

**GRAMMATICAL ERRORS ANALYSIS IN THE FOURTH
SEMESTER STUDENTS' ESSAY WRITING
AT UNIVERSITAS MUHAMMADIYAH SIDOARJO**

THESIS



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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SIDOARJO**

2017



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Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S. Pd) in Teaching English

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Dengan ini menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini benar – benar merupakan hasil karya saya sendiri, bukan pengambilan karya orang lain atau pikiran orang lain yang saya akui sebagai hasil tulisan atau hasil pemikiran saya sendiri dan saya bertanggung jawab secara akademis atas apa yang saya tulis. Pernyataan ini dibuat sebagai salah satu syarat menempuh ujian skripsi.

Sidoarjo, 24 Juli 2017

Yang Menyatakan

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MOTTO

“And when it is said, Come up higher! Go up higher; Allah will exalt those who believe among you, and those who have knowledge, to high ranks. Allah is informed of what you do.”

(Q.S. Al-Mujaadalah (58): 11)

DEDICATION

This thesis is lovely dedicated to:

My beloved mother (SITI MAMLUATUL CHOIROH); the air of my breath. She teaches me everything, how I grow up live, and survive. The greatest thing of my life is being the luckiest daughter to have her as my mom.

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Wherever you are, hopefully we will be success.

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ABSTRACT

Solihah, Dewi Kusniatus. 2017. *Grammatical Error Analysis in the Students' Essay Writing made by the Fourth Semester Students of English Education Study Program at Universitas Muhammadiyah Sidoarjo in Academic Year 2016/2017* A Thesis. English Education Study Program, Faculty of Teacher Training and Education Universitas Muhammadiyah Sidoarjo. Advisor: Fika Megawati, M. Pd

This research is conducted to find out the most common errors in essay writing made by the fourth semester students of English Education Study Program based on surfac strategy taxonomy which are omission, addition, misformation, and misordering. The researcher uses qualitative method in this research. In conclusion, the students committed misformation, omission, addition, and miordering; and misformation is the most commonly committed error that found in their essays.

Keywords: Grammatical Errors, Error Analysis, Students' Essay

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Sidoarjo, July 2017

The Researcher

Dewi Kusniatus Solihah

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CHAPTER I

INTRODUCTION

This chapter presents the general accounts of the present study. It includes background of the study, statement of problem, objectives of the study, significances of the study, scope and limit, and definition of key terms.

1.1 Background of the Study

In Indonesia, learning English is important. English is used as a universal language. English officially has been learned as the international language to the Indonesian students since they were in the basic level until up level of education. In teaching and learning English, they need to master four macro skills of the language, such as listening, speaking, reading, and writing. According to Harmer in Cholipah (2014:1), listening and reading skills that involve receiving messages are regarded as receptive skills. Speaking and writing skills which involve language production are considered to be productive skills. Moreover, they are as the learners need to be able to increase their vocabularies and master or understand grammar.

Conducting English grammar still makes most of student do the mistakes. The previous studies discussed about some problems

of grammatical error were made by mother tongue, using of Indonesian grammar, misspelings and lack of grammatical understanding (Bustomi, 2009; Purwanti, 2013; Pupitasari, 2013).

It proves that grammatical rules still become the difficult problem faced by the students in learning English. There are still many students who have problems in conducting English grammar. English grammar is more complicated than Indonesian grammar. Some students usually make grammar mistakes in their learning teaching English, especially in writing skill. They still use Indonesian grammar in English writing.

Based on the preliminary research, the researcher found that many students of fourth semester students of English Education Study Program have problems in conducting grammar. It is also supported by the result of researcher's unstructured interview with the English students in writing subject. When the students write an essay writing, most of them still get the difficulty in choosing the verb, were not correct in using grammatical rules, and made wrong sentence repeatedly. Then the students made their mistakes repeatedly because they did not have the correction and it is what we called as an error.

In the view of problems of previous studies and preliminary research above, it can be summed up that one of the factor of students' wrong in writing is the students' knowledge. The

students make the wrong sentence repeatedly and do not know how to correct the wrong sentence structure. Formally, making error is usually a process in learning a foreign language. So the researcher wants to analyze students' grammatical error by using error analysis to get a good correction to know their competence in foreign language.

According to James in Emmaryana (2010: 2), error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language. Based on the statement above, error analysis is very significant and important process to find out in what aspects in grammar which are difficult for the students, by error analysis it can be easy to identify the error that have been made by the students.

Considering English Education Study Program students are prepared to be English teachers, they should have a good competence in all language skills in order to be good English teachers. They should not only become good listeners and speakers, but also readers and writers. They will teach writing effectively if they master grammatical understanding. In attempting to master writing skills aspects, it is necessary to analyze errors in written essay to find out how much their acquisition are obtained in teaching and learning process.

Writing skill are taught to the fourth semester students of the English Education Study Program of Universitas Muhammadiyah Sidoarjo, who are at the end of their second year in the university and have passed their first, second, and third writing classes. It is taught from the first semester to the fourth semester, thus they are supposed not to have the difficulties in writing. In fourth – semester, students need to learn several kinds of essay writing. Each of essay has different characteristic, one of the essay must be learned in the fourth semester of English Education Study Program is argumentative essay.

1.2 Statement of the Problem

Based on the background of the study explanation above, the researcher tries to find a grammatical error analysis in essay writing. The researcher wants to know:

1. What are the types of grammatical errors based on surface strategy taxonomy in students' essay writing which often made by the fourth semester students of English Education Study Program at Universitas Muhammadiyah Sidoarjo?
2. Which type of errors, in terms of surface strategy taxonomy that is committed most frequently in the students' essay writing?

1.3 Objectives of the Study

Based on the background of the study and statement of problem above, the objectives of this study are as follows:

1. To describe the types of grammatical errors based on surface strategy taxonomy in students' essay writing which made by the fourth semester students of English Education Study Program at Universitas Muhammadiyah Sidoarjo.
2. To find out which type of errors, in terms of surface strategy taxonomy that is committed most frequently in the students' essay writing.

1.4 Significances of the Study

Those results of this study are used to give useful contributions to present input to:

1. For Lecturers

This research will help them to measure and understand how their students' ability in writing. It will be a good feedback to the lecturers to give more attention in teaching writing.

2. For English Education Study Program

This research will be very useful. It is important to make the students realize their errors and mistakes after the

writing which are made by them. In consequence, the students will get better in writing.

3. For Further Researcher

This research will give the information in leading other research. The other researcher tries to conduct the best solution about it. Moreover, they will establish a deeper research in the same type of research but they create the best new research.

1.5 Scope and Limit

Based on the background of the study, it is impossible to discuss all problems above. It is necessary to make limitation in order to draw up the problem. This study is limited to discuss an error analysis in surface strategy taxonomy based on Dulay's theory in students' essay writing, especially in argumentative essay.

The researcher wants to describe an analysis of omission, addition, missformation, and missordering based on surface strategy taxonomy in students' essay writing, especially in argumentative essay, which is made by the fourth semester students of English Education Study Program at Universitas Muhammadiyah Sidoarjo. The result of this study also can be used as a tool to lead the lecture in minimizing errors.

1.6 Definition of Key Terms

In this study, there are two key terms. The writer wants to present the meaning briefly.

1. Error Analysis

Error analysis is an analysis process of learners' error with one clear objective which includes identifying, describing, analyzing, and explaining the errors.

2. Writing

Writing is the most important skill in mastering English, is a way or process of knowing by constructing word by word into a sentence and sentence by sentence become paragraph.

3. Argumentative Essay

Argumentative essay is an essay which attempts to prove and persuade the reader's point of view and gives different opinion; for and against.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains about the theoretical framework, which consists of writing understanding, essay writing, argumentative essay, error analysis, and grammar understanding. Furthermore, this chapter explains the previous study which is connected to this research.

2.1 Writing

Accordingly, Cox (2007) tells that writing is a way of knowing, of discovering what you know as what you put it down not only in the form of words and phrases but of scribbles and drawings, ideas and images and all other wonderful stuff in your mind that may only become clear as you engage in the process of writing it down. It means that writing is the important components in learning English which requires a set of complex skill in English. From writing, the students have to be able in spelling English words, mastering English grammar includes punctuation rules, and constructing word by word into a sentence and sentence by sentence that become a paragraph. Based on this statement, it can be said that writing is complicated skill that must be learned.

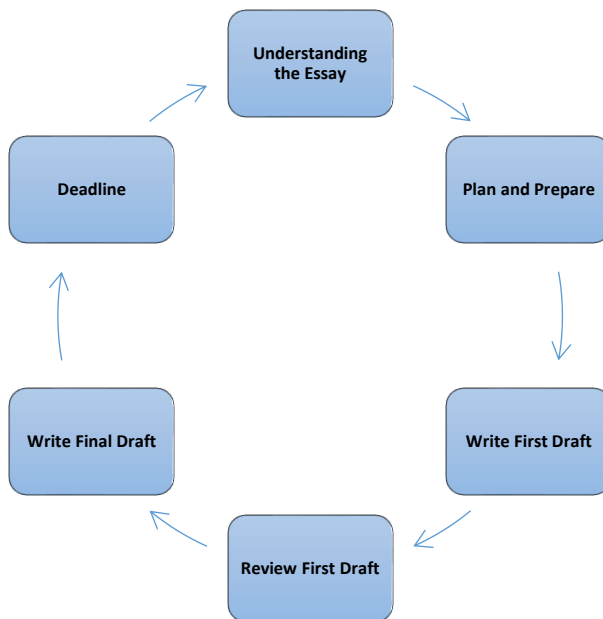
Axelrod and Cooper (1985) claim that writing is a process of discovering and shaving meaning. The writers experienced rarely understand immediately all the information they need. Collecting the miscellaneous fact and concept by them, then starting the writing, and next let the writing lead them to understanding. They will make significant discovers as they write.

Celce-Murcia and Olsthain (2000) have the idea about writing also. They mention that writing is the production of the written word that results in a text, but the text must be read and comprehended for communication to take place. The students communicate his/her ideas in the form of a written text from which known or unknown reader will extract their meanings eventually.

