GRAMMAR ERRORS ON THE THIRD SEMESTER STUDENT OF ENGLISH EDUCATION DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF MAKASSAR

(A Descriptive Research at the Third Semester Student of Muhammadiyah University of Makassar)

A Thesis

Submitted to the Faculty of Teachers Training and Education Makassar Muhammadiyah University in Partial Fullfillment of Requirement for the Degree of Sarjana Pendidikan in English Department

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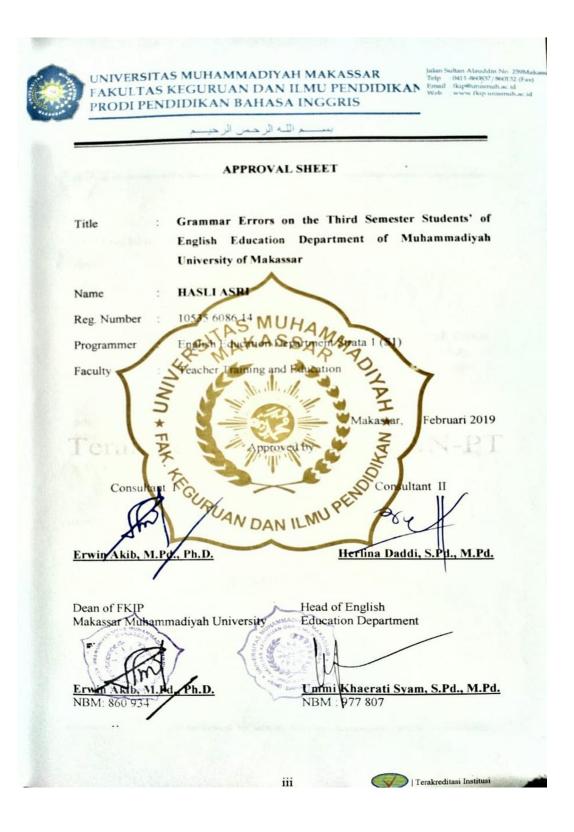## MAKASSAR MUHAMMADIYAH UNIVERSITY
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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MOTTO AND DEDICATION

يَـٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓاْ إِن تَنصُرُواْ ٱللَّهَ يَنصُرۡكُمۡ وَيُثَبِّتۡ أَقۡدَامَكُمۡ ۝

"O you who have believed, if you support Allah, He will support you and plant

firmly your feet." (QS. Muhammad: 7)

"The purpose of education is not a tool to enrich but how education can change

someone to be a real person." (Hasli Asri)

I dedicate this thesis to my beloved parents, my brother and sisters, especially

for my great mother, "I love You Mom" and also to all my best friends.

ABSTRAK

Hasli Asri. 2018. *Grammar Errors on the Third Semester Students of English Education Department of Muhammadiyah University Of Makassar.* Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dibimbing oleh Erwin Akib dan Herlina Daddi.

Tujuan penelitian adalah untuk menganalisis kesalahan- kesalahan tata bahasa mahasiswa berdasarkan surface strategy taxonomy dan untuk menemukan kesalahan yang dominan dalam tes menulis mahasiswa. Metode penelitian yang digunakan adalah metode deskriptif kualitatif. Subjek penelitian ini adalah mahasiswa semester tiga jurusan pendidikan bahasa inggris Universitas Muhammadiyah Makassar yang terdiri dari 35 mahasiswa. Dalam menganalisis data, peneliti mengumpulkan data dari mahasiswa, mengidentifikasi kesalahan gramatikal, mengklasifikasikan kesalahan- kesalahan dalam tulisan tes deskriptif untuk menemukan frekuensi kesalahan, menghitung data yang telah diambil, dan membuat persentase dalam setiap kategori.

Hasil penelitian menunjukkan kesalahan- kesalahan mahasiswa dalam empat jenis kesalahan, yaitu 27,85 % kesalahan omission, 16,43 % kesalahan addition, 53,42 % kesalahan misformation, and 2,28 % kesalahan misordering. Peneliti menyimpulkan bahwa misformation adalah jenis kesalahan yang dominan yang dibuat oleh mahasiswa semester tiga jurusan pendidikan bahasa inggris Universitas Muhammadiyah Makassar.

