Line 4	Live be good <u>a</u> man	Life is to be a good man
13	P6, Par 4, Line 2	We must to learn in <u>the</u> school	We must learn at school
14	P6, Par 4, Line 3	Teacher teach us in <u>the</u> school	Teacher teaches us at school.
15	P6, Par 4, Line 4	We must learn in	We must learn at school

16	P7, Par 1, Line 6	<u>the</u> school Learning is <u>an</u> obligatory	Learning is obligation
17	P8, Par 2, Line	<u>A</u> Human must always thanks to God	Human must always thank to God.
18	P8, Par 2, Line 2	Learning is <u>an</u> obligatory	Learning is obligation
19	P8, Par 2, Line 3	Learning is <u>an</u> obligatory	Learning is obligation
20	P10, Par 1, Line 5	Learning is <u>an</u> obligatory	Learning is obligation
21	P13, Par 4, Line 2	With learning we know the true and <u>the</u> false.	By learning we know the true and false.
22	P14, Par 1, Line 2	Learning is <u>an</u> obligatory	Learning is obligation
23	P14, Par 1, Line 2	Learning is <u>an</u> obligatory	Learning is obligation
24	P15, Par 1, Line 5	How to teach students in <u>the</u> class.	How to teach students in class.
25	P15, Par 2, Line 3	Learning is <u>an</u> obligatory	Learning is obligation
26	P4, Par 2, Line 4	At <u>the</u> school we have some of assignment	At school we have some assignments
27	P9, Par 3, Line 4	It is possible to change <u>a</u> life someone.	It is possible to change someone life

The underlined article *a* in the second sentence is not needed since it is inappropriate in English when an article precedes a verb (*a gain*). Meanwhile in the third sentence, *the* should not appear since it precedes the word *school* that means general (indefinite) whereas the actual use of *the* is to mention the definite thing. Thus both are considered errors.

b. Addition of be

The writer found two (2) additions of be in the students midterm test paper.

Those are put in table 4.7

Table 4.7 Additions of be

No	Code	Sentences	Correction
1	P1, Par 1, Line 3	We <u>are</u> must do it.	We must do it
2	P3, Par 3, Line 5	Become person <u>is</u> success in the world	Become a success person in the world.

It is necessary to use “*be*” in a way to make a correct sentences. “*be*” is important, in English, but some students are forget to put them, appropriately. It can be seen from words *are* in the sentences above. Because if the word “*are*” put into the sentences, it makes such sentence ambiguous, and become an erroneous.

c. Addition of Plural Marker

The writer found (two) 2 additions of “Plural Marker” in the students midterm test paper. Those are put in table 4.8

Table 4.8 Additions of Plural marker

No	Code	Sentences	Correction
1	P1, Par 2, Line 1	With learning we know <u>everythings</u>	By learning we know everything
2	P4, Par 1, Line 4	Change the <u>peoples</u> character.	Change the people characters

The Plural marker form is important to explain that the words that mentioned are plural or singular. Some of students make some errors, by put some plural marker

form, which are incorrect. From the data above are considered errors since the plural marker (-s/es) is added to the singular nouns in which “s/es” should not appear.

d. Addition of preposition

The writer found thirteen (13) additions preposition in the students midterm test paper. Those are put in table 4.9

Table 4.9 Additions of Object of preposition

No	Code	Sentences	Correction
1	P1, Par 1, Line 3	Just enough <u>to</u> do that obligation.	Just enough doing that obligation
2	P3, Par 1, Line 1	We must <u>to</u> look for many knowledge	We must look for much knowledge
3	P3, Par 1, Line 5	We must <u>to</u> look for it	We must look for it.
4	P3, Par 3, Line 4	Teacher must <u>to</u> do something for all children	Teacher must do something for all children
5	P4, Par 2, Line 1	The one of institute that can change <u>of</u> some of character.	The one of institutions that can change some of characters.
6	P4, Par 2, Line 4	At the school we have some <u>of</u> assignment	At School we have some assignments
7	P6, Par 1, Line 2	Obligatory is we must <u>to</u> do	Obligation is we must do
8	P6, Par 1, Line 7	We must <u>to</u> learn	We must learn
9	P6, Par 3, Line 1	We must <u>to</u> learn.	We must learn.
10	P6, Par 4, Line 2	We must <u>to</u> learn in the school	We must learn at school.
11	P8, Par 3, Line 1	Human must <u>to</u> seek for knowledge	Human must seek for knowledge
12	P13 Par 1, Line 1	<u>to</u> learning is an obligatory	Learning is obligation
13	P13, Par 3, Line 1	The main <u>of</u> goal	The main goal of study, is to

		of study, is how we have better life.	have a better life.
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From the data above the students commit the errors when using “of” while the students arranging a sentences. The using “of” in object of preposition, occurred when the students are only learned one form of objects of preposition.

e. Addition of Verb Agreement (s)

The writer found one (1) addition of verb agreement (s), in the students mid term test paper. Those are put in table 4.10.

