

**GRAMMATICAL ERROR ANALYSIS
ON THE ENGLISH SUPPLEMENTARY TEXTBOOK
PRESTASI PUSTAKA
FOR SECOND GRADE OF JUNIOR HIGH SCHOOL**

THESIS

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**ENGLISH STUDY PROGRAM
LANGUAGE AND LITERATURE DEPARTMENT
FACULTY OF CULTURE STUDIES
UNIVERSITY OF BRAWIJAYA**

2011

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THESIS

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

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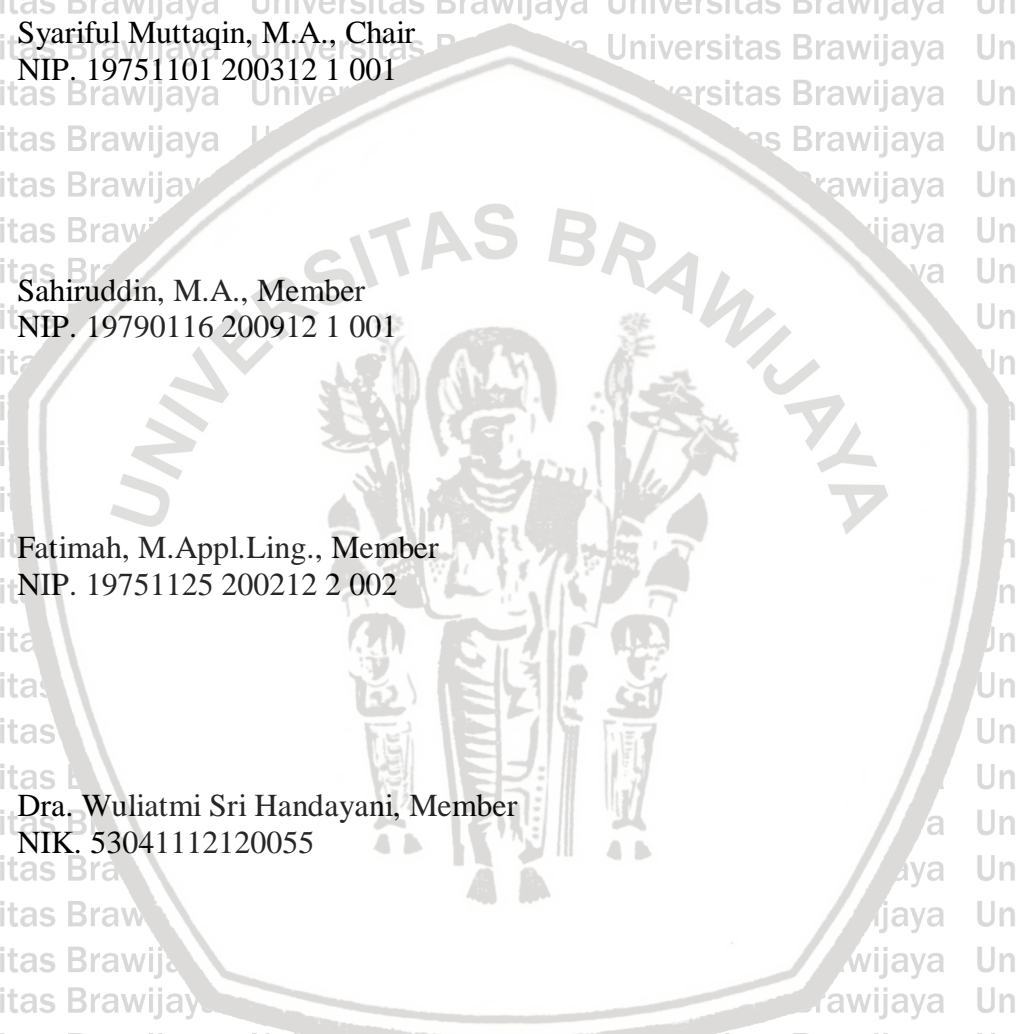
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ABSTRACT

Hardiyanti, Risma, E. 2011. **Grammatical Error Analysis on the English Supplementary Textbook *Prestasi Pustaka* for Second Grade of Junior High School**. English Study Program, University of Brawijaya. Supervisor: Fatimah; Co-supervisor: Wuliatmi Sri Handayani

Keywords: error analysis, error, surface strategy taxonomy, textbook.

Indonesian usually starts to learn English at schools in which the teachers are their informants since commonly English is not the first language for them. Those teachers usually rely on the textbooks as the source of materials. Therefore, it is necessary that a textbook has a proper language use. However, not all textbooks have it. Based on a preliminary observation, an English supplementary textbook *Prestasi Pustaka* that has been used in some junior high schools in Malang contains some grammatical errors in the language use. Thus, the researcher conducted a study about grammatical error analysis in this textbook. This study is aimed to find out: (1) the types of errors found in the English supplementary textbook *Prestasi Pustaka* for the first semester of second grade students of junior high school and (2) the teachers' point of view toward the English supplementary textbook *Prestasi Pustaka*.

Qualitative approach is used to have an in-depth analysis in order to give meaning to the finding of this research. Document analysis is applied to analyze the errors in the language use of the English supplementary textbook *Prestasi Pustaka*.

Based on surface strategy taxonomy (Dulay et al., 1982), the results show that there are 84 omissions (62%), 34 misformations (25%), and 18 additions (13%) found. Particularly, omission of article is the most number of errors found in the textbook with 28 errors. 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.

In conclusion, the absence of article in Indonesian language might make omissions of article the dominant error found in the textbook. Then, the teachers' unawareness of the existence of those errors may affect the achievement of their students in learning English. Thus, the teachers should be more thoroughly selective in choosing a textbook, and the publishers should improve the quality of the textbook, especially in terms of the language use.

ABSTRAK

Hardiyanti, Risma, E. 2011. **Analisa Kesalahan Tatabahasa pada Buku Ajar Tambahan Bahasa Inggris *Prestasi Pustaka* untuk Siswa Kelas Dua SMP.** Program Studi Sastra Inggris, Universitas Brawijaya. Pembimbing: (I) Fatimah (II) Wuliatmi Sri Handayani

Kata Kunci: analisa kesalahan, kesalahan, sistem klasifikasi *surface strategy*, buku ajar.

Masyarakat Indonesia biasanya mulai mempelajari bahasa Inggris di bangku sekolah di mana para guru adalah sumber informasinya mengingat pada umumnya bahasa Inggris bukan bahasa pertama mereka. Para guru biasanya mengandalkan buku ajar sebagai sumber materi. Oleh karena itu, sudah seharusnya buku ajar memiliki penggunaan bahasa yang baik dan benar. Namun tidak semua buku ajar memilikinya. Berdasarkan pengamatan pendahuluan, buku ajar tambahan bahasa Inggris *Prestasi Pustaka* yang telah digunakan oleh beberapa SMP di Malang mengandung beberapa kesalahan tatabahasa. Oleh karena itu, penulis mengadakan studi tentang analisa kesalahan tatabahasa pada buku ajar tersebut. Studi ini bertujuan untuk menemukan: (1) tipe-tipe kesalahan yang ditemukan dalam buku ajar tambahan bahasa Inggris *Prestasi Pustaka* untuk siswa kelas dua SMP semester pertama dan (2) sudut pandang guru terhadap buku ajar tambahan bahasa Inggris *Prestasi Pustaka*.

Pendekatan kualitatif digunakan untuk analisa secara mendalam agar dapat memberikan makna terhadap temuan dari penelitian ini. Analisa dokumen diterapkan untuk menganalisa kesalahan dalam penggunaan bahasa yang terdapat dalam buku ajar tambahan *Prestasi Pustaka*.

Berdasarkan sistem klasifikasi *surface strategy* (Dulay et al., 1982), hasil studi menunjukkan terdapat 84 keabsenan kata (62%), 34 kesalahan bentukan kata (25%), dan 18 penambahan kata (13%). Khususnya, keabsenan artikel adalah kesalahan terbanyak yang dapat ditemukan di buku ajar tersebut dengan 28 kesalahan. Sayangnya, kesalahan-kesalahan tersebut tidak disadari oleh para guru yang menggunakan buku ajar tersebut. Menurut sudut pandang mereka, penggunaan bahasa dalam buku ajar ini bagus dan sesuai dengan kebutuhan siswa.

Dapat disimpulkan bahwa ketiadaan artikel dalam bahasa Indonesia menyebabkan keabsenan artikel sebagai jenis kesalahan dominan yang ditemukan di buku ajar tersebut. Sedangkan ketidaksadaran para guru atas keberadaan kesalahan tersebut bisa berdampak pada siswa dalam memahami bahasa Inggris. Oleh karena itu para guru sebaiknya lebih selektif dalam memilih buku ajar, dan para penerbit lebih meningkatkan kualitas buku ajar, khususnya dalam penggunaan bahasanya.

ACKNOWLEDGEMENTS

First of all, the writer would like to deliver her greatest gratitude to the Almighty Allah SWT for all the guidance and blessing so that the writer was able to finish this thesis.

Second, the writer would like to give her best gratitude to the Dean of Faculty of Culture Studies of University of Brawijaya, Prof. Francien Herlen Tomasowa Ph.D. for encouraging the students to finish their theses on time. Then, the writer would like to thank to Fatimah, M.Appl.Ling. as the supervisor who has given her great patience, guidance, idea, corrections and suggestions during this thesis writing process. The writer would also like to thank to the co-supervisor, Dra. Wuliatmi Sri Handayani. She has given suggestions, corrections, and patience in arranging this thesis. Besides, for the examiners, Syariful Muttaqin, M.A. and Sahiruddin, M.A., the writer delivers her great thank for all their worth corrections and suggestions during the thesis examination process.

The writer would like to dedicate this thesis to her whole family, especially to her parents and sister, Helmi, Sumarli'ah, and Noura who have given their support, prayer and help all the times. The writer also thanks to all her friends in Faculty of Culture Studies, especially the students from English Study Program 2007 for their support and friendship. For her best friends (Yustin, Frida, Nuce, and Gladys), thanks for sharing all the unforgettable moments and the happiness. Then, thanks to the FClub (Sheila, Anggi, Melani, and Ahda) for being a worth team under the same excellent supervisor. Finally, the writer gives her thank to all the administrative staffs of the Faculty of Culture Studies, University of Brawijaya for the help related to anything about administration process during this thesis completion.

Malang, 08 August 2011

The Writer

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CHAPTER I

INTRODUCTION

This chapter covers the background, the problems, the objectives of the study, and the definitions of key terms.

1.1 Background of the Study

Language is a fundamental thing for human being. As a means of communication, people cannot live without a language. People cannot convey their feelings, ideas, and emotions to others without the existence of a language.

In addition, a language is the main factor in communication success because when people fail to deliver a message to others due to their lack of knowledge of the language, it can be said that the communication is unsuccessful. As pointed out by

Gleason (1965, p. 4) "Language is an important feature of human life, the major means of communication, and hence a basic essential in our communicating society."

English as an international language is used all over the world for communication. It can build and maintain the relationships among people around the world because of its universal use. Moreover, English has an important role since the development of technology, science, and information is so vast in the globalization era. Therefore, it is inevitable that everyone should master English.

For those reasons, huge numbers of people around the world try to learn English well, including Indonesian.

Nevertheless, learning English is not easy; particularly for those whose English is not the mother tongue. Even, the native speakers need some steps in acquiring English. Commonly, for Indonesian, English is not the first language so that it is not an easy project to make Indonesian learning it well. They have lack of chance to practice English in their daily conversation. They need much effort, but are unable to create an atmosphere outside the class to speak English. Thus, it makes sense that only those who take English as their major of study have bigger opportunity to learn and practice it. Meanwhile, commonly the Indonesian children learn English started from schools. The informants are their teachers who usually rely on textbooks as the source of teaching materials.

A textbook as an instructional material plays an important role in the success of teaching-learning process. As stated by Haycraft (1978, p. 124)

“Psychologically, a textbook is important to a student. It is something concrete that gives a measure of progress and achievement as lessons are completed.” A

textbook provides directions and ideas in the process of teaching-learning.

Through a textbook, both the teachers and the students can easily access the information of the materials needed. It is undeniable that the use of textbook gives

a big portion of contribution in providing the teaching materials in Indonesia.