Kata Kunci: Kesalahan- Kesalahan Tata Bahasa, Deskriptif Text, Surface Strategy Taxonomy

ABSTRACT

Hasli Asri. 2018. *Grammar Errors on the Third Semester Students of English Education Department of Muhammadiyah University Of Makassar.* Under the thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University. Supervised by Erwin Akib and Herlina Daddi.

The objective of the study was intended to analyze grammar errors in students' writing descriptive text based on surface strategy taxonomy and to find out the dominant errors in students' writing test.

The research method used a descriptive qualitative method. The subject of this research was the third semester students of English Education Department the Faculty of Teachers Training and Education Makassar Muhammadiyah University consisted of 35 students. In analizing data, the researcher collected the data from the students, identified the grammatical errors, classified the errors in students' writing descriptive text to found out the frequency of errors, calculated the data taken, and made the percentage in each category.

The result showed the students errors in four types of errors there were 27,85 % errors of omission, 16,43 % errors of addition, 53,42 % errors of misformation, and 2,28 % errors of misordering. The researcher concluded that misformation was the dominant type of errors made by the third semester students of English Education Department of Makassar Muhammadiyah University.

Keywords : Grammar Errors, Decriptive Text, Surface Strategy Taxonomy

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Finally, the research realizes that this thesis still has not been perfecft and still need more suggestions and critics, thus more improvements for this thesis are strongly needed.

Hopefully this thesis will be useful for many people who need it.

May almaighty, Allah SWT bless us all now and forever. Aamiin

Wassalam.

Makassar,   January 2019

Hasli Asri

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CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, English is still considered as Foreign Language. English is taught in formal education, but it is not used as medium of instruction in general education nor as language of communication within the study (Kartikasari, 2011). Therefore, it is possible for Indonesian students to find difficulties in learning English. Moreover, there are many aspects in English language that should be learned and mastered by the students.

One aspect of language teaching and learning process is writing skill.Writing is an activity of expressing messages, ideas and information in written form. It can also be said that writing is an activity of producing written products or as the writers or learners' effort to transfer their thoughts into words in a written form. In academic writing, the purpose of writing activity includes to complete assignment, to make a particular type of texts and papers, to communicate with particular audience, and to help the writers or the learners practice using language actively.

Writing is classified as productive skill. Writing is a productive skill that must be learned by the students, they must apply the five general components of the writing process, i.e. content, form, grammar, vocabulary, and mechanic. Writing is one of the important skill that the student has to be mastered because this skill is the most needed by the students in all

school level. Harmer said that writing has a number of conventions which separate it out from speaking. Apart from differences in grammar and vocabulary, there are issues of letter, word, and text formation, manifested by handwriting, spelling, and layout and punctuation (Harmer, 2002: 255). It means that writing offers opportunities to increase students' vocabulary, knowledge of grammar and develops their understanding of how things are expressed and how well students' message is understood in the written form. Writing is difficult to learn because authors should utilize a process that includes planning, organizing, and revising to present meaning in words form' (Palmer, 1994: 1). English language learning is a process where all skills of English (listening, reading, writing, speaking and grammar) are interconnected.

In the process of writing English paragraph, students often do some errors especially with grammar, some students think that it is boring subject and when they learn English they try to avoid the grammar because it is such confusing rules and hard so it's inflected into applying grammar rules learning language. In the other words, writing English language is completely different from writing Indonesian. In Indonesian, there are no tenses; a verb appears in the same form in all the times. In fact, there are many students who still make many errors in writing English paragraph and find difficulties in applying tenses, structure, syntax, semantic, lexical meaning, and phonology into sentences. Here are some examples of error in using tenses that often occurs in students' writing, "My uncle drink coffee last night." Actually, this incorrect sentence was to be understood well, but it

is exactly wrong in the form of English grammar. This sentence talk about the past event, so it should use simple past tense. The simple past indicates that an activity or situation begin and end at a particular time in the past. The verb of this sentence should use past form (verb 2). The correct sentence is "My uncle drank coffee last night." This error occured because the students translate Indonesian into English directly without paying attention on using Standard English. They make this error also because they do not understand the grammar well and mother tongue interference is still interfere their minds.

Therefore, error analysis has an important role to help the teacher to reveal what kind of error that mostly the students do in writing and the causes of the error they make. By knowing the errors, the teacher could improve their method in teaching and would avoid the errors by giving the extensive materials about the errors in writing. The students also would have better understanding of what they have learned and would be able to write correctly and awarded with their previous error.

