MORPHOLOGICAL AND SYNTACTIC ERRORS FOUND IN ENGLISH COMPOSITION WRITTEN BY THE STUDENTS OF DAARUT TAQWA ISLAMIC BOARDING SCHOOL KLATEN

A Thesis
Submitted by:
Rachmat Faisyal
S200 110 022

Submitted as Partial Fulfillment
to Gain Magister Degree in English Language Education

MAGISTER PENGKAJIAN BAHASA
UNIVERSITAS MUHAMMADIYAH SURAKARTA
2015
Note of Advisor 1

Prof. Dr. Endang Fauziati, M.Hum
Lecturer of Magister of Language Study
Post Graduate Program of Muhammadiyah University of Surakarta
Official Note on Rachmat Faisyal’s thesis
Dear,
The Director of Graduate Program of
Muhammadiyah University of Surakarta
Having read, examined, corrected and necessarily revised toward the thesis of:

Name : Rachmat Faisyal
Student Reg. Number : S 200 110 022
Program : English Language Study
Focus on : English Teaching
Title : Morphological and Syntactic Errors Found in English Composition Written by the Students of Daarut Taqwa Islamic Boarding School Klaten

I agree that this thesis is illegible to be examined by the board of examiner in the Magister of Language Study of Muhammadiyah University of Surakarta.

Surakarta, 21st October 2015

[Signature]

Prof. Dr. Endang Fauziati, M.Hum
Note of Advisor 2

Dr Dwi Haryanti M.Hum
Lecturer of Magister of Language Study
Post Graduate Program of Muhammadiyah University of Surakarta
Official Note on Rachmat Faisyal’s thesis

Dear,
The Director of Graduate Program of
Muhammadiyah University of Surakarta

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I agree that this thesis is eligible to be examined by the board of examiner in the Magister of Language Study of Muhammadiyah University of Surakarta.

Surakarta, 21st October 2015
Second Advisor

Dr Dwi Haryanti M.Hum
This Thesis has been approved by the advisors to be examined by the Board of examiner of the Post Graduate programme of English Department of Muhammadiyah University of Surakarta on October 2015

The First Advisor
Prof. Dr. Endang Fauziati, M.Hum

The Second Advisor
Dr. Dewi Haryanti, M.Hum

The Head of Language Department
Of Post Graduate Programme
Prof. Dr. Markhamah, M.Hum
APPROVAL OF THESIS FOR SUBMISSION

MORPHOLOGICAL AND SYNTACTIC ERRORS FOUND IN ENGLISH COMPOSITION WRITTEN BY THE STUDENTS OF DAARUT TAQWA ISLAMIC BOARDING SCHOOL KLATEN

submitted by
RACHMAT FAISYAL

has been examined for all revisions and corrections recommended by the board of examiners on October 26th, 2015 and is certified to be accepted for submission

THE EXAMINER BOARD

Prof. Dr. Endang Fauziati
Examiner I

Dr. Dwi Haryanti, M. Hum.
Examiner II

Mauly Halimah, Ph.D.
Examiner III

Surakarta, October 26th, 2015.

Universitas Muhamadiyah Surakarta
Graduate School
Director,

Dr. Khudzaiyah Dimyati
Pronouncement

I am the researcher of this thesis:

Name : Rachmat Faisyal
Student Reg. Number : S 200 110 022
Program : English Language Study
Focus on : English Teaching
Title : Morphological and Syntactic Errors Found in English Composition Written by the Students of Daarut Taqwa Islamic Boarding School Klaten

I certify that this thesis is definitely my own work and completely responsible for its content. Quotation from other authors has been conducted accordingly. If it is proven to be incorrect or a kind of plagiarism I am ready to accept the withdrawal of my academic degree.

Surakarta, 26th October 2015
Sincerely

[Signature]

Rachmat Faisyal
God Allah will Raise up, to suitable ranks and degrees, those of you Who believe and who have been granted knowledge (al Qur’an Chapter al Mujadalah Verse 11)

NEVER TOO OLD TOO LEARN
DEDICATION

My thesis is dedicated to:

My beloved mom and dad
Mamah Eem and Abah Ade Zakaria

Thank you for your endless love and prayer

My beloved wife Ulfah Anisah
Who has always been so patient and supporting me to finish this work

And to my eleven offsprings:

Hammam Fadhulllah Mubarok, Nabila Fakhrunnisa, Raksa Adhomata Dinika, Norma Camila Isyatia, Bravo Mujahid Afghani, Mayla Cinta Syahida, Ethica Justicia Islamica, Genio Jundullah Al Murtadho, Muh Radea Fariz Al Ghifary, Perfecta Fie Amanillah and the baby Atabik Fun Blessing

Thank you for your support and prayer
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Praise be to Allah, Lord of the universe, Him only do we worship and Him only do we ask for help. Peace be upon the last messenger prophet Muhammad SAW with his holy family, his companions and all Muslims until the end of time.

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8. All persons who can not be mentioned one by one who have supported the researcher in his study

The researcher wishes God Allah will endow them ample of blessing and rewards from His own.

Klaten, 26th October 2015

The researcher

Rachmat Faisyal
MORPHOLOGICAL AND SYNTACTIC ERRORS
FOUND IN ENGLISH COMPOSITION WRITTEN BY THE STUDENTS OF DAARUT TAQWA ISLAMIC BOARDING SCHOOL KLATEN

Rachmat Faisyal (S200110022)
Post Graduate Program, Muhammadiyah University of Surakarta, 2015

ABSTRACT

Error analysis is a type of linguistic analysis that focuses on the errors learners make. It consists of a comparison between the errors made in the target language and that target language itself. This research focuses on errors in narrative English writing written by the students of grade five of KMI Islamic boarding school in Klaten (equal with grade eleven of senior high school) in order to know their classification of errors. The errors found in this research are classified into morphological and syntactic errors as the result of their effort to study the target language. The findings of the research show that the students create more errors in syntax rather than in morphology with different sources of errors, those are: language transfer, strategies of second language learning and overgeneralization. The findings also show that overgeneralization is the biggest source of errors, followed by strategies in second language learning and the least is language transfer. Based on the findings found in this research, it is hoped that it would trigger other researchers to build up further discussion and research on errors in this subject with the broader aspect and different subjects.

Keywords: Error analysis – Morphological error – Syntactic error – narrative text
KESALAHAN MORFOLOGI DAN SINTAKS PADA KARANGAN BAHASA INGGRIS YANG DITULIS OLEH SANTRI PONDOK PESANTREN DAARUT TAQWA KLATEN

Rachmat Faisyal (S200110022)
Program Pasca Sarjana Magister Pengkajian Bahasa Universitas Muhammadiyah Surakarta 2015

ABSTRAK


Kata – kata kunci : error analysis – morphological error – syntactic error- teks naratif
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A. Background of the Study

A language is the system of sounds and words used by humans to express their thought and feeling (Hornby, 1995:662). In Indonesia people speak their national language: Indonesian language. However, many of them also speak local languages, such as Sundanese, Javanese, Maduranese, Padangese, Malay and many other local languages. Although Indonesian language to some of Indonesian citizens is the second language, they do not have big problem in using it in their daily life. People who speak Sundanese, for example do not find difficulty to change at any time their language into Indonesian when they meet with other people who do not speak Sundanese. This happens because Indonesian language has become indivisible part of their life. Indonesian language is also one the main subjects at educational institutions since kindergarten until university. Indonesian language is also the language medium in instruction of teaching and learning. Indonesian people who speak local language as the first language can still be considered as the native speakers of Indonesian language because they use it almost everywhere in their life.

Since Indonesian independence from the colonialist in 1945, the government has imposed the policy of teaching foreign languages for the people of Indonesia
particularly English language. Nowadays, the government has determined English to be taught since elementary school until university based on the Decree of the Minister of Education, Republic of Indonesia No. 060/II/1993.

When Indonesian people study English, they face different problems compared to the situation when they study Indonesian language. They find it difficult to learn that target language. Not only in Indonesia, but almost anywhere all over the world that non-native speakers of English who study English encounter similar problems. There are many factors, among others are; First, they begin to study this foreign language after they have strong language system of Indonesian language and local languages. Second, the milieu or the environment does not support so much on their achieving good results in learning this target language, because most people of Indonesia do not speak English. At school, they only study the material in the classroom for about 4 sessions per week without having enough chance to practice or implement it in their daily life.

There had been a lot of efforts done to improve the quality of English teaching in Indonesia, apart from the mentioned phenomenon above. This has given rise to the fact that regardless of the difficulties and the different system of language between English and Indonesian language there is still large-room to reach the good achievement of the target language competence.

In Indonesia, English is taught not only in general schools but also in Islamic boarding school (Pesantren) which is considered to be the indigenous type of
Indonesian education institution. Famous Pesantren like Pondok Modern Gontor in Ponorogo East Java and other Pesantren which imitates its model is believed to be successful enough in teaching foreign languages, particularly Arabic and English.

*Daarut Taqwa* Islamic boarding school is one of educational institutions located in Klaten Central Java. It was founded in 2007. *Daarut Taqwa* has the unit of education named KMI (*Kulliyatul Mu'allimin al Islamiyyah*). The term of KMI was initiated by Prof. Mahmud Yunus in 1930’s in Padang Panjang West Sumatera which referred to an Islamic school combining junior and senior high school for 6 years which educated teacher candidates particularly in religious subjects, like Al Qur’an, hadits, fiqih and so on. KMI is now applied in some renowned boarding schools like *Pondok Modern Gontor*, its branches and its graduates boarding schools all over Indonesia. The term of KMI may be is not as popular as SMP/MTs or SMA/MA because a boarding school which has unit of KMI usually has independent learning-teaching programs with its syllabus and curriculum.

Some boarding schools also combine the program of KMI with the government’s SMP/MTs or SMA/MA. Darut Taqwa has done the same by joining the program of MTs and MA for its students. However, it has still plenty of time to implement the strategies and policies in teaching-learning activities based on its local curriculum. In Daarut Taqwa Islamic Boarding School English, besides Arabic is the major subject that students should master and then implement it in
their daily conversation. This policy is done by the institution due to the belief that language is a means of communication. The language that has been studied will not yield any benefit unless it is practically used and implemented regularly from time to time.

As a boarding school which has independent curriculum and syllabus, Daarut Taqwa conducted various activities to enhance the students’ proficiency in English like holding English public speaking club, discussion and debating club, wall magazine writing and fortnightly English composition particularly for the students of higher grades. This activities are done to give more opportunities for the students to actualize their language orally and in written form.

The writing activity has to do with improving students’ skill in both writing and understanding the grammar or structure. Grammar itself, according to the 1994 curriculum is not taught explicitly, but in written production of English, structure is very important because without knowing the structure it is difficult to improve students’ English skill. Structure can help them improving their ability of the four skills of English namely; listening, speaking, reading and writing skills. However, even though students may have understood the grammar, it is not guaranteed that they don’t encounter problem in writing.

It is generally agreed that writing is the most difficult skill to master for foreign language learners. This is due not only to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, and
paragraph organization but also to turn such ideas into readable text (Richards and Renandya, 2002).

The students of Daarut Taqwa Islamic boarding school have been taught writing mainly by employing the Process Approach. This process allows the students to be the writer centered (Walsh, 2004:15). With this approach, teaching writing does not simply having students do grammar exercise in writing. It is no longer having students manipulate unfamiliar texts that have no special meaning for them. Instead, they are writing about, and most especially, what they really want to communicate to someone else, and what they really want a reader to know. Everyone writes freely on any topic. The students are doing the activity of writing essay in the shade of exploring whatever they have known before from any information they got.

So far as the researcher has observed that in producing writing, the students still often made a lot of errors. The rules and system of Indonesian language that the students have understood differs greatly with the English ones. To certain extents, there are similarities between the two languages, but there are also great differences which sometimes make the students confused and are not able to differentiate them.

Writing English composition fortnightly had been begun since November 2013 for the students of grade five (equal with the second year students of senior high school). This composition is periodically submitted to the English teacher who in this case is the researcher himself to be corrected and given
some notes. The researcher has found some mistakes and errors in their composition due to many backgrounds. Some of the errors or mistakes are the results of their misunderstanding to the grammar, lack of vocabulary lists, and mistakes in transferring the idea in the first language (Indonesian) into the target language (English).

English errors done by these students have many variations. The researcher has found that it has a great number of errors. The errors cover various linguistic items as well as grammatical elements. It is like in morphological and syntactic errors. This phenomenon has triggered some basic questions about learning English as second or foreign language. Why and how can errors take place in second language learning? How does the previous knowledge of native language, especially the knowledge of Indonesian language play it role in the process? How does the competence of the target language that has been obtained before influence the process of teaching learning English?

Errors can be learned by making the comparison of what the learners actually said with what they should really have to say to express what they mean; their erroneous are compared with a native speaker would have said to express that meaning. It seems not too difficult to find out the learners’ errors when they exhibit omission, addition, wrong selections, wrong ordering, etc. In general, such errors are considered as an “inevitable sign of human fallibility” (Corder, 1981:65).
Seeing those phenomena the researcher has been attracted to carry out a comprehensive research on morphological and syntactic errors employing the theories of error analysis of Corder. The researcher has intended to analyze the errors of the English composition written by fifth grade students of KMI Darurat Taqwa Islamic boarding school. In fact they still make many errors when they write or use the language (English)For those purpose, he has tried to find the answer to the problem in second language learning usually confronted by English user whose native language is Indonesian. Their English is without doubt marked with both lexical and grammatical deviations and is featured by both Indonesian as their first language as well as English as the target language. He could easily find any of these types of errors in their writing. The followings are the example:

(1) if he want to do something
(2) for give the birth you is free
(3) Today I feel very hot because now dry season
(4) I went to that place with bicycle

Those examples of the composition written by the students still show many problems related to the grammar in their attempt to express the intended meaning in English. All of the example sentences are ungrammatical or incorrect grammatically when they are measured by the target language system, even though they can still be understood.

B. Problem Statements.
Based on the above background the researcher formulates research problem as follows: “What type of morphological and syntactic errors do the students make in their narrative composition?” and in order to answer that question the researcher raises some subsidiary questions below:

1. What are the morphological errors found in students narrative composition?
2. What are the syntactic errors made by those students?
3. What is the frequency of each type of error?
4. What are the sources of errors found in their composition?

C. Objectives of the Study.

Based on the problem statements, the objectives of the study in this research are as follows:

1. To classify the morphological errors made by the students
2. To classify the syntactic errors made by them
3. To describe the frequency of error of each type
4. To describe the sources of errors made by those students in their composition

D. Limitation of the Study

The object of the study is the erroneous sentences found in English narrative composition written by the students of Grade Five of KMI Daarut Taqwa Klaten
The subject of the study is the students of the mentioned boarding school in 2013-2014 academic year. The Subject of the Research involves 14 participants all of them are male as there is no female student in this boarding school. The researcher chooses this class because they have the obligation from the boarding school to write weekly composition, once in English and once in Arabic. The sentences have two special characteristics involving two language systems, that is; English as target language and Indonesian as source language. Here the researcher does not only describe the errors but also explains the source of errors so that the strategy of learning that they use can also be detected.

E. Benefits of the Study.

Errors always occur in the process of achieving the competence of the target language which are usually produced by learners who do not master language systems or due to the imperfect competence in the target language. Therefore, this study would be beneficial in terms of:

1. Practical Benefits
   a. For Teachers;
      1) Teachers will be conscious of what needs to be taught
      2) Teachers get principles in guiding their students to anticipate further errors
      3) Teachers gain principles to conduct error corrections
4) Teachers integrate teaching and assessment, it means that the students’ ultimate result in writing assessment is mirror image of the teachers’ achievement in teaching. This can serve as a feedback for them.

b. For Students;

1) Students gain information about their errors so that with the teacher’s correction they become aware of the mistakes and then they can correct their errors and avoid the similar errors in the following process

2) Students will gain motivation to use their knowledge of the purpose, structure, and grammatical features of the genres they have learned to deal with the new or unfamiliar topics or vocabulary that they may find in the assessment task.

3) Students improve their writing skill by trial and error

2. Theoretical Benefits:

This research is hoped:

a. To give contribution to the development of a particular theory of Second Language Acquisition.

b. To enrich the existing theories of error analysis

c. To give additional information for the next study.
F. Thesis Organization

In this thesis organization the researcher divides it into 5 Chapters. On the first chapter is Introduction. The introduction consists of background of the study, the statement of the problem, the limitation of the study, the objective of the study, the significance of the study and thesis organization.

The second chapter is Review of Related Literature. It consists of previous studies and theoretical review. In theoretical review the emphasis is on the notion and characteristics error analysis. This chapter also presents the notion of morphology, syntax and English text particularly narrative text in their relationship with and error analysis.

On the third chapter, there are research methodology, setting of research, subject of the research, object of the research, setting of the research, data and data source, method of collecting the data, data validity, method of data analysis and theoretical framework. The fourth chapter is research findings and discussion of findings. Finally, the last chapter is conclusion and suggestion. It consists of conclusion, pedagogical implication and suggestion for further research.
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher would like to discuss the review of literature which has relationship with this research. The chapter is presented in two parts. The first part is the previous studies carried out by language scholars. Even though there are many scholars who have done the research related with error analysis, the researcher here tries to present only five of them. The second part is theoretical review in which the researcher tries to explore the related theory to the problem in this research.

A. Previous Studies.

The five scholars of whom their research would be discussed are Lea Gustillo and Carlo Magno (2012), Summaira Sarfraz (2011), Rohan Abeywickrama (2010), Joel R. Tetreault and Martin Chodorow (2008) and Dominika Uhrikova (2011).

1. Lea Gustillo and Carlo Magno’s study (2012).

Lea Gustillo and Carlo Magno in their research entitled: Learnerns’ Errors and their Evaluation: The Case of Filipino ESL Writer investigated the sentence-level
errors of freshmen students at three proficiency levels and the aspects of writing that raters focused on while rating the essays. Their study is intended to know whether writers with higher levels of writing proficiency commit the same errors that low proficiency writers do, whether there are significant differences in the frequency of errors committed by low, mid and high proficiency writers and which of those errors significantly decrease essay score.

The research was done in five private schools in Manila Philipbine where they investigated one hundred fifty essays written by freshmen college students on their first week of classes. The essays were collected, word-processed, and subjected to rating and coding or errors.

Gustillo and Magno (in Catalan 1982) said that making error is one of the most unavoidable things in the world. In language acquisition, learning and teaching, error has been referred to and has been defined in any ways. In their research they found that all students committed errors regardless of their proficiency level. However high proficient students made less errors compared to the mid and low levels.

The Data Analysis of their research used MANOVA and ANOVA results which are the quantitative type of research. The data from regression analyses were used to answer the research questions. From their research we can conclude that writers of higher levels of writing proficiency commit different errors that low proficiency writers make.
Most of the finding in this research corroborate the findings of the previous studies on error analysis and essay evaluation - that sentence-level errors have a significant role in essay score. In this study, the word choice and capitalization errors are significant predictors of essay scores compared with other error types contradict the findings of previous research. Brown (1993) concluded that article errors were more damaging in predicting essay scores; Weltig claimed that verb formation errors are more damaging to writing scores than any error types because they cause more problems is the transmission of meaning. Then, more studies are needed to verify these conflicting findings.

2. Summaira Sarfraz’s study (2011)

In her study entitled Error Analysis of the Written English Essays of Pakistani Sarfraz tries to examine the errors in a corpus of 50 English essays written by 50 participants (undergraduate Pakistanistudents). The study is intended to know further about the occurrence of two types of errors; Interlanguage errors and mother tongue (MT) interference.

The data used for the study is students’ written essays in English language. She followed Rod Ellis’s (1994) procedural analysis of errors; collection of sample of learner language, identification of errors, description of errors, explanation of errors, and evaluation of errors in analyzing the 50 English essays. She then organized the data of errors according to the following steps: (1) Collection of sample of learner’s language (2) Identification of errors: Actual errors (3)
Description of errors: Categorization of error based on their specific nature and (4) Evaluation of errors: Affecting intelligibility of social acceptability.

The results of the study show that majority of errors are grammatical resulting from Interlanguage process. Though, the participants were taught grammatical rules of target language previously, but the lack of practice and positive feedback hindered the development of their proficiency in target language. Errors projecting redundancy show the lack of TL lexicon. Some of the errors indicate participants’ carelessness in the writing which shows lack of motivation for target language. This is a very common phenomenon that L2 learner often feels demotivated and develop negative attitude towards the target language.

3. Rohan Abeywickrama’s study (2010)

Rohan Abeywickrama in his research entitled An Analysis of Errors in English Writing of Sinhala Speaking Undergraduates investigated error analysis to know whether the negative first language transfer/interference became the major source for errors in the English writing written by the Sinhala speaking undergraduates.

The subjects of his study were all Sri Langkan students who speak Sinhala language as their mother tongue. They are students at the Universities of Sabaragamuwa, Kelaniya and Peradeniya in Sri Langka who are offering English as a second language for their BA degree. Those students belong to the Upwardly mobile Middle class. From infancy they have been exposed to an extensive use of
Sinhala and frequent Code-Mixing involving a few English expressions. Just like Sarfraz in her study Abeywickrama also followed the guidelines of Ellis (1995). A sample of written works were collected from 60 students who are in the first and the second academic year of their Degree programmes. They were provided with the topics “An Unforgettable Day in Your Life” and “My University Life” and were asked to write on it in 200 to 250 words. They were given sufficient time to write (Ellis, 1997) starting with an outline, then a first draft and a final one.

The findings of his study showed that the highly objective and outcome oriented investigation reflects negative first language transfer/interference is not the major cause for errors in the English composition that were written by Sinhala speaking undergraduate students.


In their study entitled: *The Ups and Downs of Preposition Error Detection in ESL Writing* Tetreault and Chodorow describe a methodology for detecting preposition errors in the writing of non-native English speakers. They were interested to conduct that research due to the fact that non-native English writers are great in number. Those people often made errors in using prepositions. The objective of the research was to find out how the ups and downs of preposition error happen in their writing production.

The methodology used in the research was the one described in (Chodorow and Leacock, 2000) for the task of evaluating the usage of nouns, verbs and
adjectives. The central idea is to skew the annotation corpus so that it contains a greater proportion of errors. They then took the following steps in the procedure by processing, dividing, combining the samples into an annotation set, judging, calculating and using the values to calculate precision.

The system performs at 84% precision and close to 19% recall on a large set of student essays. In addition, they address the problem of annotation and evaluation in this domain by showing how current approaches of using only one rater can skew system evaluation. They present a sampling approach to circumvent some of the issues that complicate evaluation of error detection systems.

This paper has two contributions to the field of error detection in non-native writing. First, it discussed a system that detects preposition errors with high precision (up to 84%) and is competitive with other leading methods. It used an ME approach augmented with combination features and a series of thresholds. This system is currently incorporated in the Criterion writing evaluation service. Second, it showed that the standard approach to evaluating NLP error detection systems can greatly skew system results when the annotation is done by only one rater. However, one reason why a single rater is commonly used is that building a corpus of learner errors can be extremely costly and time consuming. This makes using multiple raters possible since less time is required to assess the system’s performance.

5. Dominika Uhrikova’s study (2011)
In her research entitled: On Some Common Errors in Slovak ESL/EFL Writing Uhrikova tried to focus the paper on some errors recurring throughout second-language (L2) written texts produced by proficient Slovak writers. The work presents the results of a case study dealing with the most common difficulties facing Slovak learners of English on the syntactic level.

In doing her research she conducted a case-study approach that combined qualitative and quantitative research techniques. She focused more on the written product based on a large corpus of ESL writings utilizing some of the methods typical for error analysis and transfer analysis. She investigated the work of 127 journalistic articles on various subjects written by five female native Slovak journalists and two male native English-speaking-copy-editors.

The analysis revealed that Slovak learners have the greatest problems with the placement of adverbs and with word order in general, and that more than two-thirds of their errors are caused by L1 interference. The paper ends by examining the methodological implications of the findings and by suggesting some areas for future research.

The findings corroborate her conviction that elimination of errors is impossible without proper-and explicit knowledge of the difference between the learner’s L1 and L2.

6. The Position of the Current Study.
After studying the previous studies done by those researchers, here the researcher will give review to see the position of this current study in its relationship with the those previous studies.

This study is different from the first previous study conducted by Lea Gustillo and Carlo Magno investigated the learners’ writing error at the sentence level written by 3 different proficiency levels. They came to the conclusion that the higher levels of writing proficiency do not exactly commit the same errors that made by lower proficiency. However there is no significant difference in the errors committed by those 3 proficiency levels. While the current study only investigated the students who are supposed to be in the same proficiency level in the word and the sentence level. The second study by Summaira Sarfraz is also different from the current study because Sarfraz investigated the occurrence of interlanguage error which is higher than interference of mother tongue. In this current study, the researcher investigated errors on morphology, and syntax in narrative text.

This study is also different from the third study by Rohan Abeywickrama who focused on errors caused by the Negative L1 transfer or Mother tongue interference. In this study the researcher did not only focus on Mother tongue interference but also on other aspects. The fourth study By Tetreault and Chodorow and the fifth by Ukhrikova are also different from the current study. Tetreault and Chodorow focused on detecting preposition errors written by non-native English speakers while Ukhrikova focused on errors on placement of
adverbs and word order in general. This study is built on the previous researches by making them the framework. The current study tries to extend them to make error analysis more clear by seeing it from the aspects of morphology and syntax.

B. Theoretical Review

In this section, the researcher uses underlying theory to solve the problems in this research that focus on error analysis, linguistic levels: morphology and syntax and English texts particularly the narrative text.

1. Error Analysis

When a foreign language learner expresses something orally or in written form, he/she may produce improper expression. This wrong expression can just be called a kind of “mistake” if he/she forgets something related to the grammar or structure that he/she has actually mastered due to memory limitation, fatigue or emotional strain. At that condition, he/she can actually correct the expression because he/she knows how the correct one is. However, often times, the learner makes “error”, a type of mistake because he/she doesn’t fully command some institutionalized language system. In other words, errors arise due to the imperfect competence in the target language. Error itself is a part of interlanguage process that the researcher is going to discuss.

a. Notion of Error Analysis
Error analysis is a type of linguistic analysis that focuses on the errors that learners make. It consists of a comparison between the errors made in the target language and the target language itself. Pit Corder is said to be the “father” of Error Analysis. Before him the linguists said that errors used to be flaws that needed to be eradicated. He even said that errors are important in and of themselves (1967). For learners themselves, errors are indispensable, because making the errors can be regarded as a device the learner uses in order to learn.

Error analysis is one of the most influential theories of second language acquisition which replaced the Contrastive Analysis theory, whose major concern was the comparison of two or more languages or subsystems of languages in order to determine both the differences and similarities between them (Fisiak, 1981). Error analysis emerged as a more effective tool in the study of second language acquisition. James (2001: 62) said that “Error analysis is the study of linguistic ignorance, the investigation of what people do not know and how they attempt to cope with their ignorance”.

Error analysis is the first approach to the study of Second Language Acquisition which includes an internal focus on learners’ creative ability to construct language (Saville-Troike 2006:38). The primary focus of Error Analysis is on learner’s errors and the evidence of how learner’s errors could provide an understanding of the underlying processes of second language learning. Learner’s errors are windows into the language learner’s mind, since they
provide evidence for the system of language which a learner is using at any particular point in the course of L2 development and the strategies or procedures the learner is using in his ‘discovery of language’.

Error analysis focuses on the errors learners make by drawing a comparison between the error made in target language and that target language itself. Pit Corder (1967) has given Error Analysis a new dimension by answering to the question of first and second language acquisition process being the same or not. The following is Corder’s proposal:

1) Humans are born with an innate predisposition to acquire language
2) If we don’t use the mechanism by puberty, we lose the ability
3) If we don’t use mechanism for L1 acquisition, it will be available for L2 acquisition.
4) Main differences is one motivation “I propose therefore as a working hypothesis that some at least of the strategies adopted by the learner of a second language are substantially the same as those by which a language is acquired. Such a proposal does not imply that the course or sequence of learning is the same in both cases.”

b. Procedure of Error Analysis
In order to reach the intended goals, the researchers can employ a set of procedures to carry out EA. The set of procedures for conducting Error Analysis was originally proposed by Corder (1978:126); the procedure basically consists of three major stages: recognition, description and explanation of errors. These stages were subsequently elaborated by Sridhar (1980:103) into the following steps:

1) Collection of data
2) Identification of errors
3) Classification into error types
4) Statement of relative frequency of error types
5) Identification of the areas of difficulty in the target language and
6) Therapy or remedial lessons.

