

**AN ANALYSIS OF GRAMMATICAL ERRORS IN
NATIVE JAVANESE STUDENTS' ENGLISH
WRITING: A CASE STUDY IN AKPER KESDAM
DIPONEGORO SEMARANG**



A THESIS

**In Partial Fulfillment of the Requirements
for Master Degree in Linguistics**

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**FACULTY OF HUMANITIES
DIPONEGORO UNIVERSITY
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PROGRAM PASCASARJANA UNIVERSITAS DIPONEGORO
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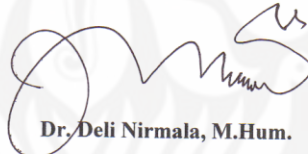
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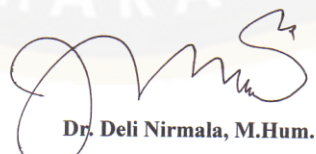
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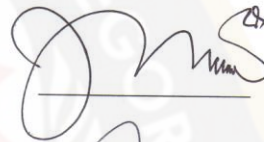
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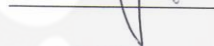
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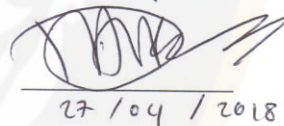
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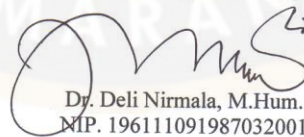
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CERTIFICATION OF ORIGINALITY

I hereby declare that this study entitled “AN ANALYSIS OF GRAMMATICAL ERRORS IN NATIVE JAVANESE STUDENTS’ ENGLISH WRITING: A CASE STUDY IN AKPER KESDAM DIPONEGORO SEMARANG” is my very own work and that, to the best of my knowledge and belief, this study contains no material previously published or written by another or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due acknowledgement is made in the text of the thesis.

Semarang, April 2018



Ima Suciani

MOTTO

💎 **Diamonds are formed under an immense amount of pressure** 💎



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Four long years have passed since I first started my post-graduate program in Diponegoro University. During those times, I have been truly blessed with many good friends, invaluable experiences, and great opportunities to develop myself. It is truly one of the greatest joy in my life to finally be able to finish my study with the help of the dearest, most caring people both inside and outside of the university.

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Semarang, April 2018

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LIST OF ABBREVIATIONS AND SYMBOLS

∅	Omission
*	Ungrammatical
1	1 st person
2Subj	Double subject
3	3 rd person
A/ADJ	Adjective
ADV	Adverb
AP	Adjective Phrase
AUX	Auxiliary
C/COMP	Complementizer
Comp.	Complement
CONJ	Conjunction
Cmp	Compounding
D/DET	Determiner
DP	Determiner Phrase
EA	Error Analysis
F	Feminine
I/INFL	Inflection
IP	Inflectional Phrase
L1	1 st language
L2	2 nd language
N	Noun
Nom	Nominative
NP	Noun Phrase
NUMB	Number
Obj	Object
P/PREP	Preposition
PL	Plural
Pres	Present

Prog	Progressive
PRN	Pronoun
SG	Singular
SJ	Standard Javanese
SLA	Second Language Acquisition
Spec.	Specifier
SV Agr	Subject-verb Agreement
SVO	Subject-verb-object
Tns	Tense
V	Verb
VP	Verb Phrase
WO	Word Order
WrdCh	Word Choice



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ABSTRACT

This study focuses on analysing the types and sources of grammatical errors found in written English essays composed by native Javanese students in Akper Kesdam Diponegoro Semarang as well as investigating the teaching methods used by English teachers in Akper Kesdam Diponegoro Semarang to improve the students' English grammar skill. The main data were obtained from forty-five students and were analysed based on the conceptual framework of X-bar Theory. The result of the error analysis shows that there are 119 errors, which include errors in subject-verb agreement, inflection, errors in the use of determiner, errors in the use of preposition, misuse of adjective, misuse of adverb, verb errors, noun errors, and double subject. The analysis of the error causes shows that most of the errors are due to intralingual and developmental matters, while the rests are caused by interlingual factor. The finding of the teaching method investigation revealed that the teachers used deductive teaching approach such as explanation followed by exercises.

Keywords: error analysis; grammatical errors; X-bar Theory; error causes

INTISARI

Tujuan utama dari kajian ini adalah untuk menemukan jenis-jenis dan penyebab kesalahan tata bahasa dalam esai Bahasa Inggris yang ditulis oleh siswa-siswa penutur asli Bahasa Jawa di Akper Kesdam Diponegoro Semarang dan mengetahui metode pengajaran yang digunakan oleh dosen Bahasa Inggris di Akper Kesdam Diponegoro Semarang untuk meningkatkan kemampuan siswa dalam berbahasa Inggris terutama dalam ranah tata bahasa. Data diperoleh dari 45 siswa penutur asli Bahasa Jawa dan diolah berdasarkan konsep X-bar Theory. Hasil analisis menunjukkan bahwa kesalahan tata bahasa yang ditemukan seluruhnya berjumlah 119, yang terdiri dari beberapa kategori: subject-verb agreement, inflection, determiner, pronoun, preposition, adjective, adverb, verb errors, noun errors, word order, dan double subject. Hasil dari analisis sumber kesalahan menunjukkan bahwa faktor intralingual dan developmental menempati urutan pertama disusul oleh faktor interlingual. Hasil pengamatan berkaitan dengan metode pengajaran yang digunakan oleh dosen Bahasa Inggris untuk meningkatkan kemampuan tata bahasa siswa menemukan bahwa dosen menggunakan pendekatan deductive teaching seperti memberikan penjelasan yang kemudian diikuti oleh latihan soal.

Kata kunci: *kajian kesalahan; kesalahan tata bahasa; Teori X-bar; sumber kesalahan tata bahasa*

CHAPTER I

INTRODUCTION

This chapter consists of six parts which describe background of the study, research questions, objectives of the study, significances of the study, scope and limitation of the study, and definition of key terms.

1.1 Background of the Study

Learning a foreign language for communicative purposes is problematic for a lot of people, especially those who are not exposed to the language in regular basis. In Indonesia, learning English (as a foreign or second language) has become a need for almost everyone, especially students. Thus, English has become a compulsory subject in most schools, ranging from elementary schools to higher educational institutions.

In Akper Kesdam Diponegoro Semarang, English is one of the required courses for the students. The courses are divided into several stages, each of which is given in the first four semesters. The institution prepares the students to be military nurses under the wing of Indonesian Army. Their main job is to provide healthcare services for the members of Indonesian Army, as well as the members of foreign armed forces during visits to their home base. Select personnel are occasionally sent abroad alongside other members of Indonesian Army on international missions.

During those occasions, being able to conduct good communication with other personnel is essential. Therefore, Akper Kesdam Diponegoro has set certain standards and goals related to preparing the students to become competent in their respective field in general, and in conducting good communication in particular.

Since English is used as the main international language in respective affair, the students in Akper Kesdam Diponegoro Semarang are expected to be proficient in conducting all forms of communication in English, from engaging in conversations to writing formal notes. Besides learning English for Nursing, the students are also expected to learn how to communicate well in English for daily use, both in spoken and written communication.

However, their progress toward mastering those skills are hindered by their low proficiency in grammar comprehension. It is proved by the students' poor performance in both spoken and written form of English. The students often find it difficult to produce sentences in English due to confusion over the language's grammatical system.

Based on my personal experience while I was an English teacher myself in Akper Kesdam Diponegoro Semarang, the students' most problematic area is writing. A lot of students are unable to follow the instructions during writing activities. They find it difficult to comprehend the rules of English grammar, especially the ones that include applying correct tenses and arranging words into meaningful sentences.

The teaching and learning activities are conducted in an environment that provides little to no exposure of English. Most of the students are native Javanese,

therefore they use Javanese as the main language to communicate with others, even sometimes they use Javanese to communicate with some teachers. Although Javanese is not a formal classroom language, the students use it colloquially at school in daily basis.

Based on this circumstance, it is necessary for the teachers to make a few adjustments in teaching strategies as well as to provide suitable materials for the students in order to help the students learn better and faster, specifically in applying English grammar patterns into written works. This begins with investigating the students' weak areas, and one of the most suitable methods in pinpointing them is by conducting error analysis (EA).

EA in language teaching and learning is the study of the unacceptable forms produced by someone learning a language, especially a second or foreign language. EA begins by the view that identification of second language learners' errors is necessary in the Second Language Acquisition (SLA) studies. EA asserts that errors do not always have negative impacts on the process of SLA. In other words, errors can be beneficial in a way that it provides information for both teacher and learner on the weak areas so that the materials and teaching-learning techniques can be adjusted accordingly.

In EA, error is viewed as a natural outcome in the learning process. In fact, error in SLA can be significant for the learners and language learning process itself. Learners can progress and benefit from the feedback on the errors. Both the teacher and learner can improve the teaching and learning strategy on specific areas based on the identification of errors.

This article is aimed at finding the types of grammatical error in the students' English writing as well as the causes of the errors, whether it is a target language-related difficulty or something that has to do with interferences of Javanese language as the students' native language. Grammatical errors in this study refer to ill-formed English sentences which result from violation of English language morpho-syntactic rules and principles. The data analysis is based on the conceptual framework of Chomsky's X-bar Theory.

1.2 Research Questions

There are two research questions raised based on the circumstances related to the rudiments of this study. The research questions are:

1. What are the types of grammatical errors in the students' English writing?
2. What is the main cause of the grammatical errors in the students' English writing?
3. How do English teachers of Akper Kesdam Diponegoro try to improve the students' English grammar skills?

1.3 Objectives of the Study

Pertaining to the aforementioned research questions, this study is set out to fulfil the following objectives:

1. To identify the types of grammatical errors in the students' English writing.
2. To find out the main cause of the grammatical errors in the students' English writing.

3. To find out how English teachers of Akper Kesdam Diponegoro try to improve the students' English grammar skills.

1.4 Significance of the Study

This study is expected to be beneficial in multitudinous measures: inside and outside the classroom, theoretically and practically. The study is significant not only for the students and the teacher, but also for researchers and those who have interests in the field of language, especially grammar and error analysis.

The students benefit from this study in a way that they can sort out their strength and weaknesses in learning the language, especially in mastering grammar. By acknowledging their weak areas, they can adjust the learning strategies and improve their skill.

This study is expected to be beneficial for the teacher in providing them with information on how well the students master the skill and which parts of the language skill need to be improved. This information can be used by the teacher to evaluate the students' learning progress so that the teaching method and materials can be adjusted.

Researchers and other people who are interested in error analysis can benefit from this study in a way that it provides clear views of the way the students learn the second language, the teaching and learning strategies, as well as the impacts of the students' specific errors for the progress of their language learning in general.

1.5 Scope and Limitation of the Study

This study focuses mainly on grammatical error analysis of native Javanese students' English essays. Purposive sampling method was used to obtain the data from 45 native Javanese students in Akper Kesdam Diponegoro Semarang.

The term grammatical errors in this study refers to ill-formed English sentences which result from violation of the formation rules and principles of English words, phrases, and sentences, including any deviation that occur in morphological and syntactical level. The analysis of the grammatical errors in this study is based on the framework of X-bar Theory proposed by Chomsky in 1970s.

There are two means in determining the error causes in this study. The analysis of intralingual and developmental errors follows the categories of error causes proposed by Richards (1971). The analysis of interlingual errors makes use of contrastive-based error analysis, in which the erroneous English sentences are compared to Javanese sentence structure in order to find the similarities of the structures in the respective languages.

1.6 Definition of Key Terms

1. Second language acquisition

Second language acquisition is defined as a process of learning a language beside a native language, whether it is done in formal or informal ways (Ellis, 1997: 3).

2. Error analysis

Error analysis is the analysis of errors made by students learning another language. Error analysis can be conducted for practical or scientific purposes (Matthews, 2014: 127).

3. Grammatical error

Grammatical error in this study refers to any deviation from the linguistic system of Standard English language that occurs in morphological and/or syntactic level (Jespersen, 2006: 2).

4. X-bar Theory

X-bar theory is a theory of phrase structure which was initiated by Chomsky and Ray Jackendoff in 1970s. X-bar theory postulates three rules of syntactic structure: Complement rule, Specifier Rule, and Adjunction rule. This theory suggests that a sentence is represented by a hierarchy of phrases consisting of a head, complement, specifier, and adjunct.

5. Interlingual error

Interlingual error is a type of error which occurs as a result of the learners' native language interferences. Interference in this sense is not the native language "getting in the way" in the process of second language acquisition. It is related more to a state where the learners "fall back" on the native language because they have not yet acquired enough of the second language system (Newmark, 1966).

6. Intralingual and developmental error

Intralingual and developmental error is a type of error cause which reflect the general characteristics of second language learning as well as the current stage of the learners' second language competence (Richards 1971: 5).

CHAPTER II
REVIEW OF RELATED LITERATURE
AND UNDERLYING THEORIES

This chapter discusses previous studies and underlying theories related to the scope of the study. It begins by listing the previous studies related to the topic followed by explicating Second Language Acquisition (SLA), Error Analysis (EA) in SLA, grammatical error, X-bar Theory, the differences between error and mistake, causes of errors, and providing an overview of Javanese language syntactic system.

2.1 Previous Studies

The main purpose of this study is to uncover the types and causes of grammatical errors made by native Javanese students in written English. There are countless studies that have already been conducted regarding grammatical errors in English writing made by non-native English speakers. These studies are enlisted here for exemplification and comparison purposes.

One of those studies was carried out by Marzuki and Zainal in 2008 focusing on common grammatical errors produced by students in report texts. The research was conducted in Universiti Teknologi Malaysia (UTM). The study attempted to analyse 59 examination scripts produced by students from the Faculty of Science. The study found that there were several grammatical errors in the students' writings, such as subject-verb-agreement, active/passive construction, singular-plural and the

use of past participles. According to the study, all the errors were found to be structural ones and had resulted in the construction of flawed sentences.

Hourani (2008) carried out a study entitled “An Analysis of the Common Grammatical Errors in the English Writing made by 3rd Secondary Male Students in the Eastern Coast of the UAE”. The purpose of this study was to explore the common types of grammatical errors made by Emirati secondary male students in their English essay writing. The errors were classified under five categories; tenses, prepositions, articles, active and passive, and morphological errors. The results showed that the participants made 179 grammatical errors of which 27 errors were in tenses, 50 errors in the use of prepositions, 52 errors in the use of articles, 17 errors in the use of passive and active voice and 33 were morphological errors.

Fahmida (2010) investigated common errors in academic writing of Bangladeshi tertiary level students. This study also attempted to reveal the writing problems through error analysis as well as the reason behind it. Fahmida used questionnaire in carrying out the study in order to acknowledge both students’ and teachers’ perspective regarding the issue. The study found out that, regarding grammatical error, most of the students made prepositional error as well as pronouns and plural. This study suggested that error analysis was beneficial in second language learning because it will help the teachers, syllabus designers, material designers, and textbook writers in order to precisely identify the problem area.

Jie Sun (2010) conducted a corpus-based study of errors in Chinese English Majors’ English writing. This study attempted to analyse the general features of

errors found in English writings made by native Chinese English Department students in Ludong University. The study revealed that the most common error found was grammatical error, followed by wrong usage, syntactic error, and errors of discourse constructions and contents.

Mungungu (2010) attempted to investigate common written English language errors made by Oshiwambo, Afrikaans and Silozi native speakers. In this study, a corpus of 360 essays made by 180 participants was analysed for linguistics errors using quantitative research method. Mungungu classified the errors into four categories: grammatical, syntactic, lexical, and semantic. Further, the findings of this study showed that the most common errors made in grammatical category were tenses, prepositions, articles and spelling.

Sawalmeh (2013) analyzed errors in a corpus of 32 essays written by 32 Arabic-speaking Saudi learners of English. The participants in the study were all male students who graduated from Saudi secondary schools and joined the Preparatory Year Program at University of Ha'il. The results show that the Arabic speakers in this study committed ten common errors: verb tense, word order, singular/plural form, subject-verb agreement, double negatives, spellings, capitalization, articles, sentence fragments and prepositions. The conclusion of the study indicated that the errors were due to L1 transfer.

Hendriwanto and Sugeng (2013) attempted to analyze grammatical errors in narrative writing. The study was conducted in SMA 6 Yogyakarta. The study aimed at finding out the types of grammatical errors in the narrative writing as well as identifying the causes of the errors. The findings show that there were fourteen

types of grammatical errors of the students' narrative writings, namely verb tenses, finite verbs, non-finite verbs, pronouns, prepositions, spelling, agreement of singular and plural, punctuation, contexts of usage, contexts of meaning, redundancy, word choices, word orders, and unintelligibility. According to this study, these errors were caused by 1) interference in copulative verbs, word orders, verb tenses, and article usages, 2) failure in applying certain grammatical rules such as articles, relative clauses, causative verbs, and verb + gerund constructions, 3) incomplete application of rules in prepositions, verb phrases, subjects of the sentence, and objects of the sentence, 4) false concepts hypothesized in past verb tenses, non-finite verbs, agreement of singular and plural, and adverbs of degree, 5) over generalisation in irregular past verbs, articles, verb phrases, and plural nouns.

Lasaten (2014) conducted a study to investigate linguistics errors in the English writings of teacher education students in Mariano Marcos University, Laoag City, Phillipines. This study used a qualitative research design. The written compositions of the students were subjected to error analysis using the Taxonomy of Errors patterned after the model of Darus and Ching (2009) using random sampling. The study found out that the most common errors were errors in verb tenses, sentence structure, punctuations, word choice, spelling, use of prepositions and articles. The major cause of these grammatical errors was the students' poor knowledge of L2 (English) that led to ignorance of rule restrictions. Other causes were the students' carelessness, first language transfer or interference and limited vocabulary of L2.

Abushihab (2014) carried out a study to investigate common grammatical errors in English writing made by Turkish learners of English as a Foreign Language (EFL). The participants were 20 second-year students at the English Department of Gazi University, Turkey. The participants were asked to write about a certain topic. The findings of this study showed that the participants made errors in tenses, the use of prepositions, the use of articles, the use of active and passive, and morphological errors.

Alinsunod (2014) conducted a study entitled “A Study on Common Writing Errors of Engineering Students: A Basis for Curriculum Development”. This study attempted to investigate the self-reported writing problems of Filipino English learners. The participants were 16 Mechanical Engineering Technology students of Technological University. The difficulties in writing were coded into three parts: pre-writing, writing, and post-writing. The results of the study showed that the students developed their critical way of thinking as they progressed in the writing stages.

In some ways, this study is different from the ones enlisted above. The aforementioned studies were all started by providing a set of categories to begin the error investigation with. The analyses were done by working through the data and filling the slots of error categories in. This resulted in several filled-in categories while the rest of the categories remained empty. These empty error categories were then omitted from the list at the final presentation of the analysis result.

Meanwhile, this study applies a different approach. The initial step taken was data analysis, which consisted of three parts: 1) identification of the erroneous

constituent(s), 2) explanation of the error, and 3) correction of the error (these parts of data analysis will be explained further in Chapter 3). After all the errors were identified, error categories were then generated from the analysis result. This allows a more efficient, less time-consuming process of data analysis.

The studies enlisted previously used a more traditional analysis approach in which errors were identified and analysed using the framework of traditional grammars. Whereas, this study uses X-bar theory as the fundamental concept in analysing the errors, which allows the errors to be analysed in detailed, accountable manner.

2.2 Second Language Acquisition

Second language acquisition (SLA) is a process of learning other languages beside a native language. Ellis (1997: 3) stated that SLA refers to all kinds of second language learning, whether it is natural or staged. In other words, SLA refers to ways in developing one's competence in a language other than his/her mother tongue, in both formal and informal sense.

Krashen (1982: 10) mentioned that there are two ways to develop competence in a second language. The first way is language acquisition, which is defined by Krashen as a subconscious process that includes implicit learning, informal learning, and natural learning. The second way is language learning, a conscious attempt in knowing the system and rules of a second language which includes formal knowledge of a language.

Krashen (1982: 31) proposed a theory in SLA consisting of five hypotheses: (1) Acquisition-learning distinction hypothesis, (2) Natural order hypothesis, (3) Monitor hypothesis, (4) Input hypothesis, and (5) Affective filter hypothesis.

1. Acquisition-learning distinction hypothesis

Krashen (1982) suggested that second language performance has two distinctive systems, i.e. the *acquired system* and the *learned system*. The acquired system is often termed as acquisition, which is the output of subconscious process similar to first language (L1) acquisition. The learned system is the result of conscious learning which involves following instructions, memorizing vocabularies, applying sentence patterns, etc.

