

## **CHAPTER III**

### **PRESENTATION AND ANALYSIS OF THE DATA**

#### **III.1. Presentation and Analysis of The Data**

As previously mentioned, in order to discover the kinds of grammatical errors, the writer took twenty-five compositions written by the students in Writing I class. Afterwards, the writer selects sentences that consisted of grammatical errors. The selected sentences are classified on the basis of the English grammatical structures. They are also distinguished in accordance with sources of errors that were suggested by Ellis (1997: 19). Additionally, the data are categorized according to the stages of language transfer, which are *interlingual* and *intra lingual* interference (Littlewood, 1984: 23). Before presenting the data in tables, the writer computes number of errors. In the end, she corrects the errors and reconstructs the sentences.

In order to facilitate the readers in reading this study, the writer provides some abbreviations that relate to the terms employed entirely in this study. Here is a list of the abbreviations.

### 3.1.1. Abbreviations Used In The Study

No.	Terms Used In The Study	Abbreviations
1.	Omission	<i>OM</i>
2.	Misinformation	<i>MI</i>
3.	Misordering	<i>MO</i>
4.	Overgeneralization	<i>OG</i>
5.	Interlingual	<i>Inter</i>
6.	Intralingual	<i>Intra</i>

#### A. Problems With Verb Tenses

##### 1. Simple Present

### 3.1.2. Errors in Simple Present

No	Sentences	Sources of Errors	Categorization of Errors
1.	It <u>was</u> the worst experience I have ever had.	<i>MI</i>	<i>Inter</i>
2.	While I <u>am</u> teaching, I also <u>save</u> my salary.	<i>MI</i>	<i>Inter</i>
3.	He does not want something bad <u>happen</u> in our lives.	<i>MI</i>	<i>Inter</i>
4.	If my mother <u>getting</u> mad, she will look like a giant.	<i>MI</i>	<i>Intra</i>

5.	<u>It is feel</u> like I am reborn in this beautiful world.	<i>MI</i>	<i>Intra</i>
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Analysis:

The first two sentences reveal that the students did not succeed in maintaining their consistency. In other words, they did not continue the correct sequence of verb tenses and time phrases in a sentence. It may be induced by their endeavor in translating the Indonesian grammatical structure into the English grammatical structure. Both of them are quite different as Indonesian does not have verb tenses and time phrases, but English does. The omission of *s/es* suffix displayed in the third sentence also indicates that the students thought in Indonesian while making an English sentence. The last two sentences signify that the students' knowledge was inadequate. Thus, they have altered the pattern of Simple Present.

### 3.1.3. Reconstruction of Errors in Simple Present

1.	It <u>is</u> the worst experience I have ever had.
2.	When I <u>teach</u> , I also save my salary.
3.	He does not want something bad to <u>happen</u> in our lives.
4.	If my mother <u>gets</u> mad, she will look like a giant.
5.	<u>It feels</u> like I am reborn in this beautiful world.

## 2. *Simple Past*

### 3.1.4. Errors in Simple Past

No	Sentences	Sources of Errors	Categorization of Errors
1.	One year ago, I <u>want</u> to go to Makasar.	<i>MI</i>	<i>Inter</i>
2.	I <u>did not wanted</u> to join the party.	<i>MI</i>	<i>Intra</i>
3.	I never got lower than 8 in high school even though I <u>am not following</u> any English courses.	<i>MI</i>	<i>Intra</i>
4.	<u>That is make</u> me stand straight	<i>MI</i>	<i>Intra</i>
5.	I got sick and <u>felt not</u> well.	<i>MI</i>	<i>Intra</i>

Analysis:

The first three sentences display the obstacles experienced by the students in being consistent. The third and fourth one enable us to comprehend that the students still have insufficient knowledge about Simple Past. Meanwhile, the student who wrote the fifth sentence has reversed the word order, which may be influenced by the Indonesian language.

### 3.1.5. Reconstruction of Errors in Simple Past

1.	One year ago, I <u>wanted</u> to go to Makasar.
2.	I <u>did not want</u> to join the party.
3.	I never got lower than 8 in high school even though I <u>did not follow</u> any English courses.
4.	<u>That made</u> me stand straight.
5.	I got sick and <u>did not feel</u> well.

### 3. Irregular Past Forms

#### 3.1.6. Errors in Irregular Past Forms

No	Sentences	Sources of Errors	Categorization of Errors
1.	I <u>fall</u> down into the ditch.	<i>MI</i>	<i>Inter</i>
2.	The chicken manure <u>fallen</u> out on my head.	<i>MI</i>	<i>Intra</i>
3.	I thought that I had <u>falled</u> in love with her.	<i>OG</i>	<i>Intra</i>

Analysis:

The consistency in the first sentence has not been maintained because of the student's confusion in determining the correct tense. It is influenced by the Indonesian language structure. The student who composed the second sentence wrote the participle in place of the past form. The last sentence is a form of overgeneralization. In this case, the student over generalized the participle form of *fall* to be *falled* since the past form of words in English are often added by *-d/-ed* suffix. The second and third sentences result from having inadequate knowledge of the English grammatical structure.

#### 3.1.7. Reconstruction of Errors in Irregular Past Forms

1.	I <u>fell</u> down into the ditch.
2.	The chicken manure <u>fell</u> out on my head.
3.	I thought that I had <u>fallen</u> in love with her.

### 4. Present Perfect

**3.1.8. Errors in Present Perfect**

No	Sentences	Sources of Errors	Categorization of Errors
1.	I have never <u>dream</u> about joining in the English Department before.	<i>MI</i>	<i>Intra</i>

Analysis:

In spite of using a participle, the student used an infinitive after HAVE. It is feasible that the student's knowledge of English grammatical structures was insufficient.

**3.1.9. Reconstruction of Errors in Present Perfect**

1.	I have never <u>dreamt</u> about joining in the English Department before.
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**5. Present Perfect Progressive**

**3.1.10. Errors in Present Perfect Progressive**

No	Sentence	Sources of Errors	Categorization of Errors
1.	Being a guide has been <u>being</u> my goal for several years.	<i>OG</i>	<i>Intra</i>

Analysis:

The verb BE is not commonly employed in this tense. Apparently, the student has over generalized that every verb may be used in this tense.

**3.1.1. Reconstruction of Errors in Present Perfect Progressive**

1.	Being a guide has been <u>one of my goals</u> for several years.
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## 6. Past Perfect

### 3.1.12. Errors in Past Perfect

No	Sentences	Sources of Errors	Categorization of Errors
1.	I had <u>perform</u> my best and I was sure that I must have been the winner.	<i>MI</i>	<i>Intra</i>
2.	The garden <u>have been planted</u> with vegetables.	<i>MI</i>	<i>Intra</i>

Analysis:

The student who wrote the first sentence seemingly did not realize that HAD in Past Perfect should be followed by a participle. The second sentence demonstrates that the student failed in maintaining consistency.

### 3.1.13. Reconstruction of Errors in Past Perfect

1.	I had <u>performed</u> my best and I was sure that I must have been the winner.
2.	The garden <u>had been planted</u> with vegetables.

## 7. Simple Future

### 3.1.14. Errors in Simple Future

No	Sentences	Sources of Errors	Categorization of Errors
1.	I <u>will retired</u> from teaching	<i>MI</i>	<i>Intra</i>
2.	Men <u>will be respecting</u> you, so you must keep that.	<i>MI</i>	<i>Intra</i>

**Analysis:**

As it has been recognized, “*will*” is always followed by an infinitive. Thus, “*will retired*” and “*will be respecting*” are unacceptable if the students want to use Simple Future.

**3.1.15. Reconstruction of Errors in Simple Future**

1.	And the wind <u>will</u> blow your hair so tenderly.
2.	I <u>will retire</u> from teaching.
3.	Men <u>will respect</u> you, so you must keep that.

