THE ERROR ANALYSIS OF STUDENTS' SYSTEMIC FUNCTIONAL GRAMMAR IN WRITING SHORT PARAGRAPH

(A Descriptive study at the first semester students of English Education Department Universitas Muhammadiyah Makassar)

THESIS

Submitted to the Faculty of Teacher Training and Education

Muhammadiyah University of Makassar in Partial Fulfillment of the Recruitment

for the Degree of Education in English Education Department

ISMAWATI
10535 6268 15

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

MUHAMMADIYAH UNIVERSITY OF MAKASSAR

2022

بِسْـــمِ اللّٰـهِ الرّحمٰنِ الرّحِيْـــمِ

LEMBAR PENGESAHAN

Skripsi atas nama **Ismawati**, NIM **10535626815**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 239 Tahun 1443 H/ 2022 M, tanggal 21 Rajab 1443 H/ 22 Februari 2022 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Senin 28 Februari 2022**.

Makassar, 27 Rajab 1443 H
28 Februari 2022 M

Panitia Ujian:

1. **Pengawas Umum**   : Prof. Dr. H. Ambo Asse, M.Ag   (.........................)

2. **Ketua**   : Erwin Akib, M.Pd., Ph.D.   (.........................)

3. **Sekretaris**   : Dr. Baharullah, M.Pd.   (.........................)

4. **Dosen Penguji**   : 1. Dr. St Asriati AM, S.Pd., M.Hum   (.........................)

2. Muh. Arief Muhsin, S.Pd., M.Pd.   (.........................)

3. Maharida, S.Pd., M.Pd   (.........................)

4. Dr. Muhammad Arief Patturusi, M.Pd. (.........................)

Disahkan Oleh:
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM 860 934

| Terakreditasi Institusi

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

APPROVAL SHEET

Tittle	:	**The Error Analysis of Student' Systemic Functional Grammar in Writing Short Paragraph**
Name	:	**Ismawati**
Reg. Number	:	**10535626815**
Programmer	:	English Education Department Strata 1 (S1)
Faculty	:	Teacher Training and Education

Makassar,   Mei 2022

Approved By,

Consultant I   Consultant II

Dr. St. Asriati, S.Pd., M.Hum.   **Muh. Arief Muhsin, S.Pd., M.Pd**
NIDN. 0910047502   NIDN. 0902078303

Dean of FKIP   Head of
Makassar Muhammadiyah University   English Education Department

Erwin Akib, M.Pd., Ph.D.   **Dr. Ummi Khaerati Syam, S.Pd., M.Pd**
NBM. 860 934   NBM. 977 807

| Terakreditasi Institusi

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

COUNSELLING SHEET

FullName	: ISMAWATI
StudentID	: 10535626815
Department	: English Education Department Research
Title	: The Error Analysis of Students' Systemic Functional Grammar in Writing Short Paragraph
Consultant I	:Dr. St. Asriati AM, S.Pd., M.Hum

Date	Chapter	Consultant's Note	Sign
15 /04 /2021	I	Revise problem statement, objective of the study and Scope of the Study	
		Revise title, Abstract	
10 /01 /2021	II	Revise previous Research findings	
16 /08/2021	III	Revise Technique of data Analysis	
12 /09/2021	VI	Revise finding and Discussion	

Makassar,   2021

Approved by,
Head of English Education Department

Dr. Ummi Khaerati Syam, S.Pd.,M.Pd.
NBM. 977 807

COUNSELLING SHEET

FullName   : ISMAWATI
StudentID   : 10535626815
Department   : English Education Department Research
Title   : The Error Analysis of Student's Systemic FunctionalGrammar
                       in Writing Short Paragraph
ConsultantI   :Dr. St. Asriati AM, S.Pd., M.Hum

Date	Chapter	Consultant's Note	Sign
21 - 10 - 21			

Makassar, 21 September 2021

Approved by,
Head of English Education Department

Dr. Ummi Khaerati Syam, S.Pd.,M.Pd.
NBM. 977 807

v

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

COUNSELLING SHEET

FullName	: ISMAWATI
StudentID	: 10535626815
Department	: English Education Department Research
Title	: The Error Analysis of Students' Systemic Functional Grammar in Writing Short Paragraph
Consultant II	: Muh Arief Muhsin, S.Pd., M.Pd

Date	Chapter	Consultant's Note	Sign
10/02/2021		Revise Background	
10/02/2021		Revise Previous Research Finding	
10/08/2021		Findings	
09/09/2021	IV	Discussion	

Makassar,   2021

Approved by,
Head of English Education Department

<u>Dr. Ummi Khaerati Syam, S.Pd.,M.Pd.</u>
NBM. 977 807

vi

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

COUNSELLING SHEET

FullName   : ISMAWATI
StudentID   : 10535626815
Department   : English Education Department Research
Title   : The Error Analysis of Students Systemic Funtional Grammar
                     in Writing Short paragraph
Consultant II   :Muh Arief Muhsin, S.Pd., M.Pd

Date	Chapter	Consultant's Note	Sign
9/9/2021		Acc	

Makassar, 9 September 2021
Approved by,
Head of English Education Department

Dr. Ummi Khaerati Syam, S.Pd.,M.Pd.
NBM. 977 807

vii

SURAT PERNYATAAN

Saya yang bertandatangan di bawah ini:

Nama : ISMAWATI

NIM : 10535 6268 15

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : The Error Analysis of Students' Systemic Functional Grammar in Writing Short Paragraph

Dengan ini menyatakan bahwa skripsi yang saya buat di depan Tim penguji adalah hasil karya saya sendiri bukan hasil ciptaan orang lain dan dibuatkan oleh siapapun.

Demikianlah pernyataan ini saya buat dengan sebenar-benarnya dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makasasar, Mei 2022

Yang Membuat Pernyataan

ISMAWATI

SURAT PERJANJIAN

Saya yang bertandatangan di bawah ini:

Nama   : ISMAWATI

NIM   : 10535 6268 15

Jurusan   : Pendidikan Bahasa Inggris

Fakultas   : Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai dengan selesainya skripsi saya, saya akan menyusun sendiri skripsi saya, tidak dibuatkan oleh siapapun.
2. Dalam menyusun skripsi, saya akan selalu melakukan konsultasi dengan pembimbing.
3. Saya tidak akan melakukan penjiplakan (plagiat) dalam menyusun skripsi ini.
4. Apabila saya melanggar perjanjian saya seperti yang tertera pada butir 1, 2 dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku. Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makasasar,   Mei 2022

Yang Membuat Pernyataan

ISMAWATI

MOTTO

"MAN JADDA WA JADDA"

Dan bahwa seorang manusia tidak akan memperoleh

Sesuatu selain apa yang telah diusahakannya sendiri

(QS An-Najm Ayat 39)

