

**ERROR ANALYSIS ON THE WRITING TEST BY THE SECOND YEAR
STUDENTS OF MAN 3 MALANG**

THESIS

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

2014

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STUDENTS OF MAN 3 MALANG**

THESIS

**Presented to
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in partial fulfillment of the requirements
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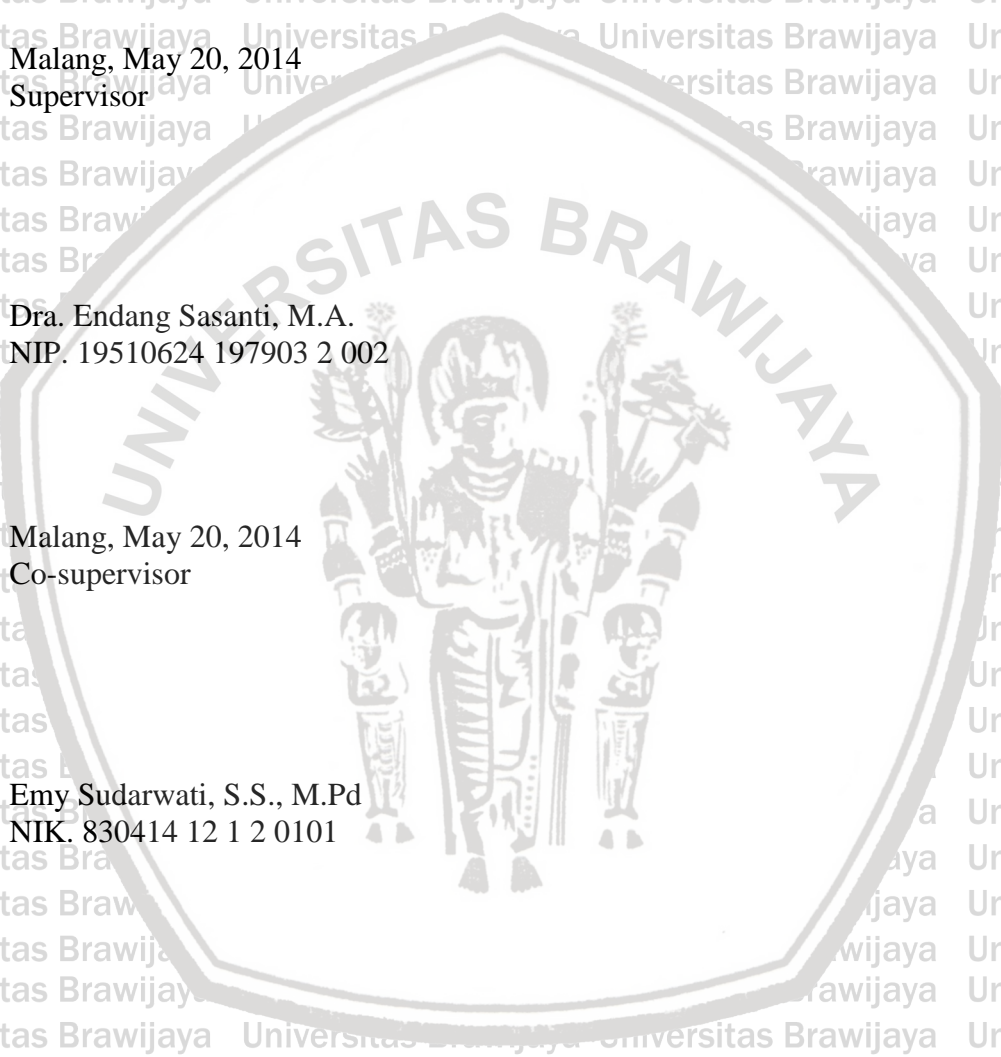
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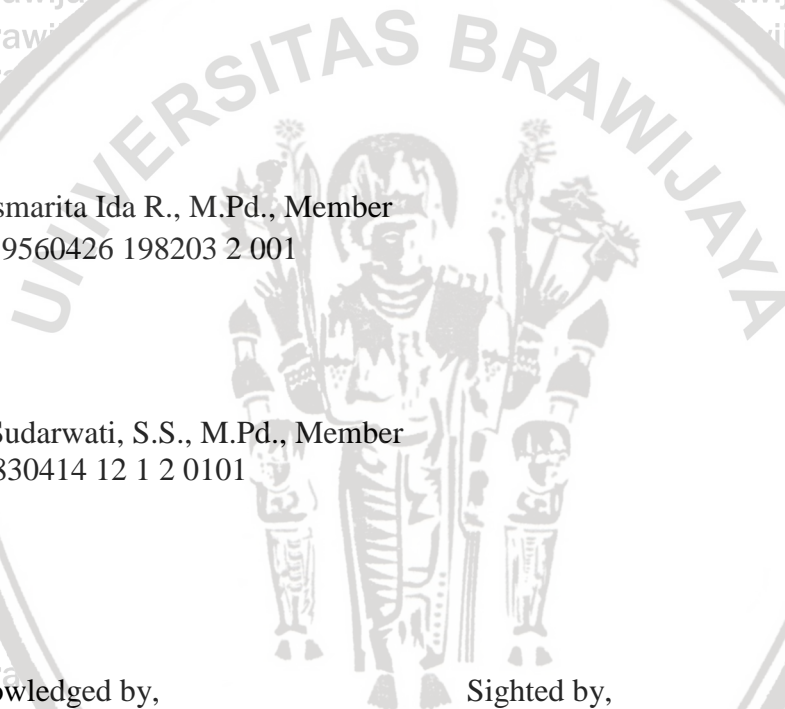
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The writer



ABSTRACT

Rahmawati, Tiara Herman. 2014. **Error Analysis on the Writing Test by the Second Year Students of MAN 3 Malang**. Study Program of English, Department of Languages and Literature, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Endang Sasanti; Co-supervisor: Emy Sudarwati.

Keywords: Error analysis, error, types of error, writing test

Language is the best means of communication to interact among people and to create a good relationship between them in society. Practicing language skills can be done by applying it in daily life in order to improve or master the language. Learning English is not easy; particularly for those where English is not the mother tongue. In Indonesia, English has been taught from Elementary school, Junior High School, Senior High school to the University level. Therefore, for Indonesians usually English is their first foreign language. In learning English, the students may make errors. It happens because between Bahasa Indonesia and English have different grammatical rules. The research problems of this study are (1) What are the types of English writing errors made by the second year students of MAN 3 Malang?; (2) What is the type of errors mostly done by the second year students of MAN 3 Malang?

This study used descriptive qualitative approach and data analysis to answer the problems of the study. The data are the 16 papers from the second year students on final test papers. The final test papers were collected from one class (MABI) in MAN 3 Malang.

The result of this study showed that the students did some types of errors when they wrote a writing test. Those are omission of auxiliary verb, omission of plural marker (-s/-es), omission of third person singular verb marker (-s/-es), omission of article (a/an/the), omission of verb, omission of subject and omission of noun. Then addition was divided into eight. They are addition of auxiliary verb be (is/am/are), addition of third person singular verb marker (-s/-es), addition of article (a/an/the), addition of plural marker (-s/-es), addition of conjunction, addition of preposition, addition of adjective, and addition of verb. Misformation consists six types, they are misformation of auxiliary verb be (is/am/are), misformation of verb, misformation of preposition, misformation of noun, misformation of reflexive pronoun, and misformation of adjective. The last is misordering. The total of number of errors is 84. The most frequent error that the writer found in the writing paragraph are omission (Om) with 23 errors (27%), addition (Ad) with 15 errors (18%), misformation (Mf) with 43 errors (51%), and misordering (Md) with 3 errors (4%).

The writer suggests the next writers who want to conduct a similar study use the same theory with another object or use the same object with other theories or make their study more complete. The next writer can use another object, for example novels, short stories, articles or journals as the data.

ABSTRAK

Rahmawati, Tiara Herman. 2014. **Analisis Kesalahan pada Test Tulis oleh siswa kelas dua di MAN 3 Malang**. Program Studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: (I) Endang Sasanti (II) Emy Sudarwati.

Kata Kunci: Analisa kesalahan, kesalahan, jenis kesalahan, tes tertulis

Bahasa adalah cara terbaik berkomunikasi untuk berinteraksi antara orang-orang dan untuk menciptakan hubungan yang baik antara mereka dalam masyarakat. Mempraktekkan keterampilan bahasa dapat dilakukan dengan menerapkan dalam kehidupan sehari-hari untuk meningkatkan atau menguasai bahasa. Tidak mudah untuk belajar Bahasa Inggris; terutama bagi mereka di mana bahasa Inggris bukan bahasa ibu. Di Indonesia, Bahasa Inggris telah diajarkan dari sekolah SD, SMP, SMU ke tingkat Universitas. Oleh karena itu, bagi orang Indonesia biasanya bahasa Inggris adalah bahasa asing pertama mereka. Dalam belajar bahasa Inggris, siswa dapat membuat kesalahan. Karena antara Bahasa Indonesia dan Inggris memiliki aturan tata bahasa yang berbeda.

Rumusan masalah studi ini adalah (1) Apa jenis kesalahan penulisan bahasa Inggris yang dibuat oleh siswa kelas kedua di MAN 3 Malang?; (2) Jenis kesalahan apa yang banyak dilakukan oleh siswa kelas dua di MAN 3 Malang?

Studi ini menggunakan pendekatan deskriptif kualitatif. Data pada studi ini berupa 16 lembar ujian akhir semester dari siswa kelas dua. Lembar ujian akhir semester dari satu kelas (MABI) di MAN 3 Malang.

Hasil dari studi ini adalah ditemukan beberapa jenis kesalahan pada tulisan para siswa. Kesalahan tersebut antara lain *omission of auxiliary verb*, *omission of plural marker (-s/-es)*, *omission of third person singular verb marker (-s/-es)*, *omission of article (a/an/the)*, *omission of verb*, *omission of subject* dan *omission of noun*. Kemudian, *addition* dibagi menjadi delapan, yaitu *addition of auxiliary verb be (is/am/are)*, *addition of third person singular verb marker (-s/-es)*, *addition of article (a/an/the)*, *addition of plural marker (-s/-es)*, *addition of conjunction*, *addition of preposition*, *addition of adjective*, dan *addition of verb*. *Misformation* juga terbagi menjadi enam, yaitu *misformation of auxiliary verb be (is/am/are)*, *misformation of verb*, *misformation of preposition*, *misformation of noun*, *misformation of reflexive pronoun*, dan *misformation of adjective*. Dan yang terakhir adalah *misordering*. Jumlah total kesalahan adalah 84. Kesalahan yang paling sering ditemukan dalam penulisan paragraf adalah *omission* (Om) dengan 23 kesalahan (27%), *addition* (Ad) dengan 15 kesalahan (18%), *misformation* (Mf) dengan 43 kesalahan (51%), dan *misordering* (Md) dengan 3 kesalahan (4%).

Penulis menyarankan para penulis berikutnya yang ingin melakukan penelitian serupa menggunakan teori yang sama dengan objek lain atau menggunakan objek yang sama dengan teori-teori lain atau membuat studi mereka lebih lengkap. Penulis berikutnya dapat menggunakan objek lain, misalnya novel, cerpen, artikel atau jurnal sebagai data.

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CHAPTER I

INTRODUCTION

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

1.1 Background of the Study

Language is the best means of communication to interact among people and to create a good relationship between them in society. Without language, they will not be able to express and share their ideas, thoughts, feelings, stories, experiences, etc that is really needed to build a good relationship in life. Not only to build a good relationship in life, but also they need to practice their language skills. Practicing language skills can be done by applying it in daily life in order to improve or master the language.

The skills of language are speaking, listening, reading, and writing, and three language components are vocabulary, grammar, and pronunciation.

According to Richards and Renandya (2002, p.255) “vocabulary is one of the core components of language proficiency and determines how well learners speak, listen, read, and write”. It means that the words that students choose in speaking will affect how well they understand what a speaker says. In reading, students’ vocabulary mastery will affect their ability in comprehending and in understanding the writers’ message through the writers’ writing. In writing, students’ vocabulary mastery describes how clearly they can convey the readers’

thinking. So, the first thing people will understand a sentence is by investigating the meaning of the vocabulary. In this case students should understand English well because they usually have not understood the components.

There are so many reasons why the students should have a good competence in English. First, learning English will help them to communicate with their friends from other countries. Second, when they have an opportunity to study in a foreign college, it is necessary for them to speak English. Therefore, by having a good competence in English they will have a better chance of getting a qualified college. English is also helpful if people move to a different country because English is used in many parts of the world.

Nevertheless, learning English is not easy; particularly for those where English is not the mother tongue. In Indonesia, English has been taught from Elementary school, Junior High School, Senior High school to the University level. Therefore, for Indonesians usually English is their first foreign language.

Studying English is not easy for students, because many students are often confused in applying it especially in writing and speaking. When students are asked to make a paragraph, they must follow the rules how to make a good paragraph, including how to organize each word, and arrange the words based on grammar. The role of grammar in building up sentences is considered very important because grammar forms a good sentence. Therefore, the ability of students in applying grammar is very crucial because the students should consider grammar very carefully in the sentences that they make.

According to Dulay et al. (1982, p.3) "Learning a second language can be exciting and productive or painful and useless. Ones efforts

can end in the acquisition of native like fluency or a stumbling repertoire of sentences soon forgotten. The difference often lies in how one goes about learning the new language and how a teacher goes about teaching it. To be successful, a learner need not have a special inborn talent for learning language. Learners and teachers simply need to do it right”.

It is concluded that, in learning second language the learners will get some misunderstanding, misspelling or miscommunication because there are some points that the learner cannot fully understand like that with their first language.