**B. Problems With Modal Auxiliaries****1. Modal – Verb Word****3.1.16. Errors in Modal – Verb Word**

No	Sentences	Sources of Errors	Categorization of Errors
1.	You <u>can walking</u> around the beach.	<i>MI</i>	<i>Intra</i>
2.	Because of New Year's night, the bus that <u>will go</u> to Sibubondo was empty.	<i>MI</i>	<i>Inter</i>
3.	I had a thought that a party like that ... so boring	<i>OM</i>	<i>Inter</i>

**Analysis:**

The problem in the first sentence is the consequence of having insufficient knowledge about Modals. Therefore, the student wrote “*can walking*.” The second sentence enables us to grasp that maintaining the



consistency is quite hard to do. The last one, which is the omission of modals, may be lead by the interference of Indonesian language.

**3.1.17. Reconstruction of Errors in Modal – Verb Word**

1.	You <u>can walk</u> around the beach.
2.	Because of New Year’s night, the bus that <u>would go</u> to Situbondo was empty.
3.	I had a thought that a party like that <u>would be</u> so boring

**2. Expressing Necessity: Must, Have To, Have Got To**

**3.1.18. Errors in Expressing Necessity**

No	Sentence	Sources of Errors	Categorization of Errors
1.	Then she said to me that I <u>must feel</u> confident.	MI	Inter
2.	I <u>must be</u> confident and trust myself.	MI	Inter

Analysis:

The idea of past necessity is expressed by “had to”. For this reason, there is no past form for “must”. Nonetheless, the student thought that “must” may be used, either for present or past time. It is evident that the students are still influenced by the Indonesian language.

**3.1.19. Reconstruction of Errors in Expressing Necessity**

1.	Then she said to me that I <u>had to feel</u> confident.
2.	I <u>had to be</u> confident and trust myself.

### 3. Logical Conclusions – Events in The Past

#### 3.1.20. Errors in Logical Conclusions

No	Sentence	Sources of Errors	Categorization of Errors
1.	I was sure that I <u>must be</u> the winner.	MI	Inter
2.	And it <u>must be</u> my job to collect manure for my father.	MI	Inter

Analysis:

The two sentences prove that the students made a logical conclusion. However, they did not utilize the English grammatical structure since there is an indication that they tried to translate Indonesian sentences into English sentences.

#### 3.1.21. Reconstruction of Errors in Logical Conclusions

1.	I was sure that I <u>must have been</u> the winner.
2.	And it <u>must have been</u> my job to collect manure for my father.

### 4. Advisability: Should, Ought To, Had Better

#### 3.1.22. Errors in Advisability

No	Sentence	Sources of Errors	Categorization of Errors
1.	I <u>should be join</u> the party.	MI	Intra

Analysis:

In the sentence above, the student has written two infinitives after the modal. It is also the case of not learning the English grammatical structures more profoundly.

**3.1.23. Reconstruction of Errors in Advisability**

1.	I <u>should join</u> the party.
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**C. Problems With The Passive**

**1. Word Order**

**3.1.24. Errors in Word Order**

No.	Sentences	Sources of Errors	Categorization of Errors
1.	I ... saved.	<i>OM</i>	<i>Intra</i>

Analysis:

The sentence above describes that the student used a participle without a form of the verb BE, which is quite an important thing in formulating Passive sentences. It indicates that the student considered “saved” in this sentence is an active verb. It is found to be the case of not learning the English grammatical structures sufficiently.

**3.1.25. Reconstruction of Errors in Word Order**

1.	I <u>was</u> saved.
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**2. Participial Adjectives**

### 3.1.26. Errors in Participial Adjectives

No	Sentences	Sources of Errors	Categorization of Errors
1.	I was very <u>embarrassing</u> at that time.	<i>MI</i>	<i>Intra</i>
2.	It is really <u>excited</u> when we study with a lot of views.	<i>MI</i>	<i>Intra</i>

Analysis:

In the first sentence, the noun "I" actually does not do something. Thus, "I" have to be described as an embarrassed person. In the second sentence, the noun "it" does something. Hence, it should be described as an exciting condition. However, the students felt confused about how to write these two sorts of participial adjectives, which finally lead them to misplace the active meaning pattern into the passive meaning pattern, and vice versa.

### 3.1.27. Reconstruction of Errors in Participial Adjectives

1.	I was very <u>embarrassed</u> at that time.
2.	It's really <u>exciting</u> when we study with a lot of views.

## D. Problems With Gerunds and Infinitives

### 1. Using Gerunds As The Objects of Preposition

#### 3.1.28. Errors in Using Gerunds As The Objects of Preposition

No	Sentence	Sources of Errors	Categorization of Errors
1.	She always gives me any choices <u>without</u> ever <u>forced</u> to choose one.	<i>MI</i>	<i>Intra</i>

2.	He always faces this life with opened heart <u>without</u> ever <u>complained</u> about life.	<i>MI</i>	<i>Intra</i>
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Analysis:

“Without” is indeed a preposition. Thus, it should be followed by “forcing” and “complaining”. On the contrary, the student wrote, “forced” and “complained”, which are verbs in the past form. In this fashion, the student has not highly mastered in using gerunds as the objects of preposition.

### 3.1.29. Reconstruction of Errors in Using Gerunds As

#### The Objects of Preposition

1.	She always gives me any choices <u>without</u> ever <u>forcing</u> to choose one.
2.	He always faces this life with opened heart <u>without</u> ever <u>complaining</u> about life.

## 2. Common Verbs Followed by Gerunds

### 3.1.30. Errors in Common Verbs Followed by Gerunds

No	Sentences	Sources of Errors	Categorization of Errors
1.	We <u>started</u> to play the games	<i>MI</i>	<i>Intra</i>
2.	And I will <u>start</u> to write my own children book.	<i>MI</i>	<i>Intra</i>
3.	She always makes me enjoy <u>to</u> tell everything.	<i>MI</i>	<i>Intra</i>

Analysis:

“Start” and “enjoy” are subsumed into certain verbs that are to be followed by a gerund. The students possibly forgot that “start” and “enjoy” have to be followed by gerund or they may have had misinformation about this pattern.

**3.1.31. Reconstruction of Errors in Common Verbs**

**Followed by Gerunds**

1.	We <u>started playing</u> the games
2.	And I will <u>start writing</u> my own children book.
3.	She always makes me enjoy <u>telling</u> everything.

**3. Go + Gerund**

**3.1.32. Errors in Go + Gerund**

No	Sentence	Sources of Errors	Categorization of Errors
1.	The blue sky will make me want to <u>go for shopping</u> .	<i>MI</i>	<i>Intra</i>

Analysis:

Go is always followed by a gerund in certain idiomatic expressions to express, for the most part, recreational activities. As a consequence, there is no other word between “go” and “shopping”. This instance is also the case of not having sufficient knowledge about the English grammatical structures.

**3.1.33. Reconstruction of Errors in Go + Gerund**

1.	The blue sky will make me want to <u>go shopping</u> .
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**4. Using Gerunds As Subjects**

**3.1.34. Errors in Using Gerunds As Subjects**

No	Sentences	Sources of Errors	Categorization of Errors
1.	The answer is because ... a teacher is a noble work.	<i>OM</i>	<i>Inter</i>
2.	We only stayed in the villa and did some activities, such as <u>played</u> playstation and football, <u>listened</u> to music, and <u>took</u> pictures.	<i>MI</i>	<i>Intra</i>

Analysis:

In the sentences above, gerunds are supposed to be used as the subject of the sentences. Contrary to the pattern, the students who wrote the first sentence, has omitted the gerund, which may be influenced by the Indonesian language. As shown in the sentence, the second student evidently wrote the past forms of verbs in the place of gerunds.

**3.1.35. Reconstruction of Errors in Using Gerunds As Subjects**

1.	The answer is because <u>being</u> a teacher is a noble work.
2.	We only stayed in the villa and did some activities, such as <u>playing</u> playstation and football, <u>listening</u> to music, and <u>taking</u> pictures.