DEDICATION
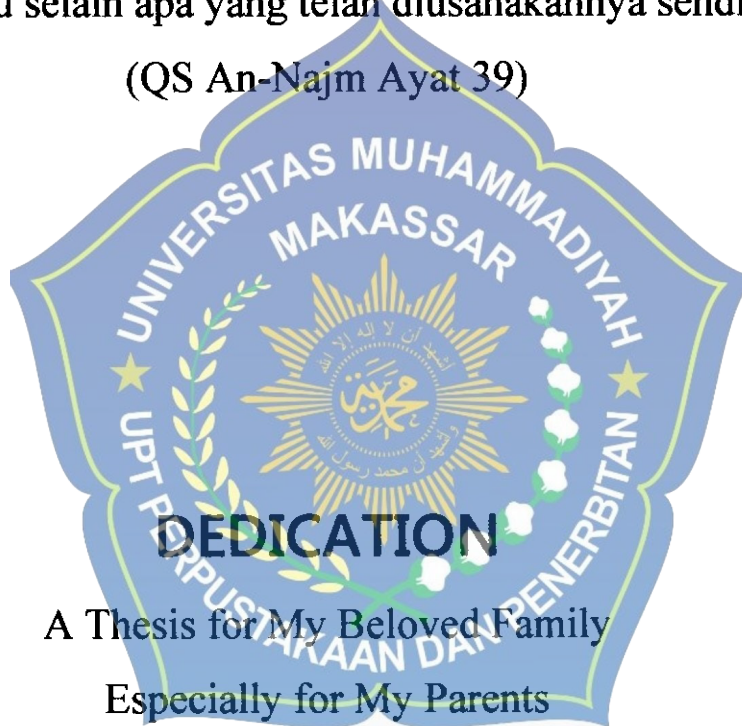
A Thesis for My Beloved Family

Especially for My Parents

ABSTRACT

Ismawati, 2022. The Error Analysis of Students' Systemic Functional Grammar in Writing Short Paragraph (A Descriptive Study at the First Semester Students of English Department Universitas Muhammadiyah Makassar). Under the thesis of English Education Department in Faculty of Teachers Training and Education, Makassar Muhammadiyah University. Supervised by St. Asriati and Muh. Arief Muhsin.

The objective of the study was intended to find out the error analysis of students' systemic functional grammar in writing short paragraph. The error modification in this research was devided into four categories: they are, omission, addition, missformation, and misordering.

The research method used a descriptive qualitative method. The subject of this research was the first semester students of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University consisted of 22 students. In analyzing data, the researcher collected the data from the students, identified the grammatical errors, clasified the errors in students' writing.

The result of this research found the errors made by the students' systemic functional grammar in writing short paragraph. The analysis showed that the most common type of error made by the students is omission and their errors dominant in verb.

Keywords: error analysis, writing short paragraph, systemic functional grammar

ABSTRAK

Ismawati, 2022. Analisis Kesalahan Tata Bahasa Fungsional Sistemik Mahasiswa Dalam Menulis Paragraf Pendek (Studi Deskriptif Pada Mahasiswa Semester 1 Jurusan Bahasa Inggris Universitas Muhammadiyah Makassar). Di bawah tesis Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dibimbing oleh St. Asriati dan Muh. Arief Muhsin.

Tujuan penelitian ini adalah untuk mengetahui analisis kesalahan tata bahasa fungsional sistemik siswa dalam menulis paragraf pendek. Modifikasi kesalahan dalam penelitian ini dibagi menjadi empat kategori yaitu, penghilangan, penambahan, kesalahan formasi, dan kesalahan susunan.

Metode penelitian yang digunakan adalah metode deskriptif kualitatif. Subjek penelitian ini adalah mahasiswa semester 1 Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar yang berjumlah 22 mahasiswa. Dalam menganalisis data, peneliti mengumpulkan data dari siswa, mengidentifikasi kesalahan tata bahasa, mengklasifikasikan kesalahan dalam tulisan siswa.

Hasil penelitian ini menemukan kesalahan analisis tata bahasa fungsional sistemik siswa dalam menulis paragraf pendek. Analisis menunjukkan bahwa siswa lebih banyak melakukan kesalahan di omission dan kesalahan mereka dominan pada kata kerja.

Kata Kunci: analisis kesalahan, penulisan paragraf pendek, tata bahasa fungsional sistemik.

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
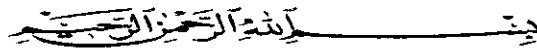
In the name of Allah, Most Gracious, Most Merciful Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God almighty, for all blessings and mercies so the researcher was able to finish this thesis entitled The Error Analysis Students' Systemic Functional Grammar in Writing Short Paraghraph. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

I would like to express my highest appreciation and my deepest thankful to my beloved parents who always be my best parents in world, my father and my mother for their prayer, financial, motivation and sacrificed. And all of my family for the attention, support and their love.

The writer would like to say thank you so much for the people who gave spirit, advice, suggestion, and helping to write as follows:

1. My highest appreciation for the Rector of Makassar Muhammadiyah University, Prof. Dr. H. Ambo Asse, M.Ag.

2. My deeply and most great full to Erwin Akib, M.Pd., Ph.D as the Dean of FKIP Muhammadiyah University of Makassar.

3. My highest appreciation also is due to Dr. Ummi Khaerati Syam, S.Pd., M.Pd as the Head of English Department.

4. My highest appreciation and deepest thankful are due to Dr. St. Asriati, S.Pd., M.Hum as my first consultant and Muh. Arief Muhsin, S.Pd., M.Pd as my second consultant who had guided me very well during my proposal until my thesis.

5. The researchers' heartful thank to all lectures of the FKIP Unismuh especially to the lectures of English Department for their guidance during her study.

6. The researcher deep appreciation for the students of who have spared their time and activities for being subject of this research.

7. Special to her close friends, that was give support and love starting from the first semester until finish this thesis.

8. Finally, for all everybody that could not mentioned one by one, may Allah SWT the almighty good with us now and forever.

The words were not enough to say many appreciations for their help and contribution in finishing this thesis. I realize that this proposal is still far from perfection. I highly expect criticism and suggestions from all parties to perfect this report. Only Allah SWT who can provide a worthy reward. Hopefully all our activities will always be worthy of worship at His side

<div align="center">
Makasasar,   Mei 2022
Researcher
</div>

<div align="center">
ISMAWATI
</div>

TABLE OF CONTENTS

LIST OF APPENDICES

APPENDIX A   : Research Instrument

APPENDIX B   : Students' Writing

APPENDIX C   : Sample Name and Data Analaysis

APPENDIX D   : Documentation

CHAPTER I

INTRODUCTION

A. Background

Errors in foreign language teaching especially in English are the cases which are difficult enough to prevent. Many aspects that can reason the learners of English as a foreign language make errors. These aspects are interference, overgeneralization, markers of transitional competence, strategies of communication and assimilation and teacher-induced errors. As teachers of English as a foreign language, we should improve the way we teach to decrease the errors which are always made by the learners.