2.2 Essay Writing

According to Thoreau (2006), an essay is a short piece of writing, which is often from the writers' point of view. Essay is usually written in formal academic writing and way to access how well the the students unerstand a subject.

Essay writing is a process and need to be done in various stages:



Based on the stages above, it can be summed up that the students always consider the question as soon as possible as they may come across relevant information before they start actively writing. After that, they may have to go around in read and plan several times. Then start with whichever section they feel most confident to write.

2.2.1 Types of Essay Writing

According to McWhorter, in her journal, there are five types of essay which guide the students:

1. Narrative Essay

A narrative essay achieves a certain purpose through telling a story, which makes it more interesting to the reader and gets some points across. For example, the students might write a story about meeting someone special to them. The purpose is to tell how meeting the person affected your decision to entertain the reader with a funny story about that person. The purpose is also to create a sense of shared story, to provide entertainment, and to provide insight.

2. Descriptive Essay

A descriptive essay tells about a certain topic or story, using details to appeal to the five senses. It gives readers the ability to vividly imagine the situation and feel as if they are experiencing it firsthand. To write a descriptive essay, the students could choose a person, place, event, object, or experience, and describe it thoroughly using many sensory details.

3. Comparison and/or Contrast Essay

A comparison and/or contrast essay tells about two or more main subjects by pointing out similarities and/or differences. One of the ways to write this essay type is the students would be to choose two or more

objects, people, places, events, experiences, or ideas and compare and/or contrast them based on a few specific points.

4. Cause and Effect Essay (also called causal analysis)

A cause and effect essay analyzes about what the causes certain things to happen or why things are a certain way, the results brought about by certain events, or both. For example, the students may want to write an essay about an event that happened and then tell how it affected their life. This would tell the cause (the event) and the effect (how it affected their life).

5. Argumentative Essay

Argumentative essay makes a claim and then gives examples and evidence to prove that point. In the beginning on argumentative essay is by decideing on a certain topic, such as about a belief, idea, or controversial issue.

2.3 Argumentative Essay

2.3.1 Definition of Argumentative Essay

The fourth semester students of English Education Study Program need to learn some kinds of essay writing, one of them is Argumentative essay. There are several ideas about

this essay according some experts. According to Spangler (1986), argumentative essay is to prove that the writer's opinions about a particular subject are correct or more truthful than other opinions on the subject.

Another idea, McWhorter stated that argumentative essay is one that attempts to persuade the reader to the writer's point of view. The writer can either be serious or funny, but always tries to convince the reader of the validity of his or her opinion. The essay may argue openly, or it may attempt to subtly persuade the reader by using irony or sarcasm.

Based on two ideas have mentioned above, it can be summed up that argumentative essay is a essay which attempts to prove and persuade the reader's point of view and gives different opinion; for and against.

2.3.2 Structure Elements of Argumentative Essay

According to Hyland (1990), there are the structure elements of the argumentative essay, as follows:

Table 2.1

The Structure Elements of the Argumentative Essay

Stage	Move
1. Thesis	(Gambit)

Introduces the proposition to be argued	<p>Attention Grabber; controversial statement or dramatic illustration.</p> <p>(Information)</p> <p>Presents background material for topic contextualization.</p> <p>(Evaluation)</p> <p>Positive gloss; brief support of proposition.</p> <p>(Marker)</p> <p>Introduces and/or identifies a list.</p>
2. Argument	(Marker)
Discusses grounds for thesis.	Signals the introduction of a claim and relates it to the text. Listing signals such as “ <i>firstly</i> ”, “ <i>secondly</i> ”, “ <i>next</i> ”, etc.
(Four move argument sequence can be repeated indefinitely)	<p>(Restatement)</p> <p>Rephrasing or repetition of proposition. For example, “<i>another way to improve the quality of primary education is...</i>”</p> <p>(Claim)</p> <p>States reason for acceptance of the proposition. Typically based on:</p>

-
- a. Strength of perceived shared assumptions.
 - b. A generalization based on data or evidence.
 - c. Force of conviction

(Support)

States the grounds which underpin the claim.

Typically:

- a. Explicating assumptions used to make claim.
- b. Providing data or citing references.

3. Conclusion

Synthesizes discussion and affirms the validity of the thesis.

(Marker)

Signals conclusion boundary. For example, “*thus*”, “*therefore*”, “*to conclude*”, “*the lesson to be drawn is*”, and so on.

(Consolidation)

Presents the significance of the argument stage to the proposition.

(Affirmation)

Restates proposition.

(Close)

Widens context or perspective of proposition.

1. Introduction and thesis statement

The introduction for an essay is much like the introduction for a feature essay. The purpose of the introduction is to capture the interest of the readers.

The thesis statement controls the focus of the essay, each paragraph should develop and support the thesis statement. Some points about thesis statement; it introduces the main idea of the essay, it limits the topic to a size that is appropriate for the length of the essay.

2. Argument/Body

In body, the students can have as many paragraphs as they want. There are three body paragraphs. It is divided into three supporting paragraphs which include topic sentence and supporting sentence (2-5 sentences)

3. Conclusion

The conclusion signals the end of essay and should leave a lasting impression on the readers.

An example of argumentative essay:

Should Smoking be Banned?

Table 2.2
The Example of Argumentative Essay

Generic Structure	Essay
Introduction and thesis statement	Nowadays, many people smoke every time and everywhere, thus they obtain many negative effects on their life. On the other hand, smoking brings many positive impacts to the state and society. In this essay, I will discuss advantages and disadvantages of smoking, and I will explain my opinion about both of these things.
Argument 1	There are two main dangers for people who do smoke. The first problem that should be noted is smoking cigarette can cause diseases such as cancer, heart attack, pregnancy disorders, asthma, and others. Because they smoke, in this world many people have passed away. In Indonesia, every day many smokers are seeking treatment at the hospital to treat heart attack. As is commonly understood, the disease is not specific only for smokers but

	also for the people who stay around the smokers when they smoke cigarette.
Argument 2	Also, another danger is that people who smoke are including human wasteful because every day they Another case is people who smoke are including human wasteful because every time they spend a lot of money only to smoke. In Indonesia, every day smokers spend more than hundreds of millions money to buy cigarette. It is obvious when looking at this example that smoking brings dangers to human life, and It is clearly that smoking can cause many problems.
Argument 3	However, many people believe that cigarette has many benefits for human life. The first benefit is it supports much money to the government from taxes. Because many people smoke it, the government will earn a lot of money. For example, in Indonesia every year the state obtains trillions of money from cigarette tax. When looking at this example, there is no doubt that the administration earns much money from cigarette. Besides this, many people work at cigarette company. For instance, in Indonesia around thousands of people work

	in various tobacco companies. They obtain a big salary from the company so that they can live happily. Moreover, businessmen acquire much money from cigarette when they export it to overseas.
Conclusion	This brings us to the conclusion that both of these have benefits for humans. However, I strongly believe that the dangers of smoking is crueller than the benefits of smoking. Therefore, I advise people to stop smoking.

2.3.3 The Features of Argumentative Essay

According to Spangler (1986), the features of argumentative essay are includes:

1. A well-defined, controversial issue
2. A counter argument
3. A clear position taken by the writer
4. A persuasive argument as to why the writer;s stance is correct
5. Support the thesis by using facts, data, quotes, theotorical questions
6. A reasonable, confident tone (lack of bias)

2.4 Error Analysis

2.4.1 The Understanding of Error Analysis

Erdogan (2005) in his journal, infers Error Analysis (EA) deals with the learners' performances in terms of the cognitive process they make use of in recognizing or coding the input they receive from the target language. Therefore, a primary focus of EA is on the evidence that learners' errors provide with an understanding of the underlying process of second language acquisition". From that statement, he claims that Error Analysis (EA) shows that the learner errors were not only from the native language but also from their reflection in some learning strategies.

Furthermore, Dulay (1982) mentions the Error Analysis (EA) movement can be characterized as an attempt to account for learner errors that could not be explained or predicted by Contrastive Analysis (CA) or behaviorist theory, and to bring the field of applied linguistics into step with the current climate of theoretical opinion. This means EA has been more successful that really make a significant contribution in applying linguistics than CA.

Brown (2000: 218) mentions that error analysis is a valuable source of the information to teachers. It includes information on learners's error which helps teachers to correct

it and improves the effectiveness of their teaching learning. In consequence, errors give marks to teacher and reseachers wheather the using process is successful or not.

Some statements establish their opinions about EA. According to Ellis (2008:62), she sums up that EA is a tool which is used to investigate how the learners acquire a second language (SL). The Ellis' opinion is in line with other experts' opinion about EA, such as Corder's statement (1981:35) who mentions that EA is part of methodology of the psycholinguistics investigation of language learning. The purpose is to tell us something about the psycholinguistics process in language learning.

From explanation above, it can be sum up the used of EA in order to clarify what CA cannot predict about students' error. CA only considers error as interference of mother tongue that affected by behaviorist theory. Interestingly, EA which conduct error was not only because of the students' native language but also it is a tool to investigate the learners' error in acquiring language which includes of identifying, describing, analyzing, and explaining the errors.

2.4.2 The Distinction between Error and Mistake

Some peoples have different perception between *Error* and *Mistakes*. It becomes in appropriate treated and also it gives negatives effect to the students in knowing and measuring their competence in language learning English. Because of this, a systematic elaboration of the distinction between *Error* and *Mistakes* is obligatory in order to have deep explanation.

Absolutely, the students will make *Error* and *Mistakes* in the language learning English process. Brown (2007) tells that learning is required a process which involves make of mistakes. Mistakes, misjudgments, miscalculation, and erroneous assumptions form are necessary aspect of learning. This means that making of *Error* and *Mistakes* is happened by the students naturally.

