

**AN ERROR ANALYSIS ON WRITTEN PRODUCTION MADE BY EFL
STUDENTS OF INTERNATIONAL PROGRAM OF MUHAMMADIYAH
UNIVERSITY OF SURAKARTA**

PUBLICATION MANUSCRIPT

**Presented to Muhammadiyah University of Surakarta in Partial Fulfillment of the
Requirement for Thesis Program in English Department of Post Graduate
Programs of Muhammadiyah University of Surakarta**



By

SUHONO
NIM: S200130042

**GRADUATE PROGRAM OF LANGUAGE STUDY OF
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2015**

**AN ERROR ANALYSIS ON WRITTEN PRODUCTION MADE BY EFL
STUDENTS OF INTERNATIONAL PROGRAM OF MUHAMMADIYAH
UNIVERSITY OF SURAKARTA**

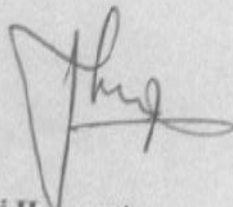
MANUSCRIPT PUBLICATION

**Submitted to fulfill One of the Requirement for the Completion of
Post Graduate Degree in Language Study Program**

**Written by
SUHONO
S200130042**

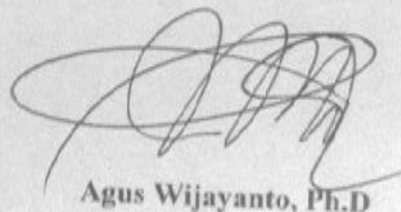
**This Manuscript Publication has been approved by Advisors
Surakarta, 17 October 2015**

Advisor I



Dr. Dwi Haryanti

Advisor II



Agus Wijayanto, Ph.D

SURAT PERNYATAAN PUBLIKASI KARYA ILMIAH

Bismillahirrahmanirrahim

Yang bertanda tangan dibawah ini, saya:

Nama : SUHONO
NIM : S200130042
Fakultas/Progdi : MAGISTER PENGKAJIAN BAHASA INGGRIS
Jenis : ARTIKEL PUBLIKASI
Judul : AN-ERROR ANALYSIS ON WRITTEN PRODUCTION
MADE BY EFL STUDENTS OF INTERNATIONAL
PROGRAM OF MUHAMMADIYAH UNIVERSITY OF
SURAKARTA

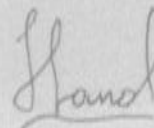
Dengan ini menyatakan bahwa saya menyetujui untuk:

1. Memberikan hak bebas royalti kepada Perpustakaan UMS atas penulisan karya ilmiah saya, demi pengembangan ilmu pengetahuan
2. Memberikan hak menyimpan, mengalih mediakan/mengalih formatkan, mengelola dalam bentuk data (database), mendistribusikannya, serta menampilkan dalam bentuk softcopy untuk kepentingan akademis kepada Perpustakaan UMS, tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta.
3. Bersedia dalam menjamin untuk menanggung secara pribadi tanpa melibatkan pihak Perpustakaan UMS, dari semua bentuk tuntutan hukum yang timbul atas pelanggaran hak cipta dalam karya ilmiah ini.

Demikian pernyataan ini saya buat dengan sesungguhnya dan semoga dapat digunakan sebagai semestinya.

Surakarta,

Yang menyatakan, Oktober 2015


SUHONO

**AN ERROR ANALYSIS ON WRITTEN PRODUCTION MADE BY EFL
STUDENTS OF INTERNATIONAL PROGRAM OF MUHAMMADIYAH
UNIVERSITY OF SURAKARTA**

Suhono (S200130042)

Postgraduate Program, Muhammadiyah University of Surakarta, 2015

ABSTRACT

The aim of this study is to develop further analyzing of error analysis in second language learners of international program of Muhammadiyah University of Surakarta. The researcher explored the type of grammatical errors made by students at different proficiency levels: high, medium, and low level. More specifically, this study was an attempt to describe the type of grammatical error which frequently exist in written production, to describe frequency grammatical error among proficiency levels, and to describe the students' understanding of errors. Students' writings were analyzed for errors based on surface strategy taxonomy. The results of this research revealed that 846 sentences indicated errors. Types of omission error was the highest one 322 (37.9%) sentences. Afterward, grammatical error in low proficiency level was the highest one 322 (37.9%) sentences. The second was high proficiency level 276 (32.6%) sentences. The third was medium proficiency level 248 (29.3%) sentences. Most of the students didn't understand about grammatical errors, because through 30 students' interview only 7 students were able to change grammatical error to be good sentences.

