

CHAPTER IV

RESEARCH FINDINGS

This chapter of the research explains the findings and discussion of the research. The researcher explains the findings based on the description of data documentation. The findings are presented in the form of a description of the result of analysis of the elements of findings and discussion chapter of the English education department's Thesis of UIN Antasari Banjarmasin. There are 10 selected theses from a different topic. The description of the analysis from the statement of problems is: What are the types of errors found in the thesis introduction made by students of the English department of UIN Antasari Banjarmasin? In the discussion, the researcher discusses the relation of the findings with the theory and previous studies.

A. Findings

in this research, the researcher used the theory of Surface Strategy Taxonomy and Comparative Taxonomy that was proposed by Dulay, Burt, and Krashen's in 1982 (as cited in Ellis and Barkhuizen, 2005, p. 61) on analyzing the types of error because these theories concern to the surface elements of a language are changed in specific and systematic ways.

The researcher analyzed the data based on the surface strategy taxonomy proposed by Dulay, Burt, and Krashen. Based on the previous chapter, there are five categories of errors were found in the students' writing. The codes on the table of analysis are:

T : Thesis/Theses

M1 : Misformation

O2 : Omission

A1 : Addition

M2 : Misordering

B1 : Blends

S : Sentence

C : Correction

1. Misformation

The occurrences of misformation in these introductions are 56 times out of the total number of the grammatical errors. The misformation errors had the highest frequency of occurrence used in the writing conducted by the English students in their thesis introduction. It happens when the student supplies the wrong form of the morphemes or structure. It occurs when the learner supplies something although it is incorrect. Misformation errors are divided into three subcategories; Alternating, Archi-form, and Regularization. Here are some samples of misformation errors:

Table 3.1 Sample of misformation errors.

Code	Sentences	Error analysis	Correction
T2-M1	<u>it is obtain the information</u> <i>obtain the information that the students have not had ability yet to translate English text into Indonesian well</i>	Regularization error (wrong use of irregular words in a wrong place)	<u>The information that has been obtained</u> <i>the students have not had ability yet to translate English text into Indonesian well</i>
T4-M1	<u>when taught</u> at MA Al-Islamiyah SMIP 1946 Banjarmasin. <u>Question tag</u> became a problem which faced by the students <u>on</u> mastering English.	Regularization error (wrong use of word, in this case the researcher tried to explain her experience when teaching PPL in MA AL-Islamiyah. the meaning of the sentence changed because the subject is missing.	<u>when teaching</u> at Ma Al-islamiyah SMIP 1946 Banjarmasin <u>Question tag</u> became a problem which was faced by the students <u>in</u> mastering English
T5-M1	<u>One of the contents of English grammar is</u> question tag.	Alternating error, the use of word “of” instead of “in”	<u>One of the contents in English grammar is</u> question tag.

T6-M1	<i>when facing <u>the difficult</u> in vocabulary acquisition.</i>	Archi-forms (Uncorrect use of word in a sentence)	<i>when facing <u>some difficulties/the difficulties</u> in vocabulary acquisition</i>
T7-M1	<i>to get <u>the more deeper information</u> how English Course of PPB fulfill the needs of English Department students according to the students.</i>	Wrong form of the morpheme and structure	<i>to get <u>more information</u> how English Course of PPB fulfill the needs of English Department students according to the students</i>
T8-M1	<i>Based on the result of English Teacher's preliminary information at the school. <u>is found out that eighth grade students</u></i>	Wrong form of the morpheme and structure, there is no subject in the form of words and incorrect placement of verb.	<i>Based on the result of English Teacher's preliminary information at the school. <u>it has been found that eighth grade students</u></i>

The table above (Table 3.1) will be discussed below:

a. T2-M1

S: *it is obtain the information that the students have not had ability yet to translate English text into Indonesian well*

C: *The information that has been obtained the information that the students have not had ability yet to translate English text into Indonesian well.*

In this case, the error analysis of this phrase is regularization error, Regularization errors is a type of errors “in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker”. The data above showed that it has a wrong change of verb *obtain*, it should be *obtained* because the phrase itself refers to the past.

b. **T4-M1**

S: *when taught at MA Al-Islamiyah SMIP 1946 Banjarmasin. Question tag became a problem which faced by the students on mastering English.*

C: *when the researcher taught at Ma Al-islamiyah SMIP 1946 Banjarmasin. Question tag became a problem which was faced by the students in mastering English*

In this case, the error analysis of this phrase is regularization error, In this case, the error analysis of this phrase is regularization error, Regularization errors is a type of errors “in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker”. The data above showed that the subject of “**taught**” is missing thus make the phrase ambiguous.

c. **T5-M1**

S: *One of the contents of English grammar is question tag.*

C: *One of the contents in English grammar is question tag.*

In this case the error analysis of this phrase is Alternating forms. Alternating forms error caused by the learners’ vocabulary and grammar development. The data above used a wrong form of morpheme and structure, there is no subject in the form of words/phrase and incorrect placement of verb “**of**”.

