

CHAPTER IV

RESEARCH FINDING

This chapter presents findings of the research which include data presentation and data findings of types of grammatical error and source of errors.

A. Data Presentation of Types of Grammatical Errors

By looking the errors in the first semester students' writing, the researcher identified and classified the errors based on the Dulay's errors classification namely surface strategy taxonomy. Those are omission, addition, misformation and misordering. All of the errors found and its frequency of occurrences are embraced in the table 4.1 below.

Table 4.1
Types of grammatical errors and its frequency of occurrences

No.	Types of Grammatical Errors	Grammar Aspects	Frequency	Error Total
1.	Omission	a. Preposition	13	106
		b. Possessive pronoun	1	
		c. Object	6	
		d. Noun	3	
		e. 3 rd person singular verb	20	
		f. Conjunction	2	
		g. Plural marker	28	
		h. To be in nominal sentence	18	
		i. Article	5	
		j. To be as Auxiliary verb	2	
		k. Subject	6	
		l. subordinator	1	
		m. determiner	1	
2.	Addition	a. Preposition	5	45
		b. To be	19	
		c. Article	4	

		d. Subordinator	2	
		e. Plural marker	3	
		f. Pronoun	2	
		g. Adverb	4	
		h. Noun	3	
		i. Modal	3	
3.	Misformation	a. To be	8	
		b. Pronoun	10	
		c. Noun	9	
		d. Tense	8	
		e. Preposition	9	
		f. To infinitive	16	
		g. Conjunction	18	
		h. Gerund	8	
		i. Verb	6	
		j. Adjective	5	
		k. Ordinal number	1	
		l. Possessive pronoun	7	
		m. Verb after modal	5	
				110
4.	Misordering	a. Verb	3	
		b. To be	2	
		c. Noun clause	1	
		d. Subject	1	
		e. Noun phrase	2	
				9
5.	Total		270	270

Table 4.1 shows that the researcher found 270 errors made by the students that were classified into their types of grammatical errors. It shows that the students made 106 errors of omission in their writing. The omission errors consisted of various grammar aspects. The students made error of omission of *plural maker (s/es)* 28 times. They also made error of omission of *3rd person singular verb* 20 times. The students also made error of omission of *to be in nominal sentence* 18 times. Then, they made error of omission of *preposition* 13 times. The next, found that the students did not put *object* and *subject* in their sentences 6 times for each. They also made error of omission of *article* 5 times. The students also did not put any *noun* that should have been placed in sentence 3

times. Then they did not put *conjunction* and “*to be*” as an auxiliary verb in their sentences 2 times. The last, they made error of omission of *possessive pronoun*, *determiner* and *subordinator* that each occurred once.

Then, it shows that the students made 45 errors of addition in their writing. The addition errors were contributed most by addition of *to be* which was made by students 19 times. They also made error of addition of *preposition* 5 times. The students also made error of addition of *adverb* and article 4 times for each. The next, it was found that the students put addition of *noun*, *modal* and *plural marker* 3 times for each. The last, the students made error of addition of *subordinator* and *pronoun* 3 times for each.

The table also shows that the students made 110 errors of misformation in their writing. Error of misformation became the most error type made by the students. The students made error of misformation of *conjunction* 18 times. Then, they made error of misformation of *to-infinitive* 16 times. They also made error of misformation of *pronoun* 10 times. The students also made error of misformation of *noun* and *preposition* 9 times for each. The next, they made error of misformation of *gerund*, *tense*, *noun* and *to be* 8 times for each. They also made error of misformation of *possessive pronoun* 7 times and *verb* 6 times. Then, they made error of misformation of *verb after modal* and *adjective* 5 times for each. The last types of errors of misformation found in students’ writing was misformation of *ordinal number* occurred once.

The students faced difficulty in constructing well-ordered sentence structure. It was proved by the fact that the students made 9 errors of misordering.

the students made error of misordering of *verb* 3 times. In addition, students also made error of misordering of *to be* and *noun phrase* 2 times for each. The last type of error found in students' writing was misordering of *subject* and *noun clause* one time for each.