Table 4.10 Additions of Verb Agreement (s)

No	Code	Sentences	Correction
1	P8, Par 2, Line 1	A human must always thanks to God	A human always thank to God.

4.1.2.3 Misformation

Like omission, misformation appears in the various forms in the language use, in students’ midterm test paper. There are two kinds of misformation errors found in students midterm test paper : misformation of article, and misformation of preposition . Each of these kinds is discussed in the following explanation.

a. Misformation of article.

The writer found one (1) misformation error of article in the students midterm test paper. Those are put in table 4.9

Table 4.9 Misformation of Article

No	Code	Sentences	Correction
1	P4, Par 1, Line 2	School is the institute or organization..	School is <u>an</u> institution or organization.

From the data above, the student did not put an article after words “*institution*”. Which that the words can not stand alone, without an article.

b. Misformation of Preposition

There are also five (5) misformation of preposition in students midterm test paper. Table 4.10 presents the data below.

Table 4.10 Misformation of Preposition

No	Code	Sentences	Correction
1	P3, Par 4, Line 13	children are working in school	children study <u>at</u> school
2	P5, Par 4, Line 14	Keep your spirit to study in university.	Keep your spirit to study <u>at</u> university.
3	P6, Par 3, Line 1	We study or look knowledge in the school.	We study or look for knowledge <u>at</u> school.
4	P6, Par 4, Line 3	Teacher teach us in the school	Teacher teaches us <u>at</u> school.
5	P6, Par 4, Line 4	We must to learn in the school	We must learn <u>at</u> school.

Those three sentences above are considered errors since the preposition form is inappropriate. Considering to the context of sentence, the preposition that is used is only in one form. Like e.g. the word *in school* in the first sentence should be “*at school*” and also to the following sentences, which are use the same preposition form “*in*” instead of “*at*”

4.1.2.4 Misordering

Like in Omission, Addition, and Misformation, the writer also find error in misordering. Those some data present in table 4.11 below.

Table 4.11 Misordering

No	Code	Sentences	Correction
1	P3, Par 3, Line 5	Become <u>person is success</u> in the world	Become a success person in the world
2	P9, Par 3, Line 4	It is possible to <u>change a life someone</u>	It is possible to change someones life.

In misordering, students are incorrect in placement of morpheme. Like an example in “*become a person is success in the world*” and “*it is possible to change a life someone*” Students put incorrect placement of morpheme because they had influenced by their first language, which they arranged morpheme based on their first language then transform into second language form, which is incorrect.

4.1.3 Data Classification

After presenting the data and data analysis, then identifying the types of errors, the writer has found that there are 81 sentences which contain errors, consisting 29 of omissions, 44 additions, 6 misformation, and 2 misordering

The data classification is divided into four groups which grouped by the error types, and classify the error that occurs relate to the error types theory.

4.1.3.1 Omission

From the data analysis before, the writer found 28 omission errors. For the analysis of omission errors, the writer presents that the main of omission error occurred in using of articles. From the data description table of omission error, found seven (7) omission error of using article, then eight (8) omission error of using preposition, four (4) omission error of using be, eight (8) omission error of Plural marker (-s/es), and two (2) omission of verb agreement (s).

The omission error occurs when the students deal with some forms such as, is, am, and are (in using *to be*), missing to put an article (a and the), deal with some forms of object of preposition (that, of and to) and also in putting another plural marker form that unnecessary use in the sentences.

Here some table of the number of Omission errors that occurred in 13 midterm paper sheet that have been analyzed.

Table 4.1.3.1: Types and Number of omission errors

Omission Errors	Number of Errors
Using be	4
Using of Article	7
Using of preposition	8
Plural marker(-s/es)	8
Verb agreement(s)	2
Total	29

4.1.3.2 Addition

From the data analysis the writer found 44 Addition errors. For the analysis of addition errors, the writer presented that the main of addition error occurred in using of articles and object of preposition. From the table of addition error subject, are found twenty seven (27) addition error of article, two (2) addition error of using “be”, two (2) addition errors of using plural marker (-s/es), twelve (12) addition errors of using preposition and the last (one) 1 addition of verb agreement(s).