Keywords: Error Analysis, Students of International Program of Muhammadiyah University of Surakarta

1. Introduction

Corder (1981:35) says EA is one of a methodology of the psycholinguistic investigation which has goal to get information about the psycholinguistic process and cognitive process in language production of second language learning. It is very essential for the English teacher to discuss error analysis to emphasize the relevance of such analysis for teaching English as a foreign language. Moreover, it is important to accomplish that errors made by the learners need to be analyzed correctly in order to be able to arrange learning strategy effectively. As Ellis (1997:17) says that “EA reflects gaps in learner’s knowledge”. The learner cannot insightful learn in language process without first consistently doing errors. Hence, it includes naturally on language learner errors come along in the process of language learning. So far, error analysis have been studied as second foreign language which involve the second language learners on the different background of country, instance, English foreign language learner in Philippines (Lasaten, 2014), Malaysia (Rafik-Galea and Muftah, 2014), Thailand (Watcharapunyawong and Usaha, 2013), Jordan (Khotaba, 2013), Saudi Arabia (Al-Mohanna, 2014), India (Benzigar: 2013), English foreign language learner in Saudi (Alhysony, 2012), Turkey (Abushihab, 2014), and Iran (Khojasteh and Kafipour, 2011).

In the scope of error analysis, especially the researchers in Indonesia, studying error analysis in international program are rarely done by the researchers. Hence, the aim of this research is to develop further analyzing of error analysis in second language learners of international program at different proficiency levels at Muhammadiyah University of Surakarta. It can provide evidence for the system of language which a learner is using at particular points in the course of L2 development in his discovery of language.

This study is conducted to answer the following question:

- a. What are the types of grammatical errors in written production made by EFL students of International Program of Muhammadiyah University of Surakarta?
- b. What are the types of grammatical errors which frequently exist in written production?
- c. Which one does it have the most grammatical error among the proficiency levels International Program of Muhammadiyah University of Surakarta?

- d. Do EFL students really understand that they make error in their written production?

2. Review of Related Literature

Lasaten (2014), he focused on English written production of the teacher education students of the Mariono Marcos State University College of Teacher Education (MMSUCTE). The result of this study majority caused by learners' poor knowledge of the target language (English), specifically ignorance of rule restrictions, for instance error in sentence structure, word choice, spelling, punctuation, articles, and preposition.

Rafik-Galea and Muftah (2013) studied error of present simple tense in the Interlanguage of adult Arab English Language Learners. This research is focused on the error the third person singular present tense agreement morpheme (-s). The result of his investigation indicates that errors resulted from learners are phonological, omission, incorrect suffixation and substitution.

Khojasteh and Kafipour (2011) studied errors on English written production made by Persian learners in English writing composition and spoken production made by Turkish learners of English. The result of this research can be concluded that Turkish students made more errors than Persian students. It can be seen from frequency of type made by the Turkish students; 78 omission errors, 31 addition errors, 10 Misordering errors and Missformation, while Persian students; 57 omission errors, 18 addition errors, 5 Misordering errors and 27 Missformation.

Benzigar (2013) studied the rural Madurai undergraduates' English writing. The object of the research was 165 English writings from six colleges from Madurai district. The result of this research can be classified into five categories in Taxonomy error, grammatical error: 973 sentences, syntactical error: 693 sentences, lexical error: 693 sentences, and spelling: 746 errors.

Al khotaba (2013) examined the acquisition and learning of the English Preposition and Adverb particles errors made by Arab Postgraduate students at University Sins Malaysia in Malaysia. The result shows that the participants made a total of 93.3% percent of error in the use of preposition and adverb particles in their application with time, places, season, date, year, and item. Most of the error of this research occurs when using preposition: in, into, an, at, equals, onto, on, etc.

3. Theoretical Background

In learning foreign language, language learners begin learning a language from their mother tongue. The learners may encounter mistake or error much of the time. The difficulties of ongoing process in acquiring learning cause second language learners make errors. Thus, the phenomenon of error has been giving more attention for researchers in second language acquisition. Actually, Error analysis had a long

history as far as second language learning is involved. The idea of the error as an effective to be avoided has been especially supported by behaviorism, being considered an obstacle to language learning (Lopez, 1999:169). Nevertheless, error that was not described in this way was trivialized. From the 1940s until 1960s contrastive analysis were established to investigate learner errors in the field of second language acquisition. Ellis and Barkhuizen (2005: 23) assert that Contrastive analysis lay in behaviorist account of language learning, regarded language learning as a mechanical process of habit formation. In addition Saville-Troike (2006: 37) says contrastive analysis of the 1940s to 1960s was not sufficient for the study of second language acquisition caused by learning theory of behaviorist to which it is fastened cannot describe the logical problem of second language learning process that was addressed. The other problem of contrastive analysis was not always legalized by evidence from real learner errors. Finally, in the 1970's error analysis became recognized and gets more considerable attention of applied linguistic. It means that it attempt to validate the prediction of contrastive analysis by systematically gathering and analyzing the language learner production.