Then, to make the differentiation of the result of each type of grammatical errors seems to be clearer, the researcher also presented the types of grammatical errors in the form of percentage. In this stage the researcher used the pattern as follow:

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

Note:

Σ = symbol of percentage

F = frequency of the occurrences of each request strategy

N = Total number of request strategy

Table 4.2
Frequency and percentage of types of grammatical errors

No.	Types of Errors	Frequency	Percentage
1.	Omission	106	39.3 %
2.	Addition	45	16.7 %
3.	Misformation	110	40.7 %
4.	Misordering	9	3.3 %
	Total	270	100 %

Table 4.2 was presented to show the distribution of errors found in the writing of the first semester students of English department of IAIN Tulungagung. The researcher found the various types of errors which total were 270 errors. From the table as the result of tabulation, it can be seen that the first semester

students of IAIN Tulungagung made most error of misformation that was 110 times or 40.7 %. It happened because the students used wrong form of the morphemes or structure in their writing. The next most error made by the students was in error of omission with 106 times which means 39.3 % of errors total. The students made 45 times of error of addition or 16.7 %. They also made 9 times of error of misordering or 3.3 %.

B. Data Presentation of Sources of Errors

After presenting the classification and tabulation of the types of errors, here, the researcher classified the errors based on their sources based on the Richard's statement as in table 4.3 below.

Table 4.3
Sources of errors and its frequency of occurrences

No .	Sources of errors	Types of errors	Frequency	Error total
1.	Overgeneralization	a. Omission of 3 rd person singular verb	20	40
		b. Addition of to be	19	
		c. Misformation of ordinal number	1	
2.	Ignorance the rule restriction	a. Misformation of pronoun	10	119
		b. Misformation of noun	9	
		c. Misformation of preposition	9	
		d. Misformation of possessive marker	7	
		e. Misformation of to-infinitive	16	
		f. Misformation of gerund	8	
		g. Misformation of verb	6	
		h. Misformation of adjective	5	

		i. Misformation of conjunction	18	
		j. Misformation of verb after modal	5	
		k. Addition of preposition	5	
		l. Addition of article	4	
		m. Addition of subordinator	2	
		n. Addition of plural marker	3	
		o. Addition of pronoun	2	
		p. Addition of adverb	4	
		q. Addition of noun	3	
		r. Addition of modal	3	
3.	Incomplete application of rules	a. Omission of preposition	13	
		b. Omission of object	6	
		c. Omission of noun	3	
		d. Omission of conjunction	2	
		e. Omission of plural marker	28	
		f. Omission of “to be” as ordinary verb in nominal sentence	18	
		g. Omission of article	5	
		h. Omission of “to be” as auxiliary verb	2	
		i. Omission of subject	6	95
		j. Omission of possessive marker	1	
		k. Misordering of verb	3	
		l. Misordering of to be	2	
		m. Misordering of noun clause	1	
		n. Misordering of subject	1	
		o. Misordering of noun phrase	2	
		p. Omission of subordinator	1	
		q. Omission of determiner	1	
4.	False concept hypothesis	a. Misformation of tense	8	16
		b. Misformation of to be	8	
5.	Total		270	270

The next, the classified and tabulated sources of errors were presented in the form of percentage as in the following table.

Table 4.5
Frequency and percentage of sources of intralingual errors

No.	Grammar aspects	Frequency	Percentage
1.	Overgeneralization	40	14.8 %
2.	Ignorance the rule restriction	119	44.1 %
3.	Incomplete application of rules	95	35.2 %
4.	False concept hypothesis	16	5.9 %
	Total	270	100 %

Table 4.5 shows various sources of errors which are found in students' writing seen from intralingual perspective. The sources include overgeneralization, ignorance of rule restriction, false concept hypothesis, and incomplete application of rules. Ignorance of rule restriction becomes the most error sources by occurring 119 times or 44.1 % of errors total. Followed by Incomplete application of rules with 35.2 % or 95 times, overgeneralization occurs 40 times or 14.8 %, and with False concept hypothesis 5.9 % or 16 times.

C. Data Finding of Types of Grammatical Errors

Based on one of Dulay's classification of errors namely surface strategy taxonomy, there are four types of errors. They are error of omission, error of addition, error of misinformation and error of misordering. The researcher analyzed the errors using Azar's book (2009) and Oxford as guidance.

As one of the objectives of this research was to find out the most common grammatical errors made by the first semester students of English department of IAIN Tulungagung, the errors which have been found were then analyzed or

explained orderly, from those which most frequently occurred to the most rarely occurred. The list of students' error can be seen in appendix 1.

1. Error of Misinformation (40.7 %)

Misinformation errors were characterized by the use of wrong form of the morpheme or structure. There were 110 errors found in the students' writing included misinformation of:

a. Conjunction

Conjunction is a word that is used to connect words, phrases and clauses in a sentence. Some conjunctions are used to connect two equivalent words, phrase or clause, some other to connect inn equivalent one. The first semester students made 18 misinformation errors of conjunction. The example was taken from one of students' writing with initial name "DN". Look at the following example:

e.g.: It makes you not only feeling better, it can also improve your health.