From the all number of addition errors, 9 addition errors, some errors found in paper 4 and paper 3 in students midterm test paper, with three addition error of each.

Table 4.1.3.2: Types and Number of Addition errors

Addition Error	The Number of Error
Article	27
be	2
Plural marker (-s/es)	2
Object of preposition	12
Verb agreement(s)	1
Total	44

Addition error occurs when the students are over on giving some extra word in sentences, like extra of using be, object of preposition, plural marker (-s/es), article and noun, which students are put unnecessary noun in the sentence, and become incorrect.

4.1.3.3 Misformation

From the data analysis, the writer found 6 misformation errors from the 15 midterm paper sheet that was identify.

From all the misformation errors that occurred, the writer found some part of error, like misformation error of article, misformation error in using noun form, and misformation error in preposition. According to the data description table of misformation error above, the writer found one (1) misformation error of article, and five (5) misformation errors of using preposition

Table 4.1.2.3: Types and Number of Misformation errors

Misformation Error	The Number of Error
Using "article"	1
Using of Preposition	5
Total	6

The writer presented that the mostly misformation error occurred in using preposition in English, which are dominate with five (5) misformation error, from all the number of misformation error that found.

Misformation occurs when the students deal with some forms such as in using of some particular word like, "that, those, and this" (Archi forms). But the misformation error dominate by the error of Regularization forms, when the student put the wrong tense in sentences.

4.1.3.4 Misordering

From the data analysis, the writer found 2 misordering errors from the 15 midterm paper sheet that was identify.

Misordering occurred when students are incomplete to put the morpheme structure in the sentence. It occurred because the students are influenced by their first language, in order as second language learners. So, the students makes English similar to their first language that learned.

4.2 Discussion

Based on the explanation before, the errors that occurred caused by the low proficiency of students in acquiring English. From the explanation in introduction, in chapter I, the students learned English more when they were in STAI Mahad Aly, Al hikam, Malang. Before they were in STAI Mahad Aly Al Hikam, the students has a little time to learn English, because in their education institutions before, they more learned Arabic as their foreign language that takes as the compulsory. For the information, in Traditional Islamic School (*Pesantren salaf*) the students more provide Arabic as the language compulsory better, than English, because Arabic more learned as they need in understanding Holy Quran, and more Holy books that they learned. The English compulsory, has a little time to study, because they prefer to learn Arabic For the result, in every papers are contained errors. From the sentences in their midterm test paper, almost has errors. Its caused by the lack of knowledge in English. The students are not provides English as good as Arabic. So they produced

some errors when they produced English, in term of writing. Beside the lack of knowledge which caused the errors produced by the students, there also found a lexical choice, during their writing test paper. Its close to the lack of knowledge, when the students are confused in presenting something, which they did not know what they wanted to present, so it becomes an errors too.

The number of errors found in the students' midterm test paper is mostly occurred in which those errors appears at each students midterm test paper. There are three types of errors based on surface strategy taxonomy proposed by Dulay et.al (1982) (omission, addition, and misformation) appear in those students midterm test paper. Those errors appear in various kinds of cases, such as omissions of "be", article, conjunction, plural marker (-s/es) and verb agreement (s); additions of article, noun, "be", plural marker (-s/es), conjunction and verb agreement(s); misformation of using article, and preposition; and Misordering..

The total number of erroneous words, phrases, and sentences found is 82. The most errors that occurred is addition. There are 82 errors, consisting 29 omissions, 44 additions, 6 misformation, and 3 misordering. The table of error percentage presents below.

Table 4.1.4.1: Types and Number of errors

Error Type	Number of Errors	Percentage (%)
Omission	29	35,9 %
Addition	44	54,3%

Misformation	6	7,4%
Misordering	2	2,4%
Total	81	100%

From the table above, the most frequently error that omitted by fourth semester students of STAI, Mahad Aly, Al Hikam, Malang, in their midterm test paper, the first one is Addition errors with 44 errors (54,3 %). Then, Omission error with 29 errors (35,9%). Then misformation error with 16 errors (7,4%), and misordering with 2 errors (2,4 %)

The result of this research is different from the previous research conducted by Vibria Sani (2008) in term in the most number of errors. Misformation is the greatest number of errors found. Vibria Sani (2008) analyzed the grammatical errors produced by regular students and those produced by fourth semester students of English literature in their narrative essay. She found misformation as the most number of errors with 251 (76%) omission errors produced by the fourth semester students of English literature. Meanwhile in this research there are 44 addition (54%) found. Specifically, in this research addition of article is the most dominant error found with 27 errors. The errors mostly occurs since there is no article found in Indonesia language (*bahasa*). The noun is directly mentioned within using more articles.