2. Natural Order hypothesis

According to natural order hypothesis, acquisition of a second language's grammar relies upon a natural order, i.e. the distinctive circumstances of the learners. That is to say, some learners may acquire some grammatical structures of the second language (L2) earlier than some other learners, depends on several factors such as age, first language background, and second language exposure conditions.

3. Monitor hypothesis

Monitor hypothesis depicts the relationship between learning and acquisition, in a way that learning has influences on second language acquisition. Acquisition of a second language's grammar makes it possible for the learners to produce utterances in respective language, while the learning system acts as the monitor. Monitoring in this sense is a function in which learning facilitates the learners in making changes or corrections of the utterances produced from the learned system.

4. Input hypothesis

Input hypothesis concerns more with acquisition rather than learning. This hypothesis suggests that language learners progress by receiving L2 input one step ahead of their current level of competence. Following Krashen's illustration, acquisition takes place when a learner is at a competence level 'i' and receives L2 structure 'i+1'.

5. Affective Filter hypothesis

Affective filter hypothesis explicates Krashen's idea that affective variables such as motivation, self-confidence, and anxiety have impacts on the process of L2 acquisition. Highly motivated, confident learners tend to achieve better results in L2 acquisition than those with lower motivation and self-confidence. High anxiety level, on the other hand, is disadvantageous to the process of L2 acquisition.

2.3 Error Analysis in Second Language Acquisition

The field of Error Analysis (EA) in SLA was initiated by Stephen Pit Corder in 1970s. EA in language teaching and learning is the study of the unacceptable forms of utterances produced by L2 learners. It consists of an analysis of the errors made in the target language (TL).

Errors in L2 production is common and inevitable in the process of L2 acquisition, regardless of the method of learning, proficiency level, or learning environment. Dulay and Burt (1974: 1) stated that learners cannot learn a second language without making errors. Error is considered as a natural consequence of L2 learning process. In fact, error in L2 learning can be significant for the learners and

language learning process itself. Learners can progress and benefit from the feedback on the errors. Both the teacher and learner can improve the teaching and learning strategy on specific areas based on the identification of errors.

Concerning the significance of learners' errors, Corder (1971: 10-11) mentioned that error is significant in three aspects: (1) measuring learners' progress, (2) finding the learning strategies applied in the process of L2 learning, and (3) assisting learners to progress in L2 learning through trial-and-error method.

Sharma (1980) asserted that error analysis can also be beneficial for remedial teaching. Error analysis is beneficial in L2 learning process because it enables teachers, syllabus designers and textbook writers to recognize learners' problem areas. This information can be used to design remedial exercises and focus more attention on the problem areas. The identification of the learners' problem areas is essential for the process of a successful L2 learning.

The analysis of second language learners' errors are generally based on two main approaches: contrastive error analysis and non-contrastive error analysis. Contrastive-based error analysis focuses on the hypotheses that second language learners' errors are primarily due to interferences of L1. Non-contrastive error analysis, however, observes errors in a wider point of view. This approach offers a more comprehensive analysis on the second language learners' errors, because it examines all possible causes of errors instead of merely considers errors as the result of L1 influences. Therefore, this study is carried out based on the non-contrastive error analysis to gain a wider, deeper, and more accurate analysis on the learners' errors.

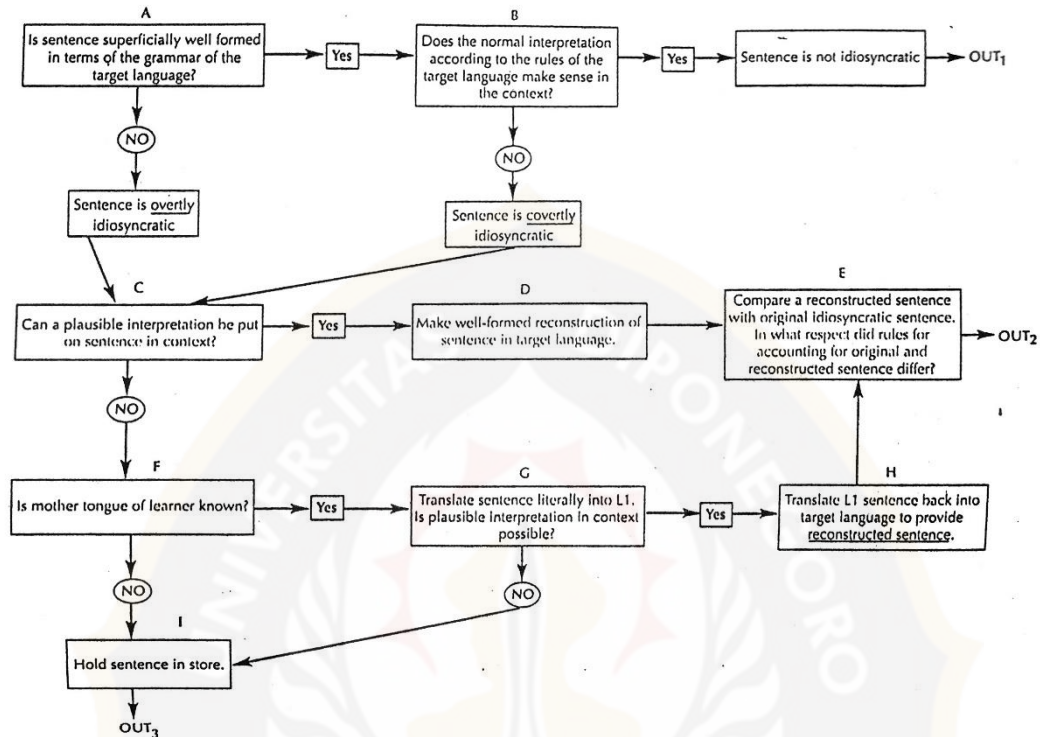
Corder (1971) proposed a model for error analysis of L2 learners' errors which is divided into three steps: 1) recognition of idiosyncrasy, 2) accounting for idiosyncratic dialect, and 3) error explanation. This model suggests that the first step of error analysis is selecting a corpus of language or data collection, followed by identifying and classifying errors. In addition to Corder's model of error analysis procedures, Gass and Selinker (2008: 79) mentioned five stages in error analysis: 1) Collection of data, 2) Identification of errors, 3) Classification and quantification of errors, 4) Analysis of errors causes, and 5) Remediation.

Data collection is the initial step that needs to be done to provide the data for error analysis. Samples can be selectively or generally collected in oral or written form, e.g. conversation, essay, letter, etc. The researcher can specify the samples based on the necessity of the study by controlling the sample. Alternatively, the researcher can collect samples from a broader range and randomly select the samples to be used for the data analysis.

Both ways of data collection are applicable in error analysis studies. The samples in this study were collected from 45 students of Akper Kesdam Nursing Academy. In pursuance of an accurate data, the researcher used the purposive sampling collection method. The samples were collected only from native Javanese students.

The second step in error analysis is identification of errors. This step includes the interpretation of learners' idiosyncratic utterances as well as comparison of those utterances with the reconstructed ones. Corder (1981) proposed a model of error identification as presented in Figure 2.1.

Figure 2.1. Procedures of identifying errors in second language production



Identifying errors also involves distinguishing errors from mistakes, as both terms differ in meaning. The differences between errors and mistakes will be discussed later in this chapter in section 2.6.

The next step in error analysis is classifying errors. After being identified, errors are described by comparing learner's erroneous utterances with reconstruction of those utterances in the target language. It is essential that the errors are categorized, for example errors in morphology, syntax, or vocabulary. It allows detailed description and quantification of specific errors.

According to Corder (1981) there are two steps in the classification of errors. First, by developing a set of descriptive categories for the identified errors. Second, by recording the frequency of the errors in each category. This study focuses only

on grammatical errors, so other types of errors, such as graphological errors, are ignored.

Once the errors are classified, the next step should be finding out the causes of errors. According to Brown (2000: 226) there are two main causes of errors: inter-lingual transfer and intra-lingual transfer. Inter-lingual transfer is the negative influence of the native language of the learner. In this circumstance, the learner may transfer concepts from L1 into L2. When the concepts of L1 and L1 are not similar, the transfer of concepts results in errors, as illustrated in the following example:

(1) *I like with my friend.

Aku senang karo kancaku.

The verb (V) *like* in the example above takes a preposition (P) *with* as a complement. In English language, transitive verb such as *like* only takes a nominal complement. Thus, the appearance of P *with* in the sentence causes ungrammaticality. It happens due to the transfer of Javanese sentence structures where the word *seneng* (equivalent to *like* in English) requires a prepositional complement such as *karo* before stating the object.

Another cause of errors, intralingual and developmental factor, comes from the target language itself. The learner may encounter difficulties in remembering as well as applying certain grammatical rules in L2, resulting in defective L2 performance. According to Richards (1987: 6) intralingual and developmental errors are the backwash of generalizations which are caused by fragmentary

exposure to the concepts of L2. The learner tries to deduce a conclusion about the rules behind the data to which they have been exposed and may develop hypotheses that correspond neither to L1 nor L2. Eventually, this misconception results in faulty L2 production.

The final step in the process of error analysis is remediation. This step fulfils the main objective of error analysis to provide information for the teachers and learners of second language, therefore they can use the information to improve the language comprehension in specific areas. However, this study is limited to providing the information for the teachers and learners through the analysis and interpretation of the data, hence the remedial activities will be done by the teachers and learners on their own terms.

This study sets out with the aim to analyse the students' grammar competence. Written type of data was chosen on grounds of the fact that this type of data reflects more of the students' competence than performance. This claim is supported by the fact that they have a chance to revise their works prior to submission, therefore ill-formed words, phrases, and/or sentences found in their written essays are considered as grammatical errors (not mistakes).

2.4 Grammatical Error

The term grammar is traditionally defined as a set of rules and principles that govern the formation of words, phrases, and sentences in a language. However, Radford (1997: 1) argued that the concern of grammar is not limited to providing principles that set the rules of words, phrases, and sentences formation, but also those of the

interpretation of words, phrases, and sentences. He mentioned that grammar is subdivided into two different but interrelated areas of study – morphology and syntax. Morphology is the study of formation and interpretation of words, whereas syntax interrelates with the formation and interpretation of larger-than-word constituents, such as phrases and sentences.

Comprehension of the grammatical system of a language is a must for its speakers, because the logical and well-structured utterances are the key to successful spoken and written communication. In written language, grammar is one of the most important aspects that needs to be mastered. Mastery of grammar becomes extremely essential in the composing of semi-formal/formal writing pieces, like essay, journal, etc.

Grammatical error refers to failure in applying the correct rules and concepts in combining words into larger units, such as sentences, phrases, and clauses. Grammatical error is the error that occurs in morphological and syntactic level. James (1998: 154-156) stated that morphological error is the error which involves a failure to comply with the norm in supplying any part of word classes, while syntactic error are errors that affect larger-than-word constituents, such as phrase, clause, and sentence.

Analysis of grammatical errors in this study refers to investigation of ungrammaticality which occurs in morphological and syntactic level (hence, phonetic and semantic features are ignored). Grammatical categories are presented in the following list:

- (2)
- | | |
|-------------------------|-----------------------------------|
| N = noun | V = verb |
| A = adjective | ADV = adverb |
| P = preposition | D/DET = determiner |
| C/COMP = complementizer | I/INFL = auxiliary/infinitival to |

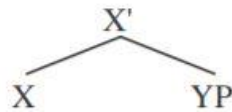
The analysis is carried out by following the archetype of Chomsky's X-bar Theory. X-bar Theory was chosen as the model of analysis in this study based on the fact that this paradigm tends to focus more on explaining ungrammaticality rather than providing sets of rules on how to form grammatical phrases and sentences as traditional grammars do. The analytical tool will be reviewed in subsequent section.

2.5 X-bar Theory

X-bar theory is a model of syntactic structure analysis that sees sentences as a set of constituents. This model is one of the groundworks in Government and Binding Theory which was proposed by Noam Chomsky in 1970s. X-bar theory postulates three rules of syntactic structure: Complement rule, Specifier Rule, and Adjunction rule.

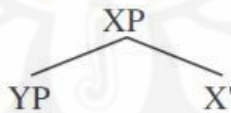
1. Complement rule: $X' \rightarrow X YP$

X-bar theory holds the concept that every phrase in all languages has a head (X). YP is a position which belongs to complement. English is a head-first language so complement (YP) always follows the head (X). X is always occupied by a word and functions as the core element of the phrase. Complement is restricted by the specification of the head's subcategorisation. The complement rule is represented as in the following structure.



2. Specifier rule: $XP \rightarrow YP X'$

YP is a phrase of any category and acts as the specifier which (in English) precedes the X'. X share the same category as X'. Therefore, the whole phrase (XP) is of the same category as X'. Newson *et al* (2006: 89) stated that sharing category property in X, X', and XP is called projection. Head is called *zero level projection*, represented as X^0 or simply X. X' is the *first projection* of X, and XP is the projection of X'. XP is the highest projection level and is termed as *maximal projection*. Specifiers are limited to only one in a phrase. The representation of specifier rule can be seen in the following structure:



3. Adjunction rule: $X^n \rightarrow X^n, Y/YP$

Adjunct is defined as a word (Y) or a phrase (YP) that functions as supplementary element in a structure. Adjuncts may appear before or after the head. Adjunction rule as stated above indicates that adjuncts are recursive. That way, a structure may contain any number of adjuncts.

2.6 Differences between error and mistake

Making a distinction of errors and mistakes is substantial in conducting error analysis. These two terms can be distinguished based on the nature of faulty utterances. According to Corder (1981) a mistake is a random performance slip caused by fatigue, excitement, etc., while error is a systematic deviation made by learners who have not yet mastered the rules of L2.

Chomsky (1981, as cited in Radford, 1997: 2) has drawn a distinction between competence (error) and performance (mistake). Competence refers to the speaker's tacit knowledge of the language, whereas performance is related to the actual use of the language in given situations.

On the difference between error and mistake, Brown (2000: 217) mentioned that mistake refers to a performance error, which means the learner fails to apply a known L2 system correctly, while error is considered to be the result of the learner's lack of understanding in L2 system. An error cannot be self-corrected, while mistakes can be self-corrected if the learner is aware of the mistake. Ellis (1997: 17) suggested that errors are the result of the learner's lack of knowledge about L2 underlying rules. Mistakes, on the other hand, result from failure to perform a language appropriately due to non-linguistics reasons, such as nervousness, speed of speech, etc.

Mistake is a one-time thing, it means that when the learner is aware of it, he or she can self-correct the mistake. If the learner is not aware of the mistake and continues to produce L2 utterances in the wrong way (due to lack of knowledge), then it can be considered as errors. Thus, it can be concluded that the measures to

distinguish errors and mistakes are: (1) checking the consistency of the learner's performance, (2) reviewing the deviant utterances and ask the learners to make self-correction.

2.7 Causes of Errors

Errors in L2 production can be caused by distinctive factors. Some of the many factors which cause errors in SLA, according to Richards (1987), are (1) interlingual error, (2) intralingual error and (3) developmental error. However, Schacheter and Celce-Murcia (1977) pointed out that the line of distinction between intralingual error and developmental errors are unclear, so the causes of errors are classified into two main categories: (1) interlingual error and (2) intralingual and developmental error.

2.7.1 Interlingual Error

Interference from L1 is the most common cause of errors. Maniam (2010) mentioned that L2 acquisition is strongly affected by the learner's L1. The interference is almost certain and unavoidable due to the dominance of L1.

Wilkins (1972) stated that when learning a second language, learners tend to transfer the features of their L1 into L2. If the features of the two languages are similar, the transfer will be beneficial as it will make L2 learning less challenging. In that case, it is called positive transfer. However, if the features of the two languages are different, the transfer will only make it harder for the learners to learn the L2, therefore it is called negative transfer.

Negative transfer, in the case of native Javanese learners' errors in written English, occurs because the grammatical rules in English language are not similar to those of Javanese. Some patterns may even be utterly new for the learners. For example, subject-verb agreement does not exist in Javanese language structures, as in the following examples.

(3) *Deknen mlaku menyang sekolah saben dino.*

PRON.3SG walk PREP school every day

'S/he **walks** to school every day.'

(4) *Aku mlaku menyang sekolah saben dino.*

PRON.1SG walk PREP school every day

'I **walk** to school every day.'

It can be seen in the examples above that V *walk* inflects for the third-person singular nominative pronoun *she*, while its equivalent in Javanese *mlaku* does not inflect regardless of the specifiers. It is because there is no subject-verb agreement in Javanese language. This dissimilarity may cause incorrect words and sentence construction in English, like in the example below.

(5) *S/he **walk** to school every day.

(S/he **walks** to school every day.)

Shaffer (2005) stated that interlingual errors can be identified by the similarity in structure of L2 production to equivalent phrases or sentences in the learners' L1. Correspondingly, Keshavars (1994: 102) mentioned that the intervention of L1 system in L2 acquisition occurs in these aspects: Phonology,

Morphology, Syntax, Stylistic device, and Lexico-semantic. Since this study is concerned with grammar, the observed aspects of intervention are Morphology (lexical level) and Syntax (structure level).

2.7.2 Intralingual and Developmental Error

Intralingual and developmental errors are faulty production of L2 resulting from the learners' lack of understanding in L2 systems. According to Richards (1987: 173), this kind of error evinces the learner's competence at a particular stage of L2 learning. The more the learners progress in L2 learning, the less they make errors because they have conceived more concepts of L2.

Keshavarz (1994) defined intralingual error as an error caused by faulty or fragmentary learning which results in erroneous language production of L2. Intralingual and developmental errors generally occur in the later stages of second language learning, because learners of second language tend to generalize the system within the target language as they develop in the process of learning and achieve more concepts.

Richards classified intralingual and developmental errors into four categories: (a) over-generalization, (b) ignorance of rule restrictions, (c) incomplete application of rules, and (d) false concepts hypothesized.

a. Overgeneralization

Over-generalization occurs when a learner uses an incongruous structure based on their knowledge of other structures in the target language, for example, **he can sings*, **we are hope*, **it is occurs*, **he come from*.

b. Ignorance of rule restrictions

Ignorance of rule restrictions refers to the learners' failure to acknowledge the restrictions of the existing structures in the target language, as in the following example: **The man who I saw him.*

c. Incomplete application of rules

Incomplete application of rules happens when learners are still developing their knowledge of L2 structures. This type of error results in the learners' failure to produce grammatical L2 utterances, as illustrated in the following example:

(6) Question: How much does it cost?

Answer: **It cost one dollar.*

d. False concepts hypothesized

This type of error occurs when the learner does not fully understand a distinction in L2 grammatical rules. For example, past auxiliary verb *was* may be interpreted as the marker of the past tense and *is* as a marker of present tense, e.g., **it was happened, *he is speaks French.*

2.8 An Overview of Javanese Language Syntactic System

Javanese is the native language of Javanese people in Java Island, Indonesia. It is primarily spoken in Central Java, East Java, some parts of West Java, and Yogyakarta. According to Weber (1997) Javanese is the twelfth most spoken language worldwide with around 90 million speakers across Indonesia. Despite its status as primary communication tool in the vast and populous Java Island (except

in West Java where Sundanese and Bahasa Indonesia are mainly spoken), Javanese is not an official language in Indonesia.

Javanese has three main speech levels: Ngoko (low), Krama Madya (middle), and Krama Inggil (high). Each speech level functions on the base of the speaker's social status and has distinctive lexical items. Despite having different lexical items, these speech levels share the same morpho-syntactic characteristics.

Javanese language is spoken as the main tool of communication in most areas of Central Java, including in its capital; Semarang (the place where this study was conducted). Javanese language is spoken extensively in almost all social aspects. Although Javanese language is not used as a formal language in educational settings, it is often used colloquially by teachers and students. The extensive use of Javanese language has in fact caused the students to have some misconceptions of English language. They tend to transfer the features of Javanese language into English, both in spoken and written form. Therefore, it is safe to assume that Javanese language has effects (in a more negative sense) on the students in the process of English language learning.

One of the prominent factors which rises the difficulty level of English learning is the morpho-syntactic characteristics differences between Javanese and English. Javanese has subject-verb-object (SVO) word order, as seen in (7).

(7) a. SVO

Rasawulan adus kungkum ana ing sendhang kono (Padmosoekotjo, 1987)

Rasawulan bath in lake there

'Rasawulan is bathing in the lake over there.'

(5) b. *VSO

*Adus kungkum Rasawulan ana ing sendhang kono

Bath Rasawulan in lake there

*‘Is bathing Rasawulan in the lake over there.’