d. **T6-M1**

S: *when facing the difficult in vocabulary acquisition.*

C: *when facing the difficulty/some difficulties in vocabulary acquisition*

In this case, the error analysis of this phrase is Archi-forms. Archi-forms errors are the selection of one number of a class of forms to represent others in the class is common characteristic of all stages of second language acquisition. The data above used an incorrect form of grammatical structure, the structure of the phrase above (*Difficult*) is to be noun or plural, because the word “*the*” is an article.

e. **T7-M1**

S: *to get the more deeper information how English Course of PPB fulfill the needs of English Department students according to the students.*

C: *to get more information how English Course of PPB fulfill the needs of English Department students according to the students.*

In this case the error analysis of this phrase is Archi-forms. Archi-forms errors are the selection of one number of a class of forms to represent others in the class is common characteristic of all stages of second language acquisition. The data above used an incorrect form of grammatical structure because the word “*deeper*” is not needed in the sentence, the word “*more*” already refer to the lots of information needed on how English course of PPB fulfil the needs of English Department students according to the students.

f. **T8-M1**

S: Based on the result of English Teacher's preliminary information at the school. is found out that eighth grade students,

C: Based on the result of English Teacher's preliminary information at the school. it has been found that eighth grade students,

In this case, the error analysis of this phrase is regularization error, In this case, the error analysis of this phrase is regularization error, Regularization errors is a type of errors "in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker". The data above showed that the subject of "is found out that eighth grade students" is missing thus make the phrase ambiguous.

2. Omission

The omission errors are committed 43 times out of total number of the grammatical errors. The omission had the second highest frequency of occurrence used in the writing conducted by the English students in their thesis introduction. The omission happened when the students omit an item that must appear in a well-formed utterance or writing. Here are some samples of errors found in the data of introduction theses papers:

Table 3.2 Sample of omission errors.

Code	Sentences	Error analysis	Correction
T1-O2	<i><u>they are difficult in pronouncing</u></i> <i><u>English diphthongs.</u></i>	Grammatical / Function word error, There's no present participles of “-ing” to indicate the tense.	<i><u>they are having some</u></i> <i><u>difficulties in pronouncing</u></i> <i><u>English diphthongs.</u></i>
T2-O2	<i><u>Based on previous that writer did</u></i> <i><u>at MTS”SMIP”46 Banjarmasin</u></i>	A minor role of words in the sentence is missing. The word “the” is not added to the sentence thus it made the sentence incorrect.	<i><u>Based on the previous</u></i> <i><u>research in MTS”SMIP”46</u></i> <i><u>Banjarmasin</u></i>
T3-O2	<i><u>is obtain the information that the</u></i> <i><u>students have not <u>had ability yet to</u></u></i> <i><u>translate English text into</u></i> <i><u>Indonesian well</u></i>	<i><u>Incorrect placement of</u></i> <i><u>words</u></i>	<i><u>The information that has</u></i> <i><u>been obtained by the</u></i> <i><u>researcher are the students</u></i> <i><u>have not <u>had the ability yet to</u></u></i>

			<i>translate English text into Indonesian well</i>
T4-O2	<i><u>language is a need of the human.</u></i> <i>It is used to interact and <u>to communicate each other among human being.</u></i>	A missing word of “part” that indicate to one of human needs, and the word of preposition “with” to complete the sentence.	<i><u>language is a part of human needs.</u></i> <i>It is used to interact and <u>to communicate with each other.</u></i>
T5-O2	<i>Question tag became a problem which faced by the students <u>on mastering English</u></i>	The words that indicate and refer to the student is missing, the word of “was” that indicate it was in the past is missing thus it affected the sentence.	<i>Question tag became a problem which <u>was</u> faced by the students <u>on mastering English</u></i>
T7-O2	<i><u>there are many way</u></i>	A missing word of “s” to indicate it refers to various ways.	<i><u>there are many ways</u></i>
T8-O2	<i>students at MTSN 1 Marabahan has also <u>same of problems</u></i>	A missing word of “kind” to indicate it refers to the word problems	<i>students at MTSN 1 Marabahan <u>also had the same kinds of problems</u></i>
T10-O2	<i><u>the writer is focus on children with mental retardation</u></i>	A missing word of “ing” is omitted	<i><u>the writer is focused on children with mental retardation</u></i>

a. **T1-O2**

S: they are difficult in pronouncing English diphthongs.

C: they are having some difficulties in pronouncing English diphthongs.

In this case, the error analysis of this phrase is categorized as error of omission. Omission is a type of error which is “characterized by the absence of an item that must appear in a well-formed utterance”. As we know that morphemes or words can be distinguished into two classes: content words and grammatical words. Content words are those that carry the bulk of referential meaning of a sentences such as nouns, verbs, adjectives, adverbs, etc. Grammatical or function words are those little words that play a minor role in carrying the meaning of a sentence. They include noun and verb inflection (-s, ed, ing): the article (a, the, an): verb auxiliaries (is, will, can, may, etc); and preposition (in, on, or, etc). Language learners omit grammatical morphemes much more frequently than content words.

The data above showed there’s no verb of inflection “**Ing**” Thus it is counted as an error.

b. **T2-O2**

S: Based on previous that writer did at MTS”SMIP”46 Banjarmasin.

C: Based on the previous research in MTS”SMIP”46 Banjarmasin.