The conjunction "not only" should be followed by "but also" because they are correlative conjunction that is used to connect two equivalent things. So, they should be used together. Then, the correct sentence is:

It makes you *not only* feeling better, *but also* improves your health.

b. To-infinitive

The form of a verb that is attached after another verb should be in the form of "to-infinitive" or gerund. Such kind of rule caused some

students made 16 misinformation errors of “to-infinitive” as the example below.

They do not want study English.

The above mentioned example was made by one of students who has initial name “NHK”.

Some verbs are intended automatically to “to-infinitive”. One of them is “want”. When the verb “want” is followed by another verb, the following verb should be in the form of “to-infinitive”. In the example, the verb “want” is followed by the verb “study”. The verb “want” should be followed by “to-infinitive” (want to). Thus, the reconstructed sentence is:

They do not want *to* study English.

c. Pronoun

Certain kind of pronoun can be put as subject. However, possessive pronoun cannot be used as a subject. There were 10 misinformation errors of pronoun. Such error was made by students with initial name “AMA” as the example below.

Then, their need to take a rest.

In the example above, the word “their” indicates to possessive adjective. Possessive adjective can be used as subject if there is noun following it. In that sentence, the possessive adjective is alone without any noun followed it. To make the sentence be more grammatical, the

possessive adjective should be changed to be subject pronoun. The subject pronoun of “their” is “they”. So, the reconstructed sentence is:

Then, *they* need to take a rest.

d. Noun

Some students were confused to differentiate the word class of some words. They made 9 misinformation errors of verb. The example of such error that was taken from student with initial name “KNA” was presented below.

e.g.: in the way of live, human beings and animals are different.

The underline phrase above is prepositional phrase. The structure of prepositional phrase is usually begun by preposition (in) then followed by noun, pronoun, noun phrase or gerund. In the above mentioned example, the preposition inclined to noun phrase. Noun phrase has noun as a head. However, in that example, the students seemed like confusing to differentiate the word class between “life” and “live”. The word class of “life” is noun then “live” is verb. Because the head should be noun, the correct word used is “life”. So, the correct sentence is:

In the way of *life*, human beings and animals are different.

e. Preposition

There are many kinds of preposition. However, some preposition is used in a certain pattern such as the example above. There were 9

misinformation errors of preposition. One of them was done by student with initial name “KN” below.

e.g.: we must study the lessons *that have been taught* with our teacher.

The italic clause is passive form. The preposition that is usually used to show the object in passive form is *by*. So, the correct sentence is:

We must study the lessons that have been taught by our teacher.

f. To be

The form of “to be” was influenced by subject. The researcher found 8 misinformation error of “to be”. The presented example of misinformation error of “to be” was taken from writing made by student with initial name “NR”.

This prayer are located in the mosque and the yard.
S to be

The subject (S) of the mentioned example above is singular noun. It can be seen from the modifier (this) that intended the noun is one. If the subject is singular, the “to be” used is singular too. The subject and “to be” should be synchronic. Then, the “to be” should be used for singular subject is “is”. Thus, the correct sentence is:

This prayer *is* located in the mosque and the yard.

g. Tense

The form of verb is much influenced by tense used. Thus, when the form doesn’t represent the time when the event occurs, it will cause error. There were 8 misinformation errors of tense. One of them was

done by student with initial name “HS”. Look at the following example.

e.g.: Do you ever watching drama on TV or theater?

In the example above, the tense form used is simple present tense. It can be known from the question word (do) that intended to simple present tense. The verb form of simple present tense question word should be the base verb. So, the reconstructed sentence is:

Do you ever *watch* drama on TV or theater?

h. Gerund

Sometimes, a verb is functioned as noun. It can be constructed by forming the verb into gerund or infinitive. Gerund usually occurs when the verb is located after preposition. However, some students were unconsciously through that rule. They made 8 errors in using gerund. One of them was made by student with initial name “NPKC” as in the example below.

e.g.: Many students are busy with their handphone like open social media...

In the above mentioned example, the verb (open) is located after preposition (like). So, the verb should be constructed into gerund by changing the verb into verb –ing (opening). Then, the sentence should be:

Many students are busy with their handphone like opening social media....

i. Possessive pronoun

Possessive pronoun is used alone, without a noun following it. However, the students made 7 errors of possessive pronoun. One of them was made by student's initial name "AS" as in the example below.

e.g.: Sometimes, theirs reason comes late because they get up late.

