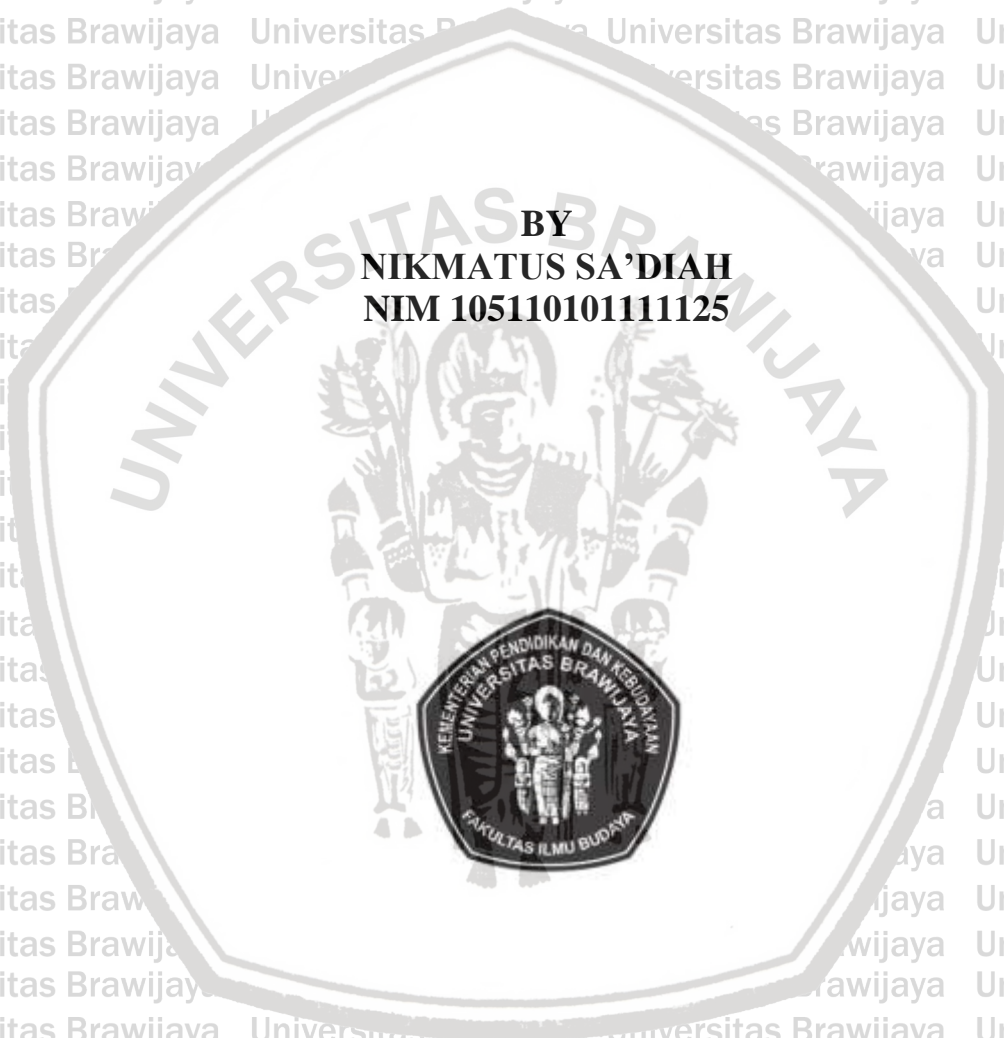


**ERROR ANALYSIS ON THE WRITING TASKS PRODUCED  
BY STUDENTS OF “AZET LANGUAGE CENTRE MALANG”**

**THESIS**

**BY  
NIKMATUS SA'DIAH  
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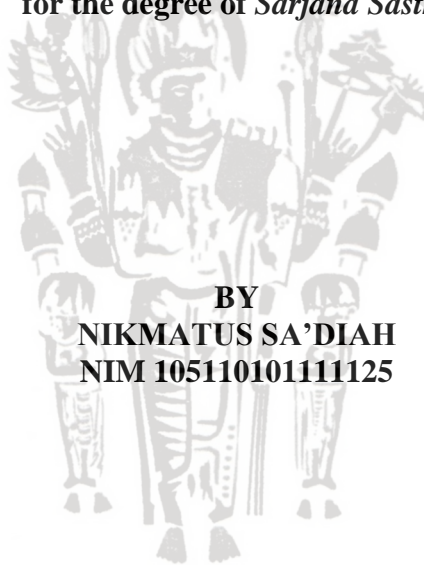
**STUDY PROGRAM OF ENGLISH  
DEPARTMENT OF LANGUAGES AND LITERATURE  
FACULTY OF CULTURAL STUDIES  
UNIVERSITAS BRAWIJAYA**

**2014**

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STUDENTS OF “AZET LANGUAGE CENTRE MALANG”**

**THESIS**

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



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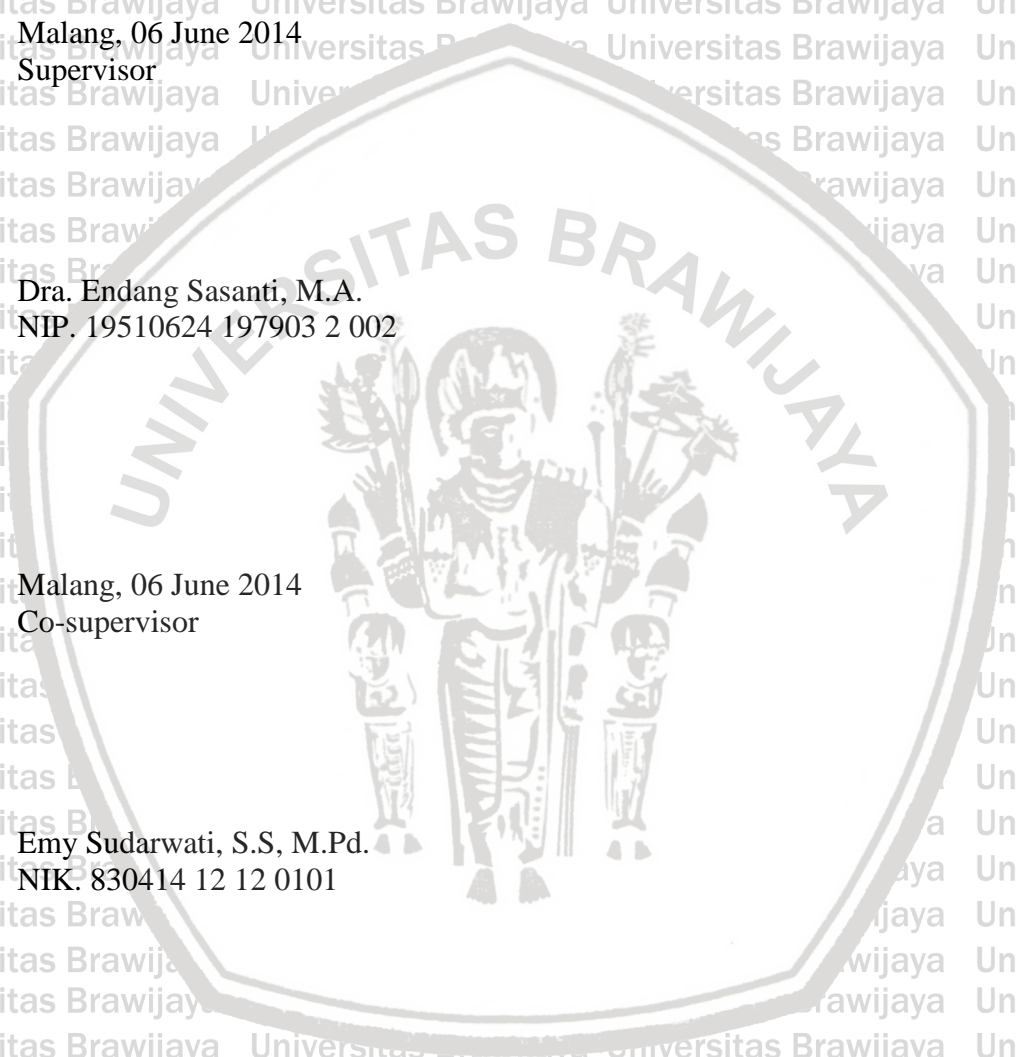
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## ABSTRACT

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**Keywords** : error analysis, surface strategy taxonomy, source of error, writing tasks

Learning a second language is difficult for learners, especially Indonesians because they must learn about grammar of the second language. The learners sometimes make an error in their learning process because they borrow the rules of their first language to the second language. Writing is the most difficult skill. Therefore, they often make some errors. The writer would like to answer three problems of this study which are: what are the types and sources of errors found on the writing tasks produced by students of "AZET Language Centre Malang" and what is the most frequent type and source of error made in the writing tasks produced by students of "AZET Language Centre Malang". The purposes of this study are to identify the types and sources of errors found and to analyze and find the most frequent type and source of error found. This study uses surface strategy taxonomy based on Dulay's et al theory (1982) and source of errors based on Brown (1980) and James' theory (1998).

This study uses qualitative research. The data of this study are taken from the writing tasks produced by students of "AZET Language Centre Malang". AZET is one of the famous English courses in Malang which sends its students to study abroad. In this study, there are 10 students as the participant based on their level, period, and target to achieve the high score in IELTS. IELTS is one of the requirements to study abroad.

The finding shows that based on the surface strategy taxonomy by Dulay et al (1982), there are Omission (43,1%), Misformation (39,4%), Addition (16,5%), and Misformation (1,1%). Omission has the highest number where errors occurred. For the source of error based on Brown (1980) and James (1998), there are Interlingual Transfer (23,94%) and Intralingual Negative Transfer (76,1%). From this finding, all of the students make errors and they do not apply all of the rules necessary in using the target language. It proves that it is difficult for them to achieve their high score target in IELTS.

The researcher suggests the next researchers to analyze by using another theory or adding more detailed explanation in the source of error. The next researchers can also broaden the data in order to get more variety of data which are going to be analyzed.

## ABSTRAK

Sa'diah, Nikmatus. 2014. **Error Analysis on the Writing Tasks Produced by Students of "AZET Language Centre Malang"**. Program Studi Bahasa dan Sastra Inggris. Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing (I) : Endang Sasanti, Pembimbing (II): Emy Sudarwati

**Kata Kunci** : analisis kekeliruan, strategi taksonomi, sumber kekeliruan, tugas menulis

Mempelajari bahasa kedua sangat sulit untuk para pelajar, khususnya pelajar Indonesia, karena mereka diharuskan untuk mempelajari tata bahasa dalam bahasa kedua. Para pelajar terkadang membuat kesalahan dalam proses belajar mereka karena mereka menggunakan aturan bahasa pertama mereka ke dalam bahasa kedua mereka. Banyak dari mereka yang berpendapat bahwa menulis sebuah tulisan adalah keterampilan yang paling sulit. Oleh karena itu, mereka seringkali melakukan beberapa kesalahan. Penulis ingin menjawab tiga rumusan masalah dalam penelitian ini, apa saja jenis kesalahan dan sumber kesalahan yang ditemukan dalam tugas menulis karya siswa(i) "AZET Language Centre Malang", serta jenis dan sumber kesalahan apa yang sering muncul dalam tugas menulis karya siswa(i) "AZET Language Centre Malang". Tujuan dari penelitian ini adalah untuk mengidentifikasi jenis dan sumber kesalahan yang ditemukan, serta menganalisis dan menemukan jenis dan sumber kesalahan apa yang sering muncul. Penelitian ini menggunakan Strategi Taksonomi berdasarkan pada teori Dulay et al (1982) dan sumber – sumber kesalahan berdasarkan pada teori Brown (1980) serta James (1998).

Penelitian ini menggunakan penelitian kualitatif. Data dalam penelitian ini diambil dari tugas menulis karya siswa(i) "AZET Language Centre Malang". AZET adalah sebuah kursus bahasa Inggris terkenal di Kota Malang yang bertujuan khusus mengirim para lulusannya untuk bisa bersekolah di luar negeri. Dalam penelitian ini terdapat 10 siswa(i) sebagai peserta berdasarkan level, serta target waktu mereka untuk mencapai nilai yang tinggi dalam IELTS. IELTS adalah salah satu syarat utama untuk bisa bersekolah ke luar negeri.

Hasil penelitian menunjukkan bahwa berdasarkan teori Dulay et al (1982) yaitu Strategi Taksonomi, ada penghilangan (43,1%), kesalahan formasi (39,4%), penambahan (16,5%), serta kesalahan pengurutan (1,1%). Penghilangan adalah kesalahan tertinggi yang sering muncul. Dalam sumber kesalahan berdasarkan teori Brown (1980) dan James (1998), ada pemindahan Interlingual (23,94%) serta pemindahan Intralingual secara negatif (76,1%). Dari hasil penelitian ini, seluruh siswa(i) banyak melakukan kesalahan dan tidak mempergunakan semua aturan yang diperlukan dalam menggunakan bahasa sasaran. Ini membuktikan bahwa sulitnya mereka untuk mencapai target nilai yang tinggi dalam IELTS.

Peneliti menghimbau bagi para peneliti selanjutnya untuk menganalisa dengan menggunakan teori lainnya atau menambahkan penjelasan yang lebih rinci dalam sumber kesalahan. Peneliti selanjutnya juga dapat memperluas data agar mendapatkan data yang beragam untuk dianalisis.

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Malang, 06 June 2014

The writer



## TABLE OF CONTENTS

<b>TITLE PAGE</b> .....	i
<b>DECLARATION OF AUTHORSHIP</b> .....	ii
<b>SUPERVISORS` APPROVAL</b> .....	iii
<b>BOARD OF EXAMINERS` CERTIFICATE OF APPROVAL</b> .....	iv
<b>ABSTRACT</b> .....	v
<b>ABSTRAK</b> .....	vi
<b>ACKNOWLEDGEMENTS</b> .....	vii
<b>TABLE OF CONTENTS</b> .....	viii
<b>LIST OF TABLES</b> .....	x
<b>LIST OF FIGURES</b> .....	xi
<b>LIST OF APPENDICES</b> .....	xii
<b>CHAPTER I INTRODUCTION</b>	
1.1 Background of the Study .....	1
1.2 Problems of the Study .....	4
1.3 Objectives of the Study .....	5
1.4 Definition of Key Terms .....	5
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
2.1 Second Language Acquition .....	6
2.2 Error and Mistake .....	6
2.3 Error Analysis .....	7
2.4 Types of Error .....	10
2.5 Source of Error .....	13
2.6 Writing Task .....	16
2.7 Previous Study .....	17
<b>CHAPTER III RESEARCH METHOD</b>	
3.1 Research Design .....	19
3.2 Data Source .....	20
3.3 Data Collection .....	21
3.4 Data Analysis.....	22

**CHAPTER IV FINDING AND DISCUSSION**

4.1 Findings .....	25
4.2 Analysis .....	26
4.2.1 Types of Error .....	26
4.2.1.1 Omission .....	27
4.2.1.2 Addition .....	37
4.2.1.3 Misformation .....	44
4.2.1.4 Misordering .....	55
4.2.2 Source of Error .....	55
4.2.2.1 Interlingual Transfer .....	55
4.2.2.2 Intralingual Negative Transfer .....	56
4.3 Discussion .....	68

**CHAPTER V CONCLUSION AND SUGGESTION**

5.1 Conclusion .....	73
5.2 Suggestion .....	74

**REFERENCES**

.....	76
-------	----

**APPENDICES**

.....	78
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## LIST OF TABLES

Table 3.1 Sample Table of Surface Strategy Taxonomy .....	22
Table 3.2 Sample Table of Source of Error .....	23
Table 3.3 Sample Table of Percentage of Error .....	24
Table 4.1 Table Frequency of Types of Error .....	25
Table 4.2 Table Frequency of Sources of Error .....	25
Table 4.3 Table Frequency of Each Type of Types of Error .....	26
Table 4.4 Omission of Article .....	28
Table 4.5 Omission of Be .....	30
Table 4.6 Omission of Conjunction .....	31
Table 4.7 Omission of Noun .....	32
Table 4.8 Omission of Plural Marker .....	32
Table 4.9 Omission of Possessive Marker .....	34
Table 4.10 Omission of Preposition .....	35
Table 4.11 Omission of Pronoun .....	37
Table 4.12 Addition of Adjective .....	38
Table 4.13 Addition of Adverb .....	39
Table 4.14 Addition of Article .....	39
Table 4.15 Addition of Be .....	40
Table 4.16 Addition of Conjunction .....	41
Table 4.17 Addition of Noun .....	42
Table 4.18 Addition of Preposition .....	43
Table 4.19 Addition of Pronoun .....	43
Table 4.20 Misformation of Adverb .....	45
Table 4.21 Misformation of Article .....	45
Table 4.22 Misformation of Be .....	46
Table 4.23 Misformation of Conjunction .....	47
Table 4.24 Misformation of Noun .....	48
Table 4.25 Misformation of Ordinal Number .....	49
Table 4.26 Misformation of Plural Marker .....	49
Table 4.27 Misformation of Preposition .....	50
Table 4.28 Misformation of Pronoun .....	51
Table 4.29 Misformation of Singular Verb .....	52
Table 4.30 Misformation of Verb .....	53
Table 4.31 Misordering .....	55
Table 4.32 Exploiting Redundancy .....	57
Table 4.33 False Analogy .....	60
Table 4.34 Incomplete Rule Application .....	61
Table 4.35 Misanalysis .....	66
Table 4.36 Overgeneralization .....	67
Table 4.37 Overlooking Coocurrence Restrictions .....	68

## LIST OF FIGURES

Figure 4.1 Percentage of Types of Error .....	70
Figure 4.2 Percentage of Sources of Error .....	72



## LIST OF APPENDICES

Appendix 1 Sample of Student's Writing Task .....	78
Appendix 2 Table of Types of Error .....	94
Appendix 3 Table of Source of Error .....	110
Appendix 4 <i>Berita Acara Bimbingan Skripsi</i> .....	128



## CHAPTER I

### INTRODUCTION

This chapter presents the background of the study, problems of the study, objectives of the study, and definition of key terms.

#### 1.1 Background of the Study

One of the languages that is mostly used in this world is English, and it becomes an International language. Therefore in all educational institutions, English is learned.

However, the learners find many difficulties to communicate in English, especially Indonesians because they do not use English every day in their daily life. They sometimes make errors or mistakes when they use English. Ancker (2000, cited by Darus 2009, p.407) states that errors are a natural process of learning and must be considered as a part of cognition. It means that the learners sometimes make an error in their learning process.

Error and mistake are quite different. It is supported by the statement from Ellis (1997, p.16). He distinguishes error and mistake. People do an error if they consistently make failure, and it indicates their lack of knowledge. On the other hand, mistake will happen if they sometimes make failure or just slip up.

According to James (1998, p.78), people make an error when they cannot correct it themselves. On the other hand, people make mistake when they realize or not but they do self-correction to minimize the errors. Thus they can correct it themselves.

In order to learn a language, it is necessary to understand the process that goes in the mind of the learner. Error analysis is a part of this process. According to Corder (1967), the primary aims of error analysis are to identify types and patterns of errors and to establish error taxonomies. These are supposed to be used to describe interlanguage and its development. Error analysis is supposed to contribute to a comprehensive knowledge about processes of second language acquisition, always assuming with Chomsky that there is something like a language acquisition device. In addition, results are intended to be used for a revision of theories of language learning as well as help to evaluate and improve language teaching.

Basically, English has two language elements that must be mastered, namely grammar and vocabulary. Those elements can increase the learner's skills to master English fluently. In English, there are four language skills, namely listening, writing, reading, and speaking. For many English learners, learning to write well in English is very difficult, especially for the students of "AZET" who become the participant in this study. Even for advanced level learners, written communications can come much more slowly in English than spoken communications. Therefore, writing is the most difficult one to be learned because of the necessity of learning a mapping skill to use written language.

The learners are required not only to speak English but also to apply it.

They do not only have to memorize a lot of English vocabulary, but they also have to be able to compose sentences properly by using correct patterns.

Therefore, the researcher chooses writing as the topic for this study.

In this research, the researcher chooses the data from “AZET Language Centre Malang”. For an information, AZET is one of the famous English courses in Malang which sends its students to study abroad. The researcher chooses the data from “AZET” because “AZET” not only creates its students to master in English well, but also prepares its students to be able to study abroad. The researcher takes the data from 10 students who have the same level and target score in IELTS. For an information, IELTS (International English Language Testing System) is one of the requirements to study abroad which has 4 sections in its examination. They are Listening, Writing, Reading, and Speaking. In the writing section, there are two tasks, namely descriptive paragraph and argumentative essay. The students must master those kinds of writing to get their target score in IELTS and to prepare themselves in IELTS examination.

Therefore, the researcher chooses those kinds of writing as the data.

The researcher wants to analyze the Error Analysis on the Writing Tasks Produced by Students of “AZET Language Centre Malang” by using the theory from the surface strategy taxonomy by Dulay et al (1982) and the source of error by James (1998) and Brown (1980). Surface Strategy Taxonomy is employed in this study because this theory discusses grammatical error comprehensively. The focus of this study is grammatical errors (error type). In this research, the



researcher also uses the source of error by James (1998) and Brown (1980) to know the reason of the learners when making errors.

This study has interesting topic because there are many errors from the use of English produced by students of "AZET". Mostly "AZET" students make some failure consistently because of their lack of knowledge. The researcher believed that it is included into an error, not a mistake because they actually do the errors and they cannot correct by themselves. Error happens because the learners have not mastered English well. They should learn grammar as one of basic elements in English if they want to master English.

This research is expected to improve people's knowledge about second language acquisition and its study such as error analysis, and it is useful for everyone who intends to know further about second language acquisition study.

### **1.2 Problems of Study**

1. What are the types of errors found on the writing tasks produced by students of "AZET Language Centre Malang"?
2. What are the sources of errors found on the writing tasks produced by students of "AZET Language Centre Malang"?
3. What is the most frequent type and source of error made in the writing tasks produced by students of "AZET Language Centre Malang"?

### **1.3 Objectives of Study**

1. To identify the types of errors found on the writing tasks produced by students of "AZET Language Centre Malang"?

2. To identify the sources of errors found on the writing tasks produced by Students of “AZET Language Centre Malang”.
3. To analyze and find the most frequent type and source of error made in the writing tasks produced by students of “AZET Language Centre Malang”.

#### 1.4 Definition of Key Terms

In order to avoid misunderstanding in interpreting the terms, the researcher gives operational definition of key terms on this study as follow:

1. **Error** is a fault caused by not comprehending the knowledge. (Ellis, 1994, p.58)
2. **Second Language Acquisition** is the way for people to learn a language other than their mother tongue, inside or outside a classroom. (Ellis, 1997, p.3)
3. **Error Analysis** is a procedure for analyzing second language data which begins with the errors that learners make and attempts to explain them. It uses the target language as the point of comparison. (Richard, 1980)
4. **Writing Task** in this research consists of two kinds, task one and task two. Task one is descriptive paragraph and task two is argumentative essay.
5. **AZET Language Centre Malang** is English course that is located at Jl. Galunggung No.39 Malang, East Java, Indonesia (AZET, 2010)

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter explains the definition of Second Language Acquisition, error and mistake, type of error, source of error, writing tasks, and the previous study.

#### **2.1 Second Language Acquisition**

The errors can be analyzed by error analysis in second language acquisition. Ellis (1997, p.3) states that Second Language Acquisition (SLA) is the way for people to learn a language other than their mother tongue, inside or outside a classroom. Learning a language is not an easy to do, thus the learners sometimes make an error as a part of their learning.

#### **2.2 Error and Mistake**

In linguistics, error and mistake are quite different. It is supported by Ellis (1997, p.16), James (1998, p.78) and Brown (2000, cited by Giordano 2011). Ellis (1997, p.16) distinguishes error and mistake. An error will happen if the learners consistently make failure. It shows their lack of knowledge. On the other hand, mistake will happen if they sometimes make failure or just slip up. While according to James (1998, p.78), people do error when they cannot correct by themselves. On the other hand, people make mistake when they realize or not

but they have self-correct to minimize the errors. Thus they can correct by themselves. Brown (2000, cited by Giordano 2011) says that a “mistake” is a result of stress. It does not occur in pattern. It also can be rectified by its doer.

While an “error” is a result of ignorance. It has a definite pattern and it cannot be rectified by its doer.

According to the explanation above, error and mistake are totally different.

Error is a deviation from accepted rules of a language made by a learner of a second language which cannot be self corrected. It occurs repeatedly and systematically. While mistake is produced by the native speaker and second language learners because of their slip of tongue and it has random ungrammatical formation. However, they can correct themselves quickly.

### 2.3 Error Analysis

Richard (1980) considers Error Analysis from three perspectives, reviewing the use of Error Analysis. The first perspective is to account for linguistic competence; the second is to identify learning processes and strategies, and the third is to provide input to language pedagogy. Thus, error analysis is a procedure for analyzing second language data which begins with the errors that learners make and attempts to explain them. It uses the target language as the point of comparison.

Corder (1974) states that there are some steps in the research by using Error Analysis. They are collection the data, identification of errors, explanation of errors, and evaluation of errors.

### 2.3.1 Collecting the Data

According to the size of sample, collecting the data or sample has three types of Error Analysis. They are a massive sample, a specific sample and an incidental sample.

In Error Analysis research, the researcher needs to make decision of what the sample are to be collected. The data needed is natural, spontaneous, or elicited in one way. Sometimes, the participant do not produced it naturally. So, as cited in Ellis (1994, p.50), Corder (1973) argues about elicited data. He identifies two kinds of elicitation. They are clinical elicitation and experimental elicitation. Clinical elicitation is to get the participant to produce the data of any sort, such as by having interview or by asking to write essay. Experimental elicitation is to get the data by using special instruments and containing linguistic feature.

### 2.3.2 Identification of Errors

In identifying errors, the researcher needs to make sure whether it is an error or a mistake. As cited in Ellis (1994, p.52), Corder (1974) elaborates procedures of identifying errors. He acknowledges the importance of interpretation and distinguishes three types, normal, authoritative, and plausible.

A normal interpretation occurs when the researcher could determine the meaning of the utterance based on the rules of target language. An authoritative interpretation involves asking the participant about the meaning of the utterance.

The last, plausible interpretation could be obtained by looking at the context of the utterance or by translating the sentence literary into the first language.

### 2.3.3 Description of Errors

Describing errors requires some kind of descriptive taxonomy as a basic of the explanation. There are some taxonomies to describe errors. As stated by Ellis (1994, p.54) the simplest taxonomy to describe error is linguistic taxonomy. There is also another taxonomy such as surface strategy taxonomy. As cited in Ellis' book, Burt, Dulay and Krashen (1982, p.150) state that surface strategy taxonomy is promising because it indicates the process of the learner's reconstruction of the second language. The next subchapter will explain more about it.

### 2.3.4 Explanation of Errors

The next step is explaining the errors. It concerns on the source of errors or the reason why the errors occurred. Ellis (1994, p.57) states that this step is the most important in SLA research because it tries to show the process of acquiring the second language.

### 2.3.5 Evaluation of Errors

Evaluation of errors is the last step in Error Analysis research. Ellis (1994, p.63) explains that it involves the consideration of the effect of the errors that have on the person addressee's comprehension of the learner's meaning or in terms of the addressee's affective response to the errors.

In this research, the researcher uses those five steps in Error Analysis research because the purposes of this study are to find out the types of errors and the sources of errors in the writing tasks produced by students of "AZET Language Centre Malang".

## 2.4 Types of Error

Dulay, Burt and Krashen (1989) limit their discussion to the descriptive aspects of error taxonomies on the assumption that the accurate description of errors is a separate activity from the task of inferring the sources of those errors.

They have focused on error taxonomies that classify errors according to some observable surface feature of the error itself, without reference to its underlying cause or source. They have called these descriptive taxonomies. Error analysis, from this perspective, is an analytical tool, as are the specification of transitional constructions, the computation of acquisition orders, and the delineation of special utterance types. They are linguistic category, surface strategy, comparative analysis; and communicative effect. According to Dulay et al. (1982), the most commonly used taxonomies are based on linguistic category, surface strategy, comparative analysis, and communicative effect.

### 2.4.1 Linguistic Category

These taxonomies classify errors according to the language component or linguistic constituent (or both of them) which are affected by the error. Among language components they count phonology, syntax and morphology, semantics and lexicon, and discourse (Dulay et al. 1982, p.146). Researchers use the linguistic category taxonomy as either the only one or combined with some other taxonomies. This taxonomy is also useful for organizing the collected data.