According to Saville-Troike (2006:38) error analysis is the first approach to the study of SLA which includes an internal focus on learners' creative ability to construct language. Brown (1980: 166) defines error analysis is the study of learner's errors in target language which can be observed, analyzed and classified to unfold of the system operating language within the learners. It direct manifestation of a system within which a learner is operating.

In order to analyze in learners' errors in an appropriate perspective, it is very essential to make a systematic distinction between errors and mistakes. Erdogan (In Ellis, 2005:263) suggests that about the error; if he or she always uses of the sentences incorrectly, it indicates of error. The second is to ask learner to try to correct his own odd utterance. Where is unable to correct, it indicates error. It means that if the learner is unable or unwilling to make the correction form, we assume that the form the learner used is the one intended, it is called error too. Errors arise due to the imperfect competence in the target language. It is typically created by learners who do not yet fully command several institutionalized language system. Ellis (1997: 17) that mistakes reflect occasional lapses in performance, the utterances which are resulted from the failure to utilize a known system correctly. These mistakes seem to increase in frequency under condition of stress, indecision, and fatigue. It can be concluded that mistake is a performance of error that is the slips of the tongue; it is not the result of the lack of competence.

James (1998:94) classifies errors into four types:"omission, addition, misformation and misordering".When a learner is leaving off necessary items that must emerge in a well-performed utterance, that learner is doing omission error, Dulay, Burt and Krashen (1982: 154). It is leaving out an item that is required for an

utterance to be considered grammatical. Addition errors, which are the contrary of omission, are characterized by the presence of items that should otherwise not appear in a well-performed utterance Dulay, Burt and Krashen (1982: 156). Generally, it occurs in second language acquisition of the learner. Regularizations, double markings, and simple addition are kind of addition error. Misformation, are the error that characterized by “the use if the wrong form of a structure or morpheme” (James, 1998:108). There are three type of misformation namely, regularization error (neglecting exception and dissemination rules to domain where the learner don’t use the rules transformation of verb and countable or uncountable noun, for instance: *falld, runned, womans, phenomenons, critorions, etc*) archi-form (selection of one member of a class of form to represent other on the class, for example, out of the set this/that/these/those the learner might use only one that) and alternating form (the use of archi-form often five way to apparently fairly free alternation of various members of a class with each other. Misordering errors are characterized by the incorrect placement of a morpheme in an utterance. Then, James (1998:111) asserts blend error is sometimes called the contamination or cross-association or hybridization error. It is also called as combining or mixing (a substance) with another so that the component parts undistinguishable from one to the other. The characteristic of blending is when two alternative grammatical forms combine each other to produce ungrammatical blend.

Grammar, which is combined by words and phrase to produce sentence, is has the meaning in the overall system of language. Grammar has traditionally been discussed into two areas of study; Morphology and syntax. Morphology refers to mental system involved in word formation or to be branch of linguistics that deals with words and how they are formed, (Fudeman and Arnoff, 2001: 2).

James (1998: 154) asserts morphology error involves a failure to adhere with the norm in providing any part of any instance of this word classes. For instance, *seven pencil*, aboli*shment(-tion)* are noun morphology errors; *take that book soon*lyis* an adverb morphology error; **thinked, were read*ed (reading)*; are verb morphology errors. These errors are fundamental but persevering, emerging again even in EFL students of university.

Syntax, which effort to elaborate what is grammatical in special language in term of rules, is the study of sentence structure. According to Radrof (2004: 1) syntax is the study of the way in which phrase and sentence are structured out of word. It attempts to elaborate what is grammatical in a specific language in term of rules. The underlying structure of English has a subject, verb and object, for instance *Ruli writes a letter*. Syntax errors are larger than word, namely phrase, clause, and sentence. There are many phrase types; Verb Phrase, Noun Phrase, Adjective Phrase, Adverb Phrase and Preposition Phrase. Phrase errors concern transgression in the internal relations between parts of phrase. For instance, *that program can*

cause degradation moral for children. In this sentence, the student infringe the norm of structure of adjective phrase, because he miss-order to put between adjective and noun; (**degradation moral*), doesn't modify the noun "degradation". It should be (*moral degradation*), as the function of adjective phrase; "moral" modify the noun "degradation".