The investigation of errors can be at the same time diagnostic and prognostic. It is diagnostic because it can tell us the learner's state of the language (Corder, 1967) at a given point during the learning process, and prognostic because it can tell course organizers to reorient language learning materials on the basis of the learners' current problems.

c. Error Description or Classification

To conduct the analysis, the error is classified according to language components; morphological, syntactic or phonology. There are number of classificatory systems that have been used in Error Analysis studies. Richard,
Dulay, Burt, Krasen and James. According to James in Fauziati (2009: 144) that the linguistic category classification “carries out errors in terms of where the error is located in the overall system of the TL based on linguistic item which is affected by the error”. Language components may comprise on phonology, syntax, morphology, semantics and lexicon, and style. While the second which is called the surface strategy taxonomy has four types namely: omission, addition, misformation and misordering.

*Omission* is a type of error where there is the missing or absence of a word that actually must appear in a proper sentence. For example in the following sentences: *Ali a diligent boy, He speak English. He playing sport. My father like listen to music.*

*Addition* is a type of errors where there is the addition or presence of an item, which actually may not appear in a well-formed utterance. This error may take place in the higher level of students who have studied more and often times become too faithful to use certain rules which result in errors. We see there are three types of addition errors, namely double marking, regularization, and simple addition.

*Misformation* errors are those characterized by “the use of the wrong form of a structure or morpheme” James in Fauziati (2009:145). The three characteristics of misformation are: regularization (creating new formula different with the existed norm such as childs, mans, eated, etc), archi-forms
(selection of one of member of a class of forms to represent others in the class, for example the use of this instead of these or those), and alternating forms (for example, my father is a farmer. She is in the rice-field.)

*Misordering* is the error in the form of misplacement of a morpheme or group of morphemes in the expression like the sentence; *I don't know who is it*.

d. Sources of Errors.

In 1972, Selinker (in Abi Samra 2003:9) reported five sources of errors: (1) Language transfer, (2) Transfer of training, (3) Strategies of second language learning, (4) Strategies of second language communication, (5) Overgeneralization of TL linguistic material.

While Richard and Simpson as also cited by Abi Samra (2003:9) in 1974 exposed seven sources of errors: (1) Language transfer, to which one third of the deviant sentences from second language learners could be attributed (George, 1971) (2) Intralingual interference: This type of error source has four sub-types, namely: (a) overgeneralization, (b) ignorance of rule restriction (c) incomplete application of rules and (d) semantic errors. (3) Sociolinguistic situation: Here, the motivation and settings for language learning may affect second language learning. (4) Modality: Modality of exposure to the TL and modality of production. (5) Age: Learning capacities vary with age. (6) Succession of approximative systems: Since the circumstance of language learning vary from a person to another, so does the acquisition of new lexical, phonological, and
syntactic items. (7) Universal hierarchy of difficulty. Some people in the world have certain characteristics that makes them difficult to pronounce for instance one particular word due to their physical condition. However, some forms may be inherently difficult to learn no matter what the background of the learner.

The researcher concludes that error analysis will always play important part in the learning and teaching process as the teachers will take benefit from it to know the process and the progress of their students in learning the target language. It has actually become the most controversial issue when linguists realize that error can function as window to look at the learner’s mind.

2. Linguistic Level.

Linguistics is the scientific study of natural language. Linguistics encompasses a number of sub-fields. An important typical division is between the study of language structure (grammar) and the study of meaning (semantics). Grammar encompasses morphology, syntax and phonology.

There are three linguistic levels, namely: morphology, syntax and discourse. In this study, the above two linguistic levels morphology and syntax become the central issue in analyzing the errors that students make in their narrative composition,
a. Morphology

Morphology is the study of internal structures of words and how they can be modified. It is a scientific study about meaning of language. For example, in the sentences The dog runs and The dogs run have an affix –s added, distinguishing them from the bare forms dog and run. Adding this suffix to a nominal stem gives plural forms, adding it to verbal stems restricts the subject to third person singular. Some morphological theories operate with two distinct suffixes –s, called allomorphs of the morphemes Plural and Third person singular, respectively. Languages differ with respect to their morphological structure. Along one axis, we may distinguish analytic languages, with few or no affixes or other morphological processes from synthetic languages with many affixes. Along another axis, we may distinguish agglutinative languages, where affixes express one grammatical property each, and are added neatly one after another, from fusional languages, with concatenative morphological processes (infixation, umlaut, ablaut, etc) and/or with less clear-cut affix boundaries. (Somroo, 2011)

Crystal (1991:20) gives the definition of it as the study of word structures and how they can be modified. While Bloomfield (1995:200) argued that morphology is to relate the construction of words and parts of words. According to Widdowson (1997:11) that morphology deals with two phenomena: they are derivation and inflection.
Derivation is the way in which morphemes are joined as affixes to existing roots. Inflection adapts the previous existing words to work efficiently in sentences. Inflectional morphology does not consist in creating words, but adapting them to grammar. According to Pirkola (2007:2 Vol 3) defines that morphology is the field of linguistic which studies word structure and formation.

According to the previous opinion, it can be concluded that morphology is scientific study about word structure and formation rules.

In the level of morphology, interference can occur because each language has its own characteristic and structure.

b. Syntax

To study syntax is to study various aspects of how sentences are formed and how they are understood (Stockwell 1977:1)

Syntax is the study of language structure and word order. It is concerned with the relationship between units at the level of words or morphology. Syntax seeks to delineate exactly all and only those sentences which make up a given language, using native speaker intuition. Syntax seeks to describe formally exactly how structural relations between elements (lexical items/words and operators) in a sentence contribute to its interpretation. Syntax uses principles of formal logic and Set Theory to formalize and represent accurately the hierarchical relationship between elements in the sentence. Abstract syntax trees are often used to illustrate the hierarchical structures at that bare posited.
Thus, in active declarative sentences in English the subject is followed by the main verb which in turn is followed by the object (SVO). This order of elements is crucial to its correct interpretation and it is exactly this which syntacticians try to capture. They argue that there must be such a formal computational component contained within the language faculty of normal speakers of a language and seek to describe it.

It is a mistake to believe that some English speakers follow rules in their speech and others do not. Instead, it now appears that all English speakers are successful language learners:

They all follow unconscious rules derived from their early language development, and the small differences in the sentences that they prefer are best understood as coming from small differences in these rules. The differences of the sort which are followed here follow lines of social class and ethnic group rather than geographical lines. Thus we can speak of social varieties or social dialects (Baker, 1995)

Another clear explanation about syntax is given by Chomsky

Syntax is the study of the principles and processes by which sentences are constructed in particular languages. Syntactic investigation of a given language has as its goal the construction of a grammar that can be viewed as a device of some sort for producing the sentences of the language under analysis.(Chomsky, 1971:110)

3. English Text

In this research text is the important part that is going to be studied. The researcher first describes something related with it.
a. Notion of Text

The word text has so many meanings that experts define it differently. In its basic meaning, text usually refers to a piece of writing. As a part of language, the text is the product of cultural codes. It refers to anything that is capable to be read or interpreted. Language itself is always produced, exchanged or received as text.

Text forms the discourse. The formed idea in a text has communicative purpose. Based on the intended communicative purposes, the texts are grouped into some types. To reach those communicative purposes, the texts are formed from particular structures and realized with certain language characteristics.

The structure of one particular text is different from the other. It has always variation. Basically one type of the text has minimum component. For example, a recipe will at least present the ingredients and steps to make. The other component such as the suggested serving may also be discussed, however it should not always to be existed, because it just an additional component that yield the text types.

Anderson (1995:1) states “when the words are put together to create a sentence, and sentences are put together to communicate a meaning, a piece of text is created”. There are two main categories of text, namely literary and factual text. Literary text is constructed to appeal to our emotions and
imagination. While factual text presents information or ideas and aim to show, tell or persuade the audience.

b. Text Types

In English literature there are at least 7 types of the text:

1) Recount. Recount refers to a piece of text to retell the past events in order in which they happened.

2) Procedure. In this text type the writer is trying to explain how something can be done in order.

3) Narrative. This type tells a story. Its purpose is to present a view of the world that entertains or informs the reader. It is related to the recount text. Narrative text usually tells about fable, myth, legend and history (Anderson, 1997:6)

4) Descriptive. This type is used to describe a particular person, thing, or animal in specific.

5) Report. A report is a piece of text that present information about a subject. It usually contains facts about the subject, a description and information on its parts, behavior and qualities (Anderson, 1997:86).
6) Explanation. This type of the text tells how and why something occurs, it looks at the steps rather than the things. The purpose of explanation text is to tell each step of the process and to give reasons.

7) Discussion/Exposition. According to Anderson (1995:116) that, “when we speak or write about a topic and include both side of the case we are creating a discussion”. This type of the text discusses thing from both sides, negative and positive, the good and the bad points.

c. Notion of Narrative text.

Narrative text is a type of text in the form of story which is intended to give amusement to the reader. The main characteristics of narrative text lies on the existence of problems (or thing considered to be complicated) and the steps done to respond to that problem—at least in the form of solution or problem solving. The content of narrative text can be imaginative or real stories added with some additional changes.

The narrative text tells a story. Its purpose is to present a view of the world that entertain or informs the reader or listener. Narrative text usually tells about fable, myth, legend and history (Anderson, 1997:6)

Narrative text generally has the following structures:
1) Orientation: It is the preface as the introduction to the cast, time and place
2) Complication: It is the conflict development or the emergence of problem
3) Resolution: It is problem solving to the conflict or the steps taken to respond the problem
4) Reorientation: It is the closing statement to show the end of the story. However, it is just optional
5) Coda: It is the change that takes place on the cast or the moral lesson that can be taken.

Narrative text often uses particular language components, such as: particular noun as the substitution of pronoun, individual participant focused on specific particular participant, past tense and time connection.

C. Theoretical Framework

The previous studies in this chapter have given the researcher the clue to find the suitable way used as theoretical framework in this research. As discussed before that there are three stages in error analysis: recognition, description and explanation of errors. These stages will be used as theoretical framework in this study.
The first, dealing with the recognition of errors, the researcher has used the framework of Corder in Richard (1974: 24) which says that the learner’s errors are the evidence of the system and are systematic. Here the researcher has differentiated between mistake and error. The researcher did not take “mistake” into account as it is the fault which is different from error. The researcher has identified errors put into the data from the erroneous sentences which are ungrammatical.

The second, to conduct description of errors the researcher has taken the framework of Dulay, Burt, Krasen and James (1998). The researcher has taken the two of them: errors in term of linguistic categories and errors based on surface strategy. Errors in linguistic categories include: morphology and syntax. Error based on surface strategy is the error classification that can give a clear description about cognitive process that underlines the learner’s construction of the new language. This category is classified into four types: omission, addition, misformation and misordering. The researcher has done two steps in description of errors. First, he classifies errors into categories of morphological and syntactic errors and the second, he calculates the frequency of each errors.

The third is explanation of errors. Here the researcher explains how and why such errors happen. In this stage, he discusses the sources of errors which exist in the students’ narrative writing. He explains whether the errors are caused by
language transfer, overgeneralization or other strategy of second language learning.

CHAPTER III
RESEARCH METHODOLOGY

In this chapter, the researcher discusses the research method used in this study. Research is a careful study or investigation, especially in order to discover new facts or information (Hornby, 1995:996) while methodology is a set of methods used in a particular area of activity (Hornby, 1995: 734). The intention of this research is to get deep understanding of morphological and syntactic errors in narrative English composition written by the students of Daarut Taqwa Islamic boarding school Klaten. The researcher will respectively present: type of the research, data and data source, method of data collection, data analysis and theoretical framework.

A. Type of the Research
The type of this study is descriptive qualitative research. Dornyei (2009:241) as cited by Fauziati says that in general qualitative research suggests just the opposite of quantitative research. It often involves “data collection procedures that result primarily in open-ended, non-numerical data which is then analyzed by non-statistical methods. While Brown, (2009:241) also as cited by Fauziati says that qualitative research is often associated with hypothesis generating and developing an understanding. It is inductive in nature; that is, it collects the data through observation and then comes up with a theory to account for the data. It looks for the hypothesis or theories which can explain the data collected or the facts which are observed. Thus, it does not decide in advance what variables will be important. Instead, it attempts to describe as fully as possible what is being observed. In this sense qualitative research is interested more in the process, e.g. what actually goes on in the classroom.

Fauziati cited Dornyei (2009:242) who presents the main characteristics of qualitative research as follows:

1. Emergent Research Design. Most research texts starts with highlighting its emergent nature, that is, no aspect of the research design is tightly prefigured. A study is kept on open and fluid so that it can correspond in a flexible way to new details or openings that emerge during the process of investigation.
2. The Nature of Qualitative Data. The data may include recorded interviews, various types of texts (i.e. field notes, journal and diary entries, documents) and images

B. Data and Data Source

The research was conducted in Daarut Taqwa Islamic boarding school in Klaten for the 5th grade of KMI (Kulliyatul Mu’allimien al Islamiyyah) or the second year grade of senior high school from November 2013 through April 2014.

The data of the present study consists of erroneous sentences taken form the narrative English composition written by Fifth grade of KMI Islamic boarding school Klaten in Academic Year 2013-2014. The researcher had collected 338 erroneous sentences from 70 narrative composition written by those students which were collected from November 2013 till April 2014.

The data taken from the writing of the students’ composition has been copied out and kept in a safe file

C. Method of Data Collection

The data are in the form of written production made by the students of Daarut Taqwa Islamic boarding school. In collecting the data the researcher uses elicitation method. Elicitation method is used to have students to produce the writing and to give instruction to write English composition. This method is
designed to get a person to actively produce speech or writing. The steps are as follows:

1. The researcher gives explanation and motivation to the students about writing English composition in various genre like descriptive, narrative, procedure and anecdote.
2. The researcher gives assignment to the students to write their composition in any genre they prefer.
3. The researcher triggers the students to write down their composition
4. The researcher classifies those narrative composition to be studied
5. The researcher reads every composition to identify the erroneous sentences
6. The researcher writes down the erroneous sentences from the students’ narrative composition and uses them as the data

D. Data Validity

To ensure the validity and credibility of the data, the researcher has tried to use triangulation of data. Wiersma in Sugiyono (2012: 125) says that “triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data source or multiple data collection procedures” The researcher has collected the data from the students using two sources; document and event. The document is the collection of students’ writing which contain errors in morphology and syntax while the event is the process of the students in writing their composition. The second is the method of
collecting data. The researcher uses two types. First is the content analysis of students’ writing and the second is observation, that is by observing the students’ activity in writing their composition in which they have to work on their own without depending or asking one each other. The data collected is purely their natural work without any intervention.

E. Method of Data Analysis

In this study, the writer uses descriptive analysis to conduct the data analysis that has been carried out through the following steps:

1. Identify the errors. Sentences are considered as free from errors when they are appropriate and acceptable.

2. Classify the accumulated data in terms of linguistic categories.

3. Identify the erroneous sentences in the term of morphology and syntax.

4. Classify the frequency of each type of error.

5. Classify the causes of error found in those narrative compositions.

6. Calculate the total number of each error.

7. The analysis ends with the conclusion derived from the findings of the study and the implication in foreign language teaching.
CHAPTER IV

RESEARCH FINDING AND DISCUSSION OF THE FINDING

In this chapter, the researcher describes the research finding, that is the answer to the research’s questions formulated in chapter one. This chapter also presents the discussion of the finding.

A. Research Finding

Research finding presents the findings of research that the researcher analyzes based on the theory in the previous chapter. Here, the researcher describes the research finding based on the data which are taken from the composition of narrative text written by the students of grade V of KMI Daarut
Taqwa Klaten. This section presents the answers of the research questions proposed in chapter one.

1. Types or Errors

Here the researcher classifies students’ errors into two main categories they are morphological and syntactic errors. Each category has its own types of errors. The research tries to present the both description of the two types in detail.

a. Morphological Errors

Morpheme is the study of the mental knowledge and process involved in structure and creation of new words. (Andrew, 2000:1) In other word morpheme is the smallest unit with meaning into which a word can be divided.

For example, the word *runs* contains two morphemes and the word *unlikely* contains three morphemes. Morphological error deals with the error in the level of words or vocabulary which do not have relationship with the forming of the sentence. Morpheme is refered to as affixation as its central domain (Bauer, 1988: 89)

The common problem faced by students is how to add morphemes to roots or stems correctly. Often times, students misplace morphemes to the stems while in other occasion they add morphemes which are not needed.

Words are morpheme. As the smallest meaningful element of language, there might be more than one morphemes within one word. Then, the word has more than one meaning. For example the word “boys”. The word consists of two
morphemes, the one is \{ boy\} referring to a young male person, and the other is the morpheme \{-s\} as a plural marker referring to more than one boy. People call \{boy\} a free morpheme and ending \{-s\} a bound morpheme. Free morpheme means that the morpheme is meaningful despite being alone, while the ending \{-s\} is meaningless without the existence of other free morpheme. Ending \{-s\} may also mean as first person singular marker like in (drinks) and may mean science like in mathematics, physics, economics and so on. Some other examples of bound morphemes are: Prefixes (disagree, misfortune, unable, impossible etc) Suffixes (cleverness, suitable, difference, careful, agreement etc) and confixes (unemployment, untouchable etc).

The role and existence of morphemes is so important, however the researcher finds that Indonesian learners often create errors in using them.

1) Bound Morphemes \{-s\} or \{-es\}

Bound morphemes are the words which appear only as a part of larger word, but typically attached to another form, e.g. -s, -es, ist, -ed, etc. Here the researcher finds errors of using bound morphemes in two cases: Omission of bound morphemes\{-s\} or \{-es\} as plural marker and omission of bound morphemes \{-s\} or \{-es\} as the first person singular marker.

a) Omission of Bound Morphemes \{-s\} or \{-es\} as PluralMarker.
Bound Morphememes {-s} or {-es} which function as Plural marker are the words put as suffix to differentiate between the singular and the plural. For example, the word book refers to only one book, but the word books means that the quantity is more than one. However, the students frequently omit s/es when they express something in plural form that demands the addition of s/es to the singular form. For example:

(1) All student in the boarding school...

students

(2) After holiday around three week

three weeks

The students might have understood that they should use the plural form by adding s/es to the singular form. Such errors happen simply because the students do not pay attention to the correct usage of plural and singular words. They neglect it because they do not find morpheme s/-es attached to the nouns in their mother tongue (Indonesian). In English a plural should be added with sto the singular form like pen becomes pens, besides there are another ways to form the plural word from its singular one, like child becomes children, ox becomes oxen, foot become feet and so on. The other examples of how students err to add s/es to the singular forms are found in these sentences:

(1) and buy two portion of meatball

two portions
(2) I plan to go to some place

places

(3) there are many problem, but it is not to make me ...

problems

(4) He is the tenth son from eleven brother

brothers

(5) after he does all his job

jobs

The researcher finds 10 cases where the students neglect adding (s/es) as plural marker in their sentences.

b) Omission of Bound Morphemes {-s} or {-es} in V1 as Third Person Singular Marker

Bound morphemes {-s} or {-es} can also be applied to the verb 1 with third person singular (he/she/it) in affirmative simple present tense sentences. For instance: He speaks English/ She eats rice/ It runs very fast. However, there is no addition of the morphemes {-s} or {-es} attached to the verb with the other pronouns. For example: I speak English/ You eat rice
In this study the researcher finds that the students frequently omit s/es when they express third singular pronoun subject (he/she/it) in affirmative simple present tense, for example:

(1) My sister *sit* in class 2 of senior high school

   *sits*

(2) If I steal and the prophet *ask* to me

   *asks*

The students should actually add morpheme (-s) to the verb *sit* and *ask* in those sentences but they neglect doing it. The common problem faced by the students in using morpheme s to the third person singular because there is no difference between Verb 1 for third person in Indonesian language and Verb 1 for another persons/pronouns.

The researcher finds 3 errors in students’ sentences which omit s/es to differentiate the verb used for third singular pronoun (he/she/it). Another example of students’s error in using morpheme {-s} is found in the following example:

(3) If he *want* to do something ...
By seeing the data that there are only three cases where the students neglect using morpheme –s/-es in third singular person, it can be concluded that most of them have understood the correct usage of it.

2) Free Morphemes

Free morpehemes are the words which can stand by themselves, e.g. sit, walk, door, etc. As it is understood, that word or vocabulary is one of the four elements of language. Having sufficient vocabulary is very essential for students in mastering the target language. When Indonesian students learn English they will encounter some problems particularly dealing with English words or vocabulary. For example, they know the English words for “mendengar” in Indonesian language as (to) hear and (to) listen. However, it’s not easy for them to differentiate the meaning between both of the two words. Then, they may write: I want to hear to the radio instead of: I want to listen to the radio. The word hear should actually be used in a situation where the speaker may be does not have intention to do that or he does it without certain effort, for example: I hear some one speaking loudly out of the house. This sentence shows that the speaker can grasp the voice even without effort as the voice comes to his ears by chance. The word listen is different from hear because listen refers to the activity of the speaker who does effort to make the voice can be perceived.

In this study the researcher finds some errors in the selection of words/vocabulary which is resulted from the inappropriate understanding about the meaning of the words.
A) False Friend

False friends are pairs of words or phrases that look or sound similar, but differ significantly in meaning. Take for example the word bathroom and bedroom. The two words have almost the similar spelling but of course each of them refers to very different place. The first refers to the place where people wash or clean their body while the second refers to the place where people take a rest or sleep.

Because of that, it is not easy sometimes for Indonesian learners to recognize the difference between similar words whether in meaning or in form. In this study the researcher finds students’s errors in the selection of words with similar meaning and similar form and also in literal translation.

(a) Similar in Meaning

Many English words have almost the similar meaning especially when they are translated into other language. For example the words sacrifice and victim. The two words have the same meaning in Indonesian word as korban. However there exist difference in the use of both two words. The word sacrifice is used to denote to someone or something being made as the gift for the sake of the Almighty for example or for something considered to be honorable. For
example: Many heroes have lost their life and they devoted it as sacrifice for the freedom of the country. While the word victim refers to the thing almost similar with sacrifice but in less value or may be without any value being attached to it. For example: The boy becomes the victim of the accident. So it is an error if the student says: but alhamdulillah there is no sacrifice.

In this study, the researcher finds that the students tend to use one particular word which has the same meaning in Indonesian but actually is inappropriate in its usage, for example:

(1) Then I looked in the kitchen there was fire
    saw

(2) Then he lift his head...
    raised

The two examples from the data show how students feel confused to choose the correct words to express what they want. In the first sentence the student fails to use the correct word which shows the activity which is not intentionally done. There is difference between the word looked and saw. Actually he should use the word saw, because he simply wants to say that he sees something without any effort or intention before. The second sentence also shows how the student fails to find the correct word to show the activity of moving the head to an upright position. The word lift also means raise somebody
or something to a higher position, but in this context the word lift is not appropriate to precede the words his head. He should use the word raised instead. Such errors are likely to occur because in their learning process, the ability to make the choice of correct word requires great effort and takes time. It seems that such errors are unavoidable as the process of their learning the second language.

The other examples of how students make errors in their selection of words with the similar meaning are found in the following sentences:

(1) We don’t serve them to fight agree with

(2) Since fortnight we waited for the holiday two weeks ago

(3) I had finished to work the jobs that my mother gave to me do

(4) but Alhamdulillah there is no sacrifice... victim/casualty

(5) he saw the mouse deer fathom foot print

(b) Similar in Form.

Some English words are similar in forms but of course they are different in meaning. Take for instance, the words palace and place. The word palace means the place where king and his family live, while place is a particular area or
position. Here, the researcher finds that the students tend to use other word which is supposed to have the same meaning with the intended one, however they create errors because their choice is not correct, for example:

(1) So I got done to save my family

got down

(2) Some years letter I and Arai went to Jakarta

later

The two sentences show how the students are not able to differentiate the words which are similar in forms but of course different in meaning. In the first sentence, the student wants to express the activity that he makes the effort to move from the second floor to the first floor to save his family. Here, he uses the word done instead of down which then results in error because his choice is not appropriate. The second sentence also shows that the student makes error by using the word letter instead of later. The word letter is close in form with the word later but the meaning is very different. When they are translated into Indonesian, letter means surat and later means kemudian. This error happens because the students’s memory about the words is very limited.

The researcher finds at least 12 sentences with erroneous choice of word with similar form. The other examples are:

(1) he is ten son from eleven brothers

the tenth

(2) do you promise me to leave lieness?
the lie

(3) in the forest there life a mouse deer

lived

(4) the child rised his hand by bringing the bread

raised

(5) he never think than his house is on fire

that

(c) Literal Translation

Literal translation is the translation of text from one language to another "word-for-word", rather than giving the sense of the original. For this reason, literal translations usually mis-translate idioms. Often times the translation does not take into account the background of the words, the culture or alike. Literal translation often creates confusion because the real meaning is not conveyed due to the different characteristics of the two languages. In this case, students merely translate Indonesian words into English literally or just keep the Indonesian word without translating it into English simply because they do not know the equivalent of that word in English. The following are the examples:

(1) ... and then we bought the ticket in the loket.

Here, the student fails to get the equivalent for “loket” in English, then he just uses the Indonesian word instead of translating it into English. He should say “... and then we bought the ticket in the ticket counter”
(2) Then the traveller _buy_ Yusuf to king Mesir

*sold*

Here the student chooses the improper word which he means “to sell” but he chooses the word “to buy” and uses the word “Mesir” just like in Indonesian language. He should actually say “then the traveller _sold_ Yusuf to the king of *Egypt*”

(3) I invite you _to be lost_ his cry but you make him cry more

*to wipe out*

Here actually the student means “_untuk menghilangkan atau menghapuskan_” he uses the literal translation “to be lost his cry” so the meaning is absurd when judged by English structure. He should say for instance “I invite you to make him stop crying” or “I invite you to wipe out his cry”.

(4) ... to see the child doing prayer _by khusuk_

The word “_khusuk_” in English maybe translated into seriously/ calmly/ by heart and alike, but the student simply translates it by keeping the original term. Such sentence may be difficult for them because this term refers to religious term which is seldom to be used.

(5) For _pregnant_ you in my stomach is free

Here the student means “_untuk biaya mengandungmu di dalam rahimku_”. He feels difficult to find the word “_mengandungmu_” in English. He just remembers the word “_pregnant_” which actually means in Indonesian “_hamil_”, he
then just translates it literally according to what he has in his mind. He should for instance say “The fee to bear you in my womb is free”.

b) Misspelling

As a language, English has its own system in spelling which is different from any other language. In some cases English spelling is different from its pronunciation or vice versa. Anyone of English learners should be aware of this and follow the spelling of English words according to what English language system has taught. The accurate spelling in English written form is very essential. A mistake in spelling can alter the meaning or at least can confuse other people. In this research, the researcher sees the most dominant errors made by students are in misspelling certain words.

The following examples can show clearly students’ errors in spelling:

(1) Because the wafe is so high

wave

(2) In the middle of the trip the accident havvened

happened

The two examples show us how they create errors by writing incorrect word for the intended ones. Actually the word wafe does not exist in English and neither does the word havvened. The students simply write those words without
knowing that they have improper spelling. It is rather difficult to analyze what the causes of these errors are. But one thing for sure that sometimes students just imagine one word with its pronunciation in their mind and then just write it down without thinking too much whether it is correct or not.

In this study, the students’s tendency to create error in spelling is rather horrifying because there are 75 cases where they create such errors. This may lead to an assumption that in certain level of proficiency Indonesian learners learning English are incapable of using correct spelling. Misspelling happens whether by changing one letter with the other, missing one letter or adding the letter which is not actually existed in correct spelling.

The other examples of how the students make errors in spelling are as the following:

(1) I think it is not *enought*

    enough

(2) we study some subjects which are not taught in *order* school

    other

(3) and at twelve *oclok*

    o’clock

(4) I will *invait* them to visit Pangandaran beach

    invite

(5) He *distroy* the ant’s home
destroys

This gives raise to question as whether the students make error because they simply don’t know the correct spelling of the words or because they are not careful in writing the words.

b. Syntactic Error

As it is understood that syntax is the study of how words combine to form grammatical sentences. In this research, the researcher finds so many syntactic errors which include the following categories.

1) TO BE

The existence of TO BE in English sentence is very essential. TO Be is used to express position, condition, age, size, time and so on. For example: We are in the classroom (to express position), She is healthy (to express condition), I am thirty years old (to express age) and so on.