In this case, the error analysis of this phrase is categorized as error of omission. Omission is a type of error which is “characterized by the absence of an item that must appear in a well-formed utterance”. As we know that morphemes or words can be distinguished into two classes: content words and grammatical words. Content words are those that carry the bulk of referential meaning of a sentences such as nouns, verbs, adjectives, adverbs, etc. Grammatical or function words are

those little words that play a minor role in carrying the meaning of a sentence. They include noun and verb inflection (-s, ed, ing): the article (a, the, an): verb auxiliaries (is, will, can, may, etc); and preposition (in, on, or, etc). Language learners omit grammatical morphemes much more frequently than content words.

The data above showed there's no article of "***The***" Thus it is counted as an error.

c. **T3-O2**

S: is obtain the information that the students have not had ability yet to translate English text into Indonesian well

C: The information that has been obtained by the researcher are the students have not had the ability yet to translate English text into Indonesian well

In this case, the error analysis of this phrase is categorized as error of omission. Omission is a type of error which is "characterized by the absence of an item that must appear in a well-formed utterance". As we know that morphemes or words can be distinguished into two classes: content words and grammatical words. Content words are those that carry the bulk of referential meaning of a sentences such as nouns, verbs, adjectives, adverbs, etc. Grammatical or function words are those little words that play a minor role in carrying the meaning of a sentence. They include noun and verb inflection (-s, ed, ing): the article (a, the, an): verb auxiliaries (is, will, can, may, etc); and preposition (in, on, or, etc). Language learners omit grammatical morphemes much more frequently than content words.

The data above showed there's no articles of "***The***" in the phrase/sentence, thus it is counted as an error.

d. **T4-O2**

S: language is a need of the human. It is used to interact and to communicate each other among human being.

C: language is a part of human needs. It is used to interact and to communicate with each other.

In this case, the error analysis of this phrase is categorized as error of omission. Omission is a type of error which is “characterized by the absence of an item that must appear in a well-formed utterance”. As we know that morphemes or words can be distinguished into two classes: content words and grammatical words. Content words are those that carry the bulk of referential meaning of a sentences such as nouns, verbs, adjectives, adverbs, etc. Grammatical or function words are those little words that play a minor role in carrying the meaning of a sentence. They include noun and verb inflection (-s, ed, ing): the article (a, the, an): verb auxiliaries (is, will, can, may, etc); and preposition (in, on, or, etc). Language learners omit grammatical morphemes much more frequently than content words.

The data above showed there’s no preposition of “*With*” in the sentence thus made the sentence counted as an error.

e. T5-O2

S: Question tag became a problem which faced by the students on mastering English.

C: *Question tag became a problem which was faced by the students in mastering English.*

In this case, the error analysis of this phrase is categorized as error of omission. Omission is a type of error which is “characterized by the absence of an item that must appear in a well-formed utterance”. As we know that morphemes or words can be distinguished into two classes: content words and grammatical words. Content words are those that carry the bulk of referential meaning of a sentences such as nouns, verbs, adjectives, adverbs, etc. Grammatical or function words are those little words that play a minor role in carrying the meaning of a sentence. They include noun and verb inflection (-s, ed, ing): the article (a, the, an): verb auxiliaries (is, will, can, may, etc); and preposition (in, on, or, etc). Language learners omit grammatical morphemes much more frequently than content words.

The data above showed there’s no verb of “*was*” and an incorrect use of preposition of “*on*” instead of “*in*”.

f. T7-O2

S: there are many way.

C: there are many ways.

In this case, the error analysis of this phrase is categorized as error of omission. Omission is a type of error which is “characterized by the absence of an item that must appear in a well-formed utterance”. As we know that morphemes or words can be distinguished into two classes: content words and grammatical words. Content words are those that carry the bulk of referential meaning of a sentences such as nouns, verbs, adjectives, adverbs, etc. Grammatical or function

words are those little words that play a minor role in carrying the meaning of a sentence. They include noun and verb inflection (-s, ed, ing): the article (a, the, an): verb auxiliaries (is, will, can, may, etc); and preposition (in, on, or, etc). Language learners omit grammatical morphemes much more frequently than content words.

The data above showed there's no verb inflection of "s" thus it is counted as an error.

g. **T8-O2**

S: *students at MTSN 1 Marabahan has also same of problems.*

C: *students at MTSN 1 Marabahan also had the same kinds of problems.*

In this case, the error analysis of this phrase is categorized as error of omission. Omission is a type of error which is "characterized by the absence of an item that must appear in a well-formed utterance". As we know that morphemes or words can be distinguished into two classes: content words and grammatical words. Content words are those that carry the bulk of referential meaning of a sentences such as nouns, verbs, adjectives, adverbs, etc. Grammatical or function words are those little words that play a minor role in carrying the meaning of a sentence. They include noun and verb inflection (-s, ed, ing): the article (a, the, an): verb auxiliaries (is, will, can, may, etc); and preposition (in, on, or, etc). Language learners omit grammatical morphemes much more frequently than content words.