Brown (2007: 263-266) classifies sources of error into four categories, first, Inter lingual transfer which is the negative influence or interference of the mother tongue of learner, second, intra lingual transfer which is the negative transfer or items within the target language, the third is context of learning, which overlaps both types of transfer. Fourth, communication strategies, it is evident that communicative strategy is the conscious employment of verbal mechanisms for communicating. Likewise, Richard (1970: 6-11) classifies causes error into four types, they are overgeneralization, Incomplete application of rules, false concepts hypothesized and ignorance of rule restriction

4. Research Method

This is a study descriptive qualitative research. Shank (2002:5) defines qualitative research as "a form of systematic empirical inquiry into meaning". The subjects of the research are EFL students of international program at different proficiency level that consist of high, medium and low level. The researcher takes 20 EFL students in each proficiency level. Total numbers of this research are 60 students of International program of Muhammadiyah University of Surakarta.

The object of this research is sentence containing error taken from students' composition (written production) in EFL students of International Program of Muhammadiyah University of Surakarta.

During the process of creating the research, the first the researcher may collect document from the result of written test made by EFL students of International program that consist of two proficiency levels; high and low level. The second is interview. Interview can be done in several ways, for instance open-ended, close-ended, focused or structured. In open ended interview, the researcher asks for the participants to get the information's opinion on event of fact.

In technique of analyzing data, the researcher effort to find and to arrange the data systematically and accurately through the procedure that have been suggested by Brown (1980), namely: error identification, error classification, and error explanation.

5. Result

A. Types of Error Based on Surface Strategy Taxonomy

After analyzing all data, the researcher found 322 omission errors. For example omission of “-s/es” Noun inflection in plural form:

- a) You should focus on some aspect (H/AP/7)

You should focus on some aspects

- b) When we look for some job in here, (H/AP/8)

When we look for some jobs in here,

In sentences above, the student don't comprehend the function of “-s/es” as the plural form, because they omitted “-s/-es” ending of the word as plural form.

Omission of Auxiliary: (M/RAR/4)

- a) This program is too bad and Ø not have advantages for children development.

This program is too bad and does not have advantages for children development.

In the sentences above, grammatical function *does* auxiliary is added to the predicate to create negative statement or question form. Unfortunately, the students neglect *does* in negative form. They don't add *does* in negative form.

In addition, the researcher found 114 errors, for instance: Addition “-s/-es” noun inflection:

- a) Every individuals should know what he need for the next future

Every individual should know what he need for the next future

(H/AAR/14)

- b) Every individuals includes children, teens, boys and girls.

Every individual includes children, teens, boys and girls.

In this case, the students are not suitable with the sense of singular subject of the sentence. Because when the word “every” put in the sentence, noun should be singular form. So that, the word: “individuals” should be changed “individual”.

Then, A total of 216 errors were identified in Misformation errors, for instance: Misformation of verb infinitive instead of Verb-2:

- a) Three days ago, I hear one of program on channel radio (H/AAR/1)

Three days ago, I heard one of program on channel radio

- b) Two or three days ago, I hear the opening of a program (H/AAR/6)

Two or three days ago, I heard the opening of a program

From the sentences above, the student put wrong verb between verb-1 and verb-2. The student use the word “hear” instead of “heard” for the past event, because there is time marker: “ago” to indicate past event. So the word “hear” should be “heard”.

Then, A total of 33 errors were identified in Misordering errors:

- a) Malaysia can make animation good. (H/AS/2)

Malaysia can make a good animation

- b) That program can cause degradation moral to children (H/AIP/7)

That program can cause moral degradation to children

The examples of sentence pattern of above, the learner put incorrect adjective and noun. When we want to describe a noun, we should put on the position of adjective before noun. In English grammar it call adjective phrase which has function to modify noun. So the sentences above should be “*a good animation*” and “*moral degradation*”

Afterward, a total of 161 errors were identified in blend errors, for instance, wrong spelling of words:

- a) Individual will see and *mett* the new problem (M/JTK/8)

Individual will see and meet the new problem

The problem of the sentence above, the learner writes wrong spelling word English. The learner write “mett” for the word “meet”, the learner’s errors are caused by the limitation of students’ vocabulary in English.

B. The types of grammatical errors which frequently exist in written production.

After analyzing all data the data the researcher found the types and frequent of errors. Total of errors 846 were identified in all proficiency levels.