The form of BE

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am</td>
<td>was</td>
</tr>
<tr>
<td>We</td>
<td>are</td>
<td>were</td>
</tr>
<tr>
<td>You</td>
<td>are</td>
<td>were</td>
</tr>
<tr>
<td>He</td>
<td>is</td>
<td>was</td>
</tr>
<tr>
<td>She</td>
<td>is</td>
<td>was</td>
</tr>
</tbody>
</table>
Despite its important position and usage, TO BE often appears confusing for the students, because they do not have such kind of word in Indonesian language. Based on the research, students sometimes omit BE from the sentences which require its existence while in other occasion they add Be in the position where BE is not needed.

a) Omission of BE in Passive Voice

In English, the passive sentences regardless of their active ones are formed by adding BE and converting the verbs into verb 3 form.
The students tend to omit BE from their passive sentences as in the following examples:

(1) Yusuf taken out from the well

    Yusuf was taken out from the well

(2) and said to their father yusuf eaten by wolf

    and said to their father that yusuf was eaten by wolf

In the two sentences above it can be seen that the students omit BE from their sentences. They should actually put BE before the verb but they neglect doing it, then error happens. They make error by deleting BE from the passive form that needs the existence of BE. Such errors happen due to the students’ shortage in mastering rules of passive sentence. In English, passive sentence is formed by using verb 3 preceded by BE.

The researcher also finds the rest of erroneous sentence which omits BE from the passive sentence in the following example:

(1) and he read the paper which written by her son

    and he read the paper which was written by her son

In this research, the writer just finds 3 sentences of students’ error dealing with omission of BE in passive form.

b) Omission of Be as Predicate (Copula BE)

    Another case dealing with the usage of BE is the students’ tendency to omit BE as the predicate (Copula BE). The students tend to omit Be as predicate from their sentences, as found in the following examples:
(1) She my cousin from uncle

She is my cousin from uncle

(2) Today, I feel very hot because now dry season

Today, I feel very hot because now is dry season

Students tend to omit BE in their sentences because they don’t find BE between subject and predicate in Indonesian language, like: (a) kebunnya jauh dari rumahnya (b) Dia dari Jogja (c) setelah itu kita siap berenang. The students then translate them into English: (a) The garden far from his house (b) She from Jogja (c) After that we ready to swim

They neglect adding BE to modify the position, condition or size of the subject. They just put the predicate which is not preceded by BE. Another examples of how students neglect adding BE as the predicate can be seen from the following sentences:

(1) because the body heavy

because the body is heavy

(2) We also afraid if we get lost

We are also afraid if we get lost

(3) They surprised for the beauty of God’s creation

They are surprised for the beauty of God’s creation
(4) He aware that the factor of his failure is his laziness

He is aware that the factor of his failure is his laziness

(5) In cave Gong dark

In cave Gong is dark

According to the data there are 34 erroneous sentences where students omit BE as the predicate (Copula BE) which shows that the students still confuse the usage of BE.

c) Addition of Be in the Present Tense.

In this type of errors, the students tend to add BE in the simple Present tense with verbal sentence. The followings are the examples:

(1) but I am bring salak one box.

but I bring one box of Zalacca palm fruit

(2) I am and my friends have the break in the dormitory.

I and my friends have the break in the dormitory.

Basically, the verbal sentence of simple present tense is formed by using simple or plain verb without being preceded by BE. But here, the researcher finds the students who put BE in the simple present tense which does not need it. The
two previous examples show how students merely put BE *(am)* after the pronoun *I*. It shows that students’ mastery on using BE is still low. Another examples are:

(1) *I* am feel very happy because my sister gives me congratulation.

*I feel* very happy because my sister gives me congratulation

(2) He creates me, so *He is* shows me.

He creates me, so *He shows* me.

(3) *I am can not* bring rambutan and durian

*I can not* bring rambutan and durian

(4) because *I'm study* in the boarding school

because *I study* in the boarding school

(5) and *he is take* the big jack fruit

and *he takes* the big jack fruit

In this research there are 23 erroneous sentences where BE is put in the position which does not require it.

2) Verb

In any language, verb is the kind of word which places important position. In their cognitive functions, verbs are symbols for events (creations, changes of state, process, actions) for states of affairs, and for speaker intention and
attitude (promises, commands, hopes, expectations). In their tactical functions, verbs presuppose the presence of participants (noun phrase) which functions as subject and object of the verb. (Stockwell, 1977:38)

It is the verb in which students tend to create errors. There are 4 cases here. They belong to omission and substituting certain verb with another verb. The cases are as follow:

a) Omission of Verb as Predicate

Verb can have the position as the predicate in the sentence like in the following example: *Every morning I have breakfast together with my family*. The word *have* here is the verb which function as the predicate to the subject *I*. When the verb is eliminated from that sentence, the structure becomes ungrammatical even though people may still understand the meaning. In this case, students tend to omit verb which should actually appear in the sentence just like in the following examples:

(1) I and my friends *break* in the dormitory

I and my friends *have the break* in the dormitory

(2) The students were allowed by teacher *to holiday*

The students were allowed by teacher *to have holiday*

The two examples show how the students omit the verb which is actually needed to be put there. Here the students just use the word break and holiday which are not preceded by verb. The students think that the word break and holiday when translated into Indonesian may be meant *beristirahat* and *berlibur*,
so they neglect adding verb supposing that break or holiday is a verb. Such errors happen because students are not well trained about using verb in correct position,

The researcher finds the other examples, like the following:

(1) I went to Jogja to recreation in the beach with my friends

I went to jogja to have recreation in the beach with my friends

(2) He wanted to a Muslim

He wanted to become a Muslim

(3) We will difficult to look for urban transport

We will feel difficult to look for urban transport

(4) I also angry with him

I also get angry with him

(5) we must prayer in congregation in the mosque

We must perform/do prayer in congregation in the mosque

Similarly the students think in their mother tongue and then translate the idea into English. In Indonesian language it seems to be correct when they say : Saya pergi ke Jogja untuk rekreasi di pantai dengan teman-teman saya. So, they translate it into English : I went to Jogja to recreation in the beach with my friends.
Perhaps, the students still confuse the position of “recreation” whether as a verb or a noun. If they know that recreation is not a verb, they will add the verb “have” to complete it.

b) The use of Verb 2 instead of V1

Basically most of the students have understood that after “to” they should use verb 1. However, in this research there are 4 errors of using verb 2 instead of V1 committed by students. The erroneous sentences are:

(1) because they are longing to saw sunrise
   because they are longing to see sunrise

(2) the next day farmer went to the field to harvested his crops
   the next day the farmer went to the field to harvest his crops

Here, the students neglect using verb 1 but use verb 2 instead. In the first sentence the student uses verb 2 to saw whereas he should use verb 1 to see because the verb to saw has the different meaning. In the second sentence the student also makes error by using verb 2 to harvested while actually he should use the verb 1 to harvest without converting it to the past form or verb 2.

Although the record shows that there are only 4 cases in this type, it can still prove that students still confuse using the correct verb. The rest 2 sentences are:

(1) The old people ordered to kept silent

   The old people ordered to keep silent

(2) then he ran to saved him self

   then he ran to save him self
c) The use of V ing instead of V0

In English the verb ing (present participle) is used in active continuous tenses or gerund. In continuous tense the verb ing is preceded by “to be” to show something which is taking place at the moment of speaking, was taking place before the moment of speaking or will be happening in the future. The table here can describe it:

Present continuous : I am reading the book
Past continuous : You were writing the letter
Future continuous : He will be visiting us

It is wrong to say for instance: I speaking English everyday. This sentence can be changed into: I always speak English everyday, or I am speaking English now. Of course the two previous sentences show different tenses.

In this research, the researcher finds some errors conducted by students who use incorrect verb ing in the sentences which do not need the verb ing form. The followings are the examples:

(1) We playing football in the noon

We play football in the noon

(2) So, I must practicing to speak English well

So, I must practice to speak English well
The students tend to use verb ing in the non-continuous tense where it should actually use verb 0 or infinitive without to. The researcher records 11 erroneous sentences of this type. Other examples of erroneous sentences are:

(1) In the holiday, Joko and Fendi *performing* Shubuh prayer in the mosque

   In the holiday, Joko and Fendi *perform* Shubuh prayer in the mosque

(2) I want to *climbing* many mountains

   I want to *climb* many mountains

(3) And please don’t *smoking* again

   And please don’t *smoke* again

(4) in the car *sleeping* because I tired

   In the car *sleep* because I feel tired

(5) that the subject to *memorizing* al Qur’an

   that the subject is *memorize* al Qur’an

d) The use of verb 1 instead of verb 2

   Verb 2 or past tense is a verb which shows action or activity that took place before the moment of speaking.

   Students who have studied English for at least 3 years usually have been familiar with past tense and the verb used in that tense. However, it is a fact that
it does not guarantee that they will not make mistake or even create error when they have to use verb 2. The same thing happens to the students in this research where they do not use verb 2 in the past tense but they simply use verb 1 instead. The researcher finds 42 errors dealing with this type, among others are

(1) At that time we eat meat together

At that time we ate meat together

(2) At that time my father go home

At that time my father went home

In the first sentence, the student should actually convert the verb eat into ate because the sentence is in simple past tense. He neglects using the verb 2 but only uses verb 1 instead due to his careless choice in using the correct word. The second sentence also shows the same case where the student fails to use the correct form of verb 2. In this level students should have understood the difference between verb 1 (present) and verb 2 (past) because they have seen many examples from their English subject. However, according to the data found there are still a lot of sentences which show errors of this type.

These are other examples of the erroneous sentences:

(1) One day Kabayan sleep in his house

One day Kabayan slept in his house
(2) At the first time, we swim alone

At the first time, we swam alone

(3) The dog ran away because he feel sick

The dog ran away because he felt sick

(4) the king pass a grandfather who was growing zaitun tree

the king passed a grandfather who was growing olive tree

(5) Yesterday, after I play football...

Yesterday, after I played football...

3) Article

In English there are 2 articles: Indefinite (a/an) and definite (the). The indefinite article “a” is used before a word beginning with consonant or a vowel sounded like a consonant. For example a man, a table, a university, while the indefinite article “an” is used before words beginning with a vowel or with a mute h, for example: an hour- an elephant- an ant.

The definite article “the” is used: (a) Before nouns of which there is only one: the earth, the sun. (b) Before noun which has become definite as a result of being mentioned a second time.(c) Before a noun made definite by addition of a phrase or clause : the girl in blue. (d) Before a noun which by reason of locality can represent only one particular thing : Ann is in the garden. (e) Before
superlative and first, second etc, used as adjectives or pronouns: Mount Blanc is the highest mountain in Europe.

Even though “article” is just a simple material is grammar, some students feel difficult to really understand the correct usage of definite and indefinite article. They make errors whether by omitting the article “a” or “the” from the sentences or putting the definite article “the” in the unnecessary position.

a) Omission of Article

The researcher finds four examples of omission of indefinite article and eleven sentences with the omission of definite article “the” from the sentences. For examples:

(1) She is girl

She is a girl

Even though the indefinite article a here looks simple and seems does not change the meaning when it is deleted from the sentence, it should not be neglected to form the correct sentence. Here, the student fails to add the indefinite article a in that sentence because he may be careless or does not pay attention to the correct structure of English.

(2) She is Christian

She is a Christian
The second sentence has the same type of error where the student neglect adding the indefinite article *a* to his sentence. Indefinite article *a* here is needed to show the position of someone in general as a person who embraces the religion of Christianity.

The following are the examples of sentences which omit the definite article *the*.

(3) Suddenly there was voice *through kitchen*

Suddenly there was voice from *the kitchen*

(4) *Next day farmer went to field*

*The next day the farmer went to the field*

The last two examples show that students fail to add the definite article *the* in the sentences. The definite article should be used in the third sentence because using the word *kitchen* without *there*fers to any kitchen in general. In this case, the kitchen has been definite because it has been mentioned before or as a result of being mentioned a second time. The same thing also happens in the fourth example where the words *next day* and *field* should be preceded by definite article *the* as a result of being mentioned before.

The other erroneous sentences of this type are:

(1) he draws near *doll*

he draws near *to the doll*
(2) and Yusuf was taken out from well

and Yusuf was taken out from the well

(3) the king went out from castle to go around the village

the king went out from the castle to go around the village

(4) long time ago there was Persian king

long time ago there was a Persian king

b) Addition of Article.

In this type, the students add definite article in the sentences which do not require the article anymore because there are possessive adjective (my-your-his-her-their-its). It is incorrect to say for instance: This is my the book, They should simply say: This is my book without adding “the” anymore. One other error happens because students put “the” before verb. As it is understood that verb can’t be preceded by “the”. So, it’s an error to say: if you the go to school. The word “the” should be eliminated from that sentence. The errors of this type are found in 3 sentences below.

(1) The her mark is very good.

   Her mark is very good.

(2) In the my boarding school.
In *my boarding* school.

(3) and he saw what *the happens* outside his house.

and he saw what *happened* outside his house.

The first and the second example have the error because the students put definite article *the* before possessive adjective *her mark* and *my boarding*. Possessive adjectives like *my, your, his, her, their* and *our* refer to something definite. Here the sentences do not need the definite article anymore because they have become indefinite by the presence of possessive adjectives.

The third example is erroneous sentence because it has definite article *the* before the verb. The correct structure of that sentence should eliminate definite article *the* before the verb.

4) Preposition

As it’s known that prepositions are short words normally placed before nouns or pronouns. Prepositions can also be followed by verb, but the verb must be in the gerund form: *he succeeded in escaping*. Prepositions are used to indicate place, time and movement. The most common prepositions are: *in – on – at – into – above – under* and so on.
Students may have problems with prepositions as they have to understand whether in any construction a preposition is required or not and which preposition to use when one is required.

Here are the examples of using various preposition in different contexts

(a) We get up from sleeping at four.

(b) I arrived at the hotel in the evening.

(c) I go to school to study.

(d) I’ll get the book for you.

(e) Who were you talking to?

(f) What did you open it with?

(g) I don’t go to school on Sunday.

(h) We will be back in September.

(i) We travel from our starting place to our destination.

(j) I always go to school on foot.

(k) My friend always goes to school by bus.

(l) The burglar broke into the house by force.

(m) The helicopter hovered above us.

(n) Flags waved over our heads.

(o) You put the letter under the book.

To be able to use preposition correctly, students should practice a lot besides they should look at the examples from English sentences which use prepositions.

Researches conducted previously showed that the errors related with the usage
of preposition placed the significant position in the case that not only Indonesian students but also any other students found it difficult to use the prepositions correctly.

In this research, the errors related with prepositions occurs in three categories.

a) Misselection of Preposition.

As discussed before that Indonesian students particularly, feel difficult to use the correct preposition because some prepositions like at, on or in when they are translated into Indonesian may be just the same as “pada”. For example:

* I went to Solo on Monday (Saya pergi ke Solo pada hari Senin).

* At night we stayed in the tent. (Pada malam hari kami tinggal di tenda).

* We will be back in September. (Kami akan kembali pada bulan September).

The following errors conducted by students may arise from that condition. For example:

(1) We started our tour in Monday.

We started our tour on Monday.

(2) I think that place belongs in history place.

I think that place belongs to historical place.

In the first example the student feels confused between using in and on. He chooses in instead of on, whereas the correct preposition used to show days and date should be on. The error happens because the student does not practice a lot on using correct preposition. In the second example, the student can not find
the correct preposition after the word “belong”. He uses *in* which he means *ke dalam* in Indonesian language. The correct preposition should be *to*.

The other examples of erroneous sentences with misselection of preposition are:

(1) If we want to enter *in* cave Gong...

If we want to enter *into* cave Gong...

(2) He ran to field *for* eat

He ran to field *to* eat

(3) The price is twenty thousand Rupiahs *to* one person

The price is twenty thousand Rupiahs *for* one person

(4) The people were looking for me *for* kill me

The people were for me *to* kill me

(5) I went to that place *with* bicycle

I went to that place *by* bicycle

The errors of this type are found in 17 sentences.

b) Omission of Preposition

Another case is the students’ tendency to omit the preposition “of” when they express sentences which place two nouns in adjacent position. Preposition “of” in Indonesian may be translated into “*dari*” which often times is not used when they express their Indonesian language. For example: “*Kamu menjadi kebanggaan keluargamu*” in English we must add preposition “of” between two
nouns “kebanggaan” (pride) and “keluargamu” (your family). So, we say: You are the pride of your family. Or we may also convert the position of the phrase “your family” before the word “pride” and the sentence becomes: “You are your family’s pride”, by deleting the preposition “of”.

In this research, the researcher finds 8 cases where student omit “of” from their sentences as in the followings:

(1) My friend came to place my job.

My friend came to the place of my job.

(2) The fire came from the voice LPG tube.

The fire came from the voice of LPG tube.

The two examples show how the students tend to omit preposition from their sentences particularly the preposition “of”. This preposition is very unique which needs frequent and intensive practice to be able to master it. In this case, they fail to place the preposition of between two nouns: place- my job and voice-LPG tube. This error is likely to occur because in Indonesian language system it is just correct to say: “tempat kerjaku” without any preposition between the two nouns.

The other examples also have the same characteristics of errors:

(1) I went to house my friend in the village.

I went to house of my friend in the village.

(2) Because there is program watching film.

Because there is program of watching film.
(3) The friends Mr. Umar want to help us.

The friends of Mr. Umar want to help us.

(4) We play football in yard our boarding school

We play football in yard of our boarding school

(5) and he will be pride his family

and he will be pride of his family

c) Addition of Preposition

The last category is the students’ tendency to add preposition where it is not required. Even though there are only four erroneous sentences found with the addition of preposition, it is worth to mention that students may create such errors due to their minimum understanding of preposition rules.

Here are the four sentences:

(1) Because they want to explore of mountain.

Because they want to explore the mountain.

(2) After they finish exploring of mountain.

After they finish exploring the mountain.

(3) Seven years later and Arai went to Jakarta.

Seven years later Arai went to Jakarta.

(4) and in the cigarette contains dangerous chemicals.

and the cigarette contains dangerous chemical.
The tendency to add unnecessary preposition is found in those sentences. The students should actually omit the preposition from their sentences but they put it in the position that does not require the preposition. In the first and second example, they add the preposition “of” after the verb explore whereas that preposition is not suitable to be put there. The third example shows how student adds the preposition “and” which does not denote the continuation of idea. While in the last example, the student puts the preposition “in” whereas it is not proper to be put there too.

5) Subject

Subject is a word or phrase in a sentence indicating who or what does the action stated by the verb. The position of subject is very vital in a sentence. In this research, the researcher finds two cases dealing with the tendency of the students whether to omit the subject from the sentence or to add unnecessary subject.

a) Omission of Subject

The students tend to omit the subjects of the sentences just like the examples below:

(1) Suddenly leak and exploded.

Suddenly it leaked and exploded.

(2) Before arrived at home, Joko invited Fendi to buy meatball.
Before they arrived at home, Joko invited Fendi to buy meatball. The student ts make errors because in this case they omit the subject of the sentence which should exist. In the first example the student fails to add the subject “it” and in the second example he misses the word “they”. There are 4 erroneous sentences from this type of error. The rest two are:

(1) After they made the hole they cover with branches

After they made the hole they covered it with branches.

(2) We must study our religion subject, before study other subject.

We must study our religion subject, before we study other subject.

b) Addition of subject

Different from the previous case, here the students add subject in sentences which have already another subject which then resulted in error. For example:

(1) My family they were sleeping when I watched TV.

My family were sleeping when I watched TV.

(2) The old man he grateful to God.

The old man is grateful to God.

In contrast with the previous type of error which omits the intended subject of the sentence, in this case the students merely add the subject which is not needed. In the first example, he adds the word “they” after the words “my family” which functions as subject and denotes to many people or “they”. Here,
the student makes the repetition of the subject which has been mentioned before. In the second sentence, the student mentions the word “he” after the words “the old man” which functions as the subject of the sentence.

The other examples of this type are:

(1) The friends of Mr. Umar they want to help us.

The friends of Mr. Umar want to help us.

(2) My sister her religion is Christian.

My sister’s religion is Christianity.

(3) because yesterday my group we made drama.

because yesterday my group made drama.

(4) I and my friends we break in the dormitory

I and my friends have break in the dormitory

(5) all students after holiday for 3 weeks they come from home

all students after holiday for 3 weeks come from home

6) Pronoun.

Pronoun is a word used in place of a noun or noun phrase. Pronouns can be in the form of subject: I – You – We – They – He – She – It, in the form of object: Me – You – Us – Them – Him – Her – It, or in the form of possessive: My/mine - Your/ yours – Our/ours – Their/ theirs – His/his – her/her – Its/ its.
Students have to choose the proper pronouns which may differ from one sentence with another. For example: I am a student. This is my book. I want to give it to you. So, the book will be yours.

Without proper understanding of it, students may create errors. In this research, the researcher finds the errors in one type that is substituting one function with another function of pronouns.

Here are the examples:

(1) So, my sister and my brother got up from his sleep.

So, my sister and my brother got up from their sleeping

Actually students should pay attention to the phrase “my sister and my brother” which refers not to one person (singular) but to two persons (plural). Here, the students substitute the possessive pronoun “their” with “his” and so the error happens.

(2) and said to they father that Yusuf was eaten by wolf.

and said to their father that Yusuf was eaten by wolf.

The word they may have the same meaning with the word their when they are translated into Indonesian that is “mereka”. However each of the two words must be put in correct position and can not replace one another. The pronoun “they” is a subject while “their” is possessive. In this sentence, the student uses the pronoun “they” in the position which should be “their”. The other examples of the erroneous sentences are:

(1) So we grow to eat who is after we.
So we grow to eat who is after us.

(2) Many people go home to them village.

Many people go home to their village.

(3) We saw many animals what we haven’t seen before

We saw many animals that we haven’t seen before

7) Noun

Noun is a word used to name or identify any of a class of things, people, places or ideas, or a particular one of these.

There are four kinds of nouns: common nouns, proper nouns, abstract nouns, and collective nouns. Some of nouns are formed from verbs added by suffix:ion – tion – ly, for example: discussion, substitution, actively. Some nouns resemble verbs for example: study, help, notice and some others are formed from adjectives: important – importance, confident – confidence, et cetera.

It is found in this research that students make errors dealing with:

a) Substituting noun with adjective

In this case the students use improper form of word that is changing the noun with adjective which occurs in three sentences:

(1) Her religion is Christian.
Her religion is *Christianity*.

(2) He is famous with his *clever*.

He is famous with his *cleverness*.

(3) But we enjoyed *our tired*, so we felt happy

But we enjoyed *our tiredness*, so we felt happy

In the first sentence it can be seen that the student uses adjective “Christian” which usually refers to someone who embraces Christianity. He fails to use the noun because may be in Indonesian language there is no difference between “agama Kristen” with “orang Kristen”. In the second sentence the student uses the word “clever” which is actually an adjective in the position that its hould be noun. In the last sentence the student also uses the word “tired” which is an adjective in the position that it should be noun. In this case the student can not differentiate between adjective and noun which then results in error of word selection.

b) Misordering Noun Phrase.

A noun phrase is a phrase whose function in a sentence is equivalent to that of a noun. English noun phrase has different structure with Indonesian noun phrase. In Indonesian, we have the DM order which means that the modified word comes before the modifier. For example: *majalah dinding, kursi rotan* etc. When translated into English, the order should be changed where the modifies comes before the modified word. So, we say: *wall magazine* and not *magazine wall*. *Rattan chair* and not *chair rattan*. 
Although it looks simple, Indonesian students may feel it difficult to construct the correct noun phrase because their thinking is influenced by Indonesian structure. The followings are the examples of students’ errors in misordering noun phrase.

(1) We can become athlete professional.

We can become professional athlete.

(2) They were maker ship.

They were the ship makers.

Actually the students should arrange the sentences according to the English structure, but in fact they fail to do so and error happens because their sense of English structure is still weak that the error then happens. Such error may happen because the students do not master the English system yet and do not have good English sense either. In the first example they write: athlete professional which should be written professional athlete. In the second example they also make error by writing maker ship which should be written ship maker.

The other examples are:

(1) We wait for the holiday monthly

We wait for the monthly holiday

(2) and brothers Yusuf returned to home.

and Yusuf’s brothers returned home.

(3) They made hole very big.

They made very big hole.
(4) people come to his room and bring a human dead

People come to his room and bring a dead human

2. Frequency of Errors

Based on the data that the researcher has collected, there are 338 errors made by students, 138 of them belong to morphological errors making up of 40.83% of all the errors. While errors on syntax are 200 errors, making up 59.17%. This means that the bigger errors made by students are on syntactic errors and the lower errors fall on the morphology.

As mentioned before, that the 138 errors belonging to morphological errors consist of six cases. The most errors are about the misspelling words, consisting of 75 errors or 22.19%. Omission of bound morphemes (-s) or (es) as plural marker consists of 10 cases or 2.96%, while omission of bound morphemes (-s) or (es) in Verb 1 as Third person singular consists of 4 cases or 1.19%. Errors on Free Morphemes are found in four cases, those are similar in meaning, similar in form, literal translation and misspelling. As told before that misspelling reaches the biggest amount while similar in meaning consists of 28 cases or 8.28%, similar in form consists of 12 cases or 3.55% and literal translation consists of 9 cases or 2.66%.

In syntactic errors here the researchers has found 200 cases consisting of 17 cases. The students make errors in the use of TO Be, verb, articles, preposition,
subject, pronoun and noun. In case of TO BE, the students make 3 errors in omission of BE in passive voice consisting of 3 errors or 0.89%, omission of BE as Predicate consisting of 34 errors or 10.06% and addition of BE in the present tense consisting of 23 errors or 6.8%. In verb, they make errors in omission of verb as predicate reaching 8 cases or 2.36%, the use of V2 instead of V1 reaching 4 cases or 1.19%, the use of V-ing instead of V0 consisting of 11 errors or 3.25% and the use of Verb 1 instead of Verb 2 consisting of 42 errors or 12.43%. Article has 2 cases: omission of articles consists of 13 errors or 3.85% and addition of articles consists of 3 errors or 0.89%. Errors of preposition makes up 3 cases: misselection of preposition reaching 17 cases or 5.03%, omission of preposition has 8 errors or 2.36% while addition of preposition has 4 errors or 1.19%.

In subject there are two cases; omission of subject has 4 errors or 1.19% and addition of subject has 9 errors or 2.66%. The students’ error on pronoun lie on substituting one function with another function of pronoun consisting of 6 errors or 1.77% and the last is on noun. They make errors on substituting noun with adjective with 3 errors or 0.89% and misordering noun phrase with 8 cases or 2.36%.