According to Corder in Kuntjara (2010), Learner errors are significant in three ways. (1) They serve a pedagogic purpose by showing teachers what learners have learned and what they have not mastered; (2) they serve a research purpose by providing evidence about how languages are learned; and (3) they serve a learning purpose by acting as devices by which learners can discover the rules of the target language (i.e. by obtaining feedback on their errors).

Further, it is necessary to present that although errors are bad things in learning English as a foreign language, error analysis is helpful for both learners and teachers. For learners, error analysis is required to show them in what aspect in grammar which is difficult for them, whereas for teachers, it is needed to value themselves whether they are successful

1

or not in teaching. Thus, error analysis should not be ignored in foreign language teaching.Therefore, in analyzing an error in the text we demand a Grammar to analyze it. The grammar is required to facilitate teachers and learners in analyzing errors. Error analysis has an important role to help the teacher to inform what variety of error that mostly the students do in writing and the causes of the error they make.

Grammar determines how words are arranged to form meaningful units (Coghil&Magendaz in Asri, 2019) similar to the definition Swan in Asri (2019) states that grammar is the rules that explain how words combined, arranged or altered to show some kind of meaning. Grammar as a phenomenon of study is thus interpreted according to different theories. So as to maintain the distinctionbetween grammar and theories of grammar, we shall call theory of grammar grammatics. The distinction is analogous to that between language and linguistics, or between society and sociology. The difficulty is that people often use the same term for both the phenomenon and its study: e.g. we speak of the "grammar of English" (the phenomenon) but also of "traditional grammar" (one theory of the phenomenon).

Systemic grammar aims to explain the internal relations in language as a system network, or meaning potential. And this network consists of subsystems from which language users make choices. Functional grammar aims to reveal that language is a means of social interaction, based on the position that language system and the forms that make it up are inescapably determined by the usesor functions which they

serve. In this research, systemic and functional grammar is used in the students' writing.

Therefore, error analysis has been applied short paraghraph text as an analysis of students' writing. The research will be conducted in Universitas Muhammadiyah Makassar with use the method is descriptive qualitative research. Researchers want to apply systemic functional grammar to the error analysis in the short paragraphs that has been made by students. Because of that the research need to do for collecting the data information and looking for **the error analysis of students' systemis functional grammar in writing short paragraph.**

B. Problem Statements

The problem investigated in this study as follows

1. What types of error are made by the students' systemic functional grammar in writing short paragraphs?

2. What are the more dominant error made by the students in writing short paragraphs?

C. Objective of the Study

Referring to the research problems above, this study is intended to find out the error made by the students' systemic functional grammar in writing short paragraph and to find out the most common error made by the students in writing short paragraphs?

D. Significance of Study

1. Significance for the Students

   This research is design to display the kind of common errors of students who are difficult in learn and practice writing in order to make them organize the errors. The consciousness about the errors they made could be helpful for them to surmount their learning strategy and they will be interested to modify their errors when the teacher evaluate their writing.

2. Significance for the Lecturer/Teacher

   This research is design to help the English teacher to find the common errors by the students in using systemic functional grammar. Therefore, the English teacher can improve the method suitable strategies to surmount the problems.

3. Significance for the next researcher

   This research is design by the researcher to be able to improve the researcher's ideas to investigate students' problem. The researcher also can get some experiences, know types of error analysis, and know the students error in writing short paragraph.

E. The Scope of the Study

Based on the identification of the problem, there were many problem about error in writing short paragraph. But, in this research is focused on students' systemis functional grammar in writing short paragraph that consisted of the process (in the verbal group), and circumstances (in the prepositional phrase and in the adverbial group) at

the first semester students of English Department Universitas Muhammadiyah Makassar

CHAPTER II

REVIEWS OF RELATE LITERATURE

A. Previous Research Findings

This research is relevant to the three previous researcher. These two researchers have similarities and differences with present study which can be used as references to conduct the better study.

The first, study is conducted by waway (2013). This research was conducted to find out grammatical errors mostly made by the students SMA YP UNILA in writing recount text based on surface strategy taxonomy. The strategy used in this research was descriptive qualitative. The subject of this research were the students of the first semester in the first year of learning year 2012/2013 of SMA YP Unila Bandar Lampung. This instruments of this research was writing task. Having analysis the data, it was found that the first grade students of first semester at SMA YP UNILA Bandar Lampung, committed four types of errors based on surface strategy taxonomy. The highest students' error frequency of each error type is misformation of verb which consist of 46.7% the second is omission of verb which consist of 38.65%, then the third is addition of preposition which consists of 5.14%. it was found that the problems faced were based on surface strategy taxonomy and the difference of Indonesian language and English are different.

The second, study is conducted by Umar (2015). The result of the research analysis showed the students errors in four kinds of errors there were

39.9% errors of omission, 9% errors in addition, 39.9% errors in misformation, 10.9% errors in misordering. The researcher found 55 total of errors. The researcher concluded that omission and misordering were the dominat kind of error made by eight grade students at MTs Muhammadiyah Bontorita.

Considering the previous research above, it can be found that there are some differences and similarities among two previous the researches with this research. In the first previous study, the researcher focus on find out grammatical errors mostly made by the students SMP YP UNILA in writing recount text based on surface strategy taxonomy. The second previous research, the researcher focus on find out the types of errors that the students make in their writing descriptive test based on surface strategy taxonomy. In this research, the researcher focused to find out the error analysis of students' systemic functional grammar in writing short paragraph.

B. Systemic Functional Grammar

Systemic Functional Grammar, first introduced by Halliday (1961; 1985), works to connect a text's grammar and meaning. SFG can be used as part of a research-based approach to literature by showing students how to systematically analyze literary texts. Students learn to use the language patterns in the text that were discovered through a SFG analysis as evidence of their intuitions. This approach may be particularly useful for ELLs, who have often been trained to look at language learning as the acquisition of grammar and vocabulary (Hinkel & Fotos in Slater, 2017). Moreover, teaching the idea

that language is a meaning-making tool and helping students acquire the metalanguage to talk about how meaning is constructed can make students more sensitive to the power and subtleties of language (Guo&Unsworth in Slater, 2017).

Systemic functional linguistics (SFL), as its name implies, focuses on the functions of language. The system part of the name has to do with the way in which these functionsare organized (Luciana, 2015).

Systemic Functional Grammar (SFG) or Systemic Functional Linguistic, put forward by Halliday (Halliday & Matthiessen in Abdulrahman, 2016), also pays great attention to how the speakers generate utterances and texts to convey their intended meanings. The view in SFL is that the ways in which we can create meaning through language are organized through patterns of use. The idea here is that language isorganized as a system of options. This system organization is what enables speakers to create meaning, by selecting relevant options. The structure of language has a less prominent role in SFL since it is seen as 'the outward form taken by systemic choices, not as the defining characteristic of language' (Halliday and Matthiessen in Abdulrahman, 2016). In other words, the primary driving force in language use is function but we need structure in order to express function. It is a complex relation which we will come back to throughout the book.