The data above showed there's no article of "the" and noun of "kinds" thus it made the word or the phrase ambiguous and counted as an error.

h. **T10-O2**

S: *the writer is focus on children with mental retardation.*

C: *the writer is focused on children with mental retardation*

In this case, the error analysis of this phrase is categorized as error of omission. Omission is a type of error which is “characterized by the absence of an item that must appear in a well-formed utterance”. As we know that morphemes or words can be distinguished into two classes: content words and grammatical words. Content words are those that carry the bulk of referential meaning of a sentences such as nouns, verbs, adjectives, adverbs, etc. Grammatical or function words are those little words that play a minor role in carrying the meaning of a sentence. They include noun and verb inflection (-s, ed, ing): the article (a, the, an): verb auxiliaries (is, will, can, may, etc); and preposition (in, on, or, etc). Language learners omit grammatical morphemes much more frequently than content words.

The data above showed there’s no verb inflection of **“ed”** thus it is counted as an error.

3. Addition

The addition errors are committed 21 times out of the total number of the grammatical errors. The addition errors occurred when the students present an item which must not appear in a well-formed utterance or writing. It is usually occurred in the later stages of second language acquisition or learning, when the learner has already acquired some target language rules.

Table 3.3 Sample of addition errors

Code	Sentences	Error analysis	Correction
T3-A1	<i><u>the the third experiment.</u></i>	Simple addition of the words “the”	<i><u>the third experiment</u></i>
T6-A1	<i>International language is needed to be mastered <u>by Indonesian people.</u></i>	Double marking of the word “people”. The word Indonesian already refer to people from Indonesia.	<i>International language is needed to be mastered <u>by Indonesian people.</u></i>
T2-A1	<i>the ability of Indonesian students to translate English text into Indonesian <u>may be because</u> are still poor.</i>	Double marking of the words “may be and because”.	<i>the ability of Indonesian students to translate English text into Indonesian are still poor.</i>

		<p>It has the same translation in Indonesian language, it is better to erase both of it. Because the words of “are still poor” already refer to the ability of Indonesian students.</p>	
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a. T2-A1

S: the ability of Indonesian students to translate English text into Indonesian may be because are still poor.

C: the ability of Indonesian students to translate English text into Indonesian are still poor.

In this case, the error analysis of this phrase is categorized as Addition. The addition errors cover three subcategories; Simple addition (the using of an item which should not be appeared in a well-formed utterances), Regularization (in which a marker that is typically added to a linguistic

item is erroneously added to exceptional items of the given class that do not take a marker), Double marking (The failure to delete certain items which are required in some linguistic construction).

The data above showed that there's a double marking errors of "*May be*" and "*Because*" it has the same function that refer to the ability "*are still poor*", thus it is counted as an error

b. T3-A1

S: the the third experiment

C: the the third experiment

In this case, the error analysis of this phrase is categorized as Addition. The addition errors cover three subcategories; Simple addition (the using of an item which should not be appeared in a well-formed utterances), Regularization (in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker), Double marking (The failure to delete certain items which are required in some linguistic construction).

The data above showed that there's a simple addition error of "*The*" thus it is counted as an error.

c. T6-A1

S: *International language is needed to be mastered by Indonesian people.*

C: *International language is needed to be mastered by Indonesian.*

In this case, the error analysis of this phrase is categorized as Addition. The addition errors cover three subcategories; Simple addition (the using of an item which should not be appeared in a well-formed utterances), Regularization (in which a marker that is typically added to a linguistic

item is erroneously added to exceptional items of the given class that do not take a marker), Double marking (The failure to delete certain items which are required in some linguistic construction).

The data above showed that there's a double marking error of "*Indonesian people*" instead of "*Indonesian*" thus it is counted as an error.

4. Blends

The occurrences of blends error and misordering errors in writing are 16 times for blend errors and 13 times for misordering errors out of the total number of students' thesis introduction. The misordering and blend errors had the lowest frequency of occurrence made by the English students. Errors of blends is a type of error that occurs when two or more morphemes that have the same function appear in a sentence.

Table 3.4 Sample of Blends errors

Code	Sentences	Error analysis	Correction
T3-B1	<u><i>the the third experiment.</i></u>	2 words that has the same meaning showed up in the sentence.	<u><i>the third experiment.</i></u>
T4-B1	<u><i>Some of the many students did not understand about the rule of question tag</i></u>	The function of "students" is already enough to indicate	<u><i>Some of them did not understand about the rules of question tag</i></u>

		there are a lot of students not just 1 student thus the word “many” is not needed	
T5-B1	<u>One of the contents of English grammar is question tag.</u>	Double marking of the words “of”	<u>One of the contents in English grammar is question tag.</u>
T9-B1	<u>we must use a good pronunciation to make clear the meaning of our mean</u>	The words “make clear the meaning” have the same function as an indicator to the subject understanding of the sentence, thus the words “of our mean” is not needed.	<u>we must use a good pronunciation to make it clear and understand the meaning or we must use a good pronunciation to make what we meant clear.</u>

a. T3-B1

S: the the third experiment,

C: the third experiment,

In this case, the error analysis of this phrase is categorized as Blends. Errors of blends is a type of error that occurs when two or more morphemes that have the same function appear in a sentence. Blends are errors happen when two grammatical forms are combined in creating an ungrammatical blend. It is also known as contamination or cross-association. Mis-selection is the wrong use of words or lexical items in a construction. It happens when the learners choose the wrong item.