Corder in Cholipah (2014) gives more explanation about *Error* and *Mistakes*. He make a distinction between mistakes and error, whereas mistake is a random performance slip caused by fatigue, excitement, and thus can be readily self-corrected, an error is a systematic deviation which made by the students who have not mastered the rules of the L2 yet. The students cannot self - corrected an error because it is a

product of their current stage of underlying competence reflectively.

It can be summarized that *Error* is related to the students' deficiency competence, means that students do not know about the language knowledge at all because they have not mastered it yet which it can not be self-corrected. While, *Mistakes* is related to the students' quality performance caused by some factors such as fatigue, lack of attention and motivation, carelessness, and another factors but it can be called as self-corrected because actually the students know the rule language.

2.4.3 Sources of Error

The sources of error based on Brown (2007) who draws up four sources of errors into interlingual transfer, intralingual transfer, context of learning and communication strategies.

1. Interlingual Transfer

It is the negative influence of first language. The students is familiar with the first language that can be referred by the students itself.

2. Intralingual Transfer

It is the negative transfer withing the target language itself. In consequence, it is the incorrect generalization the target language.

3. Context of Learning

It is a context refers. For exmple, in a classroom context the teacher or the textbook can guide the students to make wrong hypotheses about the language. It means that, the students have wrong hypotheses on the teachers explanation.

4. Communication Strategy

It is related to the learning style. The sudents use production strategies to enchanche their message acroos obviously.

2.4.4 Types of Error

The other types of error are related by Dulay's theory (1982), he categories error into four classifications of error. These are linguistics category

1. Errors Types Based on Linguistics Category

In this category, error is classified based on either or both the language component or the particular linguistics constituent the errors effects. Language components contain the phonology (pronunciation),

syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style).

a. Morphology

In Morphology, there are: indefinite article incorrect, possessive case incorrect, third person singular verb incorrect, simple past tense incorrect and past participle incorrect.

b. Syntax

In syntax, there are: noun phrase, verb phrase, verb and verb construction, word order, and some transformation.

2. Errors Based on Surface Strategy Taxonomy

There are four categories were presented to tell how sentences deliver from the correct forms because the students change the surface structure.

The students may *omit* necessary any words, *add* unnecessary ones, *misform*, and *misorder* them. In consequence, Dulay distributes the error based on surface strategy taxonomy into four categories. These are Omission, Addition, Misformation, and Misorder.

a. Omission

Omission means that the absence of some item which is must appear in the sentence. It usually happen in the first stages in second language acquisition. Content morphemes is carried the most common of the referential meaning of a sentence, these are nouns, verbs, adjectives, adverbs. The students omit grammatical morphemes more frequently than content words. For example:

Billy is the student of the Brawijaya University.

The sentence above mentions content morpheme and grammatical morpheme. Content morphemes are *Billy, student, Brawijaya, University*. Grammatical morphemes are *is, the, of, the*.

Billy the student of the Brawijaya University.

(Omission of Grammatical Morpheme “is”)

Billy is the students of the Brawijaya.

(Omission of Content Morpheme “university”)

b. Addition

Addition error is the presence of an item which must not appear in a well formed sentences. In addition, there are three kinds of additions, those are

double markings, regularization, and simple addition.

1) Double Marking

Double marking is two items marked for the same feature. Students who have acquired the tenses form for both auxiliary and verb often place the marker both, as in example bellow:

- *She does not closes the door.*
- *They did not closed the door.*

While the correct sentence above is:

- *She does not close the door.*
- *They did not close the door.*

2) Regularization

Regularization error means it occurs when the students add morpheme to the exceptional words, for example:

Table 2.3
Example of Regularization Errors

No.	Regularization Errors	Correction
1.	Putted	Put
2.	Writed	Wrote
3.	Deers	Deer

4.	Hitted	Hit
5.	Readed	Read

3) Simple Addition

This category is the use of an item which should not appear in a well formed sentences.

Table 2.4

Simple Addition Errors

Linguistics Item Added	Example
3 rd person singular –s	The students doesn't study at home.
Past tense (irregular)	The student is gonna <i>went</i> to the school.
Article <i>a</i> or <i>an</i>	<i>an</i> that
Preposition	<i>on</i> over there

c. Misformation

It refers to the use of the wrong form of structure. There are three kind of misformation: in regulations an irregular marked is replaced by a regular one, archi – forms that refer to the use of one member of a class of forms instead of using all the members, and

alternating forms are represented by free alternation of various members of a class with each other.

a) Regularization Errors

Its errors fall under the misinformation category which a regular marker is used in place of an irregular one, as in *putted* for *put*.

b) Archi – Forms

The selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition. For example:

- Give me that.
- *Me* hungry

c) Alternating Forms

The use of archi-forms often gives way to the apparently fairly free alternation of various members of a class with each other. For example:

- Those *book*.
- I *written* book yesterday.

d. Misordering

It comes from crossing an utterance when a morpheme of them is incorrectly placed. For example:

- I get up at 7 o'clock *always*.
- What *Brother is* doing?
- How wonderful *is it*.

The correct sentences are:

- I ***always*** get up at 7 o'clock.
- What ***is Brother*** doing?
- How wonderful ***it is***.

3. Errors Based on Comparative Taxonomy

In comparative taxonomy means that it compares the structure of second language errors to their types of constructions, children during use their first language acquisition of language is the most commonly to make errors. This taxonomy has four categories, they are: developmental error, interlingual errors and course, ambiguous errors, and the grab bag category of other errors.

4. Errors Based on Communicative Effect Taxonomy

In communicative effect taxonomy, the errors affect the overall organization of the sentence hinder successful communication, while errors affect a single element of the sentence usually do not hinder communication. Dulay categories it as follow:

1) Global Errors

It include:

- wrong order of major constituents
- missing, wrong, or misplaced sentence connectors
- missing cues to signal obligatory exceptions to pervasive syntactic rules
- regularization of pervasive syntactic rules to exceptions
- wrong psychological predicate constructions (predicates describing how a person feels)
- improper selection of complement types (subordinate clauses)

2) Local Error

It includes errors in noun and verb inflections, articles, auxiliaries, formation of quantifiers, etc.

Based on Betty and Dulay's theory above, the researcher will focus on analyzing descriptive text in surface strategy taxonomy based on Dulay's theory, namely omission, addition, misordering, and misinformation.

2.4.5 Procedure of Error Analysis

According to Gass and Selinker in Emmaryana, they tell that the great procedures on error analysis was carried out within the context of the classroom. The result is one of pedagogical remediation. Those are:

- a. Identify errors, what is the error. For example: incorrect sequence of tenses, wrong verb form, etc.
- b. Classify form. Is it an error or tense only?
- c. Quantify errors. How many errors of the sentence occur?
- d. Analysis of error sources.
- e. Remediation

Indeed, Corder in Ellis and Barhuizen (2008) infers five steps in conducting error analysis, those are:

- a. Collection of a sample of learner language

The researcher needs to collect a sample of student writing to provide the error analysis data. In collecting the sample, the researcher may control the data by making specific sample.

- b. Identification of errors

In this step, the researcher must compare between students' sentence and native speaker's sentence in the same context. After that, absolutely, the

researcher can identify which part of students' sentence is different from the reconstructed version.

c. Description of Error.

This step usually uses either linguistics taxonomy or surface strategy taxonomy to describe the students' sentence.

d. Explanation of Error

It includes determining their sources to find out why they were made.

e. Error Evaluation

This is the supplementary step in error analysis. It shows the different errors with a view to decide which ones should receive instruction.

2.5 Grammar

2.5.1 Definition of Grammar

Purpura (2004: 6) in his book states that grammar is defined as a systematic way of accounting for a predicting a speaker's knowledge of the language. It is done by a set of principles that can be used to construct all well formed sentence in the language.

a. Grammatical Structures

It is related to the specific instance of grammar. Example of structure can be the past tense, noun phrase, passive voice, the comparison of adjectives, etc.

b. Grammatical Meaning

In understanding of grammar, it does not only understand on how some language are combined in order to look right, but also it affects their meaning. Grammatical structure may be quite difficult to teach, but grammatical meaning is more difficult than it. Grammatical meaning is make the students explain to the readers how they understand with the students' writing.

2.5.2 Grammatical Error on Writing

The examples of the grammatical errors which are found in the students' writing:

1. Sentence Pattern

Almost all English sentences contains a subject (S) and a verb (V). Azar (1999) states that subject is the word tells on who or what performed the action of the verb. The verb may be followed by an object (O). For examples:

- *My mother cooks*

(S) (V)

- My book is brought by Mary
(S) (V) (O)

2. Tense

Tense in English identifies when an event happens or describes a state. The simple past indicates that an activity or situation began and ended at a particular time in the past. We use past tense to describe and narrate an event or situation that occurred in the past and is over. For example:

“When I **was** twelve, I **broke** my leg. I **slipped** on the playground on a cold winter morning and **fell**. The bone near my ankle **snapped** with a loud “pop!” Even my friends **heard** it. The teachers **called** my parents, who **came** quickly. . . .”

3. Pronoun

A pronoun is a word that is used in the place of a noun or noun phrase. Usually when a noun or noun phrase has been used once, a pronoun is used to avoid repetition of the same noun or noun phrase.

Personal pronouns are words such as:

- First person pronouns, example words that represent or include the speaker or writer.

Singular : *I, me, my, mine*

Plural : *we, us, our, ours*

- Second person pronouns, example words that represent the person or people who is/are being addressed.

Singular : *you, your, yours*

Plural : *you, your, yours*

- Third person pronouns, example words that represent people or things other than the speaker/writer and the listener/reader.

Singular : *he, him, his, she, her, it, its*

Plural : *they, them, their, theirs*

2.6 Previous Study

The reseacher takes three previous studies guided her study. The first previous study is “*An Error Analysis on Students’ Descriptive Writing*” by Bustomi (2009). The main objectives of this study were to know the common error that made by the students and intends to identify, then to explain the causes of students error. Bustomi described the errors in every sentence, then gave an analysis. At the end of this study, he found that there were three points types of students’ error. Those were the errors

in using of the articles, using verb tense, and and using of word choice.