Table 4.1

Table of The Frequency

<table>
<thead>
<tr>
<th>Component of Errors</th>
<th>Number of Errors</th>
<th>Procentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

99
<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. MORPHOLOGICAL ERRORS</td>
<td>138</td>
<td>40.83%</td>
</tr>
<tr>
<td>1) Bound Morphemes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Omission of Bound Morphemes</td>
<td>14</td>
<td>4.15%</td>
</tr>
<tr>
<td>or (es) as plural marker</td>
<td>10</td>
<td>2.96%</td>
</tr>
<tr>
<td>or (es) as Third Person Singular marker</td>
<td>4</td>
<td>1.19%</td>
</tr>
<tr>
<td>b) Free Morphemes</td>
<td>124</td>
<td>36.68%</td>
</tr>
<tr>
<td>a) False Friend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Similar in meaning</td>
<td>28</td>
<td>8.28%</td>
</tr>
<tr>
<td>(b) Similar in form</td>
<td>12</td>
<td>3.55%</td>
</tr>
<tr>
<td>(c) Literal Translation</td>
<td>9</td>
<td>2.66%</td>
</tr>
<tr>
<td>b) Misspelling</td>
<td>75</td>
<td>22.19%</td>
</tr>
<tr>
<td>b. SYNTACTIC ERRORS</td>
<td>200</td>
<td>59.17%</td>
</tr>
<tr>
<td>1) TO BE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Omission of Be in passive voice</td>
<td>60</td>
<td>17.75%</td>
</tr>
<tr>
<td>b) Omission of BE as Predicate (Copula BE)</td>
<td>3</td>
<td>0.89%</td>
</tr>
<tr>
<td>c) Addition of BE in the present tense</td>
<td>34</td>
<td>10.06%</td>
</tr>
<tr>
<td>b) VERB</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Omission of Verb as Predicate</td>
<td>8</td>
<td>2.36%</td>
</tr>
<tr>
<td>b) The use of Verb 2 instead of Verb 1</td>
<td>4</td>
<td>1.19%</td>
</tr>
<tr>
<td>c) The use of Verb ing instead of Verb 0</td>
<td>11</td>
<td>3.25%</td>
</tr>
<tr>
<td>d) The use of Verb 1 instead of Verb 2</td>
<td>42</td>
<td>12.43%</td>
</tr>
<tr>
<td>3) Article</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Omission of Article</td>
<td>16</td>
<td>4.74%</td>
</tr>
<tr>
<td>b) Addition of Article</td>
<td>13</td>
<td>3.85%</td>
</tr>
<tr>
<td>b) Prepositon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Misselection of Preposition</td>
<td>29</td>
<td>8.58%</td>
</tr>
<tr>
<td>b) Omission of Preposition</td>
<td>17</td>
<td>5.03%</td>
</tr>
<tr>
<td>c) Addition of Preposition</td>
<td>8</td>
<td>2.36%</td>
</tr>
<tr>
<td>c) Subject</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Omission of Subject</td>
<td>13</td>
<td>3.85%</td>
</tr>
<tr>
<td>b) Addition of Subject</td>
<td>4</td>
<td>1.19%</td>
</tr>
<tr>
<td>b) Addition of Subject</td>
<td>9</td>
<td>2.66%</td>
</tr>
</tbody>
</table>
### Table 4.2 Percentage of Error Types of Morphology and Syntax

<table>
<thead>
<tr>
<th></th>
<th>Error Type</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>6) Pronoun</td>
<td>Substituting one function with another function of pronoun</td>
<td>6</td>
<td>1.77%</td>
</tr>
<tr>
<td>7) Noun</td>
<td>a) Substituting noun with adjective</td>
<td>11</td>
<td>3.25%</td>
</tr>
<tr>
<td></td>
<td>b) Misordering noun phrase</td>
<td>11</td>
<td>3.25%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>0.89%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8</td>
<td>2.36%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8</td>
<td>2.11%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>338</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.3 Percentage of Each Type of Error

![Percentage of Error Types](image)

Syntax, 59.17

Morphology, 40.83
3. Sources of Errors

According to the data from the findings, the researcher finds that there are various sources of errors from which the students create erroneous sentences/ expression in their written word. According to Selinker cited by Abi Samra (2003:9), There are five sources of errors: (1) language transfer (2) transfer of Training (3) strategies of Second language learning (4) strategies of Second language Communication (5) overgeneralization of target language linguistic material.
Here, the researcher finds the errors lie on language transfer, strategies of Second language learning, and overgeneralization of target language linguistic material.

a. Language Transfer

When Indonesian learners express their idea in English, they are often influenced by their Indonesian language system. Some of Indonesian language system are quite similar with that in English for example:

Saya pergi ke sekolah setiap hari

I go to school everyday

They develop a strategy in their mind which’s called as language transfer. This strategy can be positive strategy just like the previous example, but it can be negative strategy when in occasions, the language system is not always the same. For example:

Saya ingin pergi jalan-jalan

I want to go walking-walking

This strategy then yields in error because English system is different from Indonesian. Actually the sentence should be:

I want to go for sightseeing
or

I want to go for a walk

The researcher finds students errors in language transfer at the level of vocabulary, phrase and sentence. At the level of vocabulary, the followings are the examples:

(1) Who is growing zaitun oil

   Olive tree

(2) and they live in Mesir together

   Egypt

(3) to see the child doing prayer in khusuk

   in good concentration

(4) and then we bought ticket in the loket

   ticket counter

At the level of phrase, the examples are:

(1) He walked without careful then slip into the hole

   He walked carelessly then slipped into the hole

(2) and I have friendship namely Arai

   and I have a friend whose name is Arai
(3) *For give the birth you* is free

    *To give your birth* is free

(4) *For pregnant you in my stomach* is free

    *To bear you in my womb* is free

And at the level of sentence here are the examples:

(1) *I had finished to work the jobs that my mother gave to me*

    *I had finished to do the jobs that my mother gave to me*

(2) *Then I looked in the kitchen there was fire*

    *Then I saw in the kitchen there was fire*

(3) *Because Pangandaran one place approachable from my house*

    *Because Pangandaran is near from my house*

(4) *But alhamdulillah there is no sacrifice*

    *But thanks God, there was no victim*

b. Strategies of Second language learning

This strategy is done by students in their effort to express English by reducing the complicated structure of English with a new structure which they think to be simple. When it is done, the errors happen because they don’t reach the standard of correct English sentences.
In this research, the data shows that the students make the strategy to simplify the rules of English in omitting (s/es) as plural marker and omitting (s/es) in simple present tense for singular third person pronoun in affirmative sentences.

The followings are the examples:

(1) All student in the boarding school

   Students

(2) After holiday around three week

   weeks

(3) My sister sit in class two of senior high school

   sits

(4) If he want to do something

   wants

(5) And he buy two portion

   buys portions

(6) I plan to go to some place

   Places

c. Overgeneralization

The data shows that overgeneralization is one of source of errors that contributes the great parts of students’ errors. Actually overgeneralization is one of students’ strategies to express the target language using the linguistic knowledge they have known before. The errors happen because they conduct
overgeneralization to all grammatical forms which actually should be changed or modified, otherwise the errors occur.

Here the researcher finds overgeneralization in the following categories:

1) Overgeneralization in using article

As discussed earlier that article is sometimes very complicated and difficult for students to use. The data shows that student’s overgeneralization in using articles has resulted in errors, such as in the following:

(1) *She is girl*  

*She is a girl*

(2) *Suddenly there was voice through kitchen*  

Suddenly there was voice *from the kitchen*

(3) *He draw near to doll*  

He drew near *to the doll*

(4) *The her mark is very good*  

*Her mark is very good*

2) Overgeneralization in using BE

From the collected data, the researcher finds that students frequently have difficulties in using BE. Sometimes they use BE in sentences which do not require
it, in other occasion they use incorrect form of BE or omit BE from the sentences which actually required it. The following sentences are the example:

(1) and said to the father Yusuf eaten by wolf

and said to their father that Yusuf was eaten by wolf

(2) She my cousin from my uncle

She is my cousin. She is the daughter of my uncle

(3) All students disappointed in this condition

All students were disappointed with that condition

(4) He very angry because his plant was broken

He was very angry because his plant was broken

(5) In cave Gong dark

In cave Gong it was dark

3) Overgeneralization in using verb form.

Students tend to overgeneralize the use of verb without paying too much to the changing of the verb forms in many different tenses. This has resulted in various errors. Sometimes they use verb 1 or verb ing in the sentences which actually need to use verb 2 because the setting is in past tense. In other cases, they use verb ing instead of verb 0. The followings are the examples:
We playing football in the noon

We play football in the afternoon

because they longing to saw sun rise

because they are longing to see sun rise

and we can’t swimming there

and we can not swim there

At that time we eat meat together

At that time we ate meat together

When he want to steal then he said...

When he wanted to steal then he said

4) Overgeneralization in using word with similar meaning or similar form.

The students being investigated in this study sit in class five (second year of senior high school) which means that they have studied English for at least 5 years. However, they still have problems dealing with the word choice. They often use word which are inappropriate because of their lack of mastering the intended words. They then use some words with similar meaning or similar in form or simply translate literally or even use Indonesian words in their English sentences.

The followings are the example:

(1) Since fortnight we waited for the holiday
We have waited for the holiday *since two weeks before*

(2) He saw the *mouse deer fathom*

He saw *the trace of the mouse deer foot*

(3) *so I got done for save* my family

So *I got down to save* my family

(4) My mother slept in the *bathroom*

My mother slept in *the bedroom*

(5) then the traveler *buy* Yusuf to *king Mesir*

then the traveler *sold* Yusuf to *the king of Egypt*

**Table 4.4 Percentage of Sources of Errors**

<table>
<thead>
<tr>
<th>No</th>
<th>Sources of Errors</th>
<th>Quantity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Language Transfer</td>
<td>49 errors</td>
<td>14.50%</td>
</tr>
<tr>
<td>2</td>
<td>Strategies of Second language learning</td>
<td>89 errors</td>
<td>26.33%</td>
</tr>
<tr>
<td>3</td>
<td>overgeneralization</td>
<td>200 errors</td>
<td>59.17%</td>
</tr>
</tbody>
</table>

B. Discussion of the Findings
In this part, the researcher tries to discuss the research findings and compare them with the previous finding. This comparison is aimed to find out similarities and differences between them.

The findings of the researcher show that the bigger part of errors made by students in their narrative writing fall on syntax with 200 errors (59.17%) while the errors on morphology reach 138 errors or 49.83%.

In morphological aspect, the findings show that the students have great problems especially with accuracy of spelling where there happens 75 errors (22.19%). It may arise curiosity as to why the students create so many errors and are not careful to write down correct spelling.

The findings also show that the students have problem with the choice of the word when they want to express their mind. They make errors in choosing words which are supposed to be similar in meaning but actually are not appropriate, The total number of errors in that section is 28 errors (8.28%).

In the aspect of syntax where the researcher finds 200 errors, the highest error fall on the use of verb with 65 errors (19.23%) then the error on the usage of TO BE reaches 60 errors (17.75%). It is sure that the grammatical system has a primary influence toward the students' mastery on the language. The findings show that the students still feel difficult to apply their knowledge about grammar in practical usage.

The researcher then compares his findings with the previous findings from Gustillo, Sarfraz, Abeywickrama, Tetreault and Uhrikova.
Gustillo and Magno (2002) studied the sentence level errors for the writer with higher levels of writing proficiency in Manila Philiphine. They found that actually all writers committed errors regardless of their proficiency. Of course, the higher proficient writers made less errors compared to the mid and low level writers. The similarity between the recent research with of Gustillo and Magno lies on the fact that the students of Daarut Taqwa Islamic boarding school made a lot of errors because they are still in low level proficiency. The researcher believes that they will make progress not to create any similar errors after being treated well and move to higher level of proficiency.

Compared to Sarfraz’s finding in her study in 2011 about the error analysis of the written English essay of Pakistani, the recent research has similarity in the term of the occurrence of interlanguage error and mother tongue influence. Sarfraz found that Pakistani students made errors because they were greatly influenced by their mother tongue which had different language system. The errors were mostly grammatical yielded from the interlanguage process. In her study, Sarfraz focused more on syntax while the recent study focused on both syntax and morphology.

Compared to Abeywickrama in his study in 2011 entitled An Analysis of errors in English writing of Sinhala speaking undergraduate who found that negative first language transfer or interference was not always the major cause for errors in English composition, the recent study also finds the same thing, however the recent study searches other aspects that may become the cause of
errors; they are language transfer, strategy of second language learning and overgeneralization.

Compared to Tetreault who studied the ups and downs of preposition error detection in ESL writing, the recent research focuses not only on the use of preposition but also in other aspects like TO BE, verb, noun and so on. Tetreault had more specific study on errors in using preposition. The previous study showed that the mastery of preposition was very essential to make students really good in making up sentences.

Compared to the last study conducted by Uhrikova in 2011 which focused on some common errors made by Slovak learners, this recent study has similarity with Uhrikova’s study that the elimination of errors is impossible without proper and explicit knowledge of the difference between the learner’s first and second language. The researcher comes to a conclusion that students who have studied well the difference between their first and second language would be able to minimize errors in producing the target language.

CHAPTER V
CONCLUSION AND SUGGESTION

Based on the data analysis in Chapter IV, the researcher comes to the following conclusion. The researcher also proposes suggestion to the English teachers, students and other researchers to make improvement in the future.

A. Conclusion

In this chapter, the researcher presents the summary of the findings, including the answers to the questions he addresses in this research. He also presents the conclusion that can be derived from those findings. Of course, he does not mean to make generalization from his conclusion. It is merely within the subject and the object studied in this research.

Here, the researcher has found 338 sentences containing errors. The sentences are taken from the narrative composition written by the students of Grade five of KMI Daarut Taqwa Islamic boarding school in Klaten (Grade eleven of senior high school).

Based on the objectives of the study:

1) The result of the analysis is that the fourteen students’ compositions which contain errors are grouped into two types of errors, both are in morphological and syntactic errors. Morphological errors are classified into Bound Morphemes and Free Morphemes. The errors in Bound Morphemes happens in two cases; omission of bound morphemes (s) or
(es) as plural marker which has 10 cases (2,96%) and omission of bound morphemes (s) or (es) in Verb 1 as the third person singular marker which consists of 4 cases (1,19%), while the errors in free morphemes are found in 4 cases; similar in meaning which has 12 cases (3,55%), literal translation with 9 cases (2,66%) and the last is the misspelling with the most cases for 75 sentences (22,19%).

2) In this study it is clear that the students produce more errors in syntax as the researcher finds 200 cases comprising errors on TO BE, verb, preposition, subject, pronoun and noun.

In TO BE, there are 3 types of errors. The first is on omission of BE in passive voice with 3 cases (0,89%), the second is on omission of BE as predicate (Copula BE) with 34 cases (10,06%) and the last is addition of BE in the present tense with 23 cases (6,8%). The others are errors on verb; omission of verb as predicate 8 errors (2,36%), the use of Verb 2 instead of verb 1 consists of 4 errors (1,19%), the use of verb ing instead of verb 0 are 11 errors (3,25%) and the use of verb 1 instead of verb 2 with 42 errors (12,43%). Article; omission of article 13 errors (3,85%), addition of article 3 errors (0,89%). Preposition; misselection of preposition 17 errors (5,03%), omission of preposition 8 errors (2,36%) and addition of preposition 4 errors (1,19%). Subject; omission of subject 4 errors (1,19%), addition of subject 9 errors (2,66%). Pronoun; substituting one
function with another function of pronoun 6 errors (1,77%) and the last is noun: substituting noun with adjective 3 errors (0,89%) and misordering noun phrases 8 errors (2,36%).

3) The sources of errors found in this study are put into three categories: language transfer, strategy of second language learning and overgeneralization. In language transfer the errors are in the level of vocabulary, phrase and sentence with 49 errors or 14,50%. The errors in strategy of second language learning has 89 errors or 26,33%. The errors in overgeneralization is the highest with 200 errors or 59,17%.

The researcher can draw conclusion that the students of grade five in Daarut Taqwa Islamic boarding school academic year 2013-2014 have been confronted mostly with the syntax as well as morphology. He also concludes that these errors happen as inevitable things in their process of learning the language.

With this perspective, learners’ errors may be considered as positive part of the process. Teachers should be optimistic that their students will get better proficiency by going through these process. Making mistakes as well as making errors are just human. It is the teachers who are then responsible to treat as well as possible of how can students can get rid of their problems and difficulties they encounter.
B. Pedagogical Implication

Error analysis can be something beneficial especially for teachers because it gives them important data and information about the background or sources of errors the students make.

The researcher sees the consideration as follows. First, by looking at the errors and making observation on them, teachers can have deeper insight into their students’ strategies of learning. They can know how do the students apply their own ways to study the language. Second, error analysis can give feedback in the process of teaching and learning the target language. Teachers then would realize the students’ errors as “tolerable” for the time being. Third, errors made by students can be used as barometer for teachers to improve their students’ proficiency and the last, error analysis can be used by teachers to review their way of teaching for further improvement.

From the facts above, it is strongly recommended that teachers understand so much and be alert with the errors made by their students by having positive thinking that the process is going on but it needs to be treated well and improved in the next time.

C. Suggestion

There have been a lot of researches conducted to investigate the error analysis whether in this country or abroad. Error analysis especially on written
production will always be interesting topic to be analyzed. Error analysis is beneficial to help teachers to go deeper in understanding students’ need and problem in their endeavour in learning the target language. At the same time, there are still many objects and themes that can be analyzed by other researchers in different situation and different subjects.

Based on that, the researcher proposes the following suggestions to the teachers and other researchers:

1. For the teachers.

The teachers should understand that errors in students’ performance are natural process that all learners usually go through. The teachers should however, do their best to treat the errors wisely by making correction to the errors of their students in proper time. The teachers should be able to improve their students’ competence especially in writing by suggesting them to write or compose in English more often. Teachers should tell the students that practise makes perfect. Teachers should also encourage their students that making errors does not mean they have been judged to fail in learning English. Having errors at the present time and then knowing how to correct and improve the standard of language is really the progress that should be appreciated.
2. For other researchers

There are many other topics on the similar area to the present research which need to be investigated. The next researchers can do further research on students’ English composition from different perspective. For example, they can investigate students’ composition using discourse analysis which is broader than morphology and syntax. The researcher believes that any effort done to investigate all these things will be very beneficial to improve English teaching quality particularly for the students of Indonesia who learn English in the future.
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APPENDICES

THE DATA OF ERRONEOUS SENTENCES USED IN THE STUDY

A. MORPHOLOGICAL ERRORS (138)

1) Bound Morphemes (14)
   a. Omission of Bound Morphemes (-s/es) as Plural Marker (10)
      1. All student in the boarding school
      2. After holiday around three week
      3. There are many problem, but it is not to make me...
      4. I saw monkey, crocodile, bird and other animal
      5. And buy two portion
      6. I plan to go to some place
      7. After that all student be sad
      8. All student and teacher at night have dinner together
      9. He is ten son from eleven brother
     10. After he does all his job

   b. Omission of Bound Morpheme (-s/-es) as Third Person Singular Marker (4)
      1. My sister sit in class two senior high school
      2. If he want to do something
      3. If I steal and the prophet ask to me
      4. He draw near to the doll

2) Free Morphemes (124)
   a. False Friend (49)
      a) Similar in Meaning (28)
      1. Then I looked in the kitchen there was fire
      2. I had finished to work the jobs that my mother gave to me
      3. We must pasted two strait
      4. Because Pangandaran one place approachable from my house
      5. Since fortnight we waited for the holiday
      6. If he have trace in the sport, he wants to be
7. *The last day* the mouse deer came to the field
8. He saw the mouse deer *fathom*
9. He *felt* very hungry, he continued his *tour*
10. The sacred cube like building which every Muslim *toward* their faces when praying
11. My younger brother didn’t want to be *leaved*
12. After *finished* the problem, I slept in the bus
13. One day, a Spanish young man *disturbed* on Arabian youth and then he killed him
14. We can arrive there *safely*
15. Then the traveler *buy* Yusuf to king Mesir
16. How easy his *promise* from me
17. Amazing, after I felt bored, dizzy and other bad *characteristic*
18. He walked *without careful* then slip into the hole
19. We don’t *serve* them to fight
20. Because he was helped in his *touring*
21. When he *covered* he found a grandfather
22. Will you *recover me* if I sick?
23. Will you *give me the eat* if I feel hungry?
24. Then he *lift* his head
25. One of my friends feel amazing when he was running that his hand is *fracture*
26. When he finished his prayer, the man *arrive* to that child
27. But Alhamdulillah there is no *sacrifice* but...
28. He got down from his *home* to help his friend

b) Similar in Form (12)

1. My mother slept in the *bathroom*...
2. Suddenly *smelled* something bad in the kitchen
3. So, I got *done* for save my family
4. He never think *than* his house tired
5. If someone to be athlete *than* winning the games
6. In the forest there *life* a mouse deer
7. After years the larva became more *larva*
8. And I have *friendship namely* Arai
9. Seven years *letter* and Arai go to Jakarta to look for job
10. Do you promise me to leave *lieness*?
11. He is ten son from eleven brothers
12. The child rised his hand by bringing the bread

c) Literal Translation (9)

1. And the we bought the ticket in the loket
2. Then the traveler buy Yusuf to king Mesir
3. And they live in Mesir together
4. And he far sin away and save from keeps away the situation
5. Who is growing Zaitun oil
6. To see the child doing prayer by khusuk
7. In invite you to be last his cry, but you make him cry more
8. For pregnant you in my stomach is free
9. For give the birth you is free

b. Misspelling (75)

1. Because the wafe is so high
2. In the middle of the trip the accident havened..
3. I feel very happy because my sister from Jogja gives me congratulation through message from handpone
4. and beside that she is very beautifull,
5. differen one year from me,
6. her religion is christian.
7. She is christianity
8. We feel very taired because the weather now is very hot
9. We usually play football in Sunday morning, but differens at today we play football in the noon until this afternoon
10. Then all studen were disappointed in that condition because we had planned to go to Solo and attend book fair
11. they were sleeping when I wached TV
12. my mother and my grand mother slept in bathroom.
13. Excep my father, because at that time he didn’t come home
14. And sudenly there was voice through kitchen
15. So my sister and my broder got up from their sleeping
16. We must train ourselves to deliver our speech learly
17. Sport is ficicial activity to make our body healthy
18. than I think that is borryng
19. after that they checked the preparation
20. that has many beatiful places
21. and arrived on thursday at 10.00 am
22. that this mountain is so beautiful and it is vulcano
23. one of them would trow it
24. and made a little hole
25. I will invait them to visit Pangandaran beach
26. We will feel difficult to look for urban transport to go there
27. We will be tired because the street is up and down
28. we are also appraide if we’re lost
29. The grand father ordered him to pick jek fruit in his garden
30. We have the holyday for about two weeks
31. One day the elephant walked trought the fores
32. He destroy the ants’ home
33. They made the very big hole
34. This place is not fare from my house
35. Because the wafe is so hight so it is dangerous to swim
36. Because the time is limitid
37. Hai grand father please help me.
38. just follow me and stay in my bead room
39. I think it’s not enought
40. we study some subjects which are not taught in order school
41. We must do prayer in kongregulation in the mosque
42. I went to Jogja for recreation
43. In frist time, I looked at the Citah on the big tree
44. the students are allowed to go out from boarding school
45. The childrised his hand with the bread on it
46. Then he wiped off the floor, whosing the clothes
47. they had killed womans, children and old persons
48. Formely there was handsome prophet his name was Yusuf
49. Than all studen were disappointed
50. And at twelve oclk
51. Actualy I had been wathing
52. I walked to the bath room and I wold sleep
53. And oppened door and looked around
54. So my sister and my broder got up from their sleeping
55. We must speak loudy so everyone can hear what we say
56. To make ourbody helty
57. And to reach success or pride
58. Those all are the daily activities as students in the morning until noon
59. But in this Sunday there is different thing
60. He felt very hungry,
61. They stopped in front of meatball hut
62. Seven years later I and Arai go to Jakarta to look for Job
63. And than we bought the tikket in the loket
64. I didn’t suppose that the mosque was empty
65. I taught he brought his own motor cycle and can accompany me to my house
66. Hay sir, could you to help me to save myself?
67. Untill he arrived to the garden and meet with old people
68. One day, there was Andalusian people disturbed Arabian people and then he killed him
69. I want to climbing many of mountains
70. Amazing, after I felt sad, bored, dizzy, and other bad characteristics
71. and in Klayar we see the turis
72. The grand father order him to take jek fruit in his garden
73. We have the holyday for about two weeks,
74. One day the elephant walked through the fores
75. He walked arrogance, he not saw the street
B. SYNTACTIC ERRORS

1. TO BE (60)
   a. Omission of BE in Passive voice (3)
      1. Yusuf taken out from well
      2. And said to their father Yusuf eaten by wolf
      3. And he read the paper which written by her son
   
   b. Omission of BE as Predicate (Copula Be) (34)
      1. She my cousin from uncle
      2. Today, I feel very hot because now dry season
      3. All students disappointed in this condition
      4. And all food from Mr. Rahmat
      5. He very angry because his plant was broken
      6. And he very happy so he could eat
      7. He very shocked when he saw the doll
      8. they surprised for the beauty of God’s creation
      9. And he aware that the factor of his failure was his laziness
     10. Because the body heavy
     11. After that we ready to swim
     12. We also afraid if we lost
     13. The garden far from his house
     14. Grandfather angry with him
     15. They went there soon because they longing to see sun rise
     16. Because they heavy to bring here
     17. She from Jogja
     18. Without holiday but dinner successful
     19. He never think that his house in fire
     20. That all daily activities as student
     21. This also because from Mr. Rahmat
     22. We will be tired because the street up and down
     23. We didn’t arrive at Galunggung because the street bad
     24. This place not far from my home
     25. The grandfather surprised when he saw the young man
     26. To train us to adroit and sensitive to something
     27. The old man grateful to God
     28. Smoking also wasting the money
     29. How easy his promise to me
30. In this game we train our self strong
31. To visit my house that near from the mosque
32. In cave Gong dark
33. And he aware that the factor of his failure in study was the laziness
34. They thought the way to free from colonialism

   c. Addition of BE in the Present Tense   (23)

1. But I am bring Salak one box
2. I’m and my friends break in the dormitory
3. I’m feel very happy because my sister gives me congratulation
4. I’m study in the boarding school, name is Darut Taqwa located in Klaten
5. Because I’m study in the boarding school start from takhossus
6. I’m stay here in boarding school after holiday two weeks ago
7. I’m arrived in my home after Subuh prayer
8. I’m stayed there for about 5 days
9. I’m can not bring the durian and rambutan
10. One day there is a man enter to the mosque
11. He creates me, so he is show me
12. Salahuddin was saw the disaster befell this society
13. Then he was got the big troops
14. And he is take the big jackfruit
15. Then I felt be sleepy
16. Then he was yell to asked for help
17. Because I was got the word of Allah
18. When he enjoyed his food, he saw the dog was sleeping in a place
19. The cross army were attacked some countries in Arabia
20. Muslim society were thought the way to free from colonialism
21. They built camp there, be ready facing the enemies
22. One day he was called his brother to shepherd...
23. If he didn’t be lie in the first time, the people would believe

2. VERB (65)
a. Omission of Verb as Predicate  (8)

1. He wanted to a Muslim (to become)
2. We will difficult to look for urban transportation (feel difficult)
3. I also angry with him (got angry)
4. Then the king go out from castle to round village (to go around)
5. In the way we stop to Magrib prayer (to perform)
6. We always football everyday (play football)
7. afterShubuh we preparation to go to Ponggok (make preparation)
8. we must prayer with congregation in the mosque (perform prayer)

b. The Use of Verb 2 Instead of Verb 1  (4)

1. Because they longing to saw sun rise
2. The next day farmer went to field to harvested
3. And the old people ordered him to kept silent
4. Then he run to saved himself

c. The Use of Verb Ing Instead of Verb 0  (11)

1. We playing football in the noon
2. So, I must practicing to speak English well
3. In the holiday, Joko and Fendi performing Shubuh prayer in the mosque
4. I want to climbing many of mountains
5. And don’t smoking again
6. In the car, I sleeping because I tired
7. So we growing to eat who is after we
8. If we want to enter in cave Gong, we must using flashlight
9. And we can’t swimming there
10. That the subject to memorizing al Quran
11. After last holiday, I should preparing everything to go to boarding school

d. The Use of Verb 1 Instead of Verb 2  (42)
1. At that time we eat meat together
2. My grand mother and my mother they sleep in the bathroom
3. At that time my father go home
4. He never think that his home fired
5. But he saw a doll that he think it a farmer
6. And buy to portion then they ate it there
7. But his friend forbid him to throw it
8. One day Kabayan sleep in the home
9. We don’t arrive at Galunggung because...
10. After a few minutes the people come to his room and bring a human dead
11. Before he arrived in the market, he see the old man
12. Until he arrived at the garden and meet with old people
13. at the first time we swim alone
14. And he see that his house is dirty
15. The dog come to the child
16. The dog ran away because he feel sick
17. The child shut up then he go home
18. When he come to mosque he see a children prayer
19. After he does all his job he wrote on the paper
20. One day, a child in the zoo and he see the elephant
21. Then the king go out from castle
22. Seven years later and Arai go to Jakarta to look for job
23. Then I take a bath and do Zhuhur prayer
24. The dog ran away because he feel sick
25. When he want to steal then he said
26. He enter to the home for save his family
27. Suddenly leak and explode
28. Because the king of Habasyah want to destroy Ka’bah
29. The grand father order him to take the jack fruit from his garden
30. He saw the jack fruit and then he climb the tree
31. After they made the hole, they cover it with branch and leaf
32. In the middle of the trip the car stop suddenly
33. But after this my teacher call us to meet him
34. Then he order us to practice swim
35. When he enjoy the food he saw the dog
36. Then the man wait the child to finish prayer
37. Yesterday, on Sunday after I play football
38. After that come the friends Mr. Umar, they want to help us
39. In age of Rasul there is a man who want to enter to Islam
40. He want to make trick or decite the society
41. The king pass a grandfather who was growing Zaitun oil
42. When he want to steal then he said

3. ARTICLE (16)

   a. Omission of Article (13)
   1. She is girl
   2. She is Christian
   3. Suddenly there was voice through kitchen
   4. He draw near to doll
   5. Next day farmer went to field
   6. this mountain is so beautiful and it is volcano
   7. and meet with old people
   8. And old people knew someone inside his house was killer
   9. And Yusuf was taken out from well
   10. Wipe of clothes to face prophet Ya’kub
   11. Then the king go out from castle to round village
   12. Long time ago there was Persian king
   13. And he know that the killer his son the man who has been covering in his house

   b. Addition of Article (3)
   1. The her mark is very good
   2. in the my boarding school
   3. and he saw what the happens outside his house

4. PREPOSITION (29)

   a. Misselection of preposition (17)
   1. We started our tour in Monday
   2. And arrived in Thursday
   3. So, monthly holiday is nothing at month
   4. Then I got up on the bed
5. Suddenly there was voice through kitchen
6. So, I got down for save my family
7. He enter to the house for save his family
8. The mouse deer came to field for eat
9. He ran to field for eat
10. We arrived in the peak of mountain at Shubuh prayer
11. After they finish explore of mountain, they prepare for came back
12. If we want to enter in cave Gong
13. I went to that place with bicycle
14. The people was looking for me for kill me
15. We must prayer with congregation
16. The price is twenty thousand to one person
17. I think that place belong in history place

b. Omission of Preposition (8)

1. And he will be pride his family
2. my friend came to the place my job
3. The fire comes from the voice LPG
4. I went to house my friend in my village
5. Wipe of the clothes to the face prophet Ya’kub
6. Because there is program watching film
7. The friends Mr. Umar they want to help us
8. We play foot in yard our boarding school

c. Addition of Preposition (4)

1. Because they want to explore of mountain
2. After they finish explore of mountain
3. Seven years later and Arai go to Jakarta
4. And in the cigarette contains dangerous chemicals
5. SUBJECT (13)
   a. Omission of Subject (4)

   1. *Suddenly leak* and exploded
   2. *Before arrived* at home, Joko invited Fendy to buy meatball
   3. After they made the hole they *cover with branch*
   4. We must study our religion subject *before study* other subject

   b. Addition of Subject (9)

   1. My family *they* were sleeping when I watched TV
   2. My mother and grandfather *they* sleep in the bedroom
   3. All student after holiday around 3 weeks *they* come from home
   4. Because yesterday my group *we* made drama
   5. *my sister* her religion is Christian
   6. I’m and *my friend* we break in the dormitory
   7. I hope *you who are* smokers included my father to leave smoking
   8. The friend Mr.Umar *they* want to help us
   9. The old man *he* grateful to God

6. PRONOUN (6)
   Substituting One Function With Another Function of Pronoun

   1. So, my sister and my brother got up from *his* sleep
   2. So, we must train *our self* to deliver our speech
   3. And said to *they* father Yusuf eaten by wolf
   4. So we growing to eat who is after *we*
   5. We saw many animals *what* we haven’t seen before
   6. Many people go home to *them* village to met *them* family
7. NOUN (11)

a. Substuting Noun With Adjectives (3)

1. Her religion is christian
2. He is famous with his clever
3. But we enjoyed our tired, so we felt happy

b. Misordering 0f Noun Phrase (8)

1. We can become athlete professional
2. They were maker ship
3. We wait for holiday monthly
4. So, holiday monthly is nothing in this month
5. And brother Yusuf return to home
6. long time ago there is King Persian
7. They made hole very big
8. the people come to his room and bring a human dead
CHAPTER I

INTRODUCTION

B. Background of the Study

A language is the system of sounds and words used by humans to express their thought and feeling (Hornby,1995:662). In Indonesia people speak their national language: Indonesian language. However, many of them also speak local languages, such as Sundanese, Javanese, Maduranese, Padangese, Malay and many other local languages. Although Indonesian language to some of Indonesian citizens is the second language, they do not have big problem in using it in their daily life. People who speak Sundanese, for example do not find difficulty to change at any time their language into Indonesian when they meet with other people who do not speak Sundanese. This happens because Indonesian language has become indivisible part of their life. Indonesian language is also one the main subjects at educational institutions since kindergarten until university. Indonesian language is also the language medium in instruction of teaching and learning. Indonesian people who speak local language as the first language can still be considered as the native speakers of Indonesian language because they use it almost everywhere in their life.
Since Indonesian independence from the colonialist in 1945, the government has imposed the policy of teaching foreign languages for the people of Indonesia particularly English language. Nowadays, the government has determined English to be taught since elementary school until university based on the Decree of the Minister of Education, Republic of Indonesia No. 060/II/1993.