In analyzing the errors made by learners, Dulay et al (1982) categorize errors into four, one of which is surface strategy taxonomy which is used in this study.

In this study, the writer is interested in doing a study on grammatical errors by analyzing the final writing tests produced by the second year students of MAN 3 Malang. The consideration of choosing the second year was that in this year students have already received one year of English lesson in the senior high school which is considered enough for them to write a grammatical essay. Therefore, they are assumed to have sufficient knowledge of English.

This study takes writing test paper as a source of analysis because the writer wants to know the students’ ability in English writing. The writer chooses grammatical errors as her subject because according to Yule (1996) grammar involves what might be considered as “linguistic etiquette”. Therefore, the writer wants to know how far the students can use the grammatical rule in producing a good language that they learned and also to see, how expert the student can apply English correctly especially in their writing.

MAN 3 Malang is an Islamic school and a favorite senior high school that is categorized as a National Standard School in Malang. Due to that reason, the writer is interested in conducting a research in MAN 3 Malang, because it is complete school and has the title of Islamic and the same standard of SMAN, and it has title *Negeri* as well. Based on the information that the writer got from MAN 3 Malang, the students are required to learn English, besides Arabic because it is needed for their study later at university. This school applies full day system and they have more religious studies. It means that the students learn more subjects related to religion.

Hopefully, this study gives more knowledge, useful information for both teachers and students. Students will know the existing errors of their work and teachers will recognize their student errors. Thereafter, it would help the teachers as a reference to evaluate and improve the students' English. It is also expected that the next researcher finds important information in conducting another study on the analysis of grammatical errors.

Considering all the reasons above, the writer decides to conduct a research entitled "Error Analysis on the Writing Test by the Second Year Students of MAN 3 Malang".

1.2 Problems of the Study

Based on the description above, the problems of this research is stated in the form of questions below:

1. What are the types of English writing errors made by the second year students of MAN 3 Malang?
2. What is the type of errors mostly done by the second year students of MAN 3 Malang?

1.3. Objectives of the Study

Based on the problems of the study mentioned earlier, the objectives of the study are:

1. To know the types of English writing errors made by the second year students of MAN 3 Malang.
2. To know the types of errors which are mostly done by the second year students of MAN 3 Malang.

1.4 Definitions of the Key Terms

1. **Errors** are deviation of some systems of the language that the learner is making; it is due to the learner's still developing knowledge of the target language rule system (Corder, 1967, p.137).
2. **Error Analysis** is the analysis of the errors made by students to reveal something of the system operating within the learners (Brown, 1980, p.171).
3. **Grammatical Error** is the errors in the main or subordinate clause, and within a clause which constituent is affected (Dulay, Burt, Krashen, 1982, p.146)

4. **Surface strategy taxonomy** is a tool used to organize the errors that are being analyzed (Dulay et al., 1982, p.150).

5. **Writing test** is a writing task given to students to write an essay on a provided topic.

6. **MAN 3 Malang** (Madrasah Aliyah Negeri 3 Malang) is the Islamic and favorite Senior High School that is categorized as National Standard School in Malang, located at Jalan Bandung No. 7 Malang.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature about second language acquisition (SLA), interlanguage, error, error analysis, classification of errors, surface strategy taxonomy, and previous studies.

2.1 Second Language Acquisition (SLA)

SLA is identical with the second language learning. The word second can refer to any language that is learned subsequent to the mother tongue. Thus, it means the learning of the third or fourth language. Also second is not intended to contrast with foreign whether you are learning a language naturally as a result of living in a country where it is spoken (Ellis, 1997, p.3).

Saville and Troike (2006, p.2) define SLA as both to the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language. In the process of language learning, the additional language is called a second language (L2) even though it may actually be the third, fourth, or tenth to be acquired. It is also commonly called a target language (TL), which refers to any language that is the aim or goal of learning. The scope of SLA includes informal L2 learning that takes place in classroom, formal L2 learning that takes place outside the classroom, and L2 learning that involves a mixture of these setting and circumstances. In conclusion, SLA is learning process; meaning that this process is the time when language learners make errors.

2.2 Interlanguage

The term interlanguage was first proposed by Selinker in 1972. As in Bachman and Cohen (1998, p.71) Selinker defines “Interlanguage as the linguistics system evidenced when adult second language learners attempted to express mainings in the language being learning”. Moreover, James (1998, p.31) states “Interlague is a term suggesting the halfway positions it holds between knowing and not knowing the target language”. It can be said that interlanguage is a language or a form of language produce by the learners that has features of both first language and second language.

During the learning process of L2, the learners also have interlanguage. It is possible if students realize that interlanguage comes within students’ ability to acquire L2 and influence by their source language as they language basic knowledge.

Based on the explanation above, it can be concluded that interlanguage occurs in the learning process of target language. Interlanguage is caused by imperfectness result produced by the target language learner with his own rules. It can be said that interlanguage seems to be a third language with its own grammar.

2.3 Error

Errors are deviation of some systems of the language that the leaner is making; it is due to the leaner’s still developing the knowledge of the target language rule system (Corder, 1967, p.137). It means the error is the deviations resulting from lack of knowledge of the rules of the language. However, Brown

(2000, p.217) states, "Errors is a noticeable deviation from the adult grammar of a natural speaker, reflect the competence of the learner". It means that an error reveals a portion of the learner's competence in the target language.

Brown (1987, p.170) states "although grammar does not belong to skill in English like reading, speaking, listening and writing, grammar supports those skills. There is no doubt that knowledge, implicit or explicit of grammatical rules are essential for the mastery of language, and learners cannot say unless they know how the grammar of English should be put together".

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

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

2.4 Error Analysis

The learners of a foreign language do make errors and that errors can be observed, analyzed, and classified to reveal something of the system operating within the learners, led to a surge of study of learners' errors, called Error Analysis (Brown, 1980, p.171).

Error Analysis is attributed procedure or methodology in order to get reliable result in analyzing error. The methodology of error analysis consists of some step: collection of data (either from a free composition or examination answers); identification of errors; classification of errors into types; statement of

relative frequency of error type; identification of the areas of difficulty in target language; and therapy (remedial drills, lesson) (Croft, 1980, p.103).

In the study, the writer uses those procedures or methodologies in analyzing errors in order to know the student's errors in writing test.

2.5 Classification of Errors

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

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

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

The classification of errors in a comparative taxonomy is based on the comparison between the structures of L2 errors and certain other types of construction. In the classification, L2 errors have most frequently been compared to errors made by a language learner learning the target language as their first language and to equivalent phrases or sentences in the learner's mother tongue.

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

2.6 Surface Strategy Taxonomy

Surface strategy taxonomy emphasizes the way surface structures are changed. Dulay et al. (1982, p.150) say that there are omission, addition, misinformation, and misordering error types.

a. Omission

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

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

e.g.:

- Mary president of new company.

Correct : Mary is the president of the new company.

- I buy book.

Correct : I buy a book.

b. Addition

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

e.g. :

- We didn't went there.

Correct : We didn't go there.

- I am study at UB

Correct : I study at UB.

c. Misformation

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

e.g. :

- The dog eated the chicken.

Correct : The dog ate the chicken

The word "eated" is mislead about the concept of irregular verb.

d. Misordering

Misordering is the incorrect placement of a morpheme in an utterance

(Dulay et al., 1982, p.162).

e.g.:

- What daddy is doing?

Correct : What is daddy doing?

2.7 Previous Studies

In this research, the writer reviews two studies by Herdiyanty (2011) and Suryadi (2012). Herdiyanty's study (2011) entitled "Grammatical Error Analysis on the English Supplementary Textbook Prestasi Pustaka for second Grade of Junior High School". The researcher observed the types of errors found in the English supplementary textbook Prestasi Pustaka for the first semester of second grade student junior high school. She found the teachers' point of view toward the English supplementary textbook Prestasi Pustaka. The result showed that there are 84 ommisions (62%), 34 misformation (25%), and 18 addition (13%) found in the English supplementary textbook Prestasi Pustaka for the first semester of second grade student junior high school. Unfortunately, those errors are not noticed by the teachers using the textbook. In their point of view, the language use is good and compatible with the students' need.

The second research was conducted by Suryadi (2012) entitled "Error Analysis in the writing test by Fourth Semester Students of STAIN Mahad Aly Al Hikam Malang". The researcher found eighty two errors in the midterm test.

There are eighty two errors, omissions with 29 errors (35,9%), addition with 44 errors (54%), misformation with 6 errors (7,4%), and misordering with 2 error (2,4%). Those two previous researches used the same theory of errors based on surface strategy taxonomy from Dulay et al. (1982).

Those two previous studies that have similarities and differences with this present study. The similarity is those two previous studies and this present study use surface strategy taxonomy by Dulay et al. (1982). Meanwhile, the object of studies in the previous studies are the English supplementary textbook Prestasi Pustaka for the first semester of second grade student junior high school and the writing test by Fourth Semester Students of STAIN Mahad Aly Al Hikam Malang. The studies of the previous studies concern with junior high school and college but in this study, the writer concerns with students of senior high school who have different educational background. The difference is that this present study tried to observe errors found in the students' writing of the second year students of MAN 3 Malang. Moreover it is a Madrasah Aliyah, which applies the curriculum from religion ministry. Besides, the writer in this present study also observes errors found in final writing test by the second year students of MAN 3 Malang. In other words, the difference is in its object of the study and the educational background.

CHAPTER III

RESEARCH METHOD

This chapter presents the type of research, data and data source, data collection, and data analysis.

3.1 Type of Research

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

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

3.2 Data and Data Source

The data were taken from students writing from final test papers of second year students of MAN 3 Malang. The source of data this research was taken from them. The writer chose students' writing because this kind of text often answer the question what, how, and why. MAN 3 Malang has five programs namely: IPA, IPS, Bahasa, Acceleration, and MABI. The writer chose one object class in MABI (Madrasah Aliyah Bertaraf Internasional) which have an International link

especially with the Middle East. The object has one class in which, there are 16 students of second grade of MABI on MAN3 Malang. The final test is produced by 16 students which then resulted in 16 papers from one class (second year students MABI). The number of all students in MABI is 16 students.

3.3 Data Collection

In collecting the data, the writer, collected the data from the final writing test in paper sheets. The steps are as follow:

1. Asking the students to write the final test in writing essay.
2. Asking the students to choose one topic which was given by the teacher.

The topics were: a) Be inspiring for others, (b) Be an honorable woman, (c), Global warming (d) Be a good student, (e) Study tour, (f) Love Indonesia culture. The test was conducted in class, and the teacher gave ± 60 minutes for students to write the assay. When the test completed the researcher collected all the final test papers.

3.4 Data Analysis

In analyzing the data which have been obtained from the results of test, the writer applies the following procedures, as follow:

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

Table 3.1 Sample Table of Errors Made by the Second Year Students of MAN 3 Malang

Code	No.	Erroneous Words/ Phrases/ Sentences	Error Types				Correction
			Om	Ad	Mf	Md	
Total							

2. Coding the erroneous words.

For example: S1, P2, L1

S1 = first student's paper test

P2 = second paragraph

L1 = first line

3. Identifying the type of errors mostly done by second students in MAN 3

Malang.

4. Analyzing the errors and giving some corrections under Anita Yusianti,

S.Pd supervision as the English teacher. The writer gives descriptions and

provides the corrections and puts them into the table below.

Table 3.2 Sample Table of Correction of Errors Made by the Second Year Student of MAN 3 Malang

Code	No	Erroneous words/phrases/sentences	Correction

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

percentage. Based on the following formula:

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

6. Drawing a conclusion based on the analysis.



CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings and the discussions of this report that consist of the findings and the data analysis. The discussion purposefully includes interpretation and generalization of the findings.

4.1 Findings

This chapter presents findings and their discussions related to the theoretical frameworks used and previous study. The findings of this research is the result of the data tabulation on the erroneous words, phrases, or sentences of the grammar used in the writing test by the second year students of MAN 3 Malang.

In the writing test paragraphs that were collected, the writer classified error based on the surface strategy taxonomy proposed by Dulay et. al. (1982), those are omission, addition, misformation, and misordering. The writer found 84.

4.1.1. Type of Errors

According to the surface strategy taxonomy the errors appeared in the writing paragraph are omission (Om) with 23 errors (27%), addition (Ad) with 15 errors (18%), misformation (Mf) with 43 errors (51%), and misordering (Md) with 3 errors (4%). The total number of the erroneous word, phrases, or sentences found is 84 errors.

4.1.2 Analysis of Error

In this part, the writer analyzed the errors and provided the correction that should be used. Each type of error is described in order to know why those are considered as errors. The analysis concerns about omission, addition, misformation, and misordering. The table of error is presented below:

Table 4.1 Type of Error

Code	No.	Erroneous Words/ Phrases/ Sentences	Error Types				Correction
			Om	Ad	Mf	Md	
S1, P1, L1	1.	Indonesian's cultures <u>is</u> decrease, ...		√			Indonesian's cultures decrease, ...
S1, P1, L1	2.	..., because the people <u>nothing</u> responsible about our culture.			√		..., because the people <u>are not</u> responsible about our culture.
S1, P1, L2	3.	<u>Why I</u> say that: ...	√				Why <u>do</u> I say that: ...
S1, P2, L1	4.	Firstly, I <u>thing</u> , ...			√		Firstly, I <u>think</u> , ...
S1, P2, L1	5.	... the culture for <u>the</u> all country is important, ...		√			... the culture for all country is important, ...
S1, P2, L1	6.	..., because with culture, country <u>can famous</u> in the world.	√				..., because with culture, country <u>can be</u> famous in the world.
S1, P3, L2	7.	There are many- <u>many</u> culture in Indonesia.		√			There are many cultures in Indonesia.
S1, P3, L4	8.	I <u>thing</u> , this culture is decrease, ...			√		I <u>think</u> , this culture decreases, ...
S1, P5, L3	9.	..., culture in Indonesia can <u>lost</u> .			√		..., culture in Indonesia can <u>lose</u> .
S2, P1, L2	10.	As we know that there are many good <u>student</u> have a good future.	√				As we know that there are many good <u>students</u> have a good future.
S2, P4, L1	11.	<u>Good student</u> never try to cheat.	√				<u>A</u> good student never tries to cheat.
S2, P4, L1	12.	... but if we want to be a good student, we must <u>cheating</u> .			√		... but if we want to be a good student, we must <u>not cheat</u> .