Example (7) above also demonstrates a characteristic of Javanese verbs in terms of inflection. Verbs in Javanese do not contain markers such as number and tense (Robson, 2002: 5). Robson mentioned that linking verbs (such as *is, am, are* in English) do not exist in Javanese syntactic system as well.

Nouns in Javanese language can be used in simple or derived form. Derived nouns are formed by attaching affixes to a base-word. Compound nouns are formed by adding information on “what kind of something” to the headword, as in the following example.

(8) a. uwit gedhang

tree banana

‘banana tree’

In Javanese language, plural marker of nouns is represented by a process of reduplication, as seen in example (9) below.

(9) a. uwit-uwit gedhang

trees banana

‘banana trees’

CHAPTER III

RESEARCH METHOD

This chapter mainly describes the research method and the data collection procedures. It consists of four parts, each of which explains the research design, research location, data collection method, research instruments, and data analysis.

3.1 Research Design

This study is descriptive qualitative in nature. Creswell (2014: 69) stated that qualitative approach is used as a method to interpret social phenomenon in a specific setting as well as analysing the collected data in the course of exploring the circumstances of the phenomenon.

This design was used to describe the types and causes of grammatical errors found in the students' English writing. Descriptive method was chosen based on its ability to be used to describe the data accurately and systematically based on the facts and characteristics of the data to provide an in-depth, detailed analysis.

The result of qualitative descriptive study is presented as a narrative report (Ary et al., 2009: 23). The analysis results in this study are presented in two ways. First, the analysis results are summarized numerically in order to explicate the statistical distribution. Second, the numerical data are explained in narrative report in order to give detailed information about the respective data interpretation.

3.2 Research Location and Data Collection

The study took place in Semarang, the capital city of Central Java province. The data were collected from 45 native Javanese students of Akper Kesdam Diponegoro Semarang. Akper Kesdam Diponegoro Semarang is a military nursing academy located in the heart of the city. The name of this institution stands for Akademi Keperawatan Kesehatan Daerah Militer IV Diponegoro. This institution is a learning place for the members of Indonesian Army as well as qualified civilians who are interested in being military nurses.

Most of the students and teachers in Akper Kesdam Diponegoro Semarang are native Javanese. They are accustomed to using Javanese, especially Krama Madya, as a politeness strategy in communicating with respectable peers and seniors. Based on this circumstance, Akper Kesdam Diponegoro Semarang is considered as the suitable place to conduct this study.

3.2.1 Population and Sample

The population of the research is all native Javanese students in Akper Kesdam Diponegoro in academic year 2015-2016. The data were collected using a criterion-based sampling. Criterion-based sampling is used to ensure the reliability of the data. The students who were chosen as the research samples must have the following criteria:

- 1) They must be native Javanese people who use the language as the main communication tool in daily basis.

- 2) They must be in second grade (4th semester) at the time of data collection, for the reason that in the respective semester they all had completed basic English grammar and academic writing lessons which makes them eligible to writing English essays.
- 3) They must be both physically and mentally capable to sort out the required task(s) during the data collection.

Chosen based on those criteria, there are a total of 45 native Javanese students of Akper Kesdam Diponegoro from 2 classes who are considered as the sample in this study.

3.3 Research Instruments

Research instruments refer to the measurement device used by researchers in order to meet the purposes of the research. There are two types of instruments used in this study: test and questionnaire. The test was given to the students to measure the students' ability in English writing. The students were asked to compose a short essay of 100-150 words based on either one of these three topics: 1) role model in life, 2) recent holiday, and 3) memorable moments in the past.

The second instrument used in this study is questionnaire. Questionnaire is a survey instrument used to collect data from individuals about themselves, a social unit, or a certain phenomenon. The types of information that can be collected by means of a questionnaire are facts, activities, level of knowledge, opinions, expectations, aspirations, membership of various groups, attitudes and perceptions (Siniscalco and Auriat, 2005: 4). In educational setting, questionnaire is used to

gather information on: (a) inputs to education (school resources, various background characteristics of schools, teachers and students), (b) learning and teaching processes, and (c) the outcomes of education.

In this study, questionnaire is used as an instrument to converge the information on how the analysis results in this study help the teachers of Akper Kesdam Diponegoro in improving the teaching strategies. The questionnaire is open-ended in design and is arranged to be filled in by the teachers. It is divided into 5 parts with one topic of question in each part. The topics of the question are: 1) teaching goals, 2) teaching materials, 3) teaching-learning problems, 4) teaching method, and 5) results. The questions in each topic are designed to fathom the real teaching-learning circumstances in Akper Kesdam Diponegoro, particularly in the teaching and learning of English grammar.

The third instrument, observation, is done by observing the classroom during teaching-learning activity to find out what kinds of method are used by the English teachers in their attempt to improve the students' English grammar skills. There are 3 aspects used as observation guide in this study: 1) the teaching materials, 2) the teaching-learning problems, and 3) the teaching method(s).

3.4 Validity and Reliability

Method triangulation is used in this study to ensure the validity and reliability of the finding, especially the one relates to research question #3. Triangulation compares information to achieve verification of the findings, which is often termed as qualitative cross-validation (Wiersma 2000). Triangulation allows a more

accurate and valid estimate of a result when each method of measurement actually converges on the same answer. However, complete convergence may not always occur in qualitative data. The result then becomes a range of possible estimates that includes the actual answer (Mark and Shotland, 1987).

This study applied a triangulation scheme in which three different qualitative research methods are used: test, observation and open-ended questionnaire. The representation of the triangulation design is presented in Figure 3.1.

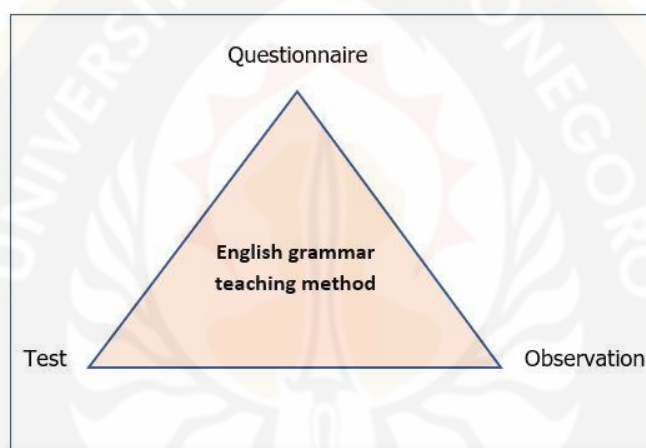


Figure 3.1 Method Triangulation Design

3.5 Data Analysis

The data analysis was carried out in three steps. The first step was identifying errors in the students' essays, the second step was classifying and enumerating the errors, and the third step was pinpointing the causes of errors; whether they were caused by interlingual or intralingual and developmental matters. The analysis of grammatical errors found in the students' essays were carried out using the conceptual framework of X-bar Theory, as in the following instances.

(E52) *Him is study with me.

The erroneous sentence in example (E52) is analysed in three steps, as explained in the following data analysis illustration.

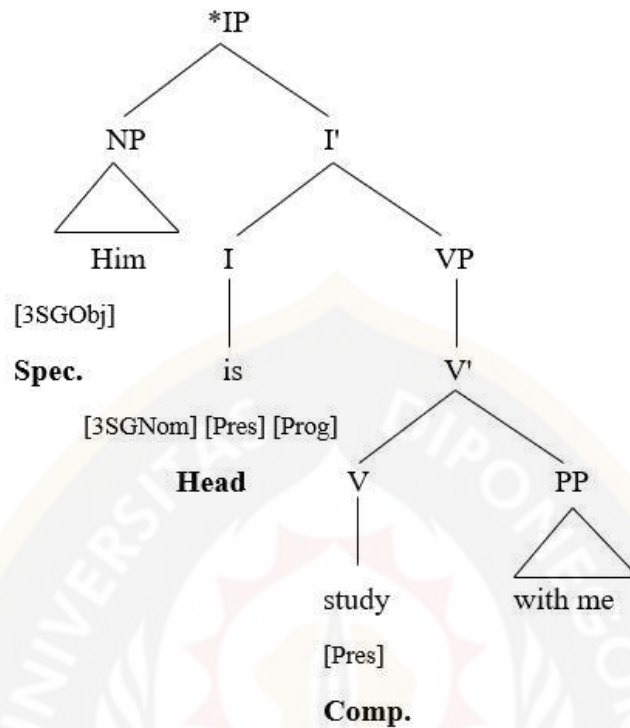
Step 1: Identification of the erroneous constituent(s).

The sentence is ill-formed because of the incorrect use of pronoun *him* and verb *study*.

Step 2: Explanation of the error

In this step, the phrase structure rules and principles in X-bar theory are implemented in order to explain the occurrence of the error. According to the framework of X-bar theory, a sentence in English must have a Head that acts as the central element of the sentence. The category of the Head determines the Specifier and Complement.

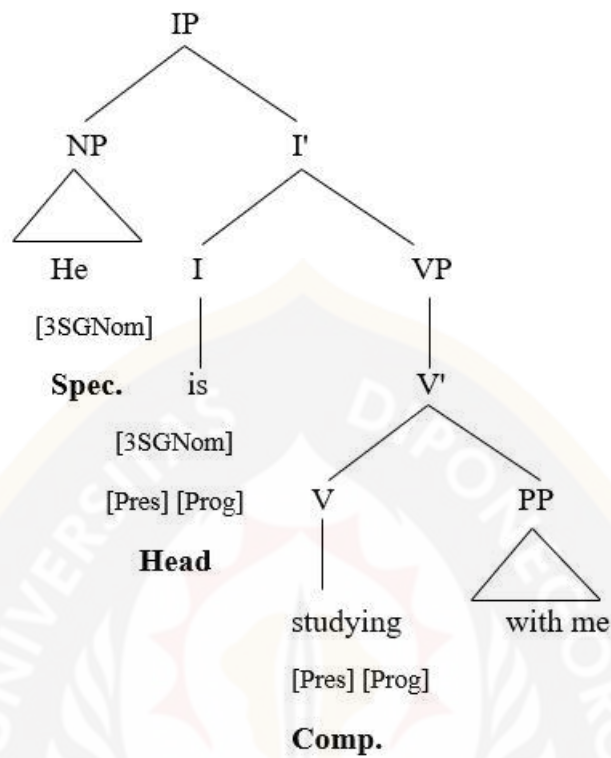
In sentence (1) the central element is auxiliary verb *is* which belongs to INFL category. The category of the Head corresponds with the category of the phrase, thus example (1) is an Inflectional Phrase (IP). The Head bears [3SGNom] [Pres] features, which means the Specifier and Complement must have corresponding features in order to satisfy the features agreement. The analysis is illustrated in the following tree structure representation.



The structure above displays two principle violations. First, the DP *him* does not correspond with the Head *is* which requires the Specifier position to be occupied by a third-person singular nominative pronoun. Second, the V *study* does not correspond with the Head *is* which requires the Complement position to be occupied by a present progressive verb.

Step 3: Correction of the error

Error correction is the last step of the analysis. In this step, erroneous constituents found in the analysis are replaced with the correct ones in order to form a grammatical sentence. The error correction is illustrated in the following tree structure representation.



Based on the analysis of the errors illustrated above, it is resolved that the correction of ill-formed sentence in (1) is:

- (1) He is studying with me.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of two main sections. The first section delineates the problem areas identification. This section includes error identification, error classification, and quantification of the data. The second section consists of an in-depth discussion on the causes of errors.

4.1 Problem Areas Identification

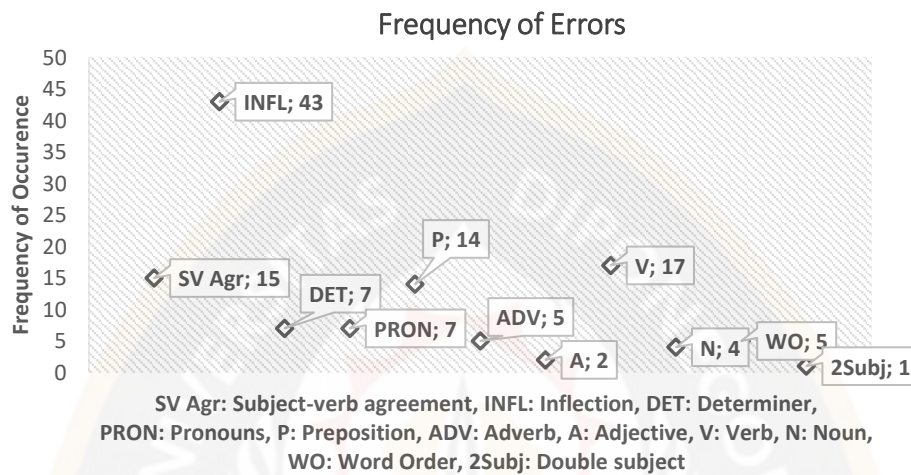
This study was conducted to identify the types of grammatical errors native Javanese students make in written English and to determine the causes of errors. Forty-five native Javanese students of Akper Kesdam Diponegoro (from two different classes) were involved in this study. They were asked to compose an essay about certain topics. Their pieces of writing were then analysed for errors using the archetype of X-bar Theory.

The data analysis was carried out in three steps. The first step was identifying errors in the students' essays. The second step was classifying and enumerating the errors according to two types of grammatical errors: morphological error and syntactic error. Third step was pinpointing the causes of errors, whether the errors were caused by intralingual or interlingual matters.

After all the writings had been checked for errors and relevant data had been classified based on the purpose of this study, it was found that there were 119 errors,

from the total of 45 pieces of writing. The frequency of error occurrence can be seen in the following figure.

Figure 4.1. Frequency of Errors



Based on the error identification analysis, it is found that the students' grammatical errors consist of eleven (11) categories: Subject-verb Agreement error, Inflection error, Determiner error, Pronoun error, Preposition error, Adverb error, Adjective error, Verb error, Noun error, Word Order error and Double subject.

Some of the aforementioned error categories comprise several sub-categories. Inflection error has three sub-categories: misuse of auxiliary, omission of auxiliary, and infinitival *to* error. Determiner error consists of two sub-categories: omission of article and misuse of article. Preposition error also consists of two sub-categories: misuse of preposition and omission of preposition. Verb error has four sub-categories: omission of verb, verb inflection, tense agreement, and verb form. Noun error has four sub-categories: compounding, noun inflection,

and word choice. The distribution of error in each sub-category is presented in the following table.

Table 4.1. Error Distribution

Type of Error	Frequency of Occurrence
Subject-verb agreement	15
Inflection errors:	43
(i) Misuse of Auxiliary	(16)
(ii) Omission of Auxiliary	(17)
(iii) Infinitival <i>To</i>	(10)
Determiner errors:	7
(ii) Omission of Determiners	(4)
(iii) Misuse of Determiners	(3)
Pronoun errors	7
Preposition errors:	14
(i) Misuse of Preposition	(7)
(ii) Omission of Preposition	(7)
Adverb errors	5
Adjective errors	1
Verb errors:	17
(i) Omission of verb	(5)
(ii) Verb inflection	(3)
(iii) Tense agreement	(9)
Noun errors:	4
(i) Compounding	(1)
(ii) Noun inflection	(1)
(iii) Word choice	(2)
Word order	5
Double subject	1
TOTAL	119

Based on the calculation of error distribution in Table 4.1, it can be seen that the most typical type of error found in the students' English writing is Inflection error, especially omission of auxiliary. The analysis of errors in each sub-category will be specified in the following sub-sections.

4.1.1 Subject-verb agreement error

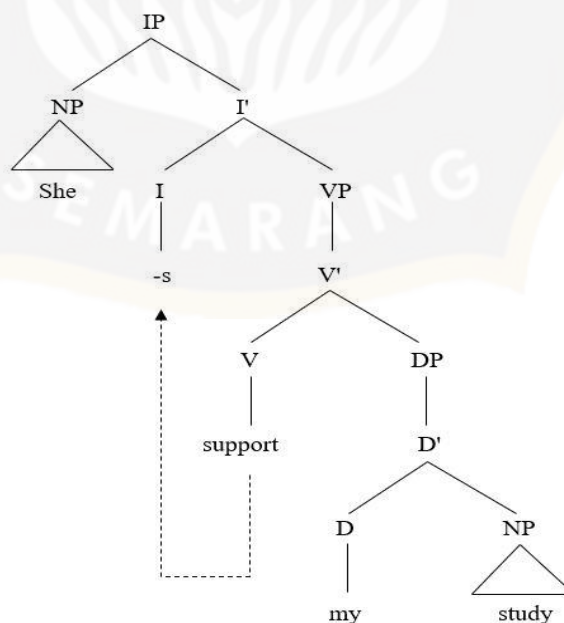
Agreement in relation to the features of grammar refers to a syntactic process in which constituents within a unit of grammar must share the same features with each other. One of the most common types of agreement is subject-verb agreement. Error in subject-verb agreement refers to incompatibility of subject and verb within a phrase or sentence, such as in the following examples:

(E2) **She support my study.*

(E19) **The tomatoes looks very fresh.*

(E39) **My mother love cooking.*

The given examples in (E2), (E19), and (E39) demonstrate a violation of agreement features. The disagreement occurs between the subject and the verb. Example (E2) shows disagreement of subject *she* with verb *support*. The subject *she* bears [3FSGNom], which means the verb must inflect with *-s* to fulfil the subject-verb agreement, as represented in the following tree structure.



Based on the analysis above, the error correction of erroneous sentence in (E2) is:

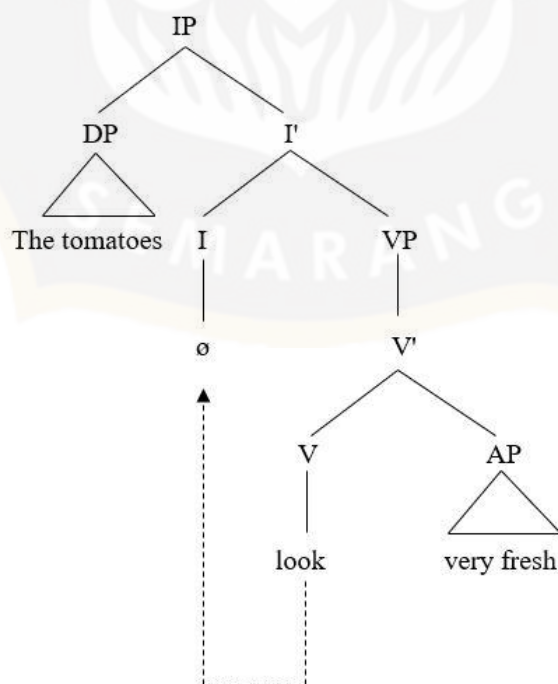
(E2) *She supports my study.*

Example (E19) shows disagreement between the subject *the tomatoes* and the verb *looks*. DP *the tomatoes* which acts as the subject of the sentence carries [PL] feature, whereas the verb *looks* contains a singular-marker morpheme *-s*, which causes ungrammaticality of the sentence.

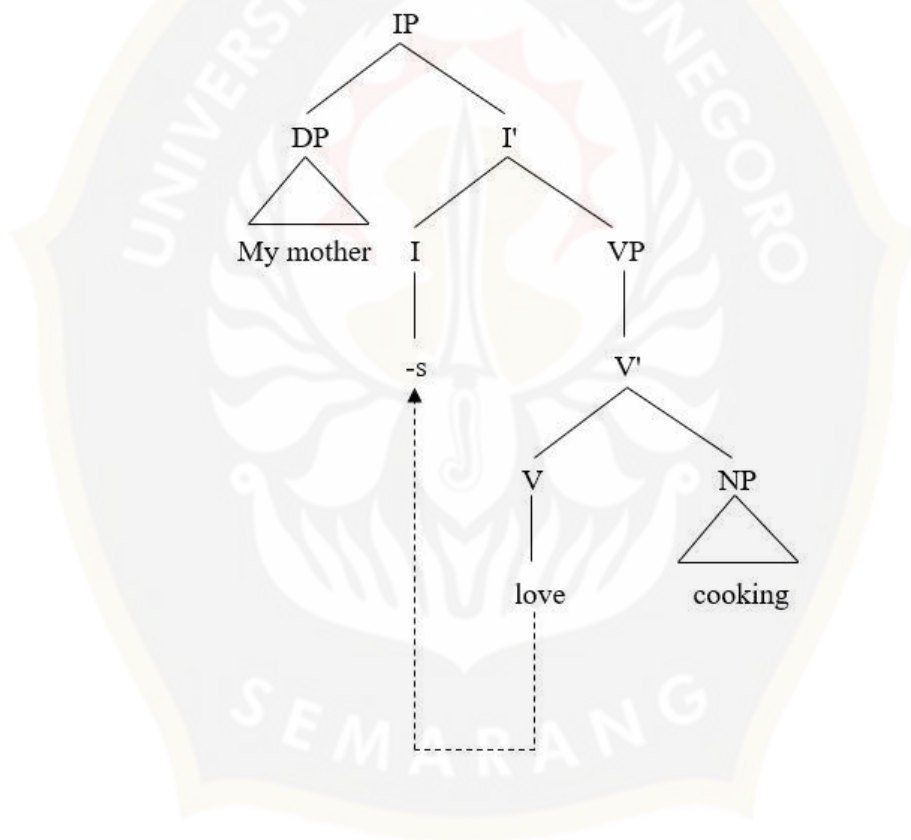
In order to make the sentence grammatical, the verb must be in uninflected (base) form in order to satisfy the requirement of subject-verb agreement. Therefore, the error correction of sentence (E19) is:

(E19) *The tomatoes look very fresh.*

The correction of sentence (E19) is illustrated in the following tree structure representation.



