

**ERROR ANALYSIS OF THE FREE WRITING ESSAYS  
OF THE SIXTH GRADE ENGLISH LEARNERS  
AT LABORATORY ELEMENTARY SCHOOL  
OF STATE UNIVERSITY OF MALANG**

**THESIS**

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**STUDY PROGRAM OF ENGLISH  
DEPARTMENT OF LANGUAGES AND LITERATURE  
FACULTY OF CULTURAL STUDIES  
UNIVERSITAS BRAWIJAYA**

**2014**

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**THESIS**

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

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**2014**

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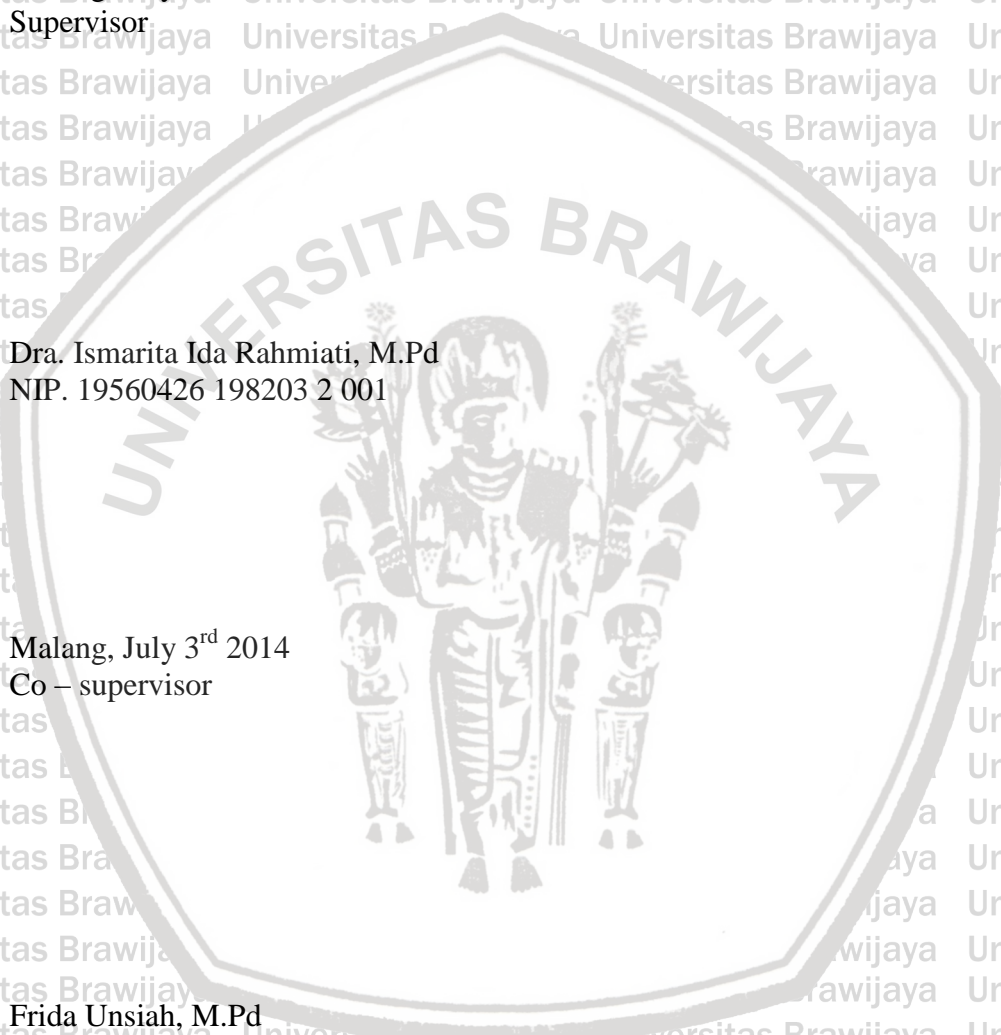
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## ABSTRACT

Novie, Indriyana. 2014., **Error Analysis of the Free Writing Essays of the Sixth Grade English Learners at Laboratory Elementary School of State University of Malang**. Study Program of English, Universitas Brawijaya, Supervisor: Ismarita Ida Rahmiati; Co-supervisor: Frida Unsiyah.

Keywords: Error, Error Analysis, Surface Strategy Taxonomy, and Free Writing Essays

Learning English as a foreign language (FL) in Indonesia is not as easy as flipping hands. It takes a lifelong process and can be very challenging for Indonesian FL learners. In the process of learning a language, making mistakes and errors cannot be avoided. This study is intended to investigate the learners' errors in free writing essay made by the sixth grade English learners at Laboratory Elementary School of State University of Malang using surface strategy taxonomy. These students have been exposed to English since they are in the first grade, but in facts, some of them are still having confusion in using the correct words. Thus, the problems of this study are what errors are found in the free writing essay and the most types of error mostly done by the sixth grade of English learners at Laboratory Elementary School of State University of Malang.

The method of this study is qualitative approach. This study was carried out at Laboratory Elementary School of State University of Malang. The sample of this study is the 6B International Class Program (ICP) at Laboratory Elementary School of State University of Malang in academic year of 2013/2014. The technique used to analyze the data in this study is error analysis. The steps of analyzing the data started from observing the class, collecting the data, identifying the error, describing the error, explaining the error, and drawing the conclusion.

The result shows that there are only three types of error made by sixth grade English learners based on surface strategy taxonomy, with total error of each type of error is omission with 15 errors, addition with 9 errors, misformation with 20 errors, and misordering with 0 errors. Misformation is the error that is mostly done by the learners.

The researcher suggests for the next researchers who want to conduct a similar topic use different theory. The other suggestion is, they can use different research subject of the study, such as employees of a foreign company, and different research object such as listening or reading tasks.

## ABSTRAK

Novie, Indriyana. 2014., *Error Analysis of the Free Writing Essays of Sixth Grade English Learners at Laboratory Elementary School of State University of Malang*. Program Studi Bahasa dan Sastra Inggris, Universitas Brawijaya.

Pembimbing: (1) Ismarita Ida Rahmiati (2) Frida Unsiyah.

Kata Kunci : kesalahan, analisis kesalahan, *surface strategy taxonomy*, esai menulis bebas.

Belajar bahasa Inggris sebagai bahasa asing (FL) di Indonesia, tidak semudah membalik tangan. Dibutuhkan proses seumur hidup dan bisa sangat menantang bagi pelajar FL Indonesia. Dalam proses pembelajaran bahasa, membuat kesalahan tentu tidak dapat dihindari. Penelitian ini bertujuan meneliti kesalahan pelajar dalam esai menulis bebas yang dibuat oleh pelajar bahasa Inggris di kelas enam Sekolah Dasar Laboratorium Universitas Negeri Malang menggunakan *surface strategy taxonomy*. Siswa-siswi ini mendapatkan pelajaran bahasa Inggris sejak di kelas pertama, tetapi faktanya, beberapa dari mereka masih mengalami kebingungan dalam menggunakan kata-kata yang benar. Dengan demikian, masalah penelitian ini adalah kesalahan apa saja yang ditemukan dalam penulisan esai bebas dan kesalahan apa yang banyak dilakukan oleh pelajar tersebut.

Metode penelitian ini adalah pendekatan kualitatif. Penelitian ini dilakukan di Sekolah Dasar Laboratorium Universitas Negeri Malang. Sampel dalam penelitian ini adalah pelajar kelas 6B Program Kelas Internasional (ICP) di Sekolah Dasar Laboratorium Universitas Negeri Malang pada tahun akademik 2013/2014. Teknik untuk menganalisis data yang digunakan dalam penelitian ini adalah analisis kesalahan. Langkah-langkah analisis data dimulai dari mengamati kelas, mengumpulkan data, mengidentifikasi kesalahan, memaparkan kesalahan, menjelaskan kesalahan, dan menarik kesimpulan.

Hasil penelitian menunjukkan bahwa ada tiga jenis kesalahan berdasarkan *surface strategy taxonomy*, dengan jumlah kesalahan dari masing-masing jenis kesalahan adalah *Omission* dengan 15 kesalahan, *Addition* dengan 10 kesalahan, *Misformation* dengan 19 error, dan *Misordering* dengan 0 error. Kesalahan *Misformation* adalah kesalahan tertinggi yang dilakukan siswa-siswi tersebut.

Peneliti menyarankan peneliti selanjutnya yang ingin melakukan topik serupa untuk menggunakan teori yang berbeda. Saran lain adalah, mereka dapat menggunakan subyek penelitian yang berbeda dari penelitian ini, seperti karyawan perusahaan asing, dan obyek penelitian yang berbeda seperti *listening* atau *reading*.

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All being well, this thesis can be an informative and worthwhile reading creation for anyone.

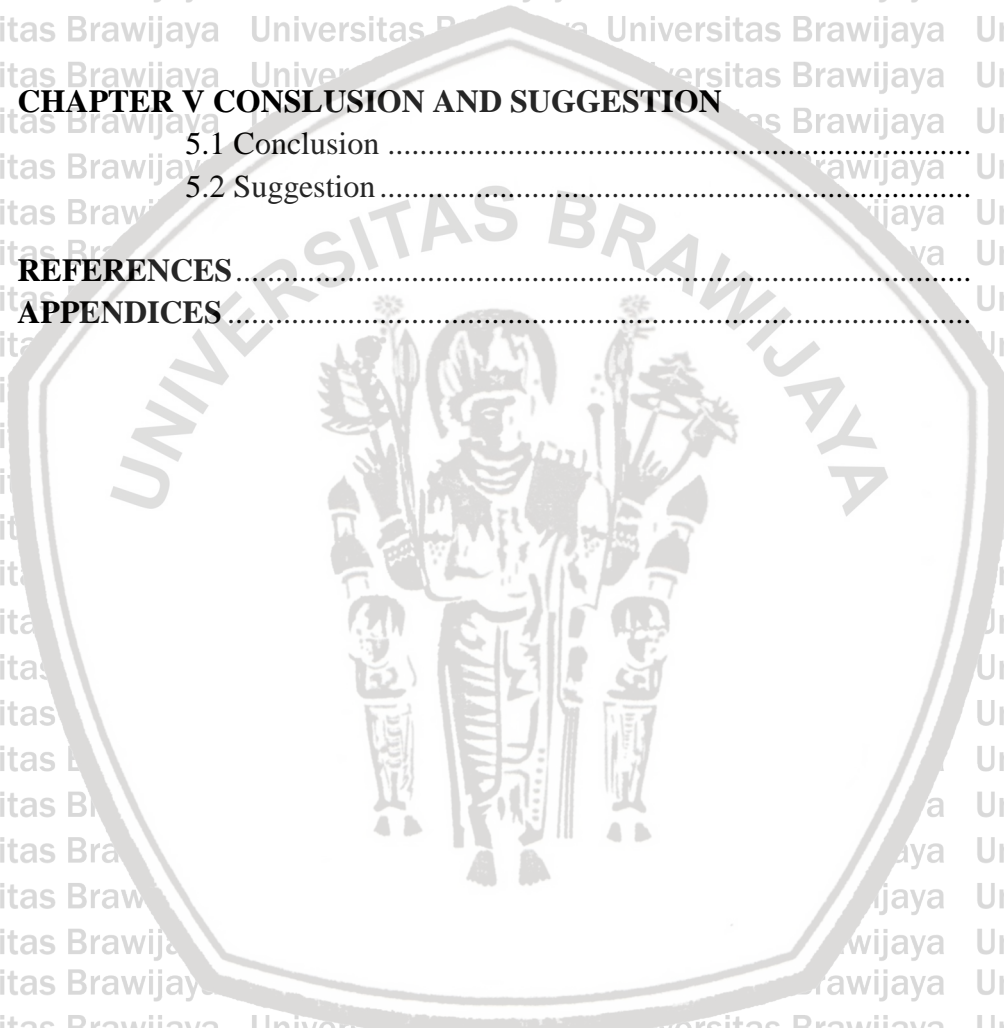
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Novie Indriyana