Table Continued...

Code	No.	Erroneous Words/ Phrases/ Sentences	Error Types				Correction
			Om	Ad	Mf	Md	
S3, P1, L2	13.	<u>Why I</u> say that?	√				Why <u>do</u> I say that?
S3, P2, L2	14.	It can help us to be a smart person <u>and</u> <u>good</u> person.	√				It can help us to be a smart person and <u>a</u> good person.
S3, P3, L1	15.	...study hard from now, can <u>makes</u> us discipline and never despair in our life...		√	√		...study hard from now can <u>make</u> us discipline and never despair in our life...
S3, P3, L1	16.	... by ourself.			√		... by ourselves.
S4, P2, L1	17.	...without <u>study</u> you won't know everything and you will be stupid.			√		...without <u>studying</u> you won't know everything and you will be stupid.
S4, P7, L1	18.	I have to warn you that <u>be</u> a good student is <u>need</u> for you and for your future.			√		I have to warn you that <u>being</u> a good student is <u>needed</u> for you and for your future.
S5, P1, L1	19.	Every school has many <u>student</u> , ...	√				Every school has many <u>students</u> , ...
S5, P1, L1	20.	..., but every student <u>have</u> a different character.			√		..., but every student <u>has</u> a different character.
S5, P2, L2	21.	...he <u>is</u> not can understand...		√			...he cannot understand...
S5, P2, L2	22.	...he is <u>not can</u> understand...				√	...he <u>cannot</u> understand...
S5, P5, L1	23.	That, we should make ourselves <u>the</u> good student, ...		√			That, we should make ourselves good students, ...
S5, P5, L1	24.	That, we should make ourselves the good <u>student</u> , ...	√		√		That, we should make ourselves good <u>students</u> , ...
S5, P5, L2	25.	Because now the word need the teenager is good character and brain			√		Because now the <u>world</u> needs the teenager with good character and brain.
S7, P1, L1	26.	What do you think when you <u>heard</u> study tour?			√		What do you think when you <u>hear</u> study tour?
S7, P2, L1	27.	<u>Study tour generally doing</u> by student of the school from junior school until high school or sometimes university.	√		√		<u>Study tour is</u> generally <u>done</u> by study of the school from junior school until high school or sometimes university.

Table Continued...

Code	No.	Erroneous Words/ Phrases/ Sentences	Error Types				Correction
			Om	Ad	Mf	Md	
S7, P5, L1	28.	Thirdly, just go to <u>knowledges</u> center, are like museum, ...		√	√		Thirdly, just go to <u>knowledge</u> center, like museum, ...
S7, P6, L1	29.	So, just, <u>spent</u> cheap trip and ...			√		So, just, <u>spend</u> cheap trip and ...
S7, P6, L1	30.	... and you reach some <u>knowledges</u> just do your own study tour or ...		√	√		... and you reach some <u>knowledge</u> just do your own study tour or ...
S9, P3, L3	31.	Besides <u>that</u> , study tour...		√			Besides, study tour...
S9, P1, L1	32.	..., I think study <u>tour</u> <u>most</u> important in our school, ...	√				..., I think study tour is important in our school, ...
S9, P5, L2	33.	So, government must <u>to</u> held study tour in every school.		√			So, government must hold study tour in every school.
S9, P5, L2	34.	So, government must <u>to held</u> study tour in every school.			√		So, government must <u>hold</u> study tour in every school.
S10, P1, L1	35.	I think that <u>be</u> a good student, ...			√		I think that <u>being</u> a good student, ...
S10, P1, L2	36.	Why <u>I do</u> say that?				√	Why do I say that?
S10, P2, L1	37.	<u>That</u> be a good student is always respect with teacher.		√			Being a good student is always respect with teacher.
S10, P2, L1	38.	That <u>be</u> a good student is always respect with teacher.			√		<u>Being</u> a good student is always respect with teacher.
S10, P2, L2	39.	Because this <u>is</u> makes us be relax.		√			Because this makes us relaxed.
S10, P2, L2	40.	Because this is makes us <u>be</u> relax.		√			Because this makes us relaxed.
S10, P2, L2	41.	Because this is makes us be <u>relax</u> .			√		Because this makes us <u>relaxed</u> .
S10, P3, L1	42.	<u>That</u> be a good student is also doesn't cheating.		√			Being a good student also doesn't cheat.
S10, P3, L1	43.	That <u>be</u> a good student is also doesn't cheating.			√		<u>Being</u> a good student also doesn't cheat.
S10, P3, L1	44.	That be a good student <u>is</u> also doesn't cheating.		√			Being a good student also doesn't cheat.

Table Continued...

Code	No.	Erroneous Words/ Phrases/ Sentences	Error Types				Correction
			Om	Ad	Mf	Md	
S10, P3, L1	45.	That be a good student is also doesn't <u>cheating</u> .			√		Being a good student also doesn't <u>cheat</u> .
S10, L4, L1	46.	And <u>be</u> a good student always study every time.			√		<u>Being</u> a good student always studies every time.
S10, L4, L1	47.	And be a good student always <u>study</u> every time.	√		√		Being a good student always <u>studies</u> every time.
S10, L4, L2	48.	Because, with <u>study</u> , our knowledge will high. and knowing about anything in the world.			√		Because, with <u>studying</u> , our knowledge will be high. and we will know about anything in the world.
S10, L4, L2	49.	Because, with study, our knowledge <u>will high</u> . and knowing about anything in the world.	√				Because, with studying, our knowledge will <u>be</u> high. and we will know about anything in the world.
S10, L4, L2	50.	Because, with study, our knowledge will high. <u>and knowing</u> about anything in the world.	√				Because, with studying, our knowledge will be high. and <u>we</u> will know about anything in the world.
S10, L4, L2	51.	Because, with study, our knowledge will high. <u>and knowing</u> about anything in the world.	√				Because, with studying, our knowledge will be high. and <u>we</u> <u>will</u> know about anything in the world.
S10, L4, L2	52.	Because, with study, our knowledge will nigh. and <u>knowing</u> about anything in the world.			√		Because, with studying, our knowledge will be high. and we will <u>know</u> about anything in the world.
S11, P3, L5	53.	... , we don't care with our <u>kid</u> for 100 years further.	√				... , we don't care with our <u>kids</u> for 100 years further.
S12, P2, L2	54.	<u>If</u> holiday, many people...			√		<u>In</u> holiday, many people...
S12, P2, L3	55.	In the morning, you can see the sun <u>rices</u> .			√		In the morning, you can see the sun <u>rises</u> .

Table Continued...

Code	No.	Erroneous Words/ Phrases/ Sentences	Error Types				Correction
			Om	Ad	Mf	Md	
S12, P3, L1	56.	The <u>price cheaper</u> than others.	√				The price <u>is</u> cheaper than others.
S12, P3, L1	57.	The price <u>cheeper</u> than others.			√		The price is <u>cheaper</u> than others.
S12, P3, L2	58.	You can buy food or the <u>other</u> with cheep cost.			√		You can buy food or the <u>others</u> with cheap cost.
S12, P3, L2	59.	You can buy food or the other with <u>cheep</u> cost.			√		You can buy food or the others with <u>cheap</u> cost.
S12, P4, L1	60.	... , I <u>recommandate</u> you ...			√		... , I <u>recommend</u> you ...
S12, P4, L1	61.	...if you wanna a <u>have</u> nice and cheep to spent holiday.				√	... if you wanna have a <u>nice</u> and cheap place to spend holiday.
S12, P4, L1	62.	...if you wanna a have nice and <u>cheep</u> to spent holiday.			√		... if you wanna have a nice and <u>cheap</u> place to spend holiday.
S12, P4, L1	63.	...if you wanna a have nice and <u>cheep</u> <u>to</u> spent holiday.	√				... if you wanna have a nice and cheap <u>place</u> to spend holiday.
S12, P4, L1	64.	... if you wanna a have nice and cheap to <u>spend</u> holiday.			√		... if you wanna have a nice and cheap place to <u>spend</u> holiday.
S13, P1, L1	65.	Be a good student is the way to be a <u>succes</u> t person in the future.			√		Be a good student is the way to be a <u>successful</u> person in the future.
S13, P1, L2	66.	<u>Why</u> I say like that?	√				Why <u>do</u> I say like that?
S13, P2, L1	67.	The good student can manage his time to <u>studying, eating,</u> <u>sleeping, playing,</u> and can manage his activities perfectly.			√		The good student can manage his time to <u>study, eat, sleep, play,</u> and can manage his activities perfectly.
S13, P3, L2	68.	He <u>have</u> a big motivated in his live.			√		He <u>has</u> a big motivation in his life.
S13, P3, L2	69.	He have a big <u>motivated</u> in his live.			√		He has a big <u>motivation</u> in his life.
S13, P3, L2	70.	He have a big motivated in his <u>live</u> .			√		He has a big motivation in his <u>life</u> .
S13, P3, L3	71.	It <u>increase</u> his spirit to study hard and reach his goal.	√		√		It <u>increases</u> his spirit to study hard and reach his goal.

Table Continued...

Code	No.	Erroneous Words/ Phrases/ Sentences	Error Types				Correction
			Om	Ad	Mf	Md	
S13, P3, L4	72.	And <u>it very</u> easy to be reached in the future.	√				it <u>is</u> very easy to be reached in the future.
S13, P4, L2	73.	<u>They known</u> as the smart student in their school.	√				They <u>are</u> known as the smart students in their school.
S13, P4, L2	74.	They <u>known</u> as the smart <u>student</u> in their school.	√		√		They <u>are</u> known as the smart <u>students</u> in their school.
S13, P6, L1	75.	So, <u>lets</u> be a good student to be a successt person in the future!			√		So, <u>let's</u> be a good student to be a successful person in the future!
S13, P6, L1	76.	So, lets be a good student to be a <u>successt</u> person in the future!	√				So, let's be a good student to be a <u>successful</u> person in the future!
Total			23	15	43	3	

Note :

- S (Student), P (Paragraph), L (Line).).
- Om (Omission), Ad (Addition), Mf (Misformation), Md (misordering).

4.1.2.1 Omission

There are seven (7) kinds of omission found in the writing test by the second year students of MAN 3 Malang: there are omission of auxiliary verb, omission of plural marker (-s/-es), omission of third person singular verb marker (-s/-es), omission of article (a/an/the), omission of verb, omission of subject, and omission of noun. Each of them is discussed in the following explanation.

a. Omission of Auxiliary Verb

The writer found nine (9) omissions of auxiliary verb. Table 4.2 presents the data as follow.

Table 4.2 Omission of auxiliary verb

Code	No	Erroneous words/phrases/sentences	Correction
S1, P1, L2	1.	<u>Why I</u> say that: ...	Why <u>do</u> I say that: ...
S3, P1, L2	2.	<u>Why I</u> say that?	Why <u>do</u> I say that?
S7, P2, L1	3.	Study <u>tour generally</u> doing by student of the school from junior school until high school or sometimes university.	Study tour <u>is</u> generally done by study of the school from junior school until high school or sometimes university.
S9, P1, L1	4.	... , I think study <u>tour most</u> important in our school, , I think study tour <u>is</u> important in our school, ...
S10, L4, L2	5.	Because, with study, our knowledge will high. <u>and knowing</u> about anything in the world.	Because, with studying, our knowledge will be high. <u>and we will</u> know about anything in the world.
S12, P3, L1	6.	The price <u>cheeper</u> than others.	The price <u>is</u> cheaper than others.
S13, P1, L2	7.	<u>Why I</u> say like that?	Why <u>do</u> I say like that?
S13, P3, L4	8.	And <u>it very</u> easy to be reached in the future.	it <u>is</u> very easy to be reached in the future.
S13, P4, L2	9.	<u>They known</u> as the smart student in their school.	They <u>are</u> known as the smart students in their school.

Many kinds of auxiliary verb, the sentence above are considered to be errors because the auxiliary verb –be, do and modal which should appear in the sentences are omitted. The kinds of auxiliary verb be (is/am/are) in sentences number three, four, six, eight, and nine. For example in data number three, “Study tour generally doing by student of the school from junior school until high school or sometimes university” does not have any verb be. Therefore, the students should put “be” which is “is” after the subject “study tour” to make a good sentence. The correct one is “Study tour is generally done by study of the school from junior school until high school or sometimes university.”

The errors also happen in data number one, two, and seven because there is no auxiliary verb do (do/does). For example in number two, the phrase of the question sentence “Why I say that?” needs ‘do’ to make it “Why do I say that?”.

Next error also happens in data number five because there is no modal. For example in data number five, “Because, with study, our knowledge will high. and

knowing about anything in the world”. The sentence should be “Because, with studying, our knowledge will be high, and we will know about anything in the world”.

b. Omission of Plural Marker (-s/-es)

The writer found five (5) omissions of plural marker. Table 4.3 presents the data as follows.