### 2.4.2 Surface Strategy

The taxonomy of Dulay et al. (1982, p.150) is divided errors into four categories, namely omission, additions, misformation, and misordering. Omission

is typical for the early stages of second language acquisition, whereas in the intermediate stages misformation, misordering, or overuse are much more common (Dulay et al. 1982, p.155).

Omission means that an item which must be present in a well-formed utterance is absent. There is an evidence that grammatical morphemes (e.g. noun and verb inflections, articles, prepositions) are omitted more often than content morphemes which carry the meaning (Dulay et al.1982, p.154-155). For instance, in the sentence “My father plumber”, the grammatical morphemes *is* and *an* are omitted.

Additions are the second category of surface strategy taxonomy and also the opposite of omission. The presence of an extra item which must not be present in a well formed utterance is characteristic for additions (Dulay et al. 1982, p.156).

Dulay et al. divides them into three categories, they are *double markings*, as in “Did you went there?”, *regularization*, for example sheeps, cutted, and *simple addition*, which contains the rest of additions (1982, p.156-158).

Misformation refers to “the use of the wrong form of the morpheme or structure” (Dulay et al. 1982, p.158). There are three types in it. The first is *regularizations*. An irregular marker is replaced by a regular one, as in *sheeps* for *sheep*. The second is *Archi-forms*. It refers to the use of one member of a class of forms instead of using all the members, for example using *this* in the situations when either *this* or *these* should be used. The third is *alternating forms* are represented by “free alternation of various members of a class with each other”, as in *those dog* and *this cat* used by the same learner (Dulay et al. (1982, p.157).



Misordering happens when a morpheme or a group of them is incorrectly placed, as in “I get up at 6 o'clock always”, where *always* is misordered (Dulay et al. 1982, p.162).

### 2.4.3 Comparative Analysis

The Comparative taxonomy classifies errors on the basis of comparing the structure of L2 errors to other types of constructions, most commonly to errors made by children during their L1 acquisition of the language in question. In this taxonomy, there are two main errors categories. The first are developmental errors, and interlingual errors, and of course the second one are ambiguous errors, and the “grab bag category” of other errors (Dulay et al. 1982, p.163-164).

### 2.4.4 Communicative Effect

This taxonomy focuses on the effect the errors have on the listener or reader. Dulay et al. (1982, p.189) argues that “errors that affect the overall organization of the sentence hinder successful communication, while errors that affect a single element of the sentence usually do not hinder communication”.

They call the former global errors and the latter local errors. Thus, communicative effect taxonomy is the perspective of the reader or hearer of the native language.

For example, a sentence “ Not take this vehicle, we late for school ”. In this sentence, there are many possible meanings. It can be “ Don't take this vehicle, we will be late for school ”, or if we do not take this vehicle, we will be late for school, or other meaning. It depends on the readers.

In this research, the researcher uses surface strategy taxonomy by Dulay, Burt, and Krashen (1982). Surface Strategy Taxonomy would be employed in this study because the focus of this study is grammatical errors (error type) and this theory discusses grammatical error comprehensively.

## 2.5 Source of Error

Among the most frequent sources of errors, Brown (1980, p.166) counts interlingual transfer, intralingual transfer, context of learning, and various communication strategies the learners use. James (1998, p.178-179) similarly classifies errors according to their source into four diagnosis-based categories with the difference that he terms category, induced errors.

### 2.5.1 Interlingual Transfer

Interlingual transfer or mother-tongue influence, causes interlingual errors. They are very frequent at the initial stages of L2 learning since the L1 is the only language system the learner knows and can draw on and therefore negative transfer takes place (Brown 1980, p.173). Brown also argues that when one is learning L3, L4 etc., transfer takes place from all the previously learnt languages but the degree of transfer is variable (1980, p.173).

Yule (2010) gives as an example, the Spanish L1 speaker who says in English *She name is Maria* is producing a form that is not used by adult speakers of English, does not occur in English L1 acquisition by children, and is not based on a structure in Spanish. Evidence of this sort suggests that there is some in-between system used in the L2 acquisition process that certainly contains aspects

of the L1 and L2, but which is an inherently variable system with rules of its own.

This system is called an interlanguage and it is now considered to be the basis of all L2 production.

### 2.5.2 Intralingual Negative Transfer

Intralingual negative transfer or interference is the source of intralingual errors (Brown 1980, p.173-174). Brown gives only overgeneralization as a representation of negative interlingual transfer, but James (1980, p.185-187) goes into more details. He refers to intralingual errors as learning-strategy based errors and lists 7 types of them as follows:

- a. **False analogy** arises when the learner incorrectly thinks that a new item behaves like another item already known to him or her. For example the learner already knows that *dogs* is plural from *dog*, so he or she thinks that *sheeps* is plural from *sheep*.
- b. **Misanalysis** means that the learner has formed an unfounded hypothesis in the L2 and is putting it in practice. James (1980, p.185) gives as an example the situation when the learner assumes that *its* can be used as a pluralized form of *it*.
- c. **Incomplete rule application** happens when the learner does not apply all of the rules necessary to apply in a particular situation. In fact, it is the converse of overgeneralization. For example is a sentence *There a lot films*. The learner does not apply the auxiliary verb *are* and the preposition *of* in his or her sentence.

**d. Exploiting redundancy** appears because there are a lot of redundancy in every language, such as unnecessary morphology. An intelligent learners try to avoid those items which they find redundant to make their learning and communication easier. The opposite of exploiting redundancy is overlaboration which is usually observable in more advanced learners. An example is CD player was the most highest technology usages. The learner makes the redundancy *most* and it is unnecessarily used.

**e. Overlooking cocurrence restrictions** means that the learner does not know that certain words go together with certain complements, prepositions etc. An example given by James (1998, p.186) is when the learner ignores that the verb *to enjoy* is followed by gerund and not bare infinitive.

**f. Hypercorrection**, as James argues (1998, p.186), “results from the learners over-monitoring their L2 output”.

**g. Overgeneralization** means that the learner uses one member of a set of forms also in situations when the other members must be used. This usually leads to overuse of one form and underuse of the others. Well known candidates for overgeneralization are pairs as **other/another, much/many, some/any** etc. For example a sentence *Does she can dance?* It reflects that the learner overgeneralizes the use of auxiliary verbs in questions.

### 2.5.3 Context of Learning

Context of learning refers to the setting where a language is learnt, for example a classroom or a social situation, and also to the teacher and materials used in the lessons. All these factors can cause induced errors (Brown 1980,

p.174). James (1998, p.191-200) divides **induced errors** into the following subcategories, they are materials-induced errors, teacher-talk induced error, exercise-based induced errors, errors induced by pedagogical priorities, and look-up errors.

#### **2.5.4 Communication Strategies**

Communication strategies are consciously used by the learners to get a message across to the hearer. They can involve both verbal and non-verbal communication mechanisms (Brown 1980, p.178). Brown (1980, p.178) distinguishes among the following communication strategies, they are avoidance, prefabricated patterns, cognitive and personality styles, appeal to authority, and language switch.

In this research, the researcher uses interlingual transfer and intralingual negative transfer by Brown and James (1980). These theories are employed in this study because this study focuses on the grammatical error and the cause of the error can be analyzed by them.

#### **2.6 Writing Task**

Writing is one of the English language skill which must be mastered by the learners. Harmer (2004, p.3) states that writing is a way communication audience for what will be delivered. Writing can express pattern of thought, ideas and feelings. According to the students of "AZET" who become the participant in this study, writing is the most difficult one to be learned because of the necessity of

learning a mapping skill to use written language. Therefore the researcher chooses writing as the material for this study.

In this research, the data is taken from the writing task produced by 10 students of “AZET Language Centre Malang”. Each student writes 2 writing tasks. They are descriptive paragraph and argumentative essay. The students must master those kinds of writing because it is necessary in IELTS examination.

Those kinds of writing are explained as follow:

#### **a. Descriptive Paragraph**

Descriptive paragraph is the basic type in paragraph. Kane (2000, p.352) argues that descriptive paragraph is about sensory experience, how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.

#### **b. Argumentative Essay**

Argumentative essay is a kind of essay which has supporting ideas and opposing ideas. Kane (2000, p.355) states that in argumentative essay, the writer should clearly take their stand and write as if they are trying to persuade an opposing audience to adopt new beliefs or behaviour.

### **2.7 Previous Study**

Many students from Universitas Brawijaya analyze error analysis. The first is a research from Putri (2013) entitled “Error Analysis in the Narrative Writing Produced by Students of SMP Negeri 4 Malang”. She analyzed errors that were made by students of SMP Negeri 4 Malang in their narrative writing. She used the

theory based on surface strategy taxonomy by Dulay et al (1982). She found 62% misformation, 25% omission, 8% misordering, and 5% for addition in her data.

The second is a research from Subardja (2013) entitled “Error Analysis of Descriptive Paragraphs Made by Students of Study Program of English Faculty of Culture Studies Universitas Brawijaya”. She analyzed errors that were made by students of Study Program of English Faculty of Cultural Studies Universitas Brawijaya in their descriptive paragraphs. She used the theory based on surface strategy taxonomy by Dulay et al (1982). She found 51% misformation, 21% omission, 12% misordering, and 16% for addition in her data. The total of errors that she found was 112 errors.

This research is different from those previous studies above because the researcher adds different theory. From those previous studies above, Putri and Subardja only use the surface strategy taxonomy by Dulay’s theory, but in this research, the researcher uses not only this taxonomy by Dulay’s theory, but also the source of errors by Brown (1980) and James’ (1998) theory.

## CHAPTER III

### RESEARCH METHOD

This chapter discusses the research design, data source, data collection, and data analysis.

#### 3.1 Research Design

The research approach which is used in this research is qualitative research approach. According to Denzin and Lincoln (2000), qualitative research is an approach in research which has main aim to reveal phenomenon or social tendencies by emphasizing on a wholly complete image of the investigated phenomenon or social tendencies from the researcher's point of view instead of further describing, dividing, and elaborating the data into some closely connected variables. The ultimate goal, however is to attain an abyssal understanding of phenomenon which, in the end of research, a new theory could be established.

The type of this research is included into document analysis because the data analyzed are in the form of document that is writing tasks. These tasks are made by students of "AZET Language Centre Malang". This research applies a qualitative approach that has aims to identify and describe the errors especially on the writing tasks.



### 3.2 Data Source

The data of the research are the erroneous sentences on the writing tasks produced by students of “AZET Language Centre Malang”. The number of student who would take IELTS is 10 and they were selected as the participant of this study. These students learn English as a preparation to take IELTS (International English Language Testing System) as one of the requirements to study abroad. They must achieve it until February 2014. Their target level is on the level 6, 5 or 7, 0 if it is possible. Mostly, they have good score in TOEFL and they have level 4 in IELTS. Each students wrote two writing tasks, argumentative essay and descriptive paragraph because in IELTS examination, these kinds of writing are available. Therefore, the researcher decides to choose these kinds of writing.

The researcher asked their teachers to know their score in TOEFL and their level in IELTS. Then she collected the students. There were 10 students who are qualified to be the participants and they are still active as the students in “AZET”. In data collection, the researcher gave the writing tasks in the class to write descriptive paragraph as writing task 1, and argumentative essay as writing task 2. The topics were taken from the official IELTS examination book of Cambridge from book 1 until 9. Those books were used as the hand book to help the students to achieve the high score in IELTS. The topics chosen depends on their teachers and the topics are those which have been taught in English class before.

### 3.3 Data Collection

The data collection technique that was utilized is document analysis technique. This is because the researcher uses documents as the source of the data.

The researcher used some steps in collecting the data as follow:

1. Choosing the topic. The topics were chosen by the participant's teacher who taught in the class before. Therefore, the writing task could be done easily by the students and they could finish their work on time. The students did the writing tasks in different time and classroom because they had different teachers and class.
2. Giving the tasks to the students to write descriptive paragraph as the writing task 1 and argumentative essay as the writing task 2. The researcher gave papers to the students and they had to write their name and the number of writing task. They could not look up the dictionary, so it was the same as the real IELTS examination.
3. Giving time to the students to finish their tasks. This task consisted of two tasks. It was suggested that the students spend about 20 minutes on Task 1, which required them to write at least 150 words, and 40 minutes on Task 2, which required them to write at least 250 words.
4. Collecting the data from 20 writing tasks made by 10 students of AZET Language Centre Malang who had the same period and level target to achieve IELTS. Thus each student must write 2 tasks, namely descriptive paragraph and argumentative essay.

### 3.4 Data Analysis

After the data are collected, the researcher did the data analysis according to Corder's (1974) theory. There are some steps which were utilized in analyzing the data deeply and thoroughly:

1. The first step is identification of errors. The researcher identified the erroneous sentences produced by the students.
2. The second step is description of errors. The researcher classified the types of error based on surface strategy taxonomy by Dulay et al (1982). The researcher put those errors into Table 3.1 to make them easier to be analyzed. The table is explained as follows:

**Table 3.1 Sample Table of Types of Errors by Dulay et al (1982)**

No.	Code	Error Sentence	Error Type				Correct Sentence
			Om	Add	Mf	Mo	

From the table above, on the type of error, Om is for Omission, Add is for Addition, Mf is for Misformation, and Mo is for Misordering. Code in the table above contains the name of AZET students and their kind of writing tasks, paragraph and line of the error sentences that is taken from the writing tasks. In the name of AZET students, the researcher takes the first alphabet from their first and second name. For example:

FH2: Fauzi Hidayat Task 2

P2: Second Paragraph

L1: First Line

3. The third step is explanation of errors. The researcher classified the source of errors based on Brown (1980) and James (1998). The researcher put the errors into the Table 3.2 to make them easier to be analyzed. In the source of errors table, the researcher used same code as the Table 3.1. The table is explained as follows:

**Table 3.2 Sample Table of Sources of Error by Brown (1980) and James (1998)**

No.	Code	Error Sentence	Sources of Error							Correct Sentence
			IE			IA				
			1	2	3	4	5	6	7	

In the IE column, there are number 1 until 6. Number 1 is for false analogy, number 2 is for misanalysis, number 3 is for incomplete rule application, number 4 is for exploiting redundancy, number 5 is for overlooking concurrence restrictions, number 6 is for hypercorrection, and number 7 is for overgeneralization.

4. The last step, the researcher made the conclusion of the analysis made. The researcher also tabulated the errors to answer the third question about the most frequent type and source of errors in the data. The researcher made a table as follows:

**Table 3.3 Sample Table of Percentage of Error**

Type and Source of Error	F	%

The percentage (%) is calculated based on the following formula:

$$N\% = \frac{(\text{Frequency of each error}) F}{(\text{Total frequency of all types and sources of error}) N} \times 100$$

The table above is used to write down and make the list of the frequency of occurrence of each error found in the writing task. The table helps the researcher for making conclusion on the most frequent error and also to answer the third question in this study.

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter covers finding and the discussion of this report that consists of the findings and the data analysis. The discussion includes interpretation and generalization of the findings.

#### 4.1 Findings

This subchapter contains categorization of the data (error analysis) and data analysis. The researcher has found the result of the study, after she collected the data. The researcher collected the data from descriptive paragraph and argumentative essay made by students of “AZET Language Centre Malang”.

The researcher found 188 (100 %) erroneous words from 105 sentences contained errors. They are classified as follow:

**Table 4.1 Table Frequency of Types of Error**

Types of Error	F	%
Omission	81	43,1 %
Addition	31	16,5 %
Misformation	74	39,4 %
Misordering	2	1,1 %

**Table 4.2 Table Frequency of Sources of Error**

Sources of Error	F	%
Interlingual Transfer	45	23,94 %
Intralingual Negative Transfer	143	76,1 %

The errors found are explained as follow:

## 4.2 Analysis

The analysis of the findings is divided into 2 kinds; they are type of error and source of error. The classifications of errors on the type of errors are

Omission, Addition, Misformation and Misordering. While Source of Errors can be classified according to their source into four categories. They are Interlingual

Transfer, Intralingual Negative Transfer, Context of Learning or Induced Error, and various Communication Strategies. But in this research, the researcher found

Intralingual Transfer and Intralingual Negative Transfer. They are presented as follow:

### 4.2.1 Types of Error

According to the taxonomy of Dulay et al (1982), types of errors are divided into four categories, namely omission, addition, misformation, and misordering. The percentage of each type is presented in the table 4.3 as follow:

**Table 4.3 Table Frequency of Each Type of Error**

Types of Error	Type	F	%
Omission	Article	16	8,51 %
	Be	9	4,79 %
	Conjunction	5	2,66 %
	Noun	3	1,6 %
	Plural Marker	24	12,77 %
Addition	Possessive Marker	3	1,6 %
	Preposition	14	7,45 %
	Pronoun	7	3,72 %
	Adjective	3	1,6 %
	Adverb	2	1 %
	Article	5	2,66 %
	Be	5	2,66 %
Misformation	Conjunction	5	2,66 %
	Noun	2	1 %
	Preposition	6	3,2 %
	Pronoun	3	1,6 %
	Adverb	3	1,6 %
	Article	2	1 %

Table continued ...

Types of Error	Type	F	%
	Be	4	2,13 %
	Conjunction	3	1,6 %
	Noun	6	3,2 %
	Ordinal Number	1	0,53 %
	Plural Marker	2	1 %
	Preposition	4	2,13 %
	Pronoun	7	3,72 %
	Singular Verb	19	10,1 %
	Verb	23	12,23 %
Misordering	Head and Modifier	2	1 %

#### 4.2.1.1 Omission

Omission is one of error types. The learners made an omission if they omitted the grammatical morpheme such as nouns, verbs, articles, preposition, etc, in their sentences. In this research, the researcher found 8 types of omission.

They are omission of article, omission of be, omission of conjunction, omission of noun, omission of plural marker, omission of possessive marker, omission of preposition, and omission of pronoun.

##### 4.2.1.1.1 Omission of Article

Omission of article is done by the learners because they omitted some articles in their sentences. The articles are *a*, *an*, *the*, etc. In this research, there are 16 erroneous words that are included into omission of article. They are presented as follow:



Table 4.4 Omission of Article

No.	Code	Error Sentences	Correct Sentences
1.	AP1, P2, L3	... they built their railway system in about middle of 20 centuries.	... they built their railway system in <b>the</b> middle of 20th century.
2.	AP1, P2, L5	... Kyoto and Los Angeles has shortest track between all contries in the table.	... Kyoto and Los Angeles have <b>the</b> shortest track among all countries in the table.
3.	AP2, P3, L4	... a boy who are really fan of Steve Job,	... a boy who is really <b>a</b> fan of Steve Job,
4.	FH2, P1, L2	Which of media for communicating information is most effective.	Which media for communicating information is <b>the</b> most effective?
5.	FH2, P2, L1	Advantages television in this era of globalisation by watching television, we can...	<b>The</b> advantages of television in this era of globalization is that by watching television, we can...
6.	FH2, P3, L1	Disadvantages television,	<b>The</b> disadvantages of television,...
7.	FH2, P5, L1	Disadvanteges film, the disadvantages of films is the same like television,...	<b>The</b> Disadvantages of film, the disadvantages of films is the same as television,...
8.	FH2, P6, L1	Advantage books...	<b>The</b> advantages of books...
9.	FH2, P6, L3	... a author write story in a book that have no limitation about the story.	... an author writes <b>a</b> story in a book that has no limitation about the story.
10.	HK1, P3, L1	The electricity demand has been specified by the pie chart data that majority for English home used electricity for heating rooms...	The electricity demand has been specified in the pie chart data that <b>the</b> majority for English home uses electricity for heating rooms...
11.	HK2, P4, L2	Hence, viewing online learning as a more effective way cannot solely be concluded as more or less effective way in having education.	Hence, viewing online learning as a more effective way cannot solely be concluded as <b>a</b> more or less effective way in having education.
12.	KH2, P2, L2	Nuclear power is an energy that can be created in laboratorium.	Nuclear power is an energy that can be created in <b>a</b> laboratory.
13.	KH2, P4, L4	... and not to unisuse it as weapon to trigger war of conflict.	... and not to use it as <b>a</b> weapon to trigger the war of conflict.
14.	KH2, P4, L4	... and not to unisuse it as weapon to trigger war of conflict.	... and not to use it as a weapon to trigger <b>the</b> war of conflict.
15.	SQ1, P1, L2	The proces of the life cycle is contain a four step which is takes time about 6 months until it's ready to next process,...	The process of the life cycle contains four steps which takes time about 6 months until it's ready to <b>the</b> next process,...
16.	SQ2, P3, L2	Because it was used to pay to cost living in boarding house...	Because it was used to pay living cost in <b>a</b> boarding house...

Articles of “an” and “a” are used to show the singular word. They are usually followed by noun. Article of “a” is used for a noun which is begun by consonant letter. While article of “an” is used for a noun which is begun by vowel

letter. For example a book, an orange, etc. On the other hand, article “*the*” is used as definite article. It is used for noun which has been known before, for example the pail, the angel, etc.

According to the explanation above, 4 students of “AZET Language Centre Malang” did some omissions. They often omitted the articles such as “*a*”, “*an*”, and “*the*” in their sentence. For example is in the sentence “... *a boy who is really a fan of Steve Job*” (AP2, P3, L4). It is an incorrect sentence because the student omits article “*a*” in this sentence. “*a*” is needed in it because “*a boy*” is singular noun or person. Thus in the word “*fan*”, it is followed by article “*a*” to explain that one person is a fan of Steve Job.

The another example is the sentence “*The procces of the life cycle is contain a four step which is takes time about 6 months until it’s ready to next process*” (SQ1, P1, L2). It is incorrect sentence because the student omitted “*the*”.

This article is used to inform a noun “*procces*” which has been known before in the paragraph. So, it should be “*The process of the life cycle contains four steps which takes time about 6 months until it’s ready to the next process*”.

#### 4.2.1.1.2 Omission of Be

Omission of be is made by the learners if they omitted auxiliary verb or “*be*” in their sentences. The examples of auxiliary verb are *is, are, am, were, was,* etc. In this research, there are 9 erroneous words that are included into omission of be. They are presented as follow:

Table 4.5 Omission of Be

No.	Code	Error Sentences	Correct Sentences
1.	AP2, P2, L2	We all like a white paper...	We all <b>are</b> like a white paper ...
2.	FH2, P2, L1	Advantages television in this era of globalisation by watching television, we can...	The advantages of television in this era of globalization <b>are</b> that by watching television, we can...
3.	FH2, P2, L5	... even there a lot film.	... even there <b>are</b> a lot of films.
4.	FIH1, P2, L2	... and below 50 gr/week in 2004.	... and it <b>was</b> below 50 gr/week in 2004.
5.	FIH2, P1, L1	My opinion about advantages and disadvantages of television, film and books which as media for communicating information.	This <b>is</b> my opinion about advantages and disadvantages of television, film and books as media for communicating information.
6.	FIH2, P1, L6	... it is like the show which not given for children...	... it is like the show which <b>is</b> not given for children...
7.	FIH2, P2, L1	The advantages of watching film for people it can give an inspiration...	The advantages of watching film for people <b>are</b> that it can give an inspiration...
8.	FIH2, P2, L2	... to people through moral message which shown in the film.	... to people through moral message which <b>is</b> shown in the film.
9.	MM1, P1, L11	To conclude there more changes from 1990 to 2005.	To conclude there <b>are</b> more changes from 1990 to 2005.

From the table above, the students omitted the auxiliary verbs in their sentence. For example is in the sentence “to conclude there more changes from 1990 to 2005” (MM1, P1, L11). It is an incorrect sentence because it is an incomplete utterance. There is not verb there and this sentence needs a verb. Thus the correct one is “to conclude there **are** more changes from 1990 to 2005”. “are” in this sentence is as auxiliary verb.

#### 4.2.1.1.3 Omission of Conjunction

Omission of conjunction is produced by the learners if they omitted the conjunction in their utterances. The examples of conjunction are *and*, *that*, *or*, etc.

In this research, there are 5 erroneous words that are included into omission of conjunction. They are presented as follow:

**Table 4.6 Omission of Conjunction**

No.	Code	Error Sentences	Correct Sentences
1.	FH1, P2, L2	... the egg crack turn into silkworm larve.	... the eggs crack <b>and</b> turn into silkworm larvae.
2.	FH2, P2, L1	Advantages television in this era of globalisation by watching television, we can...	The advantages of television in this era of globalization is <b>that</b> by watching television, we can...
3.	FH2, P6, L2	... film take one an half to two hours...	... film takes one <b>and</b> a half to two hours...
4.	FIH2, P2, L1	The advantages of watching film for people it can give an inspiration...	The advantages of watching film for people are <b>that</b> it can give an inspiration...
5.	FIH2, P2, L8	... and the disavadvantage the book is sometimes in a book have bad messages for the people,...	... and the disavadvantage of the book is <b>that</b> sometimes it has bad messages for the people,...

The researcher took an example from the table above to represent the omission of conjunction. It is a sentence “*the egg crack turn into silkworm larvae*” (FH1, P2, L2). It is an incorrect sentence because there are two verbs on it, “*crack*” and “*turn*”. In English, every sentence must have only a verb. Thus to make correct sentence, it should be added by a conjunction “*and*” between those verbs.

#### 4.2.1.1.4 Omission of Noun

Omission of noun is done by the learners if they omit noun in their sentences. The researcher found 3 erroneous words which are included into omission of noun in this research. They are presented as follow:

**Table 4.7 Omission of Noun**

No.	Code	Error Sentences	Correct Sentences
1.	FIH1, P3, L1	There were two meat which significantly decreased.	There were two <b>kinds</b> of meat which significantly decreased.
2.	KH2, P1, L1	... many alternative energies...	...many <b>types</b> of alternative energy...
3.	KH2, P1, L2	One of the alternative energy is nuclear power.	One <b>type</b> of the alternative energy is nuclear power.

The table above is the example of the students made some omissions of noun. A sentence “*many alternative energies*” (KH2, P1, L1) is incorrect sentence. Energy is uncountable noun, thus plural marker “s” is unnecessary. To make the correct meaning in this sentence, the researcher adds a noun “*kind*” or “*type*” to make the correct sentence.

#### 4.2.1.1.5 Omission of Plural Marker

Omission of plural marker is made by the learners if they omitted the plural marker in their sentences. Plural marker is followed by the plural noun which is countable. In this research, there are 24 erroneous words that are included into omission of plural marker. They are presented as follow:

**Table 4.8 Omission of Plural Marker**

No.	Code	Error Sentences	Correct Sentences
1.	AP2, P2, L1	When we are first shows in this world, we don't have any characteristic.	When we first showed in this world, we didn't have any <b>characteristics</b> .
2.	AP2, P2, L2	... and our family start to fill the paper with many colour.	... and our family starts to fill the paper with many <b>colours</b> .
3.	AP2, P2, L5	Moreover characteristic is build on our nearest surrounding such as family and school.	Moreover characteristic is built on our nearest surrounding such as family and <b>schools</b> .
4.	AP2, P3, L3	On the other hand, other people experience also influence to our characteristic.	On the other hand, other people's <b>experiences</b> also influence our characteristics.

Table Continued ...

No.	Code	Error Sentences	Correct Sentences
5.	AP2, P3, L3	On the other hand, other people experience also influence to our characteristic.	On the other hand, other people's experiences also influence to our <b>characteristics</b> .
6.	AP2, P4, L1	... our characteristic is create based on how our surrounding teach the value of life.	... our <b>characteristics</b> are created based on how our surrounding teaches the value of life.
7.	AP2, P4, L2	In addition other people experience can become our inspiration and teach us the value of life which will influence our characteristic.	In addition other people's <b>experiences</b> can become our inspirations and teach us the value of life which will influence our characteristics.
8.	AP2, P4, L2	In addition other people experience can become our inspiration and teach us the value of life which will influence our characteristic.	In addition other people's experiences can become our <b>inspirations</b> and teach us the value of life which will influence our characteristics.
9.	AP2, P4, L2	In addition other people experience can become our inspiration and teach us the value of life which will influence our characteristic.	In addition other people's experiences can become our inspirations and teach us the value of life which will influence our <b>characteristics</b> .
10.	FH1, P1, L1	There are two picture below	There are two <b>pictures</b> below
11.	FH1, P2, L2	... the egg crack turn into silkworm larve.	... the <b>eggs</b> crack and turn into silkworm larvae.
12.	FH1, P2, L3	After 3 to 8 days turn into cocoon.	After 3 to 8 days <b>they</b> turn into cocoons.
13.	FH1, P2, L3	In 16 days a moth come inside the cocoon and they ley egg.	In 16 days a moth comes inside the cocoon and they ley <b>eggs</b> .
14.	FH1, P3, L3	If you want to add some colour dye it in the pan.	If you want to add some <b>colours</b> , dye it in the pan.
15.	FH1, P4, L1	After seing the picture we can see the cocoon have two function	After seeing the picture we can see the cocoon has two <b>functions</b>
16.	FH2, P2, L5	... even there a lot film.	... even there are a lot of <b>films</b> .
17.	FH2, P4, L1	100 advantage film,...	100 <b>advantages</b> of film,...
18.	JW2, P4, L2	... and translate it into your own language	... and translate it into your own <b>languages</b>
19.	KH1, P2, L4	There are vehicle track surround reception...	There are vehicle <b>tracks</b> surrounding reception...
20.	MM1, P1, L6	... the trees between the two main road on the wood become houses.	... the trees between the two main <b>roads</b> on the wood become houses.
21.	MM1, P1, L9	... now it replace by big building ...	... now it is replaced by big <b>buildings</b> ...
22.	MM2, P3, L1	If the product that include glukotamine, fruktosa, and etc, this will cause the 33lavor33n overweight.	If the <b>products</b> include glucosamine, fructose, etc, these will cause the childrens overweight.
23.	N1, P1, L4	... to cut out 60 percent of the moist.	... to cut out 60 <b>percents</b> of the moist.
24.	N1, P1, L12	... to cut out 97 percent moist in total and to release the 33lavor and aroma.	... to cut out 97 <b>percents</b> moist in total and to release the flavor and aroma.