The subject of the sentence above is possessive pronoun (theirs). In the above mentioned example, there is a noun (reason) following the possessive pronoun (theirs). So, the possessive adjective should be changed into possessive pronoun that is used only with a noun following it. The possessive pronoun form of the possessive adjective "theirs" is "their". Then, the reconstructed sentence is:

Sometimes, *their* reason comes late because they get up late.

j. Verb

Some students were confused to differentiate the word class of some words. They made 6 misinformation error of verb. The example taken was made by student with initial name "NHK" as presented below.

e.g.: They thing that English is not important.

A sentence is a meaningful group of words that has a pattern: subject that is followed by verb. However, the example above the subject (they) is followed by noun (thing). It has no verb. The students seemed like misunderstanding about the word class of the word "think" (verb) to "thing" (noun). So, the noun should be replaced by

verb. The appropriate verbs use in that sentence is “*think*”. So, reconstructed sentence is:

They *think* that English is not important.

k. Adjective

Some students were confused to differentiate the word class of some words. They made 5 misinformation error of verb. The presented example below was taken from writing with student’s initial name “MUAB”.

e.g.: Camels are height animals that have humps on their backs.

The head of the phrase in the example above is noun (animals). It indicates that the phrase is noun phrase. The common modifier used is an adjective. However, the modifier in the example above is noun. So, the modifier should be replaced into adjective. One of the appropriate adjectives used to describe the height of animal is *tall*. Then, the correct sentence is:

Camels are *tall* animals that have humps on their backs.

l. Verb after modal

After modal, the verb form should be the base verb form. In fact, some students put another verb form after the modal unconsciously. The researcher found 5 errors of verb after modal as in the example below that was made by student with initial name “DN”.

e.g.: Listening to music can reducing stress.

In the example above, the verb (reducing) after modal (can) is not base verb form but v-ing. So, the verb should be change into base verb form (reduce). The correct sentence is:

Listening to music can reduce stress.

m. Ordinal number

Most of ordinal numbers are ended by “th”. In fact, some numbers have their own pattern such as 1, 2 and 3 and the numbers that ended by them. The number 1 is ended by “st”, 2 is ended by “nd” and 3 is ended by “rd”. Such kind of error was found once that was made by student initial’s name “AS”, as in the example below.

e.g.: thirth, you have to go to bed soon at 9.00 p.m.

So, the correct sentence is:

Third, you have to go to bed soon at 9.00 p.m

2. Error of Omission (39.3 %)

This kind of error is any form of the absence of an item that must appear in a well-formed utterance. The absent of the item makes the sentence ungrammatical. Some omitted aspects of grammar were found in students writing. There were 106 errors of omission. The analysis of grammar aspects and their example were presented below:

a. Omission of plural marker

The presence of article or determiner was influenced to the noun.

Then, the students omitted the presence of -s/es as the plural marker

28 times. One of them was made by student with initial name “HNF” as in the example below.

e.g.: In addition, reading has many advantage.

The word “many” is one of the words that indicates the presence of following word is more than one. So, plural marker (s/es) should be attached in the word following it. Then, the sentence should be:

In addition, reading has many *advantages*.

b. Omission of 3rd person singular verb

In the simple present tense rules, if the subject is 3rd singular person, the verb should be attached s/es. The researcher found 20 omission errors of 3rd person singular verb. The student with initial name “EW” is one of the contributors of this error. Look at the following example.

e.g.: She teach me how to make fried rice.

In the example above, the subject (she) is 3rd person singular. So, the verb should be attached s/es. Then, the correct sentence is:

She *teaches* me how to make fried rice

c. Omission of “to be” as ordinary verb in nominal sentence

A simplest sentence is consisting of subject following by verb. The verb can be in the form of “to be”. However, some students made 18 omission errors of “to be”. One of them was contributed by student with initial name “FIJ” as presented below.

e.g.: Japan, a nation in the East Asia.
 S C

The example above cannot be categorized as a sentence since there is no “to be” or verb attaching after the verb. To make it as a sentence, the comma should be removed and changed by “to be” or a verb. Analyzing from the complement (C), it is intended to nominal sentence. So, “to be” should be attached after the subject. The appropriate “to be” attached in that sentence is “is” because the subject is singular noun. So, the correct sentence is:

Japan *is* a nation in the East Asia

d. Omission of preposition

There are many kinds of preposition. The preposition is used to make the sentence unity. In fact, there were 13 errors omission of preposition. The presented example below was made by student with initial name “ASF”.

e.g.: We can do our free time.
 S V C (noun phrase)