When Indonesian people study English, they face different problems compared to the situation when they study Indonesian language. They find it difficult to learn that target language. Not only in Indonesia, but almost anywhere all over the world that non-native speakers of English who study English encounter similar problems. There are many factors, among others are; First, they begin to study this foreign language after they have strong language system of Indonesian language and local languages. Second, the milieu or the environment does not support so much on their achieving good results in learning this target language, because most people of Indonesia do not speak English. At school, they only study the material in the classroom for about 4 sessions per week without having enough chance to practice or implement it in their daily life.

There had been a lot of efforts done to improve the quality of English teaching in Indonesia, apart from the mentioned phenomenon above. This has given rise to the fact that regardless of the difficulties and the different system of language between English and Indonesian language there is still large-room to reach the good achievement of the target language competence.
In Indonesia, English is taught not only in general schools but also in Islamic boarding school (Pesantren) which is considered to be the indigenous type of Indonesian education institution. Famous Pesantren like Pondok Modern Gontor in Ponorogo East Java and other Pesantren which imitates its model is believed to be successful enough in teaching foreign languages, particularly Arabic and English.

*Daarut Taqwa* Islamic boarding school is one of educational institutions located in Klaten Central Java. It was founded in 2007. *Daarut Taqwa* has the unit of education named KMI (Kulliyatul Mu’allimin al Islamiyyah). The term of KMI was initiated by Prof. Mahmud Yunus in 1930’s in Padang Panjang West Sumatera which referred to an Islamic school combining junior and senior high school for 6 years which educated teacher candidates particularly in religious subjects, like Al Qur’an, hadits, fiqih and so on. KMI is now applied in some renowned boarding schools like Pondok Modern Gontor, its branches and its graduates boarding schools all over Indonesia. The term of KMI may be is not as popular as SMP/MTs or SMA/MA because a boarding school which has unit of KMI usually has independent learning-teaching programs with its syllabus and curriculum.

Some boarding schools also combine the program of KMI with the government’s SMP/MTs or SMA/MA. Darut Taqwa has done the same by joining the program of MTs and MA for its students. However, it has still plenty of time to implement the strategies and policies in teaching-learning activities based on
its local curriculum. In Daarut Taqwa Islamic Boarding School English, besides Arabic is the major subject that students should master and then implement it in their daily conversation. This policy is done by the institution due to the belief that language is a means of communication. The language that has been studied will not yield any benefit unless it is practically used and implemented regularly from time to time.

As a boarding school which has independent curriculum and syllabus, Daarut Taqwa conducted various activities to enhance the students’ proficiency in English like holding English public speaking club, discussion and debating club, wall magazine writing and fortnightly English composition particularly for the students of higher grades. This activities are done to give more opportunities for the students to actualize their language orally and in written form.

The writing activity has to do with improving students’ skill in both writing and understanding the grammar or structure. Grammar itself, according to the 1994 curriculum is not taught explicitly, but in written production of English, structure is very important because without knowing the structure it is difficult to improve students’ English skill. Structure can help them improving their ability of the four skills of English namely; listening, speaking, reading and writing skills. However, even though students may have understood the grammar, it is not guaranteed that they don’t encounter problem in writing.

It is generally agreed that writing is the most difficult skill to master for foreign language learners. This is due not only to the need to generate and
organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also to turn such ideas into readable text (Richards and Renandya, 2002).

The students of Daarut Taqwa Islamic boarding school have been taught writing mainly by employing the Process Approach. This process allows the students to be the writer centered (Walsh, 2004:15). With this approach, teaching writing does not simply having students do grammar exercise in writing. It is no longer having students manipulate unfamiliar texts that have no special meaning for them. Instead, they are writing about, and most especially, what they really want to communicate to someone else, and what they really want a reader to know. Everyone writes freely on any topic. The students are doing the activity of writing essay in the shade of exploring whatever they have known before from any information they got.

So far as the researcher has observed that in producing writing, the students still often madea lot of errors. The rules and system of Indonesian language that the students have understood differs greatly with the English ones. To certain extents, there are similarities between the two languages, but there are also great differences which sometimes make the students confused and are not able to differentiate them.

Writing English composition fortnightly had been begun since November 2013 for the students of grade five (equal with the second year students of senior high school). This composition is periodically submitted to the English
teacher who in this case is the researcher himself to be corrected and given some notes. The researcher has found some mistakes and errors in their composition due to many backgrounds. Some of the errors or mistakes are the results of their misunderstanding to the grammar, lack of vocabulary lists, and mistakes in transferring the idea in the first language (Indonesian) into the target language (English).

English errors done by these students have many variations. The researcher has found that it has a great number of errors. The errors cover various linguistic items as well as grammatical elements. It is like in morphological and syntactic errors. This phenomenon has triggered some basic questions about learning English as second or foreign language. Why and how can errors take place in second language learning? How does the previous knowledge of native language, especially the knowledge of Indonesian language play it role in the process? How does the competence of the target language that has been obtained before influence the process of teaching learning English?

Errors can be learned by making the comparison of what the learners actually said with what they should really have to say to express what they mean; their erroneous are compared with a nativespeaker would have said to express that meaning. It seems not too difficult to find out the learners’ errors when they exhibit omission, addition, wrong selections, wrong ordering, etc. In general, such errors are considered as an “inevitable sign of human fallibility” (Corder, 1981:65).
Seeing those phenomena the researcher has been attracted to carry out a comprehensive research on morphological and syntactic errors employing the theories of error analysis of Corder. The researcher has intended to analyze the errors of the English composition written by fifth grade students of KMI Daarut Taqwa Islamic boarding school. In fact they still make many errors when they write or use the language (English)For those purpose, he has tried to find the answer to the problem in second language learning usually confronted by English user whose native language is Indonesian. Their English is without doubt marked with both lexical and grammatical deviations and is featured by both Indonesian as their first language as well as English as the target language. He could easily find any of these types of errors in their writing. The followings are the example:

(1) if he want to do somthing
(2) for give the birth you is free
(3) Today I feel very hot because now dry season
(4) I went to that place with bicycle

Those examples of the composition written by the students still show many problems related to the grammar in their attempt to express the intended meaning in English. All of the example sentences are ungrammatical or incorrect grammatically when they are measured by the target language system, even though they can still be understood.

B. Problem Statements.
Based on the above background the researcher formulates research problem as follows: “What type of morphological and syntactic errors do the students make in their narrative composition?” and in order to answer that question the researcher raises some subsidiary questions below:

5. What are the morphological errors found in students narrative composition?

6. What are the syntactic errors made by those students?

7. What is the frequency of each type of error?

8. What are the sources of errors found in their composition?

C. Objectives of the Study.

Based on the problem statements, the objectives of the study in this research are as follows:

5. To classify the morphological errors made by the students

6. To classify the syntactic errors made by them

7. To describe the frequency of error of each type

8. To describe the sources of errors made by those students in their composition

D. Limitation of the Study

The object of the study is the erroneous sentences found in English narrative composition written by the students of Grade Five of KMI Daarut Taqwa Klaten
(Equal with eleventh grade or the second year students of senior high school).
The subject of the study is the students of the mentioned boarding school in 2013-2014 academic year. The Subject of the Research involves 14 participants all of them are male as there is no female student in this boarding school. The researcher chooses this class because they have the obligation from the boarding school to write weekly composition, once in English and once in Arabic. The sentences have two special characteristics involving two language systems, that is; English as target language and Indonesian as source language. Here the researcher does not only describe the errors but also explains the source of errors so that the strategy of learning that they use can also be detected.

E. Benefits of the Study.

Errors always occur in the process of achieving the competence of the target language which are usually produced by learners who do not master language systems or due to the imperfect competence in the target language. Therefore, this study would be beneficial in terms of:

2. Practical Benefits

a. For Teachers;

1) Teachers will be conscious of what needs to be taught
2)Teachers get principles in guiding their students to anticipate further errors
3) Teachers gain principles to conduct error corrections
4) Teachers integrate teaching and assessment, it means that the students’ ultimate result in writing assessment is mirror image of the teachers’ achievement in teaching. This can serve as a feedback for them.

b. For Students;

1) Students gain information about their errors so that with the teacher’s correction they become aware of the mistakes and then they can correct their errors and avoid the similar errors in the following process

2) Students will gain motivation to use their knowledge of the purpose, structure, and grammatical features of the genres they have learned to deal with the new or unfamiliar topics or vocabulary that they may find in the assessment task.

3) Students improve their writing skill by trial and error

2. Theoretical Benefits:

This research is hoped:

a. To give contribution to the development of a particular theory of Second Language Acquisition.

b. To enrich the existing theories of error analysis

c. To give additional information for the next study.
F. Thesis Organization

In this thesis organization the researcher divides it into 5 Chapters. On the first chapter is Introduction. The introduction consists of background of the study, the statement of the problem, the limitation of the study, the objective of the study, the significance of the study and thesis organization.

The second chapter is Review of Related Literature. It consists of previous studies and theoretical review. In theoretical review the emphasis is on the notion and characteristics error analysis. This chapter also presents the notion of morphology, syntax and English text particularly narrative text in their relationship with and error analysis.

On the third chapter, there are research methodology, setting of research, subject of the research, object of the research, setting of the research, data and data source, method of collecting the data, data validity, method of data analysis and theoretical framework. The fourth chapter is research findings and discussion of findings. Finally, the last chapter is conclusion and suggestion. It consists of conclusion, pedagogical implication and suggestion for further research.
In this chapter the researcher would like to discuss the review of literature which has relationship with this research. The chapter is presented in two parts. The first part is the previous studies carried out by language scholars. Even though there are many scholars who have done the research related with error analysis, the researcher here tries to present only five of them. The second part is theoretical review in which the researcher tries to explore the related theory to the problem in this research.

D. Previous Studies.

The five scholars of whom their research would be discussed are Lea Gustillo and Carlo Magno (2012), Summaira Sarfraz (2011), Rohan Abeywickrama (2010), Joel R. Tetreault and Martin Chodorow (2008) and Dominika Uhrikova (2011).


Lea Gustillo and Carlo Magno in their research entitled: *Learners’ Errors and their Evaluation: The Case of Filipino ESL Writer* investigated the sentence-level
errors of freshmen students at three proficiency levels and the aspects of writing that raters focused on while rating the essays. Their study is intended to know whether writers with higher levels of writing proficiency commit the same errors that low proficiency writers do, whether there are significant differences in the frequency of errors committed by low, mid and high proficiency writers and which of those errors significantly decrease essay score.

The research was done in five private schools in Manila Philippine where they investigated one hundred fifty essays written by freshmen college students on their first week of classes. The essays were collected, word-processed, and subjected to rating and coding or errors.

Gustillo and Magno (in Catalan 1982) said that making error is one of the most unavoidable things in the world. In language acquisition, learning and teaching, error has been referred to and has been defined in any ways. In their research they found that all students committed errors regardless of their proficiency level. However high proficient students made less errors compared to the mid and low levels.

The Data Analysis of their research used MANOVA and ANOVA results which are the quantitative type of research. The data from regression analyses were used to answer the research questions. From their research we can conclude that writers of higher levels of writing proficiency commit different errors that low proficiency writers make.
Most of the finding in this research corroborate the findings of the previous studies on error analysis and essay evaluation- that sentence-level errors have a significant role in essay score. In this study, the word choice and capitalization errors are significant predictors of essay scores compared with other error types contradict the findings of previous research. Brown (1993) concluded that article errors were more damaging in predicting essay scores; Weltig claimed that verb formation errors are more damaging to writing scores than any error types because they cause more problems is the transmission of meaning. Then, more studies are needed to verify these conflicting findings.

7. Summaira Sarfraz’s study (2011)

In her study entitled *Error Analysis of the Written English Essays of Pakistani* Sarfraz tries to examine the errors in a corpus of 50 English essays written by 50 participants (undergraduate Pakistani students). The study is intended to know further about the occurrence of two types of errors; Interlanguage errors and mother tongue (MT) interference.

The data used for the study is students’ written essays in English language. She followed Rod Ellis’s (1994) procedural analysis of errors; collection of sample of learner language, identification of errors, description of errors, explanation of errors, and evaluation of errors in analyzing the 50 English essays. She then organized the data of errors according to the following steps: (1) Collection of sample of learner’s language (2) Identification of errors: Actual errors (3)
Description of errors: Categorization of error based on their specific nature and
(4) Evaluation of errors: Affecting intelligibility of social acceptability.

The results of the study show that majority of errors are grammatical resulting from Interlanguage process. Though, the participants were taught grammatical rules of target language previously, but the lack of practice and positive feedback hindered the development of their proficiency in target language. Errors projecting redundancy show the lack of TL lexicon. Some of the errors indicate participants’ carelessness in the writing which shows lack of motivation for target language. This is a very common phenomenon that L2 learner often feels demotivated and develop negative attitude towards the target language.

8. Rohan Abeywickrama’s study (2010)

Rohan Abeywickrama in his research entitled *An Analysis of Errors in English Writing of Sinhala Speaking Undergraduates* investigated error analysis to know whether the negative first language transfer/interference became the major source for errors in the English writing written by the Sinhala speaking undergraduates.

The subjects of his study were all Sri Langkan students who speak Sinhala language as their mother tongue. They are students at the Universities of Sabaragamuwa, Kelaniya and Peradeniya in Sri Langka who are offering English as a second language for their BA degree. Those students belong to the Upwardly mobile Middle class. From infancy they have been exposed to an extensive use of
Sinhala and frequent Code-Mixing involving a few English expressions. Just like Sarfraz in her study Abeywickrama also followed the guidelines of Ellis (1995). A sample of written works were collected from 60 students who are in the first and the second academic year of their Degree programmes. They were provided with the topics “An Unforgettable Day in Your Life” and “My University Life” and were asked to write on it in 200 to 250 words. They were given sufficient time to write (Ellis, 1997) starting with an outline, then a first draft and a final one.

The findings of his study showed that the highly objective and outcome oriented investigation reflects negative first language transfer/interference is not the major cause for errors in the English composition that were written by Sinhala speaking undergraduate students.


In their study entitled: The Ups and Downs of Preposition Error Detection in ESL Writing Tetreault and Chodorow describe a methodology for detecting preposition errors in the writing of non-native English speakers. They were interested to conduct that research due to the fact that non-native English writers are great in number. Those people often made errors in using prepositions. The objective of the research was to find out how the ups and downs of preposition error happen in their writing production.

The methodology used in the research was the one described in (Chodorow and Leacock, 2000) for the task of evaluating the usage of nouns, verbs and
adjectives. The central idea is to skew the annotation corpus so that it contains a greater proportion of errors. They then took the following steps in the procedure by processing, dividing, combining the samples into an annotation set, judging, calculating and using the values to calculate precision.

The system performs at 84% precision and close to 19% recall on a large set of student essays. In addition, they address the problem of annotation and evaluation in this domain by showing how current approaches of using only one rater can skew system evaluation. They present a sampling approach to circumvent some of the issues that complicate evaluation of error detection systems.

This paper has two contributions to the field of error detection in non-native writing. First, it discussed a system that detects preposition errors with high precision (up to 84%) and is competitive with other leading methods. It used an ME approach augmented with combination features and a series of thresholds. This system is currently incorporated in the Criterion writing evaluation service.

Second, it showed that the standard approach to evaluating NLP error detection systems can greatly skew system results when the annotation is done by only one rater. However, one reason why a single rater is commonly used is that building a corpus of learner errors can be extremely costly and time consuming. This makes using multiple raters possible since less time is required to assess the system’s performance.

10. Dominika Uhrikova’s study (2011)
In her research entitled: On Some Common Errors in Slovak ESL/EFL Writing Uhrikova tried to focus the paper on some errors recurring throughout second-language (L2) written texts produced by proficient Slovak writers. The work presents the results of a case study dealing with the most common difficulties facing Slovak learners of English on the syntactic level.

In doing her research she conducted a case-study approach that combined qualitative and quantitative research techniques. She focused more on the written product based on a large corpus of ESL writings utilizing some of the methods typical for error analysis and transfer analysis. She investigated the work of 127 journalistic articles on various subjects written by five female native Slovak journalists and two male native English-speaking-copy-editors.

The analysis revealed that Slovak learners have the greatest problems with the placement of adverbs and with word order in general, and that more than two-thirds of their errors are caused by L1 interference. The paper ends by examining the methodological implications of the findings and by suggesting some areas for future research.

The findings corroborate her conviction that elimination of errors is impossible without proper-and explicit knowledge of the difference between the learner’s L1 and L2.

6. The Position of the Current Study.
After studying the previous studies done by those researchers, here the researcher will give review to see the position of this current study in its relationship with the those previous studies.

This study is different from the first previous study conducted by Lea Gustillo and Carlo Magno investigated the learners’ writing error at the sentence level written by 3 different proficiency levels. They came to the conclusion that the higher levels of writing proficiency do not exactly commit the same errors that made by lower proficiency. However there is no significant difference in the errors committed by those 3 proficiency levels. While the current study only investigated the students who are supposed to be in the same proficiency level in the word and the sentence level. The second study by Summaira Sarfraz is also different from the current study because Sarfraz investigated the occurrence of interlanguage error which is higher than interference of mother tongue. In this current study, the researcher investigated errors on morphology, and syntax in narrative text.

This study is also different from the third study by Rohan Abeywickrama who focused on errors caused by the Negative L1 transfer or Mother tongue interference. In this study the researcher did not only focus on Mother tongue interference but also on other aspects. The fourth study By Tetreault and Chodorow and the fifth by Ukhrikova are also different from the current study. Tetreault and Chodorow focused on detecting preposition errors written by non-native English speakers while Ukhrikova focused on errors on placement of
adverbs and word order in general. This study is built on the previous researches by making them the framework. The current study tries to extend them to make error analysis more clear by seeing it from the aspects of morphology and syntax.

E. Theoretical Review

In this section, the researcher uses underlying theory to solve the problems in this research that focus on error analysis, linguistic levels: morphology and syntax and English texts particularly the narrative text.

4. Error Analysis

When a foreign language learner expresses something orally or in written form, he/she may produce improper expression. This wrong expression can just be called a kind of “mistake” if he/she forgets something related to the grammar or structure that he/she has actually mastered due to memory limitation, fatigue or emotional strain. At that condition, he/she can actually correct the expression because he/she knows how the correct one is. However, often times, the learner makes “error”, a type of mistake because he/she doesn’t fully command some institutionalized language system. In other words, errors arise due to the imperfect competence in the target language. Error itself is a part of interlanguage process that the researcher is going to discuss.

e. Notion of Error Analysis
Error analysis is a type of linguistic analysis that focuses on the errors that learners make. It consists of a comparison between the errors made in the target language and the target language itself. Pit Corder is said to be the “father” of Error Analysis. Before him the linguists said that errors used to be flaws that needed to be eradicated. He even said that errors are important in and of themselves (1967). For learners themselves, errors are indispensable, because making the errors can be regarded as a device the learner uses in order to learn.

Error analysis is one of the most influential theories of second language acquisition which replaced the Contrastive Analysis theory, whose major concern was the comparison of two or more languages or subsystems of languages in order to determine both the differences and similarities between them (Fisiak, 1981). Error analysis emerged as a more effective tool in the study of second language acquisition. James (2001: 62) said that “Error analysis is the study of linguistic ignorance, the investigation of what people do not know and how they attempt to cope with their ignorance”.

Error analysis is the first approach to the study of Second Language Acquisition which includes an internal focus on learners’ creative ability to construct language (Saville-Troike 2006:38). The primary focus of Error Analysis is on learner’s errors and the evidence of how learner’s errors could provide an understanding of the underlying processes of second language learning. Learner’s errors are windows into the language learner’s mind, since they
provide evidence for the system of language which a learner is using at any particular point in the course of L2 development and the strategies or procedures the learner is using in his ‘discovery of language’.

Error analysis focuses on the errors learners make by drawing a comparison between the error made in target language and that target language itself. Pit Corder (1967) has given Error Analysis a new dimension by answering to the question of first and second language acquisition process being the same or not. The following is Corder’s proposal:

5) Humans are born with an innate predisposition to acquire language

6) If we don’t use the mechanism by puberty, we lose the ability

7) If we don’t use mechanism for L1 acquisition, it will be available for L2 acquisition.

8) Main differences is one motivation “I propose therefore as a working hypothesis that some at least of the strategies adopted by the learner of a second language are substantially the same as those by which a language is acquired. Such a proposal does not imply that the course or sequence of learning is the same in both cases.”

f. Procedure of Error Analysis
In order to reach the intended goals, the researchers can employ a set of procedures to carry out EA. The set of procedures for conducting Error Analysis was originally proposed by Corder (1978:126); the procedure basically consists of three major stages: recognition, description and explanation of errors. These stages were subsequently elaborated by Sridhar (1980:103) into the following steps:

7) Collection of data
8) Identification of errors
9) Classification into error types
10) Statement of relative frequency of error types
11) Identification of the areas of difficulty in the target language and
12) Therapy or remedial lessons.

The investigation of errors can be at the same time diagnostic and prognostic. It is diagnostic because it can tell us the learner's state of the language (Corder, 1967) at a given point during the learning process, and prognostic because it can tell course organizers to reorient language learning materials on the basis of the learners' current problems.

g. Error Description or Classification

To conduct the analysis, the error is classified according to language components; morphological, syntactic or phonology. There are number of classificatory systems that have been used in Error Analysis studies. Richard,
According to James in Fauziati (2009: 144) that the linguistic category classification “carries out errors in terms of where the error is located in the overall system of the TL based on linguistic item which is affected by the error”. Language components may comprise on phonology, syntax, morphology, semantics and lexicon, and style. While the second which is called the surface strategy taxonomy has four types namely: omission, addition, misformation and misordering.

*Omission* is a type of error where there is the missing or absence of a word that actually must appear in a proper sentence. For example in the following sentences: *Ali a diligent boy, He speak English. He playing sport. My father like listen to music.*

*Addition* is a type of errors where there is the addition or presence of an item, which actually may not appear in a well-formed utterance. This error may take place in the higher level of students who have studied more and often times become too faithful to use certain rules which result in errors. We see there are three types of addition errors, namely double marking, regularization, and simple addition.

*Misformation* errors are those characterized by “the use of the wrong form of a structure or morpheme” James in Fauziati (2009:145). The three characteristics of misformation are: regularization (creating new formula different with the existed norm such as childs, mans, eated, etc), archi-forms...
(selection of one of member of a class of forms to represent others in the class, for example the use of *this* instead of *these or those*), and alternating forms (for example, *my father* is a farmer. *She* is in the rice-field.)

*Misordering* is the error in the form of misplacement of a morpheme or group of morphemes in the expression like the sentence; *I don’t know who is it.*

h. Sources of Errors.

In 1972, Selinker (in Abi Samra 2003:9) reported five sources of errors: (1) Language transfer, (2) Transfer of training, (3) Strategies of second language learning, (4) Strategies of second language communication, (5) Overgeneralization of TL linguistic material.

While Richard and Simpson as also cited by Abi Samra (2003:9) in 1974 exposed seven sources of errors: (1) Language transfer, to which one third of the deviant sentences from second language learners could be attributed (George, 1971) (2) Intralingual interference: This type of error source has four sub-types, namely: (a) overgeneralization, (b) ignorance of rule restriction (c) incomplete application of rules and (d) semantic errors. (3) Sociolinguistic situation: Here, the motivation and settings for language learning may affect second language learning. (4) Modality: Modality of exposure to the TL and modality of production. (5) Age: Learning capacities vary with age. (6) Succession of approximative systems: Since the circumstance of language learning vary from a person to another, so does the acquisition of new lexical, phonological, and
syntactic items. (7) Universal hierarchy of difficulty. Some people in the world have certain characteristics that makes them difficult to pronounce for instance one particular word due to their physical condition. However, some forms may be inherently difficult to learn no matter what the background of the learner.

The researcher concludes that error analysis will always play important part in the learning and teaching process as the teachers will take benefit from it to know the process and the progress of their students in learning the target language. It has actually become the most controversial issue when linguists realize that error can function as window to look at the learner’s mind.

5.  Linguistic Level.

Linguistics is the scientific study of natural language. Linguistics encompasses a number of sub-fields. An important typical division is between the study of language structure (grammar) and the study of meaning (semantics). Grammar encompasses morphology, syntax and phonology.