Table 4.3 Omission of Plural Marker (-s/-es)

Code	No	Erroneous words/phrases/sentences	Correction
S2, P1, L2	1	As we know that there are many good <u>student</u> have a good future.	As we know that there are many good <u>students</u> have a good future.
S5, P1, L1	2.	Every school has many <u>student</u> , ...	Every school has many <u>students</u> , ...
S11, P3, L5	3.	... , we don't care with our <u>kid</u> for 100 years further.	... , we don't care with our <u>kids</u> for 100 years further.
S5, P5, L1	4.	That, we should make ourselves the good <u>student</u> , ...	That, we should make ourselves good <u>students</u> , ...
S13, P4, L2	5.	They known as the smart <u>student</u> in their school.	They are known as the smart <u>students</u> in their school.

The noun preceded by the quantifier such as many, some, must be plural in which the appearance of the plural marker (-s/-es) is used to indicate that those nouns are plural. From the table above, the students sometimes still forget to put the plural marker in their sentences. They sometimes forget to add ‘-s’ or ‘-es’ in the end of the plural countable noun. All the sentences have almost the same errors. In data number one until number five, they had the same pattern. For example in data number one and three, “As we know that there are many good student have a good future”, and “... , we don't care with our kid for 100 years further”. The correct sentences should be, “As we know that there are many good

students have a good future”, and “... , we don’t care with our kids for 100 years further?”.

c. Omission of Third Person Singular Verb Marker (-s/-es)

The writer found three (3) omissions of third person singular verb marker.

Table 4.4 presents the data as follows.

Table 4.4 Omission of Third Person Singular Verb Marker (-s/-es)

Code	No	Erroneous words/phrases/sentences	Correction
S10, L4, L1	1.	And be a good student always <u>study</u> every time.	Being a good student always <u>studies</u> every time.
S13, P3, L3	2.	It <u>increase</u> his spirit to study hard and reach his goal.	It <u>increases</u> his spirit to study hard and reach his goal.
S13, P6, L1	3.	So, <u>lets</u> be a good student to be a <u>successt</u> person in the future!	So, let’s be a good student to be a <u>successful</u> person in the future!

The verb above should be added by -s/-es as the third person singular verb marker since all the subject are in the form of the third person singular, such as it, she and he. For example in data number one, “It increase his spirit to study hard and reach his goal”. The verb “increase” should be “increases” since the subject is third person singular ‘it’.

d. Omission of Article (a/an/the)

The writer found two (2) omissions of article. Table 4.5 presents the data as follows.

Table 4.5 Omission of Article (a/an/the)

Code	No	Erroneous words/phrases/sentences	Correction
S2, P4, L1	1.	<u>Good</u> student never try to cheat.	<u>A</u> good student never tries to cheat.
S3, P2, L2	2.	It can help us to be a smart person <u>and</u> <u>good</u> person.	It can help us to be a smart person <u>and a</u> good person.

Actually, there are three articles in English, a, an, the, which functions like adjective. The article ‘a’ and ‘an’ are called indefinite article because they are used to refer to something in a less specific manner. Omission of the indefinite article is shown in data number one until two. For example in data number two, the phrase “a smart person and good person” should be added article “a” before the word “good person”. Therefore, the correct sentence should be “It can help us to be a smart person and a good person”.

e. Omission of Verb

The writer found two (2) omissions of verb. Table 4.6 presents the data as follows.

Table 4.6 Omission of Verb

Code	No	Erroneous words/phrases/sentences	Correction
S1, P2, L1	1.	... , because with culture, country <u>can famous</u> in the world.	... , because with culture, country can <u>be</u> famous in the world.
S10, L4, L2	2.	Because, with study, our knowledge <u>will high</u> . and knowing about anything in the world.	Because, with studying, our knowledge will <u>be</u> high. and we will know about anything in the world.

From the table above, the students still forgot to put the verb in their sentences. They sometimes forgot to add verb in the end auxiliary verb or the modal auxiliary, such as: can, will, would, etc. The modal auxiliary verbs are always followed by the base form. For example in data number one, the phrase “can famous” needs ‘be’ to make it “can be”. The correct one is “... , because with culture, country can be famous in the world”.

f. Omission of Subject

The writer found one (1) omissions of subject. Table 4.7 presents the data as follows.

Table 4.7 Omission of Subject

Code	No	Erroneous words/phrases/sentences	Correction
S10, L4, L2	1.	Because, with study, our knowledge will high. <u>and knowing</u> about anything in the world.	Because, with studying, our knowledge will be high. and <u>we</u> will know about anything in the world.

This is considered as an error when “subject” should appear in the sentence and it is omitted. The sentence of number one, “Because, with study, our knowledge will high. and knowing about anything in the world”. The sentence is ungrammatical because it is not a sentence. The correct is “Because, with studying, our knowledge will be high. and we will know about anything in the world.

g. Omission of Noun

The writer found one (1) omissions of verb. Table 4.8 presents the data as follows.

Table 4.8 Omission of Noun

Code	No	Erroneous words/phrases/sentences	Correction
S12, P4, L1	1.	...if you wanna a have nice and <u>cheep</u> to spent holiday.	... if you wanna have a nice and cheap <u>place</u> to spend holiday.

The error occurred when student did not put any noun in their sentence.

Based on the sentence above adjective should be followed by noun. It is shown in sentence number one, “...if you wanna a have nice and cheep to spent holiday”.

The sentence should be "... if you wanna have a nice and cheap place to spend holiday.

4.1.2.2 Addition

There are eight (8) kinds of addition found in the writing test by the second year students of MAN 3 Malang: there are addition of auxiliary verb be (is/am/are), addition of third person singular verb marker (-s/-es), addition of article (a/an/the), addition of plural marker (-s/-es), addition of conjunction, addition of preposition, addition of adjective, and addition of verb. Each of them is discussed in the following explanation.

a. Addition of Auxiliary Verb be (is/am/are)

The writer found four (4) additions of auxiliary verb be. Table 4.9 presents the data as follows.

Table 4.9 Addition of Auxiliary Verb be (is/am/are)

Code	No	Erroneous words/phrases/sentences	Correction
S1, P1, L1	1.	Indonesian's cultures <u>is</u> decrease, ...	Indonesian's cultures decrease, ...
S5, P2, L2	2.	...he <u>is</u> not can understand...	...he cannot understand...
S10, P2, L2	3.	Because this <u>is</u> makes us be relax.	Because this makes us relaxed.
S10, P3, L1	4.	That be a good student <u>is</u> also doesn't cheating.	Being a good student also doesn't cheat.

It is necessary to use 'be' to make a correct sentence. The students did not put 'be' appropriately. They assume that 'be' should be followed by verb in fact, like in those sentences above verb cannot combined with 'be'. In data number one, the student combined 'be', there is "is" with 'V1', there is "decrease".

Because the case, the sentence explained to the subject. Moreover, the correct form of those sentences is “Indonesian’s cultures decrease, ...”

Data number two, the student did not put “be” appropriately. They assumed that “be” should be followed by modal. In fact, like in the sentence above, modal cannot be combined with “be”. The student used “be” and “modal” in one sentence, because “be” and modal are auxiliary verb. It had double auxiliary in the sentence. The correct sentence should be “...he cannot understand...”.

Data number three, the phrase “this is makes” was also wrong. In this sentence, the student did not put “be” in the after of the subject “this” and used double verb. Because the subject is third person singular marker, the sentence has an addition (-s) in the word “makes” and did not put “is” in the after of the subject “this”. The correct sentence should be “Because this makes us relaxed”.

Next number four, “That be a good student is also doesn’t cheating” has an addition be “is”. The correct should be “Being a good student also doesn’t cheat”.

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

The writer found one (1) addition of third person singular verb marker.

Table 4.10 presents the data as follows.

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

Code	No	Erroneous words/phrases/sentences	Correction
S3, P3, L1	1.	...study hard from now, can <u>makes</u> us discipline and never despair in our life...	...study hard from now can <u>make</u> us discipline and never despair in our life...

The sentence above is incorrect. In data number one, the sentences “study hard from now can make us discipline and never despair in our life...” was wrong.

Because the subject is third person and the sentence use the modal, it should be

“...study hard from now can make us discipline and never despair in our life...”.

The modal auxiliary verbs are always followed by the base form.

c. Addition of Article (a/an/the)

The writer found two (2) addition of article. Table 4.11 presents the data as follows.

Table 4.11 Addition of Article (a/an/the)

Code	No	Erroneous words/phrases/sentences	Correction
S1, P2, L1	1.	... the culture for <u>the</u> all country is important, the culture for all country is important, ...
S5, P5, L1	2.	That, we should make ourselves <u>the</u> good student, ...	That, we should make ourselves good students, ...

Definite article “the” from sentence number one and two, “... the culture for the all country is important, ...” and “That, we should make ourselves the good student, ...”. The use of definite article “the” in front of a noun when believe the hearer/reader knows exactly what referring to. In the sentences above the noun that is preceded by definite article ‘the’ has not been mentioned. For example number two “That, we should make ourselves the good student, ...”, it can be seen from that sentence article “the” is used for the explain “good student”. Thus article “the” should be omitted since “the” is not used in the sentence.

d. Addition of Plural Marker (-s/-es)

The writer found two (2) addition of plural marker. Table 4.12 presents the data as follows.

Table 4.12 Addition of Plural Marker (-s/-es)

Code	No	Erroneous words/phrases/sentences	Correction
S7, P5, L1	1.	Thirdly, just go to <u>knowledges</u> center, are like museum, ...	Thirdly, just go to <u>knowledge</u> center, like museum, ...
S7, P6, L1	2.	... and you reach some <u>knowledges</u> just do your own study tour or ...	<u>knowledge</u> just do your own study tour or ...

The plural marker form is important to explain that the words that mentioned are plural or singular. Some students make some errors by put some plural maker form, which are incorrect. From the data above are considered errors since the plural marker (-s/-es) is added to the singular nouns in which “-s/-es” should not appear. In data number one and two had the same pattern. For example in data number two, the phrase “knowledges” was added plural marker. The student put a plural marker in the end of noun “knowledges”. The word “knowledges” is a uncountable noun. The sentence should be “you reach some knowledge just do your own study tour or ...”.

e. Addition of Conjunction

The writer found three (3) addition of conjunction. Table 4.13 presents the data as follows.

Table 4.13 Addition of Conjunction

Code	No	Erroneous words/phrases/sentences	Correction
S9, P3, L3	1.	Besides <u>that</u> , study tour...	Besides, study tour...
S10, P2, L1	2.	<u>That</u> be a good student is always respect with teacher.	Being a good student is always respect with teacher.
S10, P3, L1	3.	<u>That</u> be a good student is also doesn't cheating.	Being a good student also doesn't cheat.

From the table above, data number one until three have the same error.

The sentences have errors of simple addition. Errors of simple addition refer to the

addition of element to the correct utterance. In the sentences, “Besides that, study tour...”, “That be a good student is always respect with teacher”, and “That be a good student is also doesn’t cheating” there is nothing wrong only the placement of a word that is incorrect. All of those sentences have added word “that”, the correct from all of the sentences are ”Besides, study tour...”, “Being a good student is always respect with teacher”, and “Being a good student is always respect with teacher”.

f. Addition of Preposition

The writer found one (1) addition of preposition. Table 4.14 presents the data as follows.

Table 4.14 Addition of Preposition

Code	No	Erroneous words/phrases/sentences	Correction
S9, P5, L2	1.	So, government must <u>to</u> held study tour in every school.	So, government must hold study tour in every school.

A preposition links nouns pronouns, phrases to other words in a sentence. In English there are some prepositions. Those prepositions usually refer to verbs, nouns, positions and movements, place, time and exceptions. The data above are considered as errors in additions of prepositions because the prepositions should be omitted since it makes the sentence understandable. In the sentence ”So, government must to held study tour in every school”, the preposition “to” should be omitted because before the preposition “to”, there is a modal auxiliary which should be followed by the base form of verb.

g. Addition of Adjective

The writer found one (1) addition of adjective. Table 4.15 presents the data as follows.

Table 4.15 Addition of Adjective

Code	No	Erroneous words/phrases/sentences	Correction
S1, P3, L2	1.	There are many- <u>many</u> culture in Indonesia.	There are many cultures in Indonesia.

From the table above, data number one has the error. The sentence has error of simple addition. Errors of simple addition refer to the addition of element to the correct utterance. For example in number one, the sentence has extravagance of word “many”. Therefore, the correct sentence is “There are many cultures in Indonesia”

h. Addition of Verb

The writer found one (1) addition of verb. Table 4.16 presents the data as follows.

Table 4.16 Addition of Verb

Code	No	Erroneous words/phrases/sentences	Correction
S10, P2, L2	1.	Because this is makes us <u>be</u> relax.	Because this makes us relaxed.

The sentence above is incorrect. For example in data number one, the sentence “Because this is makes us be relax” was wrong. It should be “Because this makes us relaxed”

4.1.2.3 Misformation

There are six (6) kinds of misformation found in the writing test by the second year students of MAN 3 Malang: misformation of auxiliary verb be (is/am/are), misformation of verb, misformation of preposition, misformation of noun, misformation of reflexive pronoun, and misformation of adjective. Each of them is discussed in the following explanation.

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

The writer found one (1) misformation of auxiliary verb be. Table 4.17 presents the data below.

Table 4.17 Misformation of Auxiliary Verb be (is/am/are)

Code	No	Erroneous words/phrases/sentences	Correction
S1, P1, L1	1.	..., because the people <u>nothing</u> responsible about our culture.	..., because the people <u>are not</u> responsible about our culture.

The sentence above is incorrect. In data number one, the words “nothing” is adverb. So, the correct form of adverb should be the form ‘be’. For example in data number one “..., because the people nothing responsible about our culture” was wrong. Because the sentence did not have verb and the word “nothing” had ambiguous meaning. The correct sentence should be “..., because the people are not responsible about our culture”.

b. Misformation of Verb

The writer found twenty six (26) misformation of verb. Table 4.18 presents the data below.