In the above mentioned example, the complement (C) is in the form of noun phrase. Noun phrase is a phrase which the head is noun. The head of that noun phrase is “time”. Both “free” and “our” are adjectives that modify the noun. This kind of complement caused an illogical meaning. A sentence is convinced true both grammatically and logically. The example above is illogical because there is something omitted. So, the meaning is illogical. Accordingly, to make the sentence be more logical, the complement should be in the form of prepositional phrase. Noun phrase can be changed into prepositional

phrase by maintaining a preposition before noun phrase. One of the prepositions put in that sentence appropriately is “in”. So, the reconstructed sentence is:

We can do *in* our free time.

e. Omission of object

Object should be put after transitive verb. Some students did not attach an object after the transitive verb. There were 6 omissions of objects. The presented example below was contributed by student with initial name “UM”.

e.g.: Breakfast will help to provide our energy
 S V to-inf. C

The above mentioned example is logical but it is ungrammatical. This is due to the fact that the sentence has no object. Some verbs are intended automatically to “to-infinitive”. The verb “help” is one of them. When the verb “help” is followed by another verb, the following verb should be in the form of “to-infinitive”. However, the object should be taken among the verb and “to-infinitive”. The object can be referred from the possessive adjective (our) in the complement (C). So, the appropriate object attaching in that example is “us”.

Thus, the correct one should be:

Breakfast will help *us* to provide our energy.

f. Omission of subject

Subject holds the main role of the sentence. A group of words can be called as sentence; at least, it consists of subject and verb. However,

some students made 6 omission errors of subject such as in the example below.

e.g.: Japan is a nation in the East Asia, consists of 4 principal islands.

In the mentioned example above that was made by student with initial name “FIJ”, the sentence consists of two clauses. The first (main) clause is in the front of comma and the second clause is behind the comma. However, the structure of the second clause is incomplete. It has a verb and complement but there is no subject. The subject should be put before the verb. Then, the comma should be changed by full stop. The reconstructed sentence is:

Japan is a nation in the East Asia. *It* consists of 4 principal islands.

g. Omission of article

An article or determiner should be attached to determine the noun. However, some students omitted such rule. There were 5 misformation errors of article. An example of them was made by student with initial name “LZI” below.

e.g.: I live in beautiful house.

The word “house” is countable noun. Countable noun can be preceded by a/an or ended by plural marker (s/es). Because the noun (house) is singular, an article should be attached. The article “a” is more appropriate attached since the first letter of the noun (house) is consonant (h). Thus, the reconstructed sentence is:

I live in *a* beautiful house

h. Omission of noun

The researcher found that there were 3 omissions of nouns in the students' writing. The presented example below was made bt student with initial name "NR".

e.g.: Idul Adha.... It is not for shaking hand but, it is slaughtering for the animals.

In the example above, the word “slaughtering” is categorized as verb that functioned as adjective. The word functioned as adjective should modify a noun. However, there is no noun after the adjective. The noun should be attached after the adjective. The appropriate noun attached in that sentence is a noun related to the previous sentence. Since the previous sentence is about “Idul Adha”, the noun is related to *time*. Thus, the sentence can be:

Idul Adha.... It is not for shaking hand but, it is slaughtering *time* for the animals.

- i. Omission of conjunction

A conjunction is needed to connect words, phrase or clauses. Sometimes, the conjunction did not attach. So, they made omission errors of conjunction that is found twice. One of them was contributed by student with initial name “RR” as presented below.

e.g.: Aliya has white bright skin, straight hair.
N.P N.P

The sentence above is ungrammatical because there are two noun phrases connecting by comma. When there are two words or phrases

within a sentence, the conjunction should be attached to connect them, not a comma. Since the phrases are equivalent, the appropriate conjunction used in that sentence is “and”. The correct sentence is:

Aliya has white bright skin *and* straight hair.

j. Omission of determiner

An article or determiner should be attached to determine the noun. However, some students omitted such rule. The researcher found an omission of determiner. As the example, It can be seen from the writing that was made by student with initial name “KN” below.

e.g.: almost of the students hate homework.

The word “students” is countable noun. It can be attached an article or a determiner to make it clear. In the example above, attaching determiner is more appropriate since the noun (students) is plural. One of appropriate determiners is “all”. So, the correct sentence is:

Almost *all* of the students hate homework.

k. “to be” as an auxiliary verb

“To be” can be used as an auxiliary verb. It is usually used to form continuous (v-ing) or passive. Passive sentence is mainly constructed by “to be” + past participle. The students made 2 such omissions as in the example below.

e.g.: mobile phones can used everywhere...