In example (E39), the subject *my mother* bears [3FSGNom] features while the verb *love* carries [Pres][3PL] features, therefore the subject and the verb are said to be incompatible with each other and the sentence is considered ungrammatical. In order to make the sentence grammatical, the verb *love* must inflect with morpheme *-s* which acts as a marker of the [Pres][3SGNom] features so that it satisfies the agreement relationship with the subject *my mother*. The analysis is illustrated in the following tree structure.



Based on the analysis above, the correction of erroneous sentence in example in (E39) is:

(E39) *My mother loves cooking.*

4.1.2 Inflection error

Chomsky (1981: 18) argued that auxiliaries and infinitival *to* belong to Inflection (INFL) category, because auxiliaries inflect for tense/agreement, and infinitival *to* has the same function as infinitive inflections in English. Inflections are in complementary distribution with each other, which means there can only be one inflection in one clause.

All inflections in English take verbal complements, but they project Inflectional Phrase (IP). There are two known IP in English: finite and non-finite. Finite clause is a clause containing inflected verb, while non-finite verb is a clause containing no independent tense interpretation (Newson et al, 2006: 213). Modal auxiliaries and tense morphemes belong to finite category, while infinitival *to* and participles belong to non-finite category.

There are three types of INFL error found in this study: 1) misuse of auxiliary, 2) omission of auxiliary, and 3) infinitival *to* errors.

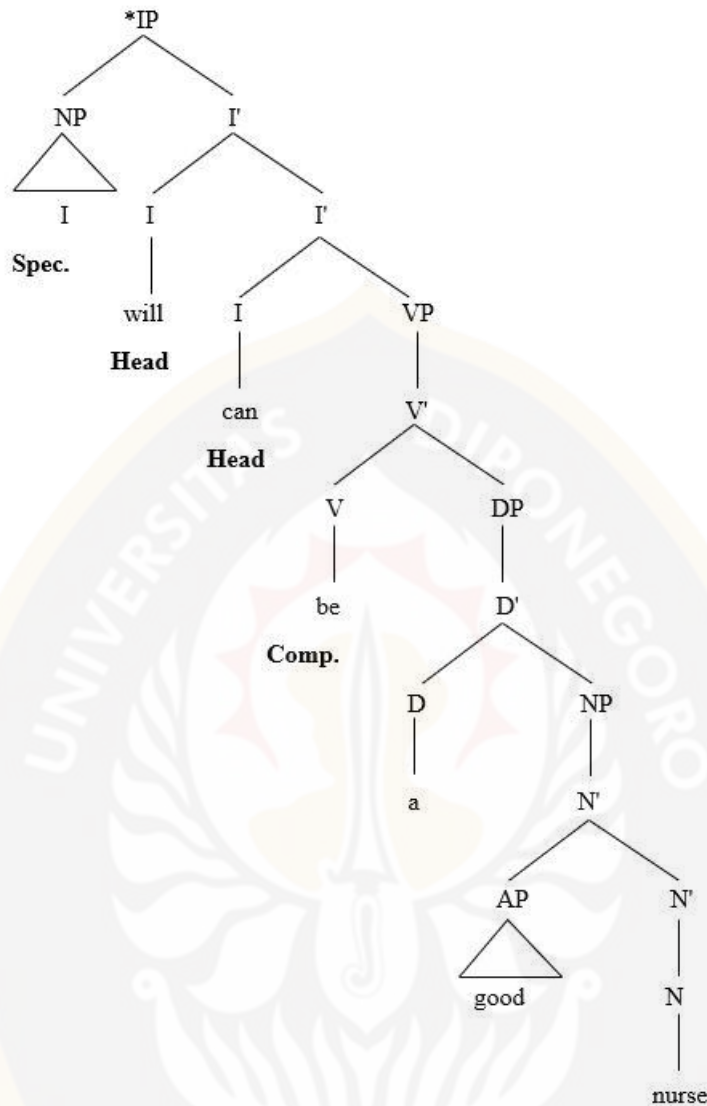
4.1.2.1 Misuse of auxiliary

(E3) **I will can be a good nurse.*

(E66) **I am is a student in Akper Kesdam.*

(E85) **She is always supports me.*

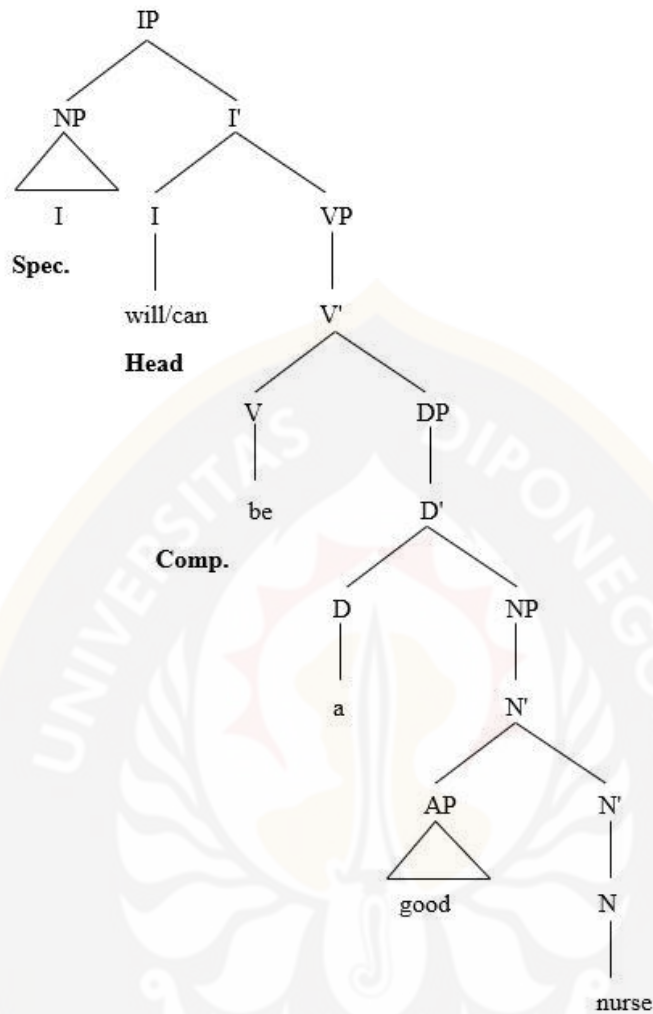
The sentence in example (E3) is ungrammatical because it contains erroneous uses of modal auxiliaries. Auxiliaries in English are in complementary distribution with each other. That means we cannot put a modal auxiliary adjacent to another modal auxiliary in the same clause because they both occupy the same Head position in an IP, as shown in the following tree structure representation.



To make the sentence in (E3) grammatical one of the modal auxiliaries must be omitted. That way, the possible correct form(s) of the sentence should be:

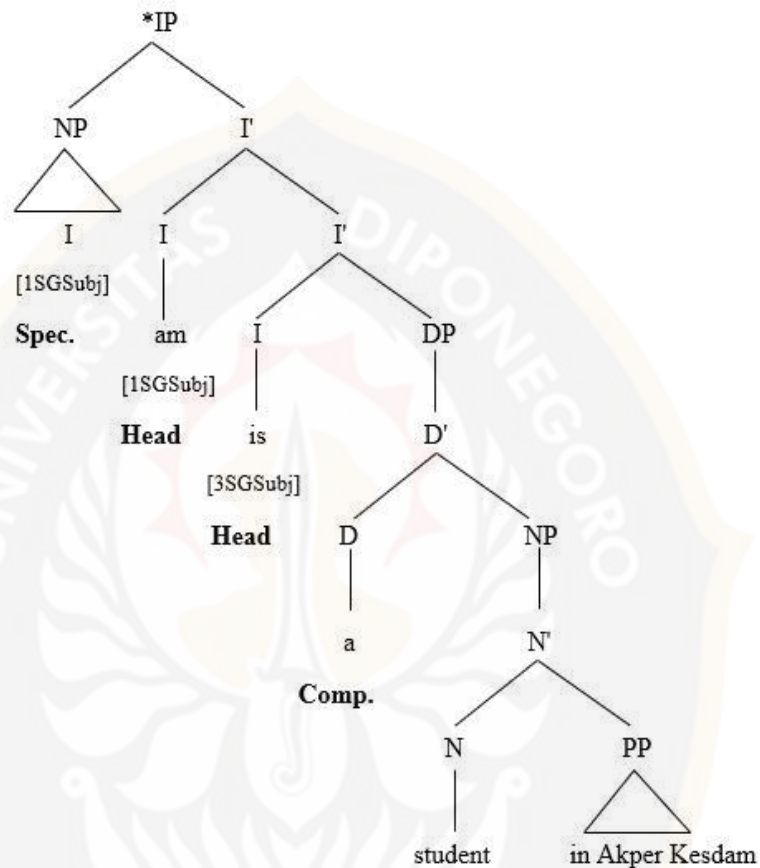
- (E3) a. *I will be a good nurse.*
 b. *I can be a good nurse.*

The tree structure representation of the sentence correction is illustrated in the next page.



Sentence (E66) **I am is a student in Akper Kesdam* also displays a redundancy of auxiliaries as in the previous example. One of the auxiliaries in (E66) is inappropriate as it is incompatible with the subject, therefore to make the sentence grammatical the erroneous element must be deleted and cannot be used alternately with the other element as in example (E3).

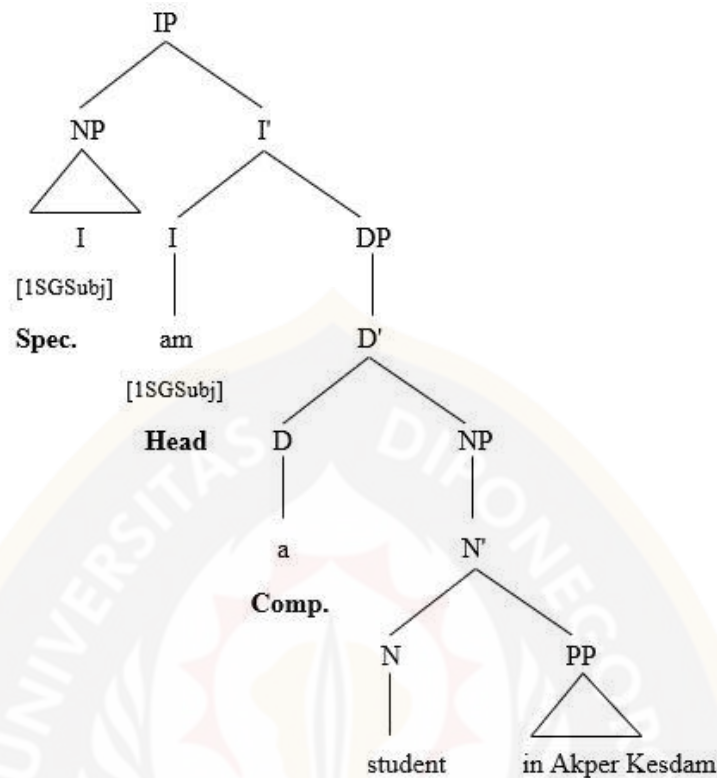
Auxiliary *am* exclusively modifies pronominal subject *I* and takes either adjectival or nominal complement. Therefore, the appearance of auxiliary *is* causes an impossible configuration as in the following tree structure representation.



The structure above tells us that there are two heads in the IP. According to the notion of Head-Complement relationship in X-bar theory, Head position is not recursive, hence the ungrammaticality of the sentence in (E66).

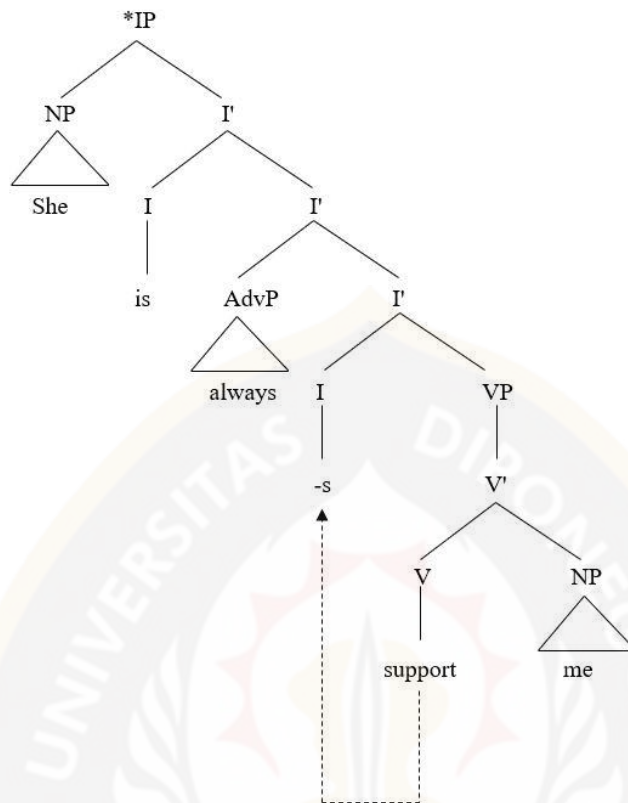
In order to make the sentence grammatical, the auxiliary *is* must be omitted, resulting in the following sentence.

(E66) *I am a student in Akper Kesdam.*



The third example, sentence (E85) **She is always supports me*, is considered ungrammatical due to the appearance of double heads which belong to INFL category: auxiliary *is* and singular present tense morpheme *-s*. According to the principles in X-bar theory, inflections are in complementary distribution, so one clause can only contain one inflection.

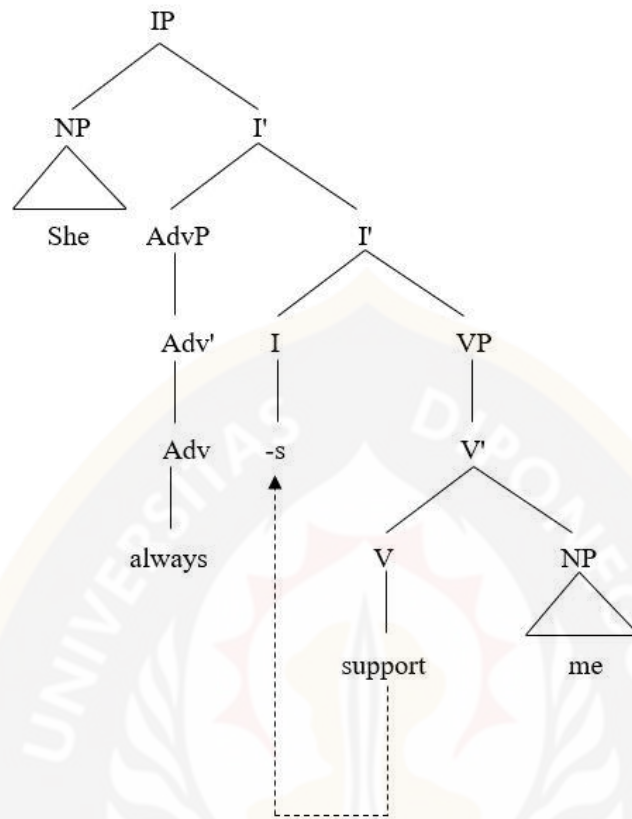
As stated in the previous analyses, Head position in a clause is not recursive as well. In other words, there can only be one Head in one clause, hence the ungrammaticality of sentence (E85) as represented in the following tree structure.



The tree structure representation above shows that the insertion of double inflections (auxiliary *is* and singular simple present tense morpheme *-s*) causes recursive IPs in the sentence. To solve this problem, one of the inflections must be omitted, and it has to be auxiliary *is*. This is because the presence of Adverb *always* indicates that the sentence is supposed to be in simple present tense. Therefore, the inflection allowed in the sentence (E85) is third-person singular simple present tense morpheme *-s*, resulting in the following sentence.

(E85) *She always supports me.*

The tree structure representation of the sentence correction is presented in the following page.

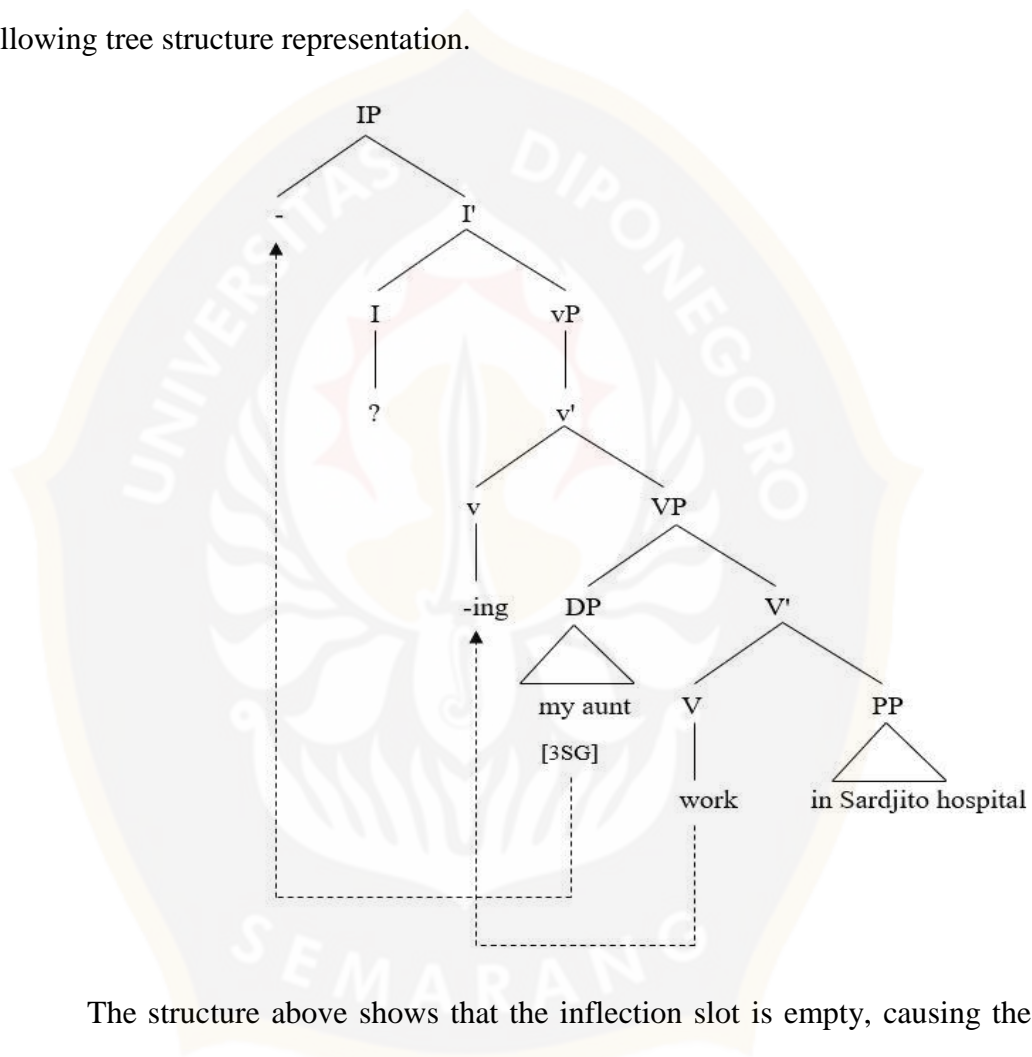


4.1.2.2 Omission of auxiliary

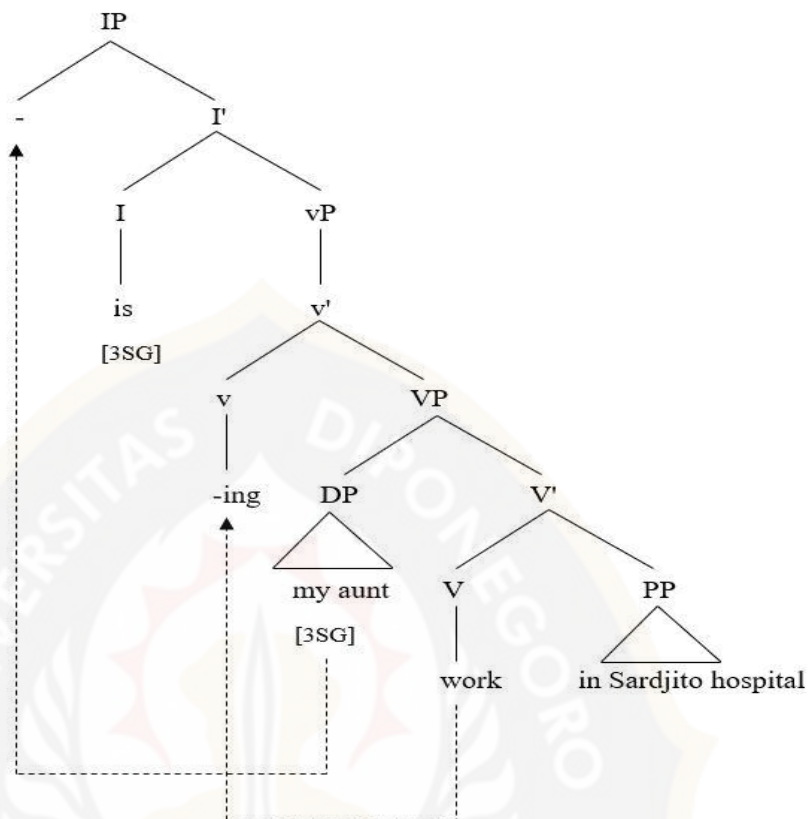
- (E10) **My aunt working in Sardjito hospital.*
- (E55) **I very happy.*
- (E80) **The nurses in Ken Saras hospital nice to me.*

Examples (E10), (E55), and (E80) show a grammatical violation in terms of auxiliary omission. Auxiliary belongs to INFL category. From the perspective of X-bar theory, inflections are treated as Heads because only a Head takes a complement. Cook and Newson (1999) stated that all sentences must have a Head that holds the information on tense, person, and number. Therefore, the presence of auxiliary verb that acts as a Head in the aforementioned sentences is a must.