Those are the reasons why the researcher is interested in analyzing students' descriptive writing by the title "Grammar Problems on the Second Semester Students of English Education Department of Muhammadiyah University of Makassar".

B. Problem Statements

Based on the explanation of reason for choosing topic, the research problems as follows:

1. What grammar errors are committed in students' writing descriptive text based on surface strategy taxonomy?

2. What are the dominant errors found in students' writing test ?

C. Objective of the Research

The objective of the research as follows:

1. To analyze grammar errors in students' writing descriptive text based on surface strategy taxonomy.

2. To find the dominant errors in students' writing task.

D. The Significance of the Research

Findings of this research are expected to be useful for both students and teachers.

1. Theoretically

The findings of this research may be used as information to confirm the previous theory of error analysis in writing English as a foreign language. Besides, it can be made as reference for those who want to conduct the research in the same field.

2. Practically :

    a. For the researcher

        This research becomes an input about the most typical grammatical errors that the students do and the last benefit is for the other researchers, the result may serve as guidelines for the future study related to the subject.

    b. For the teacher

        It can help the teacher to prepare the English writing material and can be used to give more attention to errors made by the students in learning writing. Then the teacher will explain the grammar comprehensively and find the best method in teaching writing.

    c. For the students

        This research is expected to help the students to be aware of the errors that they make and the causes of the errors. It is also expected that they found the correct construction in grammar and they use the language correctly especially in writing. So they don't make the same errors in the future.

E. **Scope of the Research**

    The scope of the research was focused on analyzing the grammar errors and what grammar errors are dominant at the second semester students of English education department of Muhammadiyah University of Makassar in

writing descriptive text based on surface strategy taxonomy (omission, addition, misformation, and misordering).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Previous Related Research Findings

Error analysis has been applied in writing text as an analysis of students' writing. There are many of previous studies that use error analysis in writing text, and the result of the research is various.

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 subjects 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. The 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' errors frequency of each error type is misformation of verb which consists of 46.7%, the second is omission of verb which consists of 38.65%, then the third is addition of preposition which consists of 9.51%, and the last is misordering of phrase 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 Ridhayani Umar (2015). The study was conducted to find out the various kinds of errors in writing descriptive text and to discover the dominant errors in writing descriptive text made by the 8th grade students of MTs. Muhammadiyah Bontorita. The method used a case study method . The subject of the research was the students of the eight grade of Mts. Muhammadiyah Bontorita consisted of 20 students. 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 dominant 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 similiarities among three previous researches with this research. In the first previous study, the researcher focus on find out grammatical errors mostly made by the students SMA 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 study, the researcher analyzed the types of grammar errors that the students commit in their writing descriptive text by surface strategy taxonomy.

B. Definition of Grammar

All languages have its own grammar. People who speak the same langugae are able to communicate because they know the grammar system of that language. Because the use of the language to communicate presuppose a grammar, it follows that all speakers and writers of a language must have a knowledge of its grammar. Thornbury (2004: 1) states that 'grammar is partly the study of what forms (or structures) are possible in a language'. Grammar is concerned with analysis of the sentence which is describe the rules how language sentences are formed. Harmer (2002: 12) states that grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. Grammar is the basic elements of an area of knowledge or skill, or it is a set of prescriptive notions about correct use of a language. According to Brown (2001), grammar is the system of rules that constructs the formation and connection of every word in a sentence. Brown also states that "grammatical competence occupies a prominent position as a major component of communicative competence".

Thus, grammar is organizational components of language and systematic rules that govern the structure and organizational framework of sentences. In addition, Grammar contributes the form of language to produce meaning in order to function in communication.

C. The Importance of Learning Grammar

Learning grammar is very important to support the students' competence in mastering English. It can help the learners to understand a language by knowing the form, position, function, and the meaning of the words. The knowledge of the grammatical rules will help the students in comprehending the expression refilled in sentences in which the different position of words may convey different ideas. For example, " I go to Medan" and " My mother called me one hour ago". The first sentence is different from the second one because the verb "go" is in simple present verb "called" is used in simple past tense. It means that the tenses give the different verb in that sentence. That is why, grammar has important role for the students in making sentence.