From the table above, the students made some omission of plural marker because they omitted plural marker “s” or “es” in their sentences. For example is an utterance “*When we are first shows in this world, we don’t have any characteristic*” (AP2, P2, L1). “Any” is used for plural noun which is including to countable or uncountable noun. The sentence must be in the negative or interrogative sentence. Thus, “any” is followed by a plural noun and this sentence is a negative sentence. So, it should be “*When we are first shows in this world, we don’t have any characteristics*”.

#### 4.2.1.1.6 Omission of Possessive Marker

Omission of possessive marker is made by the learners if they omitted the possessive marker in their sentences. Possessive marker has two types. The first one is possessive adjective, and the second one is possessive pronoun. Possessive marker is used to explain the possession of something. In this research, there are 3 erroneous words that are included into omission of possessive marker. They are presented as follow:

**Table 4.9 Omission of Possessive Marker**

No.	Code	Error Sentences	Correct Sentences
1.	AP2, P3, L3	On the other hand, other people experience also influence to our characteristic.	On the other hand, other <u>people’s</u> experiences also influence to our characteristics.
2.	AP2, P4, L2	In addition other people experience can become our inspiration and teach us the value of life which will influence our characteristic.	In addition other <u>people’s</u> experiences can become our inspirations and teach us the value of life which will influence our characteristics.
3.	MM2, P2, L2	Parents habbit wich always agree with their 34hildren want causes 34hildren to get use to do...	Parents habit which always agrees with their <u>children’s</u> want causes children to get used to do...

According to the table, the students produced the errors are included into omission of possessive marker. They did it because they omit the possessive marker, for example is a sentence “*On the other hand, other people experience also influence to our characteristic*” (AP2, P3, L3). It is an incorrect sentence because a word “*experience*” is a possession from “*people*”, thus it should be “*On the other hand, other people’s experiences also influence to our characteristics.*”

#### 4.2.1.1.7 Omission of Preposition

Omission of preposition is made by the learners if they omitted the preposition in their sentences. Preposition is used to show the adverb of place and the adverb of time. For example *in, in front of, between, at, on, of* etc. In this research, there are 14 erroneous words that are included into omission of preposition. They are presented as follow:

**Table 4.10 Omission of Preposition**

No.	Code	Error Sentences	Correct Sentences
1.	DP2, P1, L1	They have more than enough yearly gross national production that is able to cover all their expenses.	They have more than enough yearly gross national production that is able to cover all <b>of</b> their expenses.
2.	FH2, P1, L1	My opinion about the advantages and disadvantages television, film, and books.	This is my opinion about the advantages and disadvantages <b>of</b> television, film, and books.
3.	FH2, P2, L1	Advantages television in this era of globalisation by watching television, we can...	The advantages <b>of</b> television in this era of globalization <b>is</b> that by watching television, we can...
4.	FH2, P2, L5	... even there a lot film.	... even there are a lot <b>of</b> films.
5.	FH2, P3, L1	Disadvantages television,...	The disadvantages <b>of</b> television,...
6.	FH2, P4, L1	100 advantage film,...	100 advantages <b>of</b> film,...
7.	FH2, P5, L1	Disadvantages film, the disadvantages of films is the same like television,...	The Disadvantages <b>of</b> film, the disadvantages of films is the same as television,...
8.	FH2, P6, L1	Advantage books...	The advantages <b>of</b> books...



Table continued ...

No.	Code	Error Sentences	Correct Sentences
9.	FH2, P6, L1	... in the advantages books compare watching film...	... in the advantages <u>of</u> books compared to watching film...
10.	FH2, P6, L1	... in the advantages books compare watching film...	... in the advantages of books compared <u>to</u> film...
11.	FH1, P3, L1	There were two meat which significantly decreased.	There were two kinds <u>of</u> meat which significantly decreased.
12.	FH2, P2, L8	... and the disadvantage the book is sometimes in a book have bad messages for the people,...	... and the disadvantage <u>of</u> the book is that it sometimes has bad messages for the people,...
13.	KH2, P1, L1	... many alternative energies...	...many types <u>of</u> alternative energy...
14.	MM2, P1, L1	An overweight 36children in developed countries in increasing that because growing number of fast food outlets...	An overweight children in developed countries in increasing because <u>of</u> growing number of fast food outlets...

From the table above, the students made some omissions of preposition because the preposition in the sentence is absent. For example is the utterance “... *even there a lot film*” (FH2, P2, L5). It is an incomplete sentence. It should be “... *even there a lot of film*”. The student should add preposition “*of*” to complete the sentence.

#### 4.2.1.1.8 Omission of Pronoun

Omission of pronoun is made by the learners if they omitted the pronoun in their sentences. The examples of pronoun are *I, you, they, him, her*, etc. In this research, there are 7 erroneous words that are included into omission of pronoun.

They are presented as follow:

**Table 4.11 Omission of Pronoun**

No.	Code	Error Sentences	Correct Sentences
1.	FH1, P2, L2	In 4 to 6 weeks turn into silk thread	In 4 to 6 weeks <b>they</b> turn into silk thread
2.	FH1, P2, L3	After 3 to 8 days turn into cocoon.	After 3 to 8 days <b>they</b> turn into cocoons.
3.	FH1, P3, L1	After that boil in the water.	After that <b>it</b> boils in the water.
4.	FH2, P1, L1	My opinion about the advantages and disadvantages television, film, and books.	<b>This</b> is my opinion about the advantages and disadvantages of television, film, and books.
5.	FH2, P6, L4	... and is boring to read.	... and <b>it</b> is boring to read.
6.	FIH1, P2, L2	... and below 50 gr/week in 2004.	... and <b>it</b> was below 50 gr/week in 2004.
7.	FIH2, P1, L1	My opinion about advantages and disadvantages of television, film and books which as media for communicating information.	<b>This</b> is my opinion about advantages and disadvantages of television, film and books which are as media for communicating information.

Each sentence or utterance must have a subject or an object even more.

But in the table above, the students omitted the pronoun as a subject or an object.

Thus it makes the reader confused with the sentences. For example is a sentence

“*In 4 to 6 weeks turn into silk thread*” (FH1, P2, L2). Actually, it is confusing

because there isn't subject here. What or who does actually turn into silk thread?

Thus, it should be “*In 4 to 6 weeks **they** turn into silk thread*”. According to the

paragraph, “*they*” here refers to the silkworm larvae.

#### 4.2.1.2 Addition

Addition is the opposite of omission. It is the second category of surface

strategy taxonomy. Usually the learners make some additions if they add extra

item in their sentences. In this research, the researcher found 8 types of addition.

They are addition of adjective, addition of adverb, addition of article, addition of

be, addition of conjunction, addition of noun, addition of preposition, and addition of pronoun.

#### 4.2.1.2.1 Addition of Adjective

Addition of adjective is made by the learners if they add extra adjective in their sentences which are unnecessary. In this research, there are 3 erroneous words which are included into addition of adjective. They are presented as follow:

**Table 4.12 Addition of Adjective**

No.	Code	Error Sentences	Correct Sentences
1.	DP1, P2, L1	CD player was the <b>most</b> highest technology usages from 1996/67 to 2002/03.	CD player was the highest technology usages from 1996/67 to 2002/03.
2.	FIH2, P1, L1	My opinion about advantages and disadvantages of television, film and books <b>which</b> as media for communicating information.	This is my opinion about advantages and disadvantages of television, film and books as media for communicating information.
3.	AP2, P1, L3	... the <b>main major</b> that influence our personality is our experience.	... the major that influence our personality is our experience.

For example is a sentence “*CD player was the **most** highest technology usages from 1996/67 to 2002/03*” (DP1, P2, L1). This sentence is incorrect because she adds an adjective “*most*”. In the superlative degree, an adjective which has a syllable should be only added by suffix “*-est*”. While “*the most*” is followed by the adjective that has two or more syllables. Thus it is unnecessary added.

#### 4.2.1.2.2 Addition of Adverb

Addition of adverb is made by the learners if they add extra adverb in their sentences which are unnecessary. In this research, the researcher found 2

erroneous words that are included into addition of adverb. They are presented as follow:

**Table 4.13 Addition of Adverb**

No.	Code	Error Sentences	Correct Sentences
1.	AP1, P2, L3	... they built their railway system in <b>about</b> middle of 20 centuries.	... they built their railway system in the middle of 20th century.
2.	MM1, P1, L4	However they weren't there <b>anywhere</b> ...	However they weren't there

The students made those errors because they added some unnecessary adverb. If they didn't add those error words, it was clearly understandable. For example is the sentence "*However they weren't there anywhere*" (MM1, P1, L4).

The word "*anywhere*" should be omitted because the utterance is clearly enough without that word.

#### 4.2.1.2.3 Addition of Article

Addition of article is produced by the learners if they add some extra articles in their sentences which are unnecessary. The examples of article are *a*, *an*, and *the*. In this research, there are 5 erroneous words that are included into addition of article. They are presented as follow:

**Table 4.14 Addition of Article**

No.	Code	Error Sentences	Correct Sentences
1.	AP2, P2, L3	For example <b>a</b> parents who teach discipline ...	For example parents who teach discipline ...
2.	AP2, P2, L3	... to their children compared with <b>a</b> parents ...	... to their children compared with parents ...
3.	AP2, P3, L2	... learns that <b>the</b> laziness will make his future bad.	... learns that laziness will make his future bad.
4.	HK1, P2, L7	... in the winter and just below <b>the</b> 20.000 or approximately 19.000 in the summer.	... in the winter and just below 20.000 or approximately 19.000 in the summer.
5.	SQ1, P1, L2	The proces of the life cycle is contain <b>a</b> four step which is takes time about 6 months until it's ready to next process,...	The process of the life cycle contains four steps which takes time about 6 months until it's ready to the next process,...

One of the examples of addition of article from the table above is “*For example a parents who teach discipline*” (AP2, P2, L3). The word “*a*” is unnecessary used because the readers know that “*parents*” is plural noun. Thus “*a*” in the sentence should be omitted.

#### 4.2.1.2.4 Addition of Be

Addition of be is made by the learners if they add extra auxiliary verb or “*be*” in their sentences which are unnecessary. In this research, the researcher found 5 erroneous words which are included into addition of be. They are presented as follow:

**Table 4.15 Addition of Be**

No.	Code	Error Sentences	Correct Sentences
1.	AP2, P2, L1	When we <b>are</b> first shows in this world...	When we first showed in this world...
2.	AP2, P3, L1	Our characteristic may <b>be</b> change because of our experience.	Our characteristic may change because of our experience.
3.	MM2, P2, L4	Another reason is that childern were <b>are</b> used to be given pocket money...	Another reason is that children were used to be given pocket money...
4.	SQ1, P1, L2	The proces of the life cycle <b>is</b> contain a four step which is takes time about 6 months until it’s ready to next process,...	The process of the life cycle contains four steps which takes time about 6 months until it’s ready to the next process,...
5.	SQ1, P1, L2	The proces of the life cycle is contain a four step which <b>is</b> takes time about 6 months until it’s ready to next process,...	The process of the life cycle contains four steps which takes time about 6 months until it’s ready to the next process,...

From the table above, the researcher concluded that the students added some unnecessary auxiliary verbs in their sentences. Each sentence should not have two or more verbs. For example is a sentence “*When we are first shows in*

*this world*" (AP2, P2, L1). The sentence has two verbs; "are" and "shows". Thus "are" in the sentence should be deleted.

#### 4.2.1.2.5 Addition of Conjunction

Addition of conjunction is made by the learners if they add extra conjunction in their sentences which are unnecessary. In this research, there are 5 erroneous words which are included into addition of conjunction. They are presented as follow:

**Table 4.16 Addition of Conjunction**

No.	Code	Error Sentences	Correct Sentences
1.	FIH2, P2, L3	But, <b>on the other side...</b>	But,...
2.	MM2, P1, L1	An overweight children in developed countries in increasing <b>that</b> because growing number of fast food outlets...	An overweight children in developed countries in increasing because of growing number of fast food outlets...
3.	MM2, P3, L1	If the product <b>that</b> include glukotamine, fruktosa, and etc, this will cause the children overweight.	If the products include glucosamine, fructose, etc, these will cause the children overweight.
4.	MM2, P3, L1	If the product <b>that</b> include glukotamine, fruktosa, <b>and</b> etc, this will cause the children overweight.	If the products include glucosamine, fructose, etc, these will cause the children overweight.
5.	N1, P1, L6	... rolling the leaves so <b>that</b> they are flat and broken.	... rolling the leaves so they are flat and broken.

From the table above, there are three students who have made those errors.

It is included into addition of conjunction because they add unnecessary conjunction. For example is a sentence "*But, on the other side*" (FIH2, P2, L3).

Those two conjunctions have the same meaning. Thus the student should choose one of them. It makes the sentence clear enough.

#### 4.2.1.2.6 Addition of Noun

Addition of noun is made by the students when they add extra noun in their sentences which are unnecessary. In this research, there are 2 erroneous words which are included into addition of noun. They are presented as follow:

**Table 4.17 Addition of Noun**

No.	Code	Error Sentences	Correct Sentences
1.	FH2, P6, L1	... in the advantages books compare <u>watching</u> film...	... in the advantages of books compared to film...
2.	HK1, P3, L6	... therefore the demand for electricity rose doubled <u>time</u> in the winter compared to that at summer.	... there fore the demand for electricity rised doubles in the winter compared to that in summer.

From the table above, a student made the addition of noun as one of error types because in his sentence, he added double noun. For example is a sentence “... *therefore the demand for electricity rose doubled time in the winter compared to that at summer*” (HK1, P3, L6). The student add a noun “*time*” in it. Thus the student should ommit it because the meaning is clear enough.

#### 4.2.1.2.7 Addition of Preposition

Addition of preposition is made by the learners if they add extra preposition in their sentences which are unnecessary. In this research, there are 6 erroneous words that are included into addition of preposition. They are presented as follow:

**Table 4.18 Addition of Preposition**

No.	Code	Error Sentences	Correct Sentences
1.	AP2, P3, L3	On the other hand, other people experience also influence <u>to</u> our characteristic.	On the other hand, other people's experiences also influence our characteristics.
2.	DP, P2, L4	Internet access was always <u>at</u> the lowest position.	Internet access was always the lowest position.
3.	FH2, P1, L2	Which <u>of</u> media for communicating information is most effective.	Which media for communicating information is the most effective?
4.	FIH1, P2, L6	... <u>to</u> above 50 gr/week,	... above 50 gr/week,
5.	SQ2, P3, L2	Because it was used to pay <u>to</u> cost living in boarding house...	Because it was used to pay living cost in a boarding house...
6.	SQ2, P4, L1	So, I suggest <u>to</u> people who wanted to learn English that we dont need to go abroad,...	So, I suggest people who want to learn English that we don't need to go abroad,...

Actually, the use of unnecessary preposition should be omitted because it can make the double preposition. For example is the utterance "... *to above 50 gr/week*" (FIH1, P2, L6). "*to*" and "*above*" are the prepositions. Thus it will be better if "*to*" in the sentence is omitted.

#### 4.2.1.2.8 Addition of Pronoun

Addition of pronoun is done by the learners if they add extra pronoun in their sentences which are unnecessary. In this research, there are 3 erroneous words which are included into addition of pronoun. They are presented as follow:

**Table 4.19 Addition of Pronoun**

No.	Code	Error Sentences	Correct Sentences
1.	AP2, P2, L3	For example a parents who teach discipline to their childern compared with a parents who aren't teach discipline <u>it</u> will produce different characteristics.	For example parents who teach discipline to their children compared with parents who don't teach discipline will produce different characteristics.
2.	FIH2, P2, L2	For example Laskar Pelangi film <u>it</u> can give inspiration to people ...	For example Laskar Pelangi film can give inspiration to people ...
3.	FIH2, P2, L4	For example, a film which have adult rate <u>it</u> is not appropriate to watch by children,...	For example, a film which has adult rate is not appropriate to watch by children,...



From those sentences above, they are correct form if before the pronoun is marked by comma or full stop. But in those sentences, they are not marked before the pronoun. Thus they are included into error. For example is the sentence “*For example a parents who teach discipline to their childern compared with a parents who aren't teach discipline it will produce different characteristics*” (AP2, P2, L3). Pronoun “*it*” in the sentence should be omitted to make the well-form sentence.

#### 4.2.1.3 Misformation

Misformation refers to the use of wrong form of the morpheme or structure. In this research, the researcher found 11 types of misformation. They are misformation of adverb, misformation of article, misformation of be, misformation of conjunction, misformation of noun, misformation of ordinal number, misformation of plural marker, misformation of preposition, misformation of pronoun, misformation of singular verb, and misformation of verb.

##### 4.2.1.3.1 Misformation of Adverb

Misformation of adverb happened when the learners made incorrect form of adverb in their sentences. In this research, there are 3 sentences that have a word which is included into misformation of adverb. It is presented as follow:

**Table 4.20 Misformation of Adverb**

No.	Code	Error Sentences	Correct Sentences
1.	AP2, P1, L1	... and the development are most influenced by...	... and the development are <b>mostly</b> influenced by...
2.	FH2, P5, L1	Disadvantages film, the disadvantages of films is the same like television,...	The Disadvantages of film, the disadvantages of films is the same <b>as</b> television,...
3.	JW2, P1, L1	Now days English is very important	<b>Nowadays</b> English is very important

An example for misformation of adverb is the sentence from Arya

Pradana in his writing task 2, first paragraph, and first line is incorrect sentence.

The word “*most*” should be “*mostly*” because it represents as adverb of manner and it is followed by verb “*influence*”. If the word “*most*” is followed by adjective, the sentence is true.

#### 4.2.1.3.2 Misformation of Article

Misformation of article happens when the learners make the wrong form of the use of article. In this research, the researcher found 2 erroneous words that are included into misformation of article. They are presented as follow:

**Table 4.21 Misformation of Article**

No.	Code	Error Sentences	Correct Sentences
1.	FH2, P6, L2	... film take one an half to two hours...	... film takes one and <b>a</b> half to two hours...
2.	FH2, P6, L3	.. a author write story in a book that have no limitation about the story.	... <b>an</b> author writes a story in a book that has no limitation about the story.

The researcher found the students made some errors that contain misformation of article from the table above. For example is a sentence “*a author write story in a book that have no limitation about the story*” (FH2, P6, L3). It is wrong form of the use of article because article “*a*” is used for a noun which is

initiated by consonant letter. While article of “an” is used for a noun which is initiated by vowel letter. Thus, the suitable article to make a well-form from that sentence is article “an” because a word “author” is initiated by vowel letter.

#### 4.2.1.3.3 Misformation of Be

Misformation of be happens when the learners make the wrong form in the use of be or the auxiliary verb. In this research, the researcher found 4 erroneous words that are included into misformation of be. They are presented as follow:

**Table 4.22 Misformation of Be**

No.	Code	Error Sentences	Correct Sentences
1.	AP2, P3, L4	... a boy who are really fan of Steve Job,	... a boy who <u>is</u> really a fan of Steve Job,
2.	AP2, P4, L1	... our characteristic is create based on how our surrounding teach the value of life.	... our characteristics <u>are</u> created based on how our surrounding teaches the value of life
3.	N2, P1, L5	... the high sales of consumer goods is not the reflection...	...the high sales of consumer goods <u>are</u> not the reflection...
4.	SQ1, P2, L5	... the larvas is fully transform to be cocon...	...the larvae <u>are</u> fully transformed to be cocoon...

From the table above, the students made the wrong form of the used of be.

For example is an utterance “*the larvas is fully transform to be cocon*” (SQ1, P2, L5). It is an incorrect utterance because the *to be* “is” is actually followed by singular noun. According to the sentence, a word “*larvas*” is included into plural noun. Thus, the suitable article for that sentence is article “are” because it is for the plural noun.

#### 4.2.1.3.4 Misformation of Conjunction

Misformation of conjunction happens if the learners make the wrong form of the use of conjunction. In this research, the researcher found 3 erroneous words that are included into misformation of conjunction. They are presented as follow:

**Table 4.23 Misformation of Conjunction**

No.	Code	Error Sentences	Correct Sentences
1.	FIH2, P1, L4	In the other, the television can give bad affect...	<b>On the other hand</b> , the television can give bad effect...
2.	HK1, P1, L2	In addition the pie chart provides information about...	<b>While</b> the pie chart provides information about...
3.	HK1, P3, L4	This can be sump up the during the winter...	This can be summed up <b>that</b> during the winter...

From the table above, the students made the errors that are included into misformation of conjunction. For example is the sentence “*In the other, the television can give bad affect*” (FIH2, P1, L4). It is incorrect sentence because there is incomplete conjunction there. Thus, “*In the other*” should be changed into “*On the other hand*”.

#### 4.2.1.3.5 Misformation of Noun

Misformation of noun happens when the learners make the wrong form of the use of noun. In this research, the researcher found 6 erroneous words that are included into misformation of noun. They are presented as follow:

Table 4.24 Misformation of Noun

No.	Code	Error Sentences	Correct Sentences
1.	DP1, P3, L2	... even though each technology has different level of raising.	... even though each technology has different level of <b>rise</b> .
2.	DP2, P2, L3	... no choices can be taken but to buy import stuff such us cloth and can food.	... no choices can be taken but to buy <b>imported</b> stuff such us cloth and can food.
3.	FIH2, P1, L4	In the other, the television can give bad affect...	On the other hand, the television can give bad <b>effect</b> ...
4.	FIH2, P2, L6	And the finally is book.	And the <b>final</b> is book.
5.	KH2, P2, L2	Nuclear power is an energy that can be created in laboratorium.	Nuclear power is an energy that can be created in a <b>laboratory</b> .
6.	SQ2, P2, L4	The other to learn is by speaks with another people from foreign countries.	The other to learn is by speaks with another <b>person</b> from foreign countries.

From the table above, the students made some errors that are including to misformation of noun because they made the wrong-form of the use of noun. For example is a sentence “*The other to learn is by speaks with another people from foreign countries*” (SQ2, P2, L4). It is incorrect sentence. The noun “*people*” should be “*person*” because the word “*another*” is showed singular noun and “*people*” includes to plural noun. So, it must be “*The other to learn is by speaks with another person from foreign countries.*”

#### 4.2.1.3.6 Misformation of Ordinal Number

Misformation of ordinal number is made by the learners if they make the wrong form of ordinal number in their sentences. Ordinal number is used to explain the period of time, the level of something, or the date. The examples of ordinal number are *1<sup>st</sup>*, *2<sup>nd</sup>*, *3<sup>rd</sup>*, etc. In this research, there is only 1 erroneous word that is included into misformation of ordinal number. It is presented as follow:

**Table 4.25 Misformation of Ordinal Number**

No.	Code	Error Sentences	Correct Sentences
1.	AP1, P2, L3	... they built their railway system in about middle of 20 centuries.	... they built their railway system in the middle of 20 <sup>th</sup> century.

From the table above, a student made a wrong form of the ordinal number.

Actually, the sentence explains about the period of time, thus it should be added with the ordinal number “20<sup>th</sup>”.

#### 4.2.1.3.7 Misformation of Plural Marker

Misformation of plural marker is made by the learners if they made incorrect rule of plural marker. In this research, the researcher found 2 erroneous words that are included into misformation of plural marker. They are presented as follow:

**Table 4.26 Misformation of Plural Marker**

No.	Code	Error Sentences	Correct Sentences
1.	KH2, P1, L1	... many alternative energies...	...many types of alternative <u>energy</u> ...
2.	SQ1, P2, L5	... the larvas is fully transform to be cocon...	..the <u>larvae</u> are fully transformed to be cocoon...

Those sentences are incorrect sentence. For example is a sentence “*many alternative energies*” (KH2, P1, L1). A word “*Energy*” is included to uncountable noun. Thus the plural marker “-s” is unnecessarily used.

#### 4.2.1.3.8 Misformation of Preposition

Misformation of preposition happens when the learners make the wrong form of the use of preposition. In this research, the researcher found 4 erroneous

words which are included into misformation of adjective. They are presented as follow:

**Table 4.27 Misformation of Preposition**

No.	Code	Error Sentences	Correct Sentences
1.	AP1, P2, L5	... Kyoto and Los Angeles has shortest track between all contries in the table.	... Kyoto and Los Angeles have the shortest track <b>among</b> all countries in the table.
2.	HK1, P3, L1	The electricity demand has been specified by the pie chart data that majority for English home used electricity for heating rooms...	The electricity demand has been specified <b>in</b> the pie chart data that the majority for English home uses electricity for heating rooms...
3.	HK1, P3, L6	... therefore the demand for electricity rose doubled time in the winter compared to that at summer.	... therefore the demand for electricity rose doubles in the winter compared to that <b>in</b> summer.
4.	N1, P1, L4	the leaves can go through two methods,	the leaves can go <b>to</b> two methods,

One of the examples of misformation of preposition from the table above is “*Kyoto and Los Angeles has shortest track between all contries in the table*” (AP1, P2, L5). It is incorrect sentence. The preposition “*between*” should be changed into “*among*” because “*between*” is used for 2 things, while “*among*” is used for 3 things or more. Thus “*among*” is suitable preposition for that sentence.

#### 4.2.1.3.9 Misformation of Pronoun

Misformation of pronoun happens if the learners make the wrong form of the use of pronoun. In this research, the researcher found 7 erroneous words that are included into misformation of pronoun. They are presented as follow:

**Table 4.28 Misformation of Pronoun**

No.	Code	Error Sentences	Correct Sentences
1.	DP2, P1, L5	Selling those stuff is improving their prosperity.	Selling <b>that</b> stuff is improving their prosperity.
2.	DP2, P3, L3	Those obligation rises because they get their wealth for poor country by selling their products.	<b>That</b> obligation rises because they get their wealth for poor country by selling their products.
3.	FIH2, P2, L8	... and the disadvantage the book is sometimes in a book have bad messages for the people,...	... and the disadvantage of the book is that sometimes <b>it</b> has bad messages for the people,...
4.	MM2, P3, L1	If the product that include glukotamine, fruktosa, and etc, this will cause the children overweight.	If the products include glucosamine, fructose, etc, <b>these</b> will cause the children overweight.
5.	SQ1, P1, L2	... until it's production of silk cloth.	... until <b>its</b> production of silk cloth.
6.	SQ1, P2, L1	... when the butterfly put it's eggs on the leaves,...	... when the butterfly put <b>its</b> eggs on the leaves,...
7.	SQ1, P2, L5	... to begin it's transformation to cocoon...	... to begin <b>its</b> transformation to cocoon...

From the table above, the researcher took an example of misformation of pronoun. A sentence “*Selling those stuff is improving their prosperity*” (DP2, P1, L5) is incorrect sentence. A word “*those*” should be followed by plural noun. But in that sentence, the word “*stuff*” is singular noun because it is followed by auxiliary verb “*is*”. Thus the suitable pronoun to fill the sentence is “*that*” which is for singular noun.

#### 4.2.1.3.10 Misformation of Singular Verb

Actually, misformation of singular verb is almost same with misformation of verb. But it happens when the learners make the wrong form of the use of verb.