**5. Infinitive of Purpose: In Order To**

**3.1.36. Errors in Infinitive of Purpose: In Order To**

No	Sentences	Sources of Errors	Categorization of Errors
1.	I have several goals that I always imagine, such as ... become an interpreter.	<i>OM</i>	<i>Inter</i>
2.	I decided to move to Malang to continued my study.	<i>MI</i>	<i>Intra</i>

Analysis:

The first sentence explains that the student has been influenced by the Indonesian structure since there is no “to” in it. Particularly, when the students want to show their purpose in Indonesian, they will simply put the verb, without putting “to” before the verb. The student who wrote the second sentence even omitted both the verb and “to”. The last sentence provides evidence that the student seemingly had misinformation about kind of verb that should follow “to”.

**3.1.37. Reconstruction of Errors in Infinitive of Purpose**

1.	I have several goals that I always imagine, such as <u>to</u> become an interpreter.
2.	I decided to move to Malang <u>to continue</u> my study.

**6. Using Verbs of Perception**



**3.1.38. Errors in Using Verbs of Perception**

No	Sentence	Sources of Errors	Categorization of Errors
1.	I will see many birds <u>fly</u> above the rivers, many fishes <u>look</u> at me and all flowers in the right and left sides of the rivers <u>dance</u> for me.	<i>MI</i>	<i>Intra</i>
2.	In the summer, I can see the leaves of trees <u>fall</u> down.	<i>MI</i>	<i>Intra</i>

Analysis:

Certain verbs of perception are followed by either the simple form or the -ing form of a verb. The -ing form usually gives the idea of “while.” The errors made by the students in those sentences above are basically the errors within English itself.

**3.1.39. Reconstruction of Errors in Using Verbs of Perception**

1.	I will see many birds <u>flying</u> above the rivers, many fishes <u>looking</u> at me and all flowers in the right and left sides of the rivers <u>dancing</u> for me.
2.	In the summer, I can see the leaves of trees <u>falling</u> down.

**E. Problems With Singular and Plural**

**1. Final -S/-ES**

**3.1.40. Errors in Final -S/-ES**

No	Sentences	Sources of Errors	Categorization of Errors
1.	I chose that place because they have	<i>MI</i>	<i>Intra</i>

	good <u>college</u> .		
2.	A lot of <u>assignment</u> were given to me.	<i>MI</i>	<i>Inter</i>
3.	I often joined many beauty <u>contest</u> .	<i>MI</i>	<i>Inter</i>

Analysis:

All sentences in the table may be considered as ungrammatical sentences in the English structure since the students left out the *-s* or *-es* suffix. Evidently, it is simply the case of translating the Indonesian sentences into the English ones.

### 3.1.41. Reconstruction of Errors in Final *-S/-ES*

1.	I chose that place because they have good <u>colleges</u> and also an interesting culture.
2.	A lot of <u>assignments</u> were given to me.
3.	I often joined many beauty <u>contests</u> .

## 2. Irregular Plural Nouns

### 3.1.42. Errors in Irregular Plural Nouns

No	Sentences	Sources of Errors	Categorization of Errors
1.	I have a number of <u>persons</u> that fulfill my life and influence me so much.	<i>MI</i>	<i>Intra</i>
2.	I have <u>two persons</u> who give big influences in my life.	<i>MI</i>	<i>Intra</i>
3.	A woman must have self-esteem, so people, especially <u>man</u> will respect you.	<i>MI</i>	<i>Inter</i>

**Analysis:**

As seen in the table, it appears that the students have neglected the correct pattern of Irregular Plural Nouns in the English structure. Thus, *man* in the sentence above is supposed to be altered to be *men*; and *person* has to be modified to be *people*.

**3.1.43. Reconstruction of Errors in Irregular Plural Nouns**

1.	I have a number of <u>people</u> that fulfill my life and influence me so much.
2.	I have <u>two people</u> who give big influences in my life.
3.	A woman must have self-esteem, so people, especially <u>men</u> will respect you.

**3. Expressions of Quantity**

**3.1.44. Errors in Expressions of Quantity**

No	Sentence	Sources of Errors	Categorization of Errors
1.	He gives me so <u>much persons</u> that are very meaningful for me.	<i>MI</i>	<i>Intra</i>

**Analysis:**

“*Much*” is used before uncountable nouns. However, the student has put *persons* after *much*, which is considered to be ungrammatical because *persons* is a countable noun.

**3.1.45. Reconstruction of Errors in Expressions of Quantity**

1.	He gives me so <u>many people</u> that are very meaningful for me.
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**4. Possessive Nouns**

**3.1.46. Errors in Possessive Nouns**

No	Sentences	Sources of Errors	Categorization of Errors
1.	I felt so bad and I went to my <u>uncle home</u> fast.	<i>MI</i>	<i>Intra</i>
2.	I wanted to avoid my <u>mother anger</u> .	<i>MI</i>	<i>Intra</i>
3.	Everybody in my neighborhood call that <u>name's</u> to me.	<i>MI</i>	<i>Intra</i>

Analysis:

It appears that “*uncle house*” and “*mother anger*” in the first two sentences take the wrong form of possessive nouns. The student who wrote the third sentence possibly had misinformation about the pattern of Possessive Nouns in the English grammatical structure.

**3.1.47. Reconstruction of Errors in Possessive Nouns**

1.	I felt so bad and I went to my <u>uncle's</u> home fast.
2.	I wanted to avoid my <u>mother's</u> anger.
3.	Everybody in my neighborhood call that <u>name</u> to me.

**5. Uncountable Nouns**

**3.1.48. Errors in Uncountable Nouns**

No	Sentence	Sources of Errors	Categorization of Errors
1.	Padang <u>foods</u> , Javanese <u>foods</u> , and Makasar <u>foods</u> can be gotten there.	<i>OG</i>	<i>Intra</i>

Analysis:

“Food” is not supposed to be added a final -s / -es since it is an uncountable noun. It is proved that the student had difficulty in creating a sentence, which is on the basis of the English grammatical structure.

**3.1.49. Reconstruction of Errors in Uncountable Nouns**

1.	Padang <u>food</u> , Javanese <u>food</u> , and Makasar <u>food</u> can be gotten there.
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**6. Using Of in Expressions of Quantity**

**3.1.50. Errors in Using Of in Expressions of Quantity**

No	Sentences	Sources of Errors	Categorization of Errors
1.	It is <u>one of the most widespread language</u> in the world.	<i>MI</i>	<i>Intra</i>
2.	I am still in the English Department and I like <u>all my activity</u> here.	<i>MI</i>	<i>Inter</i>
3.	<u>One reason for this</u> is that Canada has two national languages.	<i>MI</i>	<i>Inter</i>

Analysis:

The first sentence reveals to us that the student did not use plural countable noun after “one + of.” The omission of -s suffix in “all my activity”

seems to occur because the student has neglected the English grammatical structure. In contrast, the third sentence results from the influence of the Indonesian language.

**3.1.51. Reconstruction of Errors in Using Of in Expressions of Quantity**

1.	It is <u>one of the most widespread languages</u> in the world.
2.	I am still in the English Department and I like <u>all my activities</u> here.
3.	<u>One of the reasons</u> is that Canada has two national languages.

**7. Singular Expressions of Quantity: one, each, every**

**3.1.52. Errors in Singular Expressions of Quantity**

No	Sentences	Sources of Errors	Categorization of Errors
1.	When I came, <u>everybodys</u> looked at me strangely.	<i>MI</i>	<i>Intra</i>
2.	<u>Every people</u> in the world must have a role model.	<i>MI</i>	<i>Inter</i>
3.	I can see the red leaves of maples <u>falling down in every places</u> like a carpet.	<i>MI</i>	<i>Inter</i>

Analysis:

The student who wrote the first sentence added *-s* suffix at the end of “everybody” because he did not apply the correct English grammatical structure. This fact also happens in the last two sentences.