D. Definition of Error

To get clear understanding about the error, it is better for the writer to consider several opinions given by some linguists. According to Harmer as quoted by Brown, "Errors are part of the students' interlingua that is the version of the language which a learner has at any one stage of development, and which is continually reshaped as he or she aims toward full mastery.

While, according to Dullay, "error is the flawed side of learner speech or writing, those are part of conversation or composition that deviates from some selected norm of nature language performance."

Brown has different opinion. He gives more attention on the Interlingual competence of the speaker. He defines "an error as noticeable deviation from the adult grammar of a native speaker reflecting the Interlingual competence of the learner."

From all definitions above, the writer can summarize that error is flawed side of learner speech caused by the factor of competence. On the other hand, they do not understand well the use of linguistics' system of the target language; it will lead the students to make errors consistently.

E. Error Analysis

It is impossible that learners never make any errors in language learning process. Students can make errors when they write or speak and it is natural. The errors that they make are even potentially important for the understanding of language and it is as a part of learning process.

Learning a target language (English) is different from learning one's mother tongue. There are some opinions about error analysis. Brown in his book said that "Errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors, called error analysis". It seems this concept is the same as the one proposed by Crystal "Error Analysis is a technique for identifying, classifying, and systematically interpreting the unacceptable

forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistic."

From the two definitions above it clarifies that error analysis is an activity to identify, classify, and interpreted 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.

F. The Differences Between Error and Mistake

When we talk about error it is always connected to mistake. Some people even think that the term of error and mistake are the same and they commonly cannot see the distinction between both of them. Error and mistake are different. Mistakes are skin to slips of the tongue. That is, they are genererally one-timeonly events. The learner who makes a mistake is able to recognoize it is a mistake and correct it if necessary. On the other hand, an error is systematic. That is, it is likely to occur repeatedly and is not recognized by the learner as an error. The learner in this case has incorporated a particular errornous form from the persective of the target language into his or her system.

Hubbard et al. also make differences between error and mistake. "Errors caused by lack of knowledge about the target language (English) or by incorrect hypothesis about it; and unfortunate mistake caused by

temporary lapse of memory, confusion, slip of the tongue and so on." In other words, Ellis stated that "Error is a lack of knowledge and mistake is the students' posses knowledge of the correct form and it is just slipping up." Brown also gave the similar opinion about error and mistake. According to him, "an error is a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. And a mistake is ―slip, a failure to utilize a known system correctly. An error cannot be self-corrected, while mistake can be self-corrected if the deviation is pointed out to the speaker."

Based on the opinions above the writer concluded that error caused by lack of knowledge, the students did not know what were they wrote and they could not recognize it unless other people or their teacher corrected them and it cannot be self-corrected. While mistake happened because temporary laps of memory and also slip of the tongue, actually the students have known about what they write but they just slip up and they can correct and recognize their own mistakes.

G. Grammatical Error

Each of language has different grammatical rule without exception. English is regarded that language which has difficult grammatical rule to understood. It caused the learner potentially make an error in learning process. Actually, there several kind of error that makes by the learner such as error in spelling, pronounciation, and writing. Writing error is error made by

student in large context. Writing error sometimes indicates to the grammatical rule.

Grammar itself has some definition according to some experts. Swan (2005) defines grammar as the rules that show how words are combined, arranged or changed to show certain kinds of meaning. Lado (1961: 141) states that grammar is the study of rules that are claimed to tell the students what he should and should not say in order to speak language of the social educated class. From those definition, researcher conclude that grammatical error is error occurred based on the wrong in using rule that show how word is combined and arranged.

H. Definition of Writing

According to Coulmas (2003: 1) there are three meanings of writing can be disguished. First, writing is a system of recording language by means of visible or tectile marks. Visible or tectile marks mean the writer can see the product of their writing by using their eyes. Second, writing is an activity of putting the ideas. The ideas are very needed in writing. Good ideas can add knowledge or information for the reader. Third, the result of writings' activity is text. It means that writing is not only communicative skill but also productive skill that can produce a text such as descriptive text, report text and narrative text.

In conclusion, writing is both a process and product. This activity can produce some text that can deliver a message to other. In writing, the writer

also can reflect their understanding about the new information, knowledge or ideas that they have. They can type it on computer or write it in a piece of paper as media in writing.