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# CHAPTER I

## INTRODUCTION

This chapter discusses the introduction of this study which consists of background of study, problems of the study, objectives of the study, scope and limitation of the study, significances of the study, and definition of key terms.

### 1.1 Background of the Study

It is undoubtedly said that English is one of the most important languages these days. It is believed to be one of the international languages because of its widespread and international use, internationally as a lingua franca and as the major language of business, media, technology, diplomacy, and so on. The previous statement is supported by Crystal (2003) who says, “English becomes an international language because of several reasons, such as colonialization, migration, international role, and influence of USA, commerce, international communications, media, films and the spread of new technology”. Therefore, mastering English is really necessary in order to take part in the global interaction.

Learning English as a foreign language (FL) in Indonesia, however, is not as easy as flipping hands. It takes a lifelong process and can be very challenging for Indonesian FL learners. The difficulties may arise due to its limited use in the society, it is not used as a medium of communication in official domains like government, the law courts, and the education system, and is not accorded any

special status in the country's language legislation, but it is still seen as a priority, as the most important of the foreign language to be taught (Simatupang, 1999: 64).

Regarding with this, English in Indonesia is increasingly used as a medium of instruction in schools and universities, and taught as content subjects such as management, information technology and humanities. A large proportion of the scientific papers published in all subjects are also written in English. English is also taught widely as a foreign language for students intending either to further study in an English speaking country or as a requirement for employment.

Furthermore, nowadays English lesson is introduced firstly when students hit their first grade of elementary school. Therefore, it is best for FL learners to start learning at an early age while their brain is still developing. Young learners can construct the meanings of thousands of words easily compared to adults. The sooner FL learners are exposed to English, the better they will master it.

In the process of learning a language, making mistakes and errors cannot be avoided. Bose (2005) mentioned that one of the reasons for learner's errors is the interference of his mother tongue, which is described as the negative and positive transfer between the mother tongue and the target language. The negative transfer happens when the forms of the target language and those of the learner's mother tongue are different from each other, whereas the positive transfer happens when the forms of the target language and the learner's mother tongue is similar. So, FL learners definitely make some errors during their period of learning and this process occurs very naturally.



It is inevitable that all learners make mistakes and commit errors. However, that process can be hindered through realizing the errors. The analysis of errors, thus, has become a field of linguistics in that sense. Dealing with this, there have been some studies conducted to identify errors that are produced by FL learners. Erdoğan (2005, p.262) stated, "Error analysis enables teachers to find out the sources of errors and take pedagogical precautions towards them. Thus, the analysis of learner language has become an essential need to overcome some questions and propose solutions." Richards, *et al.* (1992) mentioned that the study of error is used in order to (1) identify strategies which learners use in language teaching, (2) identify the causes of learners' errors, and finally (3) obtain information on common difficulties in language learning as an aid to teaching or in development of teaching materials (cited in Khansir 2012). An analysis of foreign language learner's errors can help to identify learner's linguistic difficulties and needs at a particular stage of language learning.

Since it is inevitable, error has become a permanent feature in the L2 classroom. It may occur in every language skill, either receptive or productive. One of the productive language skills is writing. The role of writing is of utmost importance in the learning and teaching of English L2. Writing is simply a way of reproducing spoken language in another way. Writing involves composing which implies the ability either to tell or retell pieces of information in the form of narratives or description, or to transform information into new texts, as in expository or argumentative writing. The act of composing, though, can create problems for students, especially for those who write in a foreign language in

academic contexts. Formulating new ideas can be difficult because it involves transforming or reworking information, which is much more complex than telling (Myles, 2002). Even though learners have a rich repertoire of English words, they might not be able to produce coherent sentences to convey ideas.

Dealing with the statements above, the researcher takes an idea on measuring error analysis in order to give teachers enough proof to do improvements with students' ability on writing English essay especially for the sixth grade students. The researcher chooses the sixth grade of international class program students from laboratory elementary school of State University of Malang as the research subject. There are some reasons why the researcher analyzes error on the free writing essay from the sixth grade students in that school. First, they belong to International Class Program (ICP) which all the activities and the worksheets are written in English. They have also been exposed to English since they were in the first grade. In a weekly schedule, they get three times of English lesson; twice for regular subject and once for reading subject. Finally, beside having the obligatory exam from school, they also have Cambridge International Exam that consist of reading and grammar tests since they were in the fourth grade. The free writing essay is taken because it is the only possible research object that is available during the time of the pre-researching and no other works available since the students would be facing the national examination.

In this study, the researcher used the CPH (Critical Period Hypothesis) theory as its main reason why this research is conducted and take the sixth grade

students as its samples. Other theories used are SLA (Second Language Acquisition), interlanguage, error, error analysis, classification of errors, and surface strategy taxonomy.

Considering all the reasons above, the researcher decides to conduct research entitled "Error Analysis of the Free Writing Essays of Sixth Grade English Learners at Laboratory Elementary School of State University of Malang".

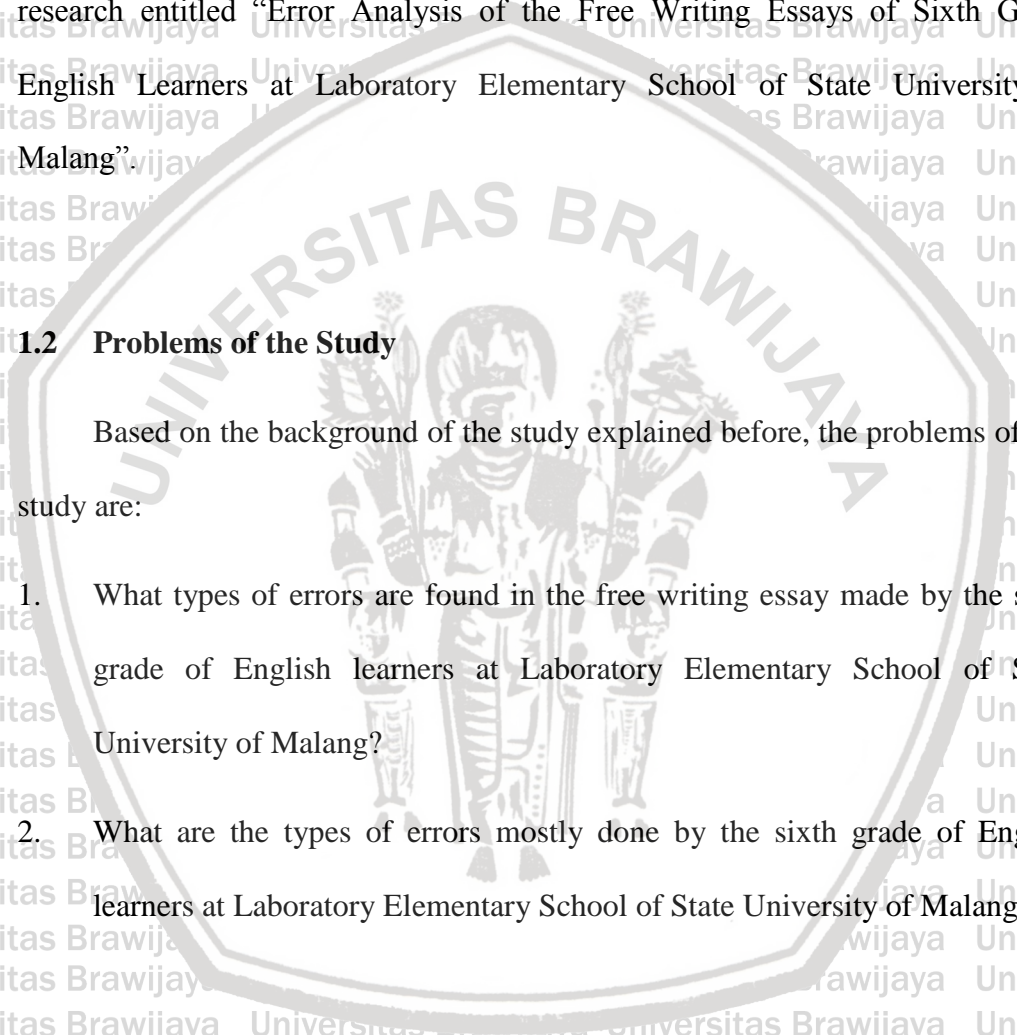
**1.2 Problems of the Study**

Based on the background of the study explained before, the problems of this study are:

1. What types of errors are found in the free writing essay made by the sixth grade of English learners at Laboratory Elementary School of State University of Malang?
2. What are the types of errors mostly done by the sixth grade of English learners at Laboratory Elementary School of State University of Malang?

**1.3 Objectives of the Study**

Based on the problems of the study above, the objectives of the study are:



1. To find out the types of errors in the free writing essay made by the sixth grade English learners at Laboratory Elementary School of State University of Malang.
2. To find out the types of errors which are mostly done by the sixth grade English learners at Laboratory Elementary School of State University of Malang?