### 3.1.53. Reconstruction of Errors in Singular Expressions of Quantity

1.	When I came, <u>everybody</u> looked at me strangely.
2.	<u>Every person</u> in the world must have a role model.
3.	I can see the red leaves of maples falling down in <u>every place</u> like a carpet.

## 8. Consecutive Order

### 3.1.54. Errors in Consecutive Order

No	Sentences	Sources of Errors	Categorization of Errors
1.	I can also learn <u>another languages</u> .	<i>MI</i>	<i>Intra</i>
2.	I believe that everybody had a nickname when he/she was a child such as Pinocchio, Fatty, or <u>others nickname</u> .	<i>MI</i>	<i>Intra</i>

Analysis:

“Another” in the first sentence actually cannot be followed by *languages*. The student who wrote the second sentence seemingly did not have inadequate knowledge about consecutive order. Hence, the student added –s suffix at the end of “other” itself.

### 3.1.55. Reconstruction of Errors in Consecutive Order

1.	I can also learn <u>other languages</u> .
2.	I believe that <u>everybody</u> had a nickname when he/she was a child

such as Pinocchio, Fatty, or other nicknames

**9. Classifications – Kind and Type**

**3.1.56. Errors in Classifications – Kind and Type**

No	Sentence	Sources of Errors	Categorization of Errors
1.	I will choose some perfumes, which give me many kinds ... smell of fruits.	<i>OM</i>	<i>Inter</i>

Analysis:

The students ought to avoid using “kind” and “type” without “of”. In contrast, the sentence above reveals that the student has omitted “of”. It goes without saying that the student attempted to translate an Indonesian sentence into an English sentence.

**3.1.57. Reconstruction of Errors in Classifications**

1. I will choose some perfumes, which give me many kinds of smell of fruits.

**F. Problems With Adjective Clauses**

**1. Using Subject Pronouns: who, which, that**

**3.1.58. Errors in Using Subject Pronouns**

No	Sentences	Sources of Errors	Categorization of Errors
1.	I always want to live on a mountain, ... full of pines’ forest and near a beautiful lake.	<i>OM</i>	<i>Intra</i>



2.	Italy <u>who</u> has Pisa Tower or Coliseum.	<i>MI</i>	<i>Intra</i>
3.	My friends are also the most important people that <u>they</u> can entertain me if they know I'm in trouble.	<i>MI</i>	<i>Inter</i>

Analysis:

The student who wrote the first sentence was convincingly unaware of the English grammatical structures since the student has omitted “*which*”. Meanwhile, the second student misplaced “*who*” in the sentence, which is simply not for things. The last sentence indicates that the student overused “*they*”. To sum up, the students have made errors, which are not influenced by the Indonesian language.

**3.1. 59. Reconstruction of Errors in Using Subject Pronouns**

1.	I always want to live on a mountain, <u>which is</u> full of pines' forest and near a beautiful lake.
2.	Italy, which has Pisa Tower or Coliseum.
3.	My friends are also the most important people <u>that can entertain</u> me if they know I'm in trouble.

**G. Problems With Noun Clauses**

**1. Noun Clauses Which Begin With A Question Word**

**3.1.60. Errors in Noun Clauses Which Begin With**

**A Question Word**

No	Sentences	Sources of Errors	Categorization of Errors
1.	I do not care <u>what is my duty.</u>	<i>MI</i>	<i>Inter</i>
2.	I am confused <u>who was the boy.</u>	<i>MI</i>	<i>Inter</i>
3.	My mother knew that, and she explained <u>who am I.</u>	<i>MI</i>	<i>Inter</i>

Analysis:

It is not permissible to use question word order in a noun clause. “*What is my duty*”, “*who was the boy*”, and “*who am I*” are the objects of the verb. However, it is quite obvious that the three students were in confusion in arranging the order of the noun clause. Apparently, they still had the idea of the sentences in the Indonesian language.

**3.1.61. Reconstruction of Errors in Noun Clauses**

**Which Begin With A Question Word**

1.	I do not care <u>what my duty is</u>
2.	I am confused <u>who the boy was.</u>
3.	My mother knew that, and she explained <u>who I was.</u>

**H. Problems With Showing Relationships Between Ideas**

**1. Conjunction**

**3.1.62. Errors in Conjunction**

No	Sentences	Sources of Errors	Categorization of Errors
1.	My parents ... my family were the people that influenced my life at that time.	<i>OM</i>	<i>Intra</i>

Analysis:

The omission of “*and*” in the sentence above has made it to be an awkwardly arranged sentence since it is uncommon to include two subjects in a sentence without using a conjunction. In relation to the cause of the error, the student believably produced it because of inadequate understanding of the English grammatical structure.

**3.1.63. Reconstruction of Errors in Conjunction**

1.	My parents <u>and</u> my family were the people that influenced my life at that time.
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**2. Using Transitions To Show Cause And Effect Relationships**

**3.1.64. Errors in Using Transitions To Show**

**Cause And Effect Relationship**

No	Sentences	Sources of Errors	Categorization of Errors
1.	<u>Because of this</u> , I always remember that I must have people who support me.	<i>MI</i>	<i>Inter</i>
2.	<u>Because of that</u> , I am so afraid until now.	<i>MI</i>	<i>Inter</i>

Analysis:

Sentences in the English grammatical structure do not broadly use “*because of this*” or “*because of that*”. They are more likely to make use “*for this reason*” or “*for that reason*”. It may be inferred that the students were still influenced by the Indonesian language.

**3.1.65. Reconstruction of Errors in Using Transitions To Show Cause And Effect Relationship**

1.	<u>For this reason</u> , I always remember that I must have people who support me.
2.	<u>For that reason</u> , I am so afraid until now.

**3. Using Adverb Clauses To Show Time Relationships**

**3.1.66. Errors in Using Adverb Clauses To Show Time Relationships**

No	Sentence	Sources of Errors	Categorization of Errors
I.	<u>When one day</u> , my father passed away.	MI	Inter

Analysis:

In the English grammatical structures, “*when*” may not be employed directly with “*one day*”. The student was apparently in an attempt to translate “*ketika pada suatu hari*” into English, which is clearly determined to be unacceptable. This instance is obviously a case of *Interlanguage* errors.

**3.1.67. Reconstruction of Errors in Using Adverb Clauses**

**To Show Time Relationships**

1.	<u>One day</u> , my father passed away.
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**I. Problems With Auxiliary Verbs**

**1. Omission of Auxiliary Verbs**

**3.1.68. Errors in Omission of Auxiliary Verbs**

No	Sentences	Sources of Errors	Categorization of Errors
1.	I have many things that ... very important for me.	<i>OM</i>	<i>Inter</i>
2.	It happened when I ... still in high school.	<i>OM</i>	<i>Inter</i>
3.	And why ... I had to sleep in the afternoon?	<i>OM</i>	<i>Intra</i>

Analysis:

It seems that the student who wrote the first sentence barely left out “are”, which was to be the auxiliary verb. Furthermore, the second student also omitted “was” in the second sentence. At last, the third student did not merely omit the auxiliary verb, but he/she also used the wrong form of verb. The first two sentences undoubtedly present the influence of the Indonesian language experienced by the students. The last one is found to be the error within the English grammatical structure itself.

**3.1.69. Reconstruction of Errors in Omission of Auxiliary Verbs**

1.	I have many things that <u>are</u> very important for me.
2.	It happened when I <u>was</u> still in high school.
3.	And why <u>did I have</u> to sleep in the afternoon?

**2. Overuse of Auxiliary Verbs**

**3.1.70. Errors in Overuse of Auxiliary Verbs**

No	Sentences	Sources of Errors	Categorization of Errors
1.	It <u>was happened</u> more than a year ago.	<i>MI</i>	<i>Intra</i>
2.	I <u>am studied</u> at a Junior High School for three years.	<i>MI</i>	<i>Intra</i>
3.	I <u>was crash</u> the car.	<i>MI</i>	<i>Intra</i>

Analysis:

In the case of overusing of auxiliary verbs, it obviously appears that the students experienced confusion in forming grammatically structured English sentences. Besides, it is evident that they still use auxiliary verbs with verbs that do not require them. Without question, they produced those errors.