Therefore, many book publishers strive to produce textbooks to meet the costumers' demand. Nevertheless, not all textbooks have good quality either in the compatibility of the curriculum or the language use. Thus, a teacher has to be

thoroughly selective in choosing a textbook. Some aspects should be taken into account before choosing a textbook, such as the packaging, the content, and the language use.

Furthermore, Richards (2001, p. 254) says that, “without textbooks a program may have no central core and learners may not receive a syllabus that has been systematically planned and developed.” It can be said that the availability of a textbook is crucial in the teaching-learning process because it is the source of learning for both the teachers and the students. Therefore, it is inconceivable when many errors are found in a textbook.

Actually, producing errors commonly happens when people learn a language. As pointed out by Dulay et al. (1982, p. 138) “People cannot learn language without first systematically committing errors.” However, it becomes a big question that has to be overcome when the errors are found in a textbook because the actual function of a textbook is as a direction and reliance for both the teachers and the students. When the errors appear in the language use of a textbook, the learners will get incorrect input of certain language rules. They may imitate and produce errors in the language use which they consider correct when they speak or write. Thus, it is necessary that a textbook has appropriateness both in the language use and the content.

Prestasi Pustaka is one of English supplementary textbooks published by *Bina Sarana Edukasi (BSE)* for junior high school students contains four chapters in which each chapter provides four aspects of learning English: listening, speaking, reading, and writing. This textbook is considered supplementary

textbook since the teachers use another book as the source of materials along with a workbook containing exercises in their class. Besides, this textbook provides materials that can be used as the source of the teaching-learning, such as some kinds of text (descriptive, recount, and narrative text), language expression, and grammar focus. Thus, the function of this textbook is for the supplementary source during the teaching-learning process. The topics in this textbook are interesting and suitable for the students of junior high school, such as flora and fauna, tourism, party, and short story. The instructions are easily understood by the learners. The words choices are simple and familiar for the learners. Unfortunately, there are many errors found in the language use of this textbook which can create the wrong input of English rules among the learners. For example, *Answers the questions completely* and *Find the meaning of these words in Indonesia*. It can be seen that these instructions are clearly understandable. However, the errors appear in these two instructions: *Answers* and *Indonesia*. *Answers* is considered error since it should be infinitive (*Answer*) in consideration that the sentence is in the form of instruction. Then, *Indonesia* should be *Indonesian* since it refers to the language. Regardless of this, *Prestasi Pustaka* is used by some junior high schools in Malang, such as SMPN 08, SMP Taman Siswa, SMP Islam Ma'arif, and SMPN 16. Therefore, the researcher chose this textbook to be analyzed in this research.

According to Brown (1994, p. 205) "Error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner." Here, when the learners deviate certain rules of a language, it means

that they produce errors. Various kinds of learners' errors have been proposed by many linguists. The error division seems complex since the linguists have distinct sources to be relied in categorizing errors. For instance, Richards (1974) cited in Dulay et al. (1982, p. 145) divides error according to the sources of error and Littlewood (1984) distinguishes error according to the factors of producing error.

Different from those categories of error division, Dulay et al. (1982) classify errors according to some observable surface feature of the error itself, without reference to its underlying cause or source. They use 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 (Dulay et al., 1982, p. 145). The taxonomies are (1) linguistic category, (2) surface strategy, (3) comparative taxonomy, and (4) communicative effect (Dulay et al., 1982, p. 146). The classification of errors based on the descriptive aspects of those taxonomies is compatible with this research since the researcher does not intend to analyze the source or the cause of the errors.

Moreover, the researcher wants to identify the errors found in the English textbook *Prestasi Pustaka* based on surface strategy taxonomy in consideration that the researcher intends to conduct a textual analysis on the erroneous words, phrases, or sentences in this textbook. Besides, based on the researcher's preliminary observation on the textbook, the issue revealed in this textbook deals with the grammatical errors in which surface strategy is the most compatible taxonomy to be applied in analyzing those errors since it categorizes errors in detail (omissions, additions, misformations, and misorderings). Since the textbook

is for the language learning, the appropriateness of the language use is important, in particular, in terms of the grammatical. Thus, the researcher analyzed the grammatical errors in the language use of the textbook.

Furthermore, the researcher wants to find out the teachers' point of view toward this textbook in order to discover whether they realize the errors in the textbook or not since this may affect the success of the teaching-learning process by conducting a semistandardized interview. This type of interview allows the researcher to add or omit the prepared questions during the process of interview.

As stated by Berg (2004, p. 80-81):

This type of interview involves the implementation of a number of predetermined questions and special topics. These questions are typically asked of each interviewee in a systematic and consistent order, but the interviewers are allowed freedom to digress; that is, the interviewers are permitted (in fact, expected) to probe far beyond the answers to their prepared standardized questions.

Since the interview is used to get the teachers' comments on the textbook, the questions proposed by the researcher can be developed during the process of interview. Thus, a semistandardized interview was chosen.

Considering all those reasons, the researcher decided to conduct a study entitled "Grammatical Error Analysis on the English Supplementary Textbook *Prestasi Pustaka* for Second Grade of Junior High School." It is expected that the finding of this research can be useful for both the teachers and the publishers to select and improve the quality of textbook as one of the significant factors in the success of teaching-learning process.

1.2 Problems of the Study

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

1. What are the types of errors found in the English supplementary textbook

Prestasi Pustaka for the first semester of second grade students of junior high school?

2. How is the teachers' point of view toward the English supplementary textbook *Prestasi Pustaka*?

1.3 Objectives of the Study

In line with the problems of the study above, the objectives of this study are:

1. To find out the types of errors in the English supplementary textbook

Prestasi Pustaka for the first semester of second grade students of junior high school.

2. To find out the teachers' point of view toward the English supplementary textbook *Prestasi Pustaka*.

1.4 Definitions of Key Terms

In order to avoid misunderstanding of the concepts in this study, below are the intended definitions of the terms used in this study:

a. Error analysis

Error analysis is a process of comparing synonymous utterances in the learner's dialect and the target language. (Corder, 1967, p. 275)

b. Error

Error is any deviation from a selected norm of language performance, no matter what the characteristics or causes of the deviation might be. (Dulay et al., 1982, p. 139)

c. Surface Strategy Taxonomy

Surface Strategy Taxonomy classifies the errors according to the way the surface structure is altered. (Dulay et al., 1982, p. 150)

d. Textbook

Textbook as a created material is specially developed instructional resources as the opposite of authentic materials. (Richards, 2001, p. 276)

e. Grammar

Grammar is the discovery and description of the language forms and structures that serve as clues to meaning in communication. (Conlin et al., 1965, p. 14)

f. Teachers

The English teachers of junior high schools in Malang use the English supplementary textbook *Prestasi Pustaka* (SMPN 08, SMP Taman Siswa, SMP Islam Ma'arif, and SMPN 16).

g. *Prestasi Pustaka*

Prestasi Pustaka is one of English supplementary textbooks written by Beta Setyawati for the students of junior high school. This supplementary textbook was published by *Bina Sarana Edukasi* (BSE).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers the review of related literature that gives preface about the topic of this research. It consists of the description of error analysis, errors and mistakes, categories of errors, interlanguage, textbook, criteria of good textbooks, *Prestasi Pustaka*, and previous studies.

2.1 Error Analysis

Error analysis is the first approach to the study of second language acquisition which includes an internal focus on learners' creative ability to construct language. It is based on the description and analysis of actual learner errors in L2, rather than on idealized linguistic structures attributed to native speakers of L1 and L2 as in contrastive analysis (Troike, 2006, p. 37).

Meanwhile, according to Corder (1981, p. 45), it is said that error analysis has two functions: theoretical and practical function. "The theoretical aspect of error analysis is part of the methodology of investigating the language learning process. The practical aspect of error analysis guides the remedial action we must take to correct an unsatisfactory state of affairs for learner or teacher."

Thus, error analysis has been the most successful tool since it can determine the learners' errors that cannot be defined by contrastive analysis. As pointed out by Troike (2006, p. 37) "Prediction made by contrastive analysis did not always

materialize in actual learner errors.” In other words, contrastive analysis only predicts the errors which to some extent cannot reflect the errors of the learner in real, but error analysis can overcome this. The virtue of error analysis is also stated by Dulay et al. (1982, p. 141):

Error analysis has made a significant contribution to the theoretical consciousness-raising of applied linguistics and language practitioners. It has brought the multiple origins of learners’ errors to our attention. Finally, it has succeeded in elevating the status of errors from complete undesirability to the relatively special status of research object, curriculum guide, and indicator of learning stage.

In conclusion, error analysis is an attempt developed by the researchers to dig and acknowledge the learners’ problems in learning second language.

2.2 Errors and Mistakes

Study of errors has been a primary focus of second language research for a long time. Various definitions and types of errors have been proposed by many researchers. They distinguish error from mistake. Brown (1994, p. 205) defines error as “a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner.” Then, “a mistake refers to a performance error that is either a random guess or a ‘slip’ in that it is a failure to utilize a known system correctly” (Brown, 1994, p. 205).

Meanwhile, according to James (1998, p. 78), “Errors as being an instance of language that is unintentionally deviant and is not self-correctible by its author while mistake is either intentionally or unintentionally deviant and self-correctible.” From this perspective, it can be said that it is an error when the learners do not realize and cannot correct the error themselves whereas it is a

mistake when the learners either realize or not the error and they have a self-correct to improve the error.

Furthermore, according to Dulay et al. (1982, p. 138) "Errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance." Errors can occur due to two factors, the first is resulted from the fatigue and inattention (called performance) and the second is caused by the lack of knowledge of the rules of language (called competence).

Errors cannot be seen as a failure in learning a language, but it is more on the part of the learning process. As stated by Corder, in his article 'The significance of learners' errors' (cited in Troike, 2006, p. 38), "second language learners' errors is not bad habits to be eradicated, but as a sources of insight into the learning process." Corder claims that errors provide evidence of the system of language which a learner is using at any particular point in the course of second language development, and of the strategies or procedures the learner is using his 'discovery of the language'. Thus, errors produced during the learning process are common and normally happen. Even, this process is significant for the learners in order to improve their knowledge of second language because they can learn the new system of the language.

In addition, this research intends to analyze the errors in the language use of a textbook in which the researcher relies on the definition that error is any deviation of certain language rules without presuming the possible causes or

sources of the deviation (Dulay et al., 1982, p. 139) since the researcher does not intend to identify the cause of the errors produced.

2.3 Categories of Errors

Dulay et al. (1982, p. 146-163) propose four taxonomies in classifying errors. These are error types based on linguistic category, error types based on surface strategy taxonomy, error types based on comparative taxonomy, and error types based on communicative effect taxonomy.

2.3.1 Error Types Based on Linguistic Category

Linguistic category taxonomies classify errors according to either or both the language component and the particular linguistic constituent the error affects.

Language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style) (Dulay et al., 1982, p. 146).

2.3.2 Error Types Based on Surface Strategy Taxonomy

Surface strategy taxonomy highlights the ways the surface structures are altered (Dulay et al., 1982, p. 150). Based on this taxonomy, errors are classified into four types: omissions, additions, misformations, and misorderings.

a. Omissions

Omissions are characterized by the absence of an item that must appear in a well-formed utterance.

For example:

- Marry president new company. (Dulay et al., 1982, p. 154)

The grammatical morphemes such as *is*, *the*, *of* are omitted. It should be

“Marry is the president of the new company.”

b. Additions

Additions are characterized by the presence of an item that must not appear in a well-formed utterance resulting from the faithful use of certain rules.

For example:

- We didn't went there. (Dulay et al., 1982, p. 156)

The verb “went” must not appear considering that the negative form of past tense: “did not” is followed by V1. It should be “We didn't go there.”

c. Misformations

Misformations are characterized by the use of the wrong form of the morpheme or structure.

For example:

- The dog eated the chicken. (Dulay et al., 1982, p. 158)

The word “eated” appears because the speaker misleads the concept of irregular verb.

d. Misorderings

Misorderings are characterized by the incorrect placement of a morpheme or a group of morphemes in an utterance.

For example:

- What daddy is doing? (Dulay et al., 1982, p. 162)

Here, "is" must precede the subject "daddy" because this sentence is in interrogative form. It should be "What is daddy doing?"