Error in (E10) occurs due to failure in inserting aspectual auxiliary into the structure. Sentence (E10) is in progressive tense, so aspectual auxiliary is accompanied by a bound morpheme *-ing* which is attached to the verbal element following the auxiliary. The analysis of the error in (E10) is illustrated in the following tree structure representation.



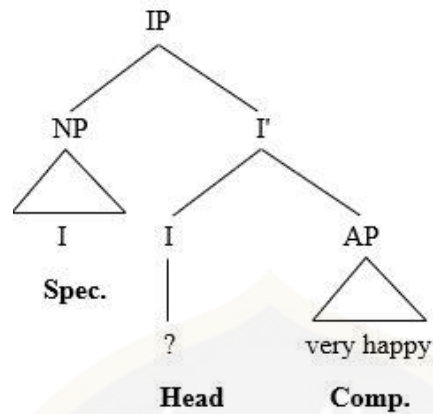
The structure above shows that the inflection slot is empty, causing the ungrammaticality of the sentence. In this case, the inflection slot must be occupied by auxiliary *is*, because the Specifier (DP *my aunt*) bears [3SG] features. The structure is then realised as follows.



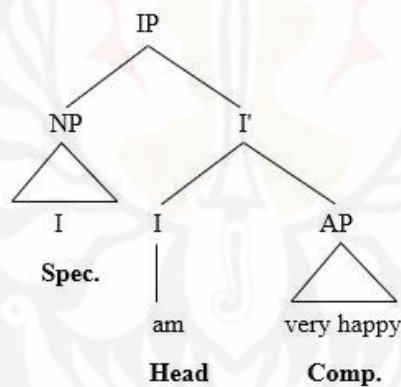
Based on the analysis above, erroneous sentence in (E10) can be corrected as follows:

(E10) *My aunt is working in Sardjito hospital.*

Sentence (E55) **I very happy* is ungrammatical due to omission of copula *be*. The insertion of *be* between the subject and the predicate is obligatory, because it supports the tense morpheme when the predicate of the sentence is non-verbal. Without the appearance of *be*, the structure will have no Head, hence the ungrammaticality of the sentence as shown in the following tree structure representation.



To solve this problem, auxiliary *am* must be inserted between subjective nominative pronoun *I* and predicative phrase *very happy*. Therefore, the correction of erroneous sentence (E55) is:

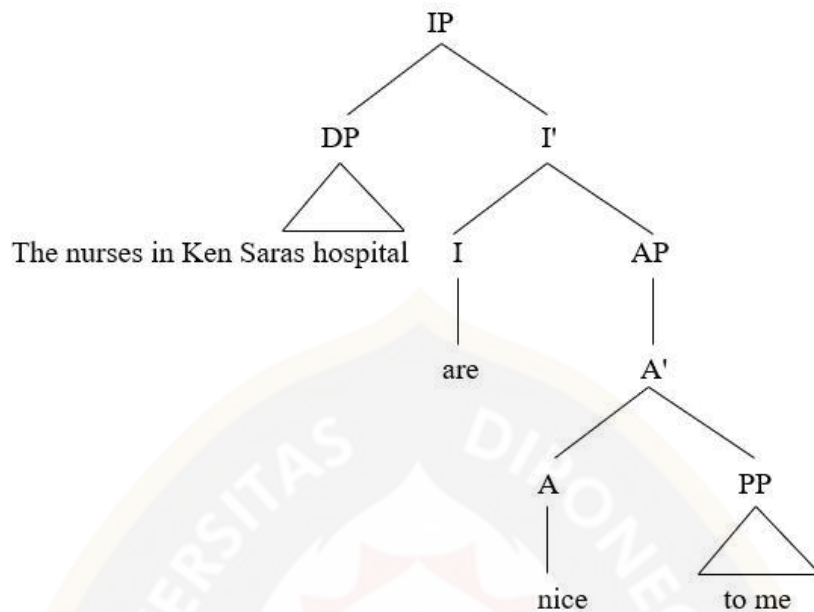


(E15) *I am very happy.*

Sentence (E80) **The nurses in Ken Saras hospital nice to me* is considered to be ungrammatical for the same reason as sentence (E55). The structure lacks an obligatory auxiliary which acts as tense morpheme bearer.

The auxiliary must exist between the DP subject *the nurses in Ken Saras hospital* and the adjectival predicate *nice*, forming the following structure:

(E80) *The nurses in Ken Saras hospital are nice to me.*



4.1.2.3 Infinitival *To* errors

(E34) **I want to making my parents proud.*

(E35) **I will to follow my dream.*

(E64) **I want see my mother happy.*

Infinitival *to* is a type of functor in English which allows only a verb in the bare infinitive form as a complement. In (E34), this rule is violated in a way that *to* takes the verb *making* as the complement. The verb *making* carries *-ing* morpheme as a marker of gerund, thus it cannot follow infinitival *to*. The grammatical form of the sentence in (E34) is:

(E34) *I want to make my parents proud.*

Sentence (E35) **I will to follow my dream* is ungrammatical because it contains elements that are in complementary distribution: modal auxiliary *will* and infinitival *to*. The reason behind this distribution pattern is that both elements

occupy the same position in the clause, therefore one cannot appear when the other is present.

Another way to put this together is that those elements are both INFL. English language only allows one inflection to appear in one clause, hence the ungrammaticality of sentence (E35). In this case, infinitival *to* is incorrectly inserted after modal auxiliary *will*, because modal auxiliary *will* only takes verbal complement in bare infinitive form. That way, the structure in (E35) is considered to be ill-formed. The sentence is then corrected as follows:

(E35) *I will follow my dream.*

In sentence (E64) **I want see my mother happy*, infinitival *to* is absent in the position that requires it to appear. The verb *want* is a typical verb that takes three types of complements: subjectless infinitival *to*, infinitive with subject, and noun expression (Radford, 1998:45). Based on this head-complement relationship pattern, the verb *see* must be in to-infinitive form, as in the following sentence:

(E64) *I want to see my mother happy.*

4.1.3 Determiner error

Determiner is a grammatical category that holds several characteristics such as: it always precedes the element it modifies, they are in complementary distribution with each other, and it imposes grammatical restriction on the types of expression it modifies (Radford, 1997: 55). The types of determiner errors found in this study are: 1) misuse of article, and 2) omission of article.

4.1.3.1 Misuse of Article

(E29) **I really want to be a entrepreneur.*

(E37) **We enjoyed the our trip.*

(E61) **I had a best memory in high school.*

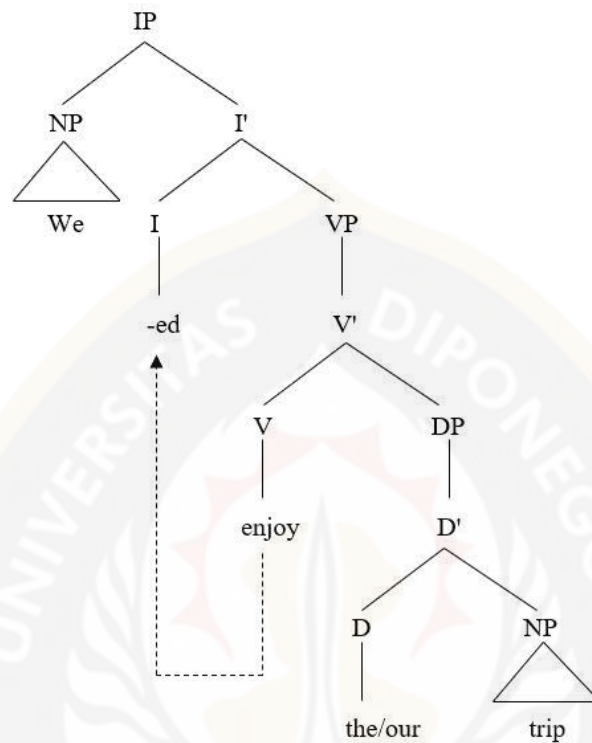
The construction of phrases and sentences in English is bound by structure-dependence principle, which indicates that all grammatical operations are susceptible to the grammatical structure of the sentence they assign to. The use of determiners is sensitive to the features and properties of their complement, that is to say singular determiner takes singular complement and plural determiner takes plural complement.

In addition, indefinite articles in English (*a, an*) are invariable and sensitive to the phonological environment of the following word. Thus, the only appropriate indefinite article to be used as specifier of the noun *entrepreneur* as in example (E29) is *an*, so the grammatical form of the sentence will be:

(E29) *I really want to be an entrepreneur.*

Sentence (E37) **We enjoyed the our trip* is considered ungrammatical due to redundant determiners. As mentioned earlier, determiners have several characteristics, which include the fact that they are in complementary distribution with each other. This means the adjacency of the determiners in (E37) causes the ungrammaticality of the sentence.

The tree structure representation of the sentence correction is shown below.



Sentence (E61) **I had a best memory in high school* is erroneous due to misuse of article *a*. The adjective *best* is in superlative form, meaning that it represents the highest degree of comparison when more than two agents are involved. In English language, the only determiner allowed to accompany superlative adjectives is *the*.

Therefore, the sentence (E61) should be corrected as:

(E61) *I had the best memory in high school.*

4.1.3.2 Omission of Article

Determiner is a grammatical category that holds the information on nominal expressions in terms of definiteness, indefiniteness, numbers, and specificity. Indefinite articles are used before nominal expressions that have not been mentioned before. Definite articles are used when the nominal expressions are already mentioned. Determiners also function as quantifiers for the nouns.

Failure to attach a determiner in front of a nominal expression may lead to obscurity of expressions. Thus, omission of determiner is considered a grammatical violation. Below are some of the examples.

- (E1) **It is very noble job.*
- (E6) **I had fantastic holiday in Jepara last month.*
- (E57) **He is famous doctor.*

As mentioned earlier, a nominal expression that holds a new information is always preceded by an indefinite article. Sentences (E1), (E6), and (E57) contain no article before the nominal expressions *very noble job*, *fantastic holiday*, and *famous doctor*. Because those nominal expressions have not been mentioned previously, they should be preceded by indefinite articles. Therefore, those sentences are reconstructed as:

- (E1) *It is a very noble job.*
- (E6) *I had a fantastic holiday in Jepara last month.*
- (E57) *He is a famous doctor.*

4.1.4 Pronoun Errors

(E49) **My father is kind to my brother but not to myself.*

(E50) **Him is my role model.*

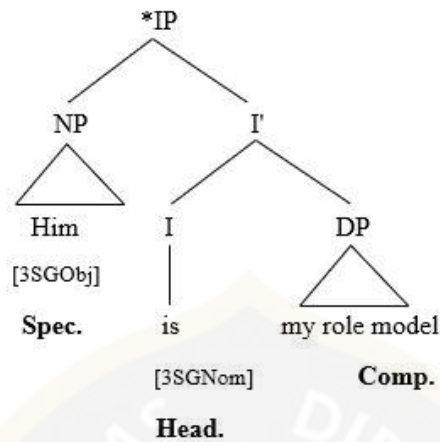
(E114) **Him is responsible.*

Error in (E49) occurs due to erroneous use of anaphor *myself*. Anaphor holds the property that it must be bound by an antecedent, and therefore takes its reference from the antecedent in the same phrase or sentence. Anaphor *myself* in (E49) does not refer to an antecedent in the sentence **My father is kind to my brother but not to myself.*

If an anaphor is unbound, the resulting sentence is ungrammatical. The solution to this problem is to change the form of anaphor *myself* into objective personal pronoun *me* (because it holds the object position in the sentence). Thus, the corrected form of the sentence is:

(E49) *My father is kind to my brother but not to me.*

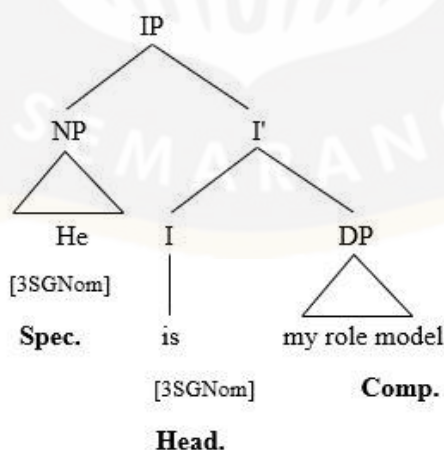
Sentence (E50) **Him is my role model* displays an incorrect use of pronoun. Pronoun *him* is in Objective Case, therefore it cannot occupy a subject position in a sentence. The analysis of the error is illustrated in the following tree structure representation (shown in the next page).



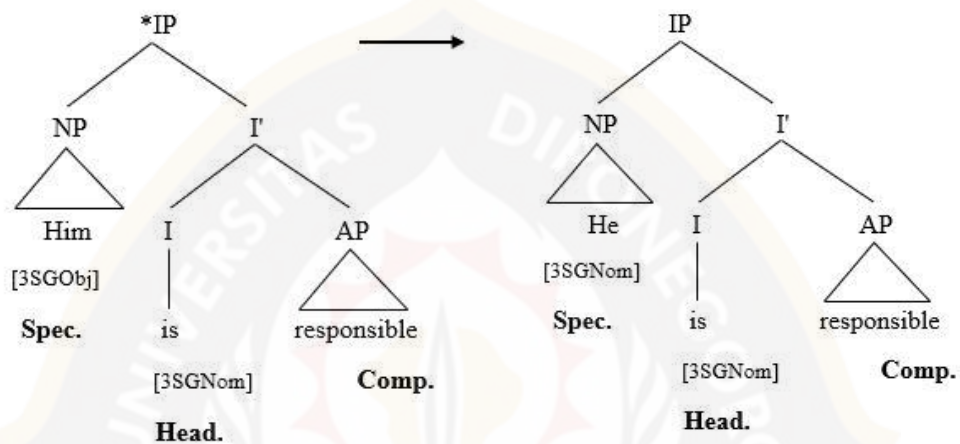
Auxiliary verb *is* occupies the Head position of the sentence, thus the Specifier and Complement must have corresponding features with the Head in order to satisfy the features agreement in Head-Specifier-Complement relationship. The DP Specifier *him* is erroneous because its features do not correspond with the features of the Head.

To solve this problem, the DP Specifier *him* must be in Nominative Case *he*, as in the following sentence:

(E49) *He is my role model.*



The error in sentence (E114) **Him is responsible* is similar to that of (E49). The DP Specifier *him* is not an appropriate subject, considering the fact that it is in Objective Case. In other words, DP Specifier *him* cannot function as the subject of the sentence. The analysis of the structure is illustrated as follows.



The tree structure representations above show that the category of the Head determines its relationship with the Specifier and Complement. In the left tree structure representation, the principles of X-bar theory are violated in terms of Head-Specifier relationship. The tree structure representation on the right shows the correction of the error, where the Specifier position is occupied by nominative subject pronoun *he*.

That way, the grammatical form of the sentence in (E114) is:

(E114) *He is responsible.*

4.1.5 Preposition error

Preposition is a category which does not have any inflectional forms. In terms of its subcategorisation, preposition can appear with most types of complement, except clausal complement (Newson et al., 2006: 36). Most prepositions in English take nominal complements, although some may take other type of complements.

Prepositions are used to provide information about the relationship of the constituents in a sentence, e.g. location direction, and time. There are two types of prepositional error found in this study: (1) Misuse of preposition and (2) Omission of preposition.

4.1.5.1 Misuse of preposition

(E9) **I went at Kartini beach.*

(E20) **I like with him.*

(E73) **My mother was born at 1964.*

Sentence (E9) is considered ungrammatical due to misuse of preposition *at*. Preposition *at* is used to express the specific frame of time or place. According to its semantic content, the verb *went* requires a directional preposition complement *to*, resulting in the following sentence:

(E9) *I went to Kartini beach.*

The erroneous use of preposition is also the case in sentence (E20) **I like with him*. The verb *like* is a transitive verb that only takes nominal complement (including gerund).

<i>like</i>	category	:	[-F, -N, +V]
	θ -grid	:	<experiencer, theme>
	subcat	:	[nominal]

The lexical entry of the verb *like* above tells us that the predicate *like* involves two arguments, one is the experiencer and the other is the theme. Sentence (E20) would be grammatical if the verb *like* takes nominal complement instead of prepositional one, as stated in the subcategory section in the aforementioned lexical entry.

That way, the preposition *with* must be deleted so that the complement requirement is fulfilled. Therefore, the sentence is corrected as follows:

(E20) *I like him.*

Example (E73) **My mother was born at 1964* has a problematic use of preposition in a way that it uses the incorrect preposition of time. Preposition of time *at* is used to precede a constituent which tells the exact time, e.g. 8 p.m., night, etc. The suitable preposition to precede a constituent which contains semantic features [YEAR] is *in*. That way, the correct form of the sentence is:

(E73) *My mother was born in 1964.*

4.1.5.2 Omission of preposition

(E13) **After I arrived Salatiga, I called my parents.*

(E18) **My grandmother invited me her house.*

(E96) **I went to Bandung with some my friends.*

Sentence (E13) is erroneous because the preposition between the predicate *arrived* and one of its arguments *Salatiga* is missing.

<i>arrive</i>	category	:	[-F, -N, +V]
	θ -grid	:	<agent, location>
	subcat	:	[adverbial, prepositional]

The verb *arrive* is an intransitive verb. Based on the information provided by the lexical entry above, it takes adverbial and prepositional complements. It means the appearance of the nominal complement *Salatiga* after the verb *arrived* causes the ungrammaticality of the sentence (E13). In order to make the sentence grammatical, an addition of prepositional element before noun *Salatiga* is obligatory.