Nowadays, the SFL approach is used world-wide, especially in language education, and for a number of purposes like discourse analysis. It has continued to be closely associated with sociology even when a good number of linguistic theories deal with language in the form of mental

practice. SFL, with regards to data, does not tackle the manner of language representation or process in the human brain, but would rather try to see discourses produced in the form of written or oral language and what is contained in the tests that are produced. Because of the concern of SFL with the use of language, great importance is placed on the function of language, such as what language is used for, rather than what language structure is all about and the manner by which it is composed (Matthiessen & Halliday in Abdulrahman, 2016).

1. **Systemic functional linguistic Compared to other Linguistic Traditions**

SFL has its distinctive respects in comparison with the other linguistic systems. For example, the systemic functional linguistics featured by Michael Halliday and the transformational generative linguistics represented by Noam Chomsky have been deemed as two of the most influential and pivotal traditions in the linguistic academic fields. However, both systems are distinct in many respects, but virtually make the same impacts. Yet there are a number of differences between these two linguistics systems. For instance, the systemic functional grammar (often SFG) studies the language through meaning (i.e. its function), while transformational generative grammar (often TGG) is a fully influential and developed version of linguistics through form. As an illustration, Halliday believed that linguistics should describe actual sentences with many functions and without a deep structure. In addition, he was concerned with the function of the sentence, or in other words, the writer's purpose in

writing the sentence (Matthiessen & Halliday in Abdulrahman, 2016). Conversely, Chomsky maintained that linguistics should go beyond merely describing syntactic structures, and its purpose is to elucidate why language is structured in the way that it is. To summarize, Chomsky characterized form independently of function and meaning, while Halliday had good reasons to believe that function and meaning can help shape form (Bavali & Sadighi 2008).

The second comparison is between Halliday's functional tradition and Bloomfield's structural tradition. The structural theory was featured by Leonard Bloomfield, who developed the structural linguistics in the United States during the 1930s and 1940s. However, Halliday insisted that the central concern of linguistics should be the study of the language through meaning, which was different from the dominant Bloomfield approach in American linguistics (Matthiessen & Halliday 1997). Bloomfield rejected the possibility that linguistics analyzes meaning. He was fully convinced of the need for linguists to study oral language in lieu of studying written documents.

2. The Key Elements of SFL

In SFL, a text is analyzed in four ways. They are as follows: Context, Semantics, Lexico-grammar, and Phonology. To begin with the context, context is classified as one of the central concerns, because it is integral to the overall process of making meaning. In fact, when language

occurs in a context, it will relate to or is linked to a number of contexts (Matthiessen & Halliday in Abdulrahman, 2016). They are:

1-*The Context of Culture* [genres].

2-*The Context of Situation*[the technical term for this is Register].

Halliday models the context of situation, where the aspects of the context relate intimately to the language used to create text, in terms of three important strands (Matthiessen&Halliday in Abdulrhaman, 2016 (see figure 3): They are:

A- *Field*: gives us an indication of the topic or what is being talked about.

B- *Tenor*: gives us an indication of who is/are involved in the communication and the relationships between them.

C- *Mode*: gives us an indication of what part the language is playing in the interaction and what form it takes (written or spoken).

These three Register variables are used to explain people's intuitive understanding that individuals use different resources, different kinds and different parts from the system of language (Matthiessen&Halliday in Abdulrahman, 2016).

Inside the language itself, the SFL describes a model with three levels.They are as follows:

1- *Discourse-Semantics* has three metafunctions. They are: Interpersonal metafunctions, Ideational metafunctions, and Textual metafunctions. (See figure 5).

2- *Lexico-grammar* includes both grammar and vocabulary in one stratum and represents the view of language in both lexis and grammar.

3- *Phonology, orthography (or graphology)* which refers to the sound system, the writing system, and the wording system (Eggins in Abdulrahman, 2016).

Hence, the Systemic Functional Linguistic model proposes that human language has evolved to make three generalized kinds of meanings; they are: Experiential meanings (clause as representation), Interpersonal meanings (clause as exchange), and Textual meanings (clause as message) (Eggins in Abdulrahamn,2016).

1. *The Experiential meanings* are with the way reality is represented and the grammatical resources for construing our experience of the world around us, as to what is going on, who is involved in the going-on, and when, where, and how the goings-on are going on. One of its chief grammatical systems is classified as **Transitivity** (Matthiessen & Halliday in Abdulrahma, 2016). Transitivity includes a number of aspects:

A- *The processes* [in the verbal group]

Processes are central to transitivity. The term transitivity is probably familiar as a way of distinguishing between verbs according to whether they have an object or not. Processes are realized by verbs. Those are broadly categorized into, i.e. non-relational processes or processes ofdoing and relational processes

or processes of being and having. Non-relational processes has foursub categories they material processes, mental processes, behavioral processes, and verbal pro-cesses. The later broad categorization of processes is relational process. It states of being including having. They can be classified according to whether they are being used to identify something or toassign a quality to something. Processes which establish an identity are called identifying process and processes which assign a quality are called attributive processes (Winarsih, 2014:5).

B- *The participants* (human/non-human) who are participating in these processes [in the noun group].

Participant is normally realized by a nominal group. Using functional labels, speakers can express what they have said about the content of clausesin terms of processes involving participants in certain circumstances (Winarsih, 2014:5).The distinction between participant types (Beneficiary, Goal, etc.) can alleviate students' confusion as to which can be turned into a prepositional phrase and shifted to the end to be highlighted as newsworthy. Also, in the experiential metafunction, functional terms define the roles the Participants play in the Process, and Goals or Beneficiaries can take Subject position.

C- *The circumstances* in which the processes occur and the when, where, and how they take place [in the prepositional phrase and adverbial group]. For instance: [Circumstance] in the open glade

[participant] the wild rabbits [Process] danced [circumstance] with their shadows (Matthiessen & Halliday in Abdulrahman, 2016).