The subject of the sentence is singular. In this research, the researcher found 19 erroneous words that are included into misformation of singular verb. They are presented as follow:



Table 4.29 Misformation of Singular Verb

No.	Code	Error Sentences	Correct Sentences
1.	AP2, P3, L4	... he will plant in his mind that he want to be a hard working, ...	... he will plant in his mind that he <b>wants</b> to be a hard working....
2.	AP2, P4, L1	... our characteristic is create based on how our surrounding teach the value of life.	... our characteristics are created based on how our surrounding <b>teaches</b> the value of life
3.	FH1, P3, L1	After that boil in the water.	After that <b>it</b> boils in the water.
4.	FH1, P2, L3	In 16 days a moth come inside the cocoon and they ley egg.	In 16 days a moth <b>comes</b> inside the cocoon and they lay <b>eggs</b> .
5.	FH1, P4, L1	After seing the picture we can see the cocoon have two function	After seeing the picture we can see the cocoon <b>has</b> two functions
6.	FH2, P6, L2	... film take one an half to two hours...	... film <b>takes</b> one and a half to two hours...
7.	FH2, P6, L3	... a author write story in a book that have no limitation about the story.	... an author <b>writes</b> a story in a book that has no limitation about the story.
8.	FH2, P6, L3	... a author write story in a book that have no limitation about the story.	... an author write a story in a book that <b>has</b> no limitation about the story.
9.	FIH2, P2, L8	... and the disavadvantage the book is sometimes in a book have bad messages for the people,....	... and the disavadvantage of the book sometimes <b>has</b> bad messages for the people,....
10.	FIH2, P2, L8	... and the disavadvantage the book is sometimes in a book have bad messages for the people,....	... and the disavadvantage of the book is that sometimes <b>it</b> has bad messages for the people,...
11.	FIH2, P2, L4	For example, a film which have adult rate, it is not appropriate to watch by children,...	For example, a film which <b>has</b> adult rate is not appropriate to watch by children,....
12.	HK1, P3, L1	The electricity demand has been specified by the pie chart data that majority for English home used electricity for heating rooms...	The electricity demand has been specified in the pie chart data that the majority for English home <b>uses</b> electricity for heating rooms...
13.	JW1, P1, L1	... traffic noise begin with 300 complaints by the year of 1980 and stay constantly in the following year...	... traffic noise <b>begins</b> with 300 complaints by the year of 1980 and stay constantly in the following year...
14.	JW1, P1, L2	but it experience a decline in 1986 and 1988	but it <b>experiences</b> a decline in 1986 and 1988
15.	JW1, P3, L1	it rise extremely high from 400 complaints in 1988 to 1200 complaints in 1996	it <b>rises</b> extremely high from 400 complaints in 1988 to 1200 complaints in 1996
16.	MM2, P2, L2	Parents habbit wich always agree with their childern want causes childern to get use to do...	Parents habit which always <b>agrees</b> with their children's want causes children to get used to do...
17.	MM2, P2, L8	... and the reason cause another problem.	... and the reason <b>causes</b> another problem.
18.	SQ1, P1, L2	The proces of the life cycle is contain a four step which is takes time about 6 months until it's ready to next process,....	The process of the life cycle <b>contains</b> four steps which takes time about 6 months until it's ready to the next process,....
19.	SQ1, P3, L1	... the process start by select the best cocon then boil it in water.	... the process <b>starts</b> by selecting the best cocoon then boil it in water.

The researcher took an example from the table above. A sentence “*a author write story in a book that have no limitation about the story*” (FH2, P6, L3) is an incorrect sentence. The word “*story*” is considered as singular noun.

Thus “*have*” in the sentence should be changed into “*has*”.

#### 4.2.1.3.11 Misformation of Verb

Misformation of verb happens if the learners make the wrong form of the use of verb. In this research, the researcher found 23 erroneous words that are included into misformation of verb. They are presented as follow:

**Table 4.30 Misformation of Verb**

No.	Code	Error Sentences	Correct Sentences
1.	AP1, P2, L5	... Kyoto and Los Angeles has shortest track between all contries in the table.	... Kyoto and Los Angeles <b>have</b> the shortest track among all countries in the table.
2.	AP1, P2, L8	In contrast, Kyoto and Los Angeles has the smallest passengers per year	In contrast, Kyoto and Los Angeles <b>have</b> the smallest passengers per year
3.	AP2, P2, L1	When we are first shows in this world, ...	When we first <b>showed</b> in this world, ...
4.	AP2, P2, L1	... we don't have any characteristic.	... we <b>didn't</b> have any characteristics.
5.	AP2, P2, L3	... with a parents who aren't teach discipline it will produce different characteristics.	... with parents who <b>don't</b> teach discipline will produce different characteristics.
6.	AP2, P2, L5	Moreover characteristic is build on our nearest surrounding such as family and school.	Moreover characteristic <b>is built</b> on our nearest surrounding such as family and schools.
7.	AP2, P4, L1	... our characteristic is create based on how our surrounding teach the value of life.	... our characteristics <b>are created</b> based on how our surrounding teaches the value of life
8.	FIH1, P2, L7	The chicken was significantly increase from below 150 gr/week in 1979...	The chicken <b>was significantly increased</b> from below 150 gr/week in 1979...
9.	HK1, P3, L4	This can be sump up the during the winter...	This can be <b>summed</b> up that during the winter...
10.	MM1, P1, L9	... now it replace by big building...	... now it <b>is replaced</b> by big buildings...
11.	SQ1, P2, L5	... the larvas is fully transform to be cocon...	..the larvae are fully <b>transformed</b> to be cocoon...
12.	SQ1, P3, L2	After the boil process the cocon will be move to unwind proces, the unwind cocon length is about 300 – 900 m.	After the boiling process the cocoon will be <b>moved</b> to unwind process, the unwind cocoon length is about 300 – 900 m.

Table continued ...

No.	Code	Error Sentences	Correct Sentences
13.	FH2, P6, L1	... in the advantages books compare watching film...	... in the advantages of books <b>compared</b> to film...
14.	FIH2, P1, L5	... the shows that has a bad morale,...	... the shows that <b>have</b> a bad morale,...
15.	HK1, P3, L5	... people spent budget for electricity bills...	... people <b>spend</b> budget for electricity bills...
16.	HK2, P3, L5	Consequently, some students experiencing some problems...	Consequently, some students <b>experience</b> some problems...
17	JW1, P2, L5	complaints for noise made by factories was more likely higher than the other source of noise.	complaints for noise made by factories <b>were</b> more likely higher than the other source of noise.
18.	KH2, P1, L4	Some scholars said that development of nuclear power may threatened world peace	Some scholars said that development of nuclear power may <b>threaten</b> world peace
19.	KH2, P4, L4	... and not to unisuse it as weapon to trigger war of conflict.	... and not to <b>use</b> it as a weapon to trigger the war of conflict.
20	MM1, P1, L10	... it become a hotel.	... it <b>became</b> a hotel.
21.	SQ1, P2, L2	...10 days those eggs will be transform to silkworm larva.	... 10 days those eggs will be <b>transforming</b> to silkworm larva.
22.	SQ2, P2, L3	... if we wanted to be good at this language...	... if we <b>want</b> to be good at this language...
23.	SQ2, P4, L1	So, I suggest to people who wanted to learn English that we dont need to go abroad,...	So, I suggest people who <b>want</b> to learn English that we don't need to go abroad,...

The sentences from the table above are included into misformation of verb. The students made those errors because they didn't know the well-form of the use of verb. It has relationship with the use of tenses. For example is a sentence "Kyoto and Los Angeles has shortest track between all contries in the table" (AP1, P2, L5). Actually "has" is used for a subject (singular noun). But in that sentence, there are two nouns (plural noun). They are "Kyoto" and "Los Angeles". Thus the correct sentence is "Kyoto and Los Angeles have shortest track between all contries in the table".

#### 4.2.1.4 Misordering

Misordering is one of error types. It happened when the learners made a sentence or utterance incorrectly placed. In this research, the researcher found only 2 erroneous words that are included into misordering. They are presented as follow:

**Table 4.31 Misordering**

No.	Code	Error Sentences	Correct Sentences
31.	FH1, P3, L2	When is finish unwind	When <b>the finishing is</b> unwind
105.	SQ2, P3, L2	Because it was used to pay to cost living in boarding house...	Because it was used to pay <b>living cost</b> in boarding house...

From the table above, those students made errors because the content of their sentence are incorrectly placed. For example is the sentence “*Because it was used to pay to cost living in boarding house...*” (SQ2, P3, L2). The head and modifier in this sentence is incorrectly placed. “*living*” is as the head, while “*cost*” is as the modifier. Thus, it should be changed into “*living cost*”.

#### 4.2.2 Source of Error

Source of Errors can be classified according to their source into four categories. They are Interlingual Transfer, Intralingual Negative Transfer, Context of Learning or Induced Error, and various Communication Strategies. But in this research, the researcher found Intralingual Transfer and Intralingual Negative Transfer. They are presented as follow:

##### 4.2.2.1 Interlingual Transfer

Interlingual transfer happens because of the learners’ mother-tongue influence. This kind of error is frequently done at the initial stage of L2 learning

because their L1 is the only language system the learners know. In this research, the researcher found 45 erroneous words and sentences that includes to Interlingual Transfer (see appendix 3).

The students made some interlingual transfers because their L1 influence their L2 output in speaking English. For example is the sentence “*100 advantage film*” (FH2, P4, L1). This sentence produces a form that is not used by adult speakers of English. The L1 or mother-tongue of the speaker is Bahasa Indonesia. Thus it is understandable for the readers as Indonesians. But it is confusing if the reader is not Indonesians. So, the sentence should be “*100 advantages of film*” to avoid the misunderstanding and it is included to interlingual transfer in terms of source of error.

Another example is “*Kyoto and Los Angeles has shortest track between all contries in the table*” (AP1, P2, L5). In Bahasa Indonesia which is as the mother-tongue or the first language of the learner, there is no grammatical rule about the plural or singular subject. In Bahasa Indonesia, the verb that is used in the plural subject is the same as it is in the singular subject. While in English, it is different.

The learner was confused in applying English especially in the writing which needs the English grammatical rule. Thus, this incorrect sentence is influenced by the learner’s mother-tongue or the first language and it is called Interlingual Transfer in the source of error.

#### 4.2.2.2 Intralingual Negative Transfer

Intralingual negative transfer or interference is the source of intralingual errors (Brown 1980, p.173-174). In this research, the researcher found 116

erroneous sentences or words which are included into intralingual error. The types of them are exploiting redundancy, false analogy, incomplete rule application, misanalysis, overgeneralization, and overlooking concurrence restrictions.

#### 4.2.2.2.1 Exploiting Redundancy

Exploiting redundancy appears because there is a lot of redundancy in every language, e.g. unnecessary morphology, and intelligent learners try to avoid those items which they find redundant to make their learning and communication easier. In this research the researcher found 31 erroneous sentences which are included into exploiting redundancy. They are presented as follow:

**Table 4.32 Exploiting Redundancy**

No.	Code	Error Sentences	Correct Sentences
1.	DP1, P2, L1	CD player was the <b>most</b> highest technology usages from 1996/67 to 2002/03.	CD player was the highest technology usages from 1996/67 to 2002/03.
2.	FIH2, P1, L1	My opinion about advantages and disadvantages of television, film and books <b>which</b> as media for communicating information.	This is my opinion about advantages and disadvantages of television, film and books as media for communicating information.
3.	AP2, P1, L3	... the <b>main major</b> that influence our personality is our experience.	... the major that influence our personality is our experience.
4.	AP1, P2, L3	... they built their railway system in <b>about</b> middle of 20 centuries.	... they built their railway system in the middle of 20th century.
5.	MM1, P1, L4	However they weren't there <b>anywhere</b> ...	However they weren't there
6.	AP2, P2, L3	For example <b>a</b> parents who teach discipline ...	For example parents who teach discipline ...
7.	AP2, P2, L3	... to their children compared with <b>a</b> parents ...	... to their children compared with parents ...
8.	AP2, P3, L2	... learns that <b>the</b> laziness will make his future bad.	... learns that laziness will make his future bad.
9.	HK1, P2, L7	... in the winter and just below <b>the</b> 20.000 or approximately 19.000 in the summer.	... in the winter and just below 20.000 or approximately 19.000 in the summer.
10.	SQ1, P1, L2	The proces of the life cycle is contain <b>a</b> four step which is takes time about 6 months until it's ready to next process,...	The process of the life cycle contains four steps which takes time about 6 months until it's ready to the next process,...

Table continued ...

No.	Code	Error Sentences	Correct Sentences
11.	AP2, P2, L1	When we <b>are</b> first shows in this world...	When we first showed in this world...
12.	AP2, P3, L1	Our characteristic may <b>be</b> change because of our experience.	Our characteristic may change because of our experience.
13.	MM2, P2, L4	Another reason is that children were <b>are</b> used to be given pocket money...	Another reason is that children were used to be given pocket money...
14.	SQ1, P1, L2	The proces of the life cycle <b>is</b> contain a four step which is takes time about 6 months until it's ready to next process,...	The process of the life cycle contains four steps which takes time about 6 months until it's ready to the next process,...
15.	SQ1, P1, L2	The proces of the life cycle is contain a four step which <b>is</b> takes time about 6 months until it's ready to next process,...	The process of the life cycle contains four steps which takes time about 6 months until it's ready to the next process,...
16.	FIH2, P2, L3	But, <b>on the other side....</b>	But,...
17.	MM2, P1, L1	An overweight children in developed countries in increasing <b>that</b> because growing number of fast food outlets...	An overweight children in developed countries in increasing because of growing number of fast food outlets...
18.	MM2, P3, L1	If the product <b>that</b> include glukotamine, fruktosa, and etc, this will cause the children overweight.	If the products include glucosamine, fructose, etc, these will cause the children overweight.
19.	MM2, P3, L1	If the product that include glukotamine, fruktosa, <b>and</b> etc, this will cause the children overweight.	If the products include glucosamine, fructose, etc, these will cause the children overweight.
20.	N1, P1, L6	... rolling the leaves so <b>that</b> they are flat and broken.	... rolling the leaves so they are flat and broken.
21.	FH2, P6, L1	... in the advantages books compare <b>watching</b> film...	... in the advantages of books compared to film...
22.	HK1, P3, L6	... therefore the demand for electricity rose doubled <b>time</b> in the winter compared to that at summer.	... there fore the demand for electricity rised doubles in the winter compared to that in summer.
23.	AP2, P3, L3	On the other hand, other people experience also influence <b>to</b> our characteristic.	On the other hand, other people's experiences also influence our characteristics.
24.	DP, P2, L4	Internet access was always <b>at</b> the lowest position.	Internet access was always the lowest position
25.	FH2, P1, L2	Which <b>of</b> media for communicating information is most effective.	Which media for communicating information is the most effective?
26.	FIH1, P2, L6	... <b>to</b> above 50 gr/week,	... above 50 gr/week,
27.	SQ2, P3, L2	Because it was used to pay <b>to</b> cost living in boarding house...	Because it was used to pay living cost in a boarding house...

Table continued ...

No.	Code	Error Sentences	Correct Sentences
28.	SQ2, P4, L1	So, I suggest <u>to</u> people who wanted to learn English that we dont need to go abroad,...	So, I suggest people who want to learn English that we don't need to go abroad,...
29.	AP2, P2, L3	For example a parents who teach discipline to their children compared with a parents who aren't teach discipline <u>it</u> will produce different characteristics.	For example parents who teach discipline to their children compared with parents who don't teach discipline will produce different characteristics.
30.	FIH2, P2, L2	For example Laskar Pelangi film <u>it</u> can give inspiration to people ...	For example Laskar Pelangi film can give inspiration to people ...
31.	FIH2, P2, L4	For example, a film which have adult rate <u>it</u> is not appropriate to watch by children,...	For example, a film which has adult rate is not appropriate to watch by children,...

Concerning the table above, the researcher found the exploiting redundancy as one of error sources in all of addition. It is because there are a lot of redundancies in every sentence in addition as one of error types. It is also unnecessary morphology.

#### 4.2.2.2.2 False Analogy

False analogy arises when the learner incorrectly thinks that a new item behaves like another item already known to him or her. In this research the researcher found 8 erroneous sentences which are included into false analogy.

They are presented as follow:



Table 4.33 False Analogy

No.	Code	Error Sentences	Correct Sentences
1.	FH2, P6, L2	... film take one an half to two hours...	... film takes one and <u>a</u> half to two hours...
2.	FH2, P6, L3	... a author write story in a book that have no limitation about the story.	... <u>an</u> author writes a story in a book that has no limitation about the story.
3.	KH2, P1, L1	... many alternative energies...	...many types of alternative <u>energy</u> ...
4.	SQ1, P2, L5	... the larvas is fully transform to be cocoon...	..the <u>larvae</u> are fully transformed to be cocoon..
5.	AP1, P2, L5	... Kyoto and Los Angeles has shortest track between all contries in the table.	... Kyoto and Los Angeles have the shortest track <u>among</u> all countries in the table.
6.	HK1, P3, L1	The electricity demand has been specified by the pie chart data that majority for English home used electricity for heating rooms...	The electricity demand has been specified <u>in</u> the pie chart data that the majority for English home uses electricity for heating rooms...
7.	HK1, P3, L6	... therefore the demand for electricity rose doubled time in the winter compared to that at summer.	... therefore the demand for electricity rose doubles in the winter compared to that <u>in</u> summer.
8.	N1, P1, L4	the leaves can go through two methods,	the leaves can go <u>to</u> two methods,

From the table above, false analogy is found in misformation of preposition and article. The students made them because they thought that a new item is used for all of forms. For example is a sentence “*Kyoto and Los Angeles has shortest track between all countries in the table*” (AP1, P2, L5). It is incorrect sentence because the student thought that “*between*” can be used for all of forms of sentence. In fact, “*between*” can be used for particular form. Nouns that contain two things can be stated by using “*between*”, while nouns that contain three things or more, can use “*among*”, not “*between*”

#### 4.2.2.2.3 Incomplete Rule Application

Incomplete rule application happens when the learner doesn't apply all the rules necessary to apply in a particular situation. In fact, it is the converse of

overgeneralization. In this research the researcher found 81 erroneous sentences which are included into incomplete rule application. They are presented as follow:

**Table 4.34 Incomplete Rule Application**

No.	Code	Error Sentences	Correct Sentences
1.	AP1, P2, L3	... they built their railway system in about middle of 20 centuries.	... they built their railway system in <b>the</b> middle of 20th century.
2.	AP1, P2, L5	... Kyoto and Los Angeles has shortest track between all contries in the table.	... Kyoto and Los Angeles have <b>the</b> shortest track among all countries in the table.
3.	AP2, P3, L4	... a boy who are really fan of Steve Job,	... a boy who is really <b>a</b> fan of Steve Job,
4.	FH2, P1, L2	Which of media for communicating information is most effective.	Which media for communicating information is <b>the</b> most effective?
5.	FH2, P2, L1	Advantages television in this era of globalisation by watching television, we can...	<b>The</b> advantages of television in this era of globalization is that by watching television, we can...
6.	FH2, P3, L1	Disadvantages television,	<b>The</b> disadvantages of television,...
7.	FH2, P5, L1	Disadvantages film, the disadvantages of films the same like television,...	<b>The</b> Disadvantages of film, <b>the</b> disadvantages of films is the same as television,...
8.	FH2, P6, L1	Advantage books...	<b>The</b> advantages of books...
9.	FH2, P6, L3	... a author write story in a book that have no limitation about the story.	... an author writes <b>a</b> story in a book that has no limitation about the story.
10.	HK1, P3, L1	The electricity demand has been specified by the pie chart data that majority for English home used electricity for heating rooms...	The electricity demand has been specified in the pie chart data that <b>the</b> majority for English home uses electricity for heating rooms...
11.	HK2, P4, L2	Hence, viewing online learning as a more effective way cannot solely be concluded as more or less effective way in having education.	Hence, viewing online learning as a more effective way cannot solely be concluded as <b>a</b> more or less effective way in having education.
12.	KH2, P2, L2	Nuclear power is an energy that can be created in laboratorium.	Nuclear power is an energy that can be created in <b>a</b> laboratory.
13.	KH2, P4, L4	... and not to unisuse it as weapon to trigger war of conflict.	... and not to use it as <b>a</b> weapon to trigger the war of conflict.
14.	KH2, P4, L4	... and not to unisuse it as weapon to trigger war of conflict.	... and not to use it as a weapon to trigger <b>the</b> war of conflict.
15.	SQ1, P1, L2	The proces of the life cycle is contain a four step which is takes time about 6 months until it's ready to next process,...	The process of the life cycle contains four steps which takes time about 6 months until it's ready to <b>the</b> next process,...
16.	SQ2, P3, L2	Because it was used to pay to cost living in boarding house...	Because it was used to pay living cost in <b>a</b> boarding house...
17.	AP2, P2, L2	We all like a white paper ...	We all <b>are</b> like a white paper ...

Table continued ...

No.	Code	Error Sentences	Correct Sentences
18.	FH2, P2, L1	Advantages television in this era of globalisation by watching television, we can...	The advantages of television in this era of globalization <b>are</b> that by watching television, we can...
19	FH2, P2, L5	... even there a lot film.	... even there <b>are</b> a lot of films.
20.	FIH1, P2, L2	... and below 50 gr/week in 2004.	... and it <b>was</b> below 50 gr/week in 2004.
21.	FIH2, P1, L1	My opinion about advantages and disadvantages of television, film and books which as media for communicating information.	This <b>is</b> my opinion about advantages and disadvantages of television, film and books as media for communicating information.
22.	FIH2, P1, L6	... it is like the show which not given for children...	... it is like the show which <b>is</b> not given for children...
23.	FIH2, P2, L1	The advantages of watching film for people it can give an inspiration...	The advantages of watching film for people <b>are</b> that it can give an inspiration...
24.	FIH2, P2, L2	... to people through moral message which shown in the film.	... to people through moral message which <b>is</b> shown in the film.
25.	MM1, P1, L11	To conclude there more changes from 1990 to 2005.	To conclude there <b>are</b> more changes from 1990 to 2005.
26.	FH1, P2, L2	... the egg crack turn into silkworm larve.	... the eggs crack <b>and</b> turn into silkworm larvae.
27.	FH2, P2, L1	Advantages television in this era of globalisation by watching television, we can...	The advantages of television in this era of globalization is <b>that</b> by watching television, we can...
28.	FH2, P6, L2	... film take one an half to two hours...	... film takes one <b>and</b> a half to two hours...
29.	FIH2, P2, L1	The advantages of watching film for people it can give an inspiration...	The advantages of watching film for people are <b>that</b> it can give an inspiration...
30.	FIH2, P2, L8	... and the disavadvantage the book is sometimes in a book have bad messages for the people,...	... and the disavadvantage of the book is <b>that</b> sometimes it has bad messages for the people,...
31.	FIH1, P3, L1	There were two meat which signficantly decreased.	There were two <b>kinds</b> of meat which significantly decreased.
32.	KH2, P1, L1	... many alternative energies...	...many <b>types</b> of alternative energy...
33.	KH2, P1, L2	One of the alternative energy is nuclear power.	One <b>type</b> of the alternative energy is nuclear power.
34.	AP2, P2, L1	When we are first shows in this world, we don't have any characteristic.	When we first showed in this world, we didn't have any <b>characteristics</b> .
35.	AP2, P2, L2	... and our family start to fill the paper with many colour.	... and our family starts to fill the paper with many <b>colours</b> .
36.	AP2, P2, L5	Moreover characteristic is build on our nearest surrounding such as family and school.	Moreover characteristic is built on our nearest surrounding such as family and <b>schools</b> .

Table continued ...

No.	Code	Error Sentences	Correct Sentences
37.	AP2, P3, L3	On the other hand, other people experience also influence to our characteristic.	On the other hand, other people's <b>experiences</b> also influence our characteristics.
38.	AP2, P3, L3	On the other hand, other people experience also influence to our characteristic.	On the other hand, other people's experiences also influence to our <b>characteristics</b> .
39.	AP2, P4, L1	... our characteristic is create based on how our surrounding teach the value of life.	... our <b>characteristics</b> are created based on how our surrounding teaches the value of life.
40.	AP2, P4, L2	In addition other people experience can become our inspiration and teach us the value of life which will influence our characteristic.	In addition other people's <b>experiences</b> can become our inspirations and teach us the value of life which will influence our characteristics.
41.	AP2, P4, L2	In addition other people experience can become our inspiration and teach us the value of life which will influence our characteristic.	In addition other people's experiences can become our <b>inspirations</b> and teach us the value of life which will influence our characteristics.
42.	AP2, P4, L2	In addition other people experience can become our inspiration and teach us the value of life which will influence our characteristic.	In addition other people's experiences can become our inspirations and teach us the value of life which will influence our <b>characteristics</b> .
43.	FH1, P1, L1	There are two picture below	There are two <b>pictures</b> below
44.	FH1, P2, L2	... the egg crack turn into silkworm larve.	... the <b>eggs</b> crack and turn into silkworm larvae.
45.	FH1, P2, L3	After 3 to 8 days turn into cocoon.	After 3 to 8 days <b>they</b> turn into cocoons.
46.	FH1, P2, L3	In 16 days a moth come inside the cocoon and they ley egg.	In 16 days a moth comes inside the cocoon and they ley <b>eggs</b> .
47.	FH1, P3, L3	If you want to add some colour dye it in the pan.	If you want to add some <b>colours</b> , dye it in the pan.
48.	FH1, P4, L1	After seing the picture we can see the cocoon have two function	After seeing the picture we can see the cocoon has two <b>functions</b>
49.	FH2, P2, L5	... even there a lot film.	... even there are a lot of <b>films</b> .
50.	FH2, P4, L1	100 advantage film,...	100 <b>advantages</b> of film,...
51.	JW2, P4, L2	... and translate it into your own language	... and translate it into your own <b>languages</b>
52.	KH1, P2, L4	There are vehicle track surround reception...	There are vehicle <b>tracks</b> surrounding reception...
53.	MM1, P1, L6	... the trees between the two main road on the wood become houses.	... the trees between the two main <b>roads</b> on the wood become houses.
54.	MM1, P1, L9	... now it replace by big building...	... now it is replaced by big <b>buildings</b> ...
55.	MM2, P3, L1	If the product that include glukotamine, fruktosa, and etc, this will cause the 63lavor63n overweight.	If the <b>products</b> include glucosamine, fructose, etc, these will cause the children overweight.
56.	N1, P1, L4	... to cut out 60 percent of the moist.	... to cut out 60 <b>percents</b> of the moist.

Table continued ...

No.	Code	Error Sentences	Correct Sentences
57.	N1, P1, L12	... to cut out 97 percent moist in total and to release the 64labor and aroma.	... to cut out 97 <b>percents</b> moist in total and to release the flavor and aroma.
58.	AP2, P3, L3	On the other hand, other people experience also influence to our characteristic.	On the other hand, other <b>people's</b> experiences also influence to our characteristics.
59.	AP2, P4, L2	In addition other people experience can become our inspiration and teach us the value of life which will influence our characteristic.	In addition other <b>people's</b> experiences can become our inspirations and teach us the value of life which will influence our characteristics.
60.	MM2, P2, L2	Parents habbit wich always agree with their 64hildren want causes 64hildren to get use to do...	Parents habit which always agrees with their <b>children's</b> want causes children to get used to do...
61.	DP2, P1, L1	They have more than enough yearly gross national production that is able to cover all their expenses.	They have more than enough yearly gross national production that is able to cover all <b>of</b> their expenses.
62.	FH2, P1, L1	My opinion about the advantages and disadvantages television, film, and books.	This is my opinion about the advantages and disadvantages <b>of</b> television, film, and books.
63.	FH2, P2, L1	Advantages television in this era of globalisation by watching television, we can...	The advantages <b>of</b> television in this era of globalization is that by watching television, we can...
64.	FH2, P2, L5	... even there a lot film.	... even there are a lot <b>of</b> films.
65.	FH2, P3, L1	Disadvantages television,...	The disadvantages <b>of</b> television,...
66.	FH2, P4, L1	100 advantage film,...	100 advantages <b>of</b> film,...
67.	FH2, P5, L1	Disadvanteges film, the disadvantages of films is the same like television,...	The Disadvantages <b>of</b> film, the disadvantages of films is the same as television,...
68.	FH2, P6, L1	Advantage books...	The advantages <b>of</b> books...
69.	FH2, P6, L1	... in the advantages books compare watching film...	... in the advantages <b>of</b> books compared to watching film...
70.	FH2, P6, L1	... in the advantages books compare watching film...	... in the advantages of books compared <b>to</b> film...
71.	FIH1, P3, L1	There were two meat which significantly decreased.	There were two kinds <b>of</b> meat which significantly decreased.
72.	FIH2, P2, L8	... and the disavadvantage the book is sometimes in a book have bad messages for the people,...	... and the disavadvantage <b>of</b> the book is that it sometimes has bad messages for the people,...
73.	KH2, P1, L1	... many alternative energies...	...many types <b>of</b> alternative energy...
74.	MM2, P1, L1	An overweight 64hildren in developed countries in increasing that because growing number of fast food outlets...	An overweight children in developed countries in increasing because <b>of</b> growing number of fast food outlets...
75.	FH1, P2, L2	In 4 to 6 weeks turn into silk thread	In 4 to 6 weeks <b>they</b> turn into silk thread

Table continued ...