Table 1
The Summary Types of Error

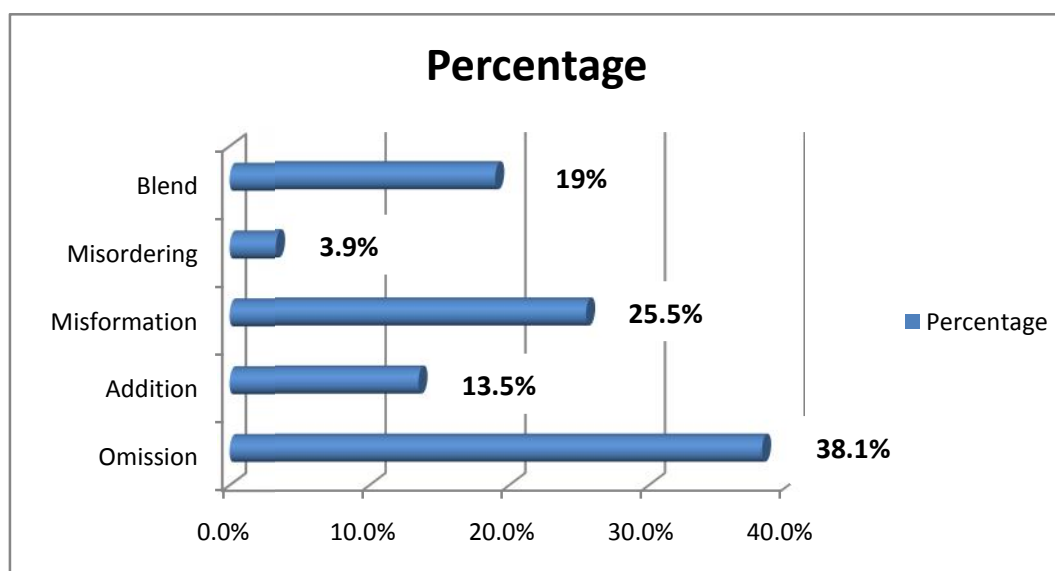


Table 1 shows that type omission is the highest error in written production made by students of international program of Muhammadiyah University of

Surakarta. It is one of the types of error which frequently exist in written production, because the highest percentage of omission errors is 322 (38.1%) sentences. These omissions errors can be classified into 16 types of errors:

NO	Type Error	Level H,M,L	Percentage
1	Omission of “-s/es” noun inflection	71	22.0
2	Omission of to be	54	16.8
3	Omission of “-s/es” verb inflection	49	15.2
4	Omission of Preposition	27	8.4
5	Omission of Auxiliary	27	8.4
6	Omission of Adverb	23	7.1
7	Omission of Personal Pronoun	11	3.4
8	Omission of Conjunction	14	4.3
9	Omission of Verb	15	4.7
10	Omission of Article	11	3.4
11	Omission of “-ing” verb inflection	6	1.9
12	Omission of Noun	5	1.6
13	Omission of Relative Pronoun	2	0.6
14	Omission of Modal	3	0.9
15	Omission of Adjective	3	0.9
16	Omission of “ed” verb inflection	1	0.3
Total Error		322	

The second primary error is misformation error. The researcher found 216 (25.5%) sentences containing errors. These misoformation errors can be classified into 25 types of errors as follow:

NO	Type Error	Total HML	%
1	Misformation of Verb inflection	67	31.0
2	Misformation of Noun instead of verb	19	8.8
3	Misformation of Preposition	16	7.4
4	Misformation of using Determiner (Quantifier)	14	6.5
5	Misformation of verb instead of noun	9	4.2
6	Misformation of Adjective instead of Verb	1	0.5
7	Misformation of to be	14	6.5
8	Misformation of Noun	13	6.0
9	Misformation of modal	7	3.2
10	Misformation of Adjective instead of Noun	14	6.5
11	Misformation of noun instead of adjective	8	3.7
12	Misformation of Pronoun	11	5.1
13	Misformation of sentence pairs	4	1.9

14	Misformation of adverb for adjective in Parallel Structure	1	0.5
15	Misformation of demonstrative adjective	1	0.5
16	Misformation of relative pronoun	5	2.3
17	Misformation of adverb instead of noun	1	0.5
18	Misformation of adverb instead of adjective	1	0.5
19	Misformation of article	4	1.9
20	Misformation of Irregular Comparative in Degree Comparison	1	0.5
21	Misformation of Verb-ing instead of adjective	1	0.5
22	Misformation of verb-1 instead of adjective	1	0.5
23	Misformation of “to infinitive” instead of modal	1	0.5
24	Misformation of noun instead of verb 1	1	0.5
25	Misformation of “-ing” verb form infinitive verb	1	0.5
Total		216	100.0

The third major error is blend errors. The researcher found 161 (19.0%) sentences indicating errors. These misformation errors can be classified into 6 types of errors. Misspelling of word is in the highest rank, 63 sentences.

NO	Type Error	Level H,M,L	Percentage
1	Wordy Construction	26	16.1
2	Misspelling	63	39.1
3	Wrong choice of verb	38	23.6
4	Word choice of adjective	5	3.1
5	Wrong choice of noun	17	10.6
6	Wrong choice of adverb	12	7.5
Total Error		161	

Addition is in the fourth rank of error. The total number of addition error in all proficiency levels are 114 (13.5%) sentences. These addition errors can be classified into 14 types of errors.