**3.1.71. Reconstruction of Errors in Overuse of Auxiliary Verbs**

1.	It <u>happened</u> more than a year ago.
2.	I <u>studied</u> at a Junior High School for three years.
3.	I <u>crashed</u> the car.

**3. Misuse of Auxiliary Verbs**

**3.1.72. Errors in Misuse of Auxiliary Verbs**

No	Sentence	Sources of Errors	Categorization of Errors
1.	Why <u>were</u> they forbid me to play outside?	<i>MI</i>	<i>Intra</i>

Analysis:

As indicated above, the student has placed an inappropriate auxiliary verb in the sentence. It was feasilby performed by the student because he/she did not aware that “*forbid*” is one of the verbs that requires “*did*” in Simple Past. In this sense, the student produced an error that is within the English itself.

**3.1.73. Reconstruction of Errors in Misuse of Auxiliary Verbs**

1.	Why <u>did</u> they forbid me to play outside?
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**J. Problems With Articles**

**1. Omission of Article “the”**

**3.1.74. Errors in Omission of Article “the”**

No	Sentences	Sources of Errors	Categorization of Errors
1.	I have already got during studying in ... English Department.	<i>OM</i>	<i>Intra</i>
2.	You can enjoy the fresh air and ... wind will blow your hair so tenderly.	<i>OM</i>	<i>Intra</i>

3.	I had ... most unforgettable experience when I was a child.	<i>OM</i>	<i>Intra</i>
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Analysis:

“English Department”, “wind” and “most unforgettable experience” are basically definite nouns, which should be preceded by article “the”. However, the students omitted it since they were not getting accustomed to using it before definite nouns in the Indonesian language.

**3.1.75. Reconstruction of Errors in Omission of Article “the”**

1.	I have already got during studying in <u>the</u> English Department.
2.	You can enjoy the fresh air and <u>the</u> wind will blow your hair so tenderly.
3.	I had <u>the</u> most unforgettable experience when I was a child.

**2. Overuse of Article “the”**

**3.1.76. Errors in Overuse of Article “the”**

No	Sentences	Sources of Errors	Categorization of Errors
1.	We could see beautiful scenery on the beach at <u>the</u> night.	<i>MI</i>	<i>Intra</i>
2.	She felt she could not sleep at <u>the</u> night.	<i>MI</i>	<i>Intra</i>
3.	My friend and I wanted to celebrate the New Year at <u>the</u> Pasisir Putih.	<i>MI</i>	<i>Intra</i>



**Analysis:**

“The” is not commonly used before adverb. The first two sentences show that the students inaccurately put “the” before adverb of time. Similarly, the student who wrote the third sentence placed “the” before adverb of place. In the end, it turns out that the causes of the errors plainly the results of having lamentable understanding of the English grammatical structure.

**3.1.77. Reconstruction of Errors in Overuse of Article “the”**

1.	We could see beautiful scenery on the beach <u>at night</u> .
2.	She felt she could not sleep <u>at night</u> .
3.	My friend and I wanted to celebrate the New Year <u>at Pasir Putih</u> .

**3. Misuse of Article “the”**

**3.1.78. Errors in Misuse of Article “the”**

No	Sentences	Sources of Errors	Categorization of Errors
1.	I had a thought that <u>the</u> party like that would be so boring.	MI	Intra
2.	He thought I was <u>the</u> missing person at the wrong place and time.	MI	Intra

**Analysis:**

Concerning with the two sentences above, the students feasibly over generalized the use of article “the” in every definite noun that they knew. In fact, both “the party” and “the missing person” were not secondly mentioned.

That is to say, the students apparently had unsatisfactorily knowledge about the use of “*the*”.

**3.1.79. Reconstruction of Errors in Misuse of Article “the”**

1.	I had a thought that a party like that would be so boring.
2.	He thought I was a missing person at the wrong place and time.

**4. Omission of Article “a / an”**

**3.1.80. Errors in Omission of Article “a/an”**

No	Sentences	Sources of Errors	Categorization of Errors
1.	She was ... student from Tangerang.	OM	Inter
2.	If I live in Canada, I can be ... expert in English.	OM	Inter
3.	If you want to ride ... horse, you must only pay Rp. 10.000,-.	OM	Inter

Analysis:

All three sentences suggest to us that the students omitted “*a*” or “*an*”. It is likelihood that they did not get accustomed to using articles before noun, considering that the Indonesian grammatical structure does not always use articles before noun. Without question, the students were still influenced by the Indonesian language.

**3.1.81. Reconstruction of Errors in Omission of Article “a/an”**

1.	She was a student from Tangerang.
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2.	If I live in Canada, I can be <u>an</u> expert in English.
3.	If you want to ride <u>a</u> horse, you must only pay Rp. 10.000,-.

**5. Overuse of Article “a / an”**

**3.1.82. Errors in Overuse of Article “a/an”**

No	Sentences	Sources of Errors	Categorization of Errors
1.	We played <u>a volleyball</u> and made a castle of sand.	MI	Intra
2.	We could see <u>a beautiful scenery</u> .	MI	Intra
3.	Italy, which has <u>a Pisa Tower</u> .	MI	Intra

Analysis:

The students evidently placed “a” before “volleyball”, “beautiful scenery”, and “Pisa Tower”. They appeared to have misinformation about the use of articles, which in the end lead them to create such errors. In this fashion, they produced errors in English itself.

**3.1.83. Reconstruction of Errors in Overuse of Article “a/an”**

1.	We played <u>volleyball</u> and made a castle of sand.
2.	We could see <u>beautiful scenery</u> .
3.	Italy, which has <u>Pisa Tower</u> .

**K. Problems With Main Verbs**

**1. Missing Main Verb**

### 3.1.84. Errors in Missing Main Verb

No	Sentences	Sources of Errors	Categorization of Errors
1.	He knew how to ... sex.	<i>OM</i>	<i>Intra</i>
2.	The rivers will ... like smooth streets.	<i>OM</i>	<i>Inter</i>
3.	Because I thought that I have ... ready, I wasn't nervous at all.	<i>OM</i>	<i>Inter</i>

Analysis:

Apparently, the student who wrote the first sentence considered “sex” as a verb. Consequently, the student is considered to have performed errors within English itself. The omission of “be” and “been” in the second and third sentences may be seen as the results of being tremendously influenced by the Indonesian language. The reason why the students made such errors was because they reckoned that the sentences did not need a verb. In other words, the students presumably reckoned that “like” and “ready” had been already verbs.

### 3.1.85. Reconstruction of Errors in Missing Main Verb

1.	He knew how to <u>have</u> sex.
2.	The rivers will <u>be</u> like smooth streets.
3.	Because I thought that I've <u>been</u> ready, I wasn't nervous at all.

## L. Problems With Pronouns

### 1. Subject Pronouns

**3.1.86. Errors in Subject Pronouns**

No	Sentences	Sources of Errors	Categorization of Errors
1.	<u>I and he</u> are Muslims.	MO	Inter
2.	He always shows <u>me and all of my sisters</u> how to live comfortably.	MO	Inter

Analysis:

In accordance with the basis of the English grammatical structure, the word order of two subject pronouns that are used at the same time, are not supposed to be like the two sentences above. “I” always follows the other subject pronoun. Both errors are called as *calques* since they are evidences of translating Indonesian sentences into English sentences.

**3.1.87. Reconstruction of Errors in Subject Pronouns**

1.	<u>He and I</u> are Muslims.
2.	He always shows <u>all of my sisters and I</u> how to live comfortably.

**2. Object Pronoun**

**3.1.88. Errors in Object Pronouns**

No	Sentences	Sources of Errors	Categorization of Errors
1.	The person that influences ... is my mother.	OM	Inter
2.	If I meet <u>them</u> in the way I do not know <u>it</u> .	MI	Intra

Analysis:

The omission of the object pronoun in the first sentence is evidence that the student was still thoroughly influenced by the Indonesian grammatical structure. The second sentence informs us that the student used two different object pronouns when he/she still talked about the same object. This problem, however, may be included in the errors within English itself.