No.	Code	Error Sentences	Correct Sentences
76.	FH1, P2, L3	After 3 to 8 days turn into cocoon.	After 3 to 8 days <b>they</b> turn into cocoons.
77.	FH1, P3, L1	After that boil in the water.	After that <b>it</b> boils in the water.
78.	FH2, P1, L1	My opinion about the advantages and disadvantages television, film, and books.	<b>This</b> is my opinion about the advantages and disadvantages of television, film, and books.
79.	FH2, P6, L4	... and is boring to read.	... and <b>it</b> is boring to read.
80.	FIH1, P2, L2	... and below 50 gr/week in 2004.	... and <b>it</b> was below 50 gr/week in 2004.
81.	FIH2, P1, L1	My opinion about advantages and disadvantages of television, film and books which as media for communicating information.	<b>This</b> is my opinion about advantages and disadvantages of television, film and books which are as media for communicating information.

The students of “AZET Language Centre Malang” made those errors which are include to incomplete rule because they do not apply all of the rules which are necessary in their sentences. Thus, all of omissions in the types of error are included into incomplete rule.

#### 4.2.2.2.4 Misanalysis

Misanalysis means that the learner has formed an unfounded hypothesis in the L2 and is putting it in practice. In this research, the researcher found 11 erroneous sentences that are included into misanalysis. They are presented as follow:

Table 4.35 Misanalysis

No.	Code	Error Sentences	Correct Sentences
1.	AP2, P3, L4	... a boy who are really fan of Steve Job,	... a boy who <b>is</b> really a fan of Steve Job,
2.	AP2, P4, L1	... our characteristic is create based on how our surrounding teach the value of life.	... our characteristics <b>are</b> created based on how our surrounding teaches the value of life
3.	N2, P1, L5	... the high sales of consumer goods is not the reflection...	...the high sales of consumer goods <b>are</b> not the reflection...
4.	SQ1, P2, L5	.. the larvas is fully transform to be cocon...	..the larvae <b>are</b> fully transformed to be cocoon...
5.	DP2, P1, L5	Selling those stuff is improving their prosperity.	Selling <b>that</b> stuff is improving their prosperity.
6.	DP2, P3, L3	Those obligation rises because they get their wealth for poor country by selling their products.	<b>That</b> obligation rises because they get their wealth for poor country by selling their products.
7.	FIH2, P2, L8	... and the disavadvantage the book is sometimes in a book have bad messages for the people,...	... and the disavadvantage of the book is that sometimes <b>it</b> has bad messages for the people,...
8.	MM2, P3, L1	If the product that include glukotamine, fruktosa, and etc, this will cause the children overweight.	If the products include glucosamine, fructose, etc, <b>these</b> will cause the children overweight.
9.	SQ1, P1, L2	... until it's production of silk cloth.	... until <b>its</b> production of silk cloth.
10.	SQ1, P2, L1	... when the butterfly put it's eggs on the leaves,...	... when the butterfly put <b>its</b> eggs on the leaves,...
11.	SQ1, P2, L5	... to begin it's transformation to cocon...	... to begin <b>its</b> transformation to cocoon...

From the table above, misformation of be, and pronoun are included into misanalysis because the students misunderstand a certain form. It is because of their L1 influence. For example is a sentence “*to begin it's transformation to cocon*” (SQ1, P2, L5). The student assumes that “*it's*” can be used as a possessive pronoun of “*it*”.

#### 4.2.2.2.5 Overgeneralization

Overgeneralization means that the learner uses one member of a set of forms also in situations when the other members must be used. This usually leads to overuse of one form and underuse of the others. Well known candidates for overgeneralization are pairs as *other/another*, *much/many*, *some/any* etc. (James

1998, p.187). In this research, the researcher found 5 overgeneralizations which are made by the students. They are presented as follow:

**Table 4.36 Overgeneralization**

No.	Code	Error Sentences	Correct Sentences
1.	AP2, P2, L1	When we <b>are</b> first shows in this world...	When we first showed in this world...
2.	AP2, P3, L1	Our characteristic may <b>be</b> change because of our experience.	Our characteristic may change because of our experience.
3.	MM2, P2, L4	Another reason is that children were <b>are</b> used to be given pocket money...	Another reason is that children were used to be given pocket money...
4.	SQ1, P1, L2	The proces of the life cycle <b>is</b> contain a four step which is takes time about 6 months until it's ready to next process,....	The process of the life cycle contains four steps which takes time about 6 months until it's ready to the next process,...
5.	SQ1, P1, L2	The proces of the life cycle is contain a four step which <b>is</b> takes time about 6 months until it's ready to next process,....	The process of the life cycle contains four steps which takes time about 6 months until it's ready to the next process,...

The students made overgeneralizations which are found in addition of be.

They usually overuse of one form and the other forms must be used. For example is the utterance “*When we are first shows in this world*” (AP2, P2, L1). It reflects that the student over generalizes the use of auxiliary verbs in his sentence.

#### 4.2.2.2.6 Overlooking Cocurrence Restrictions

Overlooking cocurrence restrictions means that the learner doesn't know that certain words go together with certain complements, prepositions etc. In this research, the researcher found 7 erroneous sentences which are included into overlooking cocurrence restrictions. They are presented as follow:



**Table 4.37 Overlooking Cocurrence Restrictions**

No.	Code	Error Sentences	Correct Sentences
1.	DP1, P3, L2	... even though each technology has different level of raising.	... even though each technology has different level of <b>rise</b> .
2.	DP2, P2, L3	... no choices can be taken but to buy import stuff such us cloth and can food.	... no choices can be taken but to buy <b>imported</b> stuff such us cloth and can food.
3.	FIH2, P1, L4	In the other, the television can give bad affect...	On the other hand, the television can give bad <b>effect</b> ...
4.	FIH2, P2, L6	And the finally is book.	And the <b>final</b> is book.
5.	KH2, P2, L2	Nuclear power is an energy that can be created in laboratorium.	Nuclear power is an energy that can be created in a <b>laboratory</b> .
6.	SQ2, P2, L4	The other to learn is by speaking with another people from foreign countries.	The other to learn is by speaking with another <b>person</b> from foreign countries.
7.	AP2, P1, L1	... and the development are most influenced by...	... and the development are <b>mostly</b> influenced by...

From the table above, the student made some erroneous sentences which are included into overlooking cocurrence restrictions because they don't know that certain words go together with certain complements, prepositions etc. For example is a sentence “*In the other, the television can give bad affect...*” (FIH2, P1, L4). It is incorrect sentence because in fact the student wants to make a noun phrase, “*affect*” is a “*verb*”. While the word before it “*bad*” includes to adjective. The sentence should be “*On the other hand, the television can give bad effect...*” because in a phrase, adjective is always followed by noun or noun is followed by noun.

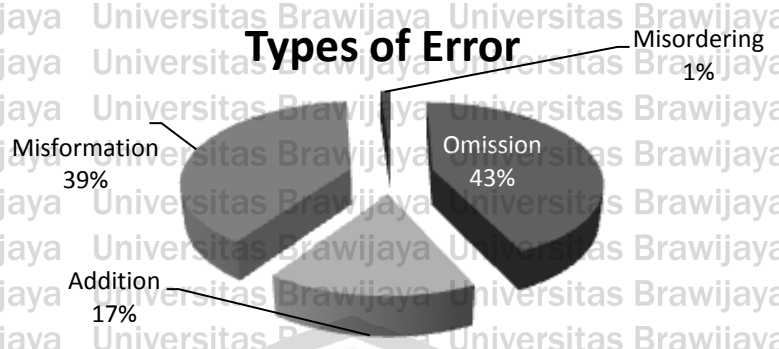
### 4.3 Discussion

After the data were analyzed, the researcher can figure out some interesting phenomena that can be found in this paper. The researcher found the total number of erroneous words in the writing tasks are 188 erroneous words from 105 sentences made by the students of “AZET Language Centre Malang”.

From the data shown above, the errors appear in various kinds of cases such as omission, addition, misformation and misordering. This is in line with the descriptive aspects of error taxonomies proposed by Dulay et al (1982). Omission in this research has 8 types of omission. They are omission of article, omission of be, omission of conjunction, omission of noun, omission of plural marker, omission of possessive marker, omission of preposition, and omission of pronoun.

Addition has 8 types. They are addition of adjective, addition of adverb, addition of article, addition of be, addition of conjunction, addition of noun, addition of preposition, and addition of pronoun. While Misformation has 11 types. They are misformation of adverb, misformation of article, misformation of be, misformation of conjunction, misformation of noun, misformation of ordinal number, misformation of plural marker, misformation of preposition, misformation of pronoun, misformation of singular verb, and misformation of verb.

In the types of error, the researcher found 81 omissions (43,1 %) as the highest number of error type, the second place is misformation. There are 74 misformations (39,4 %) which are found in this research, then the third position is for addition. There are 31 additions (16,5 %). While in the last position is misordering. There are only 2 erroneous words (1,1 %) . Those types of error are summarized in figure 4.1.



**Figure 4.1 Percentage of Types of Error**

The result from this research is different from the previous studies that have been mentioned before in the second chapter conducted by Putri (2013) entitled “Error Analysis in the Narrative Writing Produced by Students of SMP Negeri 4 Malang”. Her research analyzes error that is made by students of SMP Negeri 4 Malang in their narrative writing. She used the theory based on surface strategy taxonomy by Dulay. In her research, the errors that mostly occurred is misformations error (62%). While in this study, omission is the most dominant errors found by the researcher with 81 (43%) errors. One kind of this omissions that mostly occurred is omission of plural marker. It is because the students omitted the grammatical morpheme such as plural marker *-s* or *-es* in their sentences. In this research, misformation error is in the second place which amounts to 39%.

The frequency of errors are also different from the previous study that have been mentioned before in the second chapter. The first previous study by Putri (2013) found misformation as the biggest number of errors found in the Narrative Writing Produced by Students of SMP Negeri 4 Malang. She found the greatest number of errors was misformation (62%). The second number of errors

was omission (25%). Then in the third place was misordering (8%). The lowest number that she found in her research was addition (5%).

The second previous study is conducted by Subardja (2013). Her research analyzed error that is made by students of Study Program of English Faculty of Culture Studies Universitas Brawijaya in their descriptive paragraphs. She used the theory based on surface strategy taxonomy by Dulay et al (1982). She found misformation as the biggest number with 57 errors (51%). Omission was in the second place (21%). The third place was addition (16%) and the lowest number in her research was misordering with 13 errors (12%). The total of errors that she found was 112 errors. This is also different with this study where omission is the biggest number (43,1%)

From the explanation before, the result shows that the most error occurred because they did not apply the complete rule of their target language. It happened because of their first language influence. It makes the students confused in applying or using English especially in writing. In Bahasa Indonesia, there is no tenses, plural marker, article, etc. Thus the students always make errors when they write in English.

All errors can be analyzed into source of error as Brown (1980) and James (1998) suggests. They divided the source of error into four categories. But in this research, the researcher only used two of them, interlingual transfer and intralingual negative transfer. The other categories does not find in this study because this study discussed about grammatical error.

The total number of sources of error in this study is 188 errors from 105 erroneous sentences. The researcher found that intralingual negative transfer mostly occurred in the writing tasks. There are 143 errors in the intralingual negative transfer (76,1%). In this type, incomplete rule application was mostly occurred in the writing tasks produced by the students. It is followed by interlingual transfer in the second place. There are 45 errors in the interlingual transfer (23,94%). Those sources of error are summarized in figure 4.2.



**Figure 4.2 Percentage of Source of Error**

Furthermore, the researcher found another interesting aspect of each types and source of error produced by students of “AZET Language Centre Malang”. In the types of error, the highest number which is produced by the students is omission of plural marker (12,77 %). While from source of error, the highest number is incomplete rule application in the intralingual negative transfer. It is because the students or the learners cannot distinguish the sentence structure in their first language and their target language. They also do not apply all the rules in their sentences and it is called omission in the types of error. So, they often make errors in using English, especially in the writing which needs the grammatical rule.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter covers conclusion of the analysis and discussion in the previous chapters. This chapter also raises some suggestions for the future research.

#### 5.1 Conclusion

Descriptive paragraph is a kind of paragraph used to describe something, how something look, feel, and taste. While argumentative essay is a kind of essay which does not only give information but also present an argument.

In this research, the researcher used those kinds of paragraph that contain errors as the object of the research that were produced by students of “AZET Language Centre Malang”. As mentioned earlier, those students were chosen since they have the same level on IELTS (International English Language Testing System) as one of the requirements to study abroad. The researcher used surface strategy taxonomy proposed by Dulay, Burt and Krashen (1989) and the source of error proposed by James (1998) and Brown (1980). Those errors appear almost in every sentence. Thus the researcher gets very rich data.

According to the finding in the previous chapter, the types of errors appear in various kinds of cases such as omission, addition, misformation, and misordering. The researcher found 81 omissions (43,1 %) as the highest number

of error type.

On the other hand in the source of error, the researcher found Intralingual Negative Transfer as the biggest number of error source. It has 143 erroneous words (76,1 %). Then it is followed by Interlingual Transfer in the second place.

There are 45 erroneous sentences (23,94 %) that are included into this category.

Incomplete rule application is the biggest number in this category.

The researcher found another interesting aspect of each types and source of error produced by students of “AZET Language Centre Malang”. In this type of error, the highest number which is produced by the students is omission of plural marker. It has the connection with incomplete rule application in the interlingual negative transfer. It happens because the learner do not apply all of the rules necessary.

While from source of error, the highest number is intralingual negative transfer. It is because the students or the learners cannot distinguish the sentence structure in their first language and their target language. Therefore, they often make errors in using English, especially in the writing which needs correct application of grammatical rule.

According to the explanation above, The students mostly make errors in using English. It shows that it will be difficult for them to achieve their high score target in IELTS because of their first language influence.

## 5.2 Suggestions

From this research, it is pointed out that there are many things that could be explored in Second Language Acquisition as the researcher's choice. By

finishing this research, the researcher suggests the future researchers who are interested in studying the same phenomena to be more detail in analysis by using another theory or adding more detail explanation in the source of error. The researcher also suggests the future researchers to broaden the data in order to get more various data which are going to be analyzed.

For the teachers, it is difficult to learn English especially for Indonesian because there is no article, tenses, or plural marker in Bahasa Indonesia. Thus, the teachers hopefully could give more intensive methods and lesson to teach English for their students. Then the teachers can give more detail explanation or correction about English especially the grammatical one.

The last suggestion is for the students, especially the students of “AZET Language Centre Malang”. Errors can still happen because of their Interlingual Transfer and Intralingual Negative Transfer. They have to be aware that they still do errors, so they have to be more careful in writing.



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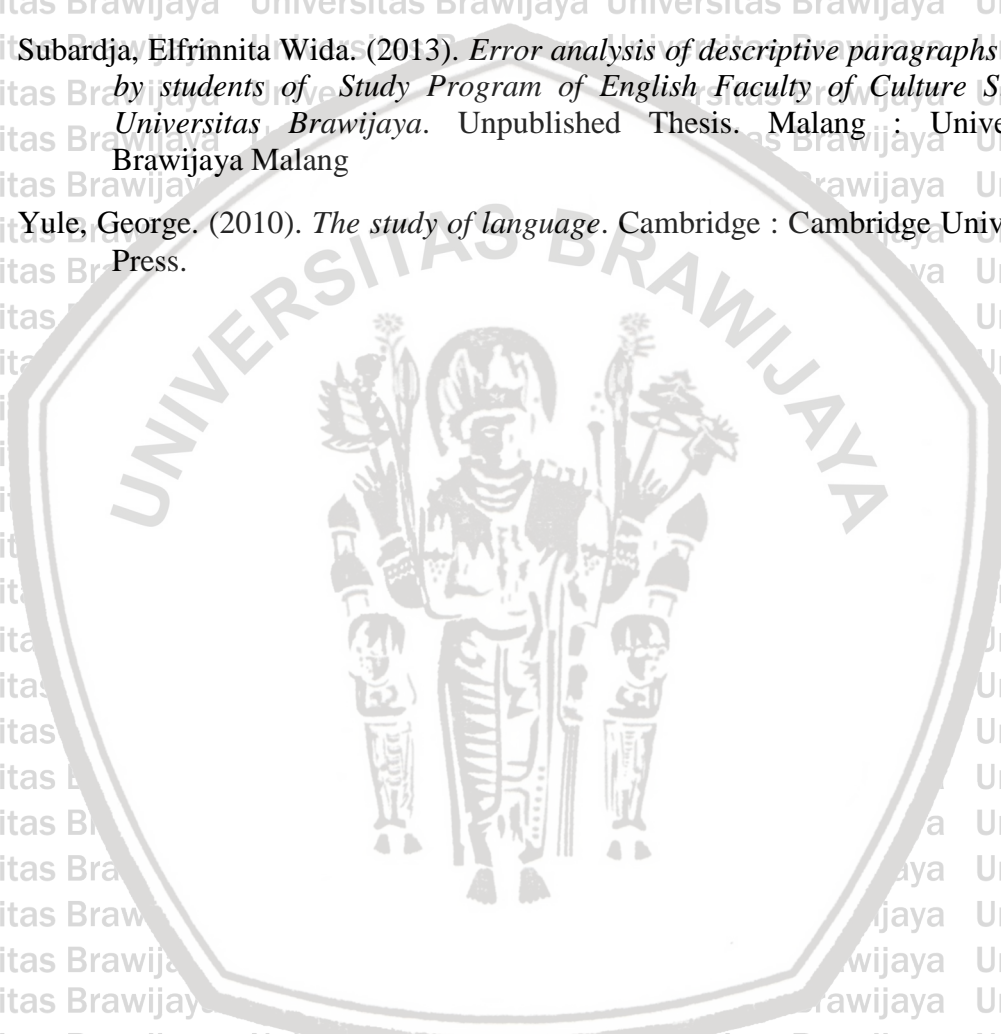
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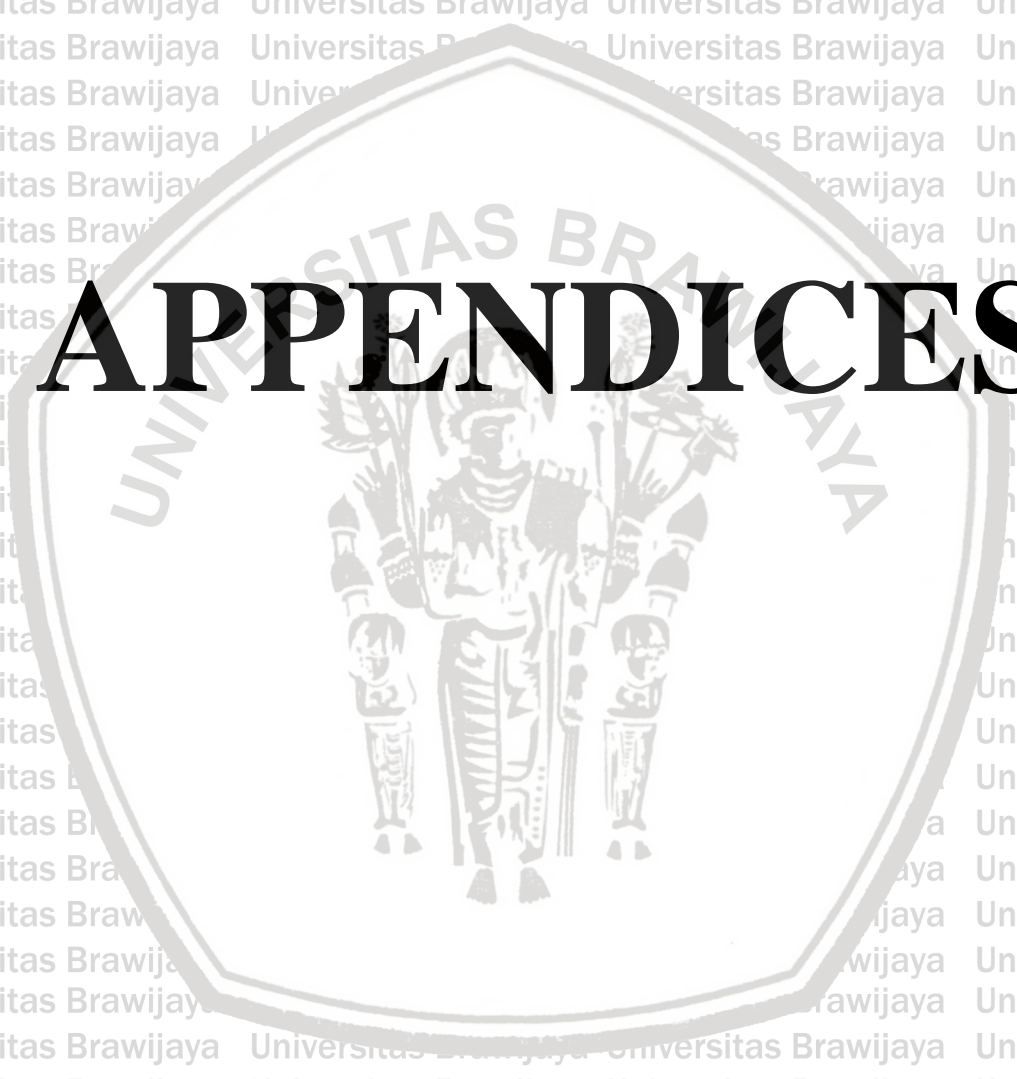
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# APPENDICES



## Appendix 1: Samples of Student's Writing Task

Name : Arya Pradana

### WRITING TASK 1

You should spend about 20 minutes on this task.

**The table below gives information about the underground railway systems in six cities.**

**Summarize the information by selecting and reporting the main features, and make comparisons where relevant.**

Write at least 150 words.

**Underground Railway Systems**

City	Date opened	Kilometers of route	Passengers per (in millions)
London	1863	394	775
Paris	1900	199	1191
Tokyo	1927	155	1927
Washington DC	1976	126	144
Kyoto	1981	11	45
Los Angeles	2001	28	50

The table shows many informations of underground railway systems in six different cities in the world.

London has the oldest underground railway because it was built in 1863. On the other hand Los Angeles has the newest one. Paris, Tokyo, Washington DC, and Kyoto, they built their railway system in abut middle of 20 centuries. If we see from the longest track, London has it. Opposite with London, Kyoto and Los Angeles has shortest track between all contries in the table. Even London has the oldest railway and the longest track, the number of passenger is not too big compared with Tokyo. Tokyo railway passenger's per year is the biggest (1927 passenger per year). In contrast, Kyoto and Los Angeles has the smallest passengers per year (45 and 50 passengers per year).

In the nutshell, the oldest underground railway has the longest track and the newest railway system has the shortest track also the smallest number of passenger.

## WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic.

**Research indicates that the characteristics we are born with have much more influence on our personality and development than any experiences we may have in our life.**

**Which do you consider to be the major influence?**

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

There is an article that said our personality and development one most influenced by our characteristics. We are born rather than any experiences that we have in our life. In my opinion, the main major that influence our personality is our experience.

When we are first shows in this world, we don't have any characteristic. We all like a white paper and our family start to fill the paper with many colour. For example a parents who teach discipline to their children compared with a parents who aren't teach discipline it will produce different characteristics. The first child will be a clever child and the second child will be a lazy boy. Moreover characteristic is build on our nearest surrounding such as family and school.

Our characteristic may be change because of our experience. The lazy boy will become a clever boy when he knows and learns that the laziness will make his future bad. On the other hand, other people experience also influence to our characteristic. For example, a boy who are really fan of Steve Job, he will plant in his mind that he want to be a hard working, missionary person, and think out of the box like his idol.

In conclusion, our characteristic is create based on how our surrounding teach the value of life. In addition other people experience can become our inspiration and teach us the value of life which will influence our characteristic.

Name : Diah P.

## WRITING TASK 1

There is a chart shows the changing patterns of access to modern technology in homes in the UK. The chart showed trends from 1996/67 to 2002/03. An increasing level of technology usages were showed on the chart, that were including CD player, mobile phone, home computer, and internet access.

CD player was the most highest technology usages from 1996/97 to 2002/03. Although mobile phone was increasing significantly, from below 20% in 1996 to above 60% in 2002/03, it was not as high as CD player it took the second place in chart. Internet access was always at the lowest position. The internet technology appeared around 1998/1999.

According to the graph, it can be concluded that there was an increasing level of usage in four types of technologies, even though each technology has different level of raising.

## WRITING TASK 2

You should spend about 40 minutes on this task.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic.

**Should wealthy nations be required to share their wealth among poorer nations by providing such things as food and education? Or is it the responsibility of the governments of poorer nations to look after their citizens themselves?**

You should write at least 250 words.

Use your own ideas, knowledge and experience and support your arguments with examples and with relevant evidence.

All development countries are wealthy nations. They have more than enough yearly gross national production that is able to cover all their expenses. Not only that, they also have lots of financial resources to build modern facilities. By having modern facilities they are able to produce thousands of things that are needed by other countries. Selling those stuff is improving their prosperity.

On the other hand, poor countries do not have enough money to make things that they need. Some countries are even so poor that they can not fulfill their daily nourishing requirements. For some of those countries, no choices can be taken but to buy import stuff such as cloth and can food.

In my opinion, wealthy countries have responsibilities to share their prosperity. There are a lot of methods can be chosen, such as giving scholarship or building health center. Those obligation rises because they get their wealth for poor country by selling their products. The second reason is humanity. As human, we should help each other.

Name : Fauzi Hidayat

**WRITING TASK 1**

**WRITING**

**WRITING TASK 1**

You should spend about 20 minutes on this task.

*The diagrams below show the life cycle of the silkworm and the stages in the production of silk cloth.*

*Summarise the information by selecting and reporting the main features, and make comparisons where relevant.*

Write at least 150 words.

Life cycle of the silkworm

Production of silk cloth

Select \_\_\_\_\_

Boil \_\_\_\_\_

Unwind \_\_\_\_\_

Twist \_\_\_\_\_

Water \_\_\_\_\_

dye

There are two picture below the first is life cycle of the silkworm and the second is production of silk cloth. The picture has relation from cocoon. Cocoon can produce silk cloth or moth.

The first process in life cycle of the silkworm is the egg. In 10 days, the egg crack turn into silkworm larve. They eat mulberry leaf. In 4 to 6 weeks turn into silk thread. After 3 to 8 days turn into cocoon. In 16 days a moth come inside the cocoon and they ley egg.

Production of silk cloth, choose the cocoon. After that boil in the water. When is finish unwind it until 300-900 M and twist it. After you get the material weave. If you want to add some colour dye it in the pan.

After seing the picture we can see the cocoon have two function the first one creating silk cloth and the second one can turn into moth.

## WRITING TASK 2

You should spend about 40 minutes in this task.

Write about the following topic:

Compare the advantages and disadvantages of three of the following as media for communicating information. State which you consider to be the most effective.

- Comics
- Books
- Radio
- Television
- Film
- Theatre

Give reason for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

My opinion about the advantages and disadvantages television, film, and books. Which of media for communicating information is most effective.

Advantages television in this era of globalisation by watching television we can know the news from foreign country and local. And the news is update, so when there is an accident like fast furios actor, Paul Walker died in the car crash, we get to know just by watching television. In the television also has a lot of program for children education even there a lot film.

Disadvantages television, sometimes by watching television too long, we forget the time, and it can make a person wear glassis.

100 advantage film, my opinion is when I watch film it can make my stress away and watching film for leisure.

Disadvanteges film, the disadvantages of films is the same like television, when too much watching film it can make a person wear glassis.

Advantage books, in the advantages books compare watching film is a story will be more details in the book because rarely film take one an half to two



hours and a author write story in a book that have no limitation about the story. Disadvantage books, some people don't like reading like me and is boring to read.

The most effective media for communication is watching television, because like I said by watching television we can get a lot of information on it.