#### 1.4 Definition of Key Terms

In this study, the definition of the key terms are:

- a. **Errors** are gaps in a learner's language knowledge; they occur because the learner does not know what is correct. (Ellis 1997, p.16)
- b. **Error Analysis** is the study of linguistics ignorance, the investigation of what people do not know and how they attempt to cope with their ignorance. (James 2001, p.62)
- c. **Surface Strategy Taxonomy** emphasizes the way surface structures are changed. There are omission, addition, misformation, and misordering error types. (Dulay, et al. (1982, p.150)
- d. **Free writing essay** is the students' work on a module Eng 6.2.15 under the section of 'Capitalizing Sentences, Quotations, and Salutation' where they need to write a letter to a penpal about their favorite city.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses some theories related to the study. They are Critical Period Hypothesis (CPH), Second Language Acquisition (SLA), interlanguage, error and error analysis, classification of errors, surface strategy taxonomy, and previous studies.

#### 2.1 Critical Period Hypothesis (CPH)

Critical Period Hypothesis is a theory that believes children within the age of 2 to puberty have more advantages over adults in learning a second or foreign language. The previous statement is supported by Lenneberg (1967) that natural language acquisition through exposure can only happen during the critical period (ages 2-puberty). Before the age of 2, the brain has not developed enough, and after puberty, it has developed too much, with the loss of “plasticity” and the completion of “laterization” of the language function. As the neurological perspective explains, a child’s brain is plastic in comparison to that of an adult, and after the age of about 9 years, the brain progressively becomes “stiff and rigid”. The child develops a conditioned reflex to “turn from one language to the other without confusion, translation or a mother-tongue accent.” Laterization, on the other hand, as the brain matures, certain functions are assigned to either the left or right hemisphere. Upon the completion of laterization, it is believed to be

difficult for learners to acquire fluency and authentic “native-like” pronunciation in a second language.

The research subject in this study is the sixth grade English learners at the Laboratory Elementary School of State University of Malang. Those students are considered to be the best research subject because they are in the age of entering their puberty phase and they are in a process of learning an FL.

### 2.2 Second Language Acquisition (SLA)

SLA is a learning process of learning another language when someone has already acquired his or her first language. The word second can refer to any language that is learned besides his or her mother tongue. Therefore, it can refer to any language of a third or fourth language. SLA can also be used to observe how far someone’s performance and competence in the process of learning second or foreign language.

Saville and Troike (2006, p.2) defines Second Language Acquisition (SLA) as both to the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language. In the process of language learning, the additional language is called a second language (L2), even though it may actually be the third, fourth, or tenth to be acquired. It is also commonly called a target language (TL), which refers to any languages that is the aim or goal of learning. The scope of SLA includes informal L2 learning that takes place in classroom, and L2 learning that involves a mixture of these settings and circumstances. In

conclusion, SLA is a learning process, means that in this process is the time when language learners make errors.

The status of English in Indonesia, on the other hand, is as a foreign language rather than a second language. This is due to the facts that Indonesia belongs to one of the countries of the expanding circle (as it is seen in Figure 1).

The expanding or extending circle refers to nations which recognize the importance of English as an international language, but which are not colonized by the countries of the inner circle (the UK, USA, Ireland, Canada, Australia, and New Zealand), and which have not given English any special official status. In these countries, English is taught as a foreign language. Indonesia belongs to this group, which also includes China, Japan, Greece and Poland (Crystal, 2003a: 60).

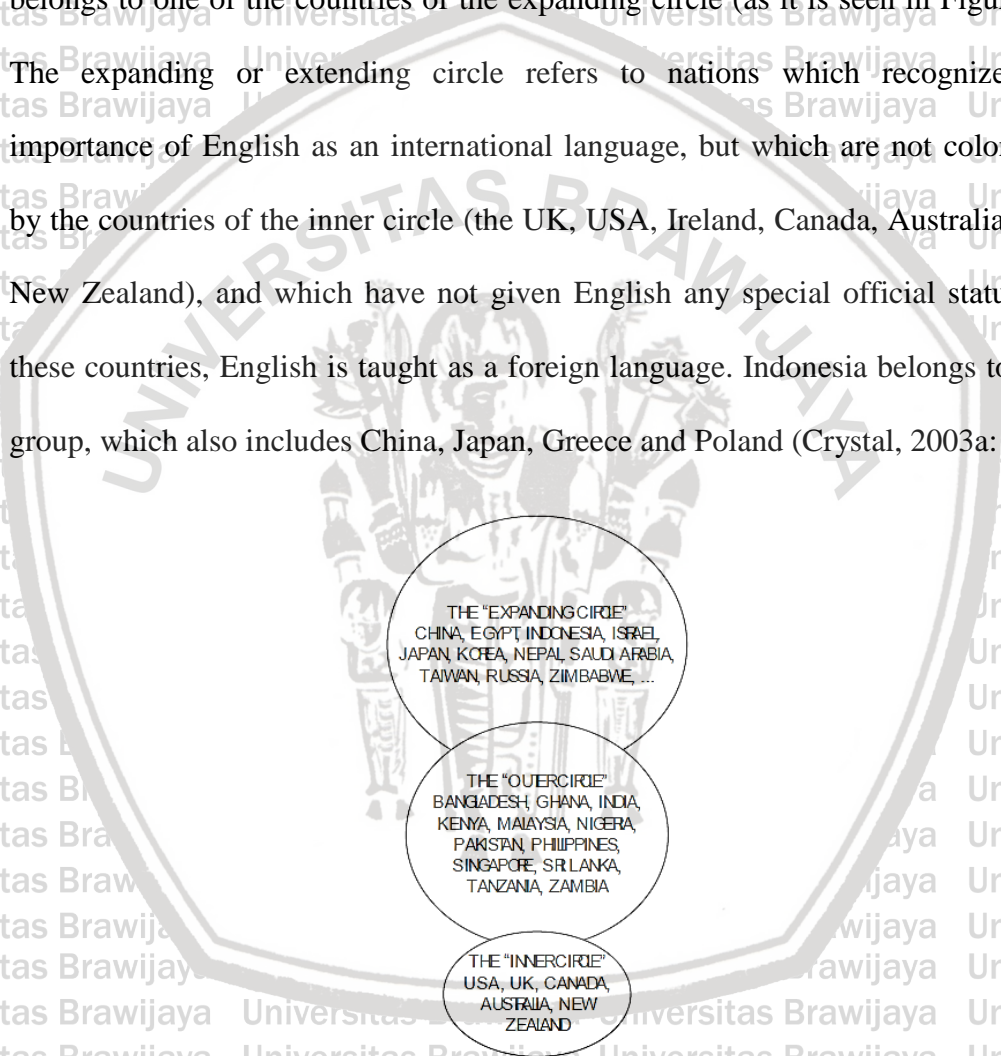


Figure 1: Kachru's Three-circle model of World Englishes. Source: (Kachru, 1992: 356), reprinted in (Jenkins, 2003: 16).

### 2.3 Interlanguage (IL)

The term “interlanguage” was first proposed by Selinker in 1972. As cited in Bachman, et al. (1998, p.71), Selinker defines interlanguage as the linguistic system evidence when adult second language learners attempted to express meanings in the language being learned. Moreover, James (1998, p.31) states that “interlanguage is a term suggesting the halfway positions it holds between knowing and not knowing the target language”.

During the learning process of FL, the learners also have interlanguage. Interlanguage comes within our ability to acquire FL, and is influenced by our first language’s knowledge. Interlanguage occurs by the imperfectness result produced by the target language learning which it has its own rules. It can be said that interlanguage seems to be the third language with its own grammars.

### 2.4 Error

Error is deviation of some systems of the language that the learner is making; it is due to the learner’s still developing the knowledge of the target language rule system (Corder, 1967, p.137). It means the error is the deviation resulting from lack of knowledge of the rules of the language. However, Brown (2000, p.217) states, “Error is a noticeable deviation from the adult grammar of a natural speaker, reflects the competence of the learner” It means that an error reveals a portion of the learner’s competence in the target language. It is inline with Brown’s (1987, p.170) theory that states,



“Although grammar does not belong to skill in English like reading, speaking, listening, and writing, grammar supports those skills. There is no doubt that knowledge, implicit or explicit of grammatical rules are essential for the mastery of language, and learners cannot say unless they know how the grammar of English should be put together”.

In order to use a language well, learners should learn the rules of language or learners should know how they work. They cannot avoid errors because errors mostly occur in learning process. Furthermore, according to Brown (2000, p.175), it is stated:

“Errors happen because they use different forms to deliver their ideas, feelings or messages so they need considerable amount of time to be able to master the target language well. Besides, by making errors, learners will build their new knowledge to use the target language as second language learning is a process that is clearly no unlike first language learning in its trial and errors nature”.

Therefore, in order to achieve the desired goals, errors can be used to “provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language” (Corder 1967:167).

## 2.5 Classification of Errors

Dulay, et al. (1982, p.146) classify errors into four categories namely: (1) linguistic category taxonomy, (2) communicative effect taxonomy, (3) comparative taxonomy, and (4) surface strategy taxonomy.

Linguistic category taxonomy classifies errors based on the language components of the particular linguistic constituent the error affects. Language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexical (meaning and vocabulary), and discourse (style).

Based on the communicative effect taxonomy, errors are classified into global and local errors. Global errors are errors that influence the overall sentence organization, hinder communication in the sense that error causes the listener or reader difficult to understand the message. While local errors are errors that affect a single element in a sentence and they do not usually hinder communication significantly. For example, the sentence, "why we like each other?" is not a correct one. However, the absence of the function word, 'do' does not alter the meaning of the sentence. The listener or the reader can grasp the intention of the sentence. In the study, article errors can be considered as local errors.

The classification of errors in a comparative taxonomy is based on the comparison between the structures of L2 errors and certain other types of construction. There are four types of errors in this taxonomy, that are developmental errors, interlingual errors, ambiguous errors and other errors.

Surface strategy taxonomy emphasizes the way surface structures are changed. Accordingly, Dulay, et al. (1982, p.150) say that there are omission, addition, misformation, and disordering error types. With regard to the surface strategy taxonomy, the students errors are evaluated in terms of whether they may omit necessary items or add unnecessary ones; they misinform items or disorder them.

This research will only use the last category of errors, that is surface strategy taxonomy to analyze the sixth grade students' free writing essay. The more complete descriptions about surface strategy taxonomy will be explained below.

## 2.6 Error Analysis

Error analysis (EA) emphasizes “the significance of errors in learners’ inter-languages system” (Brown 1994:204). The term inter-language was firstly introduced by Selinker (1972), referring to the systematic knowledge of an L2 which is independent on both the learner’s L1 and the target language (TL).