The second previous study was conducted by Purwanti (2013) under the title “*Descriptive Analysis Of Grammatical Errors In Writing Descriptive Essay Among The 8th Grade Students In MTs Amal Sholeh Sumogawe, Getasan, Semarang Regency In The Academic Year of 2012/2013*”. The objectives of this study were to describe the common errors and the possible cause of grammatical errors in writing that made by the eight grade student. This study described the types of errors in the surface strategy taxonomy based on Dulay’s theory which was found 39 items of omission errors, 7 items addition errors, 39 items malformation errors, and 14 items disordering errors. Also the possible causes of errors that based on the comparative strategy taxonomy was found 187 items intralingual errors and 14 items interlingual errors. Indah said that the causes was from the lacks of grammatical understanding and students who more likely used translate Bahasa Indonesia pattern into English without taking notice of grammar.

The last previous study was guided by Puspitasari (2013) entitled “*Grammatical Errors made by the Second Semester Students in Writing II Subject in the English Education Department of Yogyakarta State University in the Academic Year*

of 2012/2013". This study was an attempt to sum up the common morphological error and syntactical error based on Dulay's theory that made by the second semester students. Accordingly, the result of this study found the students' writing composition error in morphological area and syntactical area. In the morphological, there were 27 items of errors, while in the syntax were 165 items of errors. It showed that the occurrence of syntactical error was higher than the morphological error. By the end of this study, she found two main causes of students' error. The causes were the influence of mother tongue and the lack of grammatical understanding of target language.

By seeing previous studies above, all of those related previous studies were talking about grammatical error analysis. The second and third study used Dulay's theory in analyzing the types of grammatical error, were similar with this study. The differences between this study and those previous studies above are in the subject of study. The subject of first and second studies focused on junior high school students. The last study focused on the students in university, especially in second semester. It is totally different from this study because this study takes higher level in the fourth semester students, who are at the end of their second year in the university and have passed their first, second, and third writing classes. Indeed, this study aims to describe the

types of error analysis based on Dulay's theory in analyzing the surface strategy taxonomy, these are omission, additions, misformation, and misordering students' writing made by the fourth semester students of English Education Study Program in Universitas Muhammadiyah Sidoarjo.

CHAPTER III

RESEARCH METHOD

This chapter explained the procedure on how the researcher led her research. It consisted of the research design, population and sample, subject of the study, data collection, and data analysis.

3.1 Research Design

The design of this research was qualitative research. According to Catherine (1999: 2-3), qualitative research was an approach to the study of social phenomena; had a various genre which was naturalistic and interpretative, and they drew on multiple methods of inquiry. Louis (2007: 168) also explained that there were some purposes in qualitative research, they were describing and reporting the creation of key concepts, theory generation and testing. Then Sugiyono (2008: 8) summed up that qualitative research was natural. This meant the research was taken from natural description without manipulation the condition. The process of taken data also called as “taking of the data naturally”.

This research also could be called as descriptive qualitative research. As Arikunto (2007: 234) explained that descriptive research had no hypothesis, but only described some variable and

condition naturally. So, this research had a purpose to describe grammatical error in fourth-semester students' essay writing of English Education Study Program at Universitas Muhammadiyah Sidoarjo.

3.2 The Subject of Study

The subject of this research focused on the fourth - semester students of English Education Study Program in academic year 2016/2017. The fourth - semester students were divided into two classes; A class and B class. In this research, the researcher found that most of student in B class made some error than A class. One of the factor they made error was because they were the worker, they could not manage their time to study and work. So the researcher took B class of fourth – semester students.

3.3 Data Instrument

The researcher used students' essay writing worksheet as an instrument to collect the data. The data held on the mid - term test which was took on April 27th, 2017 for about 90 minutes. The instrument was to write essay writing, especially in argumentative essay. Then the students got the worksheet paper. When the students finished their writing, it was collected and the data explained in description analysis.

3.4 Data Collection

The researcher collected the data by conducting some stages:

1. The researcher collected the data by giving students' worksheet to write argumentative essay.
2. The lecture distributed worksheet papers to all of the students.
3. After the students finished their writing, the lecture collected the students' writing.
4. The researcher identified the errors words or sentences.
5. The researcher analyzed and classified the most common errors made by students based on Dulay's theory of classification error.
6. The researcher analyzed and made the types of error percentage which the most frequently from the students' writing.

3.5 Data Analysis

After gathering the data, the researcher analyzed in order to get the research question in this research. In analyzing the data, the researcher used the methods by Corder in Ellis and Barhuizen's theory (2008).

The qualitative result calculated and drew up in the table of percentage which the formula as follows:

$$P = \frac{F}{N} \times 100\%$$

P= Percentage

F= Frequency of error occurred

N= Total numbers of error

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter discussed the findings of research and discussions. The researcher described the erroneous of the sentences which were taken from the students' essay writing made by fourth semester students of Universitas Muhammadiyah Sidoarjo in academic year 2016/2017. First of all, the researcher would report the data classification of grammatical errors in essay writing. It classified in four categories of surface strategy taxonomy based on Dulay's theory. Those were omission, addition, misformation, and misordering.

This chapter also presented data description and data analysis. The data decription described the students' essay writing error which included the catagories, frequencies, percentages, and the sample of errors.

4.1 Findings

In making the analysis systematic, the researcher took three steps on describing the students' errors. Those were collecting the data, calculating the errors in the form numerical data, and describing them in the form of table. In collecting the

data, the errors sentences were classified and listed based on surface strategy taxonomy which was connected to four categories, such as omission, addition, misinformation, and misordering by using the table of Dulay's model taxonomy.

Based on the model taxonomy, the researcher has classified into each points. Omission error was classified into two points which were *omission major constituents* and *omission of grammatical morphemes*. Then in addition, there were also two points, which were *double marking* and *simple addition*. Furthermore in misinformation, which were *over regularization* and *archi/alternating forms*. Moreover, in misordering, there were three points such as *auxiliary in asimple question*, *auxiliary in embedded question*, and *adverb*. Overall, the errors were calculated in each category. The numerical data was presented in its frequencies and percentages in the form of a chart.

4.1.1 The Description of Errors

1. Errors Categories and Its Frequencies

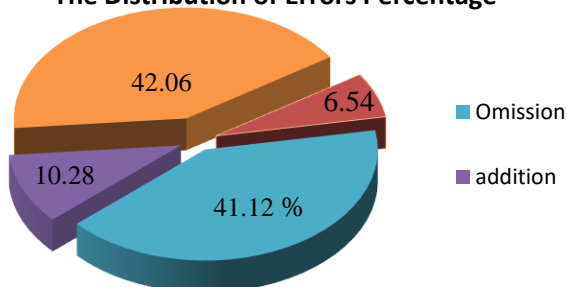
In this analysis, the data was taken from the students writing made by fourth-semester students. There were eighteen data sources in this research. By doing some evaluations, the researcher found

one hundred seven errors were produced by those data sources. Indeed the errors were divided into four categories. The error categories which included the frequency and percentage of each category were as follow:

Table 4.1
Error Types in Students Essay Writing

No.	Types of Errors	Frequency	
		N	%
1.	Omission	44	41.12
2.	Addition	11	10.28
3.	Misformation	45	42.06
4.	Misordering	7	6.54
Total Frequency		107	100

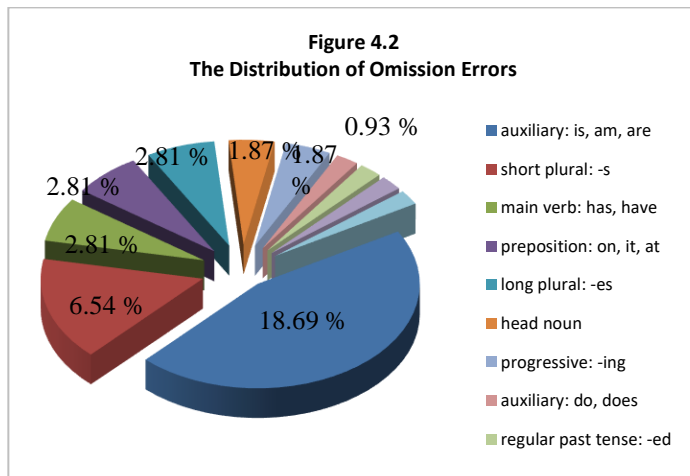
Figure 4.1
The Distribution of Errors Percentage



In the figure above, the occurrence of misformation errors involved 45 errors or 42.06 % of all errors that found in the students' essay writing, was higher than another type of errors.

2. Omission Errors

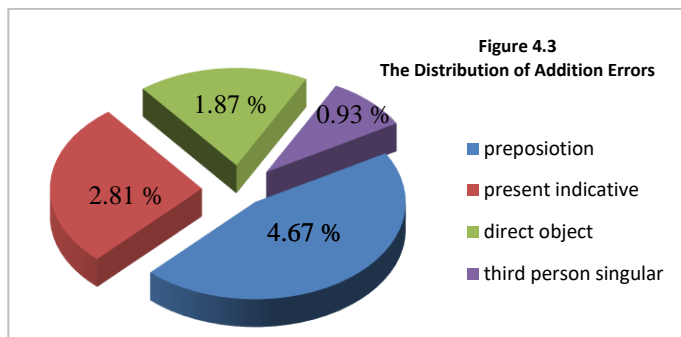
The following table showed that based on the omission in surface strategy taxonomy. There were 11 error types produced in students' essay writing. The highest frequency of errors happened in *auxiliary: is, am, are*, which consisted of 20 errors or 18,69 %. Next, *short plural: -s* which consisted of 7 errors or 6,54 %. Then, omitted the *main verb: has/ have, preposition: in, on, at*, and *long plural: -es*, which consisted of 3 errors for each type or 2,81 %. Moreover, omission *head noun* and *progressive pronoun: -ing* which consisted of 2 errors for each type or 1,87 %. In addition, the *omission of regular past tense: -d, auxiliary: do/does, omission in the third person singular*, and *infinitive marker: to* which consisted of 1 error for each type or 0,93 %.