NO	Type Error	Error H,M,L	Percentage
1	Preposition	6	5.3
2	Determiner of Quantifier	4	3.5
3	Conjunction	1	0.9
4	Addition of “-s/” noun inflection	25	21.9
5	Addition of “-s/es” verb inflection	7	6.1
6	Addition of Verb (double verb)	15	13.2
7	Addition of “-ing” regular verb inflection	7	6.1
8	Addition of to be	24	21.1
9	Addition of article	9	7.9

10	Addition of modal	5	4.4
11	Addition of adjective	2	1.8
12	Addition of possessive adjective	3	2.6
13	Addition of object of verb	2	1.8
14	Adverb	4	3.5
Total Error		114	

The last is misordering error. The total number of misordering error in all proficiency levels are 33 (3.9%) sentences. These misordering errors can be classified into 7 types of errors. Misordering of sentence pattern is the highest one, 22 sentences.

No	Type Error	Level H,M,L	Percentage
1	Misordering of noun	1	3.0
2	Misordering of Adjective Phrase	4	12.1
3	Misordering of conjunction	1	3.0
4	Misordering of sentence pattern	22	66.7
5	Misordering of adverb	2	6.1
6	Misordering of adverb time	2	6.1
7	Misordering of date	1	3.0
Total Error		33	

C. Describing the Grammatical Error Mostly Occur among Proficiency Levels of International Program of Muhammadiyah University of Surakarta.

Table 2
Grammatical Error among Proficiency Levels

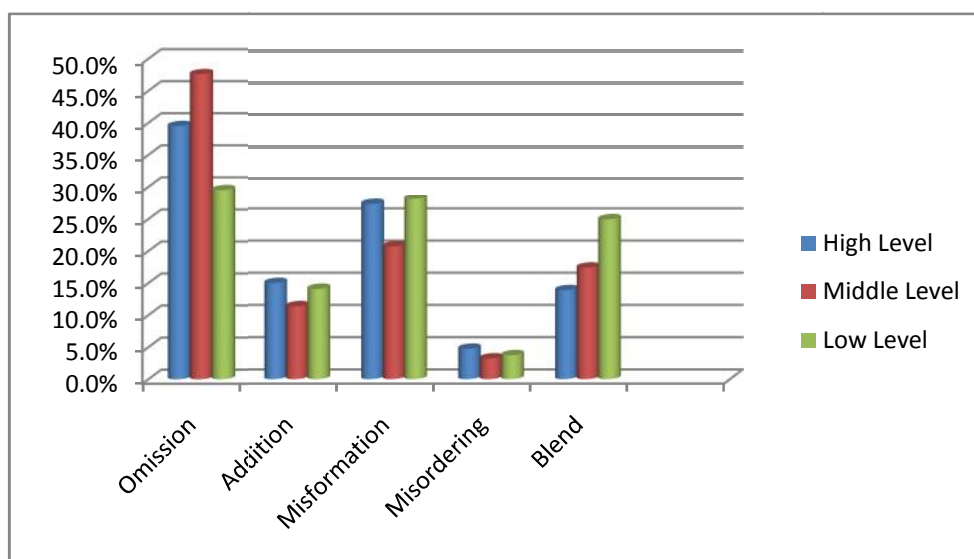


Table 2 shows that how the percentage of type errors in all proficiency levels is very different. In omission of error, the total of students' omission error in high level is 109 (39.5%) sentences, nonetheless omission error in medium level is higher 118 (47.6%) sentences than high level, and low level is the lowest one 95 (29.5%) sentences.

Misformation error is in the second rank in all type of errors that is 216 (25.5%) sentences. Nevertheless these errors are very different in each proficiency level. In misformation error, the total number of students' misformation errors in high level is 75 (27.2%) sentences, however misformation in low level is the highest one 90 (28.0%), and medium level is the lowest one 51 (20.6%).

The third rank is blend error. The researcher found 161 (19.0%) sentences indicating errors, nonetheless these errors are quite different in each proficiency level. The total number of students' blend errors in high proficiency level is 38 (13.8%) sentences, it is lower than blend errors in medium proficiency level 43 (17.3%) sentences, meanwhile low proficiency level is the highest one 80 (24.8%) sentences.

Addition errors are in the fourth rank in all types of errors: 114 (13.5%) sentences, nevertheless these errors are quite different in each proficiency level. In addition error, the total number of students' addition errors in high proficiency level is 41 (14.9%) sentences. It is higher than blend errors in medium proficiency level 28 (11.3%) sentences, conversely low proficiency level is the highest one 45 (14.0%) sentences.

Misordering error is in the last rank in all type of errors that is 33 (3.9%) sentences, nonetheless these errors are quite different in each proficiency level. The total number of misordering errors in medium proficiency level is 8 (3.2%) sentences. It is lower than misordering error in low level 12 (3.7%), conversely high proficiency level is the highest one 13 (4.7%) sentences.