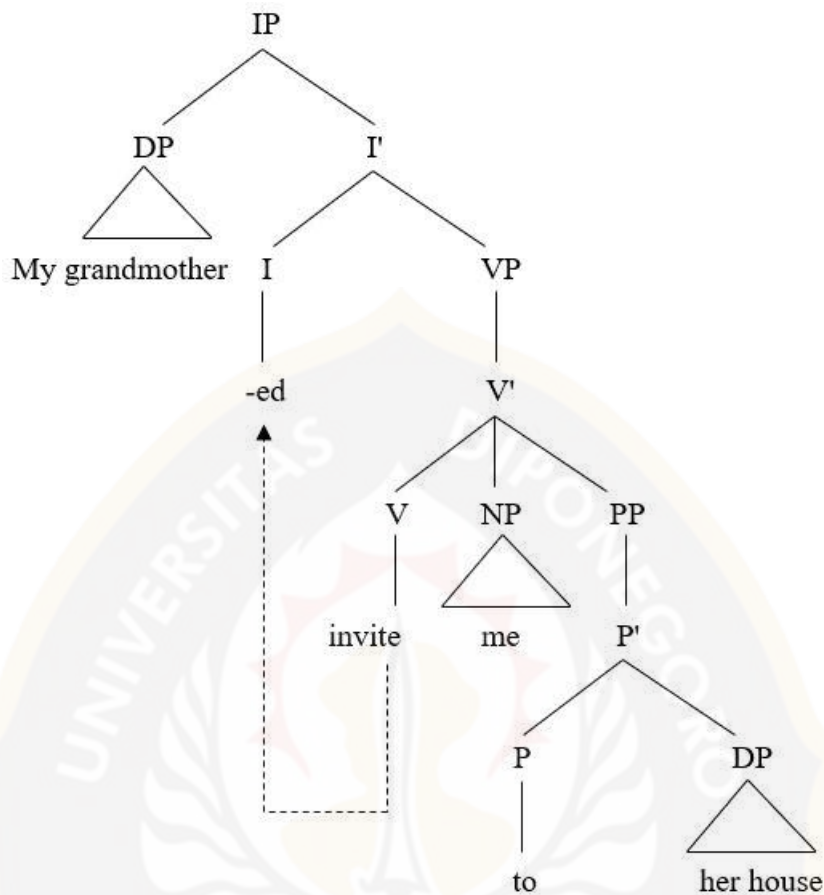
Salatiga is a proper noun (a type of noun that refers to a particular place, person, or thing), thus the appropriate preceding preposition is *at*. Based on this fact, sentence (E13) is reconstructed as follows:

(E13) *After I arrived at Salatiga, I called my parents.*

Sentence (E18) **My grandmother invited me her house* is ungrammatical due to similar reason. In this sentence, the verb *invite* is used as a three-place predicate (involving three arguments: *my grandmother, me, and her house*). The last argument (DP *her house*) indicates a particular place, therefore it carries [LOCATION] feature. Thus, prepositional element that carries [DIRECTION] feature must appear before DP *her house*, otherwise the structure will be nonsensical.

To fix this problem, preposition *to* must be inserted between objective personal pronoun *me* and DP *her house*, resulting in the following sentence:

(E18) *My grandmother invited me to her house.*



The ill-formedness of the sentence structure (E96) **I went to Bandung with some my friends* is caused by omission of preposition between quantifier determiner *some* and possessive pronoun *my*. Determiners have [+F, +N, -V] features. The ability to be followed by a pronoun is restricted to the [-N] categories, thus preposition *of* must present to precede possessive pronoun *my*. Thus, the reconstructed sentence of (E96) is:

(E96) *I went to Bandung with some of my friends.*

4.1.6 Adverb error

Adverb is a word category that is used to modify verbs, adjectives, other adverbs, and sentences. Newson (2006) divided adverb into two types: VP Adverbs and Sentential Adverbs. VP Adverbs modify a VP, while Sentential Adverbs modify a clause or sentence. Listed below are some examples of adverbial errors found in this study.

(E11) **I very love my mother.*

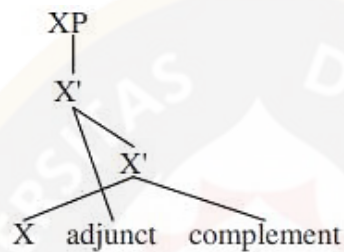
(E12) **I gave proudly my first salary for her.*

Sentence (E11) is ungrammatical due to a misuse of degree adverb. Degree adverbs are used exclusively to modify other adverbs and adjectives, that way they cannot modify words of other categories. The example in (E11) displays a violation in the use of degree adverb *very*, because it modifies the verb *love*. Thus, the sentence becomes ungrammatical.

To intensify verbs in English, degree adverbs can be used after the object of the sentence. Since degree adverb *very* cannot stand on its own, it must be added to another type of intensifying word, such as determiner *much*. Following this analysis, the sentence is reconstructed as follows:

(E11) *I love my mother very much.*

Adverb *proudly* in sentence (E12) **I gave proudly my first salary for her* acts as an adjunct. According to X-bar theory, adjuncts may not intervene between the Head and the Complement. If an adjunct is positioned between the Head and the Complement, the structure branches cross and the configuration will be considered impossible (Newson, 2006: 204).



Based on this proposition, it is plausible that adverb *proudly* is incorrectly positioned between the Head *gave* and the Complement *my first salary*, hence the ungrammaticality of the sentence. This issue can be fixed by moving the adjunct to its rightful positions.

- a. **I gave [proudly] my first salary for her.*
 - b. *I gave my first salary for her [proudly].*
 - c. *I [proudly] gave my first salary for her.*
- Arrows indicate the movement of the adjunct *proudly* from (a) to (b) and from (c) to (b).

The structure in (b) shows that adverbial adjunct *proudly* is positioned at the end of the sentence instead of between the Head and the Complement. Following this analysis, the sentence (E12) is reconstructed as:

(E12) *I gave my first salary for her proudly.*

4.1.7 Adjective error

Adjective is a word category that describes properties and states of things (Newson et al, 2006: 28). Adjectives can be used as a predicate of a sentence or as a modifier of a noun. Adjectives are not in complementary distribution with each other, which means they can be used recursively before a noun. The example below is the only adjectival error found in this study.

(E109) **I am more happy here than at my home in Temanggung.*

Some adjectives are inflected based on the properties that form the basis of comparison (comparative, superlative). In sentence (E109) **I am more happy here than at my home in Temanggung*, the adjective **more happy* is used in comparative sense and is inflected in an incorrect way because periphrastic comparative and superlative constructions can only be used in morphologically complex words.

The correct comparative inflection form of adjective *happy* is *happier*, resulting in the following structure:

(E109) *I am happier here than at my home in Temanggung.*

4.1.8 Verb error

Verbs in English bear a characteristic that they can be inflected for tense. In a SVO language such as English, the presence of verb in a sentence is crucial. In other words, the sentence would practically be ungrammatical if verb(s) is absent. The errors found in the students' English writing related to erroneous use of verbs are consisted of omission of verb, verb inflection, verb form, and tense agreement.

4.1.8.1 Omission of verb

(E33) **I often swimming.*

(E70) **I am always happy when I to school.*

(E74) **We did not plan to there.*

As stated earlier, the absence of an element that takes tense morpheme in a sentence causes ungrammaticality. In English language, verbs are known as the category that has an ability to bear tense morphemes.

Sentence (E33) is erroneous because the verb is missing. There is a misconception about the use of gerund *swimming* in the sentence. The student might have mistaken gerund *swimming* for a verb, when in fact gerund functions as a noun. This configuration causes the sentence to have no predicate, which is unacceptable in English.

To fix this issue, a verb must exist to precede the gerund in order to fill the predicative position in the sentence. The appropriate verb to fill this position is the one that carries the semantic feature of [ACTION]. Thus, the suggested correction of the error in (E33) is:

(E33) *I often go swimming.*

Sentence (E70) **I am always happy when I to school* has similar cause of ungrammaticality. The clause **when to school* in sentence (E70) is not in an acceptable form of English language structure, because it contains no verbal element. The verbal element to fill these positions is something that has

[MOVEMENT] semantic feature. Thus, the sentence (E70) is reconstructed as follows:

(E70) *I am always happy when I go to school.*

Sentence (E73) **We did not plan to there* is lacking a verbal element that should appear after infinitival *to*. In this sentence, *to* cannot act as a standalone element because it follows a verb that describes an upcoming action (*plan*). Thus, *to* must be accompanied by a verb to form a to-infinitive. In the case of sentence (E73), the accompanying verb must contain [MOVEMENT] semantic feature, thus the sentence is reconstructed as follows:

(E73) *We did not plan to go there.*

4.1.8.2 Verb inflection

(E68) **It is difficult to be forgotten.*

(E75) **I telled my friends about my trip.*

(E77) **I cryed when I graduated.*

As mentioned earlier, verbs have a characteristic that they can be inflected for tense (past, progressive, participle). The inflection of verb **forgoted* in sentence (E68) is erroneous because verb *forget* is not a regular verb, thus it cannot be inflected using the tense morpheme *-ed*. Verb *forget* is an irregular verb and thus must be inflected accordingly.

Since sentence (E68) is in passive form, the verb must be in past participle form. The past participle form of verb *forget* is *forgotten*, therefore the correct sentence of (E68) is:

(E68) *It is difficult to be forgotten.*

The verbs *tell* in sentence (E75) and *cry* in sentence (E77) are incorrectly inflected for past tense. The verb *tell* belongs to irregular verb category and its past form is *told*. The addition of past morpheme *-ed* to the verb *cry* in sentence (E77) is correct, because *cry* is a regular verb. However, the past form of *cry* in sentence (E77) is erroneous because *-y* must change into *-i* when the verb is inflected for past tense. Thus, the correct past form of *cry* is *cried*. The reconstructed sentences of (E75) and (E77) are:

(E75) *I told my friends about my trip.*

(E77) *I cried when I graduated.*

4.1.8.3 Tense agreement error

(E72) **Last month, my friends and I go to Jogjakarta.*

(E78) **My brother and I gone home together yesterday.*

(E102) **I am playing football every day.*

Sentence (E72) displays an erroneous use of verb *go*. The verb must be in past form to satisfy the tense agreement. Verb *go* is an irregular verb and its past form is *went*. Therefore, the sentence should be corrected as:

(E72) *Last month, my friends and I went to Jogjakarta.*

Sentence (E78) **My brother and I gone home together yesterday* indicates that the event took place at a specific time in the past (*yesterday*), thus the verb must be inflected according to the tense, which is simple past. Verb *gone* is a past participle, thus it violates the tense agreement which results in ungrammaticality of the sentence. The simple past form of the verb *go* is *went*, therefore, the grammatical form of the sentence should be:

(E78) *My brother and I went home together yesterday.*

Sentence (E102) **I am playing football every day* displays a violation of tense agreement. The tense is progressive, while in fact it must be simple present. It is indicated by DP *every day* which suggests a repeated action. Following this analysis, the sentence is reconstructed as follows:

(E102) *I play football every day.*

4.1.9 Noun error

Nouns have two forms: singular and plural. Plural markers category for nouns are divided into regular and irregular. Morphological representation of plural markers in English is affected by the phonological environment of the noun's ending.

class [SG] classes [PL]

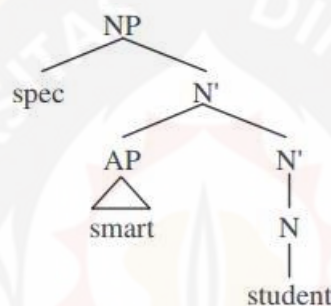
book [SG] books [PL]

lady [SG] ladies [PL]

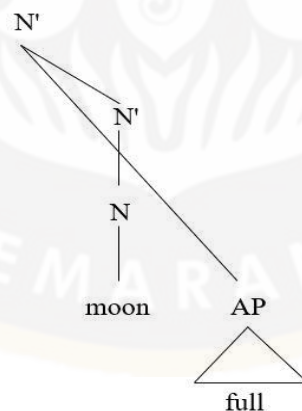
4.1.9.1 Compounding

(E7) **We visited Sanur in moon full.*

Compound nouns are made up of two words adjoined together. In English language, in order to form compound nouns using (ADJ) + (N) combination, the adjective must precede the noun. From an X-bar point of view, adjective(s) that follows a noun is considered an Adjunct. It is always positioned between the Specifier and the Head, otherwise it is considered ungrammatical. The example below is taken from Newson (2006: 97).



In sentence (E7) **We visited Sanur in moon full*, the adjunct is incorrectly positioned after the N, resulting in an impossible configuration as illustrated below.



To fix this issue, the Adjunct *full* must be positioned before N *moon*, as in the following reconstructed sentence:

(E7) *We visited Sanur in full moon.*

4.1.9.2 Noun inflection

(E53) **Bali has many beautiful beaches.*

As mentioned earlier, morphological representation of plural noun markers is affected by phonological environment of the noun's ending. The noun *beach* ends in *-ch*, thus it has to take *-es* plural marker instead of *-s*. Thus, sentence (E53) is corrected as:

(E53) *Bali has many beautiful beaches.*

4.1.9.3 Word choice

(E110) **My family and I visited Banyuwangi to attend a thousand of my grandmother.*

(E84) **He is my friend one class.*

Problematic word choice which affects sentential structure is considered as grammatical error. In (E110), phrase **a thousand* is unrelatable because it does not refer to any event (marked by V *attend*) in English. The phrase refers to numerical expression instead.

This case is unique to Javanese people, since **a thousand* here most likely refers to 1000th-day death commemoration ritual in Javanese culture. There is no solution to such matter except to use either loanword or descriptive technique. The suggested correction of (E110) is:

(E110) *My family and I visited Banyuwangi to attend my grandmother's 1000th-day death commemoration.*

Sentence (E84) also displays an erroneous word choice. The use of incorrect word choices in DP **my friend one class* causes ungrammaticality of the entire phrase. Analysed from Javanese language point of view, this phrase most likely means *classmate* in English. The student most probably formed the sentence using her/his native language system and caused the sentence to be ungrammatical. S/he used literal translation from Javanese equivalence of *classmate*:

- (1) Kanca sak kelas.
friend one (SG) class
Classmate

In order to make the sentence grammatical, the phrase **my friend one class* must be replaced with the appropriate English equivalence *classmate*. Thus, the sentence is reconstructed as:

(E84) *He is my classmate.*

4.1.10 Word order

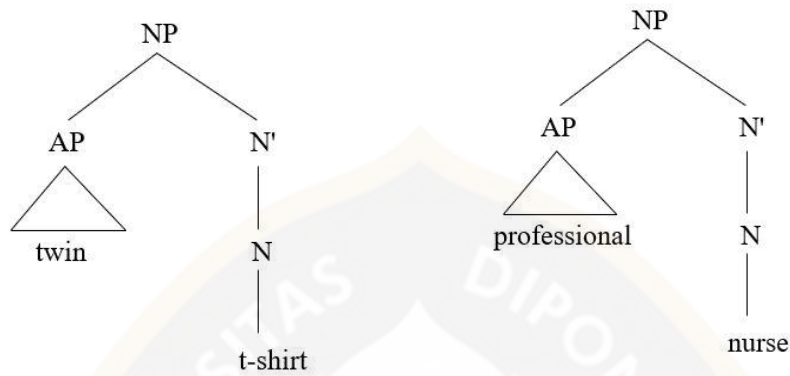
(E23) **My friend and I went to mall and bought t-shirt twin.*

(E26) **I can be a nurse professional.*

(E28) **She is a strong woman, resilient and kind.*

The issues in (E23) **My friend and I went to mall and bought t-shirt twin*, (E26) **I can be a nurse professional*, and (E28) **She is a strong woman, resilient and kind* are related to word order error. Sentences (E23) and (E26) denote erroneous N

adjunction. Both issues can be solved by moving the Adjuncts to its rightful positions as illustrated in the following.



Based on this analysis, sentences (E23) and (E26) are reconstructed as in the following:

(E23) *My friend and I went to mall and bought twin t-shirt.*

(E26) *I can be a professional nurse.*

In English language, adjectives that modify nouns are positioned before the nouns, even when there are more than one adjectival elements used. Sentence (E28) **She is a strong woman and resilient* displays an erroneous formation of adjectives, because two of the noun-modifying adjectives are positioned after the noun.

- a. She is a [ADJ₁ strong] [N woman], [ADJ₂ resilient], [ADJ₃ kind].
- b. She is a [ADJ₁ strong], [ADJ₂ resilient], [ADJ₃ kind] [N woman].

As stated earlier, in English language adjectival adjuncts always precede the nominal Head. Structure (a) shows that two of the adjectival adjuncts follow the Head, hence the ungrammaticality of the sentence.

The correction of the sentence is shown in (b), where all the adjectival adjuncts move to its rightful position (before the noun). Therefore, sentence (E28) is reconstructed as follows:

(E28) *She is a strong, resilient, kind woman.*

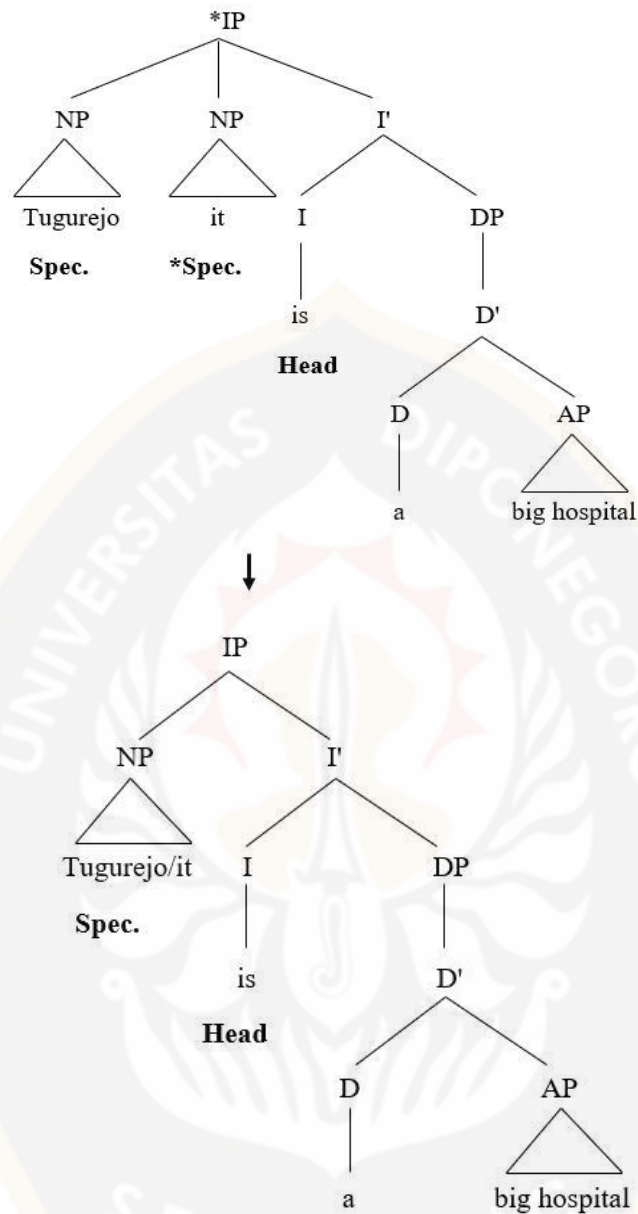
4.1.11 Double subjects

Subjects in English normally occupy Specifier position. X-bar theory posits that Specifier is not recursive. In other word, there can only be one Specifier in a phrase, otherwise the sentence is considered ungrammatical, as in the following example.

(E8) **Tugurejo it is a big hospital.*

The specifier rule in X-bar theory requires the specifier to appear only once per clause. The sentence in E8 displays a violation of the specifier rule, having two specifiers in one place: the subject.

In English language, there can only be one subject in a single clause. Adjacent subjects are not allowed and therefore the resulting sentence is ungrammatical. The structures of the ill-formed sentence and its correction are illustrated in the following tree structure representations.



The structures shown in the illustrations above show that the error in E8 is due to double occurrence of Specifier. In order to make the sentence grammatical, one of the specifiers must be omitted, as in the second structure. The correct form of the sentence should be either one of the following:

- (E8) a. *Tugurejo is a big hospital.*
 b. *It is a big hospital.*

4.2 Causes of Errors

Errors in SLA may occur due to various reasons. Richards (1971) classified errors into two major types, interlingual errors and intralingual and developmental errors. As stated in earlier section, this study attempts to find out the causes of errors committed by native Javanese students based on those categories.

The aim of finding the error causes in this study is mainly to determine the primary factor that causes the students into committing errors, whether it is due to interferences from Javanese language or problems that have to do with target language learning processes.