3. Addition Errors

The addition was the opposite of omission, which was characterized by the presence an item, which was unnecessary. There were 4 omission error types produced in students' essay writing. The highest frequency of errors happened in *preposition* which consisted of 5 errors or 4,67 %. Then, *present indicate* which consisted of 3 errors or 2,81 %. Moreover, misformation in *adirect object* which consisted of 2 errors for each type or 1,87 %. Furthermore, *misformation in using third person singular* which consisted only 1 error or

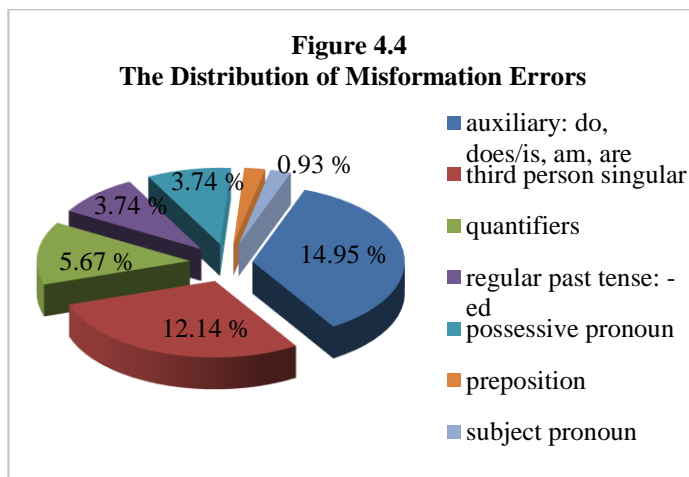
0,93 %. The chart below explained more about the total of addition error:



4. Misformation Errors

Misformation was the error, was indicated by the wrong form of the structure. The researcher found many errors of misformation in students' essay writing. It was the highest error of other types of surface strategy taxonomy. The total number of misformation error was 7 error types. The error on the use of *auxiliary: do, does/is, am, are* was the highest error type in misformation, contained 15 errors or 14,02 %. Next, misform on the use of *third person singular* which consisted 14 errors or 13,08 %. Therefore, misform in *quantifiers* consisted 6 errors or 5,67 %. Then, misform on the use of *regular past* and *possessive pronoun* consisted of 4

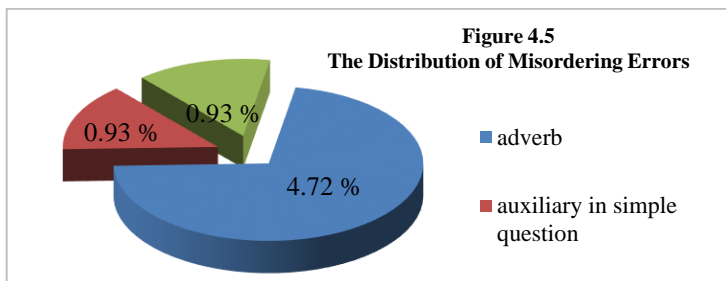
errors or 3,74 %. In addition, both of misformation on the use of *preposition* and *subject pronoun* contained only 1 error or 0,93 %. The chart below described more about the misformation errors:



5. Misordering Errors

The researcher found some misordering errors in students' essay writing. There were 3 types of misordering error, which were found in students' essay writing were misordering on the use *adverb* which was consisted of 5 errors or 4,72 %, *Auxiliary in simple question* consisted only 1 error or 0,93 %, and *auxiliary in embedded question*

consisted 1 error or 0,93 %. The data were shown in the chart below:



4.1.2 Sample of Errors

1. Omission

In omission, based on surface strategy taxonomy, there were two omission types, which were an error on major constituents and grammatical morphemes. The researcher found some errors of omission in students essay writing in terms of major constituents or content morpheme and grammatical morpheme.

a. Error on the Use of Major Constituents

The researcher found five errors of omission on major constituents that divided into *head noun* and *main verb: has, have*.

1) Head noun

In error on the use of head noun, there were two error sentences, as follow:

“Video games come in many **varieties** ^.” (taken from essay no. 6)

“...**many** ^ don’t react to death, fighting,...” (taken from essay no. 8)

Both of sentences above were an error because the students did not put the object after word “many varieties ^” and “many ^”. The sentences were ambiguous. So, it should add the object to make the sentences had clearly meaning. The correct sentence should be:

“Video games come in many **varieties aspects**” (taken from essay no. 6)

“...**many people** don’t react..” (taken from essay no. 8)

2) Main verb

In main verb error, the student omitted the main verb, such as has or have. The researcher found 3 errors:

“...**children** ^ aggressive behavior, and emotional.” (taken from essay no. 12)

“video **games** ^the way in creativity, problem – solving, strategy, even more traditional academic skills.” (taken from essay no. 14)

“ the **students** ^ no longer write their assignments.” (taken from essay no. 17)

Those sentences above mentioned that students omitted the main verb. Then the correct sentences should be:

“...children **have** aggressive behavior, and emotional.” (taken from essay no. 12)

“Video games **have** the way in creativity, problem – solving, strategy, even more traditional academic skills.” (taken from essay no. 14)

“The students **have** no longer write their assignments.” (taken from essay no. 17)

b. Error on the Use of Grammatical Morphemes

There were some errors of omission on grammatical morphemes. Most of the students omitted *auxiliary: is, am, are* and also *short plural: -s*. A group of words could not be said as a sentence without a verb, especially auxiliary verb. Minimally, a sentence consisted of the subject and verb. The researcher found grammatical error morphemes from 37 sentences in students' essay writing.

1) Preposition

The researcher found three errors which omitted the preposition: in, those were:

“Exactly some children spend their time and **sit** ^ front of video games.”
(taken from essay no. 6)

“...to continue ^ **using** video games.”

(taken from essay no. 7)

“They may have difficulty ^ **controlling** the amount of time...”

(taken from essay no. 13)

From those sentences above, the students still did not know how to put the preposition. From essay number 7 and 13, it showed there was verb-ing and they have to put preposition: *in*. So, the correct sentences should be:

“Exactly some children spend their time and sit **in front of** video games.”

(taken from essay no. 6)

“...to continue **in using** video games.” (taken from essay no. 7)

“They may have difficulty **in controlling** the amount of time...”

(taken from essay no. 13)

2) Short plural: -s

“Every humans need to consume more information^ in the world.”

(taken from essay no. 1)

“We know that computer have many good impact^ so we need to learn it.”

(taken from essay no. 1)

“Video games have positive and negative impact^..” (taken from essay

no. 3)

“There are many impact^” (taken from essay no. 5)

“Many state^” (taken from essay no. 8)

“Many effect^” (taken from essay no. 11)

“Three major problem^” (taken from essay no. 14)

The researcher found 7 errors in the omission of short plural: -s from students' essay writing. The correct sentence should be:

“Every humans need to consume more **informations** in the world.”

(taken from essay no. 1)

“We know that computer have many good **impacts** so we need to learn it.”

(taken from essay no. 1)

“Video games have positive and negative **impacts.**” (taken from essay no. 3)

“There are many **impacts**” (taken from essay no. 5)

“Many **states**” (taken from essay no. 8)

“Many **effects**” (taken from essay no. 11)

“Three major **problems**” (taken from essay no. 14)

3) Long plural: *-es*

The researcher found three error sentences in the omission of long plural: *-es*.

“Computers also help us to finish some exercise^” (taken from essay no. 1)

“Many cause^” (taken from essay no. 10)

“Now many issue^” (taken from essay no. 12)

The correct sentence should be:

“Computers also help us to finish some **exercises**” (taken from essay no. 1)

“Many **causes**” (taken from essay no. 10)

“Now many **issues**” (taken from essay no. 12)

4) Auxiliary: *do, does*

“Video games ^ not always give negative effect” (taken from essay no. 2)

The sentence was an error, because the student did not put an auxiliary. Hence the

sentence had a plural subject and there was V1 or ordinary verb “give”. So, the sentence should be followed by auxiliary “do”.

5) Auxiliary: *is, am, are*

“The humans ^ too dependent on computers” (taken from essay no. 1)

The correct sentence should be:

“The humans **are** too dependent on computers”. (taken from essay no. 1)

There were twenty errors in forming auxiliary: *is, am, are*. This error type became the highest error which was found in omission type. In counting the frequency of it, the researcher found *failure to auxiliary: is, am, are* presented 18, 69 % of the whole errors found in the students’ essay writing.

6) Progressive: *-ing*

“They’re done by give ^ them video games” (taken from essay no. 2)

“They are no go^ to school” (taken from essay no. 12)

The correct sentence should be:

“They’re done by **giving** them video games” (taken from essay no. 2)

“They are not **going** to school” (taken from essay no. 12)

There were only two error sentences of progressive: *-ing* omission which occurred in the students’ essay.

7) Regular past tense: *-ed*

“Video games in Indonesia can call^ PS” (taken from essay no. 5)

The researcher found one error sentence in regular past tense. The students should add *-ed* after word “call”.

8) Third person singular

In this case, as in regular past tense, the researcher only found one error sentence. The student did not put –s on the verb below:

“Because write down on paper sometimes make^ us” (taken from essay no. 1)

The correct sentence:

“Because write down on paper sometimes **makes** us” (taken from essay no. 1)

9) Infinitive marker: *to*

“You must force ^ don’t play video games” (taken from essay no. 10)

The sentence above showed that there was *modal auxiliary: must* as a necessity. Therefore, it must have *to-infinitive* as a marker. So, the correct sentence should be:

“You must force **to** don’t play video games” (taken from essay no. 10)

2. Addition

The addition was called as the opposite of omission. It was indicated by the presence of an item that must not appear in well-formed sentences. In addition, the researcher found 11 error sentences in students’ essay writing that divided into two categories; double marking error and simple addition error.

a. Double Marking Error

1) Present indicative

“Cannot *do operating*” (taken from essay no. 9)

“But does *witnesses* a lot of it” (taken from essay no. 14)

“Parents worry about *are* the first person shooter” (taken from essay no. 15)

Three error sentences above mentioned that the students added present indicative. The correct form should be:

“Cannot **operate**” (*taken from essay no. 9*)

“...but does **witness** lot of it” (taken from essay no. 14)

“Parents worry about the first person shooter” (taken from essay no. 15)

2) Direct object

“The children make *children* use an eyeglass” (taken from essay no. 2)

“If you want it *black*, it will be black. If you want it *blue*, it will be blue” (taken from essay no. 4)

The correct sentence should be:

“The children use an eyeglass” (taken from essay no. 2)

“If you want it, it will be black. If you want it, it will be blue” (taken from essay no. 4)

The researcher found two error sentences in direct object.

b. Simple Addition Error

1) Third person singular

The researcher only found one error in this type. The student added the use of third person singular, which was unnecessary.