Table 4.18 Misformation of Verb

Code	No	Erroneous words/phrases/sentences	Correction
S1, P2, L1	1.	Firstly, I <u>thing</u> , ...	Firstly, I <u>think</u> , ...
S1, P3, L4	2.	I <u>thing</u> , this culture is decrease, ...	I <u>think</u> , this culture decreases, ...
S1, P5, L3	3.	..., culture in Indonesia can <u>lost</u>, culture in Indonesia can <u>lose</u> .
S2, P4, L1	4.	... but if we want to be a good student, we must not <u>cheating</u> but if we want to be a good student, we must not <u>cheat</u> .
S3, P3, L1	5.	...study hard from now, can <u>makes</u> us discipline and never despair in our life...	...study hard from now can <u>make</u> us discipline and never despair in our life...
S4, P2, L1	6.	...without <u>study</u> you won't know everything and you will be stupid.	...without <u>studying</u> you won't know everything and you will be stupid.
S4, P7, L1	7.	I have to warn you that <u>be</u> a good student is <u>need</u> for you and for your future.	I have to warn you that <u>being</u> a good student is <u>needed</u> for you and for your future.
S5, P1, L1	8.	..., but every student <u>have</u> a different character.	..., but every student <u>has</u> a different character.
S7, P1, L1	9.	What do you think when you <u>heard</u> study tour?	What do you think when you <u>hear</u> study tour?
S7, P2, L1	10.	Study tour generally <u>doing</u> by student of the school from junior school until high school or sometimes university.	Study tour is generally <u>done</u> by student of the school from junior school until high school or sometimes university.
S7, P6, L1	11.	So, just, <u>spent</u> cheap trip and ...	So, just, <u>spend</u> cheap trip and ...
S9, P5, L2	12.	So, government must to <u>held</u> study tour in every school.	So, government must <u>hold</u> study tour in every school.
S10, P1, L1	13.	I think that <u>be</u> a good student, ...	I think that <u>being</u> a good student, ...
S10, P2, L1	14.	That <u>be</u> a good student is always respect with teacher.	<u>Being</u> a good student is always respect with teacher.
S10, P2, L2	15.	Because this is makes us be <u>relax</u> .	Because this makes us <u>relaxed</u> .
S10, P3, L1	16.	That <u>be</u> a good student is also doesn't cheating.	<u>Being</u> a good student also doesn't cheat.
S10, P3, L1	17.	That <u>be</u> a good student is also doesn't cheating.	<u>Being</u> a good student also doesn't <u>cheat</u> .
S10, P4, L1	18.	And <u>be</u> a good student always study every time.	<u>Being</u> a good student always studies every time.
S10, P4, L1	19.	And <u>be</u> a good student always <u>study</u> every time.	<u>Being</u> a good student always <u>studies</u> every time.
S10, L4, L2	20.	Because, with <u>study</u> , our knowledge will high. and knowing about anything in the world.	Because, with <u>studying</u> , our knowledge will be high. and we will know about anything in the world.
S10, P4, L2	21.	Because, with study, our knowledge will high. and <u>knowing</u> about anything in the world.	Because, with studying, our knowledge will be high. and we will <u>know</u> about anything in the world.
S12, P4, L1	22.	..., I <u>recommantate</u> you, I <u>recommend</u> you ...

Table Continued...

Code	No	Erroneous words/phrases/sentences	Correction
S12, P4, L1	23.	... if you wanna a have nice and cheap to <u>spent</u> holiday.	... if you wanna a have nice and cheap to <u>spend</u> holiday.
S13, P2, L1	24.	The good student can manage his time to <u>studying, eating, sleeping, playing,</u> and can manage his activities perfectly.	The good student can manage his time to <u>study, eat, sleep, play,</u> and can manage his activities perfectly.
S13, P3, L2	25.	He <u>have</u> a big motivated in his life.	He <u>has</u> a big motivation in his life.
S13, P3, L3	26.	It <u>increase</u> his spirit to study hard and reach his goal.	It <u>increases</u> his spirit to study hard and reach his goal.

Those sentences are incorrect. In English, when we arrange a sentence, we must know the correct form of verb based on the tense. The students made errors in using verbs. In data number six, seven, thirteen, fourteen, sixteen, eighteen, twenty had the same pattern. The sentences have the same error in the form of verb that they used. Those sentences are still in progress at the present time, and probably will continue, the correct form must use present simple 'verb + -ing'.

For example in number fourteen, "That be a good student is always respect with teacher". The correct sentence from one of the sentences above should be "Being a good student is always respect with teacher".

The errors also happen in data number one, two, and twenty two. Those sentences have wrong of the word. For example in number twenty two, "... I recommandate you ...". The correct sentence in number twenty two, "... I recommend you ...".

Next errors also happen in data number seven, teen, and fifteen. Those sentences happened at one particular activity in passive voice of simple present, the correct form must use 'be + V3. For example in number teen, "Study four generally doing by student of the school from junior school until high school or

sometimes university". The correct sentence from one of those sentences above should be data number ten "Study tour is generally done by student of the school from junior school until high school or sometimes university".

Other misformations of verb are data number eight and twenty five. The sentences have singular noun. But in this case, the student use "have" as a verb in the sentences above instead of "has". For example in number twenty five, "He have a big motivated in his life". It should be "He has a big motivation in his life".

Next misformations of verb can be found in data number three, four, five, nine, eleven, twelve, seventeen, twenty one, twenty three, and twenty four. The sentences had the same pattern, because the sentences should use one particular time in the present. The sentence should use 'V1'. For example data number three and number four, the sentence "... , culture in Indonesia can lost" and "... but if we want to be a good student, we must not cheating". The correct sentence from those two sentences above in number three and four should be "They know as the smart student in their school" and "... but if we want to be a good student, we must not cheat". Those sentences should use a form of present simple verb, because they use modal, such as: must, can, and will. The other example, in data number twenty four. The sentence, "The good student can manage his time to studying, eating, sleeping, playing, and can manage his activities perfectly". The sentence should use the form to + present simple verb. The correct sentence should be "The good student can manage his time to study, eat, sleep, play, and can manage his activities perfectly".

Other misformations of verb are data number nineteen and twenty six. The verb above should be added by -s/-es as the third person singular verb marker since all the subject are in the form of the third person singular, such as it, she and he. For example in data number nineteen, “And be a good student always study every time”. The sentence should be “Being a good student always studies every time.”.

c. Misformation of Preposition

The writer found one (1) misformation of preposition. Table 4.19 presents the data below.

Table 4.19 Misformation of Preposition

Code	No	Erroneous words/phrases/sentences	Correction
S12, P2, L2	1.	<u>If</u> holiday, many people...	<u>In</u> holiday, many people...

The sentence above is incorrect. The sentence “If holiday, many people...”. The sentence should be “In holiday, many people...”. The preposition “if” should be “in”.

d. Misformation of Noun

The writer found nine (9) misformation of noun. Table 4.20 presents the data below.

Table 4.20 Misformation of Noun

Code	No	Erroneous words/phrases/sentences	Correction
S5, P5, L1	1.	That, we should make ourselves the good <u>student</u> , ...	That, we should make ourselves good <u>students</u> , ...
S5, P5, L2	2.	Because now the <u>word</u> need the teenager is good character and brain.	Because now the <u>world</u> needs the teenager with good character and brain.
S7, P5, L1	3.	Thirdly, just go to <u>knowledges</u> center, are like museum, ...	Thirdly, just go to <u>knowledge</u> center, like museum, ...

Table Continued...

Code	No	Erroneous words/phrases/sentences	Correction
S7, P6, L1	4.	... and you reach some <u>knowledges</u> just do your own study tour or and you reach some <u>knowledge</u> just do your own study tour or ...
S12, P2, L3	5.	In the morning, you can see the sun <u>rices</u> .	In the morning, you can see the sun <u>rises</u> .
S12, P3, L2	6.	You can buy food or the <u>other</u> with cheep cost.	You can buy food or the <u>others</u> with cheap cost.
S13, P3, L2	7.	He have a big <u>motivated</u> in his live.	He has a big <u>motivation</u> in his life.
S13, P3, L2	8.	He have a big motivated in his <u>live</u> .	He has a big motivation in his <u>life</u> .
S13, P4, L2	9.	They known as the smart <u>student</u> in their school.	They are known as the smart <u>students</u> in their school.

Those sentences above are incorrect, because the sentences have wrong of the word. For example in data number two, the word “word” is differences meaning in the sentence. The correct sentences in data number two and five, “Because now the world need the teenager is good character and brain”, and “In the morning, you can see the sun rises”. The next example in data number nine, if noun/ or subject of a sentence is only one, the noun does not need suffix ‘s/es’.

But if noun/ or subject of a sentence is more than one, the noun must be added with ‘s/es’. The correct sentence in data number nine, “They are known as the smart students in their school. The other example in data number eight, “He have a big motivated in his live. The word “live” is verb, it should be noun “life”, the correct sentence in number eight, “He has a big motivation in his life”.

e. Misformation of Reflexive Pronoun

The writer found one (1) misformation of reflexive pronoun. Table 4.21 presents the data below

Table 4.21 Misformation of Reflexive Pronoun

Code	No	Erroneous words/phrases/sentences	Correction
S3, P3, L1	1.	... by <u>ourself</u> by <u>ourselves</u> .

From the table above, the sentence has misformation error of reflexive pronoun. The data number one, "... by ourself" has wrong of the word. Because writing of word "ourself" should be "ourselves". The correct sentences in data number one should be "... by ourselves".

f. Misformation of Adjective

The writer found five (5) misformation of Adjective. Table 4.22 presents the data below.

Table 4.22 Misformation of Adjective

Code	No	Erroneous words/phrases/sentences	Correction
S12, P3, L1	1.	The price <u>cheeper</u> than others.	The price is <u>cheaper</u> than others.
S12, P3, L2	2.	You can buy food or the other with <u>cheep</u> cost.	You can buy food or the others with <u>cheap</u> cost.
S12, P4, L1	3.	... if you wanna a have nice and <u>cheep</u> to spent holiday.	... if you wanna have a nice and <u>cheap</u> place to spend holiday.
S13, P1, L1	4.	Be a good student is the way to be a <u>successt</u> person in the future.	Be a good student is the way to be a <u>successful</u> person in the future.
S13, P6, L1	5.	So, lets be a good student to be a <u>successt</u> person in the future!	So, let's be a good student to be a <u>successful</u> person in the future!

The sentences in a table above are considered as errors of misformation of adjective. Sentences number one until five have the same error. For example in number four, "Be a good student is the way to be a successt person in the future".

The student used incorrect adjective 'successt'. It should be changed into 'successful' to make the sentence correct. The correct sentence from one of the

sentences above should be “Be a good student is the way to be a successful person in the future”.

4.1.2.4 Misordering

Like in omission, addition, and misformation, the write also found errors in misordering. The data as presented in table 4.23 below:

Table 4.23 Table Misordering

Code	No	Erroneous words/phrases/sentences	Correction
S5, P2, L2	1.	...he is <u>not can</u> understand...	...he <u>cannot</u> understand...
S10, P1, L2	2.	Why <u>I do</u> say that?	Why <u>do I</u> say that?
S12, P4, L1	3.	... if you wanna <u>a have</u> nice and cheap to spend holiday.	... if you wanna have <u>a nice</u> and cheap place to spend holiday.

Those sentences have errors because the student put the morpheme or group of morpheme or group of morpheme in the incorrect place in an utterance.

Students put incorrect placement of morpheme based on their language then transform into second language form, which is incorrect. For example in number two “Why I do say that?”, it should be “Why do I say that?”.

4.1.3 Tabulation of Error

After presenting the data then identifying the errors in the writing test produced by the second year students of MAN 3 Malang, the writer would present the result of the percentage of the error.

There are four (4) type of error that can be found at this study, the errors of misformation are the big part (53%). Followed by the error omission (21%), the addition (20%), and the smallest is the error of misordering (6%).

Table 4.24 Table Percentage of Occurrence of Each Type of Error

Type of Errors	F	%
Misformation	43	51%
Omission	23	27%
Addition	15	18%
Misordering	3	4%
Total	84	100%

4.2 Discussion

There are 84 errors occurred in types of error found in writing test made by second year students of MAN 3 Malang. Four types of errors based on surface strategy taxonomy by Dulay et al. (1982) appear in this writing test. There are omissions, additions, misformations, and misorderings. Those errors occurred in some kinds of cases, such as omission of auxiliary verb, omission of plural marker (-s/-es), omission of third person singular verb marker (-s/-es), omission of article (a/an/the), omission of verb, omission of subject and omission of noun. Then addition was divided into eight, they are addition of auxiliary verb be (is/am/are), addition of third person singular verb marker (-s/-es), addition of article (a/an/the), addition of plural marker (-s/-es), addition of conjunction, addition of preposition, addition of adjective, and addition of verb. Misformation consists six types, they are misformation of auxiliary verb be (is/am/are), misformation of verb, misformation of preposition, misformation of noun, misformation of reflexive pronoun, and misformation of adjective. The last is misordering. All of them are found in writing test. It can be seen in their writing. They still did error especially in using simple present tense.

In term of percentage, errors in misformation take the most part which is 51% (table 4.24). The errors that occurred in students writing are mostly on the

use of verb. In this case, the writer divided misformation into six types, misformation of auxiliary verb be (is/am/are), misformation of verb, misformation of preposition, misformation of noun, misformation of reflexive pronoun, and misformation of adjective.

Misformation of verb became the most common error that the student made.