There are three linguistic levels, namely: morphology, syntax and discourse. In this study, the above two linguistic levels morphology and syntax become the central issue in analyzing the errors that students make in their narrative composition,
c. Morphology

Morphology is the study of internal structures of words and how they can be modified. It is a scientific study about meaning of language. For example, in the sentences The dog runs and The dogs run have an affix –s added, distinguishing them from the bare forms dog and run. Adding this suffix to a nominal stem gives plural forms, adding it to verbal stems restricts the subject to third person singular. Some morphological theories operate with two distinct suffixes –s, called allomorphs of the morphemes Plural and Third person singular, respectively. Languages differ with respect to their morphological structure. Along one axis, we may distinguish analytic languages, with few or no affixes or other morphological processes from synthetic languages with many affixes. Along another axis, we may distinguish agglutinative languages, where affixes express one grammatical property each, and are added neatly one after another, from fusional languages, with concatenative morphological processes (infixation, umlaut, ablaut, etc) and/or with less clear-cut affix boundaries. (Somroo, 2011)

Crystal (1991:20) gives the definition of it as the study of word structures and how they can be modified. While Bloomfield (1995:200) argued that morphology is to relate the construction of words and parts of words. According to Widdowson (1997:11) that morphology deals with two phenomena: they are derivation and inflection.
Derivation is the way in which morphemes are joined as affixes to existing roots. Inflection adapts the previous existing words to work efficiently in sentences. Inflectional morphology does not consist in creating words, but adapting them to grammar. According to Pirkola (2007:2 Vol 3) defines that morphology is the field of linguistic which studies word structure and formation.

According to the previous opinion, it can be concluded that morphology is scientific study about word structure and formation rules.

In the level of morphology, interference can occure because each language has its own characteristic and structure.

d. Syntax

To study syntax is to study various aspects of how sentences are formed and how they are understood (Stockwell 1977:1)

Syntax is the study of language structure and word order. It is concerned with the relationship between units at the level of words or morphology. Syntax seeks to delineate exatcly all and only those sentences which make up a given language, using native speaker intuition. Syntax seeks to describe formally exactly how structural relations between elements (lexical items/words and operators) in a sentence contribute to its interpretation. Syntax uses principles of formal logic and Set Theory to formalize and represent accurately the hierarchical relationship between elements in the sentence. Abstract syntax trees are often used to illustrate the hierarchical structures at thatbare posited.
Thus, in active declarative sentences in English the subject is followed by the main verb which in turn is followed by the object (SVO). This order of elements is crucial to its correct interpretation and it is exactly this which syntacticians try to capture. They argue that there must be such a formal computational component contained within the language faculty of normal speakers of a language and seek to describe it.

It is a mistake to believe that some English speakers follow rules in their speech and others do not. Instead, it now appears that all English speakers are successful language learners:

They all follow unconscious rules derived from their early language development, and the small differences in the sentences that they prefer are best understood as coming from small differences in these rules. The differences of the sort which are followed here follow lines of social class and ethnic group rather than geographical lines. Thus we can speak of social varieties or social dialects (Baker, 1995)

Another clear explanation about syntax is given by Chomsky

Syntax is the study of the principles and processes by which sentences are constructed in particular languages. Syntactic investigation of a given language has as its goal the construction of a grammar that can be viewed as a device of some sort for producing the sentences of the language under analysis. (Chomsky, 1971:110)

6. English Text

In this research text is the important part that is going to be studied. The researcher first describes something related with it.
d. Notion of Text

The word text has so many meanings that experts define it differently. In its basic meaning text usually refers to a piece of writing. As a part of language the text is the product of cultural codes. It refers to anything that is capable to be read or interpreted. Language itself is always produced, exchanged or received as text.

Text forms the discourse. The formed idea in a text has communicative purpose. Based on the intended communicative purposes, the texts are grouped into some types. To reach those communicative purposes, the texts are formed from particular structures and realized with certain language characteristics.

The structure of one particular text is different from the other. It has always variation. Basically one type of the text has minimum component. For example, a recipe will at least present the ingredients and steps to make. The other component such as the suggested serving may also be discussed, however it should not always to be existed, because it just an additional component that yield the text types.

Anderson (1995:1) states “when the words are put together to create a sentence, and sentences are put together to communicate a meaning, a piece of text is created”. There are two main categories of text, namely literary and factual text. Literary text is constructed to appeal to our emotions and
imagination. While factual text presents information or ideas and aim to show, tell or persuade the audience.

e. Text Types

In English literature there are at least 7 types of the text:

8) Recount. Recount refers to a piece of text to retell the past events in order in which they happened.

9) Procedure. In this text type the writer is trying to explain how something can be done in order.

10) Narrative. This type tells a story. Its purpose is to present a view of the world that entertains or informs the reader. It is related to the recount text. Narrative text usually tells about fable, myth, legend and history (Anderson, 1997:6)

11) Descriptive. This type is used to describe a particular person, thing, or animal in specific.

12) Report. A report is a piece of text that present information about a subject. It usually contains facts about the subject, a description and information on its parts, behavior and qualities (Anderson, 1997:86).
13) Explanation. This type of the text tells how and why something occurs, it
looks at the steps rather than the things. The purpose of explanation text
is to tell each step of the process and to give reasons.

speak or write about a topic and include both side of the case we are
creating a discussion”. This type of the text discusses thing from both
sides, negative and positive, the good and the bad points.

f. Notion of Narrative text.

Narrative text is a type of text in the form of story which is intended to
give amusement to the reader. The main characteristics of narrative text lies on
the existence of problems (or thing considered to be complicated) and the steps
done to respond to that problem—at least in the form of solution or problem
solving. The content of narrative text can be imaginative or real stories added
with some additional changes.

The narrative text tells a story. Its purpose is to present a view of the
world that entertain or informs the reader or listener. Narrative text usually tells
about fable, myth, legend and history (Anderson, 1997:6)

Narrative text generally has the following structures:
6) **Orientation**: It is the preface as the introduction to the cast, time and place.

7) **Complication**: It is the conflict development or the emergence of problem.

8) **Resolution**: It is problem solving to the conflict or the steps taken to respond the problem.

9) **Reorientation**: It is the closing statement to show the end of the story. However, it is just optional.

10) **Coda**: It is the change that takes place on the cast or the moral lesson that can be taken.

Narrative text often uses particular language components, such as: particular noun as the substitution of pronoun, individual participant focused on specific particular participant, past tense and time connection.

**F. Theoretical Framework**

The previous studies in this chapter have given the researcher the clue to find the suitable way used as theoretical framework in this research. As discussed before that there are three stages in error analysis: recognition, description and explanation of errors. These stages will be used as theoretical framework in this study.
The first, dealing with the recognition of errors, the researcher has used the framework of Corder in Richard (1974: 24) which says that the learner’s errors are the evidence of the system and are systematic. Here the researcher has differentiated between mistake and error. The researcher did not take “mistake” into account as it is the fault which is different from error. The researcher has identified errors put into the data from the erroneous sentences which are ungrammatical.

The second, to conduct description of errors the researcher has taken the framework of Dulay, Burt, Krasen and James (1998). The researcher has taken the two of them: errors in term of linguistic categories and errors based on surface strategy. Errors in linguistic categories include: morphology and syntax. Error based on surface strategy is the error classification that can give a clear description about cognitive process that underlines the learner’s construction of the new language. This category is classified into four types: omission, addition, misformation and misordering. The researcher has done two steps in description of errors. First, he classifies errors into categories of morphological and syntactic errors and the second, he calculates the frequency of each errors.

The third is explanation of errors. Here the researcher explains how and why such errors happen. In this stage, he discusses the sources of errors which exist in the students’ narrative writing. He explains whether the errors are caused by
language transfer, overgeneralization or other strategy of second language learning.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher discusses the research method used in this study. Research is a careful study or investigation, especially in order to discover new facts or information (Hornby, 1995: 996) while methodology is a set of methods used in a particular area of activity (Hornby, 1995: 734). The intention of this research is to get deep understanding of morphological and syntactic errors in narrative English composition written by the students of Daarut Taqwa Islamic boarding school Klaten. The researcher will respectively present: type of the research, data and data source, method of data collection, data analysis and theoretical framework.

F. Type of the Research
The type of this study is descriptive qualitative research. Dornyei (2009:241) as cited by Fauziati says that in general qualitative research suggests just the opposite of quantitative research. It often involves “data collection procedures that result primarily in open-ended, non-numerical data which is then analyzed by non-statistical methods. While Brown, (2009:241) also as cited by Fauziati says that qualitative research is often associated with hypothesis generating and developing an understanding. It is inductive in nature; that is, it collects the data through observation and then comes up with a theory to account for the data. It looks for the hypothesis or theories which can explain the data collected or the facts which are observed. Thus, it does not decide in advance what variables will be important. Instead, it attempts to describe as fully as possible what is being observed. In this sense qualitative research is interested more in the process, e.g. what actually goes on in the classroom.

Fauziati cited Dornyei (2009:242) who presents the main characteristics of qualitative research as follows:

3. Emergent Research Design. Most research texts starts with highlighting its emergent nature, that is, no aspect of the research design is tightly prefigured. A study is kept on open and fluid so that it can correspond in a flexible way to new details or openings that emerge during the process of investigation.
4. The Nature of Qualitative Data. The data may include recorded interviews, various types of texts (i.e. field notes, journal and diary entries, documents) and images

G. Data and Data Source

The research was conducted in Daarut Taqwa Islamic boarding school in Klaten for the 5th grade of KMI (Kulliyatul Mu’allimien al Islamiyyah) or the second year grade of senior high school from November 2013 through April 2014.

The data of the present study consists of erroneous sentences taken form the narrative English composition written by Fifth grade of KMI Islamic boarding school Klaten in Academic Year 2013-2014. The researcher had collected 338 erroneous sentences from 70 narrative composition written by those students which were collected from November 2013 till April 2014.

The data taken from the writing of the students’ composition has been copied out and kept in a safe file

H. Method of Data Collection

The data are in the form of written production made by the students of Daarut Taqwa Islamic boarding school. In collecting the data the researcher uses elicitation method. Elicitation method is used to have students to produce the writing and to give instruction to write English composition. This method is
designed to get a person to actively produce speech or writing. The steps are as follows:

7. The researcher gives explanation and motivation to the students about writing English composition in various genre like descriptive, narrative, procedure and anecdote.

8. The researcher gives assignment to the students to write their composition in any genre they prefer.

9. The researcher triggers the students to write down their composition

10. The researcher classifies those narrative composition to be studied

11. The researcher reads every composition to identify the erroneous sentences

12. The researcher writes down the erroneous sentences from the students’ narrative composition and uses them as the data

I. Data Validity

To ensure the validity and credibility of the data, the researcher has tried to use triangulation of data. Wiersma in Sugiyono (2012: 125) says that “triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data source or multiple data collection procedures” The researcher has collected the data from the students using two sources; document and event. The document is the collection of students’ writing which contain errors in morphology and syntax while the event is the process of the students in writing their composition. The second is the method of
collecting data. The researcher uses two types. First is the content analysis of students’ writing and the second is observation, that is by observing the students’ activity in writing their composition in which they have to work on their own without depending or asking one each other. The data collected is purely their natural work without any intervention.

J. Method of Data Analysis

In this study, the writer uses descriptive analysis to conduct the data analysis that has been carried out through the following steps:

8. Identify the errors. Sentences are considered as free from errors when they are appropriate and acceptable.

9. Classify the accumulated data in terms of linguistic categories.

10. Identify the erroneous sentences in the term of morphology and syntax.

11. Classify the frequency of each type of error.

12. Classify the causes of error found in those narrative compositions.

13. Calculate the total number of each error.

14. The analysis ends with the conclusion derived from the findings of the study and the implication in foreign language teaching.
CHAPTER IV

RESEARCH FINDING AND DISCUSSION OF THE FINDING

In this chapter, the researcher describes the research finding, that is the answer to the research’s questions formulated in chapter one. This chapter also presents the discussion of the finding.

A. Research Finding

Research finding presents the findings of research that the researcher analyzes based on the theory in the previous chapter. Here, the researcher describes the research finding based on the data which are taken from the composition of narrative text written by the students of grade V of KMI Daarut
Taqwa Klaten. This section presents the answers of the research questions proposed in chapter one.

1. Types or Errors

Here the researcher classifies students’ errors into two main categories they are morphological and syntactic errors. Each category has its own types of errors. The research tries to present the both description of the two types in detail.

a. Morphological Errors

Morpheme is the study of the mental knowledge and process involved in structure and creation of new words. (Andrew, 2000:1) In other word morpheme is the smallest unit with meaning into which a word can be divided.

For example, the word *runs* contains two morphemes and the word *unlikely* contains three morphemes. Morphological error deals with the error in the level of words or vocabulary which do not have relationship with the forming of the sentence. Morpheme is refered to as affixation as its central domain (Bauer, 1988: 89)

The common problem faced by students is how to add morphemes to roots or stems correctly. Often times, students misplace morphemes to the stems while in other ocassion they add morphemes which are not needed.

Words are morpheme. As the smallest meaningful element of language, there might be more than one morphemes within one word. Then, the word has more than one meaning. For example the word “boys”. The word consists of two
morphemes, the one is \{ boy\} referring to a young male person, and the other is the morpheme \{-s\} as a plural marker referring to more than one boy. People call \{boy\} a free morpheme and ending \{-s\} a bound morpheme. Free morpheme means that the morpheme is meaningful despite being alone, while the ending \{-s\} is meaningless without the existence of other free morpheme. Ending \{-s\} may also mean as first person singular marker like in (drinks) and may mean science like in mathematics, physics, economics and so on. Some other examples of bound morphemes are: Prefixes (disagree, misfortune, unable, impossible etc) Suffixes (cleverness, suitable, difference, careful, agreement etc) and confixes (unemployment, untouchable etc).

The role and existence of morphemes is so important, however the researcher finds that Indonesian learners often create errors in using them.

1) Bound Morphemes \{-s\} or \{-es\}

Bound morphemes are the words which appear only as a part of larger word, but typically attached to another form, e.g \{-s\}, \{-es\}, \{-ist\}, \{-ed\}, etc. Here the researcher finds errors of using bound morphemes in two cases: Omission of bound morphemes \{-s\} or \{-es\} as plural marker and omission of bound morphemes \{-s\} or \{-es\} as the first person singular marker.

a) Omission of Bound Morphemes \{-s\} or \{-es\} as PluralMarker.
Bound Morpehemes {-s} or {-es} which function as Plural marker are the words put as suffix to differentiate between the singular and the plural. For example, the word book refers to only one book, but the word books means that the quantity is more than one. However, the students frequently omit s/es when they express something in plural form that demands the addition of s/es to the singular form. For example:

(1) All student in the boarding school...

   students

(2) After holiday around three week

   three weeks

The students might have understood that they should use the plural form by adding s/es to the singular form. Such errors happen simply because the students do not pay attention to the correct usage of plural and singular words. They neglect it because they do not find morpheme s/-es attached to the nouns in their mother tongue (Indonesian). In English a plural should be added with s to the singular form like pen becomes pens, besides there are another ways to form the plural word from its singular one, like child becomes children, ox becomes oxen, foot become feet and so on. The other examples of how students err to add s/es to the singular forms are found in these sentences:

(1) and buy two portion of meatball

   two portions
(2) I plan to go to some place

places

(3) there are many problem, but it is not to make me ...

problems

(4) He is the tenth son from eleven brother

brothers

(5) after he does all his job

jobs

The researcher finds 10 cases where the students neglect adding (s/es) as plural marker in their sentences.

b) Omission of Bound Morphemes {-s} or {-es} in V1 as Third Person Singular Marker

Bound morphemes {-s} or {-es} can also be applied to the verb 1 with third person singular (he/she/it) in affirmative simple present tense sentences. For instance: He speaks English/ She eats rice/ It runs very fast. However, there is no addition of the morphemes {-s} or {-es} attached to the verb with the other pronouns. For example: I speak English/ You eat rice
In this study the researcher finds that the students frequently omit s/es when they express third singular pronoun subject (he/she/it) in affirmative simple present tense, for example:

(1) My sister sit in class 2 of senior high school

sits

(2) If I steal and the prophet ask to me

asks

The students should actually add morpheme (-s) to the verb sit and ask in those sentences but they neglect doing it. The common problem faced by the students in using morpheme s to the third person singular because there is no difference between Verb 1 for third person in Indonesian language and Verb 1 for another persons/pronouns.

The researcher finds 3 errors in students’ sentences which omit s/es to differentiate the verb used for third singular pronoun (he/she/it). Another example of students’s error in using morpheme {-s} is found in the following example:

(3) If he want to do something ...

wants
By seeing the data that there are only three cases where the students neglect using morpheme –s/-es in third singular person, it can be concluded that most of them have understood the correct usage of it.

2) Free Morphemes

Free morphemes are the words which can stand by themselves, e.g sit, walk, door, etc. As it is understood, that word or vocabulary is one of the four elements of language. Having sufficient vocabulary is very essential for students in mastering the target language. When Indonesian students learn English they will encounter some problems particularly dealing with English words or vocabulary. For example, they know the English words for “mendengar” in Indonesian language as (to) hear and (to) listen. However, it’s not easy for them to differentiate the meaning between both of the two words. Then, they may write: *I want to hear the radio* instead of: *I want to listen to the radio*. The word hear should actually be used in a situation where the speaker may be does not have intention to do that or he does it without certain effort, for example: *I hear some one speaking loudly out of the house*. This sentence shows that the speaker can grasp the voice even without effort as the voice comes to his ears by chance. The word listen is different from hear because listen refers to the activity of the speaker who does effort to make the voice can be perceived.

In this study the researcher finds some errors in the selection of words/vocabulary which is resulted from the inappropriate understanding about the meaning of the words.
B) False Friend

False friends are pairs of words or phrases that look or sound similar, but differ significantly in meaning. Take for example the word bathroom and bedroom. The two words have almost the similar spelling but of course each of them refers to very different place. The first refers to the place where people wash or clean their body while the second refers to the place where people take a rest or sleep.

Because of that, it is not easy sometimes for Indonesian learners to recognize the difference between similar words whether in meaning or in form. In this study the researcher finds students’s errors in the selection of words with similar meaning and similar form and also in literal translation.

(a) Similar in Meaning

Many English words have almost the similar meaning especially when they are translated into other language. For example the words sacrifice and victim. The two words have the same meaning in Indonesian word as korban. However there exist difference in the use of both two words. The word sacrifice is used to denote to someone or something being made as the gift for the sake of the Almighty for example or for something considered to be honorable. For
example: Many heroes have lost their life and they devoted it as sacrifice for the freedom of the country. While the word victim refers to the thing almost similar with sacrifice but in less value or may be without any value being attached to it. For example: The boy becomes the victim of the accident. So it is an error if the student says: but alhamdulillah there is no sacrifice..

In this study, the researcher finds that the students tend to use one particular word which has the same meaning in Indonesian but actually is inappropriate in its usage, for example:

(1) Then I looked in the kitchen there was fire

   saw

(2) Then he lift his head...

   raised

The two examples from the data show how students feel confused to choose the correct words to express what they want. In the first sentence the student fails to use the correct word which shows the activity which is not intentionally done. There is difference between the word looked and saw. Actually he should use the word saw, because he simply wants to say that he sees something without any effort or intention before. The second sentence also shows how the student fails to find the correct word to show the activity of moving the head to an upright position. The word lift also means raise somebody
or something to a higher position, but in this context the word lift is not appropriate to precede the words his head. He should use the word raised instead. Such errors are likely to occur because in their learning process, the ability to make the choice of correct word requires great effort and takes time. It seems that such errors are unavoidable as the process of their learning the second language.

The other examples of how students make errors in their selection of words with the similar meaning are found in the following sentences:

(1) We don’t serve them to fight agree with

(2) Since fortnight we waited for the holiday two weeks ago

(3) I had finished to work the jobs that my mother gave to me do

(4) but Alhamdulillah there is no sacrifice... victim/casualty

(5) he saw the mouse deer fathom foot print

(b) Similar in Form.

Some English words are similar in forms but of course they are different in meaning. Take for instance, the words palace and place. The word palace means the place where king and his family live, while place is a particular area or
position. Here, the researcher finds that the students tend to use other word which is supposed to have the same meaning with the intended one, however they create errors because their choice is not correct, for example:

(1) So I got done to save my family

   got down

(2) Some years letter I and Arai went to Jakarta

   later

The two sentences show how the students are not able to differentiate the words which are similar in forms but of course different in meaning. In the first sentence, the student wants to express the activity that he makes the effort to move from the second floor to the first floor to save his family. Here, he uses the word done instead of down which then results in error because his choice is not appropriate. The second sentence also shows that the student makes error by using the word letter instead of later. The word letter is close in form with the word later but the meaning is very different. When they are translated into Indonesian, letter means surat and later means kemudian. This error happens because the students’s memory about the words is very limited.

The researcher finds at least 12 sentences with erroneous choice of word with similar form. The other examples are:

(1) he is ten son from eleven brothers

   the tenth

(2) do you promise me to leave lieness?
the lie

(3) in the forest there *life* a mouse deer

lived

(4) the child *rised* his hand by bringing the bread

*raised*

(5) he never think *than* his house is on fire

*that*

(c) Literal Translation

Literal translation is the translation of text from one language to another "word-for-word", rather than giving the sense of the original. For this reason, literal translations usually mis-translate idioms. Often times the translation does not take into account the background of the words, the culture or alike. Literal translation often creates confusion because the real meaning is not conveyed due to the different characteristics of the two languages. In this case, students merely translate Indonesian words into English literally or just keep the Indonesian word without translating it into English simply because they do not know the equivalent of that word in English. The following are the examples:

(1) ... and then we bought the ticket in *loket*.

Here, the student fails to get the equivalent for “*loket*” in English, then he just uses the Indonesian word instead of translating it into English. He should say “... and then we bought the ticket in *ticket counter*”
(2) Then the traveller buy Yusuf to king Mesir

*sold*

Here the student chooses the improper word which he means “to sell” but he chooses the word “to buy” and uses the word “Mesir” just like in Indonesian language. He should actually say “then the traveller sold Yusuf to the king of Egypt”

(3) I invite you to be lost his cry but you make him cry more

*to wipe out*

Here actually the student means “untuk menghilangkan atau menghapuskan” he uses the literal translation “to be lost his cry” so the meaning is absurd when judged by English structure. He should say for instance “I invite you to make him stop crying” or “I invite you to wipe out his cry”.

(4) ... to see the child doing prayer by khusuk

The word “khusuk” in English maybe translated into seriously/ calmly/ by heart and alike, but the student simply translates it by keeping the original term. Such sentence may be difficult for them because this term refers to religious term which is seldom to be used.

(5) For pregnant you in my stomach is free

Here the student means “untuk biaya mengandungmu di dalam rahimku”. He feels difficult to find the word “mengandungmu” in English. He just remembers the word “pregnant” which actually means in Indonesian “hamil”, he
then just translates it literally according to what he has in his mind. He should for instance say “The fee to bear you in my womb is free”.

b) Misspelling

As a language, English has its own system in spelling which is different from any other language. In some cases English spelling is different from its pronunciation or vice versa. Anyone of English learners should be aware of this and follow the spelling of English words according to what English language system has taught. The accurate spelling in English written form is very essential. A mistake in spelling can alter the meaning or at least can confuse other people. In this research, the researcher sees the most dominant errors made by students are in misspelling certain words.

The following examples can show clearly students’ errors in spelling:

(1) Because the *wafe* is so high

*wave*

(2) In the middle of the trip the accident *havvened*

*happened*

The two examples show us how they create errors by writing incorrect word for the intended ones. Actually the word *wafe* does not exist in English and neither does the word *havvened*. The students simply write those words without
knowing that they have improper spelling. It is rather difficult to analyze what the causes of these errors are. But one thing for sure that sometimes students just imagine one word with its pronunciation in their mind and then just write it down without thinking too much whether it is correct or not.

In this study, the students’s tendency to create error in spelling is rather horrifying because there are 75 cases where they create such errors. This may lead to an assumption that in certain level of proficiency Indonesian learners learning English are incapable of using correct spelling. Misspelling happens whether by changing one letter with the other, missing one letter or adding the letter which is not actually existed in correct spelling.

The other examples of how the students make errors in spelling are as the following:

(1) I think it is not *enought*

    *enough*

(2) we study some subjects which are not taught in *order school*

    *other*

(3) and at twelve *oclok*

    *o’clock*

(4) I will *invait* them to visit Pangandaran beach

    *invite*

(5) He *distroy* the ant’s home
destroys

This gives raise to question as whether the students make error because they simply don’t know the correct spelling of the words or because they are not careful in writing the words

b. Syntactic Error

As it is understood that syntax is the study of how words combine to form grammatical sentences. In this research, the researcher finds so many syntactic errors which include the following categories.

1) TO BE

The existence of TO BE in English sentence is very essential. TO Be is used to express position, condition, age, size, time and so on. For example: We are in the classroom (to express position), She is healthy (to express condition), I am thirty years old (to express age) and so on.

The form of BE

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am</td>
<td>was</td>
</tr>
<tr>
<td>We</td>
<td>are</td>
<td>were</td>
</tr>
<tr>
<td>You</td>
<td>are</td>
<td>were</td>
</tr>
<tr>
<td>He</td>
<td>is</td>
<td>was</td>
</tr>
<tr>
<td>She</td>
<td>is</td>
<td>was</td>
</tr>
</tbody>
</table>
It is was
They are were

Despite its important position and usage, TO BE often appears confusing for the students, because they do not have such kind of word in Indonesian language. Based on the research, students sometimes omit BE from the sentences which require its existence while in other occasion they add Be in the position where BE is not needed.

a) Omission of BE in Passive Voice

In English, the passive sentences regardless of their active ones are formed by adding BE and converting the verbs into verb 3 form

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Present: I eat rice</td>
<td>The rice is eaten</td>
</tr>
<tr>
<td>Simple Past: I wrote the article</td>
<td>The article was written</td>
</tr>
<tr>
<td>Simple Future: I will send the letter</td>
<td>The letter will be sent</td>
</tr>
</tbody>
</table>
The students tend to omit BE from their passive sentences as in the following examples:

(1) Yusuf *taken out* from the well

Yusuf *was taken out* from the well

(2) and said to their father Yusuf *eaten* by wolf

and said to their father that Yusuf *was eaten* by wolf

In the two sentences above it can be seen that the students omit BE from their sentences. They should actually put BE before the verb but they neglect doing it, then error happens. They make error by deleting BE from the passive form that needs the existence of BE. Such errors happen due to the students’ shortage in mastering rules of passive sentence. In English, passive sentence is formed by using verb 3 preceded by BE.

The researcher also finds the rest of erroneous sentence which omits BE from the passive sentence in the following example:

(1) and he read the paper which *written* by her son

and he read the paper which *was written* by her son

In this research, the writer just finds 3 sentences of students’ error dealing with omission of BE in passive form.

b) Omission of Be as Predicate (Copula BE)

Another case dealing with the usage of BE is the students’ tendency to omit BE as the predicate (Copula BE). The students tend to omit Be as predicate from their sentences, as found in the following examples:
(1) *She my cousin from uncle*

*She is my cousin from uncle*

(2) Today, I feel very hot because *now dry* season

Today, I feel very hot because *now is dry* season

Students tend to omit BE in their sentences because they don’t find BE between subject and predicate in Indonesian language, like: (a) *kebunnya jauh dari rumahnya* (b) *Dia dari Jogja* (c) *setelah itu kita siap berenang*. The students then translate them into English : (a) *The garden far from his house* (b) *She from Jogja* (c) *After that we ready to swim*

They neglect adding BE to modify the position, condition or size of the subject. They just put the predicate which is not preceded by BE. Another examples of how students neglect adding BE as the predicate can be seen from the following sentences:

(1) because the body heavy

because the body *is* heavy

(2) We also afraid if we get lost

We *are* also afraid if we get lost

(3) They surprised for the beauty of God’s creation

They *are* surprised for the beauty of God’s creation
(4) He aware that the factor of his failure is his laziness

He *is* aware that the factor of his failure is his laziness

(5) In cave Gong dark

In cave Gong *is* dark

According to the data there are 34 erroneous sentences where students omit BE as the predicate (Copula BE) which shows that the students still confuse the usage of BE.

c) Addition of Be in the Present Tense.

In this type of errors, the students tend to add BE in the simple Present tense with verbal sentence. The followings are the examples:

(1) but I am *bring* salak one box.

but I *bring* one box of Zalacca palm fruit

(2) *I am* and my friends *have* the break in the dormitory.

*I and my friends have* the break in the dormitory.