Example:

Material Process

Chia	Bought	some curry	yesterday
Actor	Process: material	Goal	Circumstance
Nominal group	Verbal group	Nominal group	Adverbial group

Material process with Beneficiary

Chia	Bought	Paul	some curry	yesterday.
Actor	Process: material	Beneficiary	Goal	circumstance
Nominal group	Verbal group	Nominal Group	Nominal group	Adverbial group

Material process with Beneficiary

Chia	Bought	some curry	for Paul	yesterday.
Actor	Process: material	Goal	Beneficiary	circumstance
Nominal group	Verbal group	Nominal group	Nominal Group	Adverbial group

Agentless passive structure with Beneficiary as Subject

Paul	was	bought	some curry.
Beneficiary	Process: material		Goal
Subject	Finite	Predicator	Nominal group

Agentless passive structure with Goal as Subject

Some curry	was	bought	for Charles.
Goal	Process: material		Beneficiary

Subject   Finite Predicator   Nominal group

2. *The interpersonal meanings* are concerned with the interaction between speaker(s) and addressee(s). It is used to establish the speaker's role in the speech situation and relationship with others. One of its main grammatical systems is **Mood** and **Modality** (Matthiessen & Halliday in Abdulrahman, 2016). Thompson in Winarsih (2014:5) says that the interpersonal meaning relates to the fact that clause is inter-rogative or question, that it expresses the writer's assessment of probabilities and her attitude, andthat it explicitly signals the writer's negotiation with the readers. Meaning is encoded in the clause heading of mood, modality, evaluation and negotiation.

The *Mood* carries the interpersonal functions of the clause and consists of *Subject+Finite*. The Subject is realised by a nominal group that the speaker gives responsibility to for the validity of the clause (ibid), while the Finite is realised by the first of the verbal group. The rest of the verbal group is the *Predicator*, which forms part of the *Residue*. A clause thusconsists of Mood+Residue.

Example:

Josh	Can	Speak	English.
Subject	Finite	Predicator	Complement
Mood		Residue	

3. *The textual meanings*are concerned with the creation of text and the way we organize our meanings into the text that makes sense. One of

the main textual systems is *Theme* and *Rheme*(Matthiessen & Halliday, 1997). For instance: [Rheme] the wild rabbits danced with their shadows and [Theme] in the open glade.

3. **SFL as an Applicable Tradition**

SFL can be characterized as an "applicable" linguistics theory, which means it is designed to have the potential to be applied to solve problems that arise in communities around the world (Matthiessen&Halliday in Abdulrahman, 2016). Halliday (2008, p.189) states that his aim is to make a coherent tradition of language which is 'applicable,' in the sense that it can be beneficial to large numbers of people who are somehow engaging with language in the course of their work.). Additionally, it is renowned especially for the work on genre, cohesion, discourse analysis, register, appraisal, and so on, which have been taken up by scholars working in the humanities and social sciences.

In the recent years, SFL has been useful and helpful in fields such as linguistics language education, child language development, media discourse, history, educational linguistics, critical discourse analysis (Bloor & Bloor 2004), and administrative language Furthermore, SFL has also been applied to interpret the grammar of other semiotic models, such as visuals (Kress &Leeuwen in Abdulrahman, 2016). Consequently, SFL tradition is considered as a sensational international one, since it can be seen by the number of publications and conferences in SFL around the world. Briefly, it is clear that SFL can be applicable in unlimited fields.

4. **Examples of the Value of Applying Systemic Functional Linguistic**

SFL has been applied as a valuable tool for a number of fields such as language education (Schleppegrell & Colombi in Abdulrahman, 2016). As an example, Gray and his colleagues (1999) worked with a sizeable number of learners who experienced difficulty with reading. They implemented a number of steps to improve the students' reading skills in their schools. First, SFL is well-versed in the educational framework known as "High Order Book Orientation."Next was the development of the learners' knowledge by Gray and his team regarding how meanings can be constructed through the help of language choices in texts. Improvements in the learners' reading literacy in their schools were made due to the practical and theoretical features of this work (Rose, Gray, & Cowey in Abdulrahman, 2016).

C. **Concept of Error Analysis**

1. **Definition of Error**

Various definitions of error have been presented by expert. Basically those definitions contain the same meaning while the difference lies only on the ways they formulate them. That is way the writer only puts forward two definitions of error in this research. These two definitions are adequate to reveal the errors showing up in the written texts.

The two definitions are (1) error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong' (Norrish, 1987:7) and (2) errors are systematic deviations from the norms of the language being learned (Cunningworth in Hasyim, 2002). It seems that the

phrase 'systematic deviation' in these definitions is a key word which can be interpreted as the deviation which happens repeatedly.

Further, it is necessary to differentiate between error and mistake. A mistake is also a deviation of the norms of the language but is not systematic. It means that the use of the norms of the language in sentences is sometimes true and sometimes wrong. Norrish in Hasyim (2002) says that a mistake is an inconsistent deviation that is sometimes the learner 'gets it right' but sometimes wrong. Richards et.al in Hasyim (2002) state that mistake is made by a learner when writing or speaking which is cunsed of lack of attention, fatigue, carelessness, or other aspects of performance. From these two definitions, it can be concluded that a mistake is made by a learner because he does not apply the rule (s) that he actually knows, in other words, a mistake is a non systematic deviation from the norms of the language.

2. **Definition of Error Analysis**

According to Richards in Emmaryana (2010: 5), error analysis is an activity to reveal errors found in writing and speaking. Error analysis also is the study of errors made by the second and foreign language learners. Error analysis may be carried out in order to (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. Another concept of error analysis is given by Brown. He defined error analysis as the process to observe, analyze, and classify the deviations of the rules of

the second language and then to reveal the systems operated by learners. From the two definitions above, it can be concluded that error analysis is an activity to identify, classify and interprete or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences.

3. **Types of Errors**

Dulay in Kuntjara (2013; 2-5) divides errors into 5 types. They are Omission, Addition, Misformation, Misordering, and Blends.

a. Omission

Omission is any deletion of certain necessary items in sentences. Omission is indicated by the absence of certain item that must appear in sentences. This usually happens in the early stages of second language acquisition.

For example: *"My mother smart cooking."* It should be, *"My mother is smart in cooking."*

b. Addition.

Addition is any usage of unnecessary items in the sentences. Addition is indicated by the presence of an 'unwanted' item in sentences. The unwanted items do not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language.

For example: *"He does not to come."* It should be, *"He does not come."*

c. Misformation

Misformation is any wrong form of certain morphemes or structures. Misformation is indicated by the usage of wrong forms of certain morphemes or structures.

For example: *"Me don't like."* It shouldbe, *"I don't like."*

d. Misordering

Misordering is any incorrect placement of certain morphemes in sentences.

For example: *"She fights all the time her brother."* It should be *"She fights her brother all the time."*

e. Blends

Blends occur when two or more morphemes that have the same function appear in a sentence.

For example: *"The only one thing I want."* It should be *"The only thing I want."*

4. **Steps in Conducting Error Analysis**

Corder in Kuntjara (2013; 2) distinguishes five steps in conducting error analysis.

a. Collect the sample of learner language. To provide data for the error analysis, the researcher needs to collect a sample of learner language. In this step, the researcher may control the data by narrowly specifying the samples he/she intends to collect.

b. Identify the errors. The identification of errors involves a comparison between learners' sentences and native speakers' sentences in the same context. Then, the researcher can identify which part of learners' sentences is different from the "reconstructed version."

c. Describe the errors. The description of errors usually employs either linguistic taxonomy or surface structure taxonomy to describe the differences between learner's sentences and native speakers' sentences.

d. Explain the errors. Explaining errors involves determining their sources in order to account for why they were made

e. Evaluate the errors. Error evaluation is a supplementary stage in error analysis.