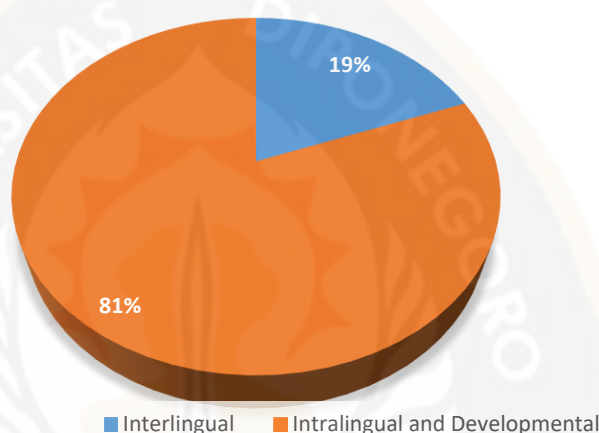
In figuring out if the errors are due to interlingual or intralingual and developmental matters, the writer analysed the errors based on the causes of error categories developed by Richards (1971) as well as contrasting the structures of erroneous L2 sentences with the syntactic structures of L1. The numerical data of the findings is described in Table 4.2 and Figure 4.2.

Table 4.2 Causes of Errors

No	Cause of Errors		Frequency
	Interlingual	Intralingual and Developmental	
1	Lexical Substitution		4
2	Syntactic Substitution		18
	TOTAL		22
3		Overgeneralization	27
4		Ignorance of rule restrictions	14
5		Incomplete application of rules	36
6		False concepts hypothesized	20
	TOTAL		97
			119

Based on the distribution of error causes described in Table 4.2, it can be seen that intralingual and developmental errors dominate the total number with a sum of 97 items, followed by interlingual error with a total of 22 out of 119 items. The summary of the results is presented in Figure 4.2.

Figure 4.2. Causes of Errors



From the acquired sums of the error causes distribution, it can be concluded that the major cause of errors found in the students' writing is intralingual and developmental error. Nonetheless, this result does not mean that native language plays no role in second language acquisition.

Some of the errors found in the students' English writing have several similarities with Javanese sentence structures. Some of them even 'borrow' some items from Javanese language. This is in fact proves the existence of native language interferences in the learning process. Here are a few examples of the error causes distribution.

4.2.1. Interlingual Factor

Interferences from native language in second language acquisition can be either positive or negative. The interferences are considered to be positive when the system of L1 has similarities with that of L2, that way it can make the learning process easier. When the systems of L1 and L2 differ significantly, learners may encounter difficulties in the process of L2 learning.

There are a few errors due to interlingual factors found in this study. The errors are divided into two categories: Lexical substitution and Syntactic substitution. Lexical substitution errors are ill-formed L2 structures which result from substitution of L2 lexical items for those of L1. Syntactic substitution errors are erroneous L2 sentence construction as a result of mixing between L1 and L2 in sentential level.

a) Lexical Substitution

(E110) **My family and I visited Banyuwangi to attend a thousand of my grandmother.*

Lexical substitution errors are ill-formed L2 structures which result from substitution of L2 lexical items for those of L1, as found in analysis (7).

- (7) SJ : nyewu (V) (N) [SG]
En : *a thousand [NUMB] [PL]

In SJ, the word *nyewu* can function as either a noun or a verb, both carry the same meaning which is related to a common ritual held by Javanese people to commemorate deceased family and/or close relatives in 1000th day after their death. The student used a literal translation technique which resulted in ungrammaticality of sentence (E110). S/he literally translated the word *nyewu* into **a thousand*, which is not an appropriate equivalent because *a thousand* in English refers to a numerical value.

Without a proper understanding of Javanese culture, one cannot possibly grasp the meaning of the word *a thousand* in the sentence (E110). Instead of using **a thousand* to substitute “*nyewu*”, it is more appropriate to use description technique to avoid incorrect word choice.

b) Syntactic Substitution

Syntactic substitution errors are erroneous L2 sentence construction as a result of mixing between L1 and L2 in sentential level, as in example (E14) below.

(E14) **I wet because rain.*

This example is not a grammatical sentence in English due to the omission of essential items such as auxiliary verb and preposition. Errors in (E14) are considered as the result of syntactic substitution due to the similarities of the structure to Javanese grammatical system.

(8)	SJ	:	Aku (PRN) [1SGNom] teles (ADJ) amarga (CONJ) udan (N)
	En	:	*I (PRN) [1SGNom] wet (ADJ) because (CONJ) rain (N)

Comparison of structures in (8) shows that the student used SJ grammatical system to construct English sentences as in (E14), which caused ungrammaticality of the resulting sentence.

There are two problems causing the ungrammaticality of the sentence in (E14). Firstly, linking words equivalent to auxiliary verb *is, am, are* do not exist in SJ. Adjectives can be directly preceded by nouns and pronouns. Whereas, English is a language that requires auxiliary verbs to follow nouns and pronouns if the next word is an adjective. Secondly, conjunction as *amarga* in SJ can directly introduce a noun, whereas in English preposition *of* is needed to introduce a noun because conjunction can only introduce a clause.

Therefore, the correct structure of (E14) should be:

(9) I (PRN) [1SGNom] am (AUX) [1SGNom] wet (ADJ) because of (P) rain (N)

4.2.2. Intralingual and Developmental Factor

The second cause of errors found in this study is intralingual and developmental factor. Intralingual and developmental errors are caused by the learners' misconceptions about L2 grammatical system. These misconceptions may due to the complexity of L2 and/or the learners' learning stages.

Misconceptions of L2 grammatical system may lead the students to falsely believe that they can form sentences in L2 using the system of L1. This, of course, causes ungrammaticality of the formed sentences when the systems of L1 and L2 are different.

In this study, there are 94 errors belong to this category. These errors are divided into 4 sub-categories: overgeneralisations, ignorance of rule restrictions, incomplete application of rules, and false concepts hypothesized.

a) Overgeneralisations

Overgeneralisation or system simplification is a case when L2 learners generalise L2 items irrespective of its rules. In other words, overgeneralisation is incorrect application of L2 rules due to a misconception that the current L2 context is similar to another context s/he has learned before, as in the following example.

(E107) **I love my father and I study hard for he.*

Overgeneralization in this sentence occurs in the use of subjective personal pronoun *he*. The respective item occupies an objective position, while in fact it is not a suitable item because it carries a Nominative Case. In English language, Nominative personal pronouns can only occupy subjective position while objective position can only be occupied by accusative personal pronouns.

The student might have mistaken one position for the other, or s/he simply had no idea that both positions require different items. The accusative form of nominative personal pronoun *he* is *him*, thus the correct form of the sentence in (E107) is:

(E107) *I love my father and I study hard for him.*

b) Ignorance of Rule Restrictions

In early stages of SLA, L2 learners are susceptible to ignoring certain restrictions of rules in L2. Their lack of awareness in L2 rule restrictions somehow lead them to falsely believe that certain rules are applicable when in fact they are not. For example, L2 learners whose first language does not require tense agreement might have a misconception that such matter does not exist in L2 as well, as portrayed in the following sentence.

(E72) **Last month, my friends and I go to Yogyakarta.*

The sentence indicates an event that happened at a certain time in the past (*last month*), therefore the verb must be adjusted into past simple form (*went*) instead of present form (*go*), in order to achieve the tense agreement.

c) Incomplete Application of Rules

Errors caused by incomplete application of L2 rules usually occur in the early stages of SLA. The L2 learners may have learned the system of L2 partially, therefore they are not knowledgeable enough to form a completely correct sentence structure in L2 by omitting particular items, resulting in erroneous sentence as in the following example.

(E38) **I didn't swim because rained.*

The sentence in (E38) above is ungrammatical because there are no subject in the second phrase. In order to form a grammatical sentence, surrogate subject *it*

must be inserted between conjunction *because* and verb *rained*, resulting in the following sentence correction:

(E38) *I didn't swim because it rained.*

d) False Concepts Hypothesized

This type of error cause generally occurs in later stages of SLA, when the L2 learners have achieved more L2 concepts, but not knowledgeable enough to separate those concepts into their suitable uses. The sentence below is an example of false hypothesis of concepts.

(E79) **One day I am went in Demak.*

In this sentence, verb be *am* is falsely presumed as an inseparable part of subject pronoun *I*, that subject pronoun *I* always needs to go together with *am*, even if the following item is a verb instead of an adjective. The second misconception is the use of preposition *in*, which was assumed by the student as a general preposition that indicates location.

Based on the final result of error causes distribution, it can be concluded that in this study, problems related to the learning process of the target language (intralingual and developmental error) are of greater dominance than the interlingual causes. In other words, the errors committed by the students are not mainly due to interferences from Javanese language as the native language of the students. Instead, the errors were mainly due to problems faced by the students which relate to the learning process of the target language itself.

4.3 Strategies of Improving the Students' English Grammar Skills

Besides finding out the types and causes of grammatical errors in the students' English writing, this study also aims at investigating the English teachers' strategies in improving the students' English grammar skills. This information is important in order to get the clear picture of the real teaching-learning circumstances in the respective institution so that necessary adjustments of the teaching strategies and materials can be made.

Finding the materials and strategies that fulfil the needs of the students is a challenging task and may sometimes be potentially problematic due to various (and sometimes contradistinctive) necessities. Hence, a thorough observation on the students' weak and strong areas is requisite. Once this step is completed, the next step should be finding the suitable teaching strategies and materials. In this study, this step is commenced by handing out questionnaires to the English teachers to gather the information on their strategies in improving the students' English grammar skills.

The questionnaires were filled in by two English teachers of Akper Kesdam Diponegoro (Teacher A and Teacher B). There are 11 items in total that were designed to find out the teaching goals, the teaching materials, the teaching-learning problems based on the English teachers' personal experiences, the teaching method and the results of the study, the assessments, and the results. The results of the questionnaires are annotated in the following.

Teaching goals, materials, and problems

The English course given to the students in 4th semester is especially designed for communicative purposes, such as conversation (speaking) and formal writings. The materials were mainly taken from Cambridge English for Nursing Pre-Intermediate. Both English teachers said they encountered teaching-learning problems due to students' lack of interest that led to inactivity in the classroom. In relation to English grammar comprehension, both teachers said that there were problems due to students' lack of interest in grammar. One teacher, though, mentioned about the students' inability to remember English grammar rules that led to problems in learning English grammar in general.

Teaching methods

The teachers mentioned two main methods they used in teaching English grammar: explanation and exercises. In teaching English grammar, the teachers focused on giving exercises. Teacher B highlighted English tenses as the main aspect of teaching English grammar to the students. In attempting to improve the students' English grammar, the teachers used grammar drills and role-play strategies.

Results

Both teachers believed that their methods helped the students in improving their English grammar skills. Teacher A claimed that grammar drills made the students learn more and remember grammar rules better. Teacher B said that the students would be able to understand the topic better by doing role-play activity.

Table 4.3 Observation result

OBSERVATION ITEM		RESULTS
#1	Teaching materials	Teachers used Cambridge English for Nursing as the main source of materials plus a few additional materials compiled from various sources (such as the internet).
#2	Teaching-learning problems	<ul style="list-style-type: none"> ◆ Classroom was very formal and quiet ◆ Students seemed uninterested to the subject and were very inactive ◆ Students did not really engage in class ◆ English grammar was seen as a set of formula to memorise
#3	Teaching methods	<ul style="list-style-type: none"> ◆ The teaching-learning activity was very 'traditional' and less fun ◆ Teachers focused on getting the students to memorise grammar rules ◆ Teaching-learning activity did not induce the students to be actively involved ◆ Teachers did not encourage the students to explore the language through trial-and-error, instead they immediately corrected the students' errors which led the students to rely heavily on the teachers when they perform the language both in spoken and written form

4.4 Recommendations

Grammar is a set of principles that govern the formation of words, phrases, and sentences in a language. However, in terms of language learning, the understanding of grammar should not be limited to that sense, because when we limit our view of grammar to a set of language rules we might end up seeing grammar as a set of formulas to memorise, as typically happens in traditional teaching-learning settings.

In Akper Kesdam Diponegoro, the teaching and learning of English in general and English grammar in particular have already been an issue year after year. Based on the results of the questionnaire as well as the observation in this study, it is safe to assume that the problems started from the perspective of the teachers and students about the language itself, particularly grammar. They associated grammar solely with tenses, while in fact grammar is way more than that. Grammar is a concept of structures in a language. One cannot master the grammar of a language simply by memorising the formulas of the sentence formation.

As a result, the teaching and learning of English grammar in the institution was focused on the students' ability to memorise tenses and apply them into appropriate sentences. The teachers focused on giving explanation about the rules and tried to get the students to understand. This might have worked for some students who happened to be good learners, but for the average and below-average students this was a serious problem, because they needed more than explanation to understand the concept. Failure to follow the lectures caused the students to have difficulties in understanding the concept of English grammar. This issue led the

students to be less-interested in the subject, which then led the students to be inactive in class, and so led the class to be less lively, that led both the students and the teachers to end up bored, and so it may go on indefinitely.

When we talk about improvements, we talk about changes. Improving the students' English grammar skills should start by changing the teaching-learning aspects such as teaching materials and teaching methods. This study was set out in one starting point where the weak areas of the students in English grammar comprehension were identified so the information can eventually be used as a reference on which areas should be paid more attention to.

Teaching materials and teaching methods which are designed based on specific issues are more likely to be effective for the students than the ones which are designed for general use. By knowing which aspects of grammar that should be worked on, teachers can finally be able to target at the right areas and avoid meaningless teaching-learning sessions.

The most frequent error found in the students' English writing is Inflection (INFL) error category, especially omission of auxiliary and misuse of auxiliary. By acknowledging the highlighted weak areas, the teachers may start to develop additional materials to give to the students. The decision of what kind of teaching method is suitable for the students can be made based on the main reasons why the students committed the errors in the first place. The findings of this study show that the main cause of the students' errors came from Intralingual and Developmental factor, especially incomplete application of rules and false concepts hypothesized.

This means the students' difficulties came from the target language itself, thus the teaching method should be adjusted accordingly.

Based on the findings of this study, there are a few recommendations of teaching materials and teaching methods that can be used by the teachers in Akper Kesdam Diponegoro to improve the students' English grammar skills.

1) Teaching materials

The teaching materials should be adjusted based on the students' need. In other words, the teaching materials should cover the students' weak areas of grammar. According to the result of this study, the most frequent errors found in the students' English writing are omission and misuse of auxiliary. Thus, the teachers should focus on providing teaching materials related to those topics. Focusing on specific topics does not mean that other topics should be excluded from the module. Rather, the module should be designed in such a way that it will provide the students with adequate references and exercises to work on their weak areas in grammar comprehension.

2) Teaching methods

Appropriately-designed teaching materials would be a waste without suitable teaching methods. Based on the results of the questionnaire and observation, it was revealed that the teachers in Akper Kesdam Diponegoro used two main methods: explanation and exercises. Teacher B mentioned about attempting to improve the students' English grammar skills by asking them to do role-play activities, where they acted as the teacher, explaining certain topics of grammar to their classmates.

In other words, the teachers applied a deductive approach in teaching English grammar to the students.

Deductive approach is implemented by introducing the students to a new concept, explaining the concept, and getting the students to practice using the concept. This approach is a teacher-centered approach and has a few disadvantages such as: 1) grammar is taught in fragments instead of a whole concept, 2) the outcomes of the language tend to be rigid and book-like rather than 'normal' and conversational. Metaphorically speaking, implementing this approach to teach grammar is like baking a cake in a mould. The outcomes will exactly be like what we shaped them to be. This is not to say that this approach is not at all applicable. This approach can work really well with highly motivated students. However, when dealing with students who have issues with grammar, there should be another approach to combine with this one; an inductive approach.

In contrast with the deductive method, inductive teaching approach is student-centered. Instead of explaining a concept and following this explanation with examples, the teacher provides many examples demonstrating how the concept is implemented. In other words, this approach requires the students to perceive how the concept works. By perceiving how the concept is used, it is hoped that they will understand how the concept is implemented and finally be able to determine the grammar rules. Lastly, this activity is completed by the teacher getting the students to explain the grammar rules as a final review that they understand the concept. Examples of teaching activities using inductive approach are presented in the following.

Table 4.4 Examples of inductive teaching activities

TECHNIQUE	EXAMPLE
<p>Guided rule discovery</p> <ul style="list-style-type: none"> ◆ Teacher provides a set of sentences with clues and hints ◆ Teacher asks the students to find and apply the rules 	<div style="border: 1px solid black; padding: 10px;"> <p>Find the rule Look at these sentences:</p> <p>I like this restaurant. We always go to school every day. You know Peter and Maia, don't you? They love each other. Peter works as an accountant and Maia assists him. My dog eats a lot.</p> <p>▶ There is a final -s on the verb only with certain subjects. What are they?</p> <p><input type="checkbox"/> I <input type="checkbox"/> we <input type="checkbox"/> you <input type="checkbox"/> they <input type="checkbox"/> he <input type="checkbox"/> she <input type="checkbox"/> it</p> <p>Now apply the rule! Circle the right verb</p> <p>My grandma make/makes the best apple pie. She and grandpa live/lives three blocks away. I always come/comes over to their house on Sundays with my dog Coco. Coco love/loves grandma's apple pie too!</p> </div>
<p>Minimal sentence pairs</p> <ul style="list-style-type: none"> ◆ Teacher writes several pairs of sentences ◆ Each pair of sentences should be slightly different in terms of tense ◆ Students are asked to focus on how the choice of words' form determines the difference in meaning and usage of those words in a sentence 	<div style="border: 1px solid black; padding: 10px;"> <ol style="list-style-type: none"> 1. a. I have been to Bali a few times. b. I went to Bali last month. 2. a. Jim has worked in this office since 2001. b. Jim worked in a restaurant in 1999. 3. a. My dad paints every Saturday. b. My dad is painting because it is Saturday. </div>

The activities listed above are very few examples of the methods that can be applied by English teachers in Akper Kesdam Diponegoro to improve the students' grammar skills. These activities are not necessarily said to be the best teaching method (because such thing does not exist), however considering the teaching-learning situation in Akper Kesdam Diponegoro, these activities are instances of possible techniques to induce better learning.

Looking back to the purposes of this study, the discussions in all sections in this chapter have already provided answers to the research questions, which are related to 1) the types of the grammatical errors in the students' English writing, 2) the main cause of the grammatical errors in the students' English writing, and 3) the teaching methods used by English teachers in Akper Kesdam Diponegoro to improve the students' English grammar skills.

So far, the findings of this study in some ways are not similar to the findings of the previously-conducted studies mentioned earlier in Chapter II. For example, the studies conducted by Marzuki and Zainal (2008) as well as Hendriwanto and Sugeng (2013) focused on identifying the errors and determining the error types rather than finding the students' grammatical errors for further teaching-learning purposes, that is why those studies did not mention anything about further actions to be made based on the findings as this study did.

The grammatical error categorisation frame used in this study is also different from those used in some of the previous studies. For example, Mungungu (2010) categorised the errors based on surface strategies, such as addition,

omission, and substitution while this study used grammatical categories as error categorisation frame. That means, the error categories in this study were determined after the errors were identified rather than the other way around. Moreover, surface-strategies-based error categories are intended to recognise grammatical errors in terms of ‘what type of visible inappropriate changes the students have made that caused the ungrammaticality of the structures’.

Such type of data cannot be used as a reference to create suitable materials for the students because the weak areas are not clearly categorised. Since this study were hoped to be able to be used by English teachers of Akper Kesdam Diponegoro as a reference in finding the most suitable teaching methods to improve the students’ English grammar skills in specific weak areas, this study applied a different approach on the error categorisation frame as well as on the method of data analysis in the best intent to get this study to fulfil its initial purposes.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the findings of this study, there are several drawn conclusions as well as relevance of the findings for further educational and/or research-related endeavours.

5.1 Conclusion

The analysis results of this study elucidate three concerns, which are (1) the types of grammatical errors and (2) the causes of grammatical errors, and (3) the way English teachers of Akper Kesdam Diponegoro try to improve the students' English grammar skills.

The types of grammatical errors found in the students' English essays are Subject-verb agreement error, Inflection error (misuse of auxiliary, omission of auxiliary, to-infinitive), Determiner errors (omission of article, misuse of article), Pronoun errors, Preposition errors (omission of preposition, misuse of preposition), Adverb error, Adjective error, Verb error (omission of verb, verb inflection, verb form, tense agreement), Noun error (compounding, noun inflection, word choice), Word order, and Double subject.

The analysis of error causes shows that interference from Javanese language is not the main reason that hinders the progress of the English grammar comprehension, instead it is the intralingual and developmental factors which have a bigger impact on the process of L2 acquisition. From this result, it can be

perceived that the main problematic area comes from within the process of learning itself, either it is due to the complexity of English grammar system or the effect of particular L2 learning development stages.

The investigation on the teaching methods used by English teachers in Akper Kesdam Diponegoro came to a conclusion where they mainly used two types of teaching techniques: explanation and exercises. The teachers believed that the methods had positive impacts on the students in terms of improvements of grammar skills.