Name : Feisal Ikrar Haqiqi

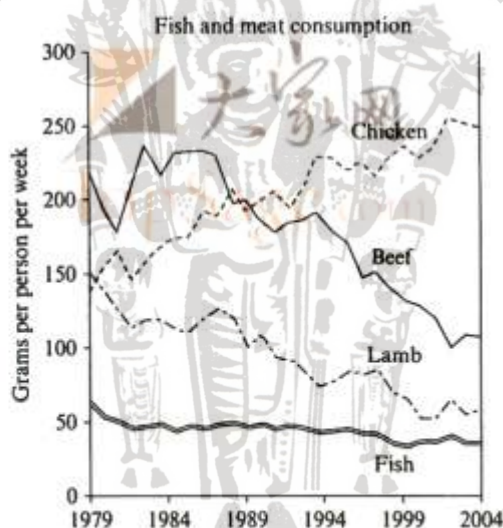
### WRITING TASK 1

You should spend about 20 minutes on this task.

*The graph below shows the consumption of fish and some different kinds of meat in a European country between 1979 and 2004.*

*Summarise the information by selecting and reporting the main features, and make comparisons where relevant.*

Write at least 150 words.



The graph shows the consumption of fish, chicken, beef, and lamb in a European country between 1979 and 2004. The consumption of beef, fish and lamb are decreased and consumption of chicken is increased.

Consumption of fish insignificantly decreased between 1979 till 2004. That was above 50 gr/week consumption in 1979 and below 50 gr/week in 2004. Beef is significantly decreased between 1979 until 2004. However, it ever dropped significantly from above 200 to below 200 and rose back even more significantly to almost 250 gr/week between 1979 to 1984. In contrast, around that time, lamb significantly decreased from 150 gr/week to about 50 gr/week, meanwhile lamb had insignificantly increase in several years. The chicken was significantly increase from below 150 gr/week in 1979 to above 250 gr/week in

2004. Eventually chicken ever decreased in some years but insignificantly fluctuated.

There were two meat which significantly decreased between 1979 to 2004, it is beef and lamb. The differenced number consumption of beef 100 gr/week between those years, and the differenced number consumption of lamb half of beef. On the contrary, chicken was popular all over years with number of difference was 100 gr/week.

## WRITING TASK 2

You should spend about 40 minutes in this task.

Write about the following topic:

Compare the advantages and disadvantages of three of the following as media for communicating information. State which you consider to be the most effective.

- Comics
- Books
- Radio
- Television
- Film
- Theatre

Give reason for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

My opinion about advantages and disadvantages of television, film and books which as media for communicating information. First, television, we can get advantages such as the information about politics, education, business and news. With the television, the people can share and gather the information too. In the other, the television can give bad affect, for example, the shows that has a bad morale, it is like the show which not given for children. And the second is film.

The advantages of watching film for people, it can give an inspiration to the people. For example Laskar Pelangi film it can give inspiration to people through moral message which shown in the film. But, on the other side, film can give disadvantage too. For example, a film which have adult rate, it is not appropriate to watch by children, because in a movie theatre the steward of movie theater allow the children to show the film. And the finally is book. Book can give many advantages for the people such as giveng information and knowledge for the people, and disavadvantage the book is sometimes in a book have bad messages for the people, and it can make the people confuse and hard to read the book.

From the above, the most effective is television because television is easy

to watch and cheaper than other. With the television, we can get information and inspiration too.

Name : Hevi Kurnia Hardini

### WRITING TASK 1

**WRITING**

**WRITING TASK 1**

You should spend about 20 minutes on this task.

The graph below shows the demand for electricity in England during typical days in winter and summer. The pie chart shows how electricity is used in an average English home.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Typical daily electricity demand

Time	Winter	Summer
06:00	15,000	10,000
09:00	25,000	15,000
12:00	35,000	20,000
15:00	38,000	22,000
18:00	40,000	25,000
21:00	30,000	18,000
24:00	15,000	10,000

What the electricity is used for:

Usage Category	Percentage
Heating water	38.3%
Ovens, kettles, washing machines	17.3%
Lighting	15%

The line graph illustrates the demand for electricity in winter and summer seasons. In addition the pie chart provides information about electricity usage by British people.

In general the electricity usage during winter is higher than Summer. As a comparison, the chart shows the lowest demand in certain hours in both seasons between 6 and 9 am. It can be seen that the lowest demand for electricity during the winter is about 30.000 units and during the summer is approximately 11.000 units of electricity. Interestingly this figure also demonstrates the similar trends of peak demand hours, from 21.00 to 24.00 pm. According to the data the electricity units were consumed for about almost 50.000,- in the winter and just below the 20.000 or approximately 19.000 in the summer.

The electricity demand has been specified by the pie chart data that majority for English home used electricity for heating rooms and water which 52,5% whereas the usage for lighting, TV, radio, vacuum cleaners, food mixer and electricity tools has the some presentations which are 15%. This can be summed up during the winter people spent budget for electricity bills in order to keep their body warm, therefore the demand for electricity rose doubled time in the winter compared to that at summer.

## WRITING TASK 2

The rise of internet technology gives way for new breakthroughs. This trend also triggers new ways of learning something. The introduction of online learning gives many beneficial outcomes such as effectiveness and convenience. However, others may argue that the conventional form of education, delivering in a classroom with direct teacher-students exposure, will always surpass the effectiveness of online learning. These two contradictory opinions will be discussed in the following paragraphs.

First of all, there will be undebatable benefits by having online learning. One can save his precious productive time extensively by having an online course due to its flexibility in its schedule arrangement and its mobility. These offers will be very valuable for people having difficulties in following a fixed schedule because they may have been dedicated their work as the most important this among others. In addition, convenience being a popular reason in utilizing modern technology becomes the most favorable cause in choosing the educational form. It can be caused by the appealing offers of online learning to be engaged in any auspicious places and situations. It will be similar with the power of bringing or creating the whole classroom experiences into your own bedroom.

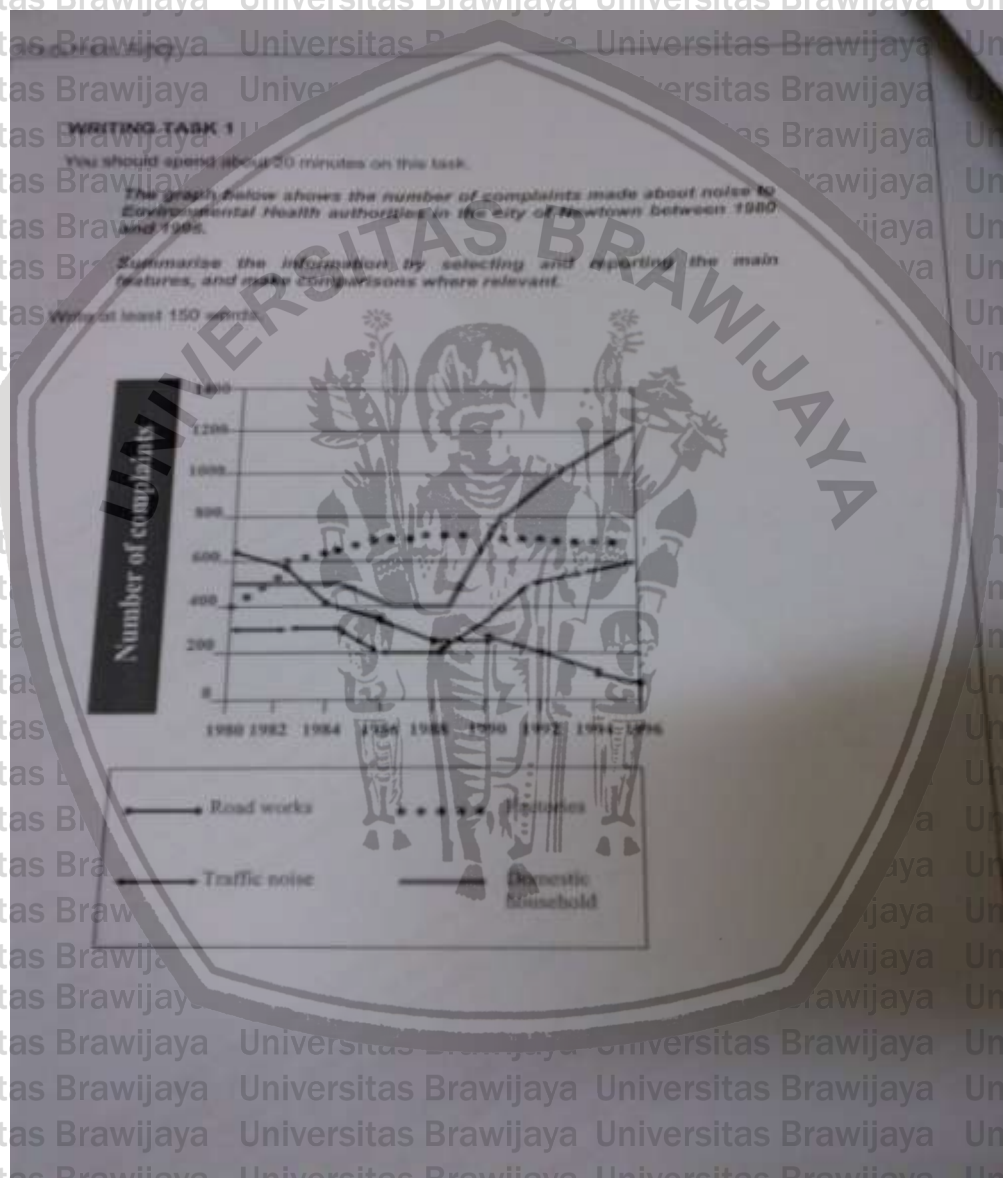
Conversely, the cons may dispute this idea. They defend that online learning cannot exceed the effectiveness of having a real class both in the effectiveness in achieving skills and other added value. The most influential reason is the ability to use real social interaction with lecturers and peer students. Consequently, some students experiencing some problems in their educational progress may ask for help to the lecturers and friends. In addition, real learning activities may give you other important values such as organizational skills and any other soft skills that may be very advantageous in pursuing their careers afterwards.

Conclusively, both opinions share different strengths and weakness. Hence, viewing online learning as a more effective way cannot solely be

concluded as more or less effective way in having education. It must be highlighted based on case by case arguments since the personal preference and opportunity play the most important role in examining this matter.

Name : John Wahyudi

### WRITING TASK 1



The graphs reveal information about the number of complaints made about noise to Enviromental Health authorities between 1980 and 1996 in the city of Newtown. It is shown that the trend was wildly fluctuated during 1980 and 1996. The graphs tend to be upward and downwards along the period.

Based on the data, traffic noise begin with 300 complaints by the year of 1980 and stay constantly in the following year, but it experience a decline in 1986 and 1988. Likewise, at the same year domestic or household complaints and road works reported to be having less complaints compared to the former year. In contrast, complaints for noise made by factories was more likely higher than the other source of noise.

The trend for domestic or household complaints is upward and it rise extremely high from 400 complaints in 1988 to 1200 complaints in 1996. While other complaints from road works decline sharply from 400 in 1986 to almost 0 complaints on 1996. As for the complaints made by factories it was remaining constantly on 650 complaints by the end of 1996. It was also reported that complaints from traffic noise is higher on 1996 in 600 complaints from 300 complaints on 1980. In general, all of the complaints made were reach its peak on 1996, where all of the modern era begin.

## WRITING TASK 2

You are advised to spend a maximum of 40 minutes on this task.

Your college tutor asked you to write an essay on the following topic:

**Studying the English language in an English-speaking country is the best but not the only way to learn the language.**

**Do you agree or disagree with this statement?**

You should write at least 250 words.

You are required to support your arguments with relevant information and examples based on your own ideas, knowledge and experience.

Now days English is very important. Almost people all around the world use it. Some people say studying English language in an English speaking country is the best but not the only way to learn the language. English is became International language since most of country in the world use it for communication, trade, social, and politic, etc.

I agree that studying the English language in an English-speaking country is the best but not the only way to learn the language. We can learn in many ways. First we can learn English from the books. There are so many books that can teach us about English grammar, vocab, etc. Usually, if we learn from the book we can catch the lessons clear than we only listen from other person or a native.

Second, mostly many people always like watching television, from the source that I know if we watch TV, we can just change the subtitle into English subtitle from that we can get the benefit. It is like we learn the English language from the native itself and it is cheaper then we go to the English speaking country.

Third, for some people who like reading novel than watch television you can start reading the English novel and translate it into your own language. From that way you can improve your English vocabulary and I think, it is more useful because you can more remember if you read and then you write it again.

And last you can take a private course to improve your English language. From a private course you can measure your ability in English language like TOEFL, IELTS, SAT, etc.

So the conclusion is first we can learn English from the books, second we can learn English by watch the television, third we can learn English from reading novel and the last we can learn English by taking a private course. So learning English language in an English-speaking country is the best but it is not the only way.

**Name : Kemala Hudaya**

### **WRITING TASK 1**

The first picture indicates the condition of an island before tourist facilities development, while the second picture indicates the condition of the island after the development. The development resulted in many buildings, yet kept the existing trees.

There is a beach in the edge of the island where people can swim there after the development. Next, to the beach, there are many facilities built in 100 meters to the right. Accomodations were built surrounding the existing trees. There is reception building in the right of the trees. There are vehicle track surround reception which connect restaurant and pier near the reception.

In more than 100 meters right of the beach, there are more accomodations built in compare to the nearest to the beach. In the right side of the accomodations, there are many trees that have existed before, and big empty land that being left as it was.

### **WRITING TASK 2**

Nowadays, scientists have developed many alternative energies as the dramatic decrease amount of major energy, gasoline. One of the alternative energy is nuclear power. The development of nuclear power has brought pros and cons among scientists. Some scholars said that development of nuclear power may threatened world peace since it can be used as dangerous weapons. However, there is a statement stated that advantages it brings can cover up the disadvantages. I personally agree with this statement due to some reasons.

Nuclear power is an energy that can be created in laboratorium by scientists. The process to make it is not as expensive as other energies processes. However, it takes shorter time to create than gasoline takes, since gasoline needs million years. The power resulted by nuclear is very big and can supply our daily lives. So, it can be said that nuclear power is an effective and efficient energy.

Further more, in both creating process and using process of nuclear power, it does not result in dangerous for environment. As we know, from the use of gasoline in vehicles, it produces carbon monoxide and other molecules that keep destroying our earth. On the other side, nuclear power is an eco-friendly energy which can make our lovely earth last longer.

In conclusion, nuclear power is an alternative energy with so many advantages. Even though it may endanger world peace but I think this problem can be handled. Countries with nuclear power are supposed to make an agreement to use the nuclear power as resource of energy and not to unisuse it as weapon to trigger war of conflict.

**Name : Mario Marcellino**

### **WRITING TASK 1**

In 1990 there were many trees, there wasn't any factory on east side of river near the school there were trees, now in 2005 there weren't trees anymore because they were replace by an airport. Also in east side along the house in south side of the city they were trees and houses. However they weren't there anywhere in 2005. A factory was built in this area. In 2005 a harbour was constructed near the railway station. Furthermore the trees between the two main road on the wood become houses. Moreover some big building replace the houses and the trees in the area in 2005. Nevertheless in 1990 near the lake there was a government office now it replace by big building. Also in 1990 between lake and river there was a house and tree now it become a hotel. Besides in 2005 they built a supermarket between houses and buildings. To conclude there more changes from 1990 to 2005.

### **WRITING TASK 2**

An overweight childern in developed countries in increasing that because growing number of fast food outlets and parents are to blame for not looking after their childern's health.

An overweight childern in developed countries is increasing because parents don't take care their childern health. Parents habbit wich always agree with their childern want causes childern to get used to do and eat as they want. They will eat for example salty, sweet, or fast food. If they eat continuesly, this can cause overweight. Another reason is that childern were are used to be given pocket money since they were early ages, and they aren't trained to bring their own lunch. Due to this reason they will buy in school canteen and we don't know wheter the food is healthy or not and the reason cause another problem. Parents do not teach their child to eat vegetables and the childern always want to eat meat that is fat in meat causing childern over weight.

Parents also look the ingredients of the products that they buy. If the product that include glukotamine, fruktosa, and etc, this will cause the childern overweight.



Name : Nessa

### WRITING TASK I

The process of manufacturing tea starts from picking fresh tea leaves. Only the bud and two top leaves are picked to get a good quality tea. The leaves then go to withering process where the air passed through leaves on rack in order to cut out 60 percent of the moist. From there the leaves can go through two methods, the traditional and modern methods. The traditional method is used to produce loose tea by rolling the leaves so that they are flat and broken. It also releases the enzymes from the leaves. The modern method is used to produce tea bags by cutting the leaves so they are cut, torn and curled. The latest is quicker and creates smaller granular pieces. The next process of oxidation of fermentation is basically spreading the rolled leaves on tiles/cement. The enzymes and air will change the colour to copper. The last one is firing/drying in oven/hot air dryers to cut out 97 percent moist in total and to release the flavour and aroma.

### WRITING TASK 2

The consumer goods industry is a highly saturated market. There are a lot of players in the industry trying to get the highest revenue and the biggest market share. Giant companies like “Unilever” and “P&G” that already dominate the market make the competition ever tighter. In their attempt to achieve the sales target. I believe that the high sales of consumer goods is not the reflection of powerful advertising and indeed it provides the real needs of the society.

Advertising is just a supporting ad employed by the company to give high exposure to the consumers. As a part of marketing strategy, the role of advertising is to make people remember the brand. The higher the exposure toward the brand, the bigger the chance consumer will buy it. For example, people that see “Colgate” advertising everyday when they go grocery shopping they will then to buy “Colgate” toothbrush or toothpaste because they are familiar with the brand. However, still there is no guarantee that they will 100% choose “Colgate”. Consumer’s past experiences and their engagement level with the brand are the aspects that play important role in their buying behaviour.

The products sold provide the real needs of the society. As every business want to make profits, producers will not make any product without demand from consumers which is generated from their needs. For examples, the consumers want a detergent that can keep the colour in-tact for a long time. Knowing the demand, there is just a slight possibility that the producers will not fulfill the demand. If they do so, no one will buy the products since they do not need it. In addition with the downturn in economy happening right now, consumers become smarter in prioritizing their needs.

In conclusion, demand is the main force of high sales, supported with a good advertising material. Without demand, there will be no production and

nothing to sell. While, without advertising, some companies still make a good sales; but not the other way around

Name : Syarief Qayum S.

### WRITING TASK 1

**WRITING**

**WRITING TASK 1**

You should spend about 20 minutes on this task.

The diagrams below show the life cycle of the silkworm and the stages in the production of silk cloth.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Life cycle of the silkworm

Production of silk cloth

The picture describes about the process of the life cycle of the silkworm until its production of silk cloth. The process of the life cycle contains four steps which take time about 6 months until it's ready for the next process, the next process is the production of silk. This is the process of transformation from the cocoon to the silk cloth.

The process begins with the first step when the butterfly puts its eggs on the leaves, 10 days later those eggs will transform into silkworm larvae. In this second

step silkworm larva eat the mulberry leaf as their food and silkworm larva will keep that process until the 4 – 6 weeks. In third step after 4 – 6 weeks, the larvas starts to begin it's transformation to cocoon. After 3 – 8 days the larvas is fully transform to be cocoon. When the larva isn't process to the production in the fourth step, the cocoon will transform to moth within 16 days.

The next step is the production of silk cloth, the process start by selecting the best cocoon then boil it in water. After the boiling process the cocoon will be move to unwind proces, the unwind cocoon length is about 300 – 900 m. And the last step are twist and wave, these process is the process before the last step, the last step is to give color to the wave by dye process.

## WRITING TASK 2

Nowadays English is an important language for our life. The people who can speak English get a better chance to get a better work. For example, now some companies in Indonesia prioritize the people who can speak English. They need it because if we can speak English. We can work as translator etc. Then if we can speak English, we can speak to foreign people fluently.

I agree with this statement. It's true that the best way to learn English is to go abroad to an English language country, but we can use another way to learn it. We can read a dictionary if we wanted to be good at this language. Also, we can have a private course. So we can pay cheaper. The other to learn is by speaks with another people from foreign countries. Maybe we can't speak very well at first. But time by time, we will get used to their language.

If we study in another country, we'll have to pay the high cost of money. Because it was used to pay to cost living in boarding house and the food in there is very expensive for the people who are not too rich. And to go there, it'll cost a lot of money.

So, I suggest to people who wanted to learn English that we dont need to go abroad, we can learn English in our country. As long as we have willingness to learn English, we can do it no matter how cheap or expensive it is, no matter how we learn this language.

## Appendix 2 : Table of Types of Error

No.	Code	Erroneous Words, Phrases, or Sentences	Types of Error				Correct Words, Phrases, or Sentences
			Om	Add	Mf	Mo	
1.	AP1, P2, L3	... they built their railway system in about middle of 20 centuries.	✓				... they built their railway system in <b>the</b> middle of 20th century.
	AP1, P2, L3	... they built their railway system in about middle of 20 centuries.			✓		... they built their railway system in the middle of <b>20th</b> century.
	AP1, P2, L3	... they built their railway system in <b>about</b> middle of 20 centuries.		✓			... they built their railway system in the middle of 20th century.
2.	AP1, P2, L5	... Kyoto and Los Angeles has shortest track between all contries in the table.			✓		... Kyoto and Los Angeles <b>have</b> the shortest track among all countries in the table.
	AP1, P2, L5	... Kyoto and Los Angeles has shortest track between all contries in the table.	✓				... Kyoto and Los Angeles <b>have the</b> shortest track among all countries in the table.
	AP1, P2, L5	... Kyoto and Los Angeles has shortest track between all contries in the table.			✓		... Kyoto and Los Angeles have the shortest track <b>among</b> all countries in the table.
3.	AP1, P2, L8	In contrast, Kyoto and Los Angeles has the smallest passengers per year			✓		In contrast, Kyoto and Los Angeles <b>have</b> the smallest passengers per year
4.	AP2, P1, L1	... and the development are most influenced by...			✓		... and the development are <b>mostly</b> influenced by...
5.	AP2, P1, L3	... the <b>main major</b> that influence our personality is our experience.		✓			... the major that influence our personality is our experience.
6.	AP2, P2, L1	When we <b>are</b> first shows in this world...		✓			When we first showed in this world...
	AP2, P2, L1	When we are first shows in this world, ...			✓		When we first <b>showed</b> in this world, ...

	AP2, P2, L1	... we don't have any characteristic.			✓	... we <b>didn't</b> have any characteristics.
	AP2, P2, L1	When we are first shows in this world, we don't have any characteristic.	✓			When we first showed in this world, we didn't have any <b>characteristics</b> .
7.	AP2, P2, L2	We all like a white paper ...	✓			We all <b>are</b> like a white paper ...
	AP2, P2, L2	... and our family start to fill the paper with many colour.	✓			... and our family starts to fill the paper with many <b>colours</b> .
8.	AP2, P2, L3	For example <b>a</b> parents who teach discipline ...		✓		For example parents who teach discipline ...
	AP2, P2, L3	... to their childern compared with <b>a</b> parents ...		✓		... to their children compared with parents ...
	AP2, P2, L3	... with a parents who aren't teach discipline it will produce different characteristics.			✓	... with parents who <b>don't</b> teach discipline will produce different characteristics.
	AP2, P2, L3	For example a parents who teach discipline to their childern compared with a parents who aren't teach discipline <b>it</b> will produce different characteristics.		✓		For example parents who teach discipline to their children compared with parents who don't teach discipline will produce different characteristics.
9.	AP2, P2, L5	Moreover characteristic is build on our nearest surrounding such as family and school.			✓	Moreover characteristic is <b>built</b> on our nearest surrounding such as family and schools.
	AP2, P2, L5	Moreover characteristic is build on our nearest surrounding such as family and school.	✓			Moreover characteristic is built on our nearest surrounding such as family and <b>schools</b> .
10.	AP2, P3, L1	Our characteristic may <b>be</b> change because of our experience.		✓		Our characteristic may change because of our experience.
11	AP2, P3, L2	... learns that <b>the</b> laziness will make his future bad.		✓		... learns that laziness will make his future bad.

12.	AP2, P3, L3	On the other hand, other people experience also influence to our characteristic.	✓			On the other hand, other <b>people's</b> experiences also influence our characteristics.
	AP2, P3, L3	On the other hand, other people experience also influence to our characteristic.	✓			On the other hand, other people's <b>experiences</b> also influence our characteristics.
	AP2, P3, L3	On the other hand, other people experience also influence <b>to</b> our characteristic.		✓		On the other hand, other people's experiences also influence our characteristics.
	AP2, P3, L3	On the other hand, other people experience also influence to our characteristic.	✓			On the other hand, other people's experiences also influence our <b>characteristics</b> .
13.	AP2, P3, L4	... a boy who are really fan of Steve Job,			✓	... a boy who <b>is</b> really a fan of Steve Job,
	AP2, P3, L4	.. a boy who are really fan of Steve Job,	✓			... a boy who is really <b>a</b> fan of Steve Job,
14.	AP2, P3, L4	... he will plant in his mind that he want to be a hard working, ...			✓	... he will plant in his mind that he <b>wants</b> to be a hard working,...
15.	AP2, P4, L1	... our characteristic is create based on how our surrounding teach the value of life.	✓			... our <b>characteristics</b> are created based on how our surrounding teaches the value of life
	AP2, P4, L1	... our characteristic is create based on how our surrounding teach the value of life.			✓	... our characteristics <b>are</b> created based on how our surrounding teaches the value of life
	AP2, P4, L1	... our characteristic is create based on how our surrounding teach the value of life.			✓	... our characteristics are <b>created</b> based on how our surrounding teaches the value of life
	AP2, P4, L1	... our characteristic is create based on how our surrounding teach the value of life.			✓	... our characteristics are created based on how our surrounding <b>teaches</b> the value of life
16.	AP2, P4, L2	In addition other people experience can become our inspiration and teach us the value of life which will influence our characteristic.	✓			In addition other <b>people's</b> experiences can become our inspirations and teach us the value of life which will influence our characteristics.

	AP2, P4, L2	In addition other people experience can become our inspiration and teach us the value of life which will influence our characteristic.	✓			In addition other people's <b>experiences</b> can become our inspirations and teach us the value of life which will influence our characteristics.
	AP2, P4, L2	In addition other people experience can become our inspiration and teach us the value of life which will influence our characteristic.	✓			In addition other people's experiences can become our <b>inspirations</b> and teach us the value of life which will influence our characteristics.
	AP2, P4, L2	In addition other people experience can become our inspiration and teach us the value of life which will influence our characteristic.	✓			In addition other people's experiences can become our inspirations and teach us the value of life which will influence our <b>characteristics</b> .
17.	DP1, P2, L1	CD player was the <b>most</b> highest technology usages from 1996/67 to 2002/03.		✓		CD player was the highest technology usages from 1996/67 to 2002/03.
18.	DP, P2, L4	Internet access was always <b>at</b> the lowest position		✓		Internet access was always the lowest position
19.	DP1, P3, L2	... even though each technology has different level of raising.			✓	... even though each technology has different level of <b>rise</b> .
20.	DP2, P1, L1	They have more than enough yearly gross national production that is able to cover all their expenses.	✓			They have more than enough yearly gross national production that is able to cover all <b>of</b> their expenses.
21.	DP2, P1, L5	Selling those stuff is improving their prosperity.			✓	Selling <b>that</b> stuff is improving their prosperity.
22.	DP2, P2, L3	... no choices can be taken but to buy import stuff such us cloth and can food.			✓	... no choices can be taken but to buy <b>imported</b> stuff such us cloth and can food.
23.	DP2, P3, L3	Those obligation rises because they get their wealth for poor country by selling their products.			✓	<b>That</b> obligation rises because they get their wealth for poor country by selling their products.