Based on Dulay et al. (1982) misformation is an error in using morpheme or structure in sentence. The writer found forty three (43) errors misformation. In the case, the students omit the present 'infinitive'. For example in sentence, "What do you think when you heard study tour?". The verb "heard" did not regular verb should be irregular verb. The correct verb should be "hear" because this action was held in the present. In this part of error, the writer concluded that the students' L1 (Bahasa Indonesia) does not have any specific rule to show an action in the present, so the students still are confused in using present time especially V1.

Furthermore, still on the misformation of verb, on average, most of the students still use 'V2/V3' in their writing whereas the context of their writing was in the present. For example in sentence "... , culture in Indonesia can lost". In this sentence, we can guess that it happened in the present because there was the word "can" also from the context. However, he did error in using regular and irregular verb or using infinitive verb. We know that the rule of present tense followed by auxiliary verb "modal + V1". Therefore, this sentence should be "... , culture in Indonesia can lose". The writer concluded that this kind of error happened because Bahasa Indonesia (the students' L1) does not have irregular verb so it makes the student are still confused in using irregular verb in their writing.

Then, still on the misformation, the second position is misformation of noun. The writer found nine (9) misformation of noun (table 4.20). The writing of noun in the sentences was wrong. For example, the sentences, "In the morning, you can see the sun rices". The word "rices" is differences meaning in the sentences. The word should be "rises". The correct sentences should be, "In the morning, you can see the sun rises". The other example, if noun/ or subject of a sentence is only one, the noun does not need suffix 's/es'. But if noun/ or subject of a sentence is more than one, the noun must be added with 's/es'. The correct sentence, "They are known as the smart students in their school. That this writings are still influenced by their L1 (Bahasa Indonesia)

Then, the third position of misformation is misformation of adjective. The write found five (5) errors in this type (table 4.22). The writing of adjective word in the sentence is wrong. For example, the words "cheeper" and "cheep" should be "cheaper" and "cheap". The correct sentence from one of the sentences above should be "You can buy food or the others with cheap cost". The writer concluded students' writing is still influenced by their mother tongue.

Then, the fourth position of misformation is misformation of auxiliary verb be (is/am/are). In the students' writing, they still forgot to make a sentence in the present time. The students did put adverb in their sentences and still use 'nothing' or 'most' in their sentences. The sentences should have a verb or an auxiliary verb. We can see for example in the sentences "... because the people nothing responsible about our culture" and "..., I think study tour most_important in our school, ...". In the first sentence, we can see from the context that the writer

did it in the present. In addition, in the second sentence, we can see the phrase “I think” is the keyword that the action was held in the present. We know that the rule of simple present is ‘Subject + be (is/am/are) + Complement’. Therefore both of the sentences are wrong. The correct sentence of one of the sentences is “... because the people are not responsible about our culture”. The writer concludes that this error happens because the students are still confused in using present tense especially on the auxiliary. The writer thought that they felt confused because there are no rules in using auxiliary in their L1 (Bahasa Indonesia).

Then, the fifth position of misformation is misformation of preposition. The writer found one (1) misformation of preposition (table 4.19). The prepositions in the sentences were wrong. For example, the sentence “If holiday, many people...”. The sentences should be “In holiday, many people...”. The prepositions “if” should be “in”. The writer concluded that the students are still confused in using preposition.

The last type of misformation is misformation of reflexive pronoun. The writer found one (1) misformation of reflexive pronoun (table 4.21). The writing of noun in the sentence is wrong. For example, the phrase, “... by ourself”, has wrong of the word of noun. Because writing of word “ourself” should be “ourselves”. The writer concluded Bahasa Indonesia (students’ L1) still written too use mother tongue.

The second position is omission. The writer found 23 errors in this type (table 4.24). Based on Dulay, Burt and Krashen (1982), omission is the absence of an item in a sentence. The writer found in the students’ writing, in the form of

omission of auxiliary verb, omission of plural marker (-s/-es), omission of third person singular verb marker (-s/-es), omission of article (a/an/the), omission of verb, omission of subject, and omission of noun. The biggest part of this type of errors is omission of auxiliary verb (table 4.2). Many kinds of auxiliary verb, the sentence above are considered to be errors because the auxiliary verb –be, do and modal which should appear in the sentences are omitted. The functions of ‘be’, ‘do’ and ‘modal’ are as a complement if that sentence does not have any verb. Meanwhile, the students omitted it so their sentence became error. There are simplest rules of using simple present of ‘be’; if the subject is ‘I’ we should use ‘am’, if the subject are ‘he, she, it’ we should use ‘is’ and if the subject are ‘you, they, we’ we should use ‘are’. For example, “The price cheaper than others”. This sentence is wrong since that it does not have any verb. Therefore, the student should add ‘be’ in this case ‘is’ because the subject was “the price” it happened in the present. The correct sentence is “The price is cheaper than others”. In this type of error, the writer concludes that the student still affect with their L1 when they write a sentence in English. They still use the form of the sentence based on their L1 (Bahasa Indonesia) so they omit ‘be’ in their sentences.

Then, still on the omission, the second position is omission of plural marker (-s/-es). The writer found five (5) errors in this type (table 4.3). The noun preceded by a quantifier such as many, some, must be plural in which the appearance of the plural marker (-s/-es) is used to indicate that those nouns are plural. The countable nouns can add ‘-s’ or ‘-es’ to refer that nouns is plural. However, the students sometimes still forgot to add the plural marker behind the

countable noun. For example, "As we know that there are many good student have a good future". From the sentence, we can see that the student did not add plural marker in the end of the word "student" whereas he wrote "many" before "good student". The correct sentence is "As we know that there are many good students have a good future". In this type of error, the writer concluded that the students forgot to put plural marker because they thought that the countable nouns did not need any plural marker like their L1. In their L1, the countable noun that was plural was showed by the word 'many' or 'banyak' but in English it is very different. Therefore, they are still affected by their L1 when they write a sentence in English.

Then, still on the omission, the third position is omission of third person singular verb marker (-s/-es). The writer found three (3) omission of third person singular verb marker (table 4.4). The verb in the table should be added by -s/-es as the third person singular verb marker since all the subject are in the form of the third person singular, such as it, she and he. For example, "It increase his spirit to study hard and reach his goal". The verb "increase" should be "increases" since the subject is third person singular 'it'. In this type of error, the writer concludes that the students are still confused in using third person singular verb marker because in their L1 there is not specific rule to use a singular marker so they do not use a singular marker in their sentences.

Then, still on the omission, the fourth position is omission of article (a/an/the). The writer found two (2) errors in this type (table 4.5). There are two kinds of article, definite article and indefinite article. The article 'the' is

categorized as definite article because it refers to something that the reader knows.

Whereas, the articles 'a' and 'an' are categorized as indefinite article because they refer to something not specifically known to the reader. They are used before nouns that introduce something or someone not mentioned before. For example, the phrase "a smart person and good person" should be added article "a" before the word "good person". Therefore, the correct sentence should be "It can help us to be a smart person and a good person". In this type of error, the writer concludes that the students are still confused in using it because in their L1 there is not a specific rule to use an article so they do not use any article in their sentences.

Then, still on the omission, the fifth position is omission of verb. The writer found two (2) errors in this type (table 4.6). We know that the most important part of the sentence is verb. The student cannot a sentence or even a clause without a verb, because it is the building of a sentence. Moreover, if the student makes a statement without using a verb and we will see that the statement is meaningless. For example, the phrase "can famous" needs 'be' to make it "can be". The correct one is "... , because with culture, country can be famous in the world". In this type of error, the writer concludes that the students are still confused in using verb because they sometimes forget to add verb in the end auxiliary verb or the modal auxiliary, such as: can, will, would, etc. The modal auxiliary verbs are always followed by the base form.

Then, still on the omission, the sixth position is omission of subject. This is considered as an error when "subject" should appear in the sentence and it is omitted. For example sentence, "Because, with study, our knowledge will high.

and knowing about anything in the world”. The sentence is ungrammatical because it does not have a sentence. The correct one is “Because, with studying, our knowledge will be high, and we will know about anything in the world. In this type of error, the writer concludes that the students are still confused in using subject because in their L1 there is not specific rule to use a subject so they do not use a subject in their sentences.

The last type of omission is omission of noun. For example a sentence containing omission of noun “...if you wanna have nice and cheap to spend holiday” is not complete yet since in word “cheap” in this sentence, as an adjective needs a noun that is omitted here. The sentence should be “... if you wanna have a nice and cheap place to spend holiday”. In this type of error, the writer concludes that the students are still confused in using noun because in their L1 there is not specific rule to use a noun so they do not use a subject in their sentences

Furthermore, the third position is addition (table 4.24). The writer found 15 errors of addition in the students’ writing. The errors are divided into eight (8) types, addition of auxiliary verb be (is/am/are), addition of third person singular verb marker (-s/-es), addition of article (a/an/the), addition of plural marker (-s/-es), addition of conjunction, addition of preposition, addition of adjective, and addition of verb. Addition of auxiliary verb be (is/am/are) became the biggest part in this type of error (table 4.9). This type of error happened because the students did not put ‘be’ appropriately. It made the sentence ambiguous. For example sentence from the data “...he is not can understand...” is considered as error

because 'be' (is) should be omitted. They assumed that 'be' should be followed by modal. In fact, like in the sentence above, modal cannot be combined with 'be'.

The student used 'be' and 'modal' in one sentence, because 'be' and modal are auxiliary verb. It had double auxiliary verb in the sentence. The correct sentence should be "...he cannot understand...". In this type of error, the writer concludes that the students are still confused in using auxiliary verb be (is/am/are).

Then, still on the addition, the second position is omission of conjunction.

The writer found three (3) errors in this type (table 4.13). The sentences of the data have errors of simple addition. Errors of simple addition refer to the addition of element to the correct utterance. For example, "Besides that, study tour..." there is nothing wrong only the placement of a word that is incorrect. All of those sentences have added word "that", the correct of the sentence is "Besides, study tour...". In this type of error, the writer concludes that the students are still confused in using conjunction.

Then, the third position is addition of article (a/an/the). The writer found two (2) errors in this type (table 4.11). There are two kinds of article, definite article and indefinite article. Definite article "the" from the sentences, "... the culture for the all country is important, ..." and "That, we should make ourselves the good student, ...". The use of definite article "the" in front of a noun when it is believed that the hearer/reader knows exactly what referring to. In the sentences above the noun that is preceded by definite article 'the' has not been mentioned.

For example "That, we should make ourselves the good student, ...", it can be seen from that sentence article "the" is used for the explain "good student". Thus

article “the” should be omitted since “the” is not used in the sentence. In this type of error, the writer concludes that the students are still confused in using article.

Then, the fourth position is addition of plural marker (-s/-es). The writer found two (2) errors in this type (table 4.12). The plural marker form is important to explain that the words that mentioned are plural or singular. Some students make some errors by put some plural maker form, which are incorrect. From the table, the data are considered errors since the plural marker (-s/-es) is added to the singular nouns in which “-s/-es” should not appear. For example, the phrase “knowledges” was added by plural marker. The student put a plural marker in the end of noun “knowledges”. The word “knowledges” is a uncountable noun. The sentence should be “you reach some knowledge just do your own study tour or ...”. In this type of error, the writer concludes that the students are still confused in using plural marker and they are still confused in identifying countable or uncountable noun.

Then, the fifth position is addition of third person singular verb marker (-s/-es). The writer found one (1) error in this type (table 4.10). The sentence above is incorrect. For example sentence “...study hard from now can make us discipline and never despair in our life...” was wrong. Because the subject is third person and the sentence use the modal, it should be “...study hard from now can make us discipline and never despair in our life...”. The modal auxiliary verbs are always followed by the base form. In this type of error, the writer concludes that the students are still confused in using third person singular verb marker when they use modal in the sentence too.

Then, the sixth position is addition of preposition. The writer found one (1) error in this type (table 4.14). A preposition links nouns, pronouns, phrases to other words in a sentence. In English there are some prepositions. Those prepositions usually refer to verbs, nouns, positions and movements, place, time and exceptions. The data above is considered as errors in additions of prepositions because the prepositions should be omitted since it makes the sentence understandable. For example, "So, government must to held study tour in every school", the preposition "to" should be omitted because before the preposition "to", there is a modal auxiliary which should be followed by the base form of verb. In this type of error, the writer concludes that the students are still confused in using preposition.

Then, the seventh position is addition of adjective. The writer found one (1) error in this type (4.15). The sentence has error of simple addition. Errors of simple addition refer to the addition of element to the correct utterance. For example, the sentence has extravagance of word "many". Therefore, the correct sentence is "There are many culture in Indonesia".

The last type of addition is addition of verb. The writer found one (1) error in this type (4.16). For example sentence in addition of verb, "Because this is makes us be relax". It should be "Because this makes us relaxed". The writer concludes that the student felt confused and the student has a lack of knowledge about the rule of the English grammar.

Furthermore, the last position is misordering (table 4.24). The writer found three (3) errors of misordering in students' writing. This type of error happens

because the L2 learners use their L1 to write a sentence whereas their L1 has different rules with English. For example, the phrase “I do” was also wrong in question sentence. The sentence, “Why I do say that?” is error in term in grammar, it is better to write “do I” because when write question sentence, the student must put “do” before “I”. The sentence should be “Why do I say that?”.

The sentence has error because the student put the morpheme or group of morpheme or group of morpheme in the incorrect place in an utterance. The student was still accustomed to us his L1 when he wrote a sentence in English.

Finally, the total number of the erroneous word, phrases, or sentences found is 84 errors. The writer found in the writing paragraph are omission (Om) with 23 errors (27%), addition (Ad) with 15 errors (18%), misformation (Mf) with 43 errors (51%), and misordering (Md) with 3 errors (4%).