**3.1.89. Reconstruction of Errors in Object Pronouns**

1.	The person that influences <u>me</u> is my mother.
2.	If I meet <u>them</u> in the way I do not know <u>them</u> .

**M. Problems With Prepositions**

**1. Omission of Prepositions**

**3.1.90. Errors in Omission of Prepositions**

No	Sentences	Sources of Errors	Categorization of Errors
1.	I was too shy to look ... them.	OM	Inter
2.	She worried ... me very much.	OM	Inter
3.	After I graduate ... my Magister, I will be back to my home state.	OM	Inter

Analysis:

“Graduate” in the third sentence should have been followed by *from*, which is a preposition. On the contrary, the student seemed to deliberately omit it since he/she did not realize that there are certain verbs, which have to be followed by particular prepositions. “Look” and “worried” should have

also been followed by *at* and *about*, respectively. The errors, consequently, may be generated from the influence of the Indonesian language structure, which usually does not use prepositions after particular verbs.

**3.1.91. Reconstruction of Errors in Omission of Prepositions**

1.	I was too shy to look <u>at</u> them.
2.	She worried <u>about</u> me very much.
3.	After I graduate <u>from</u> my Magister, I will be back to my home state.

**2. Misuse of Prepositions**

**3.1.92. Errors in Misuse of Prepositions**

No	Sentences	Sources of Errors	Categorization of Errors
1.	I was burned up and <u>angry to</u> him.	<i>MI</i>	<i>Inter</i>
2.	In England, there are some castles <u>from</u> the 14 <sup>th</sup> century.	<i>MI</i>	<i>Inter</i>
3.	I will see all flowers <u>in</u> the right and left sides of the rivers dancing for me.	<i>MI</i>	<i>Intra</i>
4.	I want to go abroad, especially <u>in</u> England.	<i>MI</i>	<i>Intra</i>

Analysis:

The student who wrote the first sentence has neglected the fact that “*angry*” has to be followed by “*with*”. Meanwhile, the second one clearly presents that the student attempted to translate an Indonesian sentence into an English one. The last two sentences show us that the student has ignored the

English grammatical structure because of having insufficient understanding about it. Instead of using *to*, which is more appropriate to use in the case of pointing a place, he/she even used *in*, which means *di dalam* in the Indonesian language.

**3.1.93. Reconstruction of Errors in Misuse of Prepositions**

1.	I was burned up and <u>angry with</u> him.
2.	In England, there are some castles <u>of</u> the 14 <sup>th</sup> century.
3.	I will see all flowers <u>at</u> the right and left sides of the rivers dancing for me.
4.	I want to go abroad, especially <u>to</u> England.

**3. Overuse of Prepositions**

**3.1.94. Errors in Overuse of Prepositions**

No	Sentences	Sources of Errors	Categorization of Errors
1.	Sometimes when I <u>remember about</u> that experience I feel so happy.	<i>MI</i>	<i>Inter</i>
2.	My uncle's house is <u>near from</u> Losari beach.	<i>MI</i>	<i>Inter</i>
3.	I went to Losari beach to <u>meet with</u> her.	<i>MI</i>	<i>Inter</i>
4.	I had to <u>face with</u> this fact.	<i>MI</i>	<i>Intra</i>
5.	Have you visited <u>in</u> Losari beach?	<i>MI</i>	<i>Intra</i>



**Analysis:**

*Overuse of prepositions* means that the students have added unnecessary prepositions after verbs or adjectives. The writer concludes that the first three sentences result from interference of the Indonesian language since the structures of them are more similar to the Indonesian than to English.

*In* is not supposed to be used in the last sentence since *Losari beach* itself is an adverb of place. Apparently, the student still felt confused about how to construct a grammatically structured English sentence. Hence, it is included in the errors within English itself.

**3.1.95. Reconstruction of Errors in Overuse of Prepositions**

1.	Sometimes when I <u>remember</u> that experience I feel so happy.
2.	My uncle's house is <u>near</u> Losari beach.
3.	I went to Losari beach to <u>meet</u> her.
4.	I had to <u>face</u> this fact.
5.	Have you visited <u>Losari beach</u> ?

**4. Addition – Besides**

**3.1.96. Errors in Addition – Besides**

No	Sentences	Sources of Errors	Categorization of Errors
1.	Enjoying breakfast in the park <u>beside</u> of the tower will be interesting.	<i>MI</i>	<i>Intra</i>

2.	<u>Beside</u> that, on Saturday there was no holiday.	<i>MI</i>	<i>Inter</i>
3.	<u>Beside</u> English, I really like French.	<i>MI</i>	<i>Inter</i>

Analysis:

The problem in the first sentence is on the basis of the English grammatical structure since the student unnecessarily added “of” after “beside”. In the last two sentences, the students employed “beside”, which is completely does not mean “near”. They are simply the cases of translating the Indonesian language into English.

**3.1.97. Reconstruction of Errors in Addition – Besides**

1.	Enjoying breakfast in the park <u>beside</u> the tower will be interesting.
2.	<u>Besides</u> , on Saturday there was no holiday.
3.	<u>Besides</u> English, I really like French.

**5. Example – Such As**

**3.1.98. Errors in Example – Such As**

No	Sentences	Sources of Errors	Categorization of Errors
1.	They give me basic principles as a foundation in my life <u>like</u> moral, religion, attitude, etc.	<i>MI</i>	<i>Inter</i>
2.	<u>Like</u> my experience when I was in the elementary school.	<i>MI</i>	<i>Inter</i>
3.	Everybody had a nickname when he/she was a child <u>like</u> Pinocchio.	<i>MI</i>	<i>Inter</i>

	fatty, or other nicknames.		
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Analysis:

The students apparently did not get accustomed to using the pattern of the English grammatical structure. They were inclined to use the way of giving examples in the Indonesian language. In other words, the students prefer to use “like”, which means “seperti” in the Indonesian language. As a matter of fact, “like” is a verb and is not commonly used in the beginning of the sentence.

**3.1.99. Reconstruction of Errors in Example – Such As**

1.	They give me basic principles as a foundation in my life <u>such as</u> moral, religion, attitude, etc.
2.	<u>For example</u> , my experience when I was in the elementary school.
3.	Everybody had a nickname when he/she was a child <u>such as</u> Pinocchio, fatty, or other nicknames.

**7. Cause – Because Of and Because**

**3.1.100. Errors in Cause – Because Of and Because**

No	Sentence	Sources of Errors	Categorization of Errors
1.	<u>Because of she taught me about friendship</u> , she gave me world.	MI	Intra
2.	<u>Because of I was so afraid of her</u> , I had to join the party.	MI	Intra

Analysis:

The two sentences written by the students above are completely the results of not learning the English grammatical structure sufficiently. Both of them did not verify the use of a clause with a subject and a verb after “because”.

### 3.1.101. Reconstruction of Errors in Cause –

#### Because Of and Because

1.	<u>Because she taught me about friendship</u> , she gave me world.
2.	<u>Because I was so afraid of her</u> , I had to join the party.

## N. Problems With Adverbs

### 1. Adverbs of Manner

#### 3.1.102. Errors in Adverbs of Manner

No	Sentences	Sources of Errors	Categorization of Errors
1.	And the wind will blow your hair so <u>tender</u> .	<i>MI</i>	<i>Inter</i>
2.	Everybody looked at me with a <u>strange eyes</u> .	<i>MI</i>	<i>Inter</i>
3.	So I can face this life bravely and <u>strong</u> .	<i>MI</i>	<i>Intra</i>

Analysis:

Instead of using the adverb of manner of *strong*, the student who wrote the last sentence used an adjective. The reason why the student made such error is possibly because he/she has not learned much about the use of adverbs

of manner. The errors in the first two sentences are unquestionably interferences of the Indonesian language structure, particularly the second one.