5. **Causes of Errors**

Norrish in Hasyim (2002) classifies causes of error into three types that is carelessness, first language interference, and translation. The three types of causesof error will be discussed briefly below.

a. Carelessness. It is often closely related to lack of motivation. Many teachers will admit that it is not always the student's fault if he loses interest, perhaps the materials and/or style of presentation do not suit him.

b. First language. Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will interfere the new ones. This cause of error is called first language interference.

c. Translation. It is one of the causes of errors. This happens because a student translates his first language sentence or idiomatic expression in to the target language word by word. This is probably the most common cause of error.

D. Conceptual Framework

Errors are considered natural in the process of learning. Errors show the lack of learners" kowldge and language acquisition. Errors are sometimes occurred in students" writing. When we read their writing, we can obviusly see the errors the writing. By reading materials about error analysis and errors classificationn, we can understand about errors. What exactly the error is, types of errors, and causes of errors, after we have data we know the dominant errors in students" writing in short paragraph.

Writing is concidered difficult because when someone wants to write, they should apropriately turn their ideas into written. It needs a good target language acquisition, prior knowledge about the genering structure and langage features, background knowledge about the topic they are to write, and the ability to apply the rules and structures of the target language. In writing, words and sentences should be coupled coherently and be united each other in order to make the massage inside the text is conveyed well.

Errors are still classified on a superfitical basis are errors of omission where some element is omitted which should be present; errors of addition where some element is present which should not be there; errors of selection where there wrong item has been chosen in place of the

right one; and errors of ordering where the elements presented are correct but wrongly sequenced. The advantages of error analysis for the students are to show the types of errors made by the students, to kow the source of error, so that they will not make some errors repeatdly. For the teachers, it is required to evaluate can provide their timely guide and help of students" errors.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presented the research design, the research participant, the research instrument, procedure and collecting data, and the technique of dataanalysis.

A. Research Design

The applying method in this research was descriptive qualitative research.The qualitative research method involved the use of qualitative data, such as interviews, documents and observation, in order to understand and explain asocial phenomenon. Qualitative research methods originate from social sciences to enable researchers to study social and cultural oriented phenomena. This research used of qualitative method and analysis are extended almost to every research field and area.

Catherine in Asri (2019) stated that qualitative research and approach to the study of social phenomena; its various genre are naturalistic and interpretative, and they draw on multiple methods of inquiry. Some characteristic of qualitative research were; take place in the natural world, used multiple methods that were interactive and humanistic, it was emergent rather than prefigure and fundamentally interpretive. Sugiyono in Asri (2019) stated that the term of naturalistic shows that the research was natural, on the normal situation without manipulates the

condition emphasize on the natural description. The process of taken data or phenomena called as "taking of data naturally".

In this sudy, the researcher tried to find the phenomena which accured in writing short paragrapp. This design was intended to describe phenomena or problems in learning English. Referring to the statement, the researcher described the students' error in writing short paragrap on the used approach of Systemic Functional Grammar. In this research, the researcher analyzed the error based on surface strategy taxonomy. Corder proposed a systematic model of error analysis that had proved to be easily adaptable both to language teachers wishing to carry out an evaluation of their own learners and to the language researcher undertaking error analysis on a larger scale. In the error there were four types: omission, addition, misformation, and misordering based on Dulay's and Brown theory (surface strategy taxonomy). The researcher focused to describe and explain the types of error analysis sutents' systemic functional grammar in writing short paragraph.

B. Research Participant

The participants in this research were students which running in the first semester program that consist of 22 students of Universitas Muhammadiyah Makassar. The university was the place where the representativeness was considered essential as the university where the project took place has a diverse students population.

C. Research Instrument

According to Arikunto in Asri (2019) instrument was tool in research that use a method. The instrument that was to use depends on the object that is research. Simply, it was a tool that used by researcher when she or he apply certain method to get data.

The main instrument of this research was data which were collected through the students'writing test that maked an writing text. In this case, the researcher gived tree topic for the students. Then the students was ordered to compose writing short paragraph by choosing one topic they like. Writing short paragraph was choosing as the instrument of the research since it required the students to organize their own idea and express in their own words.

D. Technique of Data Collection

In this study the technique of data collection by way of short paragraph by students, the researcher will distribute the instrument to the students.

The data of this research was collected from writing test. A single data collection technique, i.e. writingtask, is applied to elicit students' sentence structure errors. The students ask to write at least two paragraph on piece of paper.

E. Technique of Data Analysis

Data analysis also refer to a systematical process to search and arrange the data sources and other material that have be en collect the researcher to come up with finding. Error analysis is the methodology used in analyzing the data. The stage to analyze the data as followed:

a. Collecting of participants

The researcher taked 22 of the first semester of English Department Students as the participants. Then, they were given writing test in order to get the data.

b. Identification of Error

The researcher identified the errors made by the students.

c. Description of Errors

The researcher underline the error items and classify the error into the types of error based on surface strategy taxonomy, they are omission, addition, misformation, and misordering.

d. Explanation of Errors

The researcher explain about students' error.

The data of this research is analyzed by using several steps. Firstly the researcher collected the students' writing test. Secondly, the errors are classified into four subcategories of surface strategy taxonomy by selecting and identifying the errors that belong to grammatical structure in students' wrting. The errors find in words, phrase, clauses and sentences in terms of inflection and derivation. Thirdly, the data are interpreted and describe systematically according to the types of errors. The fourth is

explaining the error according to comparative taxonomy to infer the causes or sources the students committed the errors. The errors were identified and classified into the systemic model and the subcategories of comparative taxonomy. The last step was error evaluation by tabulating to get percentage of each subcategory.

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

The Result of the Experiential Meaning

The researcher had given a writing test. There were 22 students from one class of the first semester. The short paraghraph writing test about describing education or social media. The students needed to make a paragraph based on the instruction given. After conducting the test, the researcher analyzed the data from the students test to find out the errors that students made in their letter.

Experiential metafunction consisted of the process (in the verbal group), circumstances (in the prepositional phrase), and circumstances (in the adverbial group). Thus, researcher can be draw from the students' waritings. Which can be described as followed:

a. Error of omission

There were many students made error of omission. There were omission of verb, omission of prepositional phrase and omission of adverb.

For instance:

Students 1

Incorrect: On the other hand education important because with education we can have a job to life

29

Correct: On the other hand education *is* important because with education we can have a job to life

The first sentence was incorrect because it omit the important element of the sentence, it was auxiliary verb. There was no verb after the subject and it make the sentence become incomplete sentence. Hence, it should be added verb after the subject. The suitable verb was "is".