5.2 Suggestion

Referring to the learning environment in Akper Kesdam Diponegoro Semarang, the interferences of Javanese as the native language are most probably due to the communication habits between the students and the teachers, as well as between the students and their peers.

Students in Akper Kesdam Diponegoro Semarang are accustomed in using local languages (mostly polite form of Javanese and some Indonesian) while communicating with teachers and seniors. The use of English as one of the communication tools is not encouraged, so the students continue to use their native language(s) to communicate even with their English teachers.

As mentioned earlier, the main problems arose from the matters of L2 learning itself. Therefore, in relation to creating suitable teaching-learning circumstances in order to improve the students' English skill, especially grammar, teachers and students are hoped and suggested to become aware of the students'

weak areas in English grammar as well as the causing factors, so that the teaching strategies and materials can be adjusted accordingly.

It is hoped that the analysis results of this study are able to provide the students and teachers of Akper Kesdam Diponegoro Semarang with valuable input so that they can finally adjust the teaching-learning environment and provide suitable materials in order to achieve better accomplishments in English grammar learning in particular and English language learning in general.

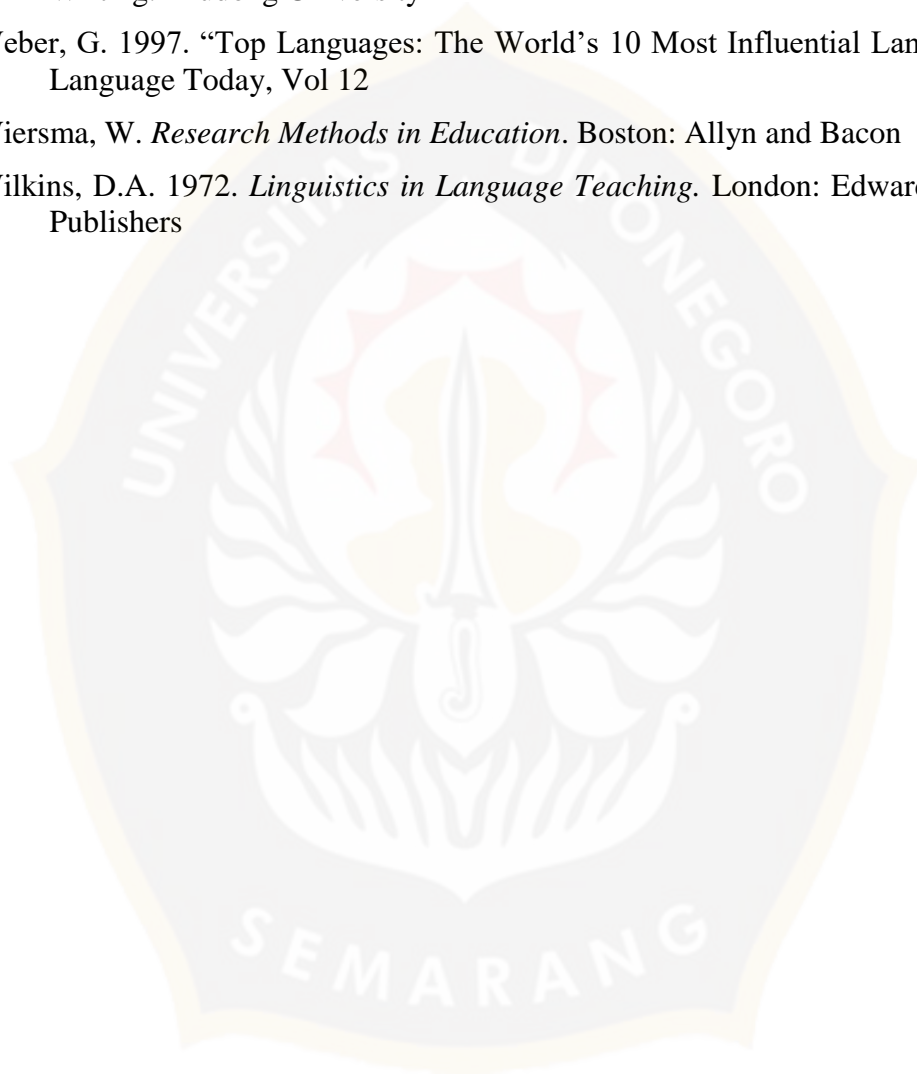
Finally, the drawn conclusion of the analysis results is hoped to meet the initial purpose of this study, which is to provide teachers with reliable facts that help them to administer teaching strategies that are suitable for the students' need as well as the teaching-learning circumstances. In the long run, it is hoped to help students to be aware of their problem areas in particular language skill and what causes them, therefore they can manage to improve their language skill eventually.

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APPENDICES

APPENDIX 1. LIST OF ERROR IDENTIFICATION

NO	ERROR IDENTIFICATION	ERROR TYPE
E1	*It is very noble job.	DET
E2	*She support my study.	SV Agr
E3	*I will can be a good nurse.	INFL
E4	*I love my father and I study hard for he.	Pron
E5	*I am student at Akper Kesdam Diponegoro.	DET
E6	*I had fantastic holiday in Jepara last month.	DET
E7	*We visited Sanur in moon full.	NP Cmp
E8	*Tugurejo it is a big hospital.	2Subj
E9	*I went at Kartini beach.	PREP
E10	*My aunt working in Sardjito Hospital.	INFL
E11	*I very love my mother.	ADV
E12	*I gave proudly my first salary for her.	ADV
E13	*After I arrived Salatiga, I called my parents.	PREP
E14	*I wet because rain.	INFL, PREP
E15	*I very happy.	INFL
E16	*I was go to Jakarta last year.	INFL
E17	*I arrived Salatiga at 8 p.m.	PREP
E18	*My grandmother invited me her house.	PREP
E19	*The tomatoes looks very fresh.	SV Agr
E20	*I like with him.	PREP
E21	*My family and I were holiday at Tangkuban Perahu	INFL
E22	*We arrived to Bandung at 06.30 a.m.	PREP
E23	*My friend and I went to mall and bought t-shirt twin.	WO
E24	*My father is support me.	INFL
E25	*I think this my way to success.	INFL
E26	*I can be a nurse professional.	WO
E27	*I'm believe I can do it.	INFL
E28	*She is a strong woman, resilient, and kind.	WO
E29	*I really want to be a entrepreneur.	DET
E30	*My parents are not agree with me.	INFL
E31	*They suggest I too young to marry my boyfriend.	INFL

E32	*I will graduating next year.	INFL
E33	*I often swimming.	øV
E34	*I want to making my parents proud.	INFL
E35	*I will to follow my dream.	INFL
E36	*Last year, my family and I go to Lombok.	V Tns
E37	*We enjoyed the our trip.	DET
E38	*I didn't swim because rain.	PREP
E39	*My mother love cooking.	SV Agr
E40	*She always cook in the morning.	SV Agr
E41	*My mother like an angel for me.	INFL
E42	*My mother work at home every day.	SV Agr
E43	*My mother always care about me.	SV Agr
E44	*She is cook in the kitchen.	V Tns
E45	*I don't want live with new people in dormitory.	INFL
E46	*I want to be like she because she is a strong woman.	Pron
E47	*She is a kind women.	NP Agr
E48	*Him is a strong father.	Pron
E49	*My father is kind to my brother but not to myself.	Pron
E50	*Him is my role model.	Pron
E51	*I want become like my father.	INFL
E52	*Him is study with me.	Pron, V Tns
E53	*Bali has many beautiful beaches.	N Infl
E54	*After a few days there, I will to go home.	INFL
E55	*I very happy.	INFL
E56	*I want to soon graduate.	ADV
E57	*He is famous doctor.	DET
E58	*I like with my activity.	PREP
E59	*I want go to Mekah with my parents.	INFL
E60	*I will to work in a hospital someday.	INFL
E61	*I had a best memory in high school.	DET
E62	*We was happy.	SV Agr
E63	*We decided go back to hotel after shopping in Sukawati.	INFL
E64	*I want see my mother happy.	INFL
E65	*I laugh because my friends so funny.	INFL
E66	*I am is a student in Akper Kesdam.	INFL
E67	*It was hot at there.	PREP
E68	*It is difficult to be forgeted.	V Infl
E69	*I want make money for myself.	INFL

E70	*I am always happy when I to school.	øV
E71	*The last destination Krakal beach.	INFL
E72	*Last month, my family and I go to Jogjakarta.	V Tns
E73	*My mother was born at 1964.	PREP
E74	*We did not plan to there.	øV
E75	*I telled my friends about my trip.	V Infl
E76	*My brother were fishing at the river.	SV Agr
E77	*I cried when I graduated.	V Infl
E78	*My brother and I gone home together yesterday.	V Tns
E79	*One day I am went in Demak.	INFL, PREP
E80	*The nurses in Ken Saras hospital nice to me.	INFL
E81	*I was photo in several temples in Gedong Songo.	INFL, øV
E82	*Finally, we was go back to Semarang.	INFL
E83	*I arrived at my home 08.30 p.m.	PREP
E84	*He is my friend one class.	NP WrdCh
E85	*She is always supports me.	INFL
E86	*She always help people around her.	SV Agr
E87	*She always a cheerful woman.	INFL
E88	*She always care about her friends and family.	SV Agr
E89	*She speak 8 different languages.	SV Agr
E90	*My parents are support me to be a nurse.	INFL
E91	*I comfortable.	INFL
E92	*I want to work in clinic medical Prodia.	NP Cmp
E93	*I am try to get good job in Columbia Asia hospital.	V Tns
E94	*My dad not agree.	øV
E95	*I really excited.	INFL
E96	*I went to Bandung with some my friends.	PREP
E97	*Finally, we was go back to Semarang after one day in Jepara.	INFL, V Tns
E98	*He always help me.	SV Agr
E99	*I has a story for you.	SV Agr
E100	*We always together since junior high school.	INFL
E101	*When we at the second grade, I lost her.	INFL
E102	*I am playing football every day.	V Tns
E103	*My cat is can jump very high.	INFL
E104	*I was stay in Denpasar when I was visit Bali last holiday.	INFL, V Tns
E105	*I am black alone.	ADV
E106	*He have a beautiful girlfriend.	SV Agr

E107	*I want my mother to love with healthy.	ADV
E108	*I want graduate soon.	INFL
E109	*I am more happy here than at my home in Temanggung.	ADJ
E110	*My family and I visited Banyuwangi to attend a thousand of my grandmother.	N WrđCh
E111	*He always nice to my family.	INFL
E112	*She is gives me so much love and attention in my life.	INFL
E113	*She wake up early every morning.	SV Agr
E114	*Him is responsible.	Pron



APPENDIX 2. LIST OF PARTICIPANTS

No	Student's Code	Class	No	Student's Code	Class
1	S01A	2A	25	S25B	2B
2	S02A	2A	26	S26B	2B
3	S03A	2A	27	S27B	2B
4	S04A	2A	28	S28B	2B
5	S05A	2A	29	S29B	2B
6	S06A	2A	30	S30B	2B
7	S07A	2A	31	S31B	2B
8	S08A	2A	32	S32B	2B
9	S09A	2A	33	S33B	2B
10	S10A	2A	34	S34B	2B
11	S11A	2A	35	S35B	2B
12	S12A	2A	36	S36B	2B
13	S13A	2A	37	S37B	2B
14	S14A	2A	38	S38B	2B
15	S15A	2A	39	S39B	2B
16	S16A	2A	40	S40B	2B
17	S17A	2A	41	S41B	2B
18	S18A	2A	42	S42B	2B
19	S19A	2A	43	S43B	2B
20	S20A	2A	44	S44B	2B
21	S21A	2A	45	S45B	2B
22	S22A	2A			
23	S23A	2A			
24	S24A	2A			

APPENDIX 3. EXAMPLE OF STUDENTS' WRITING

Tineke Putri H

No. 12.085

Date

My Role Model

My role model is Audrey Hepburn. I like her because she is not only ~~has~~ beautiful face but she has a beautiful heart ~~and~~ and mind too. She is not only an actress but a humanitarian too. She always help people around her and she always be a cheerful woman.

She join UNICEF to help children around the world, and she can speak in 6 different language. She is a wonderful woman, I want to be like her.

SEMARANG

Restu Sri Wahyuni
12.073.

No
Date

My Role Model

My role model is Nur Faizah. She is my mother. She is a career woman. I want to be like her because she is a strong woman in my life. She is a kind woman for her children. She is very patient and a hard worker. She can make me stand alone and strong too. ~~to~~^{to} confront this life.

Peni Kumala .S.

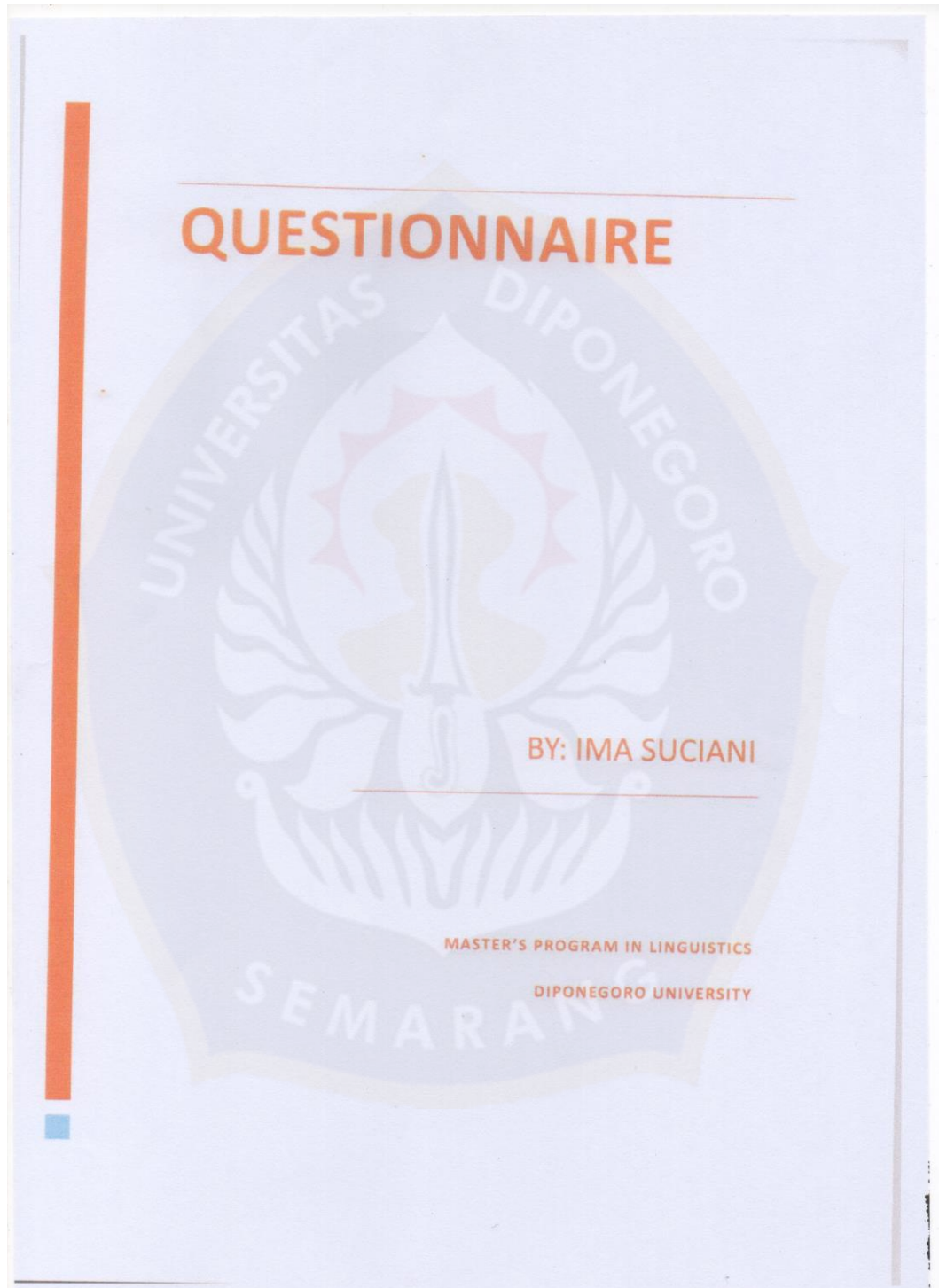
12.067

My name is Peni, 21 years old. When I was little, people used to ask me about what I want to be when I grow up and I would say a entrepreneur. Yes, I really want to be a entrepreneur because I want to have my own business. ~~but my parents have~~ but I have to follow my parents, my parents want me to be a nurse

I am currently a student at Akper Keardam IV / Diponegoro Semarang. I am in my second year now and I enjoy it a lot.

I want to work in ~~japan~~ one of the hospital in Japan. I know I have to work really hard to get a job there, but if I can manage to get as much knowledge as I can in my college, I will be a successful nurse.

APPENDIX 4. QUESTIONNAIRE



Please fill in your personal details below.

FULL NAME : Hermawati, S.Pd
POSITION : English Teacher
CURRENT PROGRAM : Basic English 2
CLASS ADMINISTERED : 2A

Please provide your answers to the following questions in clear, concise sentences.

1. TEACHING GOALS

a. What are the objectives of the English course that you currently administer?

Conversation and formal writings (CV, medical notes, etc)

2. TEACHING MATERIALS

a. What types of teaching materials do you use in your current program?

Cambridge English for Nurses Pre-Intermediate

3. TEACHING-LEARNING PROBLEMS

- a. During your current program, have you ever encountered problems related to the teaching-learning activities? If you have, please explain the details of the problems.

Yes, the students are not very active in the classroom

- b. Have you ever encountered teaching-learning problems related to grammar comprehension? If you have, please explain the details of the grammar-comprehension-related problems.

Students can't remember English grammar rules, so they can't make correct sentences in English and teacher needs to make a lot of corrections

4. TEACHING METHOD(S)

- a. What kind of teaching method(s) do you use in your current program?

Explanation and exercises

- b. How do you teach English grammar to your students in your current program? Explain your method in detail.

By giving explanation about grammar rules and giving grammar exercises

- c. What type(s) of method do you use in attempting to improve your students' English grammar skills? Please explain in detail.

Focus on grammar drills

5. RESULTS

- a. How do you think your teaching method help the students in improving their grammar skills?

Grammar drills make the students learn more and remember grammar rules better.

END OF THE QUESTIONNAIRE. THANK YOU!

Semarang, 12 April 2018

X Hermawati, S.Pd

Your name here

Please fill in your personal details below.

FULL NAME : Susi Wulandari, S.S
POSITION : English Teacher
CURRENT PROGRAM : Basic English 2
CLASS ADMINISTERED : 2B

Please provide your answers to the following questions in clear, concise sentences.

1. TEACHING GOALS

- a. What are the objectives of the English course that you currently administer?
Mahasiswa dapat berkomunikasi dengan baik menggunakan -
bahasa Inggris secara lisan maupun tertulis .

2. TEACHING MATERIALS

- a. What types of teaching materials do you use in your current program?
Cambridge English for Nursing Pre-Intermediete .

3. TEACHING-LEARNING PROBLEMS

- a. During your current program, have you ever encountered problems related to the teaching-learning activities? If you have, please explain the details of the problems.

Mahasiswa kurang memiliki motivasi dalam mengikuti pelajaran .

- b. Have you ever encountered teaching-learning problems related to grammar comprehension? If you have, please explain the details of the grammar-comprehension-related problems.

Ya. Mahasiswa kurang tertarik dan tidak memahami ketika dosen memberi penjelasan tentang grammar sehingga kemampuan mereka sulit meningkat . Dosen kesulitan dalam memberikan pelajaran level selanjutnya .

4. TEACHING METHOD(S)

- a. What kind of teaching method(s) do you use in your current program?

Penjelasan dan latihan soal .

- b. How do you teach English grammar to your students in your current program? Explain your method in detail.

Memberikan penjelasan tentang tenses . Mahasiswa menghafal tenses untuk latihan .

- c. What type(s) of method do you use in attempting to improve your students' English grammar skills? Please explain in detail.

Meminta mahasiswa untuk membuat kartu berisi tense dan -
Melakukan role play. Mahasiswa berperan sebagai dosen dan -
Memberikan penjelasan kepada mahasiswa lain sehingga mahasiswa -
YBS akan berusaha memahami konsep tsb.

5. RESULTS

- a. How do you think your teaching method help the students in improving their grammar skills?

Dengan melakukan role play sebagai dosen, Mahasiswa akan -
Mampu memahami topik yang diajarkan dengan lebih baik.

END OF THE QUESTIONNAIRE. THANK YOU!

Semarang, 12 April 2018

X SUSI WULANDARI, S.S

Your name here