The data above showed that there are 2 words of “*The*” in the phrase, this is one of the unique factors of errors in blends, thus it is counted as an error.

b. T4-B1

S: Some of the many students did not understand about the rule of question tag.

C: Some of them did not understand about the rules of question tag.

In this case, the error analysis of this phrase is categorized as Blends. Errors of blends is a type of error that occurs when two or more morphemes that have the same function appear in a sentence. Blends are errors happen when two grammatical forms are combined in creating an ungrammatical blend. It is also known as contamination or cross-association. Mis-selection is the wrong use of words or lexical items in a construction. It happens when the learners choose the wrong item.

The data above showed that there are 2 words with the same function refers to the subject: “*The many*” and “*students*”. in this context the researcher of this research has already explained

about the target of his/her research are students thus by changing the explanation to “*some of them*” or “**some of students**” are much better to be understood, thus it is counted as an error.

c. T5-B1

S: *One of the contents of English grammar is question tag.*

C: *One of the contents in English grammar is question tag.*

In this case, the error analysis of this phrase is categorized as Blends. Errors of blends is a type of error that occurs when two or more morphemes that have the same function appear in a sentence. Blends are errors happen when two grammatical forms are combined in creating an ungrammatical blend. It is also known as contamination or cross-association. Mis-selection is the wrong use of words or lexical items in a construction. It happens when the learners choose the wrong item.

The data above showed that there are 2 words of “*Of*” with the same function refers to the contents in English grammar.

d. T9-B1

S: *we must use a good pronunciation to make clear the meaning of our mean.*

C: *we must use a good pronunciation to make it clear and understand the meaning of what we're trying to say.*

In this case, the error analysis of this phrase is categorized as Blends. Errors of blends is a type of error that occurs when two or more morphemes that have the same function appear in a sentence. Blends are errors happen when two grammatical forms are combined in creating an ungrammatical blend. It is also known as contamination or cross-association. Mis-selection is the

wrong use of words or lexical items in a construction. It happens when the learners choose the wrong item.

The data above showed that there is a mis-selection of words (*make clear the meaning of our mean*) that refers to the object of “*good pronunciation*”, because of that, it made the sentence ambiguous, thus it is counted as an error.

5. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. It occurs systematically for both first language and second language learners in constructions that have already been acquired. Here are some samples of Misordering error.

Table 3.5 Sample of Misordering errors

Code	Sentences	Error analysis	Correction
T2-M2	<i><u>is obtain the information</u> that the students have not <u>had ability yet to translate English text into Indonesian well</u></i>	<i>Incorrect placement of words “obtain”</i>	<i><u>The information that has been obtained by the researcher are the students have not <u>had the ability yet to translate English text into Indonesian well</u></u></i>
T3-M2	<i><u>The first generally as known the fourth class and the second as known the third experiment class.</u></i>	<i>Incorrect placement of word “as”</i>	<i><u>The first one is generally known as the fourth class and the second one is known as the third experiment class.</u></i>
T4-M2	<i><u>language is a need of the human. It is used to interact and to communicate each other among human being.</u></i>	<i>Incorrect placement of word “as”</i>	<i><u>language is a part of human needs. It is used to interact and to communicate with each other.</u></i>

a. T2-M2

S: is obtain the information that the students have not had ability yet to translate English text into Indonesian well

C: The information that has been obtained by the researcher are the students have not had the ability yet to translate English text into Indonesian well.

In this case, the error analysis of this phrase is categorized as error of misordering. The incorrect placement of a morpheme or group of morphemes in an utterance characterized misordering error. Misordering errors occurs systematically for both first language and second language learners.

The data above showed that there is a mis-ordered words which is: is obtain the information, first of all there's no subject in this sentence, second of all the grammatical structure of the sentence is error and ambiguous. In this sentence there are 2 kinds of errors, error of omission and misordering, for error omission, it can be seen in the **Table 3.2** above.

b. T3-M2

S: The first generally as known the fourth class and the second as known the third experiment class.

C: The first one is generally known as the fourth class and the second one is known as the third experiment class.

In this case, the error analysis of this phrase is categorized as error of misordering. The incorrect placement of a morpheme or group of morphemes in an utterance characterized misordering error. Misordering errors occurs systematically for both first language and second language learners.

The data above showed that there is a mis-ordered words or incorrect placement of order in grammatical structure, which is: “*The first generally as known*” the phrase or the sentence itself is un-natural, unless the researcher change the order of the words and add a subject to it such as “*as it is known, the first one is generally called the fourth class*”

c. T4-M2

S: *language is a need of the human. It is used to interact and to communicate each other among human being.*

C: *language is a part of human needs. It is used to interact and to communicate with each other.*

In this case, the error analysis of this phrase is categorized as error of misordering. The incorrect placement of a morpheme or group of morphemes in an utterance characterized misordering error. Misordering errors occur systematically for both first language and second language learners.

The data above showed that there is a mis-ordered word or incorrect placement of order in grammatical structure, which is: “*need of the human*”. the phrase or the sentence itself is un-natural because humans can be adjectives and nouns at the same time.