Student 2

Incorrect: social media medium for socializing with each other

Correct: social media *is* medium for socializing with each other

The first sentence is incorrect because it omit the important element of the sentence, it is verb (auxiliary verb). There is no verb after the subject and it make the sentence become incomplete sentence. Hence, it should be added verb after the subject. The suitable verb is "is".

Student 3

Incorrect: with social media you can commit fraud, can make you lazy to interact directly and also can make you *addict*

Correct: with social media you can commit fraud, can make you lazy to interact directly and also can make you *addicted*

Incorrect: But social media have really negative side, in consequence social media you can commit fraud

Correct: But social media have really negative side, *in consequence of* social media can make you commit lazy to interact directly

The first sentence was incorrect because the prepositional phrase was not complete and it need adding the word. It is "of".

Student 5

Incorrect: social media is media *socialize* with each other

Correct: social media is media *socializing* with each other

In that sentence, the verb need adding "-ing" it is name verb+ing. Hence, from "socialize" became "socializing"

Incorrect: you see in future

Correct: you see *in the* future

In that sentence was incorrect because it is incomplete sentence because the adverbial does not use word "the".

Student 8

Incorrect: Their curriculum *depens* the ministry of education

Correct: Their curriculum *depends* the ministry of education

The first sentence was incorrect because it omit the important element of the sentence it was not complete in the word "depens". The word need to add a letter. That was "d".

Student 9

Incorrect: education helps people *grow* both intellectually, mentally, physically and socially

Correct: education helps people <u>*to grow*</u> both intellectually, mentally

In that sentence, the verb need word "to" it was name to infinitive. Hence, from "grow" became "to grow" and because the sentence use verb, where if there were two verbs in the sentence so one of the verb should be added to infinitive.

Students 14

Incorrect: social media very famous in teenagers

Correct: social media *is* very famous in teenagers

The first sentence was incorrect because it omit the important element of the sentence, it was verb (auxiliary verb). There was no verb after the subject and it maked the sentence become incomplete sentence. Hence, it should be added verb after the subject. The suitable verb is "is".

Student 17

Incorrect: education frequently *take* place under the guidance of educators

Correct: education frequently *takes* place under the guidance of educators

The first sentence was incorrect because it omit the important element of the sentence, it is verb. There is no verb after the subject and it makes the sentence become incomplete sentence. The suitable verb is "takes".

Student 19

Incorrect: social media is online media with its user can easily *shar*

Correct: its user can easily *share*

In that sentence, the verb need letter "e", from "shar" became "share" and because the sentence use verb.

Student 20

Incorrect: as technologically conscious citizens, *grappling wit cyberspace* is especially social media

Correct: as technologically conscious citizens, *grappling with cyberspace* is especially social media

Grappling wit cyberspace, this phrase was incorrect because the word "wit" there is no letter "h" so it was incomplete.

Student 21

Incorrect: many teenagers are *trap* into criminal activities that begin with introduction social media

Correct: many teenagers are *trapped* in criminal activities that begin with the introduction of social media

The first sentence was incorrect because it omit the important element of the sentence it was not complete in the word "trap". This sentence used auxiliary verb so after that should be added verb two.

Student 22

Incorrect: at the end, the social media *still* important

Correct: in the end, the social media *is still* important

The first sentence was incorrect because it omit the important element of the sentence, it is auxiliary verb. There was no verb after the subject and it maked the sentence become incomplete sentence. Hence, it should be added verb after the subject. The suitable verb was "is".

b. Error of addition

For instance:

Student 1

Incorrect: it will *be* add our confidents

Correct: it will add to our confidence

The wird "be" does not need because the sentence has been clear without that.

Student 2

Incorrect: if we can *made* use of social media

Correct: if we can use social media

The verb "made" does not need because the sentence had been clear without that.

Student 3

Incorrect: Social media is some important to human live

Correct: Social media is important to human live

Student 6

Incorrect: population Indonesia has one of the largest digital of audiences *in the worldss*

Correct: population Indonesia has one of the largest digitals of audiences *in the world*

The word "wordlss" does not add the double letter "s" because the sentence has been clear without that or only one "s".

Incorrect: social media *is have to* upgrade

Correct: social media has to upgrade

The auxiliary verb "is" does not need because the sentence has been clear without that.

Student 11

Incorrect: Social media is *on of the* important thing

Correct: Social media is important things

The preposition "on the of" does not need because there was a preposition.

Incorrect: they can waste they times long *to playing* social media

Correct: they can waste their time long to play on social media

To playing, this was icncorrect because after "to" used verb one does not add "ing".

c. Error of misformation

For instance:

Student 3

Incorrect: Social media is *some* important for human life

Correct: Social media is *very* important for human life

Student 3

Incorrect: They can make *they son* an addiction

Correct: They can make *their son* an addiction

Student 11

Incorrect: Social media is *on of the* important thing in this millennial era

Correct: Social media is *a very* important thing in this millennial era

Student 12

Incorrect: I hope the minister Nadiem can make a new *process learning* in this era for the new generation

Correct: I hope the minister Nadiem can make a new *learning process* in this era for the new generation

Student 18

Incorrect: Education _was found_ in everywhere in this era

Correct: Education _can find_ in everywhere in this era

In this context use simple present tense.

Student 22

Incorrect: Luna _have_ Ig

Correct: Luna has ig

In that sentence, the subject was third person singular and it should use has.

Incorrect: Luna Maya _have_ twitter and Raffi Ahmad _have_ a channel youtube

Correct: Luna Maya _has_ twitter and Raffi Ahmad _has_ a channel youtube

In that context, the subject was third person singular and it should use has.

d. Error of misordering

For instance:

Student 4

Incorrect: _social media many user_ are interested to investment of their promises and guarantees

Correct: _Many users of social media_ are interested to investment of their promises and guarantees

The words "social media many user" were misorder. The word order is misplace.

Student 12

Incorrect: I hope the minister Nadiem can make a new *process learning* in this era for the new generation

Correct: I hope the minister Nadiem can make a new *learning process* in this era for the new generation

B. Discussion

There are three experiential meaning in systemic functional grammar. They are verbal group, prepositional group and adverbial group. And there are four types of error help them in the test written by the first semester students of English Education Department. Those types of error omission error, addition error, misformation error, and misordering error.

Omission error occurs when someone omit an item that must be appear in a well form utterance. From the analysis, the students omitted some important items such as verb, prepositional phrase, and adverb. Omission of verb maked the sentence incorrect because verb is the most important item in the sentence.

Addition error is the opposite of omission. This error happens of emergency of item which must not appear in a well-formed utterance. Based on the analysis, the researcher found double marking and simple addition error. Double marking happens because two items rather than one or are marked for the same feature.

Misformation found in some sentence. It can be misformation of verb and misformation of adverb. Researcher found it when used of verb 1

in the present tense after auxiliary verb. Thus the verb needed to change to verb 2.