**3.1.103. Reconstruction of Errors in Adverbs of Manner**

1.	And the wind will blow your hair so <u>tenderly</u> .
2.	Everybody looked at me <u>strangely</u> .
3.	So I can face this life bravely and <u>strongly</u> .

**O. Problems With Agreement**

**1. Basic Subject – Verb Agreement**

**3.1.104. Errors in Basic Subject – Verb Agreement**

No	Sentences	Sources of Errors	Categorization of Errors
1.	But the medical <u>tools</u> <u>was</u> not complete there.	<i>MI</i>	<i>Intra</i>
2.	My <u>mother</u> <u>just have</u> one daughter.	<i>MI</i>	<i>Intra</i>
3.	The <u>passengers</u> <u>is</u> more crowded.	<i>MI</i>	<i>Intra</i>

Analysis:

The three sentences written by the students completely describe that there are no agreement of subject and verb. They are evidently the cases of having overlooked the English grammatical structure.

**3.1.105. Reconstruction of Errors in Basic Subject –**

**Verb Agreement**

1.	But the medical <u>tools were</u> not complete there.
2.	My <u>mother</u> just <u>has</u> one daughter.
3.	The <u>passengers are</u> more crowded.

**2. Agreement – Indefinite Subject and Verb**

**3.1.106. Errors in Agreement – Indefinite Subject and Verb**

No	Sentence	Sources of Errors	Categorization of Errors
1.	I believe that <u>everybody have</u> a nickname.	<i>MI</i>	<i>Inter</i>

Analysis:

The sentence is included in the *interlingual* interference because the Indonesian language does not have any distinctions between singular and plural verbs. Without question, it is allowable to use indefinite pronouns either with singular or plural verbs.

**3.1.107. Reconstruction of Errors in**

**Agreement – Indefinite Subject and Verb**

1.	I believe that <u>everybody has</u> a nickname.
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**3. Agreement – Noun and Pronoun**

**3.1.108. Errors in Agreement – Noun and Pronoun**

No	Sentence	Sources of Errors	Categorization of Errors
1.	<u>It</u> is like soft <u>feathers</u> .	<i>MI</i>	<i>Inter</i>
2.	I want to speak <u>many languages</u> in the world because I think <u>it</u> is interesting and fun.	<i>MI</i>	<i>Inter</i>

Analysis:

The two sentences evidently presents to us that the noun does not agree with its pronoun. As seen in the previous discussion, the two sentences also result from the interferences of the Indonesian language.

**3.1.109. Reconstruction of Errors in Agreement –  
Noun and Pronoun**

1.	<u>They</u> are like soft <u>feathers</u> .
2.	I want to speak <u>many languages</u> in the world because I think <u>they</u> are interesting and fun.

**4. Agreement – Verb and Subject Order**

**3.1.110. Errors in Agreement – Verb and Subject Order**

No	Sentence	Sources of Errors	Categorization of Errors
1.	There <u>are</u> huge <u>kindness</u> on a teacher's hands.	<i>MI</i>	<i>Intra</i>

Analysis:

“Are” does not agree with “kindness” because “kindness” is an uncountable noun, which typically takes the singular form. Consequently, the verb of the sentence should have been *is*. The error is induced by not having learned the English adequately.

**3.1. 111. Reconstruction of Errors in Agreement –  
Verb and Subject Order**

1.	There <u>is</u> huge <u>kindness</u> on a teacher’s hands.
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**P. Problems With Parallel Structure**

**1. Parallel Structure – In A Series**

**3.1.112. Errors in Parallel Structure – In A Series**

No	Sentences	Sources of Errors	Categorization of Errors
1.	I will feel fresh when the sun <u>shines</u> in the morning, the birds <u>sing</u> , and the flowers <u>are blossoming</u> .	<i>MI</i>	<i>Intra</i>
2.	You <u>can walk</u> around the beach or <u>riding</u> a horse.	<i>MI</i>	<i>Intra</i>
3.	I will <u>be</u> back to my home state and <u>built up</u> an English school.	<i>MI</i>	<i>Intra</i>

Analysis:

In all patterns, ideas of equal importance should be expressed by the same grammatical structure. Nonetheless, all sentences above thoroughly convey ideas of equal importance with different grammatical structures. In



relation to the cause of errors, they are plainly subsumed into the errors within English itself.

**3.1.113. Reconstruction of Errors in Parallel Structure –  
In A Series**

1.	I will feel fresh when the sun <u>shines</u> in the morning, the birds <u>sing</u> , and the flowers <u>blossom</u> .
2.	You <u>can walk</u> around the beach or <u>ride</u> a horse.
3.	I'll <u>be</u> back to my home state and <u>built</u> up an English school.

**Q. Problems With Redundancy**

**1. Redundancy – Unnecessary Phrases**

**3.1.114. Errors in Redundancy – Unnecessary Phrases**

No	Sentences	Sources of Errors	Categorization of Errors
1.	Traveling is <u>one of my hobbies from the other hobbies</u> .	<i>MI</i>	<i>Inter</i>
2.	I had a bad experience <u>that maybe I cannot forget this experience</u> .	<i>MI</i>	<i>Inter</i>

Analysis:

In the case of two sentences above, the students have undeniably produced redundancy by adding unnecessary phrases, which have been mentioned earlier. To a great extent, the students might be influenced by the Indonesian language when they constructed the sentences.

**3.1.115. Reconstruction of Errors in Redundancy – Unnecessary**

**Phrases**

1.	Traveling is <u>one of my hobbies</u> .
2.	I had a bad experience <u>that maybe I cannot forget</u> .

**2. Redundancy – Repetition of Words with the Same Meaning**

**3.1.116. Errors in Redundancy –**

**Repetition of Words With The Same Meaning**

No	Sentence	Sources of Errors	Categorization of Errors
1.	<u>Then after that</u> I checked my pocket.	<i>MI</i>	<i>Inter</i>

Analysis:

As it can be seen in the sentence above, *then* is immediately followed by *after that*, which of course has the same meaning with *then*. In this case, the student might unintentionally write it because he/she got accustomed to use the Indonesian language structure.

**3.1.117. Reconstruction of Errors in Redundancy –**

**Repetition of Words With The Same Meaning**

1.	<u>Then</u> , I checked my pocket.
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**R. Problems With Word Choice**

## 3.1.118. Errors in Word Choice

No	Sentences	Sources of Errors	Categorization of Errors
1.	Thank God I <u>graduated</u> the SPMB test.	<i>MI</i>	<i>Intra</i>
2.	And the last of all is just the <u>chicks</u> .	<i>MI</i>	<i>Intra</i>
3.	That was the worst experience that I ever <u>happened</u> .	<i>MI</i>	<i>Intra</i>

Analysis:

*Word choice* may not be considered as important as grammatical structure in the teaching of English writing. Nevertheless, the students are suggested to select proper words when they attempt to create a well-formed English composition, since *word choice* essentially influence the ease of reading a composition.

The student who wrote the first sentence should have selected “*passed*” because “*the SPMB test*” is simply an entrance test held by state universities. The use of *chicks* in the second sentence is considered to be inappropriate since chicks are often used in informal situation. The selection of “*happened*,” may induce confusion among the readers of the composition. The writer concludes that some students might barely lack of words, whereas some others possibly wanted to create an informal situation in a composition. Apparently, the causes of errors’ producing are within English itself.

## 3.1.119. Reconstruction of Errors in Word Choice

1.	Thank God I <u>passed</u> the SPMB test.
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2.	And the last of all is just the <u>girls</u> .
3.	That was the worst experience that I ever <u>experienced</u> .