According to Corder (1967), EA has two objects: one is theoretical and another applied objects. The theoretical object is to understand what and how a learner learns when he studies an L2. The applied object is to enable the learner to learn more efficiently by using the knowledge of his dialect for pedagogical purposes.

Weireesh (1991) also considers learners’ errors to be of particular importance because the making of errors is a device the learners’ use in order to learn. According to him, EA is a valuable aid to identify and explain difficulties faced by learners. He also said that EA serves as a reliable feedback to design a remedial teaching method (cited in Darus 2009, p.488)

EA serves three purposes. Firstly, to find out the level of language proficiency the learner has reached. Secondly, to obtain information about common difficulties in language learning, and thirdly, to find out how people learn a language as Sercombe (2000, cited in Darus 2009, p.488)

Candling (2001) considers EA as “the monitoring and analysis of learner’s language”. He refers to an error as a deviation. He adds that the L2 learner’s errors are potentially important for understanding the process of SLA.

Olasehinde (2002) also argues that it is inevitable that learners make errors.

He also cited that errors are unavoidable and a necessary part of the learning curve.

Mitchell and Myles (2004) claim that error if studied could reveal a developing system of the students L2 language and this system is dynamic and open to changes and resetting of parameters. This view is supported by Stark (2001:19) in his study, who also explained that the teachers need to view students' errors positively and should not regard them as the learners' failure to grasp the rules and structured but view the errors as a process of learning. He subscribes to the view that errors are normal and inevitable features of learning. He added that errors are essentials condition of learning.

Vahdatinejad (2008) maintains that errors analysis can be used to determine what a learner still needs to be taught. It provides the necessary information about what is lacking in his or her competence. He also makes distinction between errors and lapses (simple mistakes). According to him, lapses are produced even by native speakers, and can be corrected by themselves. They call for on the spot correction rather than remedial, which is needed for errors.

## 2.7 Surface Strategy Taxonomy

Surface strategy taxonomy emphasizes the way surface structures are changed. Dulay, et al. (1982, p.150) says that there are omission, addition, misformation, and misordering error types. The definition of each error type is described as follows:

### a. Omission

Omission is the absence of an item which could exist in a correct sentence.

Dulay, et al. (1982, p.154) explained that omission is “the absence of the item that must appear in well-formed utterance”.

The examples are as follows:

- John \_\_\_ president of new company.

Correction : John **is** the president of the new company.

### b. Addition

Addition is characterized by the presence of an item that must not appear in a well-formed utterances (Dulay, et al., 1982, p.156)

The examples is as follows:

- We didn't **left** home.

Correction : We didn't **leave** home.

### c. Misformation

Misformation is using the wrong form of structure morpheme (Dulay et al., 1982, p.158)

The example is as follows:

- Katy **goed** to her concert this afternoon.

Correction : Katy **went** to her concert this afternoon.

The word “goed” is mislead about the concept of irregular verb.

#### d. Misordering

Misordering is the incorrect placement of a morpheme in an utterance (Dulay, et al., 1982, p.162).

The example is as follows:

- What Elizabeth is doing?

Correction : What is Elizabeth doing?

### 2.8 Previous Studies

In this study, the researcher reviews two previous studies by Herdianty (2011) and Anindita (2012). Herdianty's (2011) entitled "Grammatical Error Analysis on the English Supplementary Textbook *Prestasi Pustaka* for Second Grade of Junior High School". She also used theory of surface strategy taxonomy by Dulay, et al. (1982) in describing the errors. The researcher observed the types of errors found in the English supplementary textbook *Prestasi Pustaka* for the first semester of second grade student junior high school. She also found the teachers' point of view toward the English supplementary textbook *Prestasi Pustaka*. The result showed that there are 84 omissions (62%), 34 misformations (25%), and 18 additions (13%) found in the English supplementary textbook *Prestasi Pustaka* for the first semester of second grade students of junior high school. Unfortunately, those errors are not noticed by the teachers using the textbook. In their point of view, the language use is good and compatible with the students' need.

The second research is conducted by Anindita (2012) under a title “Error Analysis of Expository Text Produced by Semester Eight Students of Study Program of English Faculty of Culture Studies Universitas Brawijaya”. The researcher observed what errors are found in expository text by semester eight student of Study Program of English, Departemen of Languages and Literature, Faculty of Culture Studies Universitas Brawijaya in order to know if students are still doing the error in their expository text and also the source of errors. She used the surface strategy taxonomy theories by Dulay, et al. (1982). The result found out that the eight semester students had done omissions (46%), additions (8%), misformations (33%), and misorderings (13%) in their expository text. Besides, the researcher also revealed that the source of errors were 42% caused by interference, 29% is categorized as interlingual errors and 13% is categorized as transfer of structure.

The two previous studies have similarities and differences with this present study. The similarity is the two previous studies and this present study use the surface strategy taxonomy from Dulay, et al. (1982). Meanwhile, the research object of the two previous studies were from expository text produced by semester eight students of study program of English Faculty of Culture Studies Universitas Brawijaya and from the English supplementary textbook *Prestasi Pustaka* for second grade of Junior high school. Differently, the two previous studies concern with junior high school and college students meanwhile in this present study, the researcher concerns with the sixth grade elementary students at Laboratory Elementary School State University of Malang. Another difference is that this

study tried to observe errors found in the free writing essay of the sixth grade English learners' which write on their English module. Moreover, this study is conducted in order to give teachers enough proof to do an improvement in teaching concerning with students' improvements on studying English using written English essay.





## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discusses the method used to conduct this study which consists of type of the study, data sources, data collection, and data analysis.

#### **3.1 Type of The Study**

The researcher uses qualitative approach in this study because this study does not deal with the data that are in the form of number or statistic but the data that are in the form of words (Ary, et al., 2002, p.25).

The type of the study is document analysis because the object that is analyzed are writing material, in this case, free writing essays. Based on Ary, et al. (2002, p.442), “content or document analysis is a research applied to writing or visual materials for the purpose of identifying specified characteristics of the materials”. The materials analyzed can be writing, advertisement, textbooks, newspapers, speeches, etc.

#### **3.2 Data Source**

The data source in this study is from students' free writing essays of the sixth grade English learners at Laboratory Elementary School of State University

of Malang. The free writing essay used is the students' free writing essays on a module Eng 6.2.15 under the section of 'Capitalizing Sentences, Quotations, and Salutation', particularly under the task where they have to write a letter to a penpal telling about their favorite cities and write an informal letter to their teacher. In this study, the population is 57 students (2 classes) but the researcher only took half of the population which was from B class, 28 students in total. The researcher took the sample with purposive sampling. According to Ary, et al. (2006, p. 156) "purposive sampling is elements judged to be typical, representative, are chosen from the population". It is clear that purposive sample is taken based on the object of the study that would be taken by the researcher with a certain criteria. The researcher took a sample from the sixth grade students of international class program (ICP) of B class, where English is used as their daily basis since they were in the first grade. The reason of using B class as the research subject is based on the availability of the work that the researcher needs is only found in B class, meanwhile the work from A class had been handed over to the students. The B class consists of 28 students but there are only 23 essays used due to students' blank works.

### **3.3 Data Collection**

One of the major characteristics of qualitative research is the method used to collect and analyze data. In qualitative studies, the human investigator is the primary instrument for gathering and analyzing the data (Ary, et al. (2002)).

Therefore, research instrument has an important role in collecting data. The key instrument of this research is the researcher herself as Stainback (1988, cited in Farber 2006, p.368) states, “calls for the investigator to enter into the lives of the persons being studied as fully and naturally as possible”. She wants to explain that human is the main instrument to gain a meaning of human being life. However, in this study, the researcher still needs additional instrument like the students’ free writing essays to conduct this research.

In collecting the data of this study, the researcher did some processes as the pre-research. The researcher observed the class and did some interviews with the teacher. The data in this qualitative study would be the free writing essays that had been done by the students on their English module. The researcher selected the essays by using some steps. The steps were done as follow:

a. Asking information about the sample.

The researcher looked for the teacher and asked about which class was possible to be taken as the sample. In this step, the researcher has some criteria that the sample has to be from the sixth grade and belongs to the international class program because this study is intended to reveal whether students that have been exposed to English for years in their early age have already had sufficient knowledge about English or not.

b. Asking for any written works that have been done by the students and then copying them.

c. Deciding only 23 written works that are suited to be used under the criteria that the essay contains some errors by having it consulted and checked by

the expert checker, Mrs. Devinta Puspita R. She is one of the lecturer in Faculty of Cultural Studies and recently teaching TEFL class.

### 3.4 Data Analysis

In analyzing the data, the researcher applied the following procedures as follows:

1. Classifying the errors' type of the sentence made by the sixth grade students of B class by using the surface strategy taxonomy by Dulay, et al. (1982) and putting them into table in order to make the process of analysis easier. (Omission = Om, Addition = Ad, Misformation = Mf, Misordering = Md)

**Table 3.1 Table of Errors Made by the Sixth B Class students of International Class Program**

No	Code	Sentences	Types of Errors				Corrections
			Om	Ad	Mf	Md	
Total Errors							

2. Giving a code for the erroneous words and phrases.

For example: Student 20, Line 1

Student 20 = the 20th data

Line 1 = Line 1

3. Identifying the type of errors which are mostly done by the research subject.
4. Analyzing the errors and giving some corrections. The researcher provides the corrections with the help from an expert checker, Mrs. Devinta Puspita Ratri.
5. Summarizing the total number of each type of errors.
6. Drawing a conclusion based on the analysis.



## CHAPTER IV

### FINDING AND DISCUSSION

This chapter presents the finding and the discussion of this research followed by the data analysis. The discussion purposively includes interpretation and generalization of the finding.

#### **4.1 Finding**

The finding of this research is the result of the data analysis on the erroneous words, phrases, or sentences of the language use in the free writing essays of the sixth grade English learners at Laboratory Elementary School of State University of Malang. The errors found are classified based on the surface strategy taxonomy conducted by Dulay, et al. (1982).

The data were taken from the students of Laboratory Elementary School of State University of Malang 6B class. There were 23 out of 28 free writing essays taken as the samples. The writer found 45 errors which were classified based on surface strategy taxonomy proposed by Dulay, et al. (1982). The researcher found 3 kinds of error, they are omission, addition, and misformation. Misordering however, is not found because students' works are very short and their sentences are mostly in the right structure.