2.3.3 Error Types Based on Comparative Taxonomy

The classification of errors in comparative taxonomy is based on comparisons between the structure of second language errors and certain other types of constructions (Dulay et al., 1982, p. 163). There are four types of errors in this taxonomy.

a. Developmental errors

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

For example: "Dog eat it" instead of "Dog eats it".

b. Interlingual errors

Interlingual errors are similar in structure to a semantically equivalent phrase or sentence in the learners' native language.

For example: "That is a car red" instead of "That is a red car"

c. Ambiguous errors

Ambiguous errors are those that reflect the learners' native language structure, and at the same time they are of the type found in the speech of the children acquiring a first language.

For example: "I no have a car" instead of "I have no car"

d. Other errors

In this particular type of taxonomy, the grab bag errors should be of more than passing interest. Since they are not similar to those children make during first language development, they must be unique to second language learners.

For example: "She do hungry" instead of "She is hungry".

2.3.4 Error Types Based on Communicative Effect Taxonomy

The communicative effect taxonomy deals with errors from the perspective of their effects on the listener or reader. It focuses on distinguishing errors that seem to cause miscommunication and those that do not (Dulay et al., 1982, p. 189). These types of errors are global and local errors.

a. Global errors

Global errors affect overall sentence organizations that significantly hinder the communication.

For example: - English language use many people.

- The students' proposal looked into the principle.

b. Local errors

Local errors affect single elements (constituents) in a sentence that do not usually hinder communication significantly. This includes errors in noun, verb, inflections, articles, auxiliaries and the formation of quantifiers.

For example: - There are a lot amount of peoples in the party.

- I cannot moved.

Meanwhile, Richards (1974, p. 174) cited in Dulay et al. (1982, p. 145)

categorizes error according to its sources. They are intralingual and developmental errors. Intralingual errors reflect the general character of rule learning such as faulty overgeneralization, incomplete application of rules, and failure to learn conditions under which rules apply. Developmental errors, on the other hand, are those which illustrate the learner attempting to build up hypotheses about the target language.

Furthermore, James (1998, p. 129-130) classifies errors according to the levels of language, as stated below.

a. Substance errors

1. Errors in encoding in speaking (Mispronunciations)
2. Errors in encoding in writing (Misspellings)
3. Errors in decoding in hearing (Misperceptions)
4. Errors in decoding in reading (Miscues)

b. Text errors

1. Errors in composing spoken text (Misspeaking)
2. Errors in composing written text (Miswriting)

3. Errors in understanding spoken text (Mishearing)

4. Errors in understanding written text (Misreading)

c. Discourse errors

1. Errors in formulating spoken discourse (Misrepresenting)

2. Errors in formulating written discourse (Miscomposing)

3. Errors in processing spoken discourse (Misconstrual)

4. Errors in processing written discourse (Misinterpretation)

In conclusion, errors can appear in all aspects of language: listening, speaking, reading, and writing. This research uses the types of errors based on surface strategy taxonomy by Dulay et al. (1982). This taxonomy is the most suitable to be applied in this research since the analysis is in the form of textual one and the issue revealed in the textbook is related to the grammatical errors in which surface strategy taxonomy is compatible to be used due to its specificity in classifying the errors (omissions, additions, misformations, and misorderings).

2.4 Interlanguage

As stated by Troike (2006, p. 40-41), “Selinker (1972) introduced the term Interlanguage to refer to the intermediate states (or interim grammars) of a learner’s language as it moves toward the second language. The development of interlanguage is a creative process driven by inner forces in interaction with environmental factors, and influenced both by first language and by input from the target language.”

Meanwhile, Corder (1981, p. 2) points out that “The belief in interlanguage is that the learner's language was a sort of hybrid between his LI and the target language.” It can be said that interlanguage is a language or a form of language produced by the learners that has features of both first language and second language. The development of interlanguage can occur during the process of second language learning.

Furthermore, Corder (1981, p. 2) says that “The evidence for the existence of interlanguage was the large number of errors which could be ascribed to the process of transfer.” In other words, many errors committed by second language learners are influenced by their first language. Thus, errors can be seen as a normal thing as the part of the language learning process.

In conclusion, interlanguage is a provisional state of the learners' language in developing second language as the target language. Thus, they commit errors during the learning process in which these are often influenced by the rules of the first language.

2.5 Textbook

A textbook is a containing teaching – learning materials designed in accordance with the curriculum. As stated by Richards (2001, p. 276), “a textbook as a created material is specially developed instructional resources as the opposite of authentic materials”. Moreover, he also states that a textbook together with ancillaries such as workbooks, cassettes, and teachers' guides are perhaps the commonest form of teaching materials in language teaching.

By using a textbook, both the teachers and the students have efficiency in gaining the materials needed. Textbook as one of fundamental sources of learning materials is widely used in Indonesia. In addition, it is undeniable that a textbook has an important role in teaching-learning process. According to Richards (2001, p. 254-255) the principal advantages of textbooks are:

- a. Providing structure and syllabus for a program.
- b. Helping standardize instructions.
- c. Providing a variety of learning resources.
- d. They are efficient.
- e. Providing effective language models and input.
- f. Training teachers.
- g. They are visually appealing.

Regarding all the advantages above, it is not surprising that the textbooks are commonly used by the teachers in their teaching.

2.6 Criteria of Good Textbook

Considering that not all textbooks have a good quality for the source of materials in teaching-learning process, the teachers have to take into account some considerations before choosing a textbook.

In selecting textbooks, teachers should consult to the students' needs and characteristics. Besides, the content and the language use of a textbook are the important elements that support the quality of a textbook because these affect the success of learning process. Moreover, Haycraft (1978, p. 126) says that in

evaluating textbook, we have to examine the general outline and the lessons which are at the level of class.

Furthermore, Hutchinson et al. (1987, p. 107-108) note that the actual writing of a textbook should consider these following principles.

- a. Materials provide a stimulus to learning. Good materials do not teach; they encourage learners to learn.
- b. Materials help to organize the teaching-learning process, by providing a path through the complex mass of the language to be learnt.
- c. Materials embody a view of the nature of language and learning.
- d. Materials reflect the nature of the learning task.
- e. Materials can have a very useful function in broadening the basis of teacher training.
- f. Materials provide models of correct and appropriate language use.

It can be said that the materials in a textbook must have appropriateness either in the needs of learners or the language use.

Meanwhile, Richards (2001, p. 264) lists the criteria which can be considered in selecting the textbooks.

- a. Gives learners something they can take away from the lesson.
- b. Teaches something learners feel they can use.
- c. Gives learners a sense of achievement.
- d. Practices learning items in an interesting and novel way.
- e. Provides a pleasurable learning experience.
- f. Provides opportunities for success.

- g. Provides opportunities for individual practice.
- h. Provides opportunities for personalization.
- i. Provides opportunities for self-assessment of learning.

Cunningsworth (1995) as cited by Richards (2001, p. 258) also presents a checklist for textbook evaluation and selection organized under the following categories:

- a. Aims and approaches
- b. Design and organization
- c. Language content
- d. Skills
- e. Topic
- f. Methodology
- g. Teachers' books
- h. Practical considerations

In conclusion, in selecting textbooks, either the design (packaging) or the content has to be well-considered by the teachers. Thus, all those characteristics of good quality of textbooks should be taken into account either in evaluating or compiling textbooks.

Meanwhile, the object of this study, *Prestasi Pustaka* as an English textbook, complies some of those categories instead of its not really visually appealing. The materials of this textbook provide a syllabus for a program and help to organize the teaching-learning process. The sub chapters of this textbook, such as students' activity, exercise, competency test, and portfolio can give

opportunities for individual practices and self-assessment of learning. The topics are interesting and compatible with the students' level since they discuss flora and fauna, tourism, party, and short story. In addition, the language use in the instructions of this textbook is understandable for the students of junior high school.

2.7 Prestasi Pustaka

Prestasi Pustaka is one of English textbooks written by Beta Setyawati for junior high school students. The function of this textbook is for the supplementary source during the teaching-learning process. This research uses the textbook for the first semester of the second grade. This textbook was published by *Bina Sarana Edukasi* (BSE) which contains four chapters: (1) Could You Tell Me Why They Are Rare? (2) Can I have a Ticket, Please? (3) Do You Mind Attending My Party? (4) What Do You Think of This Story?

This textbook contains 63 pages in which in each chapter of this textbook, the author provides some sub chapters: language expression, students' activity, grammar focus, discussion, exercise, competency test, portfolio, and enrichment. All those materials and the instructions in this textbook are used as the data in this research.

Furthermore, this English supplementary textbook is used by some junior high schools in Malang, such as SMPN 08, SMP Taman Siswa, SMP Islam Ma'arif, and SMPN 16.

2.8 Previous Studies

In order to provide the theoretical framework for the researcher in conducting this study, as well as the comparison and the reference, the researcher quotes some research which are relevant to the study.

The first research entitled “A Study on Grammatical Error and Descriptive Paragraph Organization in the Writing of the Seventh Grade Students of SMPN 1 Malang” was conducted by Anggraeni (2009). The researcher observed the grammatical errors produced by the regular students and those of the RSBI students of SMPN 1 Malang in their writing. She also found out the significant differences of the grammatical proficiency and the organization of descriptive paragraph between those students. The result showed that RSBI students mostly produced the omission errors (48%), additions and misformations were the same in percentage (25%), then the lowest percentage was misorderings (2%). The regular class students also produced omissions in the highest percentage (42%), followed by additions (30%), misformations (21%), and the last was misorderings (7%). Furthermore, there is no significant difference either on the grammar score or the organizational score between international and regular class students.

The second research was conducted by Wijaya (2009) entitled “Study of Error Analysis on The English Textbook “Get Along With English” for the Seventh Grade Students”. She found that the errors were dominated by the error of omission with 49 errors (40%), the error of misformation was in the second position with 38 errors (30%), the third was error of addition with 30 errors

(25%), and the smallest percentage was error of misordering with 6 errors (5%).

She suggested that the next researcher could conduct similar research with different objects such as the textbook for eighth or ninth year of junior high school published by *Dinas Pendidikan Kota Malang* or the other English textbook.

This research used the same theory of errors based on surface strategy taxonomy proposed by Dulay et al. (1982). However, the researcher of this study observed those kinds of errors in the English supplementary textbook *Prestasi Pustaka* which was expected to be beneficial for either the teachers or the publishers of textbooks as the consideration in selecting and improving the quality of textbooks. Besides, the researcher also found out the teachers' point of view toward this supplementary textbook in order to know their awareness of the errors in the language use since this may influence the success of teaching-learning process in which those two previous researchers did not investigate this.

Moreover, the textbook observed by Wijaya was published in 2004 while the textbook of this research was published in 2009. Thus, hopefully this research can improve the recent textbook quality, particularly in the language use.

CHAPTER III

RESEARCH METHOD

Research method is a strategy which is applied to answer the research questions. This chapter discusses the research design, the data source, the data collection, and the data analysis.

3.1 Research Design

The researcher used qualitative approach in this study. This approach is used to have an in-depth analysis in order to give meaning to the finding of the research. In qualitative research, the data are analyzed qualitatively, that is using words rather than number or statistic formula in making conclusion. The data were taken from the words in a textbook so that this kind of research was applied in this study. As stated by Ary et al. (2002, p. 425):

The qualitative research deals with data that are in the forms of words, rather than numbers and statistics. The data collected are the subjects' experiences and perspectives; the qualitative research attempts to arrive at a vice description of the people, objects, events, places, conversations, and so on.

Then, because the data were from written document in a textbook, the researcher used document or content analysis to be applied in this study.

According to Ary et al. (2002, p. 27) "content analysis focuses on analyzing and interpreting recorded material within its own context. The material may be public records, textbooks, letters, films, tapes, diaries, themes, reports, and so on."

In this study, the researcher identified the errors found in the English supplementary textbook *Prestasi Pustaka*.

3.2 Data Source

The data were taken from the English supplementary textbook *Prestasi Pustaka* written by Beta Setyawati for junior high school level. The researcher used the textbook for the first semester of second grade students since the errors appeared more often than in the textbook for the second semester.

The data of this research were the erroneous words, phrases, and sentences in the language use either in the instructions or the materials in this supplementary textbook.

The results of the teachers' interview were also taken into account as the data to define their point of view toward this supplementary textbook. All of the English teachers of SMPN 08 (2 teachers), SMPN 16 (2 teachers), SMP Islam Ma'arif (1 teacher), and SMP Taman Siswa (2 teachers) who teach the students at the second grade were involved as the participants in this interview.