The result of this study was different from the previous study conducted by Herdiyanty (2011) term the highest number of errors. In term of type of errors, omission was the biggest part in this study. She conducted the grammatical error analysis study on the English Supplementary Textbook Prestasi Pustaka for second grade of junior high school by using Dulay’s theory (1982). She found that omission is the biggest part of errors that the students made with 84 errors (62%), then, followed by misformation with 34 errors (25%). The last was addition with 18 errors (13%). In this case, she found three types of based on the surface strategy taxonomy proposed by Dulay et al. (1982) appear in the language use of the textbook. Nevertheless, she cannot be found misordering in the textbook. Specifically, the most dominant error in her study was omission.

The result of this study was also different from the previous study conducted by Suryadi (2012) in terms of the highest number of error. In terms of types of errors, addition was the biggest part in his study. He conducted the error analysis study in the writing test by fourth semester students of STAIN Mahad Aly Al Hikam Malang. He found that addition was the biggest part of error that the students made with 44 errors (34,3%). Next was followed by omission with 29 errors (35,9%). Then it is followed by misformation with 6 errors (7,4%). The last was misordering with 2 errors (2,4%). Specifically, the most dominant error in this study was addition.

The result of this study also has similarity with previous studies. The similarity is in the theory used that is both use surface strategy taxonomy proposed by Dulay et al. (1982) to analyze the errors. In addition, the difference between this study and the previous study was in terms of the object of the study.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research which is discussed in the previous chapter and the suggestion for the readers.

5.1 Conclusion

Based on the analysis, the writer used final writing test that contain error as the object of the study that were produced by the second year students of MAN 3 Malang. The writer used surface strategy taxonomy proposed by Dulay, Burt, and Krashen (1982) to categorize and analyze the errors.

The writer found 84 errors (100%) in the writing paragraph. In this study, the grammatical errors were categorized into four types based Dulay et al. theory, there are omission, addition, misformation and misordering. The biggest part of error that the students made is misformation with 51%. Then it is followed by error of omission with 27%, addition with 18%, and the last smallest part is misordering with 4%.

Those errors were divided into some parts, like omission of auxiliary verb be (is/am/are), omission of auxiliary verb do (do/does), omission of plural marker (-s/-es), omission of third person singular verb marker (-s/-es), omission of article (a/an/the), omission of verb, auxiliary verb be (is/am/are), addition of third person singular verb marker (-s/-es), addition of article (a/an/the), addition of plural marker (-s/-es), addition of conjunction, addition of preposition, addition of adjective, addition of adverb, misformation of auxiliary verb be (is/am/are),

misformation of verb, misformation of preposition, misformation of noun, misformation of reflexive pronoun, and misformation of adjective. The last is misordering.

5.2 Suggestion

Based on the study, the suggestion concerning of this study can be given to other writers who want to conduct further in the same field, the students, and the teachers. This study is expected can give more knowledge, useful information for both teachers and students. Students will know the existing errors of their work and teachers will recognize their student errors. Thereafter, it would help the teachers as a reference to evaluate and improve the students' English. It is also expected that the next researcher finds important information in conducting another study on the analysis of grammatical errors.

The writer also suggests the next writers who want to conduct a similar study use the same theory with another object or use the same object with other theories or make their study more complete. In this study, the writer uses Dulay et al.'s theory and the second year students in high school. The next writer can use another object, for example novels, short stories, articles or journals as the data.

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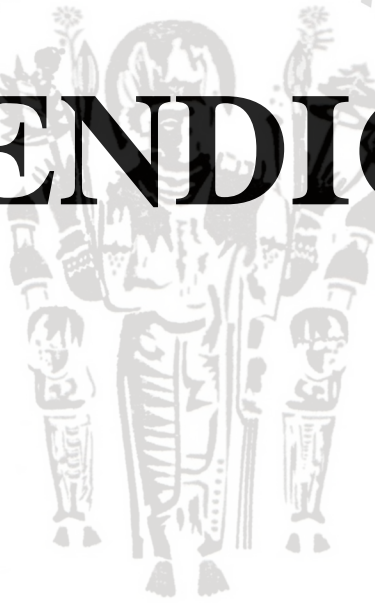
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APPENDICES



Appendix 1 : Permohonan Ijin Penelitian

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS BRAWIJAYA
FAKULTAS ILMU BUDAYA

Jalan Veteran, Malang 65145 Indonesia

Telp. (0341) 575875 (direct), Fax. (0341) 575822 (direct)

E-mail: fib_ub@ub.ac.id http://www.fib.ub.ac.id

Nomor : 1316 /UN10.12/AK/2013

Lampiran :

Perihal : Permohonan Ijin Penelitian

Kepada : Yth. Kepala MAN 3 Malang
 Jl. Bandung No.7
 Malang

Dalam rangka penyelesaian tugas akhir S1 yang diwajibkan bagi mahasiswa:

Nama : Tiara Herman Rahmawati
 NIM : 0911113121
 Semester : VIII
 Program Studi : S1 Sastra Inggris

diperlukan data dukung untuk penelitian

Judul : Error Analysis on the Article Use of the Second Year Students of MAN 3
 Malang
 Macam Data : data pembelajaran

Untuk keperluan tersebut sangat diharapkan bantuan instansi saudara dalam mengijinkan yang bersangkutan untuk mendapatkan data dukung dari instansi saudara.

Perlu ditambahkan bahwa mahasiswa yang bersangkutan telah menyatakan bersedia menjaga kerahasiaan data yang telah diperoleh dan hanya digunakan untuk penelitiannya tersebut.

Demikian atas bantuan dan kerjasama yang diberikan, diucapkan terimakasih.



Malang, 16 MAY 2013

Dekan

Prof. Francien Herlen Tomasowa, Ph.D.

NIP. 19480804 197903 2 001

Surat Pernyataan

Saya, yang bertandatangan di bawah ini,

nama : Tiara Herman Rahmawati

NIM : 0911113121

semester : VIII

jurusan : S1 Sastra Inggris

dengan ini menyatakan bahwa berkaitan dengan penyusunan skripsi Program S1 saya yang berjudul:

“Error Analysis on the Article Use of the Second Year Students of MAN 3 Malang”

akan menjaga kerahasiaan data yang saya peroleh dan jika terjadi penyalahgunaan terhadap data tersebut, saya bersedia untuk ditindak sesuai dengan hukum yang berlaku di Indonesia.

Pernyataan ini saya buat atas kesadaran saya akan etika penelitian yang berlaku.

Tanggal pernyataan: 15 Mei 2013

Yang membuat pernyataan;



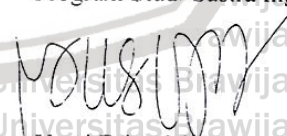
Tiara Herman Rahmawati
0911113121

Mengetahui:

Pembantu Dekan I,

Ketua
Program Studi Sastra Inggris


Prof. Ratya Anindita, Ph.D.
NIP. 19610908 198601 1 001


Yusri Fajar, M.A.
NIP. 19770517 200312 1 001

Appendix 2 : Daftar Hadir Peserta dan Berita Acara



PANITIA ULANGAN AKHIR SEMESTER GENAP 2012/2013
MADRASAH ALIYAH NEGERI 3 MALANG
 Jl. Bandung No. 7 Telp. (0341) 551357 Malang

DAFTAR HADIR PESERTA

Kelas : XI

Bid. Studi : Bhs. Inggris

Program : MAKBI

Ruang : R.25 (Kls.XI MAKBI)

Nomor				Nomor					
U	Tes Peserta	Nama Peserta	Kode A/B	TTD	U	Tes Peserta	Nama Peserta	Kode A/B	TTD
1	025062001	ABDULLAH MALIK IBRAHIM	AB	<i>[Signature]</i>	12	025062012	MUHIMMATUZ ZAINIYAH FAHMI	A	<i>[Signature]</i>
2	025062002	AMELIA AYU PURWANTI	A	<i>[Signature]</i>	13	025062013	NURUL ULA ULYA'	A	<i>[Signature]</i>
3	025062003	FAIZZATIN ISNAINI	B	<i>[Signature]</i>	14	025062014	SHOVI MARYAM	B	<i>[Signature]</i>
4	025062004	HANI'ATUS SUROYA	A	<i>[Signature]</i>	15	025062015	ZAHROTUL MUFIDAH HASAN	A	<i>[Signature]</i>
5	025062005	HAWARI MUHAMMAD	A	<i>[Signature]</i>	16	025062016	ZULFA MUFIDAH AZ ZAHRA	B	<i>[Signature]</i>
6	025062006	KHANIFATUR RAHMA	B	<i>[Signature]</i>	17				
7	025062007	LIYA SABILA BINTI SHOLIAH	A	<i>[Signature]</i>	18				
8	025062008	M FIRDAUS IMADUDDIN	B	<i>[Signature]</i>	19				
9	025062009	MARWA ATIKA BASYIROH	B	<i>[Signature]</i>	20				
10	025062010	MARWA ATINA BASYIROH	A	<i>[Signature]</i>	21				
11	025062011	MOCH. BADRUS SOLEH	B	<i>[Signature]</i>	22				

BERITA ACARA

PELAKSANAAN ULANGAN AKHIR SEMESTER GENAP 2012 / 2013

Pada hari ini, **Rabu, 5 Juni 2013**

Telah diselenggarakan Ulangan Akhir Sem. Genap Tahun 2012/2013

Bidang Studi

: Bhs. Inggris

Kelas

: XI

Program

: MAKBI

Bertempat di

: MAN 3 Malang

Ruang

: R.25 (Kls.XI MAKBI)

Jumlah Peserta Seharusnya

: 16 orang

Jumlah Peserta yang Hadir

: 16 orang

Jumlah Peserta yang Tidak Hadir

: orang, dengan No. Tes

Catatan selama pelaksanaan UAS

Berita Acara ini dibuat dengan sesungguhnya

Malang, 5 Juni 2013

Yang membuat berita acara,

Pengawas

[Signature]
 NIP. 197111072007011020

Appendix 3 : Surat Keterangan Selesai Penelitian



KEMENTERIAN AGAMA MADRASAH ALIYAH NEGERI 3 MALANG

Jl. Bandung no. 7 Telp. 0341 - 551357, 558333 Fax. 0341 - 559779 Kota Malang 65113
http://www.man3malang.com e-mail : admin@man3malang.com

SURAT KETERANGAN SELESAI PENELITIAN

Nomor : Ma.15.59/TL.00.1/ SSD /2013

Yang bertanda tangan dibawah ini,

Nama : Dr. H. Ahmad Hidayatullah, M.Pd
NIP : 19680622 200012 1 002
Jabatan : Kepala MAN 3 Malang

dengan ini menerangkan bahwa:

Nama : Tiara Herman Rahmawati
NIM : 0911113121
Jenjang : S-1
Fakultas / Jurusan : FIB / Sastra Inggris
Institusi : Universitas Brawijaya

telah selesai melaksanakan penelitian di MAN 3 Malang dengan judul:

**Error Analysis On The Article Use Of The Second
Year Students Of Man 3 Malang**

Demikian surat keterangan ini agar dapat dipergunakan sebagaimana mestinya.

Malang, 15 Juni 2013

Kepala



Dr. H. Ahmad Hidayatullah, M.Pd /
NIP. 19680622 200012 1 002

Appendix 4 : Student's Test

Student 1 (S1)

Nama : Abdullah Malik Ibrahim

Kelas : XI

Program : MAKBI

Love Indonesia Culture

Indonesian's cultures is decrease, because the people nothing responsible about our culture. Why I say that:

Firstly, I thing, the culture for the all country is important, because with culture, country can famous in the world. And culture is very important, we can know dance our country.

Secondly, I will tell in my country, Indonesia. There are many-many culture in Indonesia. For example: Jaepong, Reog Ponorogo, etc. I thing, this culture is decrease, because, yes nothing responsible from people. It can make lost from our country.

Third, as we know, Malaysia's country one by one want to take our culture. And Indonesian's people is very lol / stupid, because they want to sell the culture. Indonesian's people is very-very love with money. So, they want to sell culture because of money.

Fourth, as we know, Indonesian's people now is very responsible with other country. Such as like America, Singapura, Rusia, etc. With this situation, culture in Indonesia can lost.

So, let's came back in Indonesia, let's keep our culture. Responsibility full, we believe, Indonesia can go to International world. We must stay in Indonesia and keep our culture and country.

Student 2 (S2)

Nama : Amelia Ayu Purwanti

Kelas : XI

Program : MAKBI

Be A Good Student

Thesis

Be a good student is important to build our characters. As we know that there are many good student have a good future.

Argument 1

Student as a teenager must have a good behavior. It is important to show what they will reach if they are a good student. Almost all of teacher love a good student. Because, if they have a good behavior. The teacher will be happy to teach them.

Argument 2

Then, not try to obey the school's rules is important to be a good student. There are many school's rules that must be done by student. Like, not smoking in the school, no violence with friends or teacher, and etc.

Argument 3

Good student never try to cheat. Otherwise, cheating is a big deal in almost all of school, but if we want to be a good student, we must not cheating. We must study hand and pray to pass the examination.

Recommendation

Furthermore, we must have a good behavior, not try to obey the school's rules, and never cheating to be a good student and reach a good future.

Student 3 (S3)

Nama : Faizzatin Isnaini

Kelas : XI

Program : MAKBI

Study Hard To Be Success

I personally think that study hard is very important in our life to be a success person. Why I say that?

First, with study hard we can learn many knowledge and practice that in our life. It can help us to be a smart person and good person.