“The world this day *had* depends ...”

(taken from essay no. 17)

The correct sentence should be:

“The world this day depends ...”

(taken from essay no. 17)

2) Preposition

“The child *to* will imitate...” (taken from essay no. 7)

The sentence above was an error because the student put preposition *to* after word “*child*”. The sentence showed auxiliary *will*, so it should omit preposition *to*. The correct sentence should be:

“The child will imitate...” (taken from essay no. 7)

The researcher also found another error sentence concerned with the addition of a preposition. There were 4 another error which related to the addition of preposition error.

3. Misformation

The researcher found 45 error sentences of misformation or 42.06% in students' essay writing. Misformation was indicated by the wrong form of structure. It was the highest error frequency and percentage. The explanation below described more about error happened in misformation.

a. Overregularization

1) Regular past

In this error type, the researcher found 4 errors. Those were:

“The negative impact that *give* by video games” (taken from essay no. 2)

“That *is* killed *with* a gun” (taken from essay no. 4)

“Children must have *know*...” (taken from essay no. 5)

“The computers *are made* many things are easier” (taken from essay no. 17)

The correct sentence should be:

“The negative impact that **given** by video games” (taken from essay no. 2)

“That **was** killed **by** a gun” (taken from essay no. 4)

“Children must have **known**...” (taken from essay no. 5)

“The computers **make** many things are easier” (taken from essay no. 17)

2) Third person singular

“Video games *makes* children always in a house” (taken from essay no. 2)

From the sentence above, the error was characterized by misform of the third person singular. Whereas, the verb should be “make” without –s.

The correct sentence should be:

“Video games **make** children always in a house” (taken from essay no. 2)

b. Archi/ Alternating Forms

1) Auxiliary: do, does/is, am, are

“Computers *is* very important for humans” (taken from essay no. 1)

The correct sentence should be:

“Computers **are** very important for humans” (taken from essay no. 1)

There were fifteen errors in forming *archi/alternating forms*. This error type became the highest error which found in omission type. In counting the frequency of it, the researcher found *misformation in archi/alternating forms* presented 14, 02

% of the whole errors found in the students' essay writing.

2) Quantifiers

“Have *a* good benefits” (taken from essay no. 2)

The correct sentence should be:

“Have **some**good benefits” (taken from essay. 2)

The error was characterized by misformed of quantifiers “*a*”, meanwhile there was plural object “*benefits*”. So, word “*a*” should be changed by “*some*”. In this error, there were 3 another errors on the use of quantifiers.

3) Possessive

In this error type, the researcher found 4 errors on the possessive. One of them:

“... the children childhood and encourage *him* to do wrong things”
(taken from essay no. 4)

The correct sentence should be:

“... the children childhood and encourage *him* to do wrong things”

(taken from essay no. 4)

4) Preposition

“This can make *they*loss their critical...” (taken from essay no. 17)

The correct sentence should be:

“This can make **them**loss their critical...” (taken from essay no. 17)

5) Subject pronoun

“But don’t *for* play it” (taken from essay no. 16)

The correct sentence should be:

“But don’t **to** play it” (taken from essay no. 16)

4. Misordering

The researcher found some errors which were incorrectly placed. The total of misordering was 7

errors. The explanation below described more about the error in misordering.

1) Auxiliary in simple question

“*That’s why?*” (taken from essay no. 9)

The correct sentence should be:

“**Why is that?**” (taken from essay no. 9)

2) Auxiliary in embedded question

“But, *is that way*” (taken from essay no. 2)

The correct sentence should be:

“But, **that is way**” (taken from essay no. 2)

3) Adverb

“The level of *ability of children*”
(taken from essay no. 7)

The correct sentence should be:

“The level of *ability of children*”
(taken from essay no. 7)

4.2 Discussion

According to the findings and analysis directly above, the researcher found that the students made an error in their essay writing, such as omission, addition, misinformation and misordering. Based on the result, the students made error typing in each error types, such as omission was 44 errors or 41.12 %, an addition was 11 errors or 10.28 %, misinformation was 45 errors or 42.06 %, and misordering was 7 errors or 6.54 %. It means that most of the students made an error on their essay writing on surface strategy taxonomy.

In this research, based on the theory of Dulay, the finding data are described that the misinformation error was the highest errors of all made by the students, especially misinformation on the use of *auxiliary: to be*.

Related to the findings of earlier research, the findings of this research were systematically dissimilar from earlier research about grammatical error analysis. Bustomi (2009) found that there were three types of students' error, such as an error in using of articles, using verb tense, and using of word choice. And he focused on junior high school students in his subject. Moreover, Purwanti (2013) focused on surface strategy taxonomy in Dulay's theory, found that misinformation and omission error was the

highest students' error type in her finding. Besides, she only focused on junior high school in her subject. In addition, Puspitasari (2013) focused on the linguistic category in Dulay's theory, found that the occurrence of syntactical error was the highest error. But, she focused on the students in the university.

Based on previous studies above, it could be concluded that the highest error type in their research was the wrong form of structure or called as misformation. It means, the students had not understood how to construct the form of structure.

From this research, the researcher found the highest error is in misformation error, which was 45 errors. The researcher hopes that this research gives more understanding about the grammatical error, especially to the readers. In developing the readers' understanding, the researcher would establish suggestion for the further researcher to explain more the grammatical error by other theory or subject. Based on this research, it could have explained the new theory of grammatical error analysis which had not discussed yet in the previous researches.

CHAPTER V

CONCLUSION AND SUGGESTION

In this segment, the researcher presented the conclusions and suggestions in the end section of this research. The conclusion was settled based on the framed research questions, meanwhile suggestions were offered to provide information to the next researchers who were anxious about doing the same research.

5.1 Conclusion

In this research, writing was a method of knowing, of discording what you recognize as what you put it down not only in the form of words and phrases but of scribbles and sketches, ideas and images and all other brilliant stuff in your mind that may only become clear as you involve in the process of writing it down, Cox (2007). It means, writing is the significant mechanisms in learning English which entails a set of complex skill in English.

The importance of English influenced the educational system in Indonesia, especially in the learning English raised among English Department students of Universitas Muhammadiyah Sidoarjo had propelled the researcher to analyse grammatical errors on essay writing made by the fourth semester

students. Based on the finding data of this research, it found that one hundred seven errors in students' essay writing. The highest frequency of errors happened in misinformation error, which consisted of 45 errors or 42,06 %. Next, omission error, which consisted of 44 errors or 41,12 %. Then, addition error, which consisted 11 errors or 10,28 %. And the last, misordering error, which consisted of 7 errors or 6,54 %.

5.2 Suggestion

The researcher would like to propose some suggestions. Hopefully, the suggestions will give a new idea for a better learning process, especially in writing skill in English Department of Universitas Muhammadiyah Sidoarjo. There were several suggestions related to the grammatical error analysis in essay writing:

1. For lecturers

Students' error had considerable importance to lecturers and syllabus designers. Automatically, they helped the lecturers to identified the students' writing problem. The researcher suggested that all of the lecturers to use the most appropriate methods or techniques in teaching writing. Even they were

prepared to be English lecturers, they should have good competence in all language skills to be good English lecturers.

2. For the students

The researcher hoped that the students had to learn English by reading more materials in order to improve their English grammatical ability.

3. For the further researchers

This research was expected that the result of the research could give some informative inputs to other researchers who wanted to conduct similar research.

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APPENDIXES

LIST OF STUDENTS

No.	NAME	NIM
1.	EKA NOVA AYU I.	158820300013
2.	ARIS RENALDI	158820300046
3.	WAHYU AVTIYA	158820300036
4.	SISKA AJENG P.	158820300024
5.	AINUN MUJIDAH	158820300011
6.	MEGA S. R.	158820300068
7.	USWATUN KHASANAH	158820300021
8.	AMELIA WINDA M.	158820300016
9.	NIWANG WIDY A.	158820300003
10.	ANTEESOR SALAEH	158820300027
11.	LAILATUL SA'DIYAH	158820300069
12.	NUR ROCHANIA	158820300016
13.	EFFRIEN INTAN	158820300019
14.	LAILATUL ISTIQOMAH	158820300050
15.	RATIH KUSUMA P.	158820300007
16.	DONA NUR FAUZIAH	158820300042
17.	DENY SATRIA	158820300067
18.	ELSA DIADORA	158820300026

SURFACE STRATEGY TAXONOMY CODE

1. Omission

1.a. Omission of Major Constituents

- 1.a.1. head noun
- 1.a.2. subject
- 1.a.3. main verb: *has/have*

1.b. Omission of Grammatical Morphemes

- 1.b.1. preposition
- 1.b.2. article
- 1.b.3. short plural: *-s*
- 1.b.4. long plural : *-es*
- 1.b.5. auxiliary: *do/does, is/are*
- 1.b.6. auxiliary: *is, am*
- 1.b.7. copula: *is, am*
- 1.b.8. progressive: *-ing*
- 1.b.9. regular past tense: *-ed*
- 1.b.10. third person singular
- 1.b.11. infinitive marker: *to*

2. Addition

2.a. Double Marking

- 2.a.1. present indicative
- 2.a.2. regular past
- 2.a.3. irregular past
- 2.a.4. direct object