24.	FH1, P1, L1	There are two picture below	✓			There are two <b>pictures</b> below
25.	FH1, P2, L2	... the egg crack turn into silkworm larve.	✓			... the <b>eggs</b> crack and turn into silkworm larvae.
	FH1, P2, L2	... the egg crack turn into silkworm larve.	✓			... the eggs crack <b>and</b> turn into silkworm larvae.
26.	FH1, P2, L2	In 4 to 6 weeks turn into silk thread	✓			In 4 to 6 weeks <b>they</b> turn into silk thread
27.	FH1, P2, L3	After 3 to 8 days turn into cocoon.	✓			After 3 to 8 days <b>they</b> turn into cocoons.
	FH1, P2, L3	After 3 to 8 days turn into cocoon.	✓			After 3 to 8 days they turn into <b>cocoons</b> .
28.	FH1, P2, L3	In 16 days a moth come inside the cocoon and they ley egg.			✓	In 16 days a moth <b>comes</b> inside the cocoon and they ley eggs.
	FH1, P2, L3	In 16 days a moth come inside the cocoon and they ley egg.	✓			In 16 days a moth comes inside the cocoon and they ley <b>eggs</b> .
29.	FH1, P3, L1	After that boil in the water.	✓			After that <b>it</b> boils in the water.
	FH1, P3, L1	After that boil in the water.			✓	After that it <b>boils</b> in the water.
30.	FH1, P3, L2	When is finish unwind			✓	When <b>the finishing is</b> unwind
31.	FH1, P3, L3	If you want to add some colour dye it in the pan.	✓			If you want to add some <b>colours</b> , dye it in the pan.
32.	FH1, P4, L1	After seing the picture we can see the cocoon have two function			✓	After seeing the picture we can see the cocoon <b>has</b> two functions



	FH1, P4, L1	After seing the picture we can see the cocoon have two function	✓			After seeing the picture we can see the cocoon has two <b>functions</b>
33.	FH2, P1, L1	My opinion about the advantages and disadvantages television, film, and books.	✓			<b>This is</b> my opinion about the advantages and disadvantages of television, film, and books.
	FH2, P1, L1	My opinion about the advantages and disadvantages television, film, and books.	✓			This is my opinion about the advantages and disadvantages <b>of</b> television, film, and books.
34.	FH2, P1, L2	Which <b>of</b> media for communicating information is most effective.		✓		Which media for communicating information is the most effective?
	FH2, P1, L2	Which of media for communicating information is most effective.	✓			Which media for communicating information is <b>the</b> most effective?
35.	FH2, P2, L1	Advantages television in this era of globalisation by watching television, we can...	✓			<b>The</b> advantages of television in this era of globalization is that by watching television, we can...
	FH2, P2, L1	Advantages television in this era of globalisation by watching television, we can...	✓			The advantages <b>of</b> television in this era of globalization is that by watching television, we can...
	FH2, P2, L1	Advantages television in this era of globalisation by watching television, we can...	✓			The advantages of television in this era of globalization <b>is</b> that by watching television, we can...
	FH2, P2, L1	Advantages television in this era of globalisation by watching television, we can...	✓			The advantages of television in this era of globalization is <b>that</b> by watching television, we can...
36.	FH2, P2, L5	... even there a lot film.	✓			... even there <b>are</b> a lot of films.
	FH2, P2, L5	... even there a lot film.	✓			... even there are a lot <b>of</b> films.
	FH2, P2, L5	... even there a lot film.	✓			... even there are a lot of <b>films</b> .

37.	FH2, P3, L1	Disadvantages television,...	✓				<u>The</u> disadvantages of television,...
	FH2, P3, L1	Disadvantages television,...	✓				The disadvantages <u>of</u> television,...
38.	FH2, P4, L1	100 advantage film,...	✓				100 <u>advantages</u> of film,...
	FH2, P4, L1	100 advantage film,...	✓				100 advantages <u>of</u> film,...
39.	FH2, P5, L1	Disadvantages film, the disadvantages of films is the same like television,...	✓				<u>The</u> Disadvantages of film, the disadvantages of films is the same as television,...
	FH2, P5, L1	Disadvantages film, the disadvantages of films is the same like television,...	✓				The Disadvantages <u>of</u> film, the disadvantages of films is the same as television,...
	FH2, P5, L1	Disadvantages film, the disadvantages of films is the same like television,...			✓		The Disadvantages of film, the disadvantages of films is the same <u>as</u> television,...
40.	FH2, P6, L1	Advantage books...	✓				<u>The</u> advantages of books...
	FH2, P6, L1	Advantage books...	✓				The advantages <u>of</u> books...
41.	FH2, P6, L1	... in the advantages books compare watching film...	✓				... in the advantages <u>of</u> books compared to film...
	FH2, P6, L1	... in the advantages books compare watching film...			✓		... in the advantages of books <u>compared</u> to film...
	FH2, P6, L1	... in the advantages books compare watching film...	✓				... in the advantages of books compared <u>to</u> film...
	FH2, P6, L1	... in the advantages books compare <u>watching</u> film...		✓			... in the advantages of books compared to film...

42.	FH2, P6, L2	... film take one an half to two hours...			✓	... film <b>takes</b> one and a half to two hours...
	FH2, P6, L2	... film take one an half to two hours...	✓			... film takes one <b>and</b> a half to two hours...
	FH2, P6, L2	... film take one an half to two hours...			✓	... film takes one and <b>a</b> half to two hours...
43.	FH2, P6, L3	... a author write story in a book that have no limitation about the story.			✓	... <b>an</b> author writes a story in a book that has no limitation about the story.
	FH2, P6, L3	... a author write story in a book that have no limitation about the story.			✓	... an author <b>writes</b> a story in a book that has no limitation about the story.
	FH2, P6, L3	.. a author write story in a book that have no limitation about the story.	✓			... an author write <b>a</b> story in a book that has no limitation about the story.
	FH2, P6, L3	... a author write story in a book that have no limitation about the story.			✓	... an author write a story in a book that <b>has</b> no limitation about the story.
44.	FH2, P6, L4	.. and is boring to read.	✓			... and <b>it</b> is boring to read.
45.	FIH1, P2, L2	... and below 50 gr/week in 2004.	✓			... and <b>it</b> was below 50 gr/week in 2004.
	FIH1, P2, L2	... and below 50 gr/week in 2004.	✓			... and <b>it was</b> below 50 gr/week in 2004.
46.	FIH1, P2, L6	.. <b>to</b> above 50 gr/week,		✓		... above 50 gr/week,
47.	FIH1, P2, L7	The chicken was significantly increase from below 150 gr/week in 1979...			✓	The chicken was significantly <b>increased</b> from below 150 gr/week in 1979...
48.	FIH1, P3, L1	There were two meat which significantly decreased.	✓			There were two <b>kinds</b> of meat which significantly decreased.

	FIH1, P3, L1	There were two meat <b>which</b> significantly decreased.	✓				There were two kinds <b>of</b> meat which significantly decreased.
49.	FIH2, P1, L1	My opinion about advantages and disadvantages of television, film and books which as media for communicating information.	✓				<b>This</b> is my opinion about advantages and disadvantages of television, film and books which are as media for communicating information.
	FIH2, P1, L1	My opinion about advantages and disadvantages of television, film and books which as media for communicating information.	✓				This <b>is</b> my opinion about advantages and disadvantages of television, film and books which are as media for communicating information.
	FIH2, P1, L1	My opinion about advantages and disadvantages of television, film and books <b>which</b> as media for communicating information.		✓			This is my opinion about advantages and disadvantages of television, film and books as media for communicating information.
50.	FIH2, P1, L4	In the other, the television can give bad affect...			✓		<b>On the other hand</b> , the television can give bad effect...
	FIH2, P1, L4	In the other, the television can give bad affect...			✓		On the other hand, the television can give bad <b>effect</b> ...
51.	FIH2, P1, L5	... the shows that has a bad morale,...			✓		... the shows that <b>have</b> a bad morale,...
52.	FIH2, P1, L6	... it is like the show which not given for children...	✓				... it is like the show which <b>is</b> not given for children...
53.	FIH2, P2, L1	The advantages of watching film for people it can give an inspiration...	✓				The advantages of watching film for people <b>are</b> that it can give an inspiration...
	FIH2, P2, L1	The advantages of watching film for people it can give an inspiration...	✓				The advantages of watching film for people are <b>that</b> it can give an inspiration...
54.	FIH2, P2, L2	For example Laskar Pelangi film, <b>it</b> can give inspiration to people ...		✓			For example Laskar Pelangi film can give inspiration to people ...

	FIH2, P2, L2	... to people through moral message which shown in the film.	✓			... to people through moral message which <b>is</b> shown in the film.
55.	FIH2, P2, L3	But, <b>on the other side</b> ,...		✓		But,...
56.	FIH2, P2, L4	For example, a film which have adult rate, it is not appropriate to watch by children,...			✓	For example, a film which <b>has</b> adult rate is not appropriate to watch by children,...
	FIH2, P2, L4	For example, a film which have adult rate, <b>it</b> is not appropriate to watch by children,...		✓		For example, a film which has adult rate is not appropriate to watch by children,...
57.	FIH2, P2, L6	And the finally is book.			✓	And the <b>final</b> is book.
58.	FIH2, P2, L8	... and the disadvantage the book is sometimes in a book have bad messages for the people,...	✓			... and the disadvantage <b>of</b> the book is that sometimes it has bad messages for the people,...
	FIH2, P2, L8	... and the disadvantage the book is sometimes in a book have bad messages for the people,...	✓			... and the disadvantage of the book is <b>that</b> sometimes it has bad messages for the people,...
	FIH2, P2, L8	... and the disadvantage the book is sometimes in a book have bad messages for the people,...	✓			... and the disadvantage of the book is that sometimes <b>it</b> has bad messages for the people,...
	FIH2, P2, L8	... and the disadvantage the book is sometimes in a book have bad messages for the people,...			✓	... and the disadvantage of the book sometimes <b>has</b> bad messages for the people,...
59.	HK1, P1, L2	In addition the pie chart provides information about...			✓	<b>While</b> the pie chart provides information about...
60.	HK1, P2, L7	... in the winter and just below <b>the</b> 20.000 or approximately 19.000 in the summer.		✓		... in the winter and just below 20.000 or approximately 19.000 in the summer.
61.	HK1, P3, L1	The electricity demand has been specified by the pie chart data that majority for English home uses electricity for heating rooms...			✓	The electricity demand has been specified <b>in</b> the pie chart data that the majority for English home uses electricity for heating rooms...

	HK1, P3, L1	The electricity demand has been specified by the pie chart data that majority for English home used electricity for heating rooms...	✓			The electricity demand has been specified in the pie chart data that <b>the</b> majority for English home uses electricity for heating rooms...
	HK1, P3, L1	The electricity demand has been specified by the pie chart data that majority for English home used electricity for heating rooms...			✓	The electricity demand has been specified in the pie chart data that the majority for English home <b>uses</b> electricity for heating rooms...
62.	HK1, P3, L4	This can be sump up the during the winter...			✓	This can be <b>summed</b> up that during the winter...
	HK1, P3, L4	This can be sump up the during the winter...			✓	This can be summed up <b>that</b> during the winter...
63.	HK1, P3, L5	... people spent budget for electricity bills...			✓	... people <b>spend</b> budget for electricity bills...
64.	HK1, P3, L6	... therefore the demand for electricity rose doubled time in the winter compared to that at summer.			✓	... therefore the demand for electricity rose doubled in the winter compared to that <b>in</b> summer.
	HK1, P3, L6	... therefore the demand for electricity rose doubled <b>time</b> in the winter compared to that at summer.		✓		... therefore the demand for electricity rose doubled in the winter compared to that in summer.
65.	HK2, P3, L5	Consequently, some students experiencing some problems...			✓	Consequently, some students <b>experience</b> some problems...
66.	HK2, P4, L2	Hence, viewing online learning as a more effective way cannot solely be concluded as more or less effective way in having education.	✓			Hence, viewing online learning as more effective way cannot solely be concluded as <b>a</b> more or less effective way in having education.
67.	JW1, P1, L1	, traffic noise begin with 300 complaints by the year of 1980 and stay constantly in the following year			✓	, traffic noise <b>begins</b> with 300 complaints by the year of 1980 and stay constantly in the following year
68.	JW1, P1, L2	but it experience a decline in 1986 and 1988			✓	but it <b>experiences</b> a decline in 1986 and 1988

69.	JW1, P2, L5	complaints for noise made by factories was more likely higher than the other source of noise.			✓		complaints for noise made by factories <b>were</b> more likely higher than the other source of noise.
70.	JW1, P3, L1	it rise extremely high from 400 complaints in 1988 to 1200 complaints in 1996			✓		it <b>rises</b> extremely high from 400 complaints in 1988 to 1200 complaints in 1996
71.	JW2, P1, L1	Now days English is very important			✓		<b>Nowadays</b> English is very important
72.	JW2, P4, L2	... and translate it into your own language	✓				... and translate it into your own <b>languages</b>
73.	KH1, P2, L4	There are vehicle track surround reception...	✓				There are vehicle <b>tracks</b> surrounding reception...
74.	KH2, P1, L1	... many alternative energies...	✓				...many <b>types</b> of alternative energy...
	KH2, P1, L1	.. many alternative energies...	✓				...many types <b>of</b> alternative energy...
	KH2, P1, L1	... many alternative energies...			✓		...many types of alternative <b>energy</b> ...
75.	KH2, P1, L2	One of the alternative energy is nuclear power.	✓				One <b>type</b> of the alternative energy is nuclear power.
76.	KH2, P1, L4	Some scholars said that development of nuclear power may threatened world peace			✓		Some scholars said that development of nuclear power may <b>threaten</b> world peace
77.	KH2, P2, L2	Nuclear power is an energy that can be created in laboratorium.	✓				Nuclear power is an energy that can be created in <b>a</b> laboratory.
	KH2, P2, L2	Nuclear power is an energy that can be created in laboratorium.			✓		Nuclear power is an energy that can be created in a <b>laboratory</b> .

78.	KH2, P4, L4	... and not to unisuse it as weapon to trigger war of conflict.			✓	... and not to <b>use</b> it as a weapon to trigger the war of conflict.
	KH2, P4, L4	... and not to unisuse it as weapon to trigger war of conflict.	✓			... and not to use it as <b>a</b> weapon to trigger the war of conflict.
	KH2, P4, L4	... and not to unisuse it as weapon to trigger war of conflict.	✓			... and not to use it as a weapon to trigger <b>the</b> war of conflict.
79.	MM1, P1, L4	However they weren't there <b>anywhere</b> ...		✓		However they weren't there
80.	MM1, P1, L6	... the trees between the two main road on the wood become houses.	✓			... the trees between the two main <b>roads</b> on the wood become houses.
81.	MM1, P1, L9	.. now it replace by big building...			✓	... now it <b>is replaced</b> by big buildings...
	MM1, P1, L9	... now it replace by big building...	✓			... now it is replaced by big <b>buildings</b> ...
82.	MM1, P1, L10	...it become a hotel.			✓	... it <b>became</b> a hotel.
83.	MM1, P1, L11	To conclude there more changes from 1990 to 2005.	✓			To conclude there <b>are</b> more changes from 1990 to 2005.
84.	MM2, P1, L1	An overweight childern in developed countries in increasing <b>that</b> because growing number of fast food outlets...		✓		An overweight children in developed countries in increasing because of growing number of fast food outlets...
	MM2, P1, L1	An overweight childern in developed countries in increasing that because growing number of fast food outlets...	✓			An overweight children in developed countries in increasing because <b>of</b> growing number of fast food outlets...
85.	MM2, P2, L2	Parents habbit wich always agree with their childern want causes childern to get use to do...			✓	Parents habit which always <b>agrees</b> with their children's want causes children to get used to do...



	MM2, P2, L2	Parents habit wich always agree with their childern want causes childern to get use to do...	✓			Parents habit which always agrees with their <b>children's</b> want causes children to get used to do...
86.	MM2, P2, L4	Another reason is that childern were <b>are</b> used to be given pocket money...		✓		Another reason is that children were used to be given pocket money...
87.	MM2, P2, L8	... and the reason cause another problem.			✓	... and the reason <b>causes</b> another problem.
88.	MM2, P3, L1	If the product that include glukotamine, fruktosa, and etc, this will cause the childern overweight.	✓			If the <b>products</b> include glucosamine, fructose, etc, these will cause the children overweight.
	MM2, P3, L1	If the product <b>that</b> include glukotamine, fruktosa, and etc, this will cause the childern overweight.		✓		If the products include glucosamine, fructose, etc, these will cause the children overweight.
	MM2, P3, L1	If the product that include glukotamine, fruktosa, <b>and</b> etc, this will cause the childern overweight.		✓		If the products include glucosamine, fructose, etc, these will cause the children overweight.
	MM2, P3, L1	If the product that include glukotamine, fruktosa, and etc, this will cause the childern overweight.			✓	If the products include glucosamine, fructose, etc, <b>these</b> will cause the children overweight.
89.	N1, P1, L4	.. to cut out 60 percent of the moist.	✓			... to cut out 60 <b>percents</b> of the moist.
90.	N1, P1, L4	the leaves can go through two methods,			✓	the leaves can go <b>to</b> two methods,
91.	N1, P1, L6	... rolling the leaves so <b>that</b> they are flat and broken.		✓		... rolling the leaves so they are flat and broken.
92.	N1, P1, L12	... to cut out 97 percent moist in total and to release the flavour and aroma.	✓			... to cut out 97 <b>percents</b> moist in total and to release the flavor and aroma.

93.	N2, P1, L5	... the high sales of consumer goods is not the reflection...			✓	...the high sales of consumer goods <b>are</b> not the reflection...
94.	SQ1, P1, L2	... until it's production of silk cloth.			✓	... until <b>its</b> production of silk cloth.
95.	SQ1, P1, L2	The proces of the life cycle <b>is</b> contain a four step which is takes time about 6 months until it's ready to next process,...		✓		The process of the life cycle contains four steps which takes time about 6 months until it's ready to the next process,...
	SQ1, P1, L2	The proces of the life cycle is contain a four step which is takes time about 6 months until it's ready to next process,...			✓	The process of the life cycle <b>contains</b> four steps which takes time about 6 months until it's ready to the next process,...
	SQ1, P1, L2	The proces of the life cycle is contain <b>a</b> four step which is takes time about 6 months until it's ready to next process,...		✓		The process of the life cycle contains four steps which takes time about 6 months until it's ready to the next process,...
	SQ1, P1, L2	The proces of the life cycle is contain a four step which <b>is</b> takes time about 6 months until it's ready to next process,...		✓		The process of the life cycle contains four steps which takes time about 6 months until it's ready to the next process,...
	SQ1, P1, L2	The proces of the life cycle is contain a four step which is takes time about 6 months until it's ready to next process,...	✓			The process of the life cycle contains four steps which takes time about 6 months until it's ready to <b>the</b> next process,...
96.	SQ1, P2, L1	... when the butterfly put it's eggs on the leaves,...			✓	... when the butterfly put <b>its</b> eggs on the leaves,...
97.	SQ1, P2, L2	...10 days those eggs will be transform to silkworm larva.			✓	... 10 days those eggs will be <b>transforming</b> to silkworm larva.
98.	SQ1, P2, L5	... to begin it's transformation to cocon...			✓	... to begin <b>its</b> transformation to cocoon...
99.	SQ1, P2, L5	... the larvas is fully transform to be cocon...			✓	..the <b>larvae</b> are fully transformed to be cocoon...
	SQ1, P2, L5	.. the larvas is fully transform to be cocon...			✓	..the larvae <b>are</b> fully transformed to be cocoon...

	SQ1, P2, L5	... the larvas is fully transform to be cocon...			✓	...the larvae are fully <b>transformed</b> to be cocoon...	
100.	SQ1, P3, L1	... the process start by selecting the best cocon then boil it in water.			✓	... the process <b>starts</b> by selecting the best cocoon then boil it in water.	
101.	SQ1, P3, L2	After the boil process the cocon will be move to unwind proces, the unwind cocon length is about 300 – 900 m.			✓	After the <b>boiling</b> process the cocoon will be moved to unwind process, the unwind cocoon length is about 300 – 900 m.	
	SQ1, P3, L2	After the boil process the cocon will be move to unwind proces, the unwind cocon length is about 300 – 900 m.			✓	After the boiling process the cocoon will be <b>moved</b> to unwind process, the unwind cocoon length is about 300 – 900 m.	
102.	SQ2, P2, L3	... if we wanted to be good at this language...			✓	... if we <b>want</b> to be good at this language...	
103.	SQ2, P2, L4	The other to learn is by speaking with another people from foreign countries.			✓	The other learn is by speaking with another <b>person</b> from foreign countries.	
104.	SQ2, P3, L2	Because it was used to pay <b>to</b> cost living in boarding house...		✓		Because it was used to pay living cost in a boarding house...	
	SQ2, P3, L2	Because it was used to pay to cost living in boarding house...			✓	Because it was used to pay <b>living cost</b> in a boarding house...	
	SQ2, P3, L2	Because it was used to pay to cost living in boarding house...	✓			Because it was used to pay living cost in <b>a</b> boarding house...	
105.	SQ2, P4, L1	So, I suggest <b>to</b> people who wanted to learn English that we dont need to go abroad,...		✓		So, I suggest people who want to learn English that we don't need to go abroad,...	
	SQ2, P4, L1	So, I suggest to people who wanted to learn English that we dont need to go abroad,...			✓	So, I suggest people who <b>want</b> to learn English that we don't need to go abroad,...	
		<b>TOTAL</b>	81	31	74	2	188 erroneous words from 105 sentences

**Appendix 3 : Table of Sources of Error**

No.	Code	Erroneous Words, Phrases, or Sentences	Source of Errors							Correct Words, Phrases, or Sentences
			IE	IA						
				1	2	3	4	5	6	
1.	AP1, P2, L3	... they built their railway system in about middle of 20 centuries.			✓					... they built their railway system in <b>the</b> middle of 20th century.
	AP1, P2, L3	... they built their railway system in about middle of 20 centuries.		✓						... they built their railway system in the middle of <b>20th</b> century.
	AP1, P2, L3	... they built their railway system in <b>about</b> middle of 20 centuries.				✓				... they built their railway system in the middle of 20th century.
2.	AP1, P2, L5	... Kyoto and Los Angeles has shortest track between all contries in the table.			✓					... Kyoto and Los Angeles <b>have</b> the shortest track among all countries in the table.
	AP1, P2, L5	... Kyoto and Los Angeles has shortest track between all contries in the table.			✓					... Kyoto and Los Angeles have <b>the</b> shortest track among all countries in the table.
	AP1, P2, L5	... Kyoto and Los Angeles has shortest track between all contries in the table.	✓							... Kyoto and Los Angeles have the shortest track <b>among</b> all countries in the table.
3.	AP1, P2, L8	In contrast, Kyoto and Los Angeles has the smallest passengers per year		✓						In contrast, Kyoto and Los Angeles <b>have</b> the smallest passengers per year
4.	AP2, P1, L1	... and the development are most influenced by...					✓			... and the development are <b>mostly</b> influenced by...
5.	AP2, P1, L3	... the <b>main major</b> that influence our personality is our experience.				✓				... the major that influence our personality is our experience.

6.	AP2, P2, L1	When we <b>are</b> first shows in this world...				✓			✓	When we first showed in this world...
	AP2, P2, L1	When we are first shows in this world, ...			✓					When we first <b>showed</b> in this world, ...
	AP2, P2, L1	... we don't have any characteristic.			✓					... we <b>didn't</b> have any characteristics.
	AP2, P2, L1	When we are first shows in this world, we don't have any characteristic.			✓					When we first showed in this world, we didn't have any <b>characteristics</b> .
7.	AP2, P2, L2	We all like a white paper ...			✓					We all <b>are</b> like a white paper...
	AP2, P2, L2	... and our family start to fill the paper with many colour.			✓					... and our family starts to fill the paper with many <b>colours</b> .
8.	AP2, P2, L3	For example <b>a</b> parents who teach discipline ...			✓					For example parents who teach discipline ...
	AP2, P2, L3	... to their childern compared with <b>a</b> parents ...			✓					... to their children compared with parents ...
	AP2, P2, L3	... with a parents who aren't teach discipline it will produce different characteristics.			✓					... with parents who <b>don't</b> teach discipline will produce different characteristics.
	AP2, P2, L3	For example a parents who teach discipline to their childern compared with a parents who aren't teach discipline <b>it</b> will produce different characteristics.			✓					For example parents who teach discipline to their children compared with parents who don't teach discipline will produce different characteristics.
9.	AP2, P2, L5	Moreover characteristic is build on our nearest surrounding such as family and school.			✓					Moreover characteristic is <b>built</b> on our nearest surrounding such as family and schools.

	AP2, P2, L5	Moreover characteristic is build on our nearest surrounding such as family and school.				✓				Moreover characteristic is built on our nearest surrounding such as family and <u>schools.</u>
10.	AP2, P3, L1	Our characteristic may <u>be</u> change because of our experience.					✓		✓	Our characteristic may change because of our experience.
11	AP2, P3, L2	... learns that <u>the</u> laziness will make his future bad.					✓			... learns that laziness will make his future bad.
12.	AP2, P3, L3	On the other hand, other people experience also influence to our characteristic.				✓				On the other hand, other <u>people's</u> experiences also influence our characteristics.
	AP2, P3, L3	On the other hand, other people experience also influence to our characteristic.				✓				On the other hand, other people's <u>experiences</u> also influence our characteristics.
	AP2, P3, L3	On the other hand, other people experience also influence <u>to</u> our characteristic.					✓			On the other hand, other people's experiences also influence our characteristics.
	AP2, P3, L3	On the other hand, other people experience also influence to our characteristic.				✓				On the other hand, other people's experiences also influence our <u>characteristics.</u>
13.	AP2, P3, L4	... a boy who are really fan of Steve Job,			✓					... a boy who <u>is</u> really a fan of Steve Job,
	AP2, P3, L4	... a boy who are really fan of Steve Job,				✓				... a boy who is really <u>a</u> fan of Steve Job,
14.	AP2, P3, L4	... he will plant in his mind that he want to be a hard working, ...			✓					... he will plant in his mind that he <u>wants</u> to be a hard working,...
15.	AP2, P4, L1	... our characteristic is create based on how our surrounding teach the value of life.				✓				... our <u>characteristics</u> are created based on how our surrounding teaches the value of life

	AP2, P4, L1	... our characteristic is create based on how our surrounding teach the value of life.			✓				... our characteristics <b>are</b> created based on how our surrounding teaches the value of life
	AP2, P4, L1	... our characteristic is create based on how our surrounding teach the value of life.			✓				... our characteristics are <b>created</b> based on how our surrounding teaches the value of life
	AP2, P4, L1	... our characteristic is create based on how our surrounding teach the value of life.			✓				... our characteristics are created based on how our surrounding <b>teaches</b> the value of life
16.	AP2, P4, L2	In addition other people experience can become our inspiration and teach us the value of life which will influence our characteristic.				✓			In addition other <b>people's</b> experiences can become our inspirations and teach us the value of life which will influence our characteristics.
	AP2, P4, L2	In addition other people experience can become our inspiration and teach us the value of life which will influence our characteristic.				✓			In addition other people's <b>experiences</b> can become our inspirations and teach us the value of life which will influence our characteristics.
	AP2, P4, L2	In addition other people experience can become our inspiration and teach us the value of life which will influence our characteristic.				✓			In addition other people's experiences can become our <b>inspirations</b> and teach us the value of life which will influence our characteristics.
	AP2, P4, L2	In addition other people experience can become our inspiration and teach us the value of life which will influence our characteristic.				✓			In addition other people's experiences can become our inspirations and teach us the value of life which will influence our <b>characteristics</b> .
17.	DPI, P2, L1	CD player was the <b>most</b> highest technology usages from 1996/67 to 2002/03.					✓		CD player was the highest technology usages from 1996/67 to 2002/03.
18.	DP, P2, L4	Internet access was always <b>at</b> the lowest position					✓		Internet access was always the lowest position

19.	DPI, P3, L2	... even though each technology has different level of raising.						✓		... even though each technology has different level of <u>rise</u> .
20.	DP2, P1, L1	They have more than enough yearly gross national production that is able to cover all their expenses.				✓				They have more than enough yearly gross national production that is able to cover all <u>of</u> their expenses.
21.	DP2, P1, L5	Selling those stuff is improving their prosperity.			✓					Selling <u>that</u> stuff is improving their prosperity.
22.	DP2, P2, L3	... no choices can be taken but to buy import stuff such us cloth and can food.						✓		... no choices can be taken but to buy <u>imported</u> stuff such us cloth and can food.
23.	DP2, P3, L3	Those obligation rises because they get their wealth for poor country by selling their products.			✓					<u>That</u> obligation rises because they get their wealth for poor country by selling their products.
24.	FH1, P1, L1	There are two picture below				✓				There are two <u>pictures</u> below
25.	FH1, P2, L2	... the egg crack turn into silkworm larve.				✓				... the <u>eggs</u> crack and turn into silkworm larvae.
	FH1, P2, L2	... the egg crack turn into silkworm larve.				✓				... the eggs crack <u>and</u> turn into silkworm larvae.
26.	FH1, P2, L2	In 4 to 6 weeks turn into silk thread				✓				In 4 to 6 weeks <u>they</u> turn into silk thread
27.	FH1, P2, L3	After 3 to 8 days turn into cocoon.				✓				After 3 to 8 days <u>they</u> turn into cocoons.
	FH1, P2, L3	After 3 to 8 days turn into cocoon.				✓				After 3 to 8 days they turn into <u>cocoons</u> .
28.	FH1, P2, L3	In 16 days a moth come inside the cocoon and they ley egg.			✓					In 16 days a moth <u>comes</u> inside the cocoon and they ley eggs.