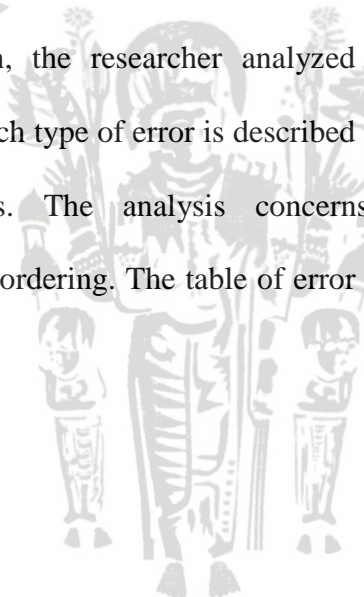
#### 4.1.1 Types of Errors

The errors almost occur in every paper of the students' free writing essays which represent four types of errors based on the surface strategy taxonomy.

Those are omissions (Om) with 12 errors, additions (Ad) with 9 errors, misformations (Mf) with 24 errors and misordering (Md) with 0 errors. The total number of erroneous words, phrases or sentences found is 45 errors.

#### 4.1.2 Analysis of Error

In this section, the researcher analyzed the errors and provided the correction of them. Each type of error is described in order to know why those are considered as errors. The analysis concerns about omission, addition, misformation, and misordering. The table of error is presented in table 4.1 on the next page:



**Table 4.1 Types of Error**

No.	Page	Sentences	Types of Errors												Misordering	Corrections	
			Omission				Addition			Misformation							
			Plu	be	Art	Prep	Plu	Art	be	be	Verb	Plu	Art	do			
1.	S1, L2	Many <b>temple</b> was ...											√				Many <b>temples</b> were ...
2.	S1, L2	Many temple <b>was</b> ...											√				Many temples <b>were</b> ...
3.	S2, L3	But will <b>goes</b> ...											√				But we will <b>go</b> ...
4.	S4, L1	My favorite <b>cities</b> are Malang.					√										My favorite <b>city</b> is Malang.
5.	S4, L1	My favorite cities <b>are</b> Malang.											√				My favorite city <b>is</b> Malang.
6.	S4, L2	... your favorite <b>citis</b> .												√			... your favorite <b>cities</b> .
7.	S6, L1	Paris was a nice city but i prefer Rome, Italy there <b>is</b> a lot of old building ...												√			Paris was a nice city but i prefer Rome, Italy there <b>are</b> a lot of building ...
8.	S6, L1	... i prefer Rome, Italy there is a lot of old building_...													√		... i prefer Rome, Italy there are a lot of <b>buildings</b> ...
9.	S6, L2	The example is Colloseum it ___ just a building for matador.		√													The example is Colloseum it <b>is</b> just a building for matador.
10.	S6, L2	The example is Colloseum it ___ just a building for matador.												√			The example is Colloseum it <b>is</b> just a building for matador.



**Table 4.1 Table Continuation of Types of Error**

No.	Page	Sentences	Types of Errors												Corrections		
			Omission				Addition			Misformation						Misordering	
			Plu	be	Art	Prep	Plu	Art	be	be	Verb	Plu	Art	do			
11.	S8, L1	But my mom says __ next cities is Paris!			√												But my mom says that <b>the</b> next city is Paris!
12.	S8, L1	But my mom says __ next <b>cities</b> is Paris!					√										But my mom says that the next <b>city</b> is Paris!
13.	S8, L2	<b>That's</b> my fav cities!								√							That <b>are</b> my fav cities!
14.	S9, L1	Some friends at my school <b>were</b> very naughty.								√							Some friends at my school <b>are</b> very naughty
15.	S9, L3	In Paris there's <b>an</b> Eiffel tower.							√								In Paris <b>there's</b> Eiffel tower.
16.	S10, L1	Let me tell you about my <b>favorites</b> cities.					√										Let me tell you about my <b>favorite</b> city.
17.	S10, L1	My <b>favorites</b> cities is Paris, ...					√										My <b>favorite</b> city is Paris, ...
18.	S10, L1	My favorite <b>cities</b> is Paris.					√										My favorite <b>city</b> is Paris, ...
19.	S10, L1	..., Paris is a beautiful <b>cities</b> .					√										..., Paris is a beautiful <b>city</b> .
20.	S12, L1	..., we <b>learn</b> many about Manchester!									√						..., we <b>learned</b> many about Manchester!

**Table 4.1 Table Continuation of Types of Error**

No.	Page	Sentences	Types of Errors												Corrections		
			Omission				Addition			Misformation						Misordering	
			Plu	be	Art	Prep	Plu	Art	be	be	Verb	Plu	Art	do			
21.	S13, L1	My parent_ is work at Indonesian ...	√														My <b>parents</b> work in Indonesia ...
22.	S13, L1	My parent_ <b>is</b> work at Indonesian ...								√							My parents <b>work</b> in Indonesia ...
23.	S13, L1	My parent_ is work <b>at</b> Indonesian ...									√						My parents work <b>in</b> Indonesia ...
24.	S13, L2	... and i _ so worried ...		√													... and i <b>am</b> so worried ...
25.	S13, L2	... I want _ go to your home, ...				√											... I want <b>to</b> go to your home, ...
26.	S14, L1	..., we <b>learn</b> many about Madrid!									√						..., we <b>learned</b> many about Madrid!
27.	S15, L1	I want to tell you about my favorite <b>city</b> .											√				I want to tell you about my favorite <b>cities</b> .
28.	S15, L1	My favorite <b>cities</b> is Denpasar, Bali, Indonesia.												√			My favorite <b>city</b> is Denpasar, Bali, Indonesia.
29.	S15, L2	I like Denpasar because Bali have many <b>beach</b> .													√		I like Denpasar because Bali have many <b>beaches</b> .
30.	S16, L1	<b>Are</b> you like in Malang.														√	<b>Do</b> you like in Malang.
31.	S16, L3	<b>Are</b> you like.									√						<b>Do</b> you like.

**Table 4.1 Table Continuation of Types of Error**

No.	Page	Sentences	Types of Errors												Corrections				
			Omission			Addition			Misformation			Misordering							
			Plu	be	Art	Prep	Plu	Art	be	be	Verb		Plu	Art		do			
32.	S18, L1	I already visit_ Los Angeles, USA.												√				I already <b>visited</b> Los Angeles, USA.	
33.	S19, L2	I ___ very happy because your letter.		√															I <b>am</b> very happy because your letter.
34.	S20, L1	I took <b>an</b> tour with my family to Paris.														√			I took <b>a</b> tour with my family to Paris.
35.	S20, L1	We <b>learn</b> many about Paris.													√				We <b>learned</b> many about Paris.
36.	S20, L2	I <b>look</b> a eifel tower.													√				I <b>looked</b> at Eiffel tower.
37.	S21, L1	It ___ archeological tour with my family through to Sydney.		√															It <b>was</b> an archeological tour with my family through Sydney.
38.	S21, L1	It ___ archeological tour with my family through <b>to</b> Sydney.				√													It was <b>an</b> archeological tour with my family through Sydney.
39.	S22, L1	My favorite <b>cities</b> is Malang.					√												My favorite <b>city</b> is Malang.
40.	S22, L2	So many building_ at Malang can make tourist go there.	√																So many <b>buildings</b> at Malang can make tourist go there.

**Table 4.1 Table Continuation of Types of Error**

No.	Page	Sentences	Types of Errors											Misordering	Corrections	
			Omission				Addition			Misformation						
			Plu	be	Art	Prep	Plu	Art	be	be	Verb	Plu	Art			do
41.	S22, L2	Many favorite <b>place</b> for holiday at Batu.	√													Many favorite <b>places</b> for holiday at Batu.
42.	S22, L2	Many favorite place for holiday <b>_</b> at Batu.		√												Many favorite places for holiday <b>are</b> at Batu.
43.	S23, L1	<b>Did</b> you remember i am your friend Rafi.												√		<b>Do</b> you remember i am your friend Rafi.
44.	S23, L1	How about your parents <b>is</b> the healthy.												√		How about your parents <b>do</b> they healthy.
45.	S23, L2	I will go hom 5 moreday_	√													I will go home 5 more <b>days</b> .
<b>Total</b>			<b>4</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>7</b>	<b>1</b>	<b>1</b>	<b>8</b>	<b>6</b>	<b>6</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>45</b>

Note :

- **S** (Student), **L** (Line).
- **Plu** (Plural marker ‘-s/-es’), **be** (Auxiliary verb be ‘is/am/are’), **Art** (Article ‘a/an/the’), **Prep** (Prepositions), **Verb** (incorrect usage of verb), **do** (Auxiliary verb ‘do/does’).

#### 4.1.2.1 Omission

There are four kinds of omissions found in the free writing essays made by the sixth grade English learners at Laboratory Elementary School of State University of Malang: they are omission of plural marker (-s/-es), omission of auxiliary verb be (is/am/are), omission of article (a/an/the), and omission of preposition. Each of them is discussed in the following explanation.

##### a. Omission of Plural Marker (-s/-es)

The two biggest groups of noun are countable noun and uncountable noun. Countable nouns are words for things that can be counted, like apples, books, or teachers. Uncountable nouns are usually words for things as quantity or mass, like water or time. The researcher found seven omissions of plural marker. Some students still forget to put the plural marker (-s/-es) in the end of the nouns, like in the sentence 'my **parent** is work at Indonesian' and 'i will go hom 5 more**eday**'. The correct sentences should be, 'my **parents** work in Indonesia', and 'I will go home in 5 more **days**'. In another case, some students also fail to use the quantifiers. The words like, *some*, *many*, *a lot of*, must be preceded with the plural marker (-s/-es) to indicate that the nouns are plural. In the sentences above, the plural marker (-s) is not attached to the nouns that are preceded by those quantifiers, for example, 'So many **building** at Malang can make tourist go there' and 'Many favorite **place** for holiday at Batu'. It can be seen that the plural marker (-s) which should occur in the nouns (*temples*, *buildings*, *places*) is omitted.

**b. Omission of Auxiliary Verb *be* (is/am/are)**

From the table above, five sentences are considered as errors because 'be' which should occur in the sentences are omitted. The sentences, 'The example is Colloseum **it** \_\_\_ just a building for matador', '... and **i** \_\_\_ so worried ...?', '**I** \_\_\_ very happy because your letter', '**It** \_\_\_ archeological tour with my family through to Sydney', and 'Many favorite place for **holiday** \_\_\_ at Batu' showed that the students forget to put 'be' in the sentences. All sentences become ungrammatical because they do not have 'be' as auxiliary verb. For example in the data number 1, the sentence, 'The example is Colloseum **it** \_\_\_ just a building for matador' does not have any verb. Therefore, the student should put 'be' which is 'is' after the subject 'it' to make it a grammatical sentence.