3.3 Data Collection

In collecting the data, the researcher applied some steps below.

1. Reading all the instructions and the materials in the textbook.
2. Underlining the erroneous words, phrases, and sentences found in the textbook. Only those appeared more than once (systematically) were considered errors since when appeared only once, those were regarded

mistakes. Then, in order to make them valid, the researcher consulted to an English native speaker named Emma Flemmig. She is a student of Iowa State University. She is one of the members of an international organization named International Association of Students in Agricultural and Related Sciences (IAAS). Since IAAS is one of the organizations in University of Brawijaya, the researcher could contact her easily either through e-mail or video-call. Her analysis showed that some of the data found were not considered errors. Then, the researcher decided to remove them from the lists since those were not errors.

3. Interviewing the English teachers to determine their opinion toward the textbook. The researcher chose semistandardized interview since this type of interview permits the researcher to add or omit the prepared questions during the interview. As pointed out by Berg (2004, p. 79) "Interviewer may add or delete probes to interview between subsequent subjects." The teachers were interviewed at each school in which it took ten to fifteen minutes for each teacher. The questions proposed during the interview were anything related to the textbook. The researcher asked the instructions, the topic, the packaging, the language use, the materials and the process of the teaching-learning process at the class during the use of the textbook (The list of questions can be seen in the Appendix 1). All of those questions were used to find out the teachers' point of view toward the textbook and their awareness of the errors in the language use of the textbook as well.

3.4 Data Analysis

The researcher used the following steps in analyzing the data:

1. Classifying the errors based on the types using the surface strategy

taxonomy (omissions, additions, misformations, and misorderings)

proposed by Dulay et al. (1982) by putting them in a table in order to make

the process of analysis easier. Below is the form of the table:

Table 3.1 Example of Table Form

No.	Erroneous words/ phrases/ sentences	Page	Type of Errors			
			Om	Ad	Mf	Md

2. Summarizing the total number of each type of errors in the form of

percentage. Below is the formula:

$$\frac{\sum \text{each type of errors}}{\sum \text{all errors}} \times 100\%$$

3. Describing the errors and providing the correct words, phrases, and

sentences that should be used in the textbook as the corrections of the

language use. In this stage, the researcher described the data found in order

to know why those were considered errors, then provided the corrections

as well.

4. Pointing out the teachers' point of view toward the textbook by describing

their comments on the textbook.

5. Drawing conclusion based on the analysis.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the finding of this research and the discussion 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 English supplementary textbook *Prestasi Pustaka*. The errors found in the textbook are classified based on the surface strategy taxonomy proposed by Dulay et al. (1982).

4.1.1 Types of Errors

The errors appear at almost every page in the textbook in which those represent three types of errors based on the surface strategy taxonomy. Those are omissions (Om) with 84 errors (62%) additions (Ad) with 18 errors (13%), and misformations (Mf) with 34 errors (25%). There is no misordering found in the textbook. The total number of the erroneous words/phrases/sentences found is 115. However, since in some sentences the errors occur more than once, this makes the total number of the errors is 136. The whole data found can be seen in the Appendix 2 in which the errors are marked by the underline and the asterisk (*). The asterisk is used to show the absence of an item.

4.1.2 Analysis of Errors

The researcher analyzed the errors found in the textbook by describing the errors and providing the corrections that should be used in the language use of this textbook. Each type of errors is described in order to know why those are considered errors. The analysis is started from omissions, then additions, and the last is misformations.

4.1.2.1 Omissions

There are eight kinds of omissions found in the textbook: omissions of plural marker, omissions of third person singular verb marker, omissions of article, omissions of infinitive marker, omissions of preposition, omissions of *be*, omissions of noun and omissions of possessive marker. Each of them is discussed in the following explanations.

a. Omissions of Plural Marker (-s/-es)

The researcher found twenty three omissions of plural marker. The Table 4.1 below presents the data (page below refers to the page of the textbook).

Table 4.1 Omissions of Plural Marker (-s/-es)

No.	Erroneous words/phrases /sentences	Page	Correction
1.	Here are some <u>expression</u> to admit and deny a fact.	4	<i>Here are some <u>expressions</u> to admit and deny a fact.</i>
2.	...find as many kinds of fruit or <u>plant</u> as possible.	8	<i>...find as many kinds of fruit or <u>plants</u> as possible.</i>
3.	... the most kinds of fruit or <u>plant</u> .	8	<i>... the most kinds of fruit or <u>plants</u>.</i>
4.	Below are some <u>expression</u> to ask, give, reject...	10	<i>Below are some <u>expressions</u> to ask, give, reject...</i>
5.	...we can use these <u>expression</u> ...	10	<i>...we can use these <u>expressions</u>...</i>

Continuation of Table 4.1

No.	Erroneous words/phrases /sentences	Page	Correction
6.	...an old lady brings many <u>coconut</u> difficultly.	13	...an old lady brings many <u>coconuts</u> difficultly.
7.	Zoo keeps many kinds of <u>animal</u> ...	15	Zoo keeps many kinds of <u>animals</u> ...
8.	They are the physical <u>feature</u> of animal, except...	16	They are the physical <u>features</u> of an animal, except...
9.	There are some <u>expression</u> to give...	20	There are some <u>expressions</u> to give...
10.	There are some <u>expression</u> to reject...	20	There are some <u>expressions</u> to reject...
11.	...many excellent department <u>store</u> .	20	...many excellent department <u>stores</u> .
12.	Match the tourism objects and their <u>location</u> .	22	Match the tourism objects and their <u>locations</u> .
13.	...the <u>island</u> of Komodo, Lombok, Flores and Timor.	26	...the <u>islands</u> of Komodo, Lombok, Flores and Timor.
14.	The largest <u>island</u> are Lombok and Sumbawa.	26	The largest <u>islands</u> are Lombok and Sumbawa.
15.	The followings is the <u>characteristic</u> of a note.	29	The followings are the <u>characteristics</u> of a note.
16.	...ten of the most famous tourist <u>object</u> ...	30	...ten of the most famous tourist <u>objects</u> ...
17.	...ten of the most famous travelling <u>destination</u> ...	30	...ten of the most famous travelling <u>destinations</u> ...
18.	These <u>sentence</u> are wrong...	31	These <u>sentences</u> are wrong...
19.	The <u>expression</u> for inviting someone are...	35	The <u>expressions</u> for inviting someone are...
20.	How many <u>time</u> in a week...	37	How many <u>times</u> in a week...
21.	Build some questions based on the following <u>answer</u> ...	39	Build some questions based on the following <u>answers</u> ...
22.	One of the kid's <u>club</u> is...	49	One of the kid's <u>clubs</u> is...
23.	These <u>forest</u> have warm climates.	62	These <u>forests</u> have warm climates.

The nouns preceded by the quantifier such as *some*, *many*, and *ten* must be plural in which the appearance of the plural marker (-s/-es) is used to indicate that those nouns are plural. However, in the data above, the “-s” does not attach the nouns that are preceded by those quantifiers. For instance, *Here are some*

expression to admit and deny a fact; ...ten of the most famous tourist object...; and ...an old lady brings many coconut difficultly. It can be seen that the plural marker (-s) which should appear in the nouns is omitted (*expression, tourist object, and coconut*).

Besides, the existence of the demonstrative *these* and the *be are* also shows that the nouns are in the plural form. Nevertheless, the table above shows that there is no plural marker (-s) added to the nouns in the sentences that are preceded by *these* and *are*. For example, *...we can use these expression... and They are the physical feature of animal, except...*, in which the words *expression* and *feature* should be *expressions* and *features* ("-s" is added) since those nouns are plural.

Meanwhile, the omission of plural marker in another case is shown in *One of the kid's club is...* The number of the club must be more than one which means plural. Thus, there should be "-s" in the word *club*. This kind of error also appears in *Match the tourism objects and their location* in which *their location* refers to *the tourism objects* that must be plural. Thus, it should be *locations*.

Moreover, the data in number 13, *...the island of Komodo, Lombok, Flores and Timor* is taken into account as error since the word *the island* represents more than an island (*Komodo, Lombok, Flores and Timor*) which means plural. Therefore, the plural marker (-s) should be attached to the word *island*. Then, in the sentence *The followings is the characteristic of a note* actually contains two errors: the noun (*characteristic*) and the *be (is)* in which the second error will be discussed later in the other type of error (misformation of *be*). The

word *followings* in that sentence indicate that there must be more than one characteristic of a note. Thus, the plural marker (-s) that is omitted here should be added in the word *characteristic*.

b. Omissions of Third Person Singular Verb Marker (-s/-es)

There are eighteen omissions of third person singular verb marker found in the textbook. The Table 4.2 is the data concerning to this kind of error.

Table 4.2 Omissions of Third Person Singular Verb Marker (-s/-es)

No.	Erroneous words/phrases /sentences	Page	Correction
1.	The <u>destroy</u> to the rock or soil gradually.	7	<i><u>Destroys</u> the rock or the soil gradually.</i>
2.	...so that it <u>help</u> giraffe to reach...	14	<i>...so that it <u>helps</u> giraffe to reach...</i>
3.	Modern zoo <u>offer</u> veterinary facilities...	15	<i>Modern zoo <u>offers</u> veterinary facilities...</i>
4.	...environment that <u>stimulate</u> the native habitats...	15	<i>...environment that <u>stimulates</u> the native habitats...</i>
5.	A cock usually <u>crow/meow/bark/buzz</u> ...	16	<i>A cock usually <u>crow/meows/barks/buzzes</u>...</i>
6.	...the speaker or listener <u>know</u> the thing...	24	<i>...the speaker or listener <u>knows</u> the thing...</i>
7.	...Sumatran forest <u>provide</u> protection.	31	<i>...Sumatran forest <u>provides</u> protection.</i>
8.	Sumatran forest <u>cover</u> about...	31	<i>Sumatran forest <u>covers</u> about...</i>
9.	A <u>invite</u> B to have lunch in...	37	<i>A <u>invites</u> B to have lunch in...</i>
10.	A <u>invite</u> B to see the newest movie...	37	<i>A <u>invites</u> B to see the newest movie...</i>
11.	A <u>invite</u> B to have...	37	<i>A <u>invites</u> B to have...</i>
12.	exchange program student usually <u>get</u> cultural shock.	40	<i>An exchange program student usually <u>gets</u> cultural shock.</i>
13.	exchange program student usually <u>get</u> homesick.	40	<i>An exchange program student usually <u>gets</u> homesick.</i>
14.	The writer of notice <u>want</u> have the following...	45	<i>The writer of the notice <u>wants</u> to have the following...</i>
15.	...narrating text that <u>consist</u> of orientation, complication...	55	<i>...narrating text that <u>consists</u> of orientation, complication...</i>
16.	man that <u>lead</u> the kingdom.	56	<i>A man who <u>leads</u> the kingdom.</i>

Continuation of Table 4.2

No.	Erroneous words/phrases /sentences	Page	Correction
17.	woman that <u>accompany</u> the king.	56	A woman who <u>accompanies</u> the king.
18.	Someone who <u>change</u> princesses.	56	Someone who <u>changes</u> the princesses.

The first sentence is actually one of the sentences in a student activity “Matching the Sentence” in which there is a list of words that should be chosen by the students as the best match to the sentence. The best match of the first sentence is *erosion* in which this word is the subject of the sentence. Since *erosion* belongs to third person singular, the “-s” should be attached to the verb *destroy*.

Furthermore, all the verbs above should be added by “-s/-es” as the third person singular verb marker since all the subjects are in the form of the third person singular, such as *it, modern zoo, environment, a cock, the speaker or the listener, Sumatran forest, exchange program student, the writer, narrative text, man, woman, and someone*. It can be seen that the verbs in the data above are without “-s/-es”. For example, *...so that it help giraffe to reach... and ...Sumatran forest provide protection*. The verbs *help* and *provide* should be *helps* and *provides* since the subjects are third person singular (*it* and *Sumatran forest*).

Therefore, all the data in the table above are considered errors due to the omissions of the third person singular verb marker.

c. Omissions of Article

The researcher found twenty eight omissions of article in the textbook.

The Table 4.3 below presents the data.