The errors that occurred in students midterm test paper concern on the use of article, which no article found in (*bahasa*) Indonesia language. The form of article like “*a/an*” are not found in *Bahasa*. For the information, if in Indonesia language has

verb, noun, adjective, adverb, complement, pronoun, preposition, prefix, infix, and suffix. There is no article in Indonesian language. On the contrary, English has two types of article (definite article and indefinite article) to mention the noun (Azar 1993, p 70). Thus the rules of those articles use may create confusion and difficulty for the Indonesian in applying this kind of part of speech. Beside of errors on addition of using article, in this research the writer found some error related to the lexical choice. Some of students are confused, when they try to present something, but they cannot describe, what they want to present, which is make a different meaning, in sentence that they produced. It is caused by the lack of knowledge in English, specifically in a vocabulary. When the students lack of vocabulary, they were difficult to presented some words, which they did not know, and it comes errors. Moreover, this cannot be separated from the development of interlanguage as the part of second language learning since additions of article are the result of the influence of the first language (Indonesian) and the second language (English).

Fortunately, the existence of errors in the language use in students midterm test paper was noticed by the teachers. The teachers said that the grammar is good for the students level. In fact, the students are not good enough to acquiring the second language that learned, because the students were on the first step in understanding the grammar.

CHAPTER V

CONCLUSION

5.1 Conclusion

Based on the analysis, the writer concludes that the types of error committed by student of second semester students of STAI Mahad Aly Al Hikam, Malang are Omission, Addition, Misformation and Misordering. Knowing that the causes of errors found in this study are both interlingual transfer and strategy of second language learning, the writer proposed that it commonly happens in all countries which are not the native of English. It is so because the second language learner, in this research, the students, they have been using bahasa Indonesia since they were born and become their first language. Thus, when they are faced with foreign language, in term of learning second language, most of them are still influenced by bahasa Indonesia when produced English. The writer, realize that during the process of second language learning, the students influenced by their first language, because interlingual transfer.

5.2 Suggestion

Through this study, the writers will recommendation some suggestion for the next research.

5.2.1 The Next Writer

The writer suggests the next writer to conduct similar research with different object that may reveal another type of error. The next writer can take another object from books, or article on the internet as the source of data.

5.2.2 The Students

Based on the analysis, the writer suggestion that the students should learn more about English tenses as the second language learners. It is important to them as the second language learner to explore their ability in acquiring second language. So they can acquire English as good as their first language.

5.2.3 The Teacher

The teachers should be more attention, when they present the instructions or the materials, which can be easily understood by both teachers and students. Thus, there were no significance problems during the process of English learning at the class.

Is good for the teachers, to explain more about the grammar in class, giving more examples of grammar usage in terms of giving more understanding in grammar rules in second language that learned (English).

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APPENDICES



**Appendix 1 : Paper 1
Rahmat / Semester 4**

Why Should People Go to School?

We do know, that “learning is ***an obligatory***”. We believe that learning’s not only obligatory but also the important thing for us, to face our future. If we do something based on it’s an obligation, we ***are*** must do it, just enough to do that obligation! But if we feel that learning is our needs or our needful, certain we get it and save it.

With learning we know everythings...with learning we can do everything (positive and also negative things). But we must learn ***positive thing and negative thing*** just for knowledge. Positive thing and negative thing , both of them must be learned by us. We can do it (learning) whenever, wherever we want.

Closing : Allah and his prophet have said that learning is an ***obligatory***

Note : Omission (**Bold**), Addition (***italic Bold***), Misformation (***Italic Bold Underline***)

Appendix 2 : Paper 2
M. Ainul Yaqin / Semester 4

Learning is an Obligatory

The obligation a morally responsible Muslims is to expend his efforts in the way of learning is an obligatory on him to learn, including aqidah, purification, prayer, fasting, buying and selling and everything that effect him because of his occupations, such as being a doctor. If he doesn't learn these, he is a sinner. The purpose is making these thing obligatory to learn is that make one's worship and bussines valid through knowledges of components and conditions.