Misordering error happens when the learner put incorrect placement of a morpheme or group of morpheme in an utterance. From the analysis researcher found the random arranging of the sentence.

The researcher saw here that traditional error analysis proves to be extremely proper in identifying grammatical of students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the analysis and the description of data, it could be concluded that after analyzing through the research, the researcher got the data about students error, which were commonly made in writing short paragraph using systemic functional grammar that consisted of the processes (in the verbal group) and circumstances (in the adverbial group and in the prepositional phrase). Their errors were misinformation, addition, omission, and misordering.

Students made more omission errors than other errors, such as misformation, addition, and misordering. Experiential meaning or experiential metafunction in systemic functional grammar consists of three items: verb, prepositional phrase, and adverb. In all items, students made many errors in the use of verbs.

And if we as language teachers are to create or improve language it is of prime importance that we know what the target population is adequate of and, if possible, where their main difficulties lie. This was where error analysis becomes influential.

B. Suggestions

According to the result of the research, there were some suggestion. The first was suggestion for teacher, the teachers had to give interesting topics to make students enjoy and motivated in writing, the teacher have to make an interesting teaching learning situation so that the students will not

bored in writing class, and the teachers should give the students exercises regularly and the result of the exercises must be corrected and it should be returned to teach student. In order to make the students learn from their mistakes. The teacher should explain in front of the class about all the mistakes that have been made by the students.

The students have to be aware of the errors that they make. It is also expected that they found the correct construction in grammar and they use the language correctly especially in writing. Thus, they do not make the same errors in the future.

This research study is expected that the result of the study can give an informative input to other researchers who want to conduct similar research. The researcher believes that there are still many phenomena that can be revealed in this research study. The researcher expects that the other researchers are able to find out other solution of this problem.
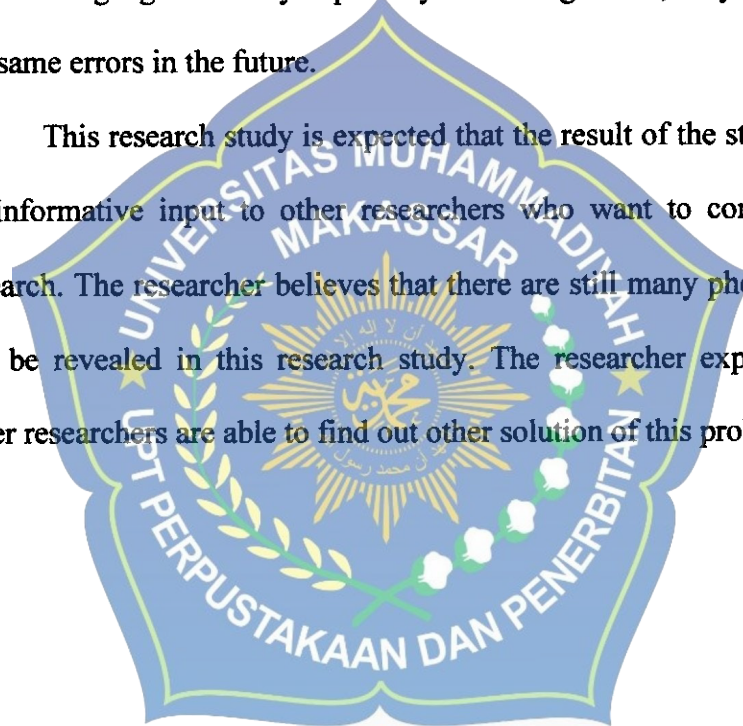
BIBLIOGRAPHY

Abdulrahman, Wael. 2016. *An Introduction to Hallyday's Systemic Functional Linguistic.* Kingdom of Saudi Arabia: Taibah University.

Amaliyyah, Wahyuni. 2019. *An Error Analysis on the Use of Simple Past Tense in Narrative Text Made by the Third Semester of English.*Skripsi. Makassar: Muhammadiyah University of Makassar.

Asri, Hasli. 2019. Grammar Errors on the Third Semester Student of English Education Department of Muhammadiyah University of Makassar. Makassar: UniversitasMuhammadiyah Makassar.

Booij, Geert. 2007. *The Grammar of Words/An Introduction to Linguistic Morphology.* New York: Oxford University Press.

Emmaryana, Fajariani. 2010. *An Analysis of Grammatical Errors in the Students' Writing.* Jakarta: State Islamic University.

Fontaine. 2013. *Analyzing English Grammar A Systemic Functional Introduction.* New York: Cambridge University Press.

Hasyim, Sunardi. 2002. *Error Analysis in the Teacher of English.* Universitas Kristen Petra.

Kuntjara. 2010. *Types of Grammatical Errors in the Essay Written By Fourth-Semester Students of English Department.* Petra Christian University.

Neuman, Lawrence. 2014. *Social Recearch Method: Qualitative and Quantitative Approaches.* United State of American.

Oliver, Luciana. 2015. *A Systemic Functional Analysis of English Language Learners' writing.* Florida: University of Miami.

Rosmilawati. 2017. *An Analysis of Teachers' Conception on Learning Teaching and Their Effect on Students' Learning.* Skripsi. Makassar: Muhammadiyah University of Makassar.

Slater, Tammy. 2017. *A Model for Teaching Literary Analysis Using Systemic Functional Grammar.*(https://eric.ed.gov/?q=the+contribution+of+systemic+functional+grammar+to+theerror+analysis+framework&ff1=dtySince_2010&id=EJ1147650.Accassed on July 21th 2019).

Sugiyono. 2016. *MetodePenelitianKuantitatif, Kualitatif, dan R & D.* Bandung: Alfabeta

Umar, Ridhayani. 2015. *An Analysis Ofgrammatical Errors in Writing Descriptive Text by Second Year Students of Mts. MuhammadiyahBontorita.* Unpublished Thesis. Makassar: Makassar Muhammadiyah University

Waway, B.J. 2013. *An Analysis of Grammatical Errors in Writing Recount Text Based on Surface Strategy Taxonomy at The First Year of SMA YP UNILA Bandar Lampung.* Bandar Lampung. Unpublished Script. Universitas Lampung.

Winarsih, Dwi. 2014. *Students' Mastery of Systemic Functional Grammar and its Classroom Implementation.* Magelang: Tidar University.

A

P

P

E

N

D

I

C

E

S

APPENDIX A: RESEARCH INSTRUMENT

Instruments to collecting data

Instruction:

In this test you have to write a essay writing text. Read several instructions below writing your text.

1. Write your name, your class, and title of your text on the piece of paper provided.
2. Choose one of these topics:
    a. Education
    b. Social Media
3. The time limited in 45 minutes.

APPENDIX B: Student's Writing

Student's Writing

Name   :

Reg Number :

Topic/Title   :

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____