In the above mentioned example that was taken from “ALM’s” writing, the sentence cannot be constructed in the active form because

it becomes ungrammatical and illogical. The sentence should be in the form of passive sentence. In passive form, after attaching modal (can), the students should put “to be” then the verb (used). The form of “to be” attaching after modal is “be”. So, the correct sentence is:

Mobile phones can be used everywhere...

1. Omission of subordinator

Subordinator is usually attached to connect two clauses by replacing the presence of subject, place, time or noun. In fact, the researcher found an omission of subordinator. It was made by student with initial name “NHK”. Look at the following example.

e.g.: Many companies in the world need employee can speak English.

The above mentioned example is ungrammatical because it has two verbs in a sentence without any morpheme connecting them. To make it grammatical, a conjunction or subordinator should be attached to connect them. Because the second verb has no subject, the subordinator is more appropriate to be used to replace the presence of subject. The subordinator that can replace the subject is “who”. Then, the reconstructed sentence is:

Many companies in the world need employee *who* can speak English.

m. Omission of possessive adjective

Pronoun can be categorized as subject, object, possessive pronoun and adjective pronoun. The various kind of that pronoun made student

feeling confused. There was an omission error of possessive adjective made by student with initial name “DN” as in the example below.

e.g.: reducing stress makes you not only feeling much better but also improves health.

In the mentioned example above, the sentence is ungrammatical because the students omit possessive adjective of the object (health). Possessive adjective is used only with noun following it. From the pronoun in the previous clause, it can be referred that the appropriate possessive adjective put in that sentence is “yours”. Then, the reconstructed sentence is:

Reducing stress makes you not only feeling much better but also improves your health.

3. Errors of Addition (16.7 %)

Any unnecessary morphemes which appeared in an utterance were then classified into addition error. There were 45 addition errors found in students’ writing. The grammar aspects and the examples of addition errors found in the students’ writing are mentioned below.

a. Addition of “to be”

The researcher found 19 addition errors of “to be”. It showed that the students were confused to differentiate the sentence form and attach “to be” or verb in the sentence. So, they put them together as in the following example. The presented example was made by student with initial “ALM”.

e.g.: So, it is makes communication easier.

The sentence above has a verb (makes) indicates it as verbal sentence.

But, there is a “to be” (is) comes first that usually indicates the sentence as nominal sentence. While the verbal sentence structure consists of subject following by verb. So, the “to be” should be removed. Then, the correct sentence is:

So, it makes communication easier.

b. Addition of preposition

The researcher found 5 additions error of preposition in the students' writing. It showed that the students were confused in attaching a preposition in a sentence. One of them was contributed by student with initial name “QZ”. Look at the following example.

e.g.: In this song told us about each personnel of one direction.
prep. NP.

The presence of preposition (Prep.) “in” in the mentioned example above indicates that the phrase is prepositional phrase. Prepositional phrase cannot be used as subject because it is categorized as complement. Subject can be in the form of noun, pronoun, and noun phrase (NP), to-infinitive phrase and gerund phrase. To make that phrase as a subject, the preposition (in) should be deleted. When the preposition has been deleted, the phrase would be noun phrase. So, the form of subject is noun phrase (NP). Then, the correct sentence is:

This song told us about each personnel of one direction.

c. Addition of adverb

Some students were confused to use adverb and adjective together in a sentence. Sometimes, they supposed an adverb as an adjective and vice versa. So, they put adverb twice. The researcher found 4 addition errors of adverb in students' writing. The presented example below was taken from student's initial name "HNF" writing.

e.g.: we can continue our future more better by reading.

Most of comparative adjective forms begin with "more". However, some comparative adjectives have their own form. One of them is "good". The comparative adjective form of "good" is better. So, the addition of adverb "more" is unnecessary. Then, the sentence should be:

We can continue our future better by reading.

d. Addition of article

The researcher found 4 addition errors of article in the students writing. It seemed that errors were influenced by the presence of noun in the sentence. The presented example below was contributed by student with initial name "OAP".

e.g.: his job was a repairing bicycle.
Aux. Verb

The form of sentence structure above is verbal sentence. The structure of verbal sentence is subject following by verb. In the above mentioned example, there is an article (a) among the auxiliary (was) and the verb (repairing). The presence of that article made the

sentence ungrammatically. So, it should be deleted. Thus, the reconstructed sentence is:

His job was repairing bicycle.

e. Addition of plural maker

Plural marker (-s/es) was attached in the plural nouns. In some cases, the students supposed a certain word as plural. There were 3 errors of addition. So, they put plural marker (-s/es) in the noun as in the example below. The example was taken from “KNA’s” writing.

e.g.: the skin is the organs of touch.