Table 4.3 Omissions of Article

No.	Erroneous words/phrases /sentences	Page	Correction
1.	Does Luna pick * roses?	5	<i>Does Luna pick <u>the</u> roses?</i>
2.	...and * petals around and below it.	7	<i>...and <u>the</u> petals around and below it.</i>
3.	The destroy to the rock or * soil gradually.	7	<i>Destroys the rock or <u>the</u> soil gradually.</i>
4.	How is * giraffe's tongue?	14	<i>How is <u>the</u> giraffe's tongue?</i>
5.	* Modern zoo offer veterinary facilities,...	15	<i><u>A</u> modern zoo offers veterinary facilities,...</i>
6.	They are the physical feature of * animal, except...	16	<i>They are the physical features of <u>an</u> animal, except...</i>
7.	Can you mention * parts of a tree?	18	<i>Can you mention <u>the</u> parts of a tree?</i>
8.	Sriwedari is * famous place in the center of Surakarta.	25	<i>Sriwedari is <u>a</u> famous place in the center of Surakarta.</i>
9.	* children would also be entitled to free horse riding lesson...	27	<i><u>The</u> children will also be entitled to free horse riding lesson...</i>
10.	What kinds of place that is avoided by * mosquito?	33	<i>What kind of place that is avoided by <u>the</u> mosquito?</i>
11.	The followings are correct based on * third paragraph...	40	<i>The followings are correct based on <u>the</u> third paragraph...</i>
12.	* exchange program student usually get cultural shock.	40	<i><u>An</u> exchange program student usually gets cultural shock.</i>
13.	* exchange program student usually get homesick.	40	<i><u>An</u> exchange program student usually gets homesick.</i>
14.	Listen to the teacher and complete * dialogue.	40	<i>Listen to the teacher and complete <u>the</u> dialogue.</i>
15.	He wrote his name and address in * letter.	42	<i>He wrote his name and address in <u>a</u> letter.</i>
16.	What is * interesting activity for Dani?	42	<i>What is <u>the</u> interesting activity for Dani?</i>
17.	The writer of * notice want have the following...	45	<i>The writer of <u>the</u> notice wants to have the following...</i>
18.	I will go to * public library...	45	<i>I will go to <u>the</u> public library...</i>
19.	But I prefer studying in * vocational school...	46	<i>But I prefer studying in <u>a</u> vocational school...</i>
21.	Read a narrative text and identify * characteristics of narrative text.	50	<i>Read a narrative text and identify <u>the</u> characteristics of narrative text.</i>
22.	Write a narrative text and * characteristics of narrative text.	50	<i>Write a narrative text and <u>the</u> characteristics of narrative text.</i>

Continuation of Table 4.3

No.	Erroneous words/phrases /sentences	Page	Correction
23.	...characters to be * good athlete?	51	...characters to be <u>a</u> good athlete?
24.	* man that lead the kingdom.	56	<u>A</u> man who leads the kingdom.
25.	* woman that accompany the king.	56	<u>A</u> woman who accompanies the king.
26.	Someone who change * princesses.	56	Someone who changes <u>the</u> princesses.
27.	Some people are cutting down * trees illegally.	62	Some people are cutting down <u>the</u> trees illegally.
28.	I love the streets and * buildings in San Francisco.	63	I love the streets and <u>the</u> buildings in San Francisco.

The existence of the article either “a/an” (indefinite article) that is used for mentioning someone or something for the first time or “the” (definite article) that is used for referring to somebody or something that has already been mentioned is obligatory in English. However, it can be seen that the articles both “a/an” and “the” are omitted in all the sentences above. The omissions of article “the” are shown in e.g. *Does Luna pick roses?; How is giraffe’s tongue?; The followings are correct based on third paragraph...; and Some people are cutting down trees illegally.* There is no article precedes the nouns that can be found in those sentences. The nouns *roses, giraffe’s tongue, third paragraph* and *trees* should be preceded by definite article “the” since those nouns have already been mentioned. The first example is a question in which the answer relies on a dialogue between Luna and her sister who talk about the roses. The second example asks about the *giraffe’s tongue* in which it refers to the giraffe in a description paragraph that comes before the question. In the third example, it

should be *the third paragraph* instead of *third paragraph* since the intended paragraph is clearly stated (the third). Then, the last example is the part of a paragraph in which *trees* refers to the trees in a rain forest that has already mentioned in the previous sentence. Thus, there should be article “the” precedes the word *trees*.

Meanwhile, the omissions of article “a/an” occur in e.g. *Modern zoo offer veterinary facilities,...; Sriwedari is famous place in the center of Surakarta; and He wrote his name and address in letter*. The words *modern zoo, famous place* and *letter* should be preceded by indefinite article “a/an” to indicate that those three words have not been mentioned yet. Those are mentioned for the first time in three different paragraphs. Then, omissions of article “a/an” in another case are shown in *exchange program student usually get cultural shock* and *exchange program student usually get homesick*. These two sentences belong to the list of answers in a multiple-choice in which *exchange program student* refers to a student of SMPN 1 Kendal who gets an opportunity to visit Japan. Thus, there should be article “an” precedes *exchange program student*.

d. Omissions of Preposition

Four omissions of preposition are found in the textbook. The Table 4.4 shows the data concerning to this kind of error.

Table 4.4 Omissions of Preposition

No.	Erroneous words/phrases /sentences	Page	Correction
1.	His address was * Antholin Street Norway 71.	42	<i>His address is <u>at</u> Antholin Street Norway 71.</i>
2.	...expression * agreement or disagreement.	53	<i>...expression <u>of</u> agreement or disagreement.</i>
3.	...which scattered * the bottom of the lake.	55	<i>...which scattered <u>at</u> the bottom of the lake.</i>
4.	A special trait * these forests is the large amount of...	62	<i>A special trait <u>of</u> these forests is the large amount of...</i>

Preposition such as *on*, *in*, *of*, and *at* usually precedes the noun or pronoun to show a place, a position, a time or a method. Its existence is significant since it is used to express the relation of the words in a sentence. The data above are considered errors because the prepositions that should appear are omitted.

The first sentence mentions the name of a street and its number in which there should be the preposition “at” precedes it. Then, in *...which scattered the bottom of the lake*, the preposition “at” should be added before mentioning *the bottom of the lake* since it shows a position. Moreover, in the sentences number 2 and 4, the preposition “of” that should appear before the words *agreement or disagreement* and *these forests* is omitted. This preposition should precede those two nouns since it expresses the relationship between the words that come before and after it to make the sentence understandable.

e. Omissions of Infinitive Marker “to”

The researcher found four omissions of infinitive marker “to” in the textbook. The data are in the Table 4.5.

Table 4.5 Omissions of Infinitive Marker “to”

No.	Erroneous words/phrases /sentences	Page	Correction
1.	...the group who is able * submit...	8	... <i>the group who is able <u>to</u> submit...</i>
2.	Would you like * attend my party?	35	<i>Would you like <u>to</u> attend my party?</i>
3.	The writer of notice want * have the following...	45	<i>The writer of the notice wants <u>to</u> have the following...</i>
4.	Riko ran * picked up the thing.	60	<i>Riko ran <u>to</u> pick up the thing.</i>

The infinitive marker “to” is used with the base form of a verb to indicate that the verb is in the infinitive. Nevertheless, in the sentences above, “to” that should precede the verbs is omitted. This can be seen in *...the group who is able submit...; Would you like attend my party?; The writer of notice want have the following...* and *Riko ran picked up the thing*. The verbs *submit, attend, have* and *picked up* should be preceded by the infinitive marker “to”. The verb *picked up* should be changed into its base form *pick up* since it is preceded by the infinitive marker “to”.

f. Omissions of *be*

There are three omissions of *be* found in the textbook. The Table 4.6 below presents the data.

Table 4.6 Omissions of *be*

No.	Erroneous words/phrases /sentences	Page	Correction
1.	Listen to the teacher and fill in the blank. (The listening script * in the tape cassette.)	35	<i>Listen to the teacher and fill in the blank. (The listening script <u>is</u> in the tape cassette.)</i>

Continuation of Table 4.6

No.	Erroneous words/phrases /sentences	Page	Correction
2.	Listen to the teacher and complete the text. (The listening script * in the tape cassette.)	35	<i>Listen to the teacher and complete the text. (The listening script <u>is</u> in the tape cassette.)</i>
3.	What * a diligent friend?	59	<i>What <u>is</u> a diligent friend?</i>

Those are considered errors since the *be* that should appear in those sentences are omitted. Both the first and the second sentences are actually the instructions in a listening section in which the author of the textbook informs the readers about the listening script (in the bracket). The sentence *The listening script in the tape cassette* is considered error since it only consists of subject (*The listening script*) and complement (*in the tape cassette*) in which it seems that the sentence is not completed yet and it may become a complex sentence by adding a subordinate clause or clauses to the sentence. Thus, “is” as the *be* should be inserted before the complement to make the sentence complete as an information.

The last sentence *What a diligent friend?* can be clearly understood that this sentence is interrogative since it is one of a list of questions in the textbook.

Thus, as an interrogative sentence, this sentence is wrong since there is no “is” as the *be* that precedes the noun (*a diligent friend*).

g. Omissions of Noun

Two omissions of noun are found in the textbook. The data are in the Table 4.7.

Table 4.7 Omissions of Noun

No.	Erroneous words/phrases /sentences	Page	Correction
1.	Write a descriptive * and a short functional text correctly.	3	<i>Write a descriptive <u>text</u> and a short functional text correctly.</i>
2.	Answer the questions on your own *	59	<i>Answer the questions on your own words.</i>

Noun is used to identify any of a class of things, people, places or ideas.

It can be said that in almost every case, noun is always needed to form a phrase or a sentence. However, the nouns that should appear in the sentences above are omitted. It is shown in *Write a descriptive and a short functional text correctly* in which this sentence is one of the learning objectives mentioned by the author. The students are expected to be able to write two kinds of texts (a descriptive text and a short functional text). The word *a descriptive* in this sentence cannot stand alone without a noun (*text*) since *descriptive* is an adjective. Then, the existence of the article *a* also indicates that there should be a noun since it is used to precede noun.

The second sentence is an instruction in the textbook. The sentence *Answer the questions on your own* is not complete yet since the word *own* in this sentence, as an adjective needs a noun that is omitted here. The sentence should be *Answer the questions on your own words.*

h. Omissions of Possessive Marker

The researcher found two omissions of possessive marker in the textbook. The Table 4.8 presents the data concerning to this kind of omission.

Table 4.8 Omissions of Possessive Marker

No.	Erroneous words/phrases /sentences	Page	Correction
1.	Yes, Sir. May I see * ticket tour and your passport?	30	<i>Yes, Sir. May I see <u>your</u> ticket tour and your passport?</i>
2.	My mother* illness made me hopeless.	39	<i>My mother's illness made me hopeless.</i>

Possessive marker such as *my, your, his, her, - 's, their, and our* is used to relate the nouns to denote possession. Both sentences are considered errors because the possessive marker that should appear is omitted. This is shown in *Yes, Sir. May I see ticket tour and your passport?* and in *My mother illness made me hopeless.*

The first sentence is the part of a dialogue between a passenger (named Brian) and an immigration officer (named Anne). It is clearly stated that whom Anne asks to show the ticket and the passport is Brian. Thus, there should be *your* precedes the word *ticket tour* since Brian is the addressee. Then, the word *illness* in the second sentence belongs to the speaker's mother. Therefore, the possessive marker - 's should be attached to the word *My mother.*

4.1.2.2 Additions

Like omissions, additions appear in the various forms in the language use of the textbook. There are four kinds of additions found in the textbook: additions of plural marker, additions of third person singular marker, additions of article and additions of preposition. Each of these kinds is discussed in the following explanations.

a. Additions of Plural Marker (-s/-es)

The researcher found six additions of plural marker in the textbook.

Those are put in the Table 4.9 below.