To seek for knowledge. When we seek for knowledge and understanding all we do. Seeking knowledge and understanding something we all do. We read and study voraciously in effort to learn more about a given subject. The subject varies as our interest waves and wanes. Something we are frustrated because we can not find answer.

I believe that there are some thing is that we will not find the answers to in this life. These are things that contrary to other times, the answer could come to us in this life, but only after we are living up to the knowledge we already have. Our seeking seems to outrun what we are ready to receive and we can make our own opinions.

For better live in the future, will life get better. A small group of determined individuals could change the world in fact it is the only thing that ever does things can get better, but only if you and others around you refuse to accept that things can't and fight to make better.

In 1964 I attempted to take a serious look into the future that was a time when **most them assumed** from everything would keep getting better, and that the future generations would be enjoy life in a much better world

Appendix 3 : Paper 3
Baharuddin Zaini / semester 4

We must *to* look for many knowledge in this world for example, education of Islam, social, mathematic, and another. Our prophet Muhammad order to us, look for science in China. (knowledge about the structure and behavior of the natural and physical world based on facts that you can prove, by experiments, therefore we must to look for it).

Learning is gain a knowledge or skill in a subject or activity, and knowledge gained by study. Every time and every where we should always learn many instrument when we do it. Like Book is main division of a large written work. Pen is **instrument** for writing with ink. Dictionary is **book** containing the **words** of language with there meanings, arranged in alphabetic order.

School is the place where children go to educated (proses of teaching, training and leaning) or where people go to learn a particular skill or time during the day when *children are working in school*. Teacher (persons who teachers especially in a school) must to do something for all children. Its mean while, *the* children must learn what give teacher for us. So that we get become person is success in the world and akhirat.

Appendix 4 : Paper 4
Ghulam Syahril / Semester 4

Why people should go to school?

School is one of institute or organization that can change some of the bad character of people. School is institute or organization designed for the teaching of students under knowledge of teacher. Teaching system of instruction of formula. The system can give the guarantee of change the peoples character. If people never taste the table of school, so he still asked they the man or the animal? Certainly! That can describe us that learning is an obligatory.

If we know that school has meaning, the one of institute that can change some of character so we while want to seek for knowledge. We can join to the school, cause of its will be given us some of knowledge via learning community in the system. At **the** school we have some **of assignment** that will deliver us to the gate of success man (perfect human) among of. If you want to **be perfect human**. We have to read, the Islamic literature, we have to applicating after the read the most important of point is we obligating to do well in our life.

If the first paragraph describe us that how we can seek for knowledge? And the answers is we can join to the school, and we will get some knowledge. If we has gating the knowledge automatically we will manage our life now or tomorrow with the knowledge or science, that has get in the school. So we can reach a success man for better life in the future time.

Appendix 5 : Paper 5
Subur Wijaya / Semester 4

Why should people go to school?

Every day we has know many **people have kind activity, there contractor, businessman, worker, student**, etc. Actually we as student have responsibility that is learning by way of go to school because that is an obligatory for every students like our prophet said “*to seek for knowledge is **an obligation** for moslem*”

Many benefit when should people go to school, to seek for knowledge, because if some people go to school and he focus to study, certainly he had new some informations / knowledge, and life skills. To seek for new experience, yeah actually will be different between some people who are study / learning in the school with some people who not study in the school.

And then for a better life in the future. Certainly learning is very important for as students because by leaning/ study, read, we will close window of world and by knowledge we will be better life in the future, because competition in the future will very thight so by stock knowledge we hopely will be better for everything.

Come on guys **keep your spirit to learning in the university**. Etc. In order to success people in the future. Ok thanks and fighting guys.

Appendix 6 : Paper 6
Mohamad Sholihin/ Semester 4

Introduction

Learning is we are reading, writing, looking, saying and studying about something to knowing. Obligatory is we must to do it, like we must read a book everyday and everytime when we enjoy and relax. We write about knowledge when we get from book's or teacher, we look about knowledge from our teacher, our friend or our family, we say about something to knowledge, we say it to our teacher, friend and other , and than we study knowledge to applicatived or implemented when we are teacher or lecturer or we are brother and father until we dead, than we must *to* learn about knowledge to feel our idea and our vision, like prophet Mohammad said "we are looking for knowledge until China country, or we are obligation to looking knowledge from we are born and until dead.

Body of essay

We know, knowledge is something obligation to get it, something to construct our idea, something to superman, something to success, something to want it, if we want to it, we must learn and study because when we learn we get knowledge and then we can success. ***In the*** school we can get knowledge, so we should go to school to learn because school is a place of knowledge, in **there we get teacher, friend,** to give us motivation to learn.