Basically, the verbal sentence of simple present tense is formed by using simple or plain verb without being preceded by BE. But here, the researcher finds the students who put BE in the simple present tense which does not need it. The
two previous examples show how students merely put BE (*am*) after the pronoun I. It shows that students’ mastery on using BE is still low. Another examples are:

1. *I am feel* very happy because my sister gives me congratulation.

   *I feel* very happy because my sister gives me congratulation

2. He creates me, so *He is* shows me.

   He creates me, so *He shows* me.

3. *I am can not* bring rambutan and durian

   *I can not* bring rambutan and durian

4. because *I’m study* in the boarding school

   because *I study* in the boarding school

5. and *he is take* the big jack fruit

   and *he takes* the big jack fruit

In this research there are 23 erroenous sentences where BE is put in the position which does not require it.

2) Verb

In any language, verb is the kind of word which places important position. In their cognitive functions, verbs are symbols for events (creations, changes of state, process, actions) for states of affairs, and for speaker intention and
attitude (promises, commands, hopes, expectations). In their tactical functions, verbs presuppose the presence of participants (noun phrase) which functions as subject and object of the verb. (Stockwell, 1977:38)

It is the verb in which students tend to create errors. There are 4 cases here. They belong to omission and substituting certain verb with another verb. The cases are as follow:

a) Omission of Verb as Predicate

Verb can have the position as the predicate in the sentence like in the following example: *Every morning I have breakfast together with my family*. The word *have* here is the verb which function as the predicate to the subject *I*. When the verb is eliminated from that sentence, the structure becomes ungrammatical even though people may still understand the meaning. In this case, students tend to omit verb which should actually appear in the sentence just like in the following examples:

(1) I and my friends *break* in the dormitory

I and my friends *have the break* in the dormitory

(2) The students were allowed by teacher *to holiday*

The students were allowed by teacher *to have holiday*

The two examples show how the students omit the verb which is actually needed to be put there. Here the students just use the word break and holiday which are not preceded by verb. The students think that the word break and holiday when translated into Indonesian may be meant *beristirahat* and *berlibur*,
so they neglect adding verb supposing that break or holiday is a verb. Such errors happen because students are not well trained about using verb in correct position.

The researcher finds the other examples, like the following:

(1) I went to Jogja to recreation in the beach with my friends

I went to jogja to have recreation in the beach with my friends

(2) He wanted to a Muslim

He wanted to become a Muslim

(3) We will difficult to look for urban transport

We will feel difficult to look for urban transport

(4) I also angry with him

I also get angry with him

(5) we must prayer in congregation in the mosque

We must perform/do prayer in congregaton in the mosque

Similarly the students think in their mother tounge and then translate the idea into English. In Indonesian language it seems to be correct when they say: Saya pergi ke Jogja untuk rekreasi di pantai dengan teman-teman saya. So, they translate it into English: I went to Jogja to recreation in the beach with my friends.
Perhaps, the students still confuse the position of “recreation” whether as a verb or a noun. If they know that recreation is not a verb, they will add the verb “have” to complete it.

b) The use of Verb 2 instead of V1

Basically most of the students have understood that after “to” they should use verb 1. However, in this research there are 4 errors of using verb 2 instead of V1 committed by students. The erroneous sentences are:

1) because they are longing to saw sunrise
   because they are longing to see sunrise

2) the next day farmer went to the field to harvested his crops
   the next day the farmer went to the field to harvest his crops

Here, the students neglect using verb 1 but use verb 2 instead. In the first sentence the student uses verb 2 to saw whereas he should use verb 1 to see because the verb to saw has the different meaning. In the second sentence the student also makes error by using verb 2 to harvested while actually he should use the verb 1 to harvest without converting it to the past form or verb 2.

Although the record shows that there are only 4 cases in this type, it can still prove that students still confuse using the correct verb. The rest 2 sentences are:

1) The old people ordered to kept silent
   The old people ordered to keep silent

2) then he ran to saved him self
   then he ran to save him self
c) The use of V-ing instead of V0

In English the verb ing (present participle) is used in active continuous tenses or gerund. In continuous tense the verb ing is preceded by “to be” to show something which is taking place at the moment of speaking, was taking place before the moment of speaking or will be happening in the future. The table here can describe it:

Present continuous : I am reading the book
Past continuous : You were writing the letter
Future continuous : He will be visiting us

It is wrong to say for instance: I speaking English everyday. This sentence can be changed into: I always speak English everyday, or I am speaking English now. Of course the two previous sentences show different tenses

In this research, the researcher finds some errors conducted by students who use incorrect verb ing in the sentences which do not need the verb ing form. The followings are the examples:

(1) We playing football in the noon

We play football in the noon

(2) So, I must practicing to speak English well

So, I must practice to speak English well
The students tend to use verb ing in the non-continuous tense where it should actually use verb 0 or infinitive without to. The researcher records 11 erroneous sentences of this type. Other examples of erroneous sentences are:

(1) In the holiday, Joko and Fendi *performing* Shubuh prayer in the mosque

In the holiday, Joko and Fendi *perform* Shubuh prayer in the mosque

(2) I want to *climbing* many mountains

I want to *climb* many mountains

(3) And please don’t *smoking* again

And please don’t *smoke* again

(4) in the car *sleeping* because I tired

In the car *sleep* because I feel tired

(5) that the subject *to memorizing* al Qur’an

that the subject is *to memorize* al Qur’an

d) The use of verb 1 instead of verb 2

Verb 2 or past tense is a verb which shows action or activity that took place before the moment of speaking.

Students who have studied English for at least 3 years usually have been familiar with past tense and the verb used in that tense. However, it is a fact that
it does not guarantee that they will not make mistake or even create error when they have to use verb 2. The same thing happens to the students in this research where they do not use verb 2 in the past tense but they simply use verb 1 instead. The researcher finds 42 errors dealing with this type, among others are

(1) At that time we eat meat together

At that time we ate meat together

(2) At that time my father go home

At that time my father went home

In the first sentence, the student should actually convert the verb eat into ate because the sentence is in simple past tense. He neglects using the verb 2 but only uses verb 1 instead due to his careless choice in using the correct word. The second sentence also shows the same case where the student fails to use the correct form of verb 2. In this level students should have understood the difference between verb 1 (present) and verb 2 (past) because they have seen many examples from their English subject. However, according to the data found there are still a lot of sentences which show errors of this type.

These are other examples of the erroneous sentences:

(1) One day Kabayan sleep in his house

One day Kabayan slept in his house
(2) At the first time, we *swim* alone

At the first time, we *swam* alone

(3) The dog ran away because he *feel* sick

The dog ran away because he *felt* sick

(4) the king *pass* a grandfather who was growing zaitun tree

the king *passed* a grandfather who was growing olive tree

(5) Yesterday, after *I play* football...

Yesterday, after *I played* football...

3) Article

In English there are 2 articles: Indefinite (a/an) and definite (the). The indefinite article “a” is used before a word beginning with consonant or a vowel sounded like a consonant. For example a man, a table, a university, while the indefinite article “an” is used before words beginning with a vowel or with a mute h, for example: an hour- an elephant- an ant.

The definite article “the” is used : (a) Before nouns of which there is only one : the earth, the sun. (b) Before noun which has become definite as a result of being mentioned a second time.(c) Before a noun made definite by addition of a phrase or clause : the girl in blue. (d) Before a noun which by reason of locality can represent only one particular thing : Ann is in the garden. (e) Before
superlative and first, second etc, used as adjectives or pronouns: Mount Blanc is the highest mountain in Europe.

Even though “article” is just a simple material is grammar, some students feel difficult to really understand the correct usage of definite and indefinite article. They make errors whether by omitting the article “a” or “the” from the sentences or putting the definite article “the” in the unnecessary position.

a) Omission of Article

The researcher finds four examples of omission of indefinite article and eleven sentences with the omission of definite article “the” from the sentences. For examples:

(1) She is girl

She is a girl

Even though the indefinite article a here looks simple and seems does not change the meaning when it is deleted from the sentence, it should not be neglected to form the correct sentence. Here, the student fails to add the indefinite article a in that sentence because he may be careless or does not pay attention to the correct structure of English.

(2) She is Christian

She is a Christian
The second sentence has the same type of error where the student neglect adding the indefinite article a to his sentence. Indefinite article a here is needed to show the position of someone in general as a person who embraces the religion of Christianity.

The following are the examples of sentences which omit the definite article the.

(3) Suddenly there was voice through kitchen

Suddenly there was voice from the kitchen

(4) Next day farmer went to field

The next day the farmer went to the field

The last two examples show that students fail to add the definite article the in the sentences. The definite article should be used in the third sentence because using the word kitchen without therefers to any kitchen in general. In this case, the kitchen has been definite because it has been mentioned before or as a result of being mentioned a second time. The same thing also happens in the fourth example where the words next day and field should be preceded by definite article the as a result of being mentioned before.

The other erroneous sentences of this type are:

(1) he draws near to doll

he draws near to the doll
(2) and Yusuf was taken out from well

and Yusuf was taken out from the well

(3) the king went out from castle to go around the village

the king went out from the castle to go around the village

(4) long time ago there was Persian king

long time ago there was a Persian king

b) Addition of Article.

In this type, the students add definite article in the sentences which do not require the article anymore because there are possesive adjective (my-your-his-her-their-its). It is incorrect to say for instance: This is my the book, They should simply say: This is my book without adding “the” anymore. One other error happens because students put “the” before verb. As it is understood that verb can’t be preceded by “the”. So, it’s an error to say: if you the go to school. The word “the” should be eliminated from that sentence. The errors of this type are found in 3 sentences below.

(1) The her mark is very good.

Her mark is very good.

(2) In the my boarding school.

(3) and Yusuf was taken out from well
In my boarding school.

(3) and he saw what the happens outside his house.

and he saw what happened outside his house.

The first and the second example have the error because the students put definite article the before possessive adjective her mark and my boarding. Possessive adjectives like my, your, his, her, their and our refer to something definite. Here the sentences do not need the definite article anymore because they have become indefinite by the presence of possessive adjectives.

The third example is erroneous sentence because it has definite article the before the verb. The correct structure of that sentence should eliminate definite article the before the verb.

4) Preposition

As it’s known that prepositions are short words normally placed before nouns or pronouns. Prepositions can also be followed by verb, but the verb must be in the gerund form: he succeeded in escaping. Prepositions are used to indicate place, time and movement. The most common prepositions are: in – on – at – into – above – under and so on.
Students may have problems with prepositions as they have to understand whether in any construction a preposition is required or not and which preposition to use when one is required.

Here are the examples of using various preposition in different contexts:

(a) We get up from sleeping at four.

(b) I arrived at the hotel in the evening.

(c) I go to school to study.

(d) I’ll get the book for you.

(e) Who were you talking to?

(f) What did you open it with?

(g) I don’t go to school on Sunday.

(h) We will be back in September.

(i) We travel from our starting place to our destination.

(j) I always go to school on foot.

(k) My friend always goes to school by bus.

(l) The burglar broke into the house by force.

(m) The helicopter hovered above us.

(n) Flags waved over our heads.

(o) You put the letter under the book.

To be able to use preposition correctly, students should practice a lot besides they should look at the examples from English sentences which use prepositions. Researches conducted previously showed that the errors related with the usage
of preposition placed the significant position in the case that not only Indonesian students but also any other students found it difficult to use the prepositions correctly.

In this research, the errors related with prepositions occurs in three categories.
a) Misselection of Preposition.

As discussed before that Indonesian students particularly, feel difficult to use the correct preposition because some prepositions like at, on or in when they are translated into Indonesian may be just the same as “pada”. For example:
* I went to Solo on Monday (Saya pergi ke Solo pada hari Senin).
* At night we stayed in the tent. (Pada malam hari kami tinggal di tenda).
* We will be back in September. (Kami akan kembali pada bulan September).

The following errors conducted by students may arise from that condition. For example:

(1) We started our tour in Monday.

We started our tour on Monday.

(2) I think that place belongs in history place.

I think that place belongs to historical place.

In the first example the student feels confused between using in and on. He chooses in instead of on, whereas the correct preposition used to show days and date should be on. The error happens because the student does not practice a lot on using correct preposition. In the second example, the student can not find
the correct preposition after the word “belong”. He uses in which he means ke dalam in Indonesian language. The correct preposition should be to.

The other examples of erroneous sentences with misselection of preposition are:

(1) If we want to enter in cave Gong...

If we want to enter into cave Gong...

(2) He ran to field for eat

He ran to field to eat

(3) The price is twenty thousand Rupiahs to one person

The price is twenty thousand Rupiahs for one person

(4) The people were looking for me for kill me

The people were for me to kill me

(5) I went to that place with bicycle

I went to that place by bicycle

The errors of this type are found in 17 sentences.

b) Omission of Preposition

Another case is the students’ tendency to omit the preposition “of” when they express sentences which place two nouns in adjacent position. Preposition “of” in Indonesian may be translated into “dari” which often times is not used when they express their Indonesian language. For example: “Kamu menjadi kebanggaan keluargamu” in English we must add preposition “of” between two
nouns “kebanggaan” (pride) and “keluargamu” (your family). So, we say: You
are the pride of your family. Or we may also convert the position of the phrase
“your family” before the word “pride” and the sentence becomes: “You are your
family’s pride”, by deleting the preposition “of”.
In this research, the researcher finds 8 cases where student omit “of” from their
sentences as in the followings:

(1) My friend came to place my job.

   My friend came to the place of my job.

(2) The fire came from the voice LPG tube.

   The fire came from the voice of LPG tube.

The two examples show how the students tend to omit preposition from their
sentences particularly the preposition “of”. This preposition is very unique which
needs frequent and intensive practice to be able to master it. In this case, they
fail to place the preposition of between two nouns: place- my job and voice-LPG
tube. This error is likely to occur because in Indonesian language system it is just
correct to say: “tempat kerjaku” without any preposition between the two
nouns.

The other examples also have the same characteristics of errors:

(1) I went to house my friend in the village.

   I went to house of my friend in the village.

(2) Because there is program watching film.

   Because there is program of watching film.
(3) The friends Mr. Umar want to help us.

The friends of Mr. Umar want to help us.

(4) We play football in yard our boarding school

We play football in yard of our boarding school

(5) and he will be pride his family

and he will be pride of his family

c) Addition of Preposition

The last category is the students’ tendency to add preposition where it is not required. Even though there are only four erroneous sentences found with the addition of preposition, it is worth to mention that students may create such errors due to their minimum understanding of preposition rules.

Here are the four sentences:

(1) Because they want to explore of mountain.

Because they want to explore the mountain.

(2) After they finish exploring of mountain.

After they finish exploring the mountain.

(3) Seven years later and Arai went to Jakarta.

Seven years later Arai went to Jakarta.

(4) and in the cigarette contains dangerous chemicals.

and the cigarette contains dangerous chemical.
The tendency to add unnecessary preposition is found in those sentences. The students should actually omit the preposition from their sentences but they put it in the position that does not require the preposition. In the first and second example, they add the preposition “of” after the verb explore whereas that preposition is not suitable to be put there. The third example shows how student adds the preposition “and” which does not denote the continuation of idea. While in the last example, the student puts the preposition “in” whereas it is not proper to be put there too.

5) Subject

Subject is a word or phrase in a sentence indicating who or what does the action stated by the verb. The position of subject is very vital in a sentence. In this research, the researcher finds two cases dealing with the tendency of the students whether to omit the subject from the sentence or to add unnecessary subject.

a) Omission of Subject

The students tend to omit the subjects of the sentences just like the examples below:

(1) Suddenly leak and exploded.

Suddenly it leaked and exploded.

(2) Before arrived at home, Joko invited Fendi to buy meatball.
Before they arrived at home, Joko invited Fendi to buy meatball.

The student ts make errors because in this case they omit the subject of the sentence which should exist. In the first example the student fails to add the subject “it” and in the second example he misses the word “they”. There are 4 erroneous sentences from this type of error. The rest two are:

(1) After they made the hole they cover with branches

After they made the hole they covered it with branches.

(2) We must study our religion subject, before study other subject.

We must study our religion subject, before we study other subject.

b) Addition of subject

Different from the previous case, here the students add subject in sentences which have already another subject which then resulted in error. For example:

(1) My family they were sleeping when I watched TV.

My family were sleeping when I watched TV.

(2) The old man he grateful to God.

The old man is grateful to God.

In contrast with the previous type of error which omits the intended subject of the sentence, in this case the students merely add the subject which is not needed. In the first example, he adds the word “they” after the words “my family” which functions as subject and denotes to many people or “they”. Here,
the student makes the repetition of the subject which has been mentioned before. In the second sentence, the student mentions the word “he” after the words “the old man” which functions as the subject of the sentence.

The other examples of this type are:

1. *The friends of Mr. Umar they* want to help us.

   **The friends of Mr. Umar** want to help us.

2. *My sister her religion* is Christian.

   **My sister’s religion** is Christianity.

3. because yesterday *my group we* made drama.

   because yesterday *my group made* drama.

4. *I and my friends we break* in the dormitory

   **I and my friends have break** in the dormitory

5. *all students after holiday for 3 weeks they come* from home

   **all students after holiday for 3 weeks come** from home

6) Pronoun.

   Pronoun is a word used in place of a noun or noun phrase. Pronouns can be in the form of subject: *I – You – We – They – He – She – It*, in the form of object: *Me – You – Us – Them – Him – Her – It*, or in the form of possessive: *My/mine – Your/ yours – Our/ours – Their/their – His/his – her/her – Its/its.*
Students have to choose the proper pronouns which may differ from one sentence with another. For example: I am a student. This is my book. I want to give it to you. So, the book will be yours.

Without proper understanding of it, students may create errors. In this research, the researcher finds the errors in one type that is substituting one function with another function of pronouns.

Here are the examples:

(1) So, my sister and my brother got up from his sleep.

So, my sister and my brother got up from their sleeping

Actually students should pay attention to the phrase “my sister and my brother” which refers not to one person (singular) but to two persons (plural). Here, the students substitute the possessive pronoun “their” with “his” and so the error happens.

(2) and said to they father that Yusuf was eaten by wolf.

and said to their father that Yusuf was eaten by wolf.

The word they may have the same meaning with the word their when they are translated into Indonesian that is “mereka”. However each of the two words must be put in correct position and can not replace one another. The pronoun “they” is a subject while “their” is possessive. In this sentence, the student uses the pronoun “they” in the position which should be “their”. The other examples of the erroneous sentences are:

(1) So we grow to eat who is after we.
So we grow to eat who is after us.

(2) Many people go home to their village.

Many people go home to their village.

(3) We saw many animals what we haven’t seen before

We saw many animals that we haven’t seen before

7) Noun

Noun is a word used to name or identify any of a class of things, people, places or ideas, or a particular one of these.

There are four kinds of nouns: common nouns, proper nouns, abstract nouns, and collective nouns. Some of nouns are formed from verbs added by suffix:ion – tion – ly, for example: discussion, substitution, actively. Some nouns resemble verbs for example: study, help, notice and some others are formed from adjectives: important – importance, confident – confidence, et cetera.

It is found in this research that students make errors dealing with:

a) Substituting noun with adjective

In this case the students use improper form of word that is changing the noun with adjective which occurs in three sentences:

(1) Her religion is Christian.
Her religion is Christianity.

(2) He is famous with his clever.

He is famous with his cleverness.

(3) But we enjoyed our tired, so we felt happy

But we enjoyed our tiredness, so we felt happy

In the first sentence it can be seen that the student uses adjective “Christian” which usually refers to someone who embraces Christianity. He fails to use the noun because may be in Indonesian language there is no difference between “agama Kristen” with “orang Kristen”. In the second sentence the student uses the word “clever” which is actually an adjective in the position that its hould be noun. In the last sentence the student also uses the word “tired” which is an adjective in the position that it should be noun. In this case the student can not differentiate between adjective and noun which then results in error of word selection.

b) Misordering Noun Phrase.

A noun phrase is a phrase whose function in a sentence is equivalent to that of a noun. English noun phrase has different structure with Indonesian noun phrase. In Indonesian, we have the DM order which means that the modified word comes before the modifier. For example: majalah dinding, kursi rotan etc. When translated into English, the order should be changed where the modifies comes before the modified word. So, we say: wall magazine and not magazine wall. Rattan chair and not chair rattan.
Although it looks simple, Indonesian students may feel it difficult to construct the correct noun phrase because their thinking is influenced by Indonesian structure. The followings are the examples of students’ errors in misordering noun phrase.

(1) We can become *athlete professional*.

   We can become *professional athlete*.

(2) They were *maker ship*.

   They were *the ship makers*.

Actually the students should arrange the sentences according to the English structure, but in fact they fail to do so and error happens because their sense of English structure is still weak that the error then happens. Such error may happen because the students do not master the English system yet and do not have good English sense either. In the first example they write: athlete professional which should be written professional athlete. In the second example they also make error by writing maker ship which should be written ship maker. The other examples are:

(1) We wait for the *holiday monthly*

   We wait for the *monthly holiday*

(2) and *brothersYusuf* returned to home.

   and *Yusuf’s brothers* returned home.

(3) They made *hole very big*.

   They made *very big hole*. 
(4) people come to his room and bring a human dead

People come to his room and bring a dead human

2. Frequency of Errors

Based on the data that the researcher has collected, there are 338 errors made by students, 138 of them belong to morphological errors making up of 40.83% of all the errors. While errors on syntax are 200 errors, making up 59.17%. This means that the bigger errors made by students are on syntactic errors and the lower errors fall on the morphology.

As mentioned before, that the 138 errors belonging to morphological errors consist of six cases. The most errors are about the mispelling words, consisting of 75 errors or 22.19%. Omission of bound morphemes (-s) or (es) as plural marker consists of 10 cases or 2.96%, while omission of bound morphemes (-s) or (es) in Verb 1 as Third person singular consists of 4 cases or 1.19%. Errors on Free Morphemes are found in four cases, those are similar in meaning, similar in form, literal translation and misspelling. As told before that misspelling reaches the biggest amount while similar in meaning consists of 28 cases or 8.28%, similar in form consists of 12 cases or 3.55% and literal translation consists of 9 cases or 2.66%.

In syntactic errors here the researchers has found 200 cases consisting of 17 cases. The students make errors in the use of TO Be, verb, articles, preposition,
subject, pronoun and noun. In case of TO BE, the students make 3 errors in omission of BE in passive voice consisting of 3 errors or 0,89%, omission of BE as Predicate consisting of 34 errors or 10,06% and addition of BE in the present tense consisting of 23 errors or 6,8%. In verb, they make errors in omission of verb as predicate reaching 8 cases or 2,36%, the use of V2 instead of V1 reaching 4 cases or 1,19%, the use of V-ing instead of V0 consisting of 11 errors or 3,25% and the use of Verb 1 instead of Verb 2 consisting of 42 errors or 12,43%. Article has 2 cases: omission of articles consists of 13 errors or 3,85% and addition of articles consists of 3 errors or 0,89%. Errors of preposition makes up 3 cases: misselection of preposition reaching 17 cases or 5,03%, omission of preposition has 8 errors or 2,36% while addition of preposition has 4 errors or 1,19%.

In subject there are two cases; omission of subject has 4 errors or 1,19% and addition of subject has 9 errors or 2,66%. The students’ error on pronoun lie on substituting one function with another function of pronoun consisting of 6 errors or 1,77% and the last is on noun. They make errors on substituting noun with adjective with 3 errors or 0,89% and misordering noun phrase with 8 cases or 2,36%.

Table 4.1

Table of The Frequency

<table>
<thead>
<tr>
<th>Component of Errors</th>
<th>Number of Errors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

220
### a. MORPHOLOGICAL ERRORS

<table>
<thead>
<tr>
<th>Description</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3) Bound Morphemes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Omission of Bound Morphemes (-s) or (es) as plural marker</td>
<td>14</td>
<td>4,15%</td>
</tr>
<tr>
<td>d) Omission of Bound Morphemes (-s) or (es) as Third Person Singular marker</td>
<td>4</td>
<td>1,19%</td>
</tr>
<tr>
<td><strong>4) Free Morphemes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) False Friend</td>
<td>124</td>
<td>36,68%</td>
</tr>
<tr>
<td>d) Similar in meaning</td>
<td>28</td>
<td>8,28%</td>
</tr>
<tr>
<td>e) Similar in form</td>
<td>12</td>
<td>3,55%</td>
</tr>
<tr>
<td>f) Literal Translation</td>
<td>9</td>
<td>2,66%</td>
</tr>
<tr>
<td>d) Misspelling</td>
<td>75</td>
<td>22,19%</td>
</tr>
</tbody>
</table>

### b. SYNTACTIC ERRORS

<table>
<thead>
<tr>
<th>Description</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3) TO BE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Omission of Be in passive voice</td>
<td>60</td>
<td>17,75%</td>
</tr>
<tr>
<td>e) Omission of BE as Predicate (Copula BE)</td>
<td>34</td>
<td>10,06%</td>
</tr>
<tr>
<td>f) Addition of BE in the present tense</td>
<td>23</td>
<td>6,8%</td>
</tr>
<tr>
<td><strong>4) VERB</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Omission of Verb as Predicate</td>
<td>65</td>
<td>19,23%</td>
</tr>
<tr>
<td>f) The use of Verb 2 instead of Verb 1</td>
<td>8</td>
<td>2,36%</td>
</tr>
<tr>
<td>g) The use of Verb ing instead of Verb 0</td>
<td>4</td>
<td>1,19%</td>
</tr>
<tr>
<td>h) The use of Verb 1 instead of Verb 2</td>
<td>11</td>
<td>3,25%</td>
</tr>
<tr>
<td><strong>5) Article</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Omission of Article</td>
<td>16</td>
<td>4,74%</td>
</tr>
<tr>
<td>b) Addition of Article</td>
<td>13</td>
<td>3,85%</td>
</tr>
<tr>
<td><strong>6) Preposition</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Misselection of Preposition</td>
<td>29</td>
<td>8,58%</td>
</tr>
<tr>
<td>b) Omission of Preposition</td>
<td>17</td>
<td>5,03%</td>
</tr>
<tr>
<td>c) Addition of Preposition</td>
<td>8</td>
<td>2,36%</td>
</tr>
<tr>
<td><strong>7) Subject</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Omission of Subject</td>
<td>13</td>
<td>3,85%</td>
</tr>
<tr>
<td>b) Addition of Subject</td>
<td>4</td>
<td>1,19%</td>
</tr>
</tbody>
</table>
6) Pronoun
   Substituting one function with another function of pronoun
   6  1.77%

7) Noun
   a) Substituting noun with adjective
   b) Misordering noun phrase
   11  3  8  8  3.25%  0.89%  2.36%  2.11%

338  100%

Table 4.2 Percentage of Error Types of Morphology and Syntax

<table>
<thead>
<tr>
<th>Percentage of Error Types</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syntax (59.17%)</td>
</tr>
<tr>
<td>Morphology (40.83%)</td>
</tr>
</tbody>
</table>

Table 4.3 Percentage of Each Type of Error
3. Sources of Errors

According to the data from the findings, the researcher finds that there are various sources of errors from which the students create erroneous sentences/ expression in their written word. According to Selinker cited by Abi Samra (2003:9), there are five sources of errors: (1) language transfer (2) transfer of Training (3) strategies of Second language learning (4) strategies of Second language Communication (5) overgeneralization of target language linguistic material.
Here, the researcher finds the errors lie on language transfer, strategies of Second language learning, and overgeneralization of target language linguistic material.

a. Language Transfer

When Indonesian learners express their idea in English, they are often influenced by their Indonesian language system. Some of Indonesian language system are quite similar with that in English for example:

*Saya pergi ke sekolah setiap hari*

I go to school everyday

They develop a strategy in their mind which’s called as language transfer. This strategy can be positive strategy just like the previous example, but it can be negative strategy when in occasions, the language system is not always the same. For example:

*Saya ingin pergi jalan-jalan*

I want to go **walking-walking**

This strategy then yields in error because English system is different from Indonesian. Actually the sentence should be:

I want to go **for sightseeing**
I want to go for a walk

The researcher finds students errors in language transfer at the level of vocabulary, phrase and sentence. At the level of vocabulary, the followings are the examples:

(1) Who is growing zaitun oil

*Olive tree*

(2) and they live in Mesir together

*Egypt*

(3) to see the child doing prayer in *khusuk*

_in good concentration_

(4) and then we bought ticket in the *loket*

*ticket counter*

At the level of phrase, the examples are:

(1) He walked _without careful_ then slip into the hole

He walked _carelessly_ then slipped into the hole

(5) and I have _friendship namely Arai_

and I have _a friend whose name is Arai_
(6) For give the birth you is free

To give your birth is free

(7) For pregnant you in my stomach is free

To bear you in my womb is free

And at the level of sentence here are the examples:

(1) I had finished to work the jobs that my mother gave to me

I had finished to do the jobs that my mother gave to me

(5) Then I looked in the kitchen there was fire

Then I saw in the kitchen there was fire

(6) Because Pangandaran one place approachable from my house

Because Pangandaran is near from my house

(7) But alhamdulillah there is no sacrifice

But thanks God, there was no victim

c. Strategies of Second language learning

This strategy is done by students in their effort to express English by reducing the complicated structure of English with a new structure which they think to be simple. When it is done, the errors happen because they don’t reach the standard of correct English sentences.
In this research, the data shows that the students make the strategy to simplify the rules of English in omitting (s/es) as plural marker and omitting (s/es) in simple present tense for singular third person pronoun in affirmative sentences. The followings are the examples:

(1) All student in the boarding school

Students

(7) After holiday around three week

weeks

(8) My sister sit in class two of senior high school

sits

(9) If he want to do something

wants

(10) And he buy two portion

buys portions

(11) I plan to go to some place

Places

c. Overgeneralization

The data shows that overgeneralization is one of source of errors that contributes the great parts of students’ errors. Actually overgeneralization is one of students’ strategies to express the target language using the linguistic knowledge they have known before. The errors happen because they conduct
overgeneralization to all grammatical forms which actually should be changed or modified, otherwise the errors occur.