2.b. Simple Addition

- 2.b.1. third person singular
- 2.b.2. article: *a*
- 2.b.3. preposition

3. Misformation

3.a. Overregularization

- 3.a.1. reflexive pronoun

- 3.a.2 regular past
 - 3.a.3 third person singular
- 3.b Archi/Alternating Forms
 - 3.b.1. auxiliary: *does/is*
 - 3.b.2. preposition
 - 3.b.3. subject pronoun
 - 3.b.4. possessive pronoun: *her/his*
 - 3.b.5 . negative: *no/not*
 - 3.b.6. quantifiers
- 4. Misordering
 - 4.a aux. in simple question
 - 4.b aux. in embedded question
 - 4.c. adverb

Surface Strategy Taxonomy Error

Essay Number	1											2						3						4									
	1a			1b								2a			2b			3a			3b						4a	4b	4c				
	1a1	1a2	1a3	1b1	1b2	1b3	1b4	1b5	1b6	1b7	1b8	1b9	1b10	1b11	2a1	2a2	2a3	2a4	2b1	2b2	2b3	3a1	3a2	3a3	3b1	3b2				3b3	3b4	3b5	3b6
1.						2	1		2				1												1								
2.								1	1		1						1					1	2							1		1	
3.						1			3								1				1		3	1						1			
4.																	1					1						1		1			
5.						1						1										1		1						1			
6.	1			1					4															1									
7.				1																1				1	1								
8.	1					1																			1							1	
9.									1					1						1			1	1		1							
10.							1						1							1			3	5			1			1		1	
11.						1			1											1					1							1	
12.			1				1		1		1													3		1				2			1
13.				1																								1					
14.			1			1									1																		
15.														1																			1
16.									5											1					2	1	1						
17.			1						1									1				1			2			1					
18.									1																								
F	2		3	3		7	3	1	20		2	1	1	1	3			2	1		5		4	13	16	1	1	4		6	1	1	5
N	107																																
%	1.87		2.81	2.81		6.54	2.81	0.93	18.69		1.87	0.93	0.93	0.93	2.81		1.87	0.93		4.67		3.74	12.14	14.95	0.93	0.93	3.74		5.61	0.93	0.93	4.67	

Students' Error Description

Essay Number	Error Construction	Type of Error	Correct Construction
1.	The humans ^ too dependent on computers	Omission (aux: are)	The humans are too dependent on computers
	The humans ^ too dependent on computers	Omission (aux: are)	The humans are too dependent on computers
	Every humans need to consume more information^ in the world.	Omission (short plural: -s)	Every humans need to consume more informations in the world
	Computer have many good impact^	Omission (short plural: -s)	Computer have many good impacts
	Computers also help us to finish some exercise^	Omission (long plural: -s)	Computers also help us to finish some exercises
	Because write down on paper sometimes make^ us	Omission (3 rd person singular)	Because write down on paper sometimes makes us
	Computers is very important for humans	Misformation (aux: are)	Computers are very important for humans

2.	The human ^ always easy	Omission (aux: is)	The human is always easy
	They're done by give ^	Omission (progressive: -ing)	They're done by giving
	Video games ^not always give negative effect	Omission (aux: do)	Video games do not always give negative effect
	The children make <i>children</i> use an eyeglass	Addition (direct object)	The children make to use an eyeglass
	Video games <i>makes</i> children always in a house	Misfromation (3 rd person singular)	Video games make children always in a house
	This habitual <i>make</i> children	Misformation (3 rd person singular)	This habitual makes children
	The negative impact that <i>give</i> by video games	Misformation (regular past)	The negative impact that given by video games
	Have <i>a</i> good benefits	Misformation (quantifiers)	Have some good benefits

	But, <i>is that</i> way	Misordering (aux. in embedded question)	But, that is way
3.	There ^ not enter the class	Omission (aux: is)	There is not enter the class
	The conclusion ^ video games cause bad behavior for children	Omission (aux: is)	The conclusion is video games cause bad behavior for children
	Video games ^ just not doing	Omission (aux: are)	Video games are just not doing
	Video games have positive and negative impact^	Omission (short plural: -s)	Video games have positive and negative impacts
	Which <i>into</i> it has many games	Addition (preposition: in)	Which has many games
	Video games <i>is</i> a tool	Misformation (aux: are)	Video games are some tool
	This make the children	Misformation (3 rd person singular)	This makes the children

	This <i>make</i> the children.. and visit to play station home	Misformation (3 rd person singular)	This makes the children.. and visit to play station home
	This <i>make</i> the children.. and <i>visit</i> to play station home	Misformation (3 rd person singular)	This <i>make</i> the children.. and visits to play station home
	Video games is <i>a</i> tool	Misformation (quantifiers)	Video games are some tool
	For family, such as the parent, give role religious..., <i>watched</i> them about religious..., <i>buzy</i> them...	Misformation (3 rd person singular)	For family, such as the parent, give role religious..., watch them about religious..., <i>buzy</i> them...
4.	If you want it <i>black</i> , it will be black. If you want it <i>blue</i> , it will be blue	Addition (direct object)	If you want it, it will be black. If you want it, it will be blue.
	... the children childhood and encourage <i>him</i> to do wrong things	Misformation (possessive pronoun)	... the children childhood and encourage them to do wrong things
	That <i>is</i> killed <i>with</i> a gun	Misformation (regular past)	That was killed by a gun

	A video games	Misformation (quantifiers)	Some video games
5.	There are many impact [^]	Omission (short plural: -s)	There are many impacts
	The morality and social [^] not strong enough	Omission (aux: are)	The morality and social are not strong enough
	Video games in Indonesia can call [^] “PS”	Omission (regular past tense)	Video games in Indonesia can called as “PS”
	Video games <i>is</i> usually..	Misfromation (aux: are)	Video games are usually..
	Children must have <i>know...</i>	Misformation (regular past)	Children must have known...
	There are <i>an impacts</i>	Misformation (quantifiers)	There are some impacts
6.	Video games come in many varieties [^]	Omission (head noun)	Video games come in many varieties aspects
	Learning something in reality [^] more important	Omission (aux: is)	Learning something in reality is more important

	Children ^ more and more...	Omission (aux: are)	Children are more and more...
	Children ^ like playing	Omission (aux: are)	Children are like playing
	Sit ^ front of	Omission (preposition)	Sit in front of
7.	To continue ^ using many games	Omission (preposition)	To continue in using many games
	The child <i>to</i> will imitate	Addition (preposition)	The child will imitate
	The images <i>shown are usually not</i>	Misfromation (aux)	The images are not usually showing
	An addicted child <i>wanting</i>	Misformation (3 rd person singular)	An addicted child wants
	The level of <i>ability of children</i>	Misordering (adverb)	The level of children ability
8.	Many ^ don't react to death	Omission (head noun)	Many people don't react to death

	Many state [^]	Omission (short plural: -s)	Many states
	Children <i>is</i> easy to imitate	Misformation (aux: are)	Children are easy to imitate
9.	Will [^] bad impact	Omission (aux)	Will be bad impact
	So we must <i>to</i> use	Addition (preposition)	So we must use
	Can <i>not do operating</i>	Addition (present indicative)	Can not operate
	Computers <i>is</i> one of equipment electronic	Misformation (aux: are)	Computers are one of equipment electronic
	It <i>is mean</i>	Misformation (3 rd person singular)	It means
	<i>That's</i> why?	Misordering (aux in simple question)	Why is that?

	Like <i>a do</i> criminal	Misordering (adverb)	Like do a criminal
10.	Many cause^	Omission (long plural: - es)	Many causes
	You must force ^ don't play	Omission (infinitive marker: to)	You must force to don't play
	Who <i>is</i> the children?	Misformation (aux: are)	Who are the children?
	Children <i>is</i> 0-12 years	Misformation (aux: are)	Children are 0-12 years
	They <i>is</i> ...	Misformation (aux: are)	They are ...
	What <i>is</i> the video games	Misformation (aux: are)	What are the video games
	Video games is games...	Misformation (aux)	Video games are games...
	... buy hand phone and give <i>they</i>	Misformation	... buy hand phone and give them

		(possessive pronoun)	
	The children <i>likes</i>	Misformation (3 rd person singular)	The children like
	Video game has bad and good behavior but just little <i>have</i> good behavior	Misformation (3 rd person singular)	Video game has bad and good behavior but just little has good behavior
	My brothers always play video games until <i>doesn't</i> want to eat	Misformation (3 rd person singular)	My brothers always play video games until don't want to eat
	So <i>I do</i>	Misordering (adverb)	So do I
11.	Children ^ very like	Omission (aux: are)	Children are very like
	Many effect^	Omission (short plural: -s)	Many effects
	<i>In</i> here, education	Addition (preposition: in)	Here, education

	The parents is	Misformation (aux: are)	The parents are
	A students	Misformation (quantifiers)	Some students
	A money	Misformation (quantifiers)	Much money
	<i>Next future is bad</i>	Miordering (adverb)	Bad next future
12.	Now many issue [^]	Omission (long plural: -es)	Now many issues
	Children aggressive... [^]	Omission (main verb)	Children aggressive... have
	Children [^] more active	Omission (aux: are)	Children are more active
	They are no go [^] to school	Omission (progressive: -ing)	They are no going to school
	Video games <i>has</i> bad...	Misformation	Video games have bad...