Table 4.9 Additions of Plural Marker (-s/-es)

No.	Erroneous words/phrases /sentences	Page	Correction
1.	We cannot replace a <u>rainforests</u> .	9	<i>We cannot replace a <u>rainforest</u>.</i>
2.	...and is the largest <u>flowers</u> in the world.	31	<i>...and is the largest <u>flower</u> in the world.</i>
3.	A <u>mosquitoes</u> carries a disease...	33	<i>A <u>mosquito</u> carries a disease...</i>
4.	What <u>kinds</u> of place that is avoided by mosquito?	33	<i>What <u>kind</u> of place that is avoided by the mosquito?</i>
5.	...this <u>frogs</u> was a princess.	55	<i>...this <u>frog</u> was a princess.</i>
6.	What <u>kinds</u> of text is it?	63	<i>What <u>kind</u> of text is it?</i>

The data above are considered errors since the plural marker (-s/-es) is added to the singular nouns in which “-s/-es” should not appear. In the first and the third sentences, the existence of indefinite article “a” in *a rainforests* and in *A mosquitoes* indicates that the noun is in the singular form in which “-s” should not be added to the word *rainforest* and “-es” should not be added to the word *mosquito*. Then, the data in number 2 is the part of a sentence in a paragraph in which the phrase *the largest flowers* refer to *Rafflesia*. Thus, it should be ... *the largest flower* instead of *the largest flowers* since this indicates the superlative of adjective (*largest*) in which there is only one flower (*Rafflesia*) that has the highest quality or degree (*the largest flower in the world*).

Meanwhile, the plural marker “-s” in the word *kinds* in both the interrogative sentences number 4 and 6 is addition in which it should be in the form of singular (*kind*) since either the *place* or the *text* is not plural. The existence of *is* also shows that the nouns (*place* and *text*) are singular since *is* is the third person singular of *be*. Furthermore, the existence of the demonstrative *this*, the *be was* and the article *a* in the sentence number 5 ...*this frogs was a princess* definitely indicates that the noun (*frogs*) must be singular (*frog*).

b. Additions of Third Person Singular Verb Marker (-s/-es)

There are also six additions of third person singular verb marker (-s/-es) found in the textbook. The Table 4.10 below shows the data.

Table 4.10 Additions of Third Person Singular Verb Marker (-s/-es)

No.	Erroneous words/phrases /sentences	Page	Correction
1.	Rafflesia plant begins to <u>flowers</u> ...	7	<i>Rafflesia plant begins to <u>flower</u>...</i>
2.	<u>Answers</u> the questions completely.	9	<i><u>Answer</u> the questions completely.</i>
3.	The zoo keepers <u>shows</u> that animal.	13	<i>The zoo keepers <u>show</u> that animal.</i>
4.	When does she <u>writes</u> the diary?	48	<i>When does she <u>write</u> the diary?</i>
5.	<u>Looks</u> , the bride and bridegroom are coming.	53	<i><u>Look</u>, the bride and bridegroom are coming.</i>
6.	They <u>lives</u> together happily ever after.	56	<i>They <u>live</u> together happily ever after.</i>

The subjects in number 3 and 6 (*The zoo keepers* and *They*) are in the forms of third person plural in which “-s/-es” as the third person singular verb marker should not be added to the verbs (*shows* and *lives*). Both the sentences in

number 2 and 5 are in the forms of instructions in which the verbs (*Answers and Looks*) should be in the infinitive form. The sentences should be *Answer the questions completely* and *Look, the bride and bridegroom are coming* (the verbs are infinitive).

The sentence number 4 is in the form of Wh-Questions (What, When, Where, Who, Why and How) in which the formula is “Wh-Questions+does+subject+verb1(without -s/-es)+object” since the subject is the third person singular (*she*). Thus, the verb should be *write* instead of *writes*. Then, “to” in the first sentence is an infinitive marker which is used with the base form of a verb to indicate that the verb is in the infinitive. The third person singular verb marker “-s/-es” should not be attached to the verb *flower*. Thus, the sentence should be changed into *Raflesia plant begins to flower*.

c. Additions of Article

Two additions of article appear in the language use of the textbook. Those are in the Table 4.11 below.

Table 4.11 Additions of Article

No.	Erroneous words/phrases /sentences	Page	Correction
1.	The destroy to the rock or soil gradually.	7	<i>Destroys the rock or the soil gradually.</i>
2.	Talks about the something again...	48	<i>Talks about something again...</i>

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

d. Additions of Preposition

The researcher found four additions of preposition in the textbook. The Table 4.12 below presents the data.

Table 4.12 Additions of Preposition

No.	Erroneous words/phrases /sentences	Page	Correction
1.	The destroy <u>to</u> the rock or soil gradually.	7	<i>Destroys the rock or the soil gradually.</i>
2.	...to join <u>in</u> English club...	37	<i>...to join English club...</i>
3.	Can all students join <u>in</u> it?	37	<i>Can all students join it?</i>
4.	Joining <u>in</u> the student exchange...	39	<i>Joining the student exchange...</i>

The first sentence is actually one of the sentences in a student activity “Matching the Sentence”. The author of the textbook provides a list of words and sentences that should be matched by the students. The word *erosion* is the best match for this sentence. The sentence becomes *Erosion destroys the rock or the soil gradually* so that the preposition (*to*) is not needed here. Meanwhile, the verb *join* in number 2, 3 and 4 should be directly followed by the object without any preposition (*in*). Those three sentences should be changed into *...to join English*

club...; Can all students join it? and Joining the student exchange... Therefore, all those sentences are considered errors.

4.1.2.3 Misformations

There are six kinds of misformations found in the textbook: misformations of *be*, misformations of verb, misformations of preposition, misformations of modal, misformations of pronoun and misformations of noun.

The discussion of each of them is in the following explanations.

a. Misformations of *be*

The researcher found twelve misformations of *be* in the language use of the textbook. The Table 4.13 below are the data concerning to this kind of error.

Table 4.13 Misformations of *be*

No.	Erroneous words/phrases /sentences	Page	Correction
1.	The generic structure of descriptive text <u>are</u> ...	16	<i>The generic structure of descriptive text <u>is</u>...</i>
2.	...southern island <u>are</u> formed...	26	<i>...southern island <u>are</u> formed...</i>
3.	The followings <u>is</u> the characteristic of a note.	29	<i>The followings <u>are</u> the characteristics of a note.</i>
4.	The government <u>are</u> trying...	31	<i>The government <u>is</u> trying...</i>
5.	His address <u>was</u> Antholin street Norway 71.	42	<i>His address <u>is</u> at Antholin street Norway 71.</i>
6.	The fattening food <u>are</u> as...	46	<i>The fattening food <u>is</u> as...</i>
7.	The club <u>are</u> headed by young people.	49	<i>The club <u>is</u> headed by young people.</i>
8.	What <u>are</u> the goal of the ECC project?	49	<i>What <u>is</u> the goal of the ECC project?</i>
9.	Who <u>are</u> the club leader?	49	<i>Who <u>is</u> the club leader?</i>
10.	The following statements <u>is</u> not correct.	53	<i>The following statements <u>are</u> not correct.</i>

Continuation of Table 4.13

No.	Erroneous words/phrases /sentences	Page	Correction
11.	Who <u>was</u> the main character in the story?	55	Who <u>is</u> the main character in the story?
12.	The above words <u>is</u> out of the content of a personal letter...	61	The words above <u>are</u> out of the content of a personal letter...

All those sentences are considered errors since the form of *be* in those sentences is incorrect. The data above shows that “is” is used for the plural noun instead of the singular one while “are” is used for the singular noun instead of the plural one. It can be seen in e.g. *The club are headed by young people* and *The following statements is not correct*. From these two examples, it is clearly shown that *be* used in both sentences are incorrect in which the noun in the first example (*The club*) is singular followed by *be* “are” that is used for plural noun while the noun in the second example (*The following statements*) is plural followed by *be* “is” that is used for singular noun.

Meanwhile, both sentences in number 5 and 11 use “was” as *be*. It is inappropriate since the sentence in number 5 is the part of a paragraph that describes the identity of a person. This sentence mentions the address of the person in which it should be in the form of present. Thus, *be* that should be used is “is” instead of “was”. Then, the sentence in number 11 asks a generic structure of a story (*the character*) in which the third person singular present of *be* (*is*) should be used.

b. Misformations of Verb

There are twelve misformations of verb found in the textbook. The data are in the Table 4.14 below.

Table 4.14 Misformations of Verb

No.	Erroneous words/phrases /sentences	Page	Correction
1.	I put it on the dining table last night. <u>Do</u> you take it?	4	<i>I put it on the dining table last night. <u>Did</u> you take it?</i>
2.	No, I <u>don't</u> .	4	<i>No, I <u>didn't</u>.</i>
3.	<u>Do</u> you take a yellow cup on the dining table?	4	<i><u>Did</u> you take a yellow cup on the dining table?</i>
4.	Yes, it's true. I have washed it. I <u>think</u> it's dirty, but I also <u>find</u> a ring in it.	4	<i>Yes, it's true. I have washed it. I <u>thought</u> it's dirty, but I also <u>found</u> a ring in it.</i>
5.	Where <u>does</u> the dialogues take place?	5	<i>Where <u>do</u> the dialogues take place?</i>
6.	How <u>do</u> the female mosquito produce and lay eggs?	33	<i>How <u>does</u> the female mosquito produce and lay eggs?</i>
7.	Why did the committees <u>chose</u> him/her?	39	<i>Why did the committees <u>choose</u> him/her?</i>
8.	She <u>have</u> Japanese course in EJP Jakarta.	40	<i>She <u>has</u> Japanese course in EJP Jakarta.</i>
9.	Where <u>does</u> the dialogues take place?	53	<i>Where <u>do</u> the dialogues take place?</i>
10.	Unfortunately, he didn't <u>had</u> any children yet.	54	<i>Unfortunately, he didn't <u>have</u> any children yet.</i>
11.	Riko ran <u>picked</u> up the thing.	60	<i>Riko ran to <u>pick</u> up the thing.</i>

The sentences in number 1 to 4 are a dialogue happened in the past (last night). Nevertheless, the verbs used in those sentences (*do*, *don't*, *think* and *find*) are simple form of verb or V1 (for present) instead of past form or V2 (for past).

The sentences in number 5, 6, and 9 also use the wrong verb form. Those three sentences are interrogative in which *do* should precede the plural noun (*the*

dialogues) instead of *does* and *does* should precede the singular noun (*the female mosquito*) instead of *do*.

Both sentences in number 7 and 10 state the activities in the past in which the verbs that come after either *did* (for interrogative form) and *did not* (for negative form) should be simple form (V1). However, the verbs in both sentences are past form (V2). Therefore, those two sentences are regarded errors.

Meanwhile, in the sentence number 8, *She have Japanese course in EJP Jakarta*, the subject is the third person singular (*She*) in which it should be followed by *has* instead of *have*. Then, “to” which is omitted in number 11 (has been discussed in omissions of infinitive marker “to”) should be used with the base form of a verb to indicate that the verb is in the infinitive, but it can be seen that the verb in this sentence is not infinitive (*picked up*). Thus, the sentence should be changed into *Riko ran to pick up the thing*.

c. Misformations of Preposition

Two misformations of preposition are found in the textbook. The Table 4.15 below shows the data.

Table 4.15 Misformations of Preposition

No.	Erroneous words/phrases /sentences	Page	Correction
1.	They spend most of their time alone <u>in</u> trees.	17	<i>They spend most of their time alone <u>on</u> trees.</i>
2.	<u>in</u> Malioboro street on Sunday.	21	<i><u>on</u> Malioboro street on Sunday.</i>

Those two sentences are considered errors since the preposition form is inappropriate. Considering the context of the sentence, the preposition that is used to precede the word *trees* in the first sentence should be “on”. Meanwhile, it is clear that in the second sentence, the preposition that is used to mention a name of a street is “on” instead of “in”.

d. Misformations of Modal

The researcher found two misformations of modal in the textbook. Those are in the Table 4.16 below.

Table 4.16 Misformations of Modal

No.	Erroneous words/phrases /sentences	Page	Correction
1.	...you <u>could</u> use these expressions.	10	...you <u>can</u> use these expressions.
2.	children <u>would</u> also be entitled to free horse riding lesson...	27	<i>The children will also be entitled to free horse riding lesson...</i>

The modal in both sentences should be in the form of present instead of past (*could* and *would*). The use of these two modals is also to express a polite request in which the addressee is younger or in a higher position (e.g. a student to a teacher) than the speaker. Thus, *can* in the first sentence is more efficient to be used than *could* since it is an instruction made by the author of the textbook for the students. Then, since the second sentence is the part of a description paragraph about the service of a restaurant and the addressee is the children, *will* is more appropriate modal to be used than *would*.

e. Misformations of Pronoun

Three misformations of pronoun are found in the textbook. The data are in the Table 4.17 below.