If we want to success we must *to* learn and we learn knowledge we study or look knowledge in the school, knowledge can us better life. If we think a man go to school between a man live in other place, we know who go to school to learn be a succesman easily, so we ***live be good a man*** and excellent.

Closing

Learning is we study knowledge, like read a book, write a book, to get our idea, and than if we want to get knowledge we must *to* learn in the school because school is a place for knowledge and teacher teach us in the school, and we have friend who know knowledge. **We must learn in the school** better we learn other place we can a superman.

Appendix 7 : Paper 7
Achmad Fauzi H/ Semester 4

Introduction

As we know, that we live in modern era, era technology, it is obligate to know epistemology and develop it in order that we able to get a solution to overcome the problem. It is caused by this modern era. The epistemology that we must know is not only about religious but we must know a science with the knowledge that we have, we hope to Allah we can get a happiness in this world and akhirat. So learning is **an obligatory**.

Inside to seek for knowledge is an our requirement as we know that Allah and prophet Muhammad oblige us to do it. As like in firman Allah : “Read with the name your God, who is the greatest of the Humans for ‘alaq, read with the name of your God that is Akrom, who teach with Qalam. This ayat explain that we must seek knowledge why we must seek knowledge ? the best answer is in order to an our better life in the future.

So we must learning and learning until we die, for our better life in the future, in this world to akhirat.

Appendix 8 : Paper 8
Ahmad Buchori Muslim/ Semester 4

God was created human with perfect. Human gift from god, that is mind, that difference between huan and the other it was god created.

Therefore a human must always *thanks* to God, by way of use the mind for think what was god created. And by way learn because leanings is *an obligatory* for all muslims. This is described by hadist : “To seek for knowledge is *an obligatory* for all muslims”.

So, human must *to* seek for knowledge wherever. Not just in the formally education (like school). But human can learn from family and from circle or with society.

People go to school, one purpose is *to* seek for knowledge and to seek new experience. With leaning people can make better life in the future if they are seriously in learning because is impossible get a better life in the future without seriously in learning. The last we must use what was god give to all for make better life in the future, by way seriously in learning.

Appendix 9 : Paper 9
Lukman Hakim / Semester 4

Why should people go to school?

The first I want to re tell about this title "why should people go to school?", so in this title it is very interest if you know that. In each learning there are exercises to develop the students for knowledge. Example : enrich the students knowledge of language, skill academic, and learn knowledge about people, school, and the other.

The people go to school, you know we are want to go to school because we know the learning is obligatory for us, for example, The people study language, so they are know what must they do, so that the development of language skill and the people make a material and activities. So that process of learning, however users are free to use the materials to learning becomes more effective and interesting

The people are live in education center, they are studying and learning everytime, why because they are know, if the people learning they are know about all knowledge for better life in future, the people must study hard to know all knowledge. It is possible to change *a* life some one if he want study hard. For example the student can change his life if he is rich knowledge.

So if you know that, the learning is very-very interesting. If you want to study hard and make adjustment using the own ideas and based on familiar situations.