**c. Omission of Article (a/an/the)**

In English, there are two kinds of article. The first one is definite article (the), and the second one is indefinite article (a/an). Article is important to describe nouns. The definite article (the) is used in front of singular or plural nouns when we expect the person who is listening to know which person or thing we are talking about. The use of definite article can be seen in the sentence 'But my mom says \_\_\_ next cities is Paris!'. It should be 'But my mom says that **the** next city is Paris' it should use 'the' because that student has already known where they will be having the next trip. The indefinite article (a/an) is used when the other person does not know which person or thing we are talking about or when we do not refer to a particular person or thing. The omission of article 'an'

is shown in the sentences ‘It \_\_\_\_\_ archeological tour with my family through to Sydney.’

#### **d. Omission of Preposition**

Prepositions are words used before nouns or pronouns. They have a grammatical function but carry a little meaning of their own. Prepositions are also used in some adjectives and verbs. The kinds of prepositions are, preposition of time and date, preposition of place, prepositions after adjectives, prepositions after verbs, and prepositions before gerunds. The sentence ‘... I want \_\_\_\_\_ go to your home, ...’ is considered as error because the preposition that should occur is omitted after ‘want’.

#### **4.1.2.2 Addition**

There are three kinds of addition found in the free writing essays by the sixth grade English learners at Laboratory Elementary School of State University of Malang, they are addition of plural marker (-s/-es), addition of article (a/an/the), and addition of auxiliary verb ‘be’. Each of them is discussed in the following explanations.

##### **a. Addition of Plural Marker (-s/-es)**

As we know, plural marker is used to indicate whether the nouns we use is plural or singular. Some students as shown in the table above, failed to use the

correct plural marker. They are considered as errors because they use ‘-es’ into the singular nouns which should not be appeared. The sentences that contains errors of addition of the plural marker are mostly has the same patterns. For example, the sentence ‘My favorite cities is Malang’, the word ‘cities’ was added with plural marker while she is only mentioned a single city. The correct sentence should be ‘My favorite city is Malang’.

#### **b. Addition of Article (a/an/the)**

The use of the indefinite article ‘an’ from the sentence ‘In Paris there’s an Eiffel tower’ is incorrect and considered as error. Indefinite article is used when the other person does not know which person or thing we are talking about or when we do not refer to a particular person or thing. Meanwhile it is known that Eiffel tower is only located in Paris. There’s no other Eiffel tower outside Paris. Therefore, the correct sentence should be, ‘In Paris, there’s Eiffel tower’.

#### **c. Addition of Auxiliary Verb *be* (is/am/are)**

In order to make a grammatical sentence, it is necessary to use the correct ‘be’. As it can seen from the table, the student did not use the right ‘be’. He assumed that ‘be’ should be followed by verb. In fact, like in the sentence ‘My parent is work at Indonesian ...’ above, the verb ‘work’ cannot be combined with *be*. The verb ‘work’ is intransitive which can stand alone. The correct form should be ‘my parents work in Indonesia’, not ‘my parents is work at Indonesia’.



#### 4.1.2.3 Misformation

There are five kinds of misformations found in the free writing essays by the sixth grade English learners at Laboratory Elementary School of State University of Malang, they are misformation of auxiliary verb *be* (is/am/are), misformation of verb, misformation of plural marker, misformation of articles, and misformation of auxiliary verb *do* (do/does). Each of them is discussed in the following explanations.

##### a. Misformation of Auxiliary Verb *be* (is/am/are)

In English, *be* is divided into two types, the first one is in present tense (is/am/are) and the second one is in past tense (was/were). The students should concern about the form of tenses, so they can decide what 'be' that should be used. As it is seen in the table, the researcher found eight sentences that are considered as misformation error of auxiliary *be*. For example in the sentence, 'Many temple **was**...', in that sentence the use of *be* 'was' is incorrect because the quantifier is 'many' that indicates plural noun. Therefore, to make a correct sentence, it has to be changed into 'Many temple **were**...'. Another example is, 'My favorite cities **are** Malang', in that sentence the use of *be* 'are' is incorrect because that sentence explains her favorite city is only Malang. The plural marker should be revised into 'city', and the *be* 'are' should be changed into 'is' because the noun is singular.

### **b. Misformation of Verb**

In English, in order to make a grammatical sentence, a correct tense is used.

The table above showed that some students still get confused how to use the correct verb on their sentences. For example, sentence ‘But we will **goes**...’. The words ‘will’ is included into modal verb. One of the rule of modal verbs, it is followed by the base form of the verb. So, for the sentence ‘But we will **goes**...’, the verb ‘goes’ should be changed into V1 that is ‘go’. In another case, some students get confused in using the correct tense. They do not realize that they use the wrong form of V2. For example is, in sentence, ‘I took a tour with my family to Manchester England, we **learn** many about Manchester!’. As it is known that, to talk about an action that took place in the past, we have to use simple past tense. The past tense of verb ‘learn’ is ‘learned’. Therefore, the correct sentence should be ‘I took a tour with my family to Manchester England, we **learned** many about Manchester!’.

### **c. Misformation of Plural Marker (-s/-es)**

When talking about nouns, we need to make sure to add ‘-s’ or ‘-es’ in order to define whether the noun is singular or plural, countable or uncountable.

Sentences in the table above show errors in misformatting the plural marker. The word ‘city’ in the sentence, ‘I want to tell you about my favorite **city**’ is countable. So, the form of the plural noun ‘city’ is ‘cities’.

Another case is from the sentence ‘My favorite **cities** is Denpasar, Bali, Indonesia’. The student used the wrong plural form of ‘city’ while she mentioned

that her favorite city is only Bali. If we only mention one object, it should not be in the form of plural noun. Therefore, the '-es' from the word 'cities' should be eliminated. The correct sentence then should be, 'My favorite city is Denpasar, Bali, Indonesia'.

#### d. Misformation of Article (a/an/the)

Misformation of article occurred when the student does not put the correct article in a sentence. For example in sentence 'I took **an** tour with my family to Paris', the use of indefinite article 'an' in this sentence is not appropriate because the reader or the other person does not know which thing the student was talking about. The error lies in the wrong use of indefinite article 'an'. Indefinite article 'an' is supposed to be used before a vowel sound. The noun of the sentence is 'tour' so the correct article to be used is indefinite article 'a' because 'tour' has a consonant sound.

#### e. Misformation of Auxiliary Verb (do/does)

Misformation of auxiliary verb (do/does) happens when students used the incorrect structure of *do* as an auxiliary verb. As an auxiliary verb, we use *do* or *did* to form the negative and interrogative of simple present and simple past tenses of main verbs. The student wrote 'Did you remember i am your friend Rafi' that is incorrect. The student must use the present simple because he intended to talk

about a situation about his friend, whether he remembers about him or not. The sentence should be 'Do you remember i am your friend Rafi'.

Another use of *do* as an auxiliary verb is used to get a short answer.

Sentence number 1 in the table can be a good example. The student wrote 'Are you like in Malang' meanwhile she expected to get a yes/no answer about it.

Therefore, the correct interrogative sentence should be 'Do you like in Malang?'.

Same case as in interrogative sentence number three. The student is supposed to use the auxiliary verb *do* instead of *are* to make it correct. Thus, the sentence should be 'How about your parents **do** they healthy?'

#### 4.1.2.4 Misordering

There is no misordering found in the students' free writing essay. This happens due to students' works that are very short and most of the sentences are in the correct stucture.

#### 4.1.3 Tabulation of Error

After presenting the data, the researcher would like to identify the errors in the free writing essay produced by the sixth grade English learners at Laboratory Elementary School of State University of Malang. The result is presented in the table below.

**Table 4.2 Table of Occurrence of Each Type of Error**

Types of Error	Number of Errorneous Words
Omission	12
Addition	9
Misformation	24
Misordering	0
<b>Total</b>	<b>45</b>

There are only three (3) types of error that can be found at this research, the errors of misformation are the biggest parts (24 errors), followed by the errors of omission (12 errors), errors of addition (9 errors), but there is no error of misordering (0 error).

#### 4.2 Discussion

The researcher found 45 errors occurred in the free writing essay by sixth grade English learners at laboratory elementary school of state university of Malang. Three types of errors based on surface strategy taxonomy by Dulay, et al. (1982) appear in this free writing essay, there are omissions, additions, and misformation. Misordering did not found because students' works are very short and most of them are using the correct structure of sentences. Those errors occurred in some kinds of cases, such as omission of plural marker (-s/-es), omission of auxiliary verb *be* (is/am/are), omission of article (a/an/the), and omission of preposition. Addition, on the other hand, is divided into three, they are addition of plural marker (-s/-es), addition of article (a/an/the), and addition of auxiliary verb *be* (is/am/are). Error of misformation consists of five types; they are misformation of auxiliary verb *be* (is/am/are), misformation of verb,

misformation of plural marker (-e/-es), misformation of article, and misformation of auxiliary verb (do/does).

Misformation appears to be most error occurred in students' free writing essay (table 4.1). The errors lied in students' free writing are mostly on the use of auxiliary verb *be* (is/am/are). In general, the error of misformation is divided into five types; there are misformation of auxiliary verb *be* (is/am/are), misformation of verb, misformation of plural marker, misformation of article, and misformation of auxiliary verb *do* (do/does). Based on Dulay et al., (1982) misformation is an error in using morpheme or structure in sentence. The researcher found twenty four errors of misformation. The error mostly occurs is the use of auxiliary verb *be* (is/am/are), for example, in the sentence, 'Many temple\_ **was**'. The auxiliary verb 'was' is wrong because the quantifier is 'many'. The student should use the auxiliary verb 'were' instead with the addition of '-s' in the noun to make a correct sentence. The researcher can conclude that this might be confusions for the students since Bahasa Indonesia doesn't have a specific term (auxiliary verbs) to define that the noun is plural or singular.

The error of misformation also appears to be the confusion of using the verb as well. Students are obligated to write about one of their favorite cities. Some of them were telling a story of a city that they had already visited. However, they still forgot to use the correct verb 2, which make the sentences become incorrect.