Table 4.17 Misformations of Pronoun

No.	Erroneous words/phrases /sentences	Page	Correction
1.	Komodo dragons are the native animals of Indonesia. They are very big... <u>It</u> is very dangerous.	13	<i>Komodo dragons are the native animals of Indonesia. They are very big...<u>They</u> are very dangerous.</i>
2.	Komodo dragons are reptiles. <u>It</u> has cold blood and <u>it</u> lays eggs.	13	<i>Komodo dragons are reptiles. <u>They</u> have cold blood and <u>they</u> lay eggs.</i>

Those sentences use the wrong form of pronoun. The pronouns in those sentences are inconsistent with the subject *komodo dragons* in which it is plural while the pronoun that is used to refer to the subject is *it*. The use of the pronoun *it* is to represent a singular noun. Thus, *it* should be replaced by *they* since the subject is plural. Therefore, those are considered errors.

f. Misformations of Noun

There are also three misformations of noun found in the textbook. Table 4.18 below presents the data.

Table 4.18 Misformations of Noun

No.	Erroneous words/phrases /sentences	Page	Correction
1.	Find the meaning of these words in <u>Indonesia</u> .	7	<i>Find the meaning of these words in <u>Indonesian</u>.</i>
2.	<u>Indonesia</u> government tries to protect...	15	<i><u>Indonesian</u> government tries to protect...</i>
3.	... <u>Indonesia</u> culture and...	48	<i>...<u>Indonesian</u> culture and...</i>

All those three data are considered errors since they use the wrong form of noun. In the first sentence, it seems that the students are asked to find the meaning of the words in *Indonesia* (the country) that is definitely awkward. It should use *Indonesian* which means the language instead of *Indonesia*. Meanwhile, in the second and the third sentences, the word *Indonesian* which means the people should be used to modify the word *government* and *culture*.

In conclusion, three types of errors based on the surface strategy taxonomy proposed by Dulay et al. (1982) appear in the language use of the textbook. Those are omission, addition, and misformation. Those three types of errors appear at almost every page of the textbook. Nevertheless, misordering, the last type of error based on the surface strategy taxonomy cannot be found in the textbook.

4.1.3 Teachers' Point of View toward the English Supplementary Textbook

Prestasi Pustaka

Besides the textbook, the teachers' role is also an important factor in the success of the teaching-learning process. It is needed to know the teachers' point of view toward the textbook. Thus, the researcher conducted a semistandardized interview in which the participants were all of the English teachers who teach the second grade students of the junior high schools use this textbook (SMPN 08, SMPN 16, SMP Islam Ma'arif, and SMP Taman Siswa). In fact, there are many errors found in the language use of the textbook. The interview is also used to

define their awareness of those errors since these may affect the students' achievement in learning English.

In general, based on the result of the interview, all of the teachers said that *Prestasi Pustaka* is a good English textbook in which the instructions are understandable for the students and the topics are update and interesting.

Nevertheless, the teachers of SMPN 16 and SMP Taman Siswa pointed out that the topic deals with knowledge of certain towns in the foreign countries, such as London (on page 20), China (on page 24) and San Francisco (on page 63) should not be included yet in the textbook in consideration that the junior high school students have limited knowledge about it.

Meanwhile, the teacher of SMP Islam Ma'arif said that the good point of this textbook is its communicative language and its vocabulary richness. These make the students more active at the class. Moreover, she pointed out that the materials of the textbook fit the students' need. She also suggested that the explanation in the sub chapter "Grammar Focus" should be more detail since according to her, the explanation is still at the general stage.

Furthermore, all of the teachers said that the process of the teaching-learning at the class ran well when they used this textbook. However, the teachers of SMP Taman Siswa claimed that the low students' motivation in reading makes the achievement of the lesson not quite good. They suggested that the textbook should be colorful to make it more attractive. Besides, the teachers of SMPN 08 also suggested that technically, the division of the language skills (listening, speaking, reading, and writing) in each chapter should be more organized.

Moreover, all of the teachers suggested that at the second grade, the “procedure text” should be included into the materials since there is no such kind of text in the textbook. Regardless of these, they pointed out that the language use either in the instructions or the materials of the textbook is good.

Unfortunately, they did not notice that actually there are many errors found in the language use of the textbook. They did not realize the erroneous words/phrases/sentences in the textbook. They mentioned that the grammar and the vocabulary are appropriate and compatible with the students’ need. Moreover, in their opinion, the language use of the textbook complies with the standard of their students’ skill in learning English.

Overall, according to the teachers’ point of view, this English supplementary textbook is appropriate for the students of junior high school since it is suited to the curriculum and it covers all the language skills (listening, speaking, reading, and writing).

4.2 Discussion

The number of the errors found in the English supplementary textbook *Prestasi Pustaka* is quite high in which those errors appear at almost every page of the textbook. Three types of errors based on surface strategy taxonomy proposed by Dulay et al. (1982) (omissions, additions, and misformations) appear in this textbook. Those errors appear in various kinds of cases, such as omissions or additions of plural marker, third person singular verb marker, article, and preposition; omissions of *be*, noun, and possessive marker; misformations of *be*,

verb, preposition, modal, pronoun, and noun. However, there is no misordering found in the textbook. There are no erroneous words, phrases, or sentences in the language use of the textbook show this type of error.

The total number of the erroneous words, phrases, and sentences found is 115. Nevertheless, since in some sentences the errors occur more than once, this makes the total number of the errors in the textbook is 136. Then, the most number of errors that the researcher found in the textbook is omission. There are 84 errors of this type (62%). Then, misformation is in the second position with 34 errors (25%). And the last position is addition with 18 errors (13%). Those are summarized in the chart below.

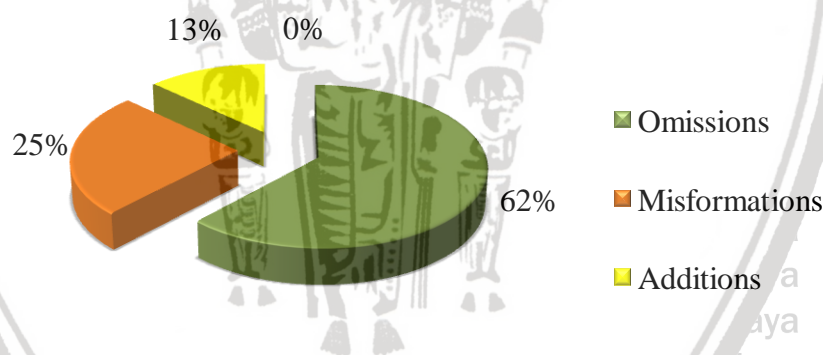


Figure 4.1 Percentage of Errors

The result of this research is similar with the previous research conducted both by Anggraeni (2009) and by Wijaya (2009) in terms of the most number of errors. Omission is the greatest number of errors found. Anggraeni (2009) analyzed the grammatical errors produced by regular students and those produced by RSBI students of SMPN 1 Malang in their writing. She found omission as the

most number of errors with 48% omission produced by the RSBI students and 42% omission produced by the regular students. Then, Wijaya (2009) also studied an error analysis on a textbook. She found omission as the most dominant error in the language use of the textbook with 40% omission. Meanwhile, in this research, there are 84 omissions (62%) found. Specifically, in this research, omission of article is the most dominant error found with 28 errors. This error mostly occurs since there is no article found in Indonesian language. The noun is directly mentioned without using any articles.

In the second edition of official Indonesian and Malaysian spelling system which is issued based on the Decree of Minister of Education and Culture number 0543a/U/1987, it is mentioned that Indonesian language has verb, noun, adjective, adverb, complement, pronoun, preposition, prefix, infix, suffix and function word (A Wikimedia Project, 2010). There is no article in Indonesian language structure. On the contrary, English has two types of articles (definite article and indefinite article) to mention the noun (Azar, 1989, p. A20). Thus, the rules of those articles use may create confusion and difficulty for the Indonesian in applying this kind of part of speech. Moreover, this cannot be separated from the development of interlanguage as the part of second language learning since omissions of article are the result of the influence of the first language (Indonesian) and the second language (English). As stated by Corder (1981, p. 2)

“The evidence for the existence of interlanguage was the large number of errors which could be ascribed to the process of transfer.” In other words, there is an

interference of Indonesian language as the first language on the production of English as the second language.

Unfortunately, the existence of the errors in the language use of the textbook was not noticed by those teachers. They said that the grammar and the vocabulary are good and suit the students' level. The language use either in the instructions or the materials can be easily understood by both the teachers and the students. Thus, there was no significant problem during the process of teaching-learning at the class when they used this English textbook. Their ignorance of the existence of the errors may due to the way they treat the materials in the textbook.

Since the function of the textbook is for the supplementary source, the teachers may not really concern on the language use either in the materials or the instruction of the textbook, in particular the grammatical aspects. Considering this, it seems that it makes sense when those teachers did not notice the errors in the textbook.

Nevertheless, somehow the teachers' point of view toward the textbook supports the theory about the principle advantages of a textbook proposed by Richards (2001, p. 254-255). Those advantages are providing structure and syllabus for a program, helping standardize instructions, providing a variety of learning resources, efficient, providing effective language models and input, training teachers, and visually appealing. In line with these, the teachers said that the process of the teaching-learning in class ran well when they used the textbook due to its understandable instructions, its good grammar, its communicative language, its interesting topic and its vocabulary. However, the textbook does not

fulfill the last criteria of a textbook: visually appealing. It is based on the result of the interview in which some teachers suggested that the textbook should be colorful since it can attract the students of junior high school to learn it.



CHAPTER V

CONCLUSION AND SUGGESTION

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

5.1 Conclusion

The existence of a textbook is significant for both the teachers and the students since it can be used as a guide in a teaching-learning process. Textbook is the most familiar form of the teaching source, particularly in a language teaching.

As pointed out by Richards (2001, p. 276) that a textbook is included the commonest form of teaching materials in language teaching. Due to its important role, it is a must that a textbook has proper language and content as well.

However, it is lamentable that not all textbooks comply with this condition.

The object of this research, the English supplementary textbook *Prestasi Pustaka* contains many errors either in the language use of the instructions or the materials in which those errors appear at almost every page. The researcher categorized and analyzed those errors based on surface strategy taxonomy proposed by Dulay et al. (1982). The total number of the errors in this textbook is

136 in which commonly there is one error in each sentence, but sometimes there are more than one error found in a sentence. The results show that omission is the most number of errors found in the textbook with 84 errors (62%). The second

position is misformation with 34 errors (25%). Then, the last is addition with 18 errors (13%). There is no misordering found in the textbook.

In particular, omission of article is the greatest number of errors appeared in the language use of this textbook. The researcher found 28 omissions of this kind. This perhaps caused by the fact that there is no article in Indonesian language in which it might create confusion and difficulty for the Indonesian in utilizing the English article.

Nevertheless, the appearance of those errors is not realized by the teachers use this English supplementary textbook. Based on the results of the interview, none of those teachers noticed the errors in the language use of the textbook. Their point of view toward this textbook is positive. They pointed out that the language use either in terms of grammar or vocabulary is good and suit to the level of their students. The instructions are easily understood and the topic is interesting. Because of those factors, the process of teaching-learning at the class runs smoothly.

Since those teachers do not realize the errors, there is high possibility that the students also do not notice the errors in the textbook in consideration that they rely on their teachers during the learning process. They regard their teachers as the source of information. Thus, the teachers' point of view toward this textbook may affect the students' achievement in understanding English.

5.2 Suggestion

The fact that there are many errors found in the language use of the English supplementary textbook *Prestasi Pustaka* and the teachers' unawareness of the existence of those errors brings the researcher to come to a suggestion for both the teachers and the publishers of the textbook. For the sake of the success of teaching-learning process, the teachers should be more thoroughly selective in choosing a textbook since it is a source for them and their students. They should consult to their students' need before choosing a textbook. The quality of the textbook either the language use or the content should also be taken into account before deciding to use that textbook.

Besides, the publishers should improve the quality of the textbook, especially in terms of the language use. They should try to reduce, even eliminate the errors in the language use of the textbook. Both the teachers and the students deserve to get a good textbook due to its importance in the teaching-learning process.

In order to develop related research and fill the gap of this research, the next researchers may conduct a similar research. They can have error analysis as the topic in their study in which the object can be a textbook or others. However, they should analyze it in a different perspective. Perhaps the diction or the word choice can be chosen as the concern. Moreover, since this research defined the teachers' point of view, the next researchers can find out the students' point of view toward the object of their research.