I. Descriptive text

1. Definition of Descriptive Text

Descriptive text is one of texts that can help the students to construct their ideas into a text. In this text, the students can describe about someone or something based on factual fact in their life. The students can write the appearance of things that occupy space, whether they are object, people, building, animals, or cities. Therefore, this text can help the students to explore their ideas into text.

According to Winch (2005: 56), descriptive text is a text that describes about particular thing such as a scene, an animal, person or something that happen in nature. In this text, the writer can describe about scene such as view or environment. They can describe how beautiful the scene around them into a text. Besides that, the writer can describe about animal around them for example cat, dog, chicken or other. The writer also can describe about person how she or he looks like. They can describe about physical appearance such as the color of the skin, eyes, body that can describe her or him in particular.

2. **Generic Structure of Descriptive Text**

The students must be mastered about the generic stucture of descriptive text before they write descriptive text. The generic structures of descriptive text are introduction (identifies phenomena to be described), description/ content (describes parts, qualities, and characteristics), and conclusion.

a. Introduction / Identification

The statement introduces the subject of the description to the audience. It can give the audience brief details about when, where, who, or what the subject.

b. The Contents of A Text Descriptive

Each paragraph usually begins with a topic sentences. The topic sentences preview the details that will be contained in the remainded of the paragreaph. Each paragraph should describe one feature.

c. A Concluding Paragraph

The concluding paragraph signal the end of the text in descriptive text, the writer many not include a conclusion in his or he description writing.

3. **Language Features of Descriptive Text**

Descriptive often uses "be" and "have". Tense which is often used is Simple Present Tense. However, sometimes it uses Past tense if the thing to be describe does not exist anymore.

Significant Grammatical Features :

a. Focus on specific participants. Example : My English Teacher, Susan's cat, My favorite place.

b. Use of Simple Present Tense.

c. Use of Simple Past Tense if extinct.

d. Verb of being and having (Relational Processes). Example : She has long black hair.

e. Use of Descriptive Adjective. Example : strong legs, white skin.

f. Use of detailed Noun Phrase to give information about the subject.

g. Use of action verb. Example : It eats grass, it runs fast.

h. Use of adverbial to give additional information about behavior.

i. Use of Figurative Language. Example : John is as white as chalk

J. The Types of Grammatical Errors

Some experts have their own opinion and definition about the types of error. Dulay et al. (1982) classified the types of error based on linguistic category, surface strategy taxonomy, comparative taxonomy and communicative effect taxonomy.

1. Error Types Based on Linguistic Category

Linguistic category taxonomies classified errors according to either or both the language component and the particular linguistic constituent the error affects. The elements of language component are phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon

(meaning and vocabulary) and discourse (style). While the element of linguistic constituent for example in syntax someone can ask whether the error is in the main or subordinate clause.

2. Surface Strategy Taxonomy

Surface strategy taxomony explains the alteration in the sentence which is divided into four types. Sometimes, learner omits necessary item, add unnecessary ones, misform items and misorder them.

a. Omission

This types of error happens when someone omit an item that must be appear in a well form utterance. The potential candidate for omission is morpheme or word in a sentence. Morpheme in the sentence has a meaning as a noun, adjective, adverb. For instance:

Mary is the president of a new company. (correct)

Mary president new company (incorrect)

The first sentence is the complete sentence and everyone can understand the meaning of the utterance easily. While, the second sentence is not complete sentence although it can be understood the meaning from the utterance. However, is, the, and, of are the grammatical morphemes. Those little words play a minor role in conveying the meaning of a sentence. Factually, grammatical morphemes are much more frequently omitted than content word by the learners.

b. Addition

It is the opposite of omission. This error happens because of emergence of item which must not appear in a well- formed utterance. Dulay et al (1982) classified three types of addition errors; double markings, regularization and simple addition.

1) Double Marking

Double marking happens when there is the failure to delete certain items which are required in some linguistic constructions, but not in other.

For instance:

I did not go. (correct)

He does not knows my name. (incorrect)

In the first sentence, past tense is marked in the auxiliary and the verb is in the simple present form. While the second language is incorrect because present tense is marked in the auxiliary and the verb.