B. Discussions

In this section, the researcher presented a discussion based on the findings of the study in the previous session. As it was stated in Chapter I, the objective of the study is to describe what types of grammatical errors found in English department students of Antasari State Islamic University Banjarmasin in the introduction section of their theses paper and infer the causes or sources of

those errors in writing made by English department students of Antasari State Islamic University Banjarmasin in writing introduction of the thesis paper.

This chapter presented and described the result of this study. The data was obtained from the study document and will be analyzed and also elaborated to answer the research problems mentioned in chapter I. The result was students' ability to organize the elements of findings and discussion chapter on thesis at English Education Department of UIN Antasari Banjarmasin using critical thinking analysis.

The researcher collected 10 selected theses with different topics. The researcher took the data documentation from the findings and discussion chapter of the Thesis from the English Education Department's Students of Tarbiyah and Teachers Training Faculty of UIN Antasari Banjarmasin. The theses consist of a few theses explained about grammar, vocabularies, teaching, and so on.

In this case, the researcher used rubric to assess the students' ability in organizing the elements of findings and discussion chapter. The rubric has three categorizations of their writing. The three categorizations based on Paltridge and Starfield (2007:135) are presenting metatextual information, presenting results/findings, and commenting on results/discussion. The details of the students' ability to organize the elements of findings and discussion chapter on their theses.

As described previously, the object is Students Theses Introduction, the writer found that the subject of research produced errors of all types. Each error then was classified into its type, i.e., errors of omission, addition, misformation, misordering, and blends as supported by Dulay, 1982, P.170-174.

Table 3.6 List of errors found in theses introduction

No	Types of errors	Numbers
1	Addition	21
2	Omission	43
3	Misformation	56
4	Misordering	13
5	Blends	16
	Total	149

From table 1.4, it could be seen that there are five types of errors; error of blends, omission, addition, misformation, and misordering. There were 149 Occurrences of all errors" types. Within those types of errors, the highest proportion was placed by the error of misformation which occurred 56 times out of 149. Then, it was followed by the errors of omission which occurred 43 times out of 149. In Top 3, it was addition errors which occurred 21 times out of 149. The next was the errors of blends and misordering which occurs 16 times for blends and 13 times for misordering out of 149. The example of types of "errors on each type in terms of each tense would be described below. Here, the writer compared constructed sentences in the target language and the original sentences made by students to identify which type the errors belong to.

a. Errors of addition

Errors of addition are characterized by the presence of an item that must not appear in well-formed sentences. And the unwanted items do not appear in a well-formed utterance. This

happens when the learners overuse certain grammatical rules of the target language. Addition errors are characterized by the presence of an item that must not appear in a well-formed utterance (Dulay et al 1982:156). It usually occurs in the later stages of second language acquisition or learning when the learner has already acquired some target language rules.

b. Errors of blends

Errors of blends is a type of error that occurs when two or more morphemes that have the same function appear in a sentence. Blends are errors that happen when two grammatical forms are combined in creating an ungrammatical blend. It is also known as contamination or cross-association. Mis-selection is the wrong use of words or lexical items in a construction. It happens when the learners choose the wrong item.

For example: *we must use a good pronunciation to make clear the meaning of our mean or understand what we said.*

The example found in the data for blend error is “*One of the contents of English grammar is*”.

Another example for misordering error such as “***make clear the meaning of our mean***”.

Afterward, to infer the cause or source of those errors, it was found that the students committed errors due to some factors. The factors are:

a) Developmental

The developmental errors have happened when the student attempts to build up hypotheses about the English language from his limited experience of misleading explanation provided by student’s experiences, faulty presentation in a textbook, or a memorized pattern that is not contextualized which reflects the general characteristics of rule learning. It is also caused by faulty

generalization, incomplete application of rules, and failure to learn the conditions under which rules apply. The example of developmental errors that are found in the data of Table such as *“to make clear the meaning of our mean“*

b) Ambiguous

The ambiguity is caused when the errors reflect the learner’s native language structure and the types found in written works/speech of children acquiring a first language. It could be classified equally well as developmental or interlingual. One of the examples in **Table 3.4** is **“the second as known the third experiment class”**

c) Interlingual

This error referred to negative transfer or mother-tongue interference. Interlingual affects the students make errors as the result of transfer from their native language since they have not been familiar with the second language system. The example which is found from the data is *“Based on the writers’ pre-observation when taught MA Al-Islamiyah SMIP 1946 Banjarmasin”* (in this example phrase, the researcher is actually explaining about her experience when teaching and doing observation at MA Al-Islamiyah SMIP 1946 Banjarmasin)

d) Unique

Unique errors occur when the student builds his first language development, it must be unique to the second language and since it is not interlingual, some must be unique reflections of creative construction. For instance, **“the the third experiment”**.

c. Errors of omission

An omission is a type of error that is “characterized by the absence of an item that must appear in a well-formed utterance”. As we know that morphemes or words can be distinguished into two classes: content words and grammatical words.

Content words are those that carry the bulk of referential meaning of sentences such as nouns, verbs, adjectives, adverbs, etc.