The word “skin” as a subject is supposed as plural noun. So, the students attached s/es as plural marker. Then, the reconstructed sentence is:

The skin is the organ of touch.

f. Addition of noun

Sometime, the students attached noun appropriately. So they made 3 errors of noun. The example can be seen as follows.

e.g.: The benefits of music are not only for relaxation but also benefits for our health.

The underlined word above is a noun that should be removed because the correct noun came earlier. So, the correct one is:

The benefits of music are not only for relaxation but also for our health.

g. Addition of modal

Modal is used to express ideas such as ability, necessity and possibility. In this case, the students made 3 addition errors of modal as in the example below.

e.g.: It can make us can to phone everywhere.

The sentence above that was taken from “ALM”’s writing consists of a clause. In fact, it has two modals. Since it has only a clause, the modal needed is only one. The second modal should be deleted because it made the sentence ungrammatically. So, the correct sentence is:

It can make us to phone everywhere.

h. Addition of subordinator

Subordinator is used to connect two clauses within a sentence and replace the presence of certain word. The researcher found 2 addition errors of subordinator. One of them was contributed by student with initial name “KNA”. Look at the following example.

e.g.: the nose *that* is for smell.

In the above mentioned example, the sentence consists of a clause. The subordinator cannot be used within a clause. So, it should be deleted. The, the correct sentence is:

The nose is for smell.

i. Addition of pronoun

Sometimes, the presence of pronoun in a sentence is inappropriate as in the example below. Such error was found in the students writing twice. The presented example below was made by student with initial name “TUM”.

e.g.: besides it, a secretary must be kind.

In the above mentioned example, the conjunction (besides) is followed by pronoun (it). That kind of conjunction should be followed by comma without any words among the conjunction and the comma. So, the presence of the pronoun “it” should be removed. The correct sentence is:

Besides, a secretary must be kind.

4. Error of Misordering (3.3 %)

It referred to any incorrect placement of a morpheme or a group of morphemes in an utterance. This might happen in both sentence and phrase. There were 9 word order errors found in the students’ writing included misordering of:

a. Verb

The structure of statement sentence after modal is verb. In fact, the students made 3 misordering errors of verb that one of them was contributed by student with initial name “HNF” as in the example below.

e.g.: Then, it can stress reduce.

In the example above, the adjective (stress) comes earlier than the verb (reduce). So, the structured should be exchanged into:

Then, it can reduce stress.

b. To be

In interrogative sentence, the structure is started by question word following by “to be” then the subject. However, the students tend to put the subject earlier than “to be”. The researcher found 2 misordering errors of to be in the students writing. The presented example below was taken from “JTP’s” writing.

e.g.: Then, how we can have this media?

In the above mentioned example, the subject comes earlier than to be.

So, the structured sentence should be exchanged into:

Then, how can we have this media?

c. Noun phrase

Noun phrase is a phrase consisting of a noun as a head. The noun is usually modified by adjective. The adjective comes earlier than the noun. There were 2 misordering errors found in the students writing. One of such errors was contributed by student’s initial name “EW”.

e.g.: you can smell the aroma nice from the flavor.

In the above mentioned example, the noun (aroma) comes earlier than the adjective (nice). That structure is ungrammatical then it should be exchanged into:

You can smell the nice aroma from the flavor.

d. Noun clause

Noun clause is a clause as a part of other sentence that is functioned to replace the presence of noun. It can be subject or object of a verb. The pattern of noun clause is subject followed by verb. Even though the sentence used is in the form interrogative, the pattern should be in the form of statement sentence (subject+verb). In fact, the researcher found a misordering error of noun clause that was made by student with initial name “EW”.

e.g.: I will tell you what are the ingredients.

In the above mentioned example, the noun clause begins with question word (what). The pattern of that clause is question word (what) followed by verb (are) and subject (the ingredients). That pattern is used for interrogative sentence. The pattern should be change into statement sentence by exchanging the position of verb and subject.

Then, the reconstructed sentence is:

I will tell you *what the ingredients are*.

e. Subject

The structure of statement sentence should be started by subject following by verb. The researcher found that the student made a misordering error of subject that was contributed by student with initial name “AMA”.

e.g.: Can be someone too tired.

In the example above, the verb (can be) comes earlier than the subject (someone). Then, the structure should be exchanged into:

Someone can be too tired.