		(3 rd person singular)	
	Its <i>means</i>	Misformation (3 rd person singular)	It means
	Games <i>has</i> benefit	Misformation (3 rd person singular)	Games have benefit
13.	They may have difficulty controlling ^	Omission (preposition: on)	They may have difficulty in controlling
	Talk with <i>they</i>	Misformation (possessive pronoun)	Talk with them
14.	Three major problem^	Omission (short plural: -s)	Three major problems
	Video games ^ the way in creativity	Omission (main verb)	Video games have the way in creativity
	...but does <i>witnesses</i> a lot of it	Addition (present indicative)	...but does witness a lot of it

	Less dangerous still <i>concerning</i> are games where the players...	Misordering (adverb)	Less dangerous is still concerning games where the players...
15.	Parents worry about <i>are</i> the first person shooter	Addition (present indicative)	Parents worry about the first person shooter
16.	Video game ^ suitable	Omission (aux: is)	Video game is suitable
	Because their work ^ only looking for video game	Omission (aux: is)	Because their work is only looking for video game
	Video game ^ also poor for children	Omission (aux: is)	Video game is also poor for children
	Video games ^ suitable	Omission (aux: are)	Video games are suitable
	If they ^ always playing	Omission (aux: are)	If they are always playing
	They can also to be more...	Addition (preposition)	They can also be more...
	... for people who <i>has</i> shy and not confident	Misformation (aux)	... for people who are shy and not confident

	Video games <i>is</i> good	Misformation (aux)	Video games are good
	But don't <i>for</i> play it	Misformation (preposition)	But don't to play it
	If <i>their</i> always play video games	Misformation (subject pronoun)	If they always play video games
17.	We ^ too dependent	Omission (aux: are)	We are too dependent
	The students ^ no longer	Omission (main verb)	The students have no longer
	The world this day <i>had</i> depends ...	Addition (3 rd person singular)	The world this day depends ...
	The negative effects <i>is</i> on the children	Misformation (aux: is)	The negative effects are on the children
	They <i>did</i> writing	Misformation (aux: are)	They are writing
	This can make <i>they</i> loss their critical...	Misformation	This can make them loss their critical...

		(possessive pronoun)	
	The computers <i>are made</i> many things are easier	Misformation (regular past tense)	The computers make many things are easier
18.	There ^ also many negative impacts	Omission (aux: are)	There are also many negative impacts



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TERAKREDITASI B

Fakultas / Jurusan

Nama Mahasiswa

Semester / NIM

Mata Ujian

Tanggal

Normor Ujian

Tanda Tangan

FAK/ Pendidikan Bahasa Inggris

FKA NOFA Ayu I

4 / 158820300013

Essay Writing

27 April 2018

Epi

Are humans too dependant on computers?

In my opinion about this topic is, yes! that the humans too dependent on computers. I think there are many reasons that why humans too dependent on computers. The first, because of every day, time and years the world be better or the technology more better, I mean, so the humans haven't another choice if they want to follow the new era and get good position. In now days, computer is very important for every humans so they need to learn. Almost every one have computer in their house and most of them can apply it perfectly. In this era, there are many children can apply computer. Well, computer teaching has been doing for elementary school level. In the foreign, there are many computer course for kids especially. They will continue to study in computer major to focus on their purpose. The second, Computers also help us / humans to finish some exercises or job more easy. By typing in keyboard, can make the user do their job more be easy than write down on paper and also more be practice / simple. Because write down on paper sometimes make us so tired. And the last, for elementary school, junior high school, Senior high school until in university level there is computer lessons to learn every time. The purpose is to make the user can apply it perfectly because most of the assignments from teachers or lecturers always need computers, because it's so simple and practice, such as letters, papers, and etc.

So, I think that computers is very important for humans. Absolutely yes that humans are too dependent on computer. Everything of course have the bad and good impact right? so be a smart user.

This is modern era. In now days, All humans need to learn the technology if they want to get position in their job. Every humans need to consume more information in the world for not to be an active one. We know that computer have many good impact so we need to learn it, but use it in the good way or positif thing. So, yes that humans are too dependent on computer because there are many reasons that push us / them to learn for many purposes in life.



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Playing video games has become a popular activity for people of all ages. On average, girls spend more than an hour per day playing video games and boys spend more than two hours. Teens often spend even more time than younger children. Video games have become very realistic. Some games connect to internet, which can allow children to play games and have discussion with unknown adults and it can danger for children if they unknown who talk with they.

While some games have educational content, many of the most popular games emphasize negative theme and promote like the killing of people or animal, the use of drugs and alcohol, criminal behavior, sexual exploitation. many of children exposed to violent media have shown that they may become numb to violence and show more aggressive behavior. Younger children and those with emotional, behavioral or learning problems may be more influence by violent image. Children can become overly involved with video games. They may have difficulty controlling the amount of time they play. They may resist their parents' attempts to limit their time playing video games, and it can be influence for children like less time socializing with friend and family, poor social skills, time away from family time, school work and less exercise and becoming.

Maybe parents can help their children enjoy these video games with timer if children start playing video games, checking the video games it will be their played, join the children to share how they can play video games.



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2. Are human too dependent on computers ?

Definition of Computers is one of equipment electronic, in the world to help some or people do anything work. Computer is a important component in daily life every people. That's why ? Because without Computer we will feel confuse how to do anything without computer like when we do assignment or when we work at the employment like a office for example in employment is secretary profession so we must to use Computer and need Computer.

in the world most of people need computers to do work and assignments, example of assignment in here it's mean that the student need computer do assignment from their lecturer because most of student need application inside of Computer for example microsoft word, microsoft excel and so on.

but part of people are not dependent on computer because they cannot do operating computer example farmer profession, and another

Although Computer is important component in the world to part of people but Computer will be have impact to every one used Computer when connected with internet because can open bad information like a do criminal and can open pornography and any thing.

But although Computer when connect with internet will bad impact Computer is a important component to do anything like a work and do assignment, about the bad impact it's depend of every people used, when we use to do good behavior it result is good.



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Tanda Tangan :	

1) Impact for video game

Video game is one of media to refresh our brain if we feel bored. Video game can to be a good choice for media education. Children can also learning anything from video game, out of the book. Video game can also give players to more have a lot of friends. Video game suitable for people who was shy and not confident. They can also make community for video games players. Not only strenght of video game. It can give bad impact for children. Children who have strenght ambition to always playing video game. They usually forget about times. That can make their parents feel worried and afraid. Sometimes video games also have content that isn't suitable for children. Not only that, video game also make children less to have a good rest / sleep for children who have strenght ambition. They can also to be more lazy than normally, because their work only looking for video game. Video game also poor for children, because they can also using glasses if their always play video games everyday. Beside good and bad impact from video game. It can be good or bad if it refer to children's parent. How to managed their children, it can be good if the content of video games suitable for children. It can be bad if it out of the age content. Don't forget about times. Times also to be managed from children's parents. If they always playing without managed. Times it can be poor for their score in the class. So, the conclusion is video games it good. But don't play it everyday.



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Nomor Ujian	
Tanda Tangan	

Essay 3

*What impact does social networking and social networking sites have on Society?

Social networking sites are currently emerging at this time. There are at least three social networking or social media sites that are so big which are Facebook, Twitter, and Instagram. Those are technology products that are favoured by children, teens and even adults. Through social networking media services, people can make a new friend, expand the friends network and knowing the situation that occurred in other places.

Social networking media does have a variety of positive benefit. First, people can learn to develop social skills as well as technical skills in the cyberspace so that they can continue socializing, adapting, and even hanging out with friends in all over the world. Second, people also motivated their self-efficacy and motivation based on the information from social networking media that make people motivated to success. Third, people don't miss the latest information available in the world.

Although social networking media has many positive benefits, there also many negative impacts. Some people become a lazy communicator in the real world like have a bad level of understanding in verbal language. Social networking media also makes people more selfish or individualistic. People don't realize that they have have to communicate and empathize with other people in the real world. Social networking media is also a place that can be used to access all kinds of information even though those are bad information.



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Demikian Surat Keterangan ini dibuat dengan sesungguhnya untuk digunakan sebagaimana mestinya.

Sidoarjo, 5 Agustus 2017

Dekan,



Dr. Nur Efendi, M.Pd



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Di-

Tempat

Assalamu'alaikum wr. wb.

Sehubungan dengan tugas skripsi sebagai syarat kelulusan sarjana S1, maka bersama ini kami mohon perkenan Bapak/Ibu untuk mengijinkan mahasiswa kami:

NAMA	NIM	FAKULTAS/JUR
Dewi Kusniatus Solihah	158820300055	FKIP/Pend. Bhs Inggris

Untuk menggali data dan mengadakan penelitian dengan judul

"GRAMMATICAL ERRORS ANALYSIS IN THE FOURTH SEMESTER STUDENTS ESSAY WRITING AT UNIVERSITAS MUHAMMADIYAH SIDOARJO"

Demikian atas perhatian dan bantuan Bapak/Ibu kami sampaikan terima kasih.

Wassalamu'alaikum wr. wb.

Sidoarjo, 27 April 2017
Dekan,



[Signature]
Drs. Nur Efendi, M.Pd

AUTOBIOGRAPHY



My name is Dewi Kusniatus Solihah. I was born on June 26th, 1994. I was the first daughter of three siblings. My father was named Mr. Dim and my mother named Mrs. Luluk. I finished my kindergarten in 2000 at TK Aisyiyah Bustanul Athfal 3 Denpasar. Then I started formal education at SD Muhammadiyah 3 Denpasar and graduated in 2006. Next, I entered Junior High School at MTs Al-Ma'ruf Denpasar and graduated in 2009. I continued Senior High School at MAN Negara Bali and graduated in 2012. After I finished from Senior High School, I tried to study English at Kampung Inggris in Pare Kediri. For about a year at Kampung Inggris, in 2013, I completed my education in University level at UNP Kediri, especially in English Education Department. In 2015, after almost two years in UNP Kediri, I decided to move at Universitas Muhammadiyah Sidoarjo. I hope that with all the gifts and opportunities God gives, I can always create thousands smiles and happiness for my parents and my family.



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KONSULTASI

NO	TGL.	PARAF	URAIAN BIMBINGAN
1	1/7/17	[Signature]	Rev. Chapter 1
2	24/7/17	[Signature]	Acc. Chapter 1 & 2
3	30/7/17	[Signature]	Acc. Chapter 1, 2, 3
4	3/8/17	[Signature]	Acc. Chapter 4
5	9/8/17	[Signature]	Acc. Chapter 5
6	10/8/17	[Signature]	Revisi Abstrak
7	1/9/17	[Signature]	Acc. All chapters
8			
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