D. The Students' Understanding on their errors

In this part, the researcher interviewed 30 students in different proficiency levels and each proficiency level consists of 10 students. The researcher asked for the students to get the information's opinion on event of fact about their understanding of grammatical use. The researcher conducted interview for students to assure that they really understand or not in using grammatical rules. So, through this interview, error and mistake can be distinguished.

Based on the result interview, 8 students are able to find grammatical error, but unable to change it, clearly it indicates error. These consist of 4 students from high proficiency level, 2 students from medium level and 2

students from low level. Moreover, 15 students are unable to identify grammatical error and to change to be a good sentence, obviously it indicate error too. These consist of 4 students from high proficiency level, 4 students from medium level and 7 students form low level. Finally, only 7 students are able to identify grammatical error and able to correct it, it indicates mistake.. These consist of 2 students from high level, 4 students from medium level, and 1 student from low level. As a result, the students from low level are the most dominant in conducting error, because just two 1 student who are able to identify grammatical error and correct it, while 9 students didn't able to correct it. Students' high level is in the second rank, because just 2 students are able to identify grammatical error and correct it, otherwise 8 students didn't able to correct it, it means that it is indicating error. Students' medium level is in the third rank, because 3 students are able to identify grammatical error and correct it, notwithstanding 7 students didn't able to correct it.

E. Conclusion

Viewed from the perspective of surface strategy taxonomy, the errors were categorized into 5 groups, omission, addition, misformation, misordering, and blend. The highest percentage of occurrence was error in omission 322 (38.1%) sentences. The second major error was misformation errors, 216 (25.5%) sentences. Blend error was the third rank, 161 (19.0%) sentences. The fourth major error was addition, 114 (13.5%) sentences. The fifth major error was misordering, 33 (3.9%) sentences. Afterward, the researcher found 276 (32.6%) sentences error in high proficiency level, 248 (29.3%) sentences error in medium level, and 322 (38.1%) sentences error in low proficiency level.

The researcher also conducted interview for students to assure that they really understand or not in using grammatical rules. So, through this interview, error and mistake can be distinguished. The researcher interviewed 30 students in different proficiency levels. There were 8 students who able to identify grammatical error, but unable to change it, clearly it indicated error. Afterward, 15 students were unable to identify grammatical error and to change to be a good sentence, obviously it indicated error too. Then, only 7 students were able to identify grammatical error and able to correct it. Through the students' interview, the researcher concluded that most of the students didn't really understand about grammatical error, because they were unable to change grammatical error to be good sentences.

BIBLIOGRAPHY

- Al- Mohana, AyedhiDhawi M. 2014.*Error In The Usage of the English Definite/Idenfinite Articles AmongSaudi University Level Student*.ISSN:19446934<http://search.proquest.com/docview/1644634400/fulltextPDF/3483E69F79E40E2PQ/6?accountid=3459.pdf>
- Al Khotaba, E. 2013. *Errors in the Use of Prepositions and Adverbs Particles by Arab ESL Speakers: Performance Analysis Perspective*.Vol. 5 No.1 ISSN 1948-5425.<http://www.macrothink.org/ijl.pdf>
- Alexander. L.G.2003. *Longman English Grammar*. New York: Longman Publishing,
- Alhaysony, Maha. 2012. *An Analysis of Article Errors among Saudi Female EFL Students: A Case Study*. Asian Social Science:, Vol. 8, No 3.
- Aqilah, A. 2012.*Dulay's Surface Strategy Taxonomy on the Selected Texts of the Bilingual Biology Textbook: A Study of Error Analysis in Translation*. Vol. 3, No 2.<http://www.digilib.unej.ac.id.pdf>.
- Benzigar. M. 2013.*The Rural Madurai Undergraduates' English Writings: An Analysis*.Vol.1.Issues.4.2013. <http://www.rjelal.com.pdf>
- Brown, H. Douglas. 2007.*Principles of Language Learning and Teaching*. Englewood Cliffs: Prentice-Hall Regents.
- Brown, H. Douglas. 1980.*Principles of Language Learning and Teaching*. Englewood Cliffs: Prentice-Hall Regents.
- Corder, S.Pit.1981.*Error Analysis and Interlanguage*.London: Oxford University Press.
- Crammer, R. (ed.) 1984.*Language Structure and Use*. USA: Scott, Foresman and Company.
- Davies, Paul. 2002. *Success in English Teaching*, Oxford University Press: New York.
- Dulay, Heidi, Marina Burt and Stephen Kreshen. 1982. *Language Two*. New York: Oxford University Press.
- Ellis, R and Barkhuzien, G. 2005.*Analysis Learner Language*.New York: Oxford University Press.
- Ellis, R. 1997. *Second Language Acquisition*, New York: Oxford University Press.