Second, study hard from now, can makes us discipline and never despair in our life because we know that we have a problem we can end that problem by ourself. And we must know that a cleverly man never despair. It can build a good behavior in our life.

Third, we can raise our dream with study hard. Speak lower that word, talk less do more. If we will be a success person, we must do the steps one of them is study hard.

Then, let's study hard from this time! Because study hard is very important thing to become a success person in our life. Don't talk more do less, we should do it now.

Student 4 (S4)

Nama : Hani'atus Suroya

Kelas : XI

Program : MAKBI

Being A Good Student

Being a good student is needed for our future. Why do I say that? Because, it makes a good behavior.

You should study hard, without study you won't know everything, and you will be stupid.

You shouldn't cheat in the text, it's a criminal and create bad behavior for you.

You should come on time to your class. It's make you be a discipline student.

You should make your attendant list full of your attendant to make you get

A.

You shouldn't make criminal like smoke. It will disturb your activity to study and make your value get C. May be you will expulsive from your school.

I have to warn you that be a good student is need for you and for your future. So, you must do it.

Student 5 (S5)

Nama : Hawari Muhammad

Kelas : XI

Program : MAKBI

Be A Good Student

Every school has many student, but every student have a different character. For example, in one of school has the good student, bad student, lazy student, perfect student, and other. Now we are student. The student have knowledge, knowledge academic and not academic. So now we must be good student in our school with the best character:

Firstly, student must be spirit. Because if student don't have a spirit for studying, he is not can understand every knowledge gave the teacher.

Secondly, student must be pray, because with prays to allah we can get eassly from allah for studying and thinks.

Thirdly, student must be good person for teacher, parent, friend, grandpa or grandfather, grandma or grandmother, uncle, aunt, brother, sister and all of people in this world. So if student has better person for them, he is get the love, he is get the pray from them and you can get the success person in your school.

That, we should make ourselves/ ourself the good student, for change this word most better with ourself. Because now the word need the teenager is good character and brain. the good teenager moeslem.

Student 6 (S6)

Nama : Khanifatur Rahma

Kelas : XI

Program : MAKBI

Be A Good Student

We as student must be a good student in our school. A good student can make our teachers pleasure with us. We can to be a good student with some tips.

Firstly, we must study hard to achieve the achievement in our school as well as academic or non-academic. It is up to you. Because with achievement we can reach what we want.

Secondly, we must keep our behavior as well as to the teachers or the other students, civitas in our school, etc. Don't make a problem in the school and misbehavior, because you can be drop out from the school.

So, let's to be a good student in our school since now because it can give us many benefits.

Student 7 (S7)

Nama : Liya Sabila B.S

Kelas : XI

Program : MAKBI

Study Tour

What do you think when you heard study tour? Is it like something fun or like something so boring? Of course something fun in my mind. What about you? I mean what about doing study tour, why not?

Study tour generally doing by student of the school from junior school until high school or sometimes university. Did they to study tour cause of their curriculum set it? So, but is it just for student? the answer is No. So simple to explain it.

Firstly, you already known what study tour is, is it night? Get tour and get study, both of them we reach in a time. Everyone can do it.

Secondly, there are many benefits we can get from study tour. Beside knowledge we can get relaxing tour. Everyone want it.

Thirdly, just go to knowledges center, are like museum, history place (monument), science center, and ect. Everyone know it.

So, just, spent cheap trip and you reach some knowledges just do your own study tour or family study tour and Enjoy it.

Student 8 (S8)

Nama : M. Firdaus I.

Kelas : XI

Program : MAKBI

The Importance of Having study Tour

Having study tour is very important and has many advantage. Why I absolutely believe that?

Firstly, Having Study Tour can make student's mind become fresh. With their many assignment and examination, they can refresh their mind with this activity. Like visiting recreation place, mountain etc.

Secondly, Having Study Tour can take much new knowledge. They can visit the truly qualified school in the other city and they can learn the new knowledge from it.

Thirdly, Having Study Tour also can make the brotherhood connection become more stronger than before. With their togetherness in everytime and everywhere they can make their brotherhood connection to be stronger.

From the arguments above we should to having study tour in our middle study. Because it can make our mind more fresh that before.

Student 9 (S9)

Nama : Marwa Atika Basyiroh

Kelas : XI

Program : MAKBI

Study Tour

I personally, I think study tour most important in our school, why do I say?

Study tour give the good effect and good character for students. Because the students be feel better that only study indoor. The students need refresh for their brain in order that not boring.

Besides that, study tour give new knowledge and education for students. The students can add knowledge with outdoor school and make the students have new experience.

Next, study tour give new condition on study. Because the students more spirit and happy.

This is very obvious that study tour is very important and significant for school. So, government must to held study tour in every school.

Student 10 (S10)

Nama : Marwa Atina Basyiroh

Kelas : XI

Program : MAKBI

Be A Good Student

I think that be a good student, we must always realize about lesson. Why I do say that?

That be a good student is always respect with teacher. Because this is makes us be relax.

That be a good student is also doesn't cheating. Because this is bad attitude and must get a punishment from school:

And be a good student always study every time. Because, with study, our knowledge will nigh. and knowing about anything in the world.

From the next above, that's obvious be a good student needed by the student in the world.

Student 11 (S11)

Nama : Moch. Badrus Soleh

Kelas : XI

Program : MAKBI

Global Warming

Global warming is one of global's problem. Most of countries in the world has this problem. Modern Development, un modern country try to stop and try to solve this problem. It will be successfully solve that our country has:

Firstly, Understanding. Understanding is very important before doing something. Understanding what is global warming? What is the impact of global warming? What is the hazard of global warming? It can increase us/ people to carry with global warming.

Secondly, Care. Without "care", we can't broke global warming's problem. When we hear "I don't care with my world. Whatever what it will be". It means that no want to solve global warming's problem. And it means, we don't care with our kid for 100 years further. We haven't "care" to save our earth, it means we let our earth damage.

Because of that, start from now we must think to solve global warming, for our future and our kid.

Student 12 (S12)

Nama : Muhimmatuz Z.F

Kelas : XI

Program : MAKBI

Scenery in Ngantang

Ngantang is a nice place for having a camp. Why?

You can build a tend there. If holiday, many people go there to camp or just having a refreshing. In the morning, you can see the sun rices. And you can take the picture.

The price cheeper than others. You can buy food or the other with cheep cost. Just Rp.5.000,- you get a bowl of meat ball or a plate of rice plus drinking.

Now, I recommandate you to go there if you wanna a have nice and cheep to spent holiday.

Student 13 (S13)

Nama : Nurul Ula Ulya

Kelas : XI

Program : MAKBI

Be A Good Student

Thesis { Be a good student is the way to be a succest person in the future. Why I say like that?

Arguments { The good student can manage his time to studying, eating, sleeping, playing, and can manage his activities perfectly. He knows when he must studying, sleeping etc.

{ The good student is disciplined. He have a big motivated in his live. It increase his spirit to study hard and reach his goal. And it very easy to be reached in the future.

{ Then, Almost all the good student are famous. They known as the smart student in their school. Usually their friends ask helping and solution about their problems.

Conclusion → Be a good student have many benefits for our live.

Recommendation → So, lets be a good student to be a succest person in the future!! :>

Student 14 (S14)

Nama : Shovi Maryam

Kelas : XI

Program : MAKBI

Be A good Student

Build good characters for students must be early. Because the student's time is the best opportunities to build good characters, in Indonesia.

Especially, as the students of senior high school we must spend our young time for build good characters, young time is most effective/ gold time to improve positive things that we have. Firstly, we can improve our characters by discipline. Discipline is the key of country advance. Why? Because this character is always presses to be better, such as on time, not broking the rules, hard working, etc.

We must realize that this character is very important. But, the lateness culture in our country still usual. This is cause to discourage advance in our country, "late" makes everythings not arranged.

Secondly, honesty is important character too. Because by honesty we'll never try to do bad things such as cheating, lying, corrupting, etc.

However, to make/ build good characters for students. The rules of school must be harsh for who are not having discipline & honest characters like student who always comes late, or cheats while examination. Because these bad characters are giving bad impact to our country in the future.

Thus, to be a good students, we as the students must build & keep these good characters. So that Indonesia will be a good country and we'll get achievement now or future.



Student 15 (S15)

Nama : Zahrotul Mufidah H.

Kelas : XI

Program : MAKBI

What Are You Waiting For to Love Indonesia Culture?

Indonesia Culture is something that must be concerned by all of citizen in Indonesia because it will going to lost if we don't promote it at least by love it.

Why do I say that? Why do we love it?

Firstly, we don't have any identity of country if we can't promote and we can do the culture. When you are asked by foreign, "which country do you come from? What the culture song or culture dance?". Do you want to embarrassed yourself? We will become a good citizen if we know about culture enough.

Secondly, Indonesian culture is something that must be saved by in globalization era like today. The way to save it is use the culture and promote the culture with kind of event or exhibition.

Thirdly, loving Indonesian culture you can improve this country. Other country will know about Indonesia and want to visit Indonesia. Is it a good income, right?

So, try to love Indonesian culture from now. To change the world and to make the world know about Indonesia. We must love Indonesian culture. We should to promote it in the school or city environment. So let's start to love it!

Student 16 (S16)

Nama : Zulfa Mufidah Az Zahra

Kelas : XI

Program : MAKBI

Be An Honorable Woman

An honorable woman it's a gold thing for this world. Why? Because you can look in this era, that just a little woman that can keep her condition.

So for become a honorable woman we can keep our body and keep our tongue, and the other.

Appendix 5 : Berita Acara Bimbingan Skripsi



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS BRAWIJAYA
FAKULTAS ILMU BUDAYA
 Jalan Mayjen Haryono No. 169 Malang 65145
 Telp. (0341) 551611 Pes. 309
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BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Tiara Herman Rahmawati
2. NIM : 0911113121
3. Program Studi : Sastra Inggris
4. Topik Skripsi : Second Language Acquisition
5. Judul Skripsi : Error Analysis on the Writing Test by the Second Year Students of MAN 3 Malang
6. Tanggal Mengajukan : 20 Februari 2013
7. Tanggal Selesai Revisi : 22 November 2013
8. Nama Pembimbing : I. Dra. Endang Sasanti, M.A.
II. Emy Sudarwati, S.S., M.Pd.
9. Keterangan Konsultasi :

No.	Tanggal	Materi	Pembimbing	Paraf
1.	14 Februari 2013	Konsultasi judul	Pembimbing I	
2.	15 April 2013	Persetujuan judul dan pengajuan draf awal	Pembimbing I	
3.	1 Mei 2013	Konsultasi Bab I	Pembimbing I	
4.	6 Mei 2013	Revisi Bab I	Pembimbing I	
5.	10 Mei 2013	Revisi Bab I	Pembimbing I	
6.	15 Mei 2013	Konsultasi Bab I – II	Pembimbing I	
7.	6 Juni 2013	Revisi Bab I – II	Pembimbing I	
8.	15 Juni 2013	Konsultasi Judul dan draf awal	Pembimbing II	
9.	20 Juni 2013	Konsultasi I – III	Pembimbing I	
10.	21 Juni 2013	Revisi Bab I – III	Pembimbing I	
11.	22 Juni 2013	Revisi Bab I – III	Pembimbing I	
12.	28 Juni 2013	Konsultasi Bab I – III	Pembimbing II	
13.	30 Agustus 2013	Revisi Bab I – III	Pembimbing II	
14.	2 September 2013	Revisi Bab I – III	Pembimbing II	
15.	24 September 2013	Konsultasi Bab I – III	Pembimbing I	
16.	27 September 2013	Revisi Bab I – III	Pembimbing I	
17.	1 Oktober 2013	Revisi Bab I – III	Pembimbing I	
18.	5 Oktober 2013	Revisi Bab I – III	Pembimbing I	
19.	7 Oktober 2013	Revisi Bab I – III	Pembimbing I	
20.	11 Oktober 2013	ACC Seminar Proposal	Pembimbing I	

21.	18 Oktober 2013	Konsultasi Bab I – III	Pembimbing II
22.	19 Oktober 2013	ACC Seminar Proposal	Pembimbing II
23.	29 Oktober 2013	Seminar Proposal	Pembimbing I
24.	29 Oktober 2013	Seminar Proposal	Pembimbing II
25.	4 Februari 2014	Pengajuan Bab I – V	Pembimbing I
26.	10 Februari 2014	Revisi Bab IV – V	Pembimbing I
27.	6 April 2014	Pengajuan Bab I – V	Pembimbing II
28.	7 April 2014	Revisi Bab I – V dan ACC Seminar Hasil	Pembimbing II
29.	7 April 2014	Revisi Bab IV – V dan ACC Seminar Hasil	Pembimbing I
30.	10 April 2014	Seminar Hasil	Pembimbing I
31.	10 April 2014	Seminar Hasil	Pembimbing II
32.	15 April 2014	Pengajuan Bab I – V	Pembimbing II
33.	21 April 2014	Revisi I – V Dan ACC Ujian Akhir Skripsi	Pembimbing II
34.	3 Mei 2014	ACC Ujian Akhir Skripsi	Pembimbing II
35.	20 Mei 2014	Ujian Akhir Skripsi	Pembimbing I
36.	20 Mei 2014	Ujian Akhir Skripsi	Pembimbing II
37.	24 Mei 2014	Revisi setelah ujian dan ACC Jilid	Pembimbing II
38.	24 Mei 2014	ACC Jilid	Pembimbing I

Telah dievaluasi dan diuji dengan nilai

Malang, 26 Mei 2014

Dosen Pembimbing I

Dosen Pembimbing II

Dra. Endang Sasanti, M.A.
NIP. 19510624 197903 2 002

Emy Sudarwati, S.S., M.Pd.
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Mengetahui,
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