D. Data Finding of The Source of Errors

This research also tried to find out the sources of the errors made by the first semester students of IAIN Tulungagung in their writing from the perspective of intralingual error. The intralingual errors were defined by Richards (1974) as the errors that do not reflect the structure of the mother tongue, but generalizations based on partial exposure to the target language. That was the basic idea for the researcher in identifying and classifying any possible sources of errors. The researcher had uncovered the various kinds errors and as the second objectives of the research. As in Richards (1974), the researcher presented the sources of the error from the most to the least into:

1. Ignorance the rule restriction (44.1 %)

According to Richards, ignorance of rules restriction is the learners' failure to observe the restriction of existing structures. The researcher found 119 errors caused by ignorance the rule restriction. The examples of such kind of sources of error are presented below.

a. Misinformation of Preposition

e.g.: we must study the lessons *that have been taught with our teacher.*

Preposition is used before noun or pronoun to show place, position, time or period. In other case, preposition is used to show the subject in

passive sentence. The preposition that is usually used to show the subject in passive sentence is *by*. In the above mentioned example, the students tend to ignore the rules. The underlined word is preposition (with) is used to show the subject as in the active sentence. So, the correct sentence is:

We must study the lessons that have been taught *by* our teacher.

b. Misinformation of conjunction

e.g.: It makes you not only feeling better, it can also improve your health.

The conjunction “not only” should be followed by “but also” because they used to connect two equivalent things. So, they should be used together in a sentence. In the example above, the students tend to use just a part of that conjunction. Then, the correct sentence is:

It makes you *not only* feeling better, *but also* improves your health.

2. Incomplete application of rules (35.2 %)

According to Richards, incomplete application of rules is described as the occurrence of deviancy structure represents the degree of development of the rules required to produce acceptable utterances. There were 95 errors caused by incomplete application of rules. The examples of error come from this source are:

a. Omission of conjunction

e.g.: Aliya has white bright skin, straight hair.
N.P N.P

The presence of conjunction is important. When there are two words or phrases within a sentence, the conjunction should be attached to connect them, not a comma. Since the phrases are equivalent, the appropriate conjunction used in that sentence is “and”. The correct sentence is:

Aliya has white bright skin *and* straight hair.

b. Omission of plural marker

e.g.: In addition, reading has many advantage.

The word “many” indicates the presence of following word is more than one. So, the plural marker (s/es) should be attached in the word following it. Then, the sentence should be:

In addition, reading has many *advantages*.

3. Overgeneralization (14.8 %)

Over-generalization deals with deviant structures produced by the learners by using their previously acquired rule when they construct a new form of sentences. There were 40 errors categorized in this source of error. Look at the following examples:

a. Omission of 3rd person singular verb

e.g.: She teach me how to make fried rice.

The students tend to generalize the verb used in simple present tense.

In the above mentioned example, the subject (she) is 3rd person singular. In the simple present tense rules, if the subject is 3rd person singular, the verb should be attached s/es. The omission of the third

person singular verb –s/es in the verb (teach) showed that over-generalization occurs in the sense that the students regard all personal pronouns have the same zero verbal ending in the present tense. They do not notice that the 3rd person singular verb ends with –s/es. Thus, the sentence should be:

She *teaches* me how to make fried rice.

b. Addition of to be

e.g.: So, it is makes communication easier.

The students tend to generalize the sentence form of simple present tense. The sentence above has a verb (makes) indicates it as verbal sentence and “to be” (is) that usually indicates it as nominal sentence. The addition of “to be” (is) showed that over-generalization occurs in sentence pattern. They do not notice that the sentence pattern of verbal sentence use verb than “to be”. So, the correct sentence is:

It *makes* communication easier.

4. False concept hypothesis (6 %)

In this case, the students usually misinterpret the use of certain structures of the target language. There were 16 errors come from this source. The example was presented below.

a. Tense

e.g.: Do you ever watching drama on TV or theater?

The form of verb is much influenced by tense used. Thus, when the form does not represent the time when the event occurs, it will cause

error. In the example above, the tense form used is simple present tense. It can be known from the question word (do) that intended to simple present tense. The verb form of simple present tense question word should be the base verb. In fact, the students use verb-ing that indicates to present continuous tense. So, the reconstructed sentence is:

Do you ever *watch* drama on TV or theater?

b. To be

The example of misinformation error of “to be” was presented below.

This prayer are located in the mosque and the yard.

S to be

The form of “to be” was influenced by subject. The subject (S) of the mentioned example above is singular noun. It can be seen from the modifier (this) that intended the noun is one. If the subject is singular, the “to be” used is singular too. The subject and “to be” should be synchronic. Then, the “to be” should be used for singular subject is “is”. Thus, the correct sentence is:

This prayer *is* located in the mosque and the yard.