Grammatical or function words are those little words that play a minor role in carrying the meaning of a sentence.

They include noun and verb inflection (-s, ed, ing): the article (a the, an): verb auxiliaries (is, will, can, may, etc); and preposition (in, on, or, etc). Language learners omit grammatical morphemes much more frequently than content words. The omission of content words, although typical in the early stages of first language acquisition, is not as common in sequential second language acquisition where the learner is older and more cognitively mature. If content words are omitted in a second language, it is usually caused by a lack of vocabulary, and learners usually indicate their awareness of the missing constituent.

These errors are indicated by the absence of grammatical morphemes in a certain construction where they are fairly required. It is also indicated by the absence of certain items that must appear in sentences. This usually happens in the early stages of second language acquisition.

For example: had ability yet to translate English text into their first language.

There is a missing piece of “the” in the sentence, and it should be **had the ability yet to translate English text into their first language.**

d. Errors of misformation

Misformation errors are characterized by the use of unacceptable forms of the morpheme or structure. Generally, in this type of error, the students often applied something in their utterances although it was incorrect. Misformation errors are characterized by the use of the wrong form of the morphemes or structure. It is occurred when the learner supplies something although it is incorrect. There are three types of misformation errors:

i. Regularization error

Regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one.

For example: runned instead of run

ii. Archi-forms

Archi-forms errors are the selection of one number of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition.

For example: I saw her yesterday, her goes with my sister to school

There is archi-forms error that should be “I saw her yesterday. She goes with my sister to school”. It is caused when the learner represents the entire class of subject.

iii. Alternating forms

Alternating forms error caused by the learners’ vocabulary and grammar development.

For example: I **seen** her yesterday

The alternating error that should be “I saw her yesterday”.

e. Errors of misordering

The incorrect placement of a morpheme or group of morphemes in an utterance characterized misordering error. Misordering errors occur systematically for both first language and second language learners. It is also indicated by the incorrect placement of certain morphemes. Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. It occurs systematically for both first language and second language learners in constructions that have already been acquired.

For example: I don't know **what is that**

There is misordering error that should be "I don't know what that is".

The highest percentage of student's errors was Misformation error, which is committed 56 times out of the whole errors. Misformation errors comprised the use of the wrong form of the morphemes or structure. It is occurred when the learner supplies something although it is incorrect. There are three types of misformation errors; Regularization, Archi-form, and Alternating. From the data research, it was found that the Alternating errors were the biggest errors made in the category of Misformation. It is caused by the learners' vocabulary and grammar development. The errors such as "The last" to infer "Lastly". In the procedural text, the researcher should use lastly, which has the function as an adverb to show when something comes after all the other things in a list, while the last is an adjective which is used to modify a noun or a pronoun or a phrase functioning as a noun. There are is also an example of alternating errors that have been mentioned in **Table 3.1** *The first is generally known the fourth class and the second as known the third experiment class*. At first it might look like there are no missing piece in the phrase above but there actually is. The sentence is supposed to be *The*

first one is generally known as the fourth class and the second one is known as the third experiment class.

Other example is the choice of word in which both have different meaning, such as “...Based on previous that writer did at MTS”SMIP”46 Banjarmasin for PPL IP” instead of “...Based on the previous research the writer did at MTS”SMIP”46 Banjarmasin for PPL IP”. In this sentence the researcher used an ambiguous word use to explain his meaning. there are other errors such as “*they are difficult in pronouncing English diphthongs*” This sentence was incorrect because difficult is adjective, and the researcher wants to explain how the students have some troubles in pronouncing English diphthongs, not the other way around such as the students are the problems in his research. Therefore the sentence will be more correct to be like “*they are having some difficulties in pronouncing English diphthongs.*”

There are other examples such as misformation which is called Regularization errors. Regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one. “*it is obtain the information that the students have not had ability yet to translate English text into Indonesian well*” instead of “*The information that has been obtained by the researcher are: The students have not had the ability yet to translate English text into Indonesian well.* Another example of regularization is *when taught at MA Al-Islamiyah SMIP 1946 Banjarmasin* instead of *when teaching at MA Al-Islamiyah SMIP 1946 Banjarmasin.* at first, it might sound like there is nothing wrong with the sentence, but the context of this phrase/sentence is the researcher tried to explain that he/she conducts the research while at the same time teaching the students about English, not the other way around. The researcher also made an error in using *when taught at* instead of *when teaching*

at, the sentence was incorrect due to the wrong use of words when it is supposed to be teaching instead of taught.

Another subcategory of Misformation is Archi-form. Archi-forms errors are the selection of one number of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition. such as “*class mates*” instead of *classmates*. Another example of Archi-form such as “*Students is*” instead of “*Students are*” In this case, the student used the plural word students must be followed by are. Other example such as “*Because of that reasons*”. In this sentence, the student ignored the rule of demonstrative pronoun. As that it is followed by the singular pronoun, the pronoun should be changed into plural form so that the sentence will be “*Because of those reasons*”. Other common errors that actually happens a lot in the research paper the researcher found when reading the theses is “*from that step*” In this sentence, the researcher ignored the rule of demonstrative pronoun. As that is followed by the singular pronoun, the pronoun should be changed into plural form so that the sentence will be “*From those steps*” The error was also found in the sentence “*...because of there are too much data...*”. The sentence is incorrect because much refers to an uncountable noun, while children are a countable noun, thus, the using determiner much should be changed into countable noun many, “*...because there are too many data...*”.