- Erdogan, V. 2005. *Contribution of Error Analysis to Foreign Language Teaching*.
http://www.turkofoni.org/files/contribution_of_error_analysis_to_foreign_language_teaching-vac_de_erdo_an-mers_n_un__2005.pdf
- Fauziati, Endang. 2009. *Reading on Applied Linguistic*. Surakarta: Muhammadiyah University Press
- Fisiak, J. 1981. *Contrastive Linguistics and The Language Teacher*. New York: Pergamon Press
- Fudeman, K & Arnoff, M. 2001. *What is Morphology*. London: Blackwell Publishing
- Hartono, Rudi. 2005. *Genre of Text*. Semarang: English Department Seumarang University Press.
- Hasyim, S. 2002. *Error Analysis in the Teaching of English*. Vol 4, Number 1.
- James, Carl. 1998. *Errors in Language Learning and Use: Exploring Error Analysis*. London: Longman.
- Kovac, M, Mirjana. 2011. *Speech Errors in English as Foreign Language: A Case Study of Engineering Students in Croatia*. Vol. 1, Number 1. June 2011. <http://search.proquest.com/docview/1041260973/fulltextPDF/3483E69F679E40E2PQ/9?accountid=34598.pdf>
- Khojasteh, L & Kafipour, R. 2014. *The Study of Morphological, Syntactic, and Semantic Errors Made by Native Speaker of Persian and English Children Learning English*. Vol.3. No1. 2014. <http://search.proquest.com/docview/16453467/FulltextPDF/3483E6TF740E2PQ/5?accountid=34595.pdf>
- Lasaten, C, Ronald. 2014. *Analysis of Error in the English Writings of Teacher Educations*. Vol5. ISSN22314172. 2014. <http://search.proquest.com/docview/1045360973/fulltextPDF/3483E6R679T2PQ/21?accountid=34598.pdf>
- Lopez, MJC. 2005, *The Error in The Second Language Acquisition*. Retrieved from: <http://dspace.uah.es/dspace/bitstream/handle/10017/953/The+Error+In+the+Second+L?sequence=1.pdf>
- Lott, D. 1983. *Analyzing and Counteracting Interferences errors*. Volume 37. 1983 http://rua.ua.es/dspace/bitstream/10045/5990/1/RAEI_10_01.pdf
- Mc. Crimon. 1983. *Writing With a Purpose*, 19 Houthon Mifflin, New York..
- Radford, A. 2004. *English Syntax: An Introduction*. Cambridge: Cambridge University Press.

- Rafi-Galea, S & Muftah M. 2013. *Error Analysis of Present Simple Tense in the Interlanguage of Adult Arab English Language Learners*. Vol. 6 No. 2; 2013. <http://search.proquest.com/docview/1437615592/fulltextPDF/3483E69F679E40E2PQ/19?accountid=34587.pdf>
- Richadrs, Jack C. 1970. *A Non – Contrastive Approach to Error Analysis*. San Francisco: Longman.
- R.R Jordan. 2003. *Academic Writing Course*. Longman : England.
- Saville-Troike, Muriel. 2006. *Introducing Second Language Acquisition*. University of Arizona: Cambridge University Press
- Selvarajan, P. 2012. *The Impact of Remedial Teaching on Improving the Competencies of Low Achievers*. Vol.1 Issues 9. ISSN 22773630. 2007. <http://indianresearchjournals.com/pdf/IJSSIR/2012/September/5.pdf>.
- Shank, G. 2002. *Qualitative Research. A Personal Skills Approach*. New Jersey: Merrill Prentice Hall.
- Sugiyono, 2014, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta
- Veisbergs, A. 1996. *False Friend Dictionaries: A Tool For Translator or Learners or Both*. University of Lathvia. Vol. 4 No. 2. http://www.euralex.org/elx_proceedings/Euralex1996_2/026_A.pdf
- Wardhugh, R. 1970. *The Contrastive Analysis Hypothesis*. Accessed in: <http://files.eric.ed.gov/fulltext/ED038640.pdf>
- Watcharapunyawong, S & Usaha, S. 2013. *Thai EFL Students' Writing in Different Text Type: The Interference of the First Language*. Vol. 6 No1. <http://search.proquest.com/docview/1288356301/fulltextPDF/3483E69F679E40E2PQ/16?accountid=34598.pdf>
- Yuniati, K. 2014. *Learner Errors in Descriptive Text Made By Eighth Grade Students of SMP N 2 Colomadu*. Publication Articles. http://eprints.ums.ac.id/28159/15/02._publication_articles.pdf