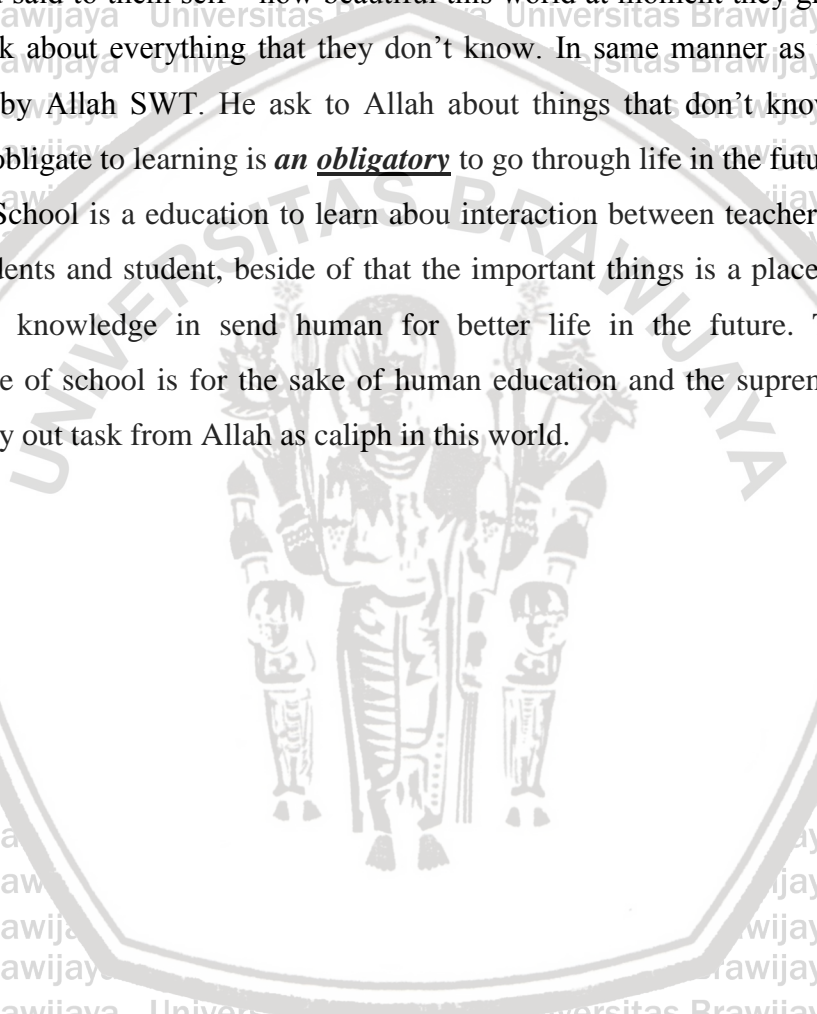
**Appendix 10: Paper 10
Zaka A / Semester 4**

Why should people go to school?

Human was born didn't know anything. They saw this world with cheerful face and said to them self " how beautiful this world at moment they grow be a man.

They ask about everything that they don't know. In same manner as prophet adam created by Allah SWT. He ask to Allah about things that don't know those for a human obligate to learning is ***an obligatory*** to go through life in the future.

School is a education to learn about interaction between teacher and students, and students and student, beside of that the important things is a place to found and increase knowledge in send human for better life in the future. Therefore the existence of school is for the sake of human education and the supreme knowledge and carry out task from Allah as caliph in this world.



Appendix 11 : Paper 13
M Ainul Mustofa/ Semester 4

Why people should go to school?

Learning is an obligatory, because with learning we will get science and knowledge. If we have knowledge and science, our life will be easy. We will not find anything in this world without science or knowledge and possible we will get knowledge or science without learning

There are many duty must do to seek for knowledge that is have commitment, discipline, study hard and there is change for attitude and behavior.

The main of goal of learnings is how we have better life in the future. I sure that more of people need the better life in the future and the one of way is have any knowledge. We must success in learning, we must do the duty of learning mentioned.

How important learning in our life, with learning we will get knowledge and science, with learning we know the true and *the* false. We know the dark and the light, and so on. So if you feel life, you must learning.

People Muslims must go to school to be king of knowledge from amother muslims people, because by knowledge Muslims people can open this world and can not know Syariah law and another law. From this letter belong to me, for better life in the future is Muslims peoples go to school whit it to easy in our life based on knowledge.

People Muslims not enough just go to school, he must worship Allah only to be better in life, he sold not drink wine, alcohol, and gamble. He must help poor muslims and be kind and stronger.

Appendix 12: Paper 14
M Ainul Mustofa/ Semester 4

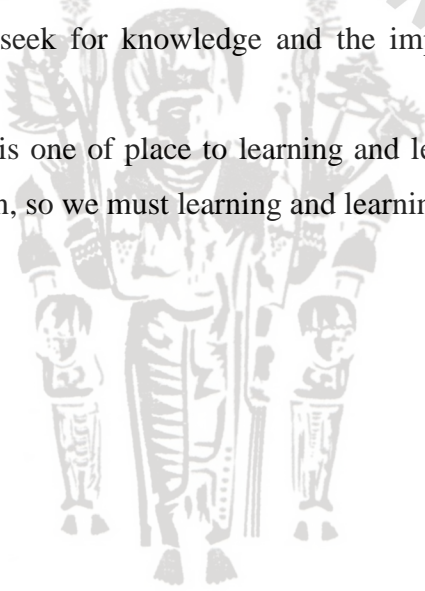
Why people should go to school?

School is one of place to learning. So we should go to school, as we know about learning is an obligatory. Rasulullah Saw, said : Learning is *an obligatory*, for Muslims. So we are followers Muhammad Saw must learning.