The second-highest percentage of student’s errors was omission errors, which is committed 43 times out of the whole errors. The omission is the error that is characterized by the absence of an item that must appear in a well-formed utterance. The errors mostly about the deletion of correct linguistic words, morphemes, and phrases. From the data of the research paper writing,

the researcher found common errors such as “*First, Second, Third, The last*”. The writers of these research papers omitted *ly* to explain it is a step in the procedural texts. The sentences must be “*Firstly, Secondly, Thirdly, and Lastly*”. Another example of grammatical errors that have been founded in the research papers is “*those kind media*” In this sentence, there is also a missing piece of a word in it as well, and that is the second error found in this research paper. Instead of *those kind media*” it is more correct to write it as “*those kind of media*”. Because the sentence will not be perfect if there is no preposition in the middle of the sentence. Another example such as “*Based on the writers’ pre-observation when taught*” the correct sentence should be “*Based on the writers’ pre-observation when teaching*” because in the complete sentence the writer tried to explain how she got the data when doing PPL 2 at a school where she is conducting the research. Another example of error omission such as “*they are difficult in pronouncing English diphthongs*”_in this sentence, there were some words and rules ignored by the writer. The writer did not add preposition in the sentence as well. The correct sentence will be “*they are having some difficulties in pronouncing English diphthongs*”. There are also this kind of errors found in the theses such as “*same of problems*” instead of that, the correct sentence should be “*the same kind of problems*”.

The third percentage of students’ error was Addition. The students committed 21 errors out of 149 errors on their writing. The errors were characterized by the presence of new structure of morpheme or phrases in a correct linguistic form. The addition errors are divided into three subcategories; regularization, double marking, and simple addition.

The highest percentage of addition errors were found in the research data was Simple addition followed by regularization error as top, and lastly in top 3 is double marking errors. The students committed these errors a lot of times. Simple addition errors characterize all

addition errors. It is the use of an item which should not be appeared in a well-formed utterances, in top 2, there is regularization error. Regularization errors is a type of errors in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker, and lastly in top 3 is double marking errors. Double marking errors is caused by the failure to delete certain items which are required in some linguistic construction.

For example: "*Indonesian people*" instead of "*Indonesian*" this sentence was incorrect because the writer add people at the end of the sentence, one of the reason is because the word "Indonesian" means people from Indonesia, so instead of wasting words by adding people at the end of it, it is more correct to use Indonesia instead of Indonesian people. Another example such as "*some of problems*" or "*some of the students*" instead of "*some problems*" and "*some students*" This sentence was affected by interlingual factor in which the student inserted of in a correct sentence. Another example of additional errors such as "*the ability of Indonesian students to translate English text into Indonesian may be are still poor*" this sentence also has the same errors in which the writer inserted or add a word "*may be*" in the sentence thus it got affected by it and become an error in the correct sentence. The correct sentence should be "*the ability of Indonesian students to translate English text into Indonesian are still poor*". Another example has also been found in the theses such as "*those kinds problem*" instead of "*those kind of problems*". In this sentence, the writer should not add s in the word those kinds, because those refers to many thus it is more correct to use "*those kind*" in the sentence, there is also an error of not putting the word "of" in the middle of the sentence, making the sentence ambiguous. Other example of errors such as "*when we speaking in english*" instead of "*when we speak in english*". This sentence was incorrect because the student added ing after verb speak and it is

not compatible with the present continuous tense. In other hand, the double marking was also found due to it is affected by unique factor, in which the student put two same words in the sentence, such as “*and the the third experiment*” the sentence will be correct if the writer delete one of the same words *The* thus it will become “*and the third experiment*”. Another example such as *many many more* has the same errors like the ones above.

From the types of error that has been explained above, it was concluded that the writers were still committed a lot of errors on omission, misformation, addition, and misordering errors. The errors tend to occur by some factors. To find out the factors, it needed to figure out the sources of those errors. The writer of these thesis tend to make errors as the result of their native language transfer since they have not been familiar with the English language system which makes them lack of competence to the target language. there are some example that has been picked and also has been reconstructed by the writer of this thesis.

This finding is quite similar to previous research conducted by Herni (2017) at STKIP PGRI Banjarmasin, that there are 4 types of errors usually made by English department students in their theses paper but instead of 4, in this research it has been found, there are 5 types of errors that usually happens when students writing their theses papers introduction. Thus, this study, to some degree, supports previous research particularly related in what types of errors made by English department students.

Therefore, students need more attention in writing introduction section on their thesis paper, double check on their thesis, make comparisons with previous introduction of their thesis and also discuss more about what should be done and what parts should be/get fixed to their lecturer more often. Most of students just describe the data of their theses introduction paper without checking the right order of the words such as “**students is**” when the right

order is actually “**students are**”, and some of them might be used in using google translate without thinking too much and just leave it be as it is suh as “because of **that** reasons” for “because of **those** reasons”.