**S. Problems With Parts of Speech**

**3.1.120. Errors in Parts of Speech**

No	Sentences	Sources of Errors	Categorization of Errors
1.	I must feel <u>confidence</u> and learn it everyday.	<i>MI</i>	<i>Intra</i>
2.	How to live comfortably by following the rules of our <u>believe</u> .	<i>MI</i>	<i>Intra</i>
3.	Living in Canada must be very <u>peace</u> and enjoyable.	<i>MI</i>	<i>Intra</i>

Analysis:

*Word families* are groups of words with similar meanings and spellings. Each word in the family is a different part of speech. “*Confidence*” is a noun because the ending of the word is *-ance*, which usually functions to form a word to be a noun. Therefore, the student may not use it immediately after a verb. “*Believe*” is a verb. Therefore, it cannot be preceded by a possessive pronoun. The writer concludes that the student tried to use a noun as a modifier. *Peace*, which is a noun also may not be used after a modal. In relation to the causes of errors, they can be subsumed into the errors within English itself.

**3.1.121. Reconstruction of Errors in Part of Speech**

1.	I must feel <u>confident</u> and learn it everyday.
2.	How to live comfortably by following the rules of our <u>belief</u> .
3.	Living in Canada must be very <u>peaceful</u> and enjoyable.

**T. Problems With Word Order**

**3.1.122. Errors in Word Order**

No	Sentences	Sources of Errors	Categorization of Errors
1.	And <u>also it can</u> save my money.	<i>MI</i>	<i>Inter</i>
2.	He is <u>a quite strict person</u> .	<i>MI</i>	<i>Intra</i>

Analysis:

The first sentence precisely demonstrates that the student still experienced interference of the Indonesian language, since *also* is normally put after a modal. The second one results from not learning the English grammatical structure satisfactorily.

**3.1.123. Reconstruction of Errors in Word Order**

1.	And <u>it can also</u> save my money.
2.	He is <u>quite a strict person</u> .

**U. Problems With Omission of Subject**

**3.1.124. Errors in Omission of Subject**

No	Sentences	Sources of Errors	Categorization of Errors
1.	Then ... studied at a senior high school for three years.	OM	Inter
2.	She felt ... could not sleep at night.	OM	Inter
3.	... famous because of their beauty and glamour.	OM	Inter

Analysis:

Seemingly, the students omitted the subjects of the sentences because they did not consider that subjects are necessarily supposed to be included in sentences. As we may identify, the third sentence is obviously very ill-formed, as it is directly initiated by *famous*, which is an adjective. Similarly, the first two sentences may not be said as grammatically structured sentences since the students omitted *she*. All of them are induced by the influence of the Indonesian language structure.

**3.1.125. Reconstruction of Errors in Omission of Subject**

1.	Then <u>she</u> studied at a senior high school for three years.
2.	She felt <u>she</u> couldn't sleep at night.
3.	<u>It's</u> famous because of their beauty and glamour.

**3.1.126. Classification of Errors**

<b>No</b>	<b>Classification of Errors</b>	<b>Number of Errors</b>
1.	Tenses	119
2.	Modals	20
3.	Gerund and Infinitive	33
4.	Singular and Plural	51
5.	Auxiliary Verbs	43
6.	Articles	46
7.	Prepositions	73
8.	Main Verbs	13
9.	Word Choice	19
10.	Parts of Speech	16
11.	Various Sorts of Errors	53
	<b>Total</b>	<b>486</b>

**3.1.127. Percentage of Errors**

No	Classification of Errors	Percentage of Errors
1.	Tenses	$\frac{119}{486} \times 100\% = 24\%$
2.	Modals	$\frac{20}{486} \times 100\% = 4\%$
3.	Gerund and Infinitive	$\frac{33}{486} \times 100\% = 7\%$
4.	Singular and Plural	$\frac{51}{486} \times 100\% = 10\%$
5.	Auxiliary Verbs	$\frac{43}{486} \times 100\% = 9\%$
6.	Articles	$\frac{46}{486} \times 100\% = 9\%$
7.	Prepositions	$\frac{74}{486} \times 100\% = 15\%$
8.	Main Verbs	$\frac{13}{486} \times 100\% = 3\%$
9.	Word Choice	$\frac{19}{486} \times 100\% = 4\%$
10.	Parts of Speech	$\frac{16}{486} \times 100\% = 3\%$
11.	Various Sorts of Errors	$\frac{53}{486} \times 100\% = 10\%$



**3.1.128. Various Sorts of Errors**

<b>NO.</b>	<b>Classification of Errors</b>	<b>Amount of Errors</b>
1.	Passive	4
2.	Adjective Clauses	4
3.	Noun Clauses	4
4.	Showing Relationships Between Ideas	7
5.	Pronouns	4
6.	Adverbs	3
7.	Agreement	13
8.	Parallel Structure	5
11.	Redundancy	3
12.	Word Order	3
13.	Omission of Subject	4
	<b>Total</b>	<b>57</b>

**3.1.129. Number of Interferences**

<b>No.</b>	<b>Classification of Errors</b>	<b>Interlingual</b>	<b>Intralingual</b>
1.	Tenses	87	32
2.	Modals	12	8
3.	Gerund and Infinitive	4	29
4.	Singular and Plural	16	35

5.	Auxiliary Verbs	21	22
6.	Articles	12	34
7.	Prepositions	34	39
8.	Main Verbs	11	2
9.	Word Choice	0	19
10.	Parts of Speech	0	16
11.	Various Sorts of Errors	26	26
	Total	224	262

### 3.1.130. Sources of Errors

No.	Sources of Errors	Number of Errors
1.	Misinformation	385
2.	Omission	89
3.	Misordering	6
4.	Overgeneralization	6
	Total	486

### 3.1.131. Percentage of Interferences

No.	Categories of Interference	Number in Percent
1.	Interlingual Interference	224 (45%)
2.	Intralingual Interference	262 (55%)
	Total	486

### **III.2. Interpretation of The Result**

The quantitative analysis of the data computed in the previous subchapter illustrates that in writing an English composition, the students inclined to have interferences in Tenses, Prepositions, Singular and Plural, Articles, Auxiliary Verbs, Gerund and Infinitive, Modals, Word Choice, Parts of Speech, and Main Verbs. As shown in table 3.1.127, 24% of the students produced errors within Tenses. In other words, the most common kind of interference made by the students is in the area of Tenses.

In relation to table 3.1.129, it is surely found that most errors in Tenses (87), were made based on interlingual interference. Errors in Modals and Main Verbs are also evidently induced by interlingual interference. Other errors, such as in Gerund and Infinitive (29), Singular and Plural (35), Auxiliary Verbs (22), Articles (34), Prepositions (39), Word Choice (19), and Parts of Speech (16) result from intralingual interference.

Referring to the sources of errors, the writer concludes that there are two major Sources of errors in the compositions done by the students, namely misinformation and omission. Nevertheless, there are other two sources of errors found in the compositions. They are misordering and overgeneralization. It seems that misinformation and overgeneralization concern with the knowledge of English possessed by the students. On the contrary, omission and misordering are related to the use of the Indonesian language structures. On table 3.1.131, the writer concludes that there are 55% of the students who produced intralingual interference and 45% of the students performed interlingual interference.

Having analyzed the reasons why the students made such errors, the writer found out that besides transferring from the Indonesian language, some students also had insufficient knowledge of the English grammatical structure. This inadequacy is concerned with two factors that were experienced by the students, they are:

### **1. Lack of Reading**

The habit of reading English texts is found to be very advantageous for the students who want to develop their English writing capability. Therefore, when the students read numerous kinds of texts, they will be more knowledgeable in the English grammatical structure. However, the fact does not seem to support this perspective. Many compositions made by the students reveal that they still produced sentences in ungrammatically English structure.

### **2. The Students' Carelessness**

In writing a composition, some students frequently forgot the English grammatical structure that they had to apply. As a result, they simply put the English structure that they remembered in a sentence. They did not feel bothered whether it was in the correct form or not. They merely wanted to compose the composition hastily and finished the class as soon as possible. Furthermore, they also often felt confused in deciding which English structure that they had to use. Hence, it resulted in the making of errors in their compositions.

## **CHAPTER IV**

## **CONCLUSION**