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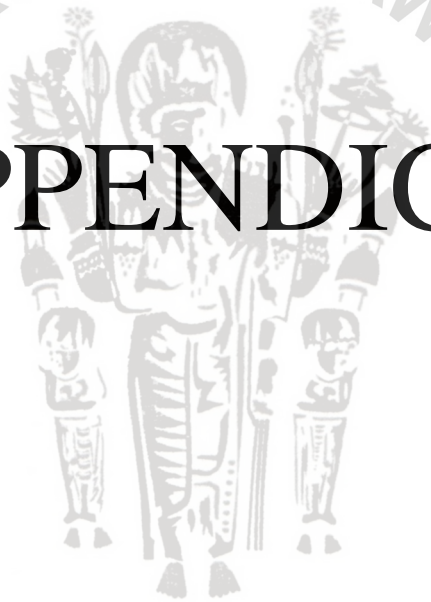
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UNIVERSITAS BRAWIJAYA

APPENDICES



1. Bagaimana *packaging* buku *Prestasi Pustaka*?
2. Apakah topik-topik yang terdapat dalam buku tersebut menarik dan sesuai dengan kebutuhan siswa?
3. Bagaimana instruksi yang digunakan dalam buku tersebut?
4. Apakah materi yang disediakan dalam buku tersebut dapat memenuhi kebutuhan siswa?
5. Penggunaan bahasa dalam buku tersebut bagaimana?
6. Bagaimana penggunaan *vocab* dan *grammarnya*? Apakah terdapat kesalahan?



Types of Errors Found in the English Supplementary Textbook Prestasi Pustaka

No.	Erroneous words/ phrases/ sentences	Page	Type of Errors		
			Om	Ad	Mf
1.	Write a descriptive * and a short functional text correctly.	3	✓		
2.	I put it on the dining table last night. <u>Do</u> you take it?	4			✓
3.	No, I <u>don't</u> .	4			✓
4.	<u>Do</u> you take a yellow cup on the dining table?	4			✓
5.	Yes, it's true. I have washed it. I <u>think</u> it's dirty, but I also <u>find</u> a ring in it.	4			✓
6.	Here are some <u>expression</u> to admit and deny a fact.	4	✓		
7.	Where <u>does</u> the dialogues take place?	5			✓
8.	Does Luna <u>pick</u> * roses?	5	✓		
9.	...and * petals around and below it.	7	✓		
10.	Rafflesia plant begins to <u>flowers</u> ...	7		✓	
11.	Find the meaning of these words in <u>Indonesia</u> .	7			✓
12.	<u>The destroy</u> to the rock or * soil gradually.	7	✓	✓	
13.	...find as many kinds of fruit or plant as possible.	8	✓		
14.	...the group who is able * submit...	8	✓		
15.	... the most kinds of fruit or <u>plant</u> .	8	✓		
16.	We cannot replace a <u>rainforests</u> .	9		✓	
17.	<u>Answers</u> the questions completely.	9		✓	
18.	...you could use these expressions.	10			✓
19.	Below are some <u>expression</u> to ask, give, reject...	10	✓		
20.	...we can use these <u>expression</u> ...	10	✓		
21.	...an old lady brings many <u>coconut</u> difficultly.	13	✓		
22.	The zoo keepers <u>shows</u> that animal.	13		✓	
23.	Komodo dragons are the native animals of Indonesia. They are very big... <u>It</u> is very dangerous.	13			✓
24.	Komodo dragons are reptiles. <u>It</u> has cold blood and <u>it</u> lays eggs.	13			✓
25.	...so that it <u>help</u> giraffe to reach...	14	✓		
26.	How is * giraffe's tongue?	14	✓		

Continuation of table

No.	Erroneous words/ phrases/ sentences	Page	Type of Errors		
			Om	Ad	Mf
27.	<u>Indonesia</u> government tries to protect...	15			✓
28.	Zoo keeps many kinds of <u>animal</u>	15	✓		
29.	* Modern zoo <u>offer</u> veterinary facilities,...	15	✓		
30.	...environment that <u>stimulate</u> the native habitats...	15	✓		
31.	A cock usually <u>crow/meow/bark/buzz</u> ...	16	✓		
32.	The generic structure of descriptive text <u>are</u> ...	16			✓
33.	They are the physical <u>feature</u> of * animal, except...	16	✓		
34.	They spend most of their time alone <u>in</u> trees.	17			✓
35.	Can you mention * parts of a tree?	18	✓		
36.	Mention * parts of * bird's body	18	✓		
37.	There are some <u>expression</u> to give...	20	✓		
38.	There are some <u>expression</u> to reject...	20	✓		
39.	...many excellent department <u>store</u> .	20	✓		
40.	... <u>in</u> Malioboro street on Sunday.	21			✓
41.	Match the tourism objects and their <u>location</u> .	22	✓		
42.	...the speaker or listener <u>know</u> the thing...	24	✓		
43.	Sriwedari is * famous place in the center of Surakarta.	25	✓		
44.	...the <u>island</u> of Komodo, Lombok, Flores and Timor.	26	✓		
45.	The largest <u>island</u> are Lombok and Sumbawa.	26	✓		
46.	...southern island <u>are</u> formed...	26			✓
47.	* children <u>would</u> also be entitled to free horse riding lesson...	27	✓		✓
48.	The followings <u>is</u> the characteristic of a note.	29	✓		✓
49.	Yes Sir, May I see * ticket tour and your passport?	30	✓		
50.	...ten of the most famous tourist <u>object</u> ...	30	✓		

Continuation of table

No.	Erroneous words/ phrases/ sentences	Page	Type of Errors		
			Om	Ad	Mf
51.	...ten of the most famous travelling <u>destination</u> ...	30	✓		
52.	...Sumatran forest <u>provide</u> protection.	31	✓		
53.	Sumatran forest <u>cover</u> about...	31	✓		
54.	...and is the largest <u>flowers</u> in the world.	31		✓	
55.	The government <u>are</u> trying...	31			✓
56.	These <u>sentence</u> are wrong...	31	✓		
57.	A <u>mosquitoes</u> carries a disease...	33		✓	
58.	What <u>kinds</u> of place that is avoided by * mosquito?	33	✓	✓	
59.	How <u>do</u> the female mosquito produce and <u>lay</u> eggs?	33			✓
60.	The <u>expression</u> for inviting someone are...	35	✓		
61.	Would you like * attend my party?	35	✓		
62.	Listen to the teacher and fill in the blank. (The listening script * in the tape cassette.)	35	✓		
63.	Listen to the teacher and complete the text. (The listening script * in the tape cassette.)	35	✓		
64.	A <u>invite</u> B to have lunch in...	37	✓		
65.	A <u>invite</u> B to see the newest movie...	37	✓		
66.	A <u>invite</u> B to have...	37	✓		
67.	...to join <u>in</u> English club...	37		✓	
68.	How many <u>time</u> in a week...	37	✓		
69.	Can all students join <u>in</u> it?	37		✓	
70.	Build some questions based on the following <u>answer</u> ...	39	✓		
71.	My mother* illness made me hopeless.	39	✓		
72.	Joining <u>in</u> the student exchange...	39		✓	
73.	Why did the committees <u>chose</u> him/her?	39			✓
74.	The followings are correct based on * third paragraph...	40	✓		
75.	* exchange program student usually <u>get</u> cultural shock.	40	✓		
76.	* exchange program student usually <u>get</u> homesick.	40	✓		
77.	She <u>have</u> Japanese course in EJP Jakarta.	40			✓

Continuation of table

No.	Erroneous words/ phrases/ sentences	Page	Type of Errors		
			Om	Ad	Mf
78.	Listen to the teacher and complete * dialogue.	40	✓		
79.	His address was * Antholin street Norway 71.	42	✓		✓
80.	He wrote his name and address in * letter.	42	✓		
81.	What is * interesting activity for Dani?	42	✓		
82.	The writer of * notice want * have the following...	45	✓		
83.	I will go to * public library...	45	✓		
84.	But I prefer studying in * vocational school...	46	✓		
85.	The fattening food are as...	46	✓		
86.	When does she writes the diary?	48		✓	
87.	Talks about the something again...	48		✓	
88.	...Indonesia culture and...	48			✓
89.	The club are headed by young people.	49			✓
90.	One of the kid's club is...	49	✓		
91.	What are the goal of the ECC project?	49			✓
92.	Who are the club leader?	49			✓
93.	Read a narrative text and identify * characteristics of narrative text.	50	✓		
94.	Write a narrative text and * characteristics of narrative text.	50	✓		
95.	...characters to be * good athlete?	51	✓		
96.	The following statements is not correct.	53			✓
97.	Looks, the bride and bridegroom are coming.	53		✓	
98.	Where does the dialogues take place?	53			✓
99.	...expression * agreement or disagreement.	53	✓		
100.	Unfortunately, he didn't had any children yet.	54			✓
101.	...which scattered * the bottom of the lake.	55	✓		
102.	...narrative text that consist of orientation, complication...	55	✓		
103.	...this frogs was a princess.	55		✓	

Continuation of table

No.	Erroneous words/ phrases/ sentences	Page	Type of Errors		
			Om	Ad	Mf
104.	Who <u>was</u> the main character in the story?	55			✓
105.	* man <u>that lead</u> the kingdom.	56	✓		✓
106.	* woman <u>that accompany</u> the king.	56	✓		✓
107.	Someone who <u>change</u> * princesses.	56	✓		
108.	They <u>lives</u> together happily ever after.	56		✓	
109.	Answer the questions on your own *	59	✓		
110.	What * a diligent friend?	59	✓		
111.	Riko ran * <u>picked</u> up the thing.	60	✓		✓
112.	A special trait * these forests is the large amount of...	62	✓		
113.	Some people are cutting down * trees illegally.	62	✓		
114.	I love the streets and * buildings in San Fransisco.	63	✓		
115.	What <u>kinds</u> of text is it?	63		✓	
Total of Errors			84	18	34



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No.	Tanggal	Materi	Pembimbing	Paraf
1.	01 Maret 2011	Persetujuan judul skripsi	Pembimbing I	
2.	01 Maret 2011	Persetujuan judul skripsi	Pembimbing II	
3.	02 Maret 2011	Penyerahan draft BAB I, II, & III	Pembimbing I	
4.	02 Maret 2011	Penyerahan draft BAB I, II, & III	Pembimbing II	
5.	16 Maret 2011	Konsultasi BAB I	Pembimbing I	
6.	17 Maret 2011	Konsultasi BAB II & III	Pembimbing I	
7.	22 Maret 2011	Revisi BAB I, II, & III	Pembimbing I	
8.	24 Maret 2011	Konsultasi BAB I, II, & III	Pembimbing II	
9.	28 Maret 2011	Konsultasi revisi BAB I, II, & III	Pembimbing I	
10.	01 April 2011	Konsultasi revisi BAB I, II, & III	Pembimbing II	
11.	26 April 2011	Konsultasi revisi setelah seminar proposal	Pembimbing I	
12.	03 Mei 2011	Konsultasi BAB IV	Pembimbing I	
13.	05 Mei 2011	Konsultasi BAB IV	Pembimbing II	
14.	10 Mei 2011	Revisi BAB III & IV	Pembimbing I	
15.	27 Mei 2011	Revisi BAB IV	Pembimbing I	
16.	15 Juni 2011	Revisi BAB IV & V	Pembimbing I	
17.	15 Juni 2011	Revisi BAB IV & V	Pembimbing II	

Lanjutan tabel

No.	Tanggal	Materi	Pembimbing	Paraf
18.	17 Juni 2011	Penyerahan keseluruhan BAB & <i>front pages</i>	Pembimbing I	
19.	17 Juni 2011	Penyerahan keseluruhan BAB & <i>front pages</i>	Pembimbing II	
20.	21 Juni 2011	Revisi keseluruhan BAB & <i>front pages</i>	Pembimbing I	
21.	21 Juli 2011	Konsultasi revisi setelah seminar hasil	Pembimbing I	
22.	21 Juli 2011	Konsultasi revisi setelah seminar hasil	Penguji II	
23.	22 Juli 2011	Konsultasi revisi setelah seminar hasil	Penguji I	
24.	02 Agustus 2011	ACC	Penguji II	
25.	02 Agustus 2011	ACC	Pembimbing II	
26.	04 Agustus 2011	ACC	Penguji I	
27.	05 Agustus 2011	ACC	Pembimbing I	

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