For example the sentence, 'I took a tour with my family to Manchester England, we **learn** a lot about Manchester!'. The verb 'learn' for past tense should be in the term of V2 which is 'learned'. This kind of error can happen because students' L1

(Bahasa Indonesia), does not have what is in English called tenses. All sentences in Bahasa Indonesia do not need a time definer, the form is the same whether the action takes place in the past, present, or future. So this error must be from the interfered of the mother tongue or students' L1.

The next most error occurred in misformation of plural marker (-s/-es). Some students, still forget to use the addition (-s/-es) to define the noun. For example, the word 'city' in the sentence, 'I want to tell you about my favorite city' is countable. So, the form of the plural noun 'city' is 'cities'. The researcher concludes that this error based from the L1 that doesn't have the exact rules to define nouns. No matter many things that are mentioned, the nouns in Bahasa Indonesia do not need any suffixes.

The fourth position on most errors occur in misformation of auxiliary verb *do*. Table 4.1 shows there are three errors occurred in students' free writing essay. One of the examples is, 'Are you like in Malang'. That sentence is wrong because the student does not use the correct auxiliary verb. As explained before, the auxiliary verb *do* is used when a person wants to get a short answer. Thus, the word 'are' should be replaced by 'do'. The researcher concludes that some of the students still forget about the use of auxiliary, especially auxiliary verb *do*. They might be having a confusion with the auxiliary verb *be* because it can also be used when a person wants a short answer as well.

Lastly, the most error in misformation is the error of using the article (a/an/the). The researcher finds one error that is, 'I took **an** tour with my family to Paris'. As it is seen, the word after verb has a consonant sound that is 'tour'. The

right article should be a 'a', not 'an'. The researcher conclude that is can be because of students' lack of knowledge on how to differenciate between consonant sounds and vowel sounds. They do not fully understand how it is sounds like.

The second position of most error is omission. The researcher finds twelve errors in this type. Based on Dulay, et al.(1982) omission is the absence of an item in a sentence. The reseacher found in the students' writing, in the form of omission of plural marker (-s/-es), omission of auxiliary verb be (is/am/are), omission of article (a/an/the), and omission of preposition. The biggest part of this type of errors is omission of auxiliary verb *be* (is/am/are). There are five errors found in the students' free writting essay. One of the examples is 'Colloseum it just a building for matador'. The auxiliary verb *be* 'is' is omitted. That sentence becomes incorrect because it doesn't have any verb. The correct sentence is, 'Colloseum it is just a building for matador'. In this type of error, the researcher concludes that the student still affect with their L1 when they write a sentence in English. They still use the form of the sentence based on their L1 (Bahasa Indonesia) so they omit 'be' in their sentences.

The next most occured errors in omission is the omission of plural marker (-s/-es). In order to form the plural of nouns, it can be simply by adding the suffix '-s' to singular. In fact, some students still forget to add suffix '-s/-es' to their nouns. The researcher can conclude that this can happen because students do not fully understand which words in English belong to countable or uncountable. Also, as the researcher has already explained before, in students' mother tongue



(Bahasa Indonesia) there is no rules to add suffixes to its noun, no matter whether it is countable or uncountable.

The third place of most occurred errors is omission in the omission of article (a/an/the). The researcher finds two errors in students' free writing essays. There are two kinds of article, the definite article and the indefinite article. The definite article 'the' is used when the writer expect the person who is listening to know which person or thing the writer is talking about. Whereas, the articles 'a' and 'an' are used when the other person does not know which person or thing the writer is talking about or when the writer do not refer to a particular person or thing. For example, the sentence 'It \_\_ archeological tour with my family through Sidney' should be added article 'an' before the word 'archeological'. Therefore, the correct sentence should be 'It was an archeological tour with my family through Sidney'. In this type of error, the writer concludes that the students still confused to use the articles because in their L1 there is no specific rule to use an article so they do not use any article in their sentences.

The last most occurred errors in omission is the omission of the preposition. There is only one error found the students free writing essay. As it is explained before, prepositions are words used before nouns or pronouns. It links nouns, pronouns, phrases to other words in a sentence. The sentence '... I **want** \_\_ go to your home, ...' is considered as error because the students omitted the preposition after 'want'. In this type of error, the researcher concludes that the students still not awared with the use of prepositions and how to use it.

Finally, the last most occurred error in students' free writing essay is addition. The researcher finds three types of addition error. The first one is addition of plural marker (-s/-es), the next is addition of article, and the last is addition of auxiliary verb *be* (is/am/are). The errors mostly occurred in the addition of plural marker (-s/-es). The researcher finds seven errors. The plural marker (-s/-es) is used to indicate whether the nouns we use is plural or singular. Those seven students failed to use the correct plural marker. This can be from the interfere of the L1 that does not have any rules in defining the nouns, for example, the sentence, 'My favorite cities is Paris'. The suffix '-es' from the word 'cities' should not appear because student's favorite city is only Paris.

The next type of error in addition is the addition of article. The researcher finds one error that is the sentence 'In Paris there's an Eiffel tower'. The indefinite article 'an' is used only when the other person does not know which person or thing the writer is talking about. Meanwhile that is already known that Eiffel tower is only located in Paris. This error can happen because students still adapt the L1 rules to English. If it is translated, the sentence will be like this, 'Di Paris, terdapat **sebuah** menara Eiffel'. That is why the sentence is considered as error.

Lastly, the least error in addition is the addition of verb *be*. A student wrote 'My parent \_\_\_ is work at Indonesia'. That sentence is considered as error because the word 'work' is intransitive which means it can stand alone. The correct one is, 'My parents work in Indonesia'. In this type of error, the researcher concludes that the students still get confused to use auxiliary verb *be* (is/am/are).

Finally, the total number of the erroneous word, phrases, or sentences found is 45 errors. The researcher finds them in the writing paragraph; they are omission (Om) with 12 errors, addition (Ad) with 9 errors, and misformation (Mf) with 24 errors and no misordering.

The result of this study is different from the previous study conducted by Herdiyanty (2011) in the highest number of errors. In term of type of errors, misformation is the biggest part in this study. She conducted a study entitled “Grammatical Error Analysis Study on the English Supplementary Textbook *Prestasi Pustaka* for Second Grade of Junior High School” by using Dulay’s theory (1982). She found that omission is the biggest part of errors that the students made with 84 errors (62%), followed by misformation with 34 errors (25%) and the last was addition with 18 errors (13%). In this case, the most dominant error in her study was omission.

This research is also different from the second previous study by Anindita (2012). Her thesis entitled “Error Analysis of Expository Text Produced by Semester Eight Students of Study Program of English Faculty of Culture Studies Universitas Brawijaya” revealed that the eight semester students are still doing some errors. Using the same theory to analyze her thesis, the most error occurred is omissions (46%), followed misformations (33%), misorderings (13%), and addition (8%). More specifically, the most dominant error in her study is omissions.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research finding and the suggestion.

#### 5.1 Conclusion

Academic writing requires conscious effort and much practice in composing, developing, and analyzing ideas. Students writing in a second language face both social and cognitive challenges related to second language acquisition. Free writing essay, however, is the most effective way to improve students' writing if it is practiced regularly. In this case, as a product of writing, the function of the text is to teach the students to explore themselves, that all personal and emotional aspects are welcomed. The object of this study is free writing essay made by the sixth grade English learners at Laboratory Elementary School of State University of Malang.

The researcher categorized and analyzed errors based on surface strategy taxonomy proposed by Dulay, et al. (1982). The total number of errors found in the free writing essay is 44 errors. This result shows that the sixth grade students in elementary school still committed errors in their free writing essay. The result shows that misformation has the most number of errors found in free writing essay with 20 errors. The second position is omission with 15 errors and the last is addition with 9 errors. Misordering in the other hand, is not found because it is

due to students' works which are very short and most of the sentences are in the correct structure.

## 5.2 Suggestions

The researcher suggests for the next researchers who want to conduct a similar topic to use different theory to make their study more completed and developed with other methods. The other suggestion is the next researchers can use different research subject of the study, such as employees of a foreign company, and different research object such as listening or reading tasks.



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**Appendix 1. The Free Writing Essays**

**Student #1**

Name: Della

Dear Tila,

I'd like to tell you about my story. I really like to talk about South Korea. I want to go to South Korea. Many temple was built there.

I wish to go to South Korea. For exact i want to go to Seoul.

Your friend,

Della.

**Student #2**

Name: Salsa

Dear Gweneth,

In Malang

Hello gwen i wanna say if you want to join me to bandung

If you want you must call me at 087859017152

But we will goes to bandung just for a trip and play there

Your friend,

Salsa

**Student #3**

Name: **Azka**

Dear Venna,

I will tell you about my favorite country

Yup! That's right, like you know before , i love Japan very much. I like Japan

because the anime and girl band like Vocaloid, AKB48 & K-On

OK, i think just this, how about you?

Your friend,

Azka

**Student #4**

Name: **Kamila**

Dear Dian,

I want to tell you about my favorite cities. My favorite cities are Malang. There are

many plants and food in Malang, thats why i love it. Zplease write soon and write

about your favorite citis.

Your friend,

Kamila.

**Student #5**

Name: **Rara**

Dear Cathryne,

Let me tell you about my favorite cities.

My favorite city is Paris. I want to go there.

So, what is you favorite city?

Thank you

Your friend,

Rara

**Student #6**

Name: **Putri**

Dear Hanin,

I received your letter 4 days ago. Paris was a nice city but i prefer Rome, Italy there is a lot of old building since 312M. The example is colloseum it just a building for matador. The originally food from Rome, Italy is spagethi bolognese and pizza with mozarella cheese.

Ok bye..

Your friend,

Putri

**Student #7**

Name: **Audrey**

Dear Firdha,

Hello, i miss you firdha. I wish i can show you about my new hair style. Thank you for read my letter. I wish you can go here

Your friend,

Cath.

**Student #8**

Name: **Gweneth**

Dear my BFF,

R.M Muh. Haerun Nur Raafi

How are you Raaf? What the next cities you will visit? I don't think so. But my mom says next cities is Paris! I love Paris! I love Malang! That's my fav cities! Why? 2 cities there are the good cities! Umm.. I think up to this... bye Raafi!

Your BFF,

Gwen



**Student #9**

Name: **Hanin**

Dear Putri .P

Hello Putri, how is your health? I'm fine here. Some friends at my school were very naughty.

Emmm.. what is your favorite city? My favorite city is Paris, I love Paris because Paris is very romantic. In Paris there's an Eiffel Tower.

I hope we can go to that city together. I hope you reply my letter. Thank you for reading.

Your friend,

Hanin.