Why learning is an obligatory? Because with learning we seek for knowledge we know this is bed or good. If we have knowledge, we can about halal and haram.

People have knowledge difference people have not knowledge. Second, why people should go to school? Because people want to better life in the future. All people go to school for leaning and seek for knowledge and the important is better life in the future.

The end, school is one of place to learning and learning is education. As we know, long life education, so we must learning and learning for the our life better.



Appendix 13: Paper 15
M. Zefri Syaebani/ Semester 4

Why people should go to school?

In this era, learning is very important for everyone, because without learning we do not know about anything. We will be blind life in this world. So, we must go to school to learning what must we know, to seek for knowledge that we need. If you want to be a teacher you must learning what is knowledge that teacher need. You msut learning how toteach students in *the* class. People/someone who not learning, like people who going to war without gun. For that you have to go to school to be better in your future.

School is one of place to learning. So we should go to school, as we know about learning is an obligatory. Rasulullah Saw, said : Learning is an obligatory, for Muslims. So we are **followers** *Muhammad* Saw must learning.

Why learning is an obligatory? Because with learning we seek for knowledge we know this is bed or good. If we have knowledge, we can about halal and haram. People have knowledge difference people have not knowledge. Second, why people should go to school? Because people want to better life in the future. All people go to school for leaning and seek for knowledge and the important is better life in the future.

The end, school is one of place to learning and learning is education. As we know, long life education, so we must learning and learning for *the* our life better.

APPENDIX 14: Berita Acara Bimbingan Skripsi



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5. Judul Skripsi : Error Analysis in The Writing Test by Fourth Semester Students of STAI Mahad Aly, Al Hikam, Malang
6. Tanggal Mengajukan : 3 Maret 2011
7. Tanggal Selesai : 2 Maret 2012
8. Nama Pembimbing : I. Sahiruddin M.A.
II. Agus Gozali, S,Pd
9. Keterangan Konsultasi

No.	Tanggal	Materi	Pembimbing	Paraf
1.	10 Maret 2011	Pengajuan dan Persetujuan Judul	Pembimbing I	
2.	20 Maret 2011	Pembahasan Bab I- III	Pembimbing I	
3.	24 Maret 2011	Pembahasan Bab I- III	Pembimbing II	
4.	25 Maret 2011	Revisi bab I-III	Pembimbing I	
5.	03 April 2011	Revisi Bab I dan Bab III serta pembahasan Bab II	Pembimbing II	
6.	10 Juli 2011	Pembahasan Bab I- III dan ACC Seminar Proposal	Pembimbing I	
7.	15 Juli 2011	Pembahasan Bab I-III dan ACC Seminar Proposal	Pembimbing II	
8.	17 Oktober 2012	Revisi Bab I-III setelah Seminar Proposal dan Penyerahan Bab IV	Pembimbing I	

9.	02 November 2012	Revisi Bab I-III setelah Seminar Proposal dan Penyerahan Bab IV	Pembimbing II
10.	20 Desember 2012	Pembahasan Bab IV dan Penyerahan Bab V	Pembimbing I
11.	21 Desember 2012	Pembahasan Bab IV dan Penyerahan Bab V	Pembimbing II
12.	27 Januari 2012	Pembahasan Bab I- Bab V dan ACC Seminar Hasil	Pembimbing I
13.	27 Januari 2012	Pembahasan Bab I- Bab V dan ACC Seminar Hasil	Pembimbing II
14.	7 Februari 2012	Revisi setelah Seminar Hasil dan ACC Ujian	Pembimbing I
15.	7 Februari 2012	Revisi setelah Seminar Hasil dan ACC Ujian	Pembimbing II
16.	7 Februari 2012	Revisi setelah Seminar Hasil dan ACC Ujian	Penguji I
17.	7 Februari 2012	Revisi setelah Seminar Hasil dan ACC Ujian	Penguji II
16.	20 Februari 2012	Revisi setelah Ujian	Penguji II
17.	21 Februari 2012	Revisi setelah Ujian	Pembimbing I
18.	21 Februari 2012	Revisi setelah Ujian	Pembimbing II
19.	21 Februari 2012	Revisi setelah Ujian	Penguji I
20.	27 Februari 2012	Revisi setelah Ujian	Pembimbing I
21.	27 Februari 2012	Revisi setelah Ujian	Pembimbing II
22.	2 Maret 2012	Revisi setelah Ujian	Penguji I

10. Telah dievaluasi dan diuji dengan nilai:

Malang, 2 Maret 2012

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Dosen Pembimbing II

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