Here the researcher finds overgeneralization in the following categories:

1) Overgeneralization in using article

As discussed earlier that article is sometimes very complicated and difficult for students to use. The data shows that student’s overgeneralization in using articles has resulted in errors, such as in the following:

(1) She is girl

\textit{She is a girl}

(5) Suddenly there was voice through kitchen

Suddenly there was voice \textit{from the kitchen}

(6) He draw near to doll

He drew near \textit{to the doll}

(7) The her mark is very good

\textit{Her mark is very good}

2) Overgeneralization in using BE

From the collected data, the researcher finds that students frequently have difficulties in using BE. Sometimes they use BE in sentences which do not require
it, in other occasion they use incorrect form of BE or omit BE from the sentences which actually required it. The following sentences are the example:

(1) and said to the father *Yusuf eaten by wolf*

and said to their father that Yusuf *was eaten by wolf*

(6) *She my cousin from my uncle*

*She is my cousin.* She is the daughter of my uncle

(7) *All students disappointed* in this condition

*All students were disappointed* with that condition

(8) *He very angry* because his plant was broken

*He was very angry* because his plant was broken

(9) *In cave Gong dark*

*In cave Gong it was dark*

3) Overgeneralization in using verb form.

Students tend to overgeneralize the use of verb without paying too much to the changing of the verb forms in many different tenses. This has resulted in various errors. Sometimes they use verb 1 or verb ing in the sentences which actually need to use verb 2 because the setting is in past tense. In other cases, they use verb ing instead of verb 0. The followings are the examples:
(1) *We playing football in the noon*

**We play football in the afternoon**

(6) because *they longing to saw sun rise*

because *they are longing to see sun rise*

(7) and *we can’t swimming* there

and *we can not swim* there

(8) *At that time we eat* meat together

**At that time we ate meat** together

(9) When *he want* to steal then he said...

When *he wanted to steal* then he said

4) Overgeneralization in using word with similar meaning or similar form.

The students being investigated in this study sit in class five (second year of senior high school) which means that they have studied English for at least 5 years. However, they still have problems dealing with the word choice. They often use word which are inappropriate because of their lack of mastering the intended words. They then use some words with similar meaning or similar in form or simply translate literally or even use Indonesian words in their English sentences.

The followings are the example:

(1) *Since fortnight we waited for the holiday*
We have waited for the holiday since two weeks before

(6) He saw the mouse deer fathom

He saw the trace of the mouse deer foot

(7) so I got done for save my family

So I got down to save my family

(8) My mother slept in the bathroom

My monther slept in the bedroom

(9) then the traveler buy Yusuf to king Mesir

then the traveler sold Yusuf to the king of Egypt

Table 4.4 Percentage of Sources of Errors

<table>
<thead>
<tr>
<th>No</th>
<th>Sources of Errors</th>
<th>Quantity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Language Transfer</td>
<td>49 errors</td>
<td>14,50%</td>
</tr>
<tr>
<td>2</td>
<td>Strategies of Second language learning</td>
<td>89 errors</td>
<td>26,33%</td>
</tr>
<tr>
<td>3</td>
<td>overgeneralization</td>
<td>200 errors</td>
<td>59,17%</td>
</tr>
</tbody>
</table>

B. Discussion of the Findings
In this part, the researcher tries to discuss the research findings and compare them with the previous finding. This comparison is aimed to find out similarities and differences between them.

The findings of the researcher show that the bigger part of errors made by students in their narrative writing fall on syntax with 200 errors (59,17%) while the errors on morphology reach 138 errors or 49,83%.

In morphological aspect, the findings show that the students have great problems especially with accuracy of spelling where there happens 75 errors (22,19%). It may arise curiosity as to why the students create so many errors and are not careful to write down correct spelling.

The findings also show that the students have problem with the choice of the word when they want to express their mind. They make errors in choosing words which are supposed to be similar in meaning but actually are not appropriate, The total number of errors in that section is 28 errors (8,28%).

In the aspect of syntax where the researcher finds 200 errors, the highest error fall on the use of verb with 65 errors (19,23%) then the error on the usage of TO BE reaches 60 errors (17,75%). It is sure that the grammatical system has a primary influence toward the students’ mastery on the language. The findings show that the students still feel difficult to apply their knowledge about grammar in practical usage.

The researcher then compares his findings with the previous findings from Gustillo, Sarfraz, Abeywickrama, Tetreault and Uhrikova.
Gustillo and Magno (2002) studied the sentence level errors for the writer with higher levels of writing proficiency in Manila Philiphine. They found that actually all writers comitted errors regardless of their proficiency. Of course, the higher proficient writers made less errors compared to the mid and low level writers. The similarity between the recent research with of Gustillo and Magno lies on the fact that the students of Daarut Taqwa Islamic boarding school made a lot of errors because they are still in low level proficiency. The researcher believes that they will make progress not to create any similar errors after being treated well and move to higher level of proficiency.

Compared to Sarfraz’s finding in her study in 2011 about the error analysis of the written English essay of Pakistani, the recent research has similarity in the term of the occurrence of interlanguage error and mother tongue influence. Sarfraz found that Pakistani students made errors because they were greatly influenced by their mother tongue which had different language system. The errors were mostly grammatical yielded from the interlanguage process. In her study, Sarfraz focused more on syntax while the recent study focused on both syntax and morphology.

Compared to Abeywickrama in his study in 2011 entitled An Analysis of errors in English writing of Sinhala speaking undergraduate who found that negative first language transfer or interference was not always the major cause for errors in English composition, the recent study also finds the same thing, however the recent study searches other aspects that may become the cause of
errors; they are language transfer, strategy of second language learning and overgeneralization.

Compared to Tetreault who studied the ups and downs of preposition error detection in ESL writing, the recent research focuses not only on the use of preposition but also in other aspects like TO BE, verb, noun and so on. Tetreault had more specific study on errors in using preposition. The previous study showed that the mastery of preposition was very essential to make students really good in making up sentences.

Compared to the last study conducted by Uhrikova in 2011 which focused on some common errors made by Slovak learners, this recent study has similarity with Uhrikova’s study that the elimination of errors is impossible without proper and explicit knowledge of the difference between the learner’s first and second language. The researcher comes to a conclusion that students who have studied well the difference between their first and second language would be able to minimize errors in producing the target language.

CHAPTER V
CONCLUSION AND SUGGESTION

Based on the data analysis in Chapter IV, the researcher comes to the following conclusion. The researcher also proposes suggestion to the English teachers, students and other researchers to make improvement in the future.

D. Conclusion

In this chapter, the researcher presents the summary of the findings, including the answers to the questions he addresses in this research. He also presents the conclusion that can be derived from those findings. Of course, he does not mean to make generalization from his conclusion. It is merely within the subject and the object studied in this research.

Here, the researcher has found 338 sentences containing errors. The sentences are taken from the narrative composition written by the students of Grade five of KMI Daarut Taqwa Islamic boarding school in Klaten (Grade eleven of senior high school).

Based on the objectives of the study:

4) The result of the analysis is that the fourteen students’ compositions which contain errors are grouped into two types of errors, both are in morphological and syntactic errors. Morphological errors are classified into Bound Morphemes and Free Morphemes. The errors in Bound Morphemes happens in two cases; omission of bound morphemes (s) or
(es) as plural marker which has 10 cases (2,96%) and omission of bound morphemes (s) or (es) in Verb 1 as the third person singular marker which consists of 4 cases (1,19%), while the errors in free morphemes are found in 4 cases; similar in meaning which has 12 cases (3,55%), literal translation with 9 cases (2,66%) and the last is the misspelling with the most cases for 75 sentences (22,19%).

5) In this study it is clear that the students produce more errors in syntax as the researcher finds 200 cases comprising errors on TO BE, verb, preposition, subject, pronoun and noun.

In TO BE, there are 3 types of errors. The first is on omission of BE in passive voice with 3 cases (0,89%), the second is on omission of BE as predicate (Copula BE) with 34 cases (10,06%) and the last is addition of BE in the present tense with 23 cases (6,8%). The others are errors on verb; omission of verb as predicate 8 errors (2,36%), the use of Verb 2 instead of verb 1 consists of 4 errors (1,19%), the use of verb ing instead of verb 0 are 11 errors (3,25%) and the use of verb 1 instead of verb 2 with 42 errors (12,43%). Article; omission of article 13 errors (3,85%), addition of article 3 errors (0,89%). Preposition; misselection of preposition 17 errors (5,03%), omission of preposition 8 errors (2,36%) and addition of preposition 4 errors (1,19%). Subject; omission of subject 4 errors (1,19%), addition of subject 9 errors (2,66%). Pronoun; substituting one
function with another function of pronoun 6 errors (1.77%) and the last is noun: substituting noun with adjective 3 errors (0.89%) and misordering noun phrases 8 errors (2.36%).

6) The sources of errors found in this study are put into three categories: language transfer, strategy of second language learning and overgeneralization. In language transfer the errors are in the level of vocabulary, phrase and sentence with 49 errors or 14.50%. The errors in strategy of second language learning has 89 errors or 26.33%. The errors in overgeneralization is the highest with 200 errors or 59.17%.

The researcher can draw conclusion that the students of grade five in Daarut Taqwa Islamic boarding school academic year 2013-2014 have been confronted mostly with the syntax as well as morphology. He also concludes that these errors happen as inevitable things in their process of learning the language.

With this perspective, learners’ errors may be considered as positive part of the process. Teachers should be optimistic that their students will get better proficiency by going through these process. Making mistakes as well as making errors are just human. It is the teachers who are then responsible to treat as well as possible of how can students can get rid of their problems and difficulties they encounter.
E. Pedagogical Implication

Error analysis can be something beneficial especially for teachers because it gives them important data and information about the background or sources of errors the students make.

The researcher sees the consideration as follows. First, by looking at the errors and making observation on them, teachers can have deeper insight into their students’ strategies of learning. They can know how do the students apply their own ways to study the language. Second, error analysis can give feedback in the process of teaching and learning the target language. Teachers then would realize the students’ errors as “tolerable” for the time being. Third, errors made by students can be used as barometer for teachers to improve their students’ proficiency and the last, error analysis can be used by teachers to review their way of teaching for further improvement.

From the facts above, it is strongly recommended that teachers understand so much and be alert with the errors made by their students by having positive thinking that the process is going on but it needs to be treated well and improved in the next time.

F. Suggestion

There have been a lot of researches conducted to investigate the error analysis whether in this country or abroad. Error analysis especially on written
production will always be interesting topic to be analyzed. Error analysis is beneficial to help teachers to go deeper in understanding students’ need and problem in their endeavour in learning the target language. At the same time, there are still many objects and themes that can be analyzed by other researchers in different situation and different subjects.

Based on that, the researcher proposes the following suggestions to the teachers and other researchers:

3. For the teachers.

The teachers should understand that errors in students’ performance are natural process that all learners usually go through. The teachers should however, do their best to treat the errors wisely by making correction to the errors of their students in proper time. The teachers should be able to improve their students’ competence especially in writing by suggesting them to write or compose in English more often. Teachers should tell the students that practise makes perfect. Teachers should also encourage their students that making errors does not mean they have been judged to fail in learning English. Having errors at the present time and then knowing how to correct and improve the standard of language is really the progress that should be appreciated.
4. For other researchers

There are many other topics on the similar area to the present research which need to be investigated. The next researchers can do further research on students’ English composition from different perspective. For example, they can investigate students’ composition using discourse analysis which is broader than morphology and syntax. The researcher believes that any effort done to investigate all these things will be very beneficial to improve English teaching quality particularly for the students of Indonesia who learn English in the future.
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APPENDICES

THE DATA OF ERRONEOUS SENTENCES USED IN THE STUDY

C. MORPHOLOGICAL ERRORS (138)

3) Bound Morphemes (14)
   c. Omission of Bound Morphemes (-s/es) as Plural Marker (10)

   11. All student in the boarding school
   12. After holiday around three week
   13. There are many problem, but it is not to make me...
   14. I saw monkey, crocodile, bird and other animal
   15. And buy two portion
   16. I plan to go to some place
   17. After that all student be sad
   18. All student and teacher at night have dinner together
   19. He is ten son from eleven brother
   20. After he does all his job

   d. Omission of Bound Morpheme (-s/-es) as Third Person Singular Marker (4)

   5. My sister sit in class two senior high school
   6. If he want to do something
   7. If I steal and the prophet ask to me
   8. He draw near to the doll

4) Free Morphemes (124)
   c. False Friend (49)
      d) Similar in Meaning (28)

   29. Then I looked in the kitchen there was fire
   30. I had finished to work the jobs that my mother gave to me
   31. We must pasted two strait
   32. Because Pangandaran one place approachable from my house
   33. Since fortnight we waited for the holiday
   34. If he have trace in the sport, he wants to be
35. **The last day** the mouse deer came to the field
36. He saw the mouse deer **fathom**
37. He **felt** very hungry, he continued his **tour**
38. The sacred cube like building which every Muslim **toward** their faces

   when praying
39. My younger brother didn’t want to be **leaved**
40. After **finished** the problem, I slept in the bus
41. One day, a Spanish young man **disturbed** on Arabian youth and then he

   killed him
42. We can arrive there **sasily**
43. Then the traveler **buy** Yusuf to king Mesir
44. How easy his **promise** from me
45. Amazing, after I felt bored, dizzy and other bad **characteristic**
46. He walked **without careful** then slip into the hole
47. We don’t **serve** them to fight
48. Because he was helped in his **touring**
49. When he **covered** he found a grandfather
50. Will you **recover** me if I sick?
51. Will you **give** me the **eat** if I feel hungry?
52. Then he **lift** his head
53. One of my friends feel amazing when he was running that his hand is

   **fracture**
54. When he finished his prayer, the man **arrive** to that child
55. But Alhamdulillah there is no **sacrifice** but...
56. He got down from his **home** to help his friend

   e) Similar in Form (12)

13. My mother slept in the **bathroom**...
14. Suddenly **smelled** something bad in the kitchen
15. So, I got **done** for save my family
16. He never think **than** his house tired
17. If someone to be athlete **than** winning the games
18. In the forest there **life** a mouse deer
19. After years the larva became more **larva**
20. And I have **friendship namely** Arai
21. Seven years **letter** and Arai go to Jakarta to look for job
22. Do you promise me to leave **lieness**?
23. He is ten son from eleven brothers
24. The child raised his hand by bringing the bread

f) Literal Translation (9)

10. And the we bought the ticket in the loket
11. Then the traveler buy Yusuf to king Mesir
12. And they live in Mesir together
13. And he far sin away and save from keeps away the situation
14. Who is growing Zaitun oil
15. To see the child doing prayer by khusuk
16. In invite you to be last his cry, but you make him cry more
17. For pregnant you in my stomach is free
18. For give the birth you is free

d. Misspelling (75)

76. Because the wafe is so high
77. In the middle of the trip the accident havened..
78. I feel very happy because my sister from Jogja gives me congratulation through message from handpone
79. and beside that she is very beautifull,
80. differen one year from me,
81. her religion is christian.
82. She is chriiannity
83. We feel very taired because the weather now is very hot
84. We usually play football in Sunday morning, but differens at today we play football in the noon until this afternoon
85. Then all studen were disappointed in that condition because we had planned to go to Solo and attend book fair
86. they were sleeping when I wached TV
87. my mother and my grand mother slept in bathroom.
88. Except my father, because at that time he didn’t come home
89. And sudenly there was voice through kitchen
90. So my sister and my broder got up from their sleeping
91. We must train ourselves to deliver our speech learly
92. Sport is ficicial activity to make our body healthy
93. than I think that is borring
94. after that they checked the preparation
95. that has many beatiful places
96. and arrived on thursday at 10.00 am
97. that this mountain is so beautiful and it is vulcano
98. one of them would throw it
99. and made a little hole
100. I will invite them to visit Pangandaran beach
101. We will feel difficult to look for urban transpotation to go there
102. We will be tired because the streat is up and down
103. we are also appraide if we’re lost
104. The grand father ordered him to pick jek fruit in his garden
105. We have the holyday for about two weeks
106. One day the elephant walked through the fores
107. He destroy the ants’ home
108. They made the verry big hole
109. This place is not fare from my house
110. Because the wafe is so hight so it is dangerus to swim
111. Because the time is limitid
112. Hai grand father please help me.
113. just follow me and stay in my bead room
114. I think it’s not enough
115. we study some subjects which are not taught in order school
116. We must do prayer in kongregulation in the mosque
117. I went to Jogja for recreation
118. In first time, I looked at the Citah on the big tree
119. the students are alowed to goout from boarding school
120. The childrised his hand with the bread on it
121. Then he wiped off the floor, whosing the clothes
122. they had killed womans, children and old persons
123. Formely there was handsome prophet his name was Yusuf
124. Than all studen were disappointed
125. And at twelve oclok
126. Actually I had been wathing
127. I walked to the bath room and I wold sleep
128. And openned door and looked around
129. so my sister and my broder got up from their sleeping
130. We must speak loudy so everyone can hear what we say
131. To make ourbody helty
132. And to reach success or pride
133. Those all are the daily activities as students in the morning until noon
134. But in this Sunday there is diferend thing
135. He feld very hungry,
136. They stopped in fron of meatball hut
137. Seven years letter I and Arai go to Jakarta to look for Job
138. And than we bought the tikket in the loket
139. I did’n suppose that the mosque was empty
140. I tought he brought his own motor cycle and can accompany me to my house
141. Hay sir, could you to help me to save myself?
142. Untill he arrived to the garden and meet with old people
143. One day, there was Andalusian people disturbed Arabian people and then he killed him
144. I want to climbing many of montains
145. Amazing, after I felt sad, bored, dizzy, and other bad caracteristic
146. and in Klayar we see the turis
147. The grand father order him to take jek fruit in his garden
148. We have the holyday for about two weeks,
149. One day the elephant walkedrought the fores
150. He walked arrogance, he not saw the streat
D. SYNTACTIC ERRORS

4. TO BE (60)
   a. Omission of BE in Passive voice (3)
   4. Yusuf taken out from well
   5. And said to their father Yusuf eaten by wolf
   6. And he read the paper which written by her son

   b. Omission of BE as Predicate (Copula Be) (34)
   35. She my cousin from uncle
   36. Today, I feel very hot because now dry season
   37. All students disappointed in this condition
   38. And all food from Mr. Rahmat
   39. He very angry because his plant was broken
   40. And he very happy so he could eat
   41. He very shocked when he saw the doll
   42. they surprised for the beauty of God’s creation
   43. And he aware that the factor of his failure was his laziness
   44. Because the body heavy
   45. After that we ready to swim
   46. We also afraid if we lost
   47. The garden far from his house
   48. Grandfather angry with him
   49. They went there soon because they longing to see sun rise
   50. Because they heavy to bring here
   51. She from Jogja
   52. Without holiday but dinner successful
   53. He never think that his house in fire
   54. That all daily activities as student
   55. This also because from Mr. Rahmat
   56. We will be tired because the street up and down
   57. We didn’t arrive at Galunggung because the street bad
   58. This place not far from my home
   59. The grandfather surprised when he saw the young man
   60. To train us to adroit and sensitive to something
   61. The old man grateful to God
   62. Smoking also wasting the money
   63. How easy his promise to me
64. In this game we train our self strong
65. To visit my house that near from the mosque
66. In cave Gong dark
67. And he aware that the factor of his failure in study was the laziness
68. They thought the way to free from colonialism

   c. Addition of BE in the Present Tense   (23)

24. But I am bring Salak one box
25. I’m and my friends break in the dormitory
26. I’m feel very happy because my sister gives me congratulation
27. I’m study in the boarding school, name is Darut Taqwa located in Klaten
28. Because I’m study in the boarding school start from takhossus
29. I’m stay here in boarding school after holiday two weeks ago
30. I’m arrived in my home after Subuh prayer
31. I’m stayed there for about 5 days
32. I’m can not bring the durian and rambutan
33. One day there is a man enter to the mosque
34. He creates me, so he is show me
35. Salahuddin was saw the disaster befell this society
36. Then he was got the big troops
37. And he is take the big jackfruit
38. Then I felt be sleepy
39. Then he was yell to asked for help
40. Because I was got the word of Allah
41. When he enjoyed his food, he saw the dog was sleeping in a place
42. The cross army were attacked some countries in Arabia
43. Muslim society were thought the way to free from colonialism
44. They built camp there, be ready facing the enemies
45. One day he was called his brother to shepherd...
46. If he didn’t be lie in the first time, the people would believe
5. VERB (65)
   a. Omission of Verb as Predicate (8)
   1. He wanted to a Muslim (to become)
   2. We will difficult to look for urban transportation (feel difficult)
   3. I also angry with him (got angry)
   4. Then the king go out from castle to round village (to go around)
   5. In the way we stop to Magrib prayer (to perform)
   6. We always football everyday (play football)
   7. afterShubuh we preparation to go to Ponggok (make preparation)
   8. we must prayer with congregation in the mosque (perform prayer)

   b. The Use of Verb 2 Instead of Verb 1 (4)
   5. Because they longing to saw sun rise
   6. The next day farmer went to field to harvested
   7. And the old people ordered him to kept silent
   8. Then he run to saved him self

   c. The Use of Verb Ing Instead of Verb 0 (11)
   12. We playing football in the noon
   13. So, I must practicing to speak English well
   14. In the holiday, Joko and Fendi performing Shubuh prayer in the mosque
   15. I want to climbing many of mountains
   16. And don’t smoking again
   17. In the car, I sleeping because I tired
   18. So we growing to eat who is after we
   19. If we want to enter in cave Gong, we must using flashlight
   20. And we can’t swimming there
   21. That the subject to memorizing al Quran
   22. After last holiday, I should preparing everything to go to boarding school
d. The Use of Verb 1 Instead of Verb 2 (42)

43. At that time we eat meat together
44. My grand mother and my mother they sleep in the bathroom
45. At that time my father go home
46. He never think that his home fired
47. But he saw a doll that he think it a farmer
48. And buy to portion then they ate it there
49. But his friend forbid him to throw it
50. One day Kabayan sleep in the home
51. We don’t arrive at Galunggung because...
52. After a few minutes the people come to his room and bring a human dead
53. Before he arrived in the market, he see the old man
54. Until he arrived at the garden and meet with old people
55. at the first time we swim alone
56. And he see that his house is dirty
57. The dog come to the child
58. The dog ran away because he feel sick
59. The child shut up then he go home
60. When he come to mosque he see a children prayer
61. After he does all his job he wrote on the paper
62. One day, a child in the zoo and he see the elephant
63. Then the king go out from castle
64. Seven years later and Arai go to Jakarta to look for job
65. Then I take a bath and do Zhuhur prayer
66. The dog ran away because he feel sick
67. When he want to steal then he said
68. He enter to the home for save his family
69. Suddenly leak and explode
70. Because the king of Habasyah want to destroy Ka’bah
71. The grand father order him to take the jack fruit from his garden
72. He saw the jack fruit and then he climb the tree
73. After they made the hole, they cover it with branch and leaf
74. In the middle of the trip the car stop suddenly
75. But after this my teacher call us to meet him
76. Then he order us to practice swim
77. When he *enjoy* the food he saw the dog
78. Then the man *wait* the child to finish prayer
79. Yesterday, on Sunday after I *play* football
80. After that come the friends Mr. Umar, they *want* to help us
81. In age of Rasul there is a man who *want* to enter to Islam
82. He *want* to make trick or decite the society
83. The king *pass* a grandfather who was growing Zaitun oil
84. When he *want* to steal then he said

6. ARTICLE (16)

a. Omission of Article (13)
14. She *is* girl
15. She *is* Christian
16. Suddenly there was voice through *kitchen*
17. He draw near to *doll*
18. Next day farmer went to *field*
19. this mountain is so beautiful and it *is* volcano
20. and meet with *old people*
21. And *old people* knew someone inside his house *was* killer
22. And Yusuf was taken out from *well*
23. Wipe of clothes to *face* prophet Ya’kub
24. Then the king go out from *castle* to round *village*
25. Long time ago there was *Persian king*
26. And he know that the *killer his son* the man who has been covering in his house

b. Addition of Article (3)
5. *The* her mark is very good
6. in *the* my boarding school
7. and he saw what *the* happens outside his house

8. PREPOSITION (29)

a. Misselection of preposition (17)
18. We started our tour *in Monday*
19. And arrived in Thursday  
20. So, monthly holiday is nothing at month  
21. Then I got up on the bed  
22. Suddenly there was voice through kitchen  
23. So, I got down for save my family  
24. He enter to the house for save his family  
25. The mouse deer came to field for eat  
26. He ran to field for eat  
27. We arrived in the peak of mountain at Shubuh prayer  
28. After they finish explore of mountain, they prepare for came back  
29. If we want to enter in cave Gong  
30. I went to that place with bicycle  
31. The people was looking for me for kill me  
32. We must prayer with congregation  
33. The price is twenty thousand to one person  
34. I think that place belong in history place

b. Omission of Preposition (8)  

9. And he will be pride his family  
10. my friend came to the place my job  
11. The fire comes from the voice LPG  
12. I went to house my friend in my village  
13. Wipe of the clothes to the face prophet Ya’kub  
14. Because there is program watching film  
15. The friends Mr. Umar they want to help us  
16. We play foot in yard our boarding school

c. Addition of Preposition (4)  

7. Because they want to explore of mountain  
8. After they finish explore of mountain  
9. Seven years later and Arai go to Jakarta  
10. And in the cigarette contains dangerous chemicals
11. SUBJECT (13)
   
a. Omission of Subject (4)

5. Suddenly *leak* and exploded
6. Before *arrived* at home, Joko invited Fendy to buy meatball
7. After they made the hole they *cover with branch*
8. We must study our religion subject *before study* other subject

   b. Addition of Subject (9)

10. My family *they were* sleeping when I watched TV
11. My mother and grandfather *they* sleep in the bedroom
12. All student after holiday around 3 weeks *they come from home*
13. Because yesterday my group *we made drama*
14. *my sister* her religion is Christian
15. I’m and my friend *we break in the dormitory*
16. I hope you *who are* smokers included my father to leave smoking
17. The friend Mr. Umar *they want to help us*
18. The old man *he* grateful to God

12. PRONOUN (6)
Substituting One Function With Another Function of Pronoun

7. So, my sister and my brother *got up from his sleep*
8. So, we must train *our self* to deliver our speech
9. And said to *they* father Yusuf eaten by wolf
10. So we growing to eat who is after *we*
11. We saw many animals *what* we haven’t seen before
12. Many people go home to *them village* to met *them* family
7. **NOUN**  (11)

   a. **Substuting Noun With Adjectives**    (3)

     4. Her religion is *christian*
     5. He is famous with his *clever*
     6. But we enjoyed our *tired*, so we felt happy

   b. **Misordering Of Noun Phrase**    (8)

     9. We can become *athlete professional*
     10. They *were maker ship*
     11. We wait for *holiday monthly*
     12. So, *holiday monthly* is nothing in this *month*
     13. And *brother Yusuf* return to home
     14. long time ago there is *King Persian*
     15. They made *hole very big*
     16. the people come to his room and bring a *human dead*