**Student #10**

Name: **Dian**

Dear Kamila,

Let me tell you about my favorites cities. My favorites cities is Paris, Paris is beautiful cities. In Paris there is Eiffel tower. Many people llike to go there. I wish go there with you

Your friend,

Dian

**Student #11**

Name: **Fidellin**

Dear Della,

I want to tell you about my favorite cities and countries. Actually, i have 2 favorite cities Munich and Seoul. Well, my favorite countries are German and South Korea.

Sometimes i confuse to choose German or South Korea. But i think i like South Korea the most. I wish we can go to Seoul together.

Your best friend,

Tila

**Student #12**

Name: **Raehan**

Dear Iman,

Let me tell about my favorite cities! I told and tour with my family to manchaster england, we learn many about manchaster! Look a old trafford stadium its very big and beautiful.

From your friend,

Raehan van Persie.

**Student #13**

Name: **Louis**

Dear Jonny,

Hello, Jonny. It's me Louis on France? I want to go to Indonesia, and your parent is all right. My parent is work at Indonesian and i so worried you and one day i want go to your home, so resend my messeage okey.

Your friend,

**Louis**

**Student #14**

Name: **Danendra**

Dear Rehan,

Let me tell about my favorite cities! I told and tour with my family to Spanyol, we learn many about madrid! Look a matador sports its very big and nice action

From your freind,

**Iman**

**Student #15**

Name: **Venna**

Dear Azka,

I want to tell you about my favorite city. My favorite cities is Denpasar, Bali, Indonesia. I like Denpasar because Bali have many beach. Like Kute, Sanur, Lovina and so on. I like to make a castle

Your friends,

Venna

**Student #16**

Name: **Reza**

Dear Cha-cha,

How are you cha-cha, how about your city? Are you like in Malang. Because you always tell about Malang city, that I always bored if i talk with you, about city.

Than how about your school in there? Are you like

But i hope you can go to tokyo to now my city that i love than Malang, cha-cha. I mont again i want go to malang to see, and i thing finish by

Your friend,

Reza



**Student #17**

Name: **Hafira**

Dear Firdha,

Let me tell you about my fabulous trip to London! I took an archeological tour with my family through the State University. We learned about the great English.

Your friend,

Hafira

**Student #18**

Name: **Boby**

Dear Rabbani,

I already visit Los Angeles, USA. I recommended that Los Angeles is not too bad



**Student #19**

Name: **Kaffa**

Dear Ardhika,

I received your letter yesterday, but i've been quite busy because i have many homework. Sorry if i too order the letter. I very happy because your letter. Good bye

Ardhika.

Your friend,

Kaffa

**Student #20**

Name: **Firdha**

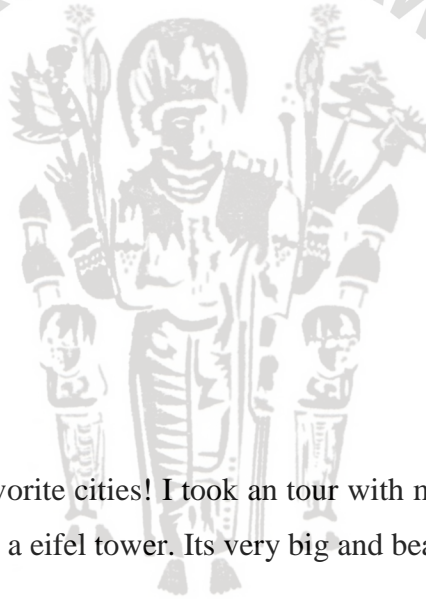
Dear Hafira,

Let me tell about my favorite cities! I took an tour with my family to Paris. We learn many about Paris. I look a eifel tower. Its very big and beautiful.

Form your friend,

Firdha

UNIVERSITAS BRAWIJAYA



**Student #21**

Name: **Ardhika**

Dear Kaffa,

Let me tell you, my favorite trip to Sydney. It archeological tour with my family throughg to Sydney. There is a beautiful scenery, the lake, so if you go there you will be happy. Let me tell you my photos.

Your friend,  
Ardhika.

**Student #22**

Name: **Chacha**

Dear Reza,

Let me tell about my favorite cities. My favorite cities is Malang. Because i was born in Malang and i live in Malang. So many building at Malang can make tourist go there. Many favorite place for holiday at Batu. I think just this but, i will give you a letter about my favorite cities in the world.

Your friend,  
Chacha

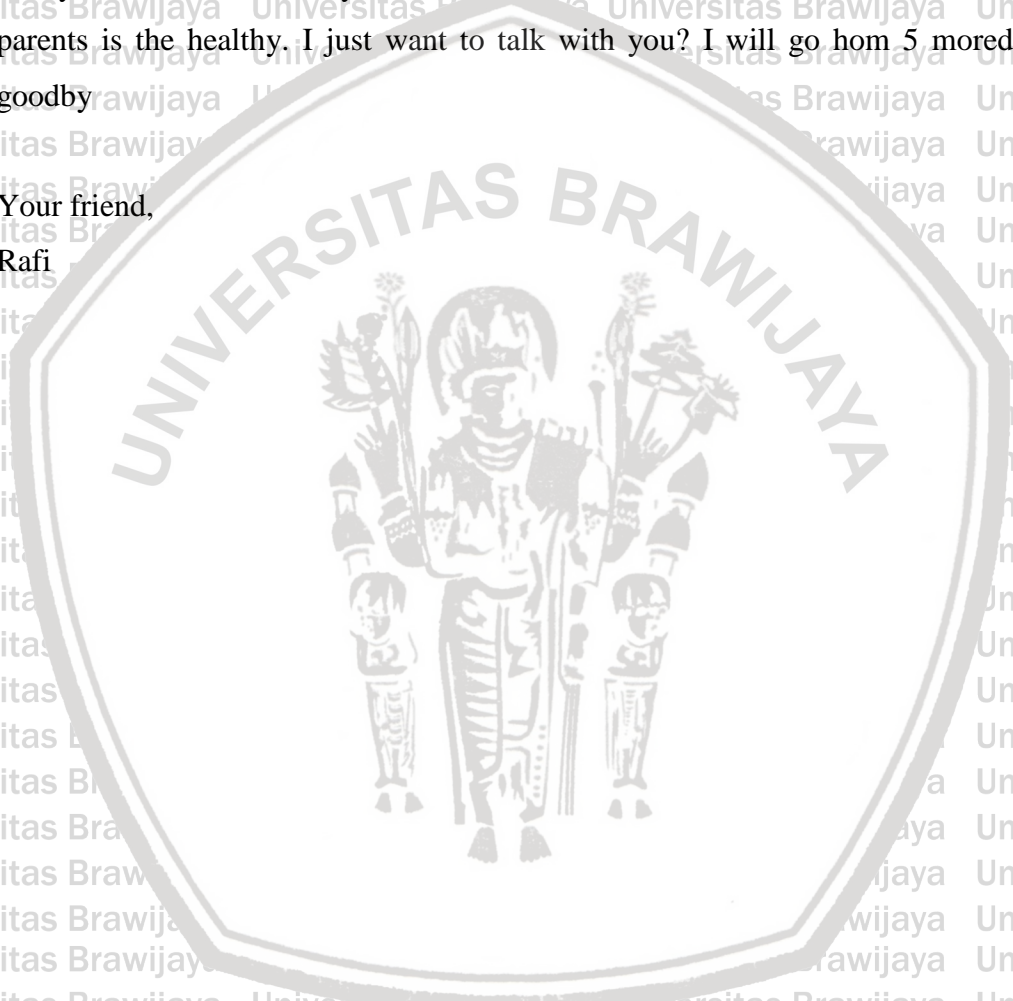
**Student #23**

**Name: Rafi**

Dear Louis,

Did you remember i am your friend Rafi. I am now at Jakarta. How about your parents is the healthy. I just want to talk with you? I will go hom 5 moreday. So  
goodby

Your friend,  
Rafi



## Appendix 2: Berita Acara Bimbingan Skripsi



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

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6. Tanggal Mengajukan : 20 Desember 2012
7. Tanggal Selesai Revisi : 20 Agustus 2014
8. Nama Pembimbing : I. Dra. Ismarita Ida Rahmiati, M.Pd  
II. Frida Unsiyah, M.Pd.
9. Keterangan Konsultasi :

No.	Tanggal	Materi	Pembimbing	Paraf
1.	20 Desember 2012	Pengajuan Judul	Pembimbing I	
2.	7 Februari 2013	Persetujuan Judul	Pembimbing I	
3.	14 Februari 2013	Outline BAB I,II,III	Pembimbing I	
4.	21 Februari 2013	ACC Outline BAB I,II,III	Pembimbing I	
5.	22 Maret 2013	Konsultasi BAB I,II,III	Pembimbing I	
6.	3 April 2013	Revisi BAB 1	Pembimbing I	
7.	8 April 2013	Revisi BAB II	Pembimbing I	
8.	10 April 2013	Revisi BAB III	Pembimbing I	
9.	12 April 2013	Konsultasi BAB I,II,III	Pembimbing I	
10.	2 Desember 2013	ACC BAB I,II,III	Pembimbing I	
11.	4 Desember 2013	Konsultasi BAB I,II,III	Pembimbing II	
12.	6 Desember 2013	Revisi BAB 1	Pembimbing II	
13.	10 Desember 2013	Revisi BAB II	Pembimbing II	
14.	16 Desember 2013	Revisi BAB III	Pembimbing II	
15.	20 Desember 2013	ACC Seminar Proposal	Pembimbing II	
16.	23 Desember 2013	ACC Seminar Proposal	Pembimbing I	
17.	30 Desember 2013	Seminar Proposal	Pembimbing I	
18.	30 Juni 2014	ACC BAB I,II,IV	Pembimbing I	

19.	2 Juli 2014	Revisi Gramar BAB III	Pembimbing II
20.	7 Juli 2014	ACC Seminar Hasil	Pembimbing I
21.	15 Juli 2014	Seminar Hasil	Pembimbing I
22.	25 Juli 2014	Ujian Skripsi	Pembimbing I
23.	4 Agustus 2013	Revisi Abstrak, BAB III, IV, V	Pembimbing II
24.	11 Agustus 2014	Revisi Bab I-V	Pembimbing I
25.	20 Agustus 2014	ACC Jilid	Pembimbing II
26.	20 Agustus 2014	ACC Julid	Pembimbing I

10. Telah dievaluasi dan diuji dengan nilai :

Malang, 20 Agustus 2014

Dosen Pembimbing I

Dosen Pembimbing II

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