	FH1, P2, L3	In 16 days a moth come inside the cocoon and they ley egg.				✓				In 16 days a moth comes inside the cocoon and they ley <u>eggs</u> .
29.	FH1, P3, L1	After that boil in the water.				✓				After that <u>it</u> boils in the water.
	FH1, P3, L1	After that boil in the water.			✓					After that it <u>boils</u> in the water.
30.	FH1, P3, L2	When is finish unwind			✓					When <u>the finishing is</u> unwind
31.	FH1, P3, L3	If you want to add some colour dye it in the pan.				✓				If you want to add some <u>colours</u> , dye it in the pan.
32.	FH1, P4, L1	After seing the picture we can see the cocoon have two function			✓					After seeing the picture we can see the cocoon <u>has</u> two functions
	FH1, P4, L1	After seing the picture we can see the cocoon have two function				✓				After seeing the picture we can see the cocoon has two <u>functions</u>
33.	FH2, P1, L1	My opinion about the advantages and disadvantages television, film, and books.				✓				<u>This is</u> my opinion about the advantages and disadvantages of television, film, and books.
	FH2, P1, L1	My opinion about the advantages and disadvantages television, film, and books.				✓				This is my opinion about the advantages and disadvantages <u>of</u> television, film, and books.
34.	FH2, P1, L2	Which <u>of</u> media for communicating information is most effective.					✓			Which media for communicating information is the most effective?
	FH2, P1, L2	Which of media for communicating information is most effective.				✓				Which media for communicating information is <u>the</u> most effective?
35.	FH2, P2, L1	Advantages television in this era of globalisation by watching television, we can...				✓				<u>The</u> advantages of television in this era of globalization is that by watching television, we can...
	FH2, P2, L1	Advantages television in this era of globalisation by watching television.				✓				The advantages <u>of</u> television in this era of globalization is that by watching

		we can...								television, we can...
	FH2, P2, L1	Advantages television in this era of globalisation by watching television, we can...				✓				The advantages of television in this era of globalization <b>is</b> that by watching television, we can...
	FH2, P2, L1	Advantages television in this era of globalisation by watching television, we can...				✓				The advantages of television in this era of globalization <b>is that</b> by watching television, we can...
36.	FH2, P2, L5	... even there a lot film.				✓				... even there <b>are</b> a lot of films.
	FH2, P2, L5	... even there a lot film.				✓				... even there are a lot <b>of</b> films.
	FH2, P2, L5	... even there a lot film.				✓				... even there are a lot of <b>films</b> .
37.	FH2, P3, L1	Disadvantages television,...				✓				<b>The</b> disadvantages of television,...
	FH2, P3, L1	Disadvantages television,				✓				The disadvantages <b>of</b> television,...
38.	FH2, P4, L1	100 advantage film,...				✓				100 <b>advantages</b> of film,...
	FH2, P4, L1	100 advantage film,...				✓				100 advantages <b>of</b> film,...
39.	FH2, P5, L1	Disadvantages film, the disadvantages of films is the same like television,...				✓				<b>The</b> Disadvantages of film, the disadvantages of films is the same as television,...
	FH2, P5, L1	Disadvantages film, the disadvantages of films is the same like television,...				✓				The Disadvantages <b>of</b> film, the disadvantages of films is the same as television,...

	FH2, P5, L1	Disadvantages film, the disadvantages of films is the same like television....	✓							The Disadvantages of film, the disadvantages of films is the same <b>as</b> television,...
40.	FH2, P6, L1	Advantage books...			✓					<b>The</b> advantages of books...
	FH2, P6, L1	Advantage books...			✓					The advantages <b>of</b> books...
41.	FH2, P6, L1	... in the advantages books compare watching film...			✓					... in the advantages <b>of</b> books compared to film...
	FH2, P6, L1	... in the advantages books compare watching film...		✓						... in the advantages of books <b>compared</b> to film...
	FH2, P6, L1	... in the advantages books compare watching film...			✓					... in the advantages of books compared <b>to</b> film...
	FH2, P6, L1	... in the advantages books compare <b>watching</b> film...			✓					... in the advantages of books compared to film...
42.	FH2, P6, L2	... film take one an half to two hours...		✓						... film <b>takes</b> one and a half to two hours...
	FH2, P6, L2	... film take one an half to two hours...			✓					... film takes one <b>and</b> a half to two hours...
	FH2, P6, L2	... film take one an half to two hours...	✓							... film takes one and <b>a</b> half to two hours...
43.	FH2, P6, L3	... a author write story in a book that have no limitation about the story.	✓							... <b>an</b> author writes a story in a book that has no limitation about the story.
	FH2, P6, L3	... a author write story in a book that have no limitation about the story.		✓						... an author <b>writes</b> a story in a book that has no limitation about the story.
	FH2, P6, L3	... a author write story in a book that have no limitation about the story.			✓					... an author write <b>a</b> story in a book that has no limitation about the story.

	FH2, P6, L3	... a author write story in a book that have no limitation about the story.			✓					... an author write a story in a book that <b>has</b> no limitation about the story.
44.	FH2, P6, L4	... and is boring to read.				✓				... and <b>it</b> is boring to read.
45.	FIH1, P2, L2	... and below 50 gr/week in 2004.				✓				... and <b>it</b> was below 50 gr/week in 2004.
	FIH1, P2, L2	... and below 50 gr/week in 2004.				✓				... and <b>it was</b> below 50 gr/week in 2004.
46.	FIH1, P2, L6	... <b>to</b> above 50 gr/week,						✓		... above 50 gr/week,
47.	FIH1, P2, L7	The chicken was significantly increase from below 150 gr/week in 1979...			✓					The chicken was significantly <b>increased</b> from below 150 gr/week in 1979...
48.	FIH1, P3, L1	There were two meat which significantly decreased.				✓				There were two <b>kinds</b> of meat which significantly decreased.
	FIH1, P3, L1	There were two meat which significantly decreased.				✓				There were two kinds <b>of</b> meat which significantly decreased.
49.	FIH2, P1, L1	My opinion about advantages and disadvantages of television, film and books which as media for communicating information.				✓				<b>This</b> is my opinion about advantages and disadvantages of television, film and books which are as media for communicating information.
	FIH2, P1, L1	My opinion about advantages and disadvantages of television, film and books which as media for communicating information.				✓				This <b>is</b> my opinion about advantages and disadvantages of television, film and books which are as media for communicating information.
	FIH2, P1, L1	My opinion about advantages and disadvantages of television, film and books <b>which</b> as media for communicating information.						✓		This is my opinion about advantages and disadvantages of television, film and books as media for communicating information.

50.	FIH2, L4	P1, L4	In the other, the television can give bad affect...	✓							<b>On the other hand</b> , the television can give bad effect...
	FIH2, L4	P1, L4	In the other, the television can give bad affect...					✓			On the other hand, the television can give bad <b>effect</b> ...
51.	FIH2, L5	P1, L5	... the shows that has a bad morale,...			✓					... the shows that <b>have</b> a bad morale,...
52.	FIH2, L6	P1, L6	... it is like the show which not given for children...				✓				... it is like the show which <b>is</b> not given for children...
53.	FIH2, L1	P2, L1	The advantages of watching film for people it can give an inspiration...				✓				The advantages of watching film for people <b>are</b> that it can give an inspiration...
	FIH2, L1	P2, L1	The advantages of watching film for people it can give an inspiration...				✓				The advantages of watching film for people are <b>that</b> it can give an inspiration...
54.	FIH2, L2	P2, L2	For example Laskar Pelangi film, <b>it</b> can give inspiration to people ...					✓			For example Laskar Pelangi film can give inspiration to people ...
	FIH2, L2	P2, L2	... to people through moral message which shown in the film.				✓				... to people through moral message which <b>is</b> shown in the film.
55.	FIH2, L3	P2, L3	But, <b>on the other side</b> ,...					✓			But,...
56.	FIH2, L4	P2, L4	For example, a film which have adult rate, <b>it</b> is not appropriate to watch by children,...			✓					For example, a film which <b>has</b> adult rate is not appropriate to watch by children,...
	FIH2, L4	P2, L4	For example, a film which have adult rate, <b>it</b> is not appropriate to watch by children,...					✓			For example, a film which has adult rate is not appropriate to watch by children,...

57.	FIH2, P2, L6	And the finally is book.						✓		And the <b>final</b> is book.
58.	FIH2, P2, L8	... and the disadvantage the book is sometimes in a book have bad messages for the people,...					✓			... and the disadvantage <b>of</b> the book is that sometimes it has bad messages for the people,...
	FIH2, P2, L8	... and the disadvantage the book is sometimes in a book have bad messages for the people,...					✓			... and the disadvantage of the book is <b>that</b> sometimes it has bad messages for the people,...
	FIH2, P2, L8	... and the disadvantage the book is sometimes in a book have bad messages for the people,...				✓				... and the disadvantage of the book is that sometimes <b>it</b> has bad messages for the people,...
	FIH2, P2, L8	... and the disadvantage the book is sometimes in a book have bad messages for the people,...				✓				... and the disadvantage of the book sometimes <b>has</b> bad messages for the people,...
59.	HK1, P1, L2	In addition the pie chart provides information about...	✓							<b>While</b> the pie chart provides information about...
60.	HK1, P2, L7	... in the winter and just below <b>the</b> 20.000 or approximately 19.000 in the summer.						✓		... in the winter and just below 20.000 or approximately 19.000 in the summer.
61.	HK1, P3, L1	The electricity demand has been specified by the pie chart data that majority for English home used electricity for heating rooms...		✓						The electricity demand has been specified <b>in</b> the pie chart data that the majority for English home uses electricity for heating rooms...
	HK1, P3, L1	The electricity demand has been specified by the pie chart data that majority for English home used electricity for heating rooms...					✓			The electricity demand has been specified in the pie chart data that <b>the</b> majority for English home uses electricity for heating rooms...
	HK1, P3, L1	The electricity demand has been specified by the pie chart data that majority for English home used electricity for heating rooms...				✓				The electricity demand has been specified in the pie chart data that the majority for English home <b>uses</b> electricity for heating rooms...

		electricity for heating rooms...									electricity for heating rooms...
62.	HK1, P3, L4	This can be sump up the during the winter...			✓						This can be <b>summed</b> up that during the winter...
	HK1, P3, L4	This can be sump up the during the winter...									This can be summed up <b>that</b> during the winter...
63.	HK1, P3, L5	... people spent budget for electricity bills...			✓						... people <b>spend</b> budget for electricity bills...
64.	HK1, P3, L6	... therefore the demand for electricity rose doubled time in the winter compared to that at summer.		✓							... therefore the demand for electricity rose doubled in the winter compared to that <b>in</b> summer.
	HK1, P3, L6	... therefore the demand for electricity rose doubled <b>time</b> in the winter compared to that at summer.					✓				... therefore the demand for electricity rose doubled in the winter compared to that in summer.
65.	HK2, P3, L5	Consequently, some students experiencing some problems...			✓						Consequently, some students <b>experience</b> some problems...
66.	HK2, P4, L2	Hence, viewing online learning as a more effective way cannot solely be concluded as more or less effective way in having education.				✓					Hence, viewing online learning as more effective way cannot solely be concluded as <b>a</b> more or less effective way in having education.
67.	JW1, P1, L1	, traffic noise begin with 300 complaints by the year of 1980 and stay constantly in the following year			✓						, traffic noise <b>begins</b> with 300 complaints by the year of 1980 and stay constantly in the following year
68.	JW1, P1, L2	but it experience a decline in 1986 and 1988			✓						but it <b>experiences</b> a decline in 1986 and 1988
69.	JW1, P2, L5	complaints for noise made by factories was more likely higher than the other source of noise.			✓						complaints for noise made by factories <b>were</b> more likely higher than the other source of noise.

70.	JW1, P3, L1	it rise extremely high from 400 complaints in 1988 to 1200 complaints in 1996			✓					it <b>rises</b> extremely high from 400 complaints in 1988 to 1200 complaints in 1996
71.	JW2, P1, L1	Now days English is very important	✓							<b>Nowadays</b> English is very important
72.	JW2, P4, L2	... and translate it into your own language				✓				... and translate it into your own <b>languages</b>
73.	KH1, P2, L4	There are vehicle track surround reception...				✓				There are vehicle <b>tracks</b> surrounding reception...
74.	KH2, P1, L1	... many alternative energies...				✓				...many <b>types</b> of alternative energy...
	KH2, P1, L1	... many alternative energies...				✓				...many <b>of</b> alternative energy...
	KH2, P1, L1	... many alternative energies...		✓						...many types of alternative <b>energy</b> ...
75.	KH2, P1, L2	One of the alternative energy is nuclear power.				✓				One <b>type</b> of the alternative energy is nuclear power.
76.	KH2, P1, L4	Some scholars said that development of nuclear power may threatened world peace			✓					Some scholars said that development of nuclear power may <b>threaten</b> world peace
77.	KH2, P2, L2	Nuclear power is an energy that can be created in laboratorium.				✓				Nuclear power is an energy that can be created in <b>a</b> laboratory.
	KH2, P2, L2	Nuclear power is an energy that can be created in laboratorium.						✓		Nuclear power is an energy that can be created in a <b>laboratory</b> .
78.	KH2, P4, L4	... and not to unisuse it as weapon to trigger war of conflict.	✓							... and not to <b>use</b> it as a weapon to trigger the war of conflict.



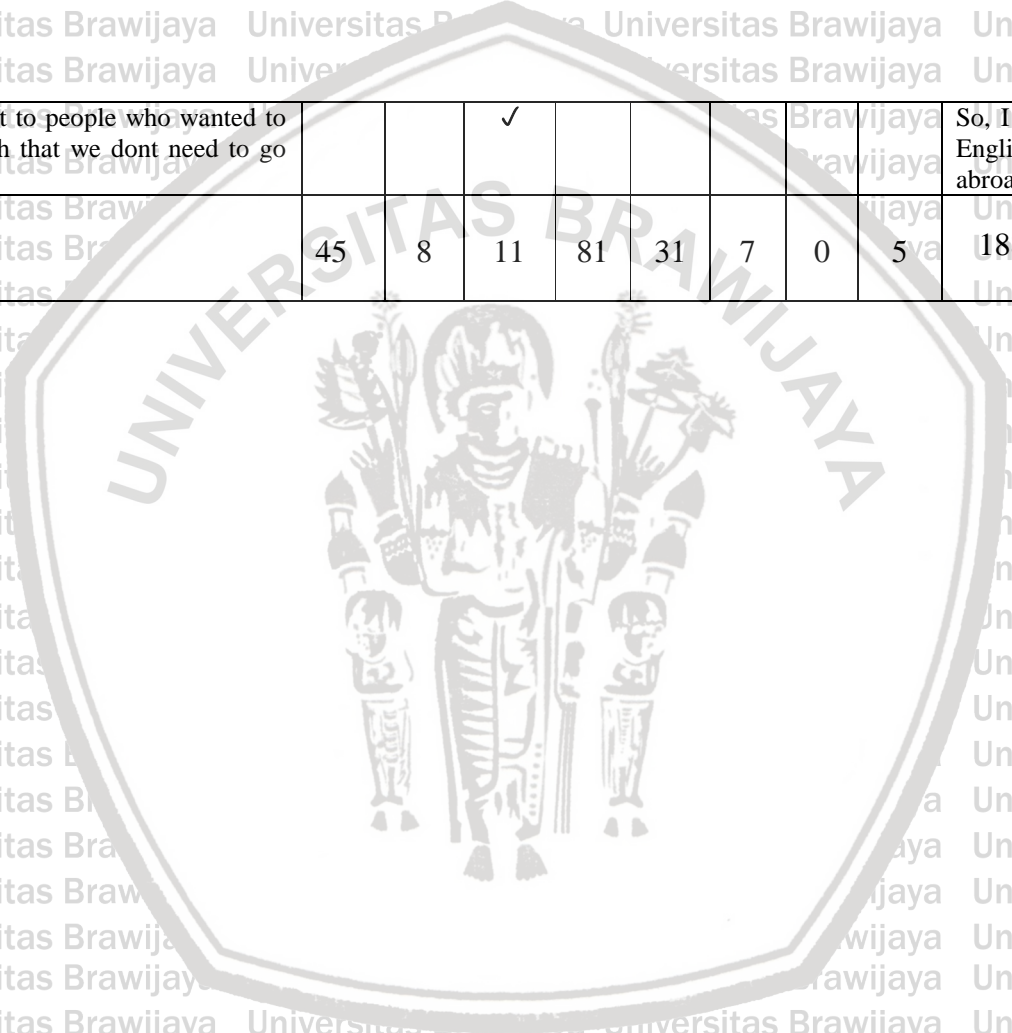
	KH2, P4, L4	... and not to unisuse it as weapon to trigger war of conflict.				✓				... and not to use it as <b>a</b> weapon to trigger the war of conflict.
	KH2, P4, L4	... and not to unisuse it as weapon to trigger war of conflict.				✓				... and not to use it as a weapon to trigger <b>the</b> war of conflict.
79.	MM1, P1, L4	However they weren't there <b>anywhere</b> ...					✓			However they weren't there
80.	MM1, P1, L6	... the trees between the two main road on the wood become houses.				✓				... the trees between the two main <b>roads</b> on the wood become houses.
81.	MM1, P1, L9	... now it replace by big building...			✓					... now it <b>is replaced</b> by big buildings...
	MM1, P1, L9	... now it replace by big building...				✓				... now it is replaced by big <b>buildings</b> ...
82.	MM1, P1, L10	... it become a hotel.			✓					... it <b>became</b> a hotel.
83.	MM1, P1, L11	To conclude there more changes from 1990 to 2005.				✓				To conclude there <b>are</b> more changes from 1990 to 2005.
84.	MM2, P1, L1	An overweight childern in developed countries in increasing <b>that</b> because growing number of fast food outlets...						✓		An overweight children in developed countries in increasing because of growing number of fast food outlets...
	MM2, P1, L1	An overweight childern in developed countries in increasing that because growing number of fast food outlets...				✓				An overweight children in developed countries in increasing because <b>of</b> growing number of fast food outlets...
85.	MM2, P2, L2	Parents habbit wich always agree with their childern want causes childern to get use to do...			✓					Parents habit which always <b>agrees</b> with their children's want causes children to get used to do...
	MM2, P2, L2	Parents habbit wich always agree with their childern want causes childern to get use to do...				✓				Parents habit which always agrees with their <b>children's</b> want causes children to get used to do...

86.	MM2, P2, L4	Another reason is that children were <b>are</b> used to be given pocket money...				✓		✓	Another reason is that children were used to be given pocket money...
87.	MM2, P2, L8	... and the reason cause another problem.			✓				... and the reason <b>causes</b> another problem.
88.	MM2, P3, L1	If the product that include glukotamine, fruktosa, and etc, this will cause the children overweight.				✓			If the <b>products</b> include glucosamine, fructose, etc, these will cause the children overweight.
89.	MM2, P3, L1	If the product <b>that</b> include glukotamine, fruktosa, and etc, this will cause the children overweight.				✓			If the products include glucosamine, fructose, etc, these will cause the children overweight.
	MM2, P3, L1	If the product that include glukotamine, fruktosa, <b>and</b> etc, this will cause the children overweight.				✓			If the products include glucosamine, fructose, etc, these will cause the children overweight.
	MM2, P3, L1	If the product that include glukotamine, fruktosa, and etc, this will cause the children overweight.	✓						If the products include <b>glucosamine, fructose</b> , and etc, this will cause the children overweight.
	MM2, P3, L1	If the product that include glukotamine, fruktosa, and etc, this will cause the children overweight.				✓			If the products include glucosamine, fructose, etc, <b>these</b> will cause the children overweight.
	N1, P1, L4	... to cut out 60 percent of the moist.				✓			... to cut out 60 <b>percents</b> of the moist.
90.	N1, P1, L4	the leaves can go through two methods,		✓					the leaves can go <b>to</b> two methods,
91.	N1, P1, L6	... rolling the leaves so <b>that</b> they are flat and broken.				✓			... rolling the leaves so they are flat and broken.
92.	N1, P1, L12	... to cut out 97 percent moist in total and to release the flavour and aroma.				✓			... to cut out 97 <b>percents</b> moist in total and to release the flavor and aroma.
93.	N2, P1, L5	... the high sales of consumer goods is not the reflection...				✓			...the high sales of consumer goods <b>are</b> not the reflection...

94.	SQ1, P1, L2	... until it's production of silk cloth.			✓					... until <b>its</b> production of silk cloth.
95.	SQ1, P1, L2	The proces of the life cycle <b>is</b> contain a four step which is takes time about 6 months until it's ready to next process,...					✓		✓	The process of the life cycle contains four steps which takes time about 6 months until it's ready to the next process,...
	SQ1, P1, L2	The proces of the life cycle is contain a four step which is takes time about 6 months until it's ready to next process,...			✓					The process of the life cycle <b>contains</b> four steps which takes time about 6 months until it's ready to the next process,...
	SQ1, P1, L2	The proces of the life cycle is contain <b>a</b> four step which is takes time about 6 months until it's ready to next process,...					✓			The process of the life cycle contains four steps which takes time about 6 months until it's ready to the next process,...
	SQ1, P1, L2	The proces of the life cycle is contain a four step which <b>is</b> takes time about 6 months until it's ready to next process,...					✓			The process of the life cycle contains four steps which takes time about 6 months until it's ready to the next process,...
	SQ1, P1, L2	The proces of the life cycle is contain a four step which is takes time about 6 months until it's ready to next process,...			✓					The process of the life cycle contains four steps which takes time about 6 months until it's ready to <b>the</b> next process,...
96.	SQ1, P2, L1	... when the butterfly put it's eggs on the leaves,...			✓					... when the butterfly put <b>its</b> eggs on the leaves,...
97.	SQ1, P2, L2	...10 days those eggs will be transform to silkworm larva.			✓					... 10 days those eggs will be <b>transforming</b> to silkworm larva.
98.	SQ1, P2, L5	... to begin it's transformation to cocon...			✓					... to begin <b>its</b> transformation to cocoon...
99.	SQ1, P2, L5	... the larvas is fully transform to be cocon...		✓						..the <b>larvae</b> are fully transformed to be cocoon...

	SQ1, P2, L5	... the larvas is fully transform to be cocoon...			✓					..the larvae <b>are</b> fully transformed to be cocoon...
	SQ1, P2, L5	... the larvas is fully transform to be cocoon...			✓					..the larvae are fully <b>transformed</b> to be cocoon...
100.	SQ1, P3, L1	... the process start by selecting the best cocoon then boil it in water.			✓					... the process <b>starts</b> by selecting the best cocoon then boil it in water.
101.	SQ1, P3, L2	After the boil process the cocoon will be move to unwind proces, the unwind cocoon length is about 300 – 900 m.	✓							After the <b>boiling</b> process the cocoon will be moved to unwind process, the unwind cocoon length is about 300 – 900 m.
	SQ1, P3, L2	After the boil process the cocoon will be move to unwind proces, the unwind cocoon length is about 300 – 900 m.			✓					After the boiling process the cocoon will be <b>moved</b> to unwind process, the unwind cocoon length is about 300 – 900 m.
102.	SQ2, P2, L3	... if we wanted to be good at this language...			✓					... if we <b>want</b> to be good at this language...
103.	SQ2, P2, L4	The other to learn is by speaking with another people from foreign countries.						✓		The other to learn is by speaking with another <b>person</b> from foreign countries.
104.	SQ2, P3, L2	Because it was used to pay <b>to</b> cost living in boarding house...						✓		Because it was used to pay living cost in a boarding house...
	SQ2, P3, L2	Because it was used to pay to cost living in boarding house...	✓							Because it was used to pay <b>living cost</b> in a boarding house...
	SQ2, P3, L2	Because it was used to pay to cost living in boarding house...					✓			Because it was used to pay living cost in <b>a</b> boarding house...
105.	SQ2, P4, L1	So, I suggest <b>to</b> people who wanted to learn English that we dont need to go abroad,...						✓		So, I suggest people who want to learn English that we don't need to go abroad,...

SQ2, P4, L1	So, I suggest to people who wanted to learn English that we dont need to go abroad,...			✓						So, I suggest people who <u>want</u> to learn English that we don't need to go abroad,...
<b>TOTAL</b>		45	8	11	81	31	7	0	5	188 erroneous words from 105 sentences



#### Appendix 4 : Berita Acara Bimbingan Skripsi



### KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN UNIVERSITAS BRAWIJAYA FAKULTAS ILMU BUDAYA

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#### BERITA ACARA BIMBINGAN SKRIPSI

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2. NIM : 105110101111125
3. Program studi : Sastra Inggris
4. Topik Skripsi : Linguistik
5. Judul Skripsi : Error Analysis on the Writing Tasks Produced by the Students of "AZET Language Centre Malang"
6. Tanggal Mengajukan : 23 Agustus 2013
7. Tanggal Selesai Revisi : 09 Mei 2014
8. Nama Pembimbing : I. Dra. Endang Sasanti, M.A  
II. Emy Sudarwati, M.Pd
9. Keterangan Konsultasi :

No.	Tanggal	Materi	Pembimbing	Paraf
1.	23 Agustus 2013	Pengajuan Judul	Pembimbing I	
2.	3 September 2013	Persetujuan Judul	Pembimbing I	
3.	10 September 2013	Konsultasi Topik	Pembimbing I	
4.	6 Januari 2014	Konsultasi Bab I,II,III	Pembimbing I	
5.	8 Januari 2014	Revisi Bab I	Pembimbing I	
6.	10 Januari 2014	Konsultasi Bab I	Pembimbing I	
7.	13 Januari 2014	Revisi Bab I	Pembimbing I	
8.	14 Januari 2014	Revisi Bab I	Pembimbing I	
9.	15 Januari 2014	Konsultasi Bab II, III	Pembimbing I	
10.	16 Januari 2014	Revisi Bab II, III	Pembimbing I	
11.	17 Januari 2014	Revisi Bab I,II,III	Pembimbing I	
12.	20 Januari 2014	ACC Konsep I,II,III	Pembimbing I	
13.	23 Januari 2014	Konsultasi Bab I,II,III	Pembimbing II	
14.	24 Januari 2014	Revisi Grammar Bab I,II,III	Pembimbing II	
15.	27 Januari 2014	Revisi Bab III	Pembimbing II	
16.	18 Februari 2014	ACC Seminar Proposal	Pembimbing I	
17.	19 Februari 2014	ACC Seminar Proposal	Pembimbing II	
18.	27 Februari 2014	Seminar Proposal	Pembimbing I, II	
19.	14 Maret 2014	Konsultasi Bab IV	Pembimbing I	
20.	17 Maret 2014	Konsultasi Bab I-V	Pembimbing I	
21.	18 Maret 2014	Revisi Bab I-V	Pembimbing I	
22.	19 Maret 2014	Revisi Grammar Bab I-III	Pembimbing II	
23.	20 Maret 2014	Revisi Bab I-V	Pembimbing II	
24.	21 Maret 2014	Revisi Bab I-V	Pembimbing II	
25.	22 Maret 2014	ACC Seminar Hasil	Pembimbing I	
26.	25 Maret 2014	ACC Seminar Hasil	Pembimbing II	

27.	3 April 2014	Seminar Hasil	Pembimbing I, II
28.	5 Mei 2014	Konsultasi Bab I-V	Pembimbing I
29.	14 Mei 2014	Revisi Abstrak, Bab I-V	Pembimbing I
30.	16 Mei 2014	Revisi Abstrak, Bab I-V	Pembimbing II
31.	20 Mei 2014	ACC Ujian Skripsi	Pembimbing I
32.	21 Mei 2014	ACC Ujian Skripsi	Pembimbing II
33.	9 Juni 2014	Revisi Setelah Ujian	Pembimbing I
34.	10 Juni 2014	Revisi Setelah Ujian	Pembimbing II
35.	14 Juni 2014	ACC Jilid	Pembimbing I
36.	16 Juni 2014	ACC Jilid	Pembimbing II

10. Telah dievaluasi dan diuji dengan nilai :

Dosen Pembimbing I

Malang, 06 Juni 2014

Dosen Pembimbing II

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Mengetahui,  
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