2) Regularization

A rule typically applies to a class of linguistic items, such as the class of main verbs or the class of nouns. As we know that English has both regular and irregular form and construction in language. Both regular and irregular form can be in the form of verb and noun. For example: the verb eat does not become eated but it changes become ate, the noun sheep is also sheep in the plural, not sheeps.

Dulay et al (1982: 157) explained that regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker. Therefore, these words such as deers, hitted, and beated is become the example of regularization.

3) Simple Addition

The characteristic of Simple addition error is the characteristic which don't include in the two other error addition (regularization and double marking). Dulay et al (1982: 158) stated that there is no particular features characterize simple addition error.

For instance:

The fishes does not live in the water. (incorrect)

The fish does not live in the water. (correct)

c. **Misformation**

Misformation error happens when the learner uses the wrong form of the morpheme or structure. Similar with the case of addition, misformation are divided into three types which have been frequently reported in the literature. They are regularization, archi- form and alternating form.

1) Regularization Errors

The regularization error which is describes in the misformation category are those in which place of an irregular one. The linguistic

item misformed which is found in the verbal production of child L2 learners, include reflexive pronoun, regular past and plural.

For instance:

Reflexive pronoun : his self (himself)

Regular past : I falled (fell)

Plural : gooses (geese)

Childs (children)

2) Archi – forms

The selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition.

For instance:

- Give me that. (correct)

- Me hungry. (incorrect)

- That dog. (correct)

- That dogs. (incorrect)

3) Alternating Forms

As the learners' vocabulary and grammar grow, the use of archi- forms often gives way to the apparently fairly free alteration of various members of a class with each other.

For instance:

- Those dog. (incorrect)

- Those dogs. (correct)

- I seen her yesterday. (incorrect)

- I saw her yesterday. (correct)

d. **Misordering**

Misordering error happens when the learner put incorrect placement of a morpheme or group of morpheme in an utterance. Incorrect placement is also indicated from the random arranging of a sentence. This error could occur systematically for both first language and second language learner.

For instance:

He is all the time late. (incorrect)

He is late all the time. (correct)

3. **Comparative Taxonomy**

In explaining comparative taxonomy, Dulay et al (1982: 163) mentioned that classification of errors in a comparative taxonomy is based on comparisons between the structure of second language errors and certain other types of constructions. It can be concluded that it is useful for compare two different structures, it compares between structure in the first language learner and second language learner. For example, one were to use a comparative taxonomy to classify the error of a Malay student learning English and the other one might compare the structure of the students' error which learned English as first language.

4. **Communicative Effect Taxonomy**

The communicative effect classification deals with errors from the perspective of their effect on the listener or reader (Dulay et al., 1982: 189). It focuses on distinguishing between errors that seem to cause miscommunication and those that don't. Error that affect the overall organization of the sentence hinder successful communication, while errors that affect a single element of the sentence usually do not hinder communication.

K. **The Sources of Errors**

Discussing about the type of error, it brings the researcher to the important question. The source of error is the question that appears in the researchers' mind. There are some experts explain about the source of error.

Brown (2007) classified the source of error into four types. They are interlingual transfer, intralingual transfer, context of learning and communication strategies.

1. **Interlingual Transfer**

Interlingual error is the most significance source of error for all learners. Second language learners in the beginning stage are especially vulnerable to interlingual transfer from the native language. The native language is the only previous linguistic system, before the system of the second language is familiar. Brown (2007) give some examples, the learners sometimes say :

- "Sheep" for "ship".

- "The book of jack" instead of "jackbook".

2. **Intralingual Transfer**

Intralingual transfer is second major factor in second language learning. The early stage of language learning are characterized by a predominance of interference (interlingual transfer) but once learners have begun to acquire parts of the new system, more and more intralingual transfer-generalization within the target language is manifested (Brown, 2007: 264). As learners progress in the second language, their previous experience and their existing subsumers begin to include structure within the target language itself.

For instance :

- Does John can sing?

- I don't know what time is it.

3. **Context of Learning**

Context of learning is a third major source of error. Context refers, for example to the classroom with it teacher and its material in this case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the text-book can lead the learner to make faulty hypotheses about the language. Students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook or even because of a pattern that was rotely memorized in a drill but improperly contextualized (Brown, 2007:264). For example, point at and point out might in later recall be confused simply because of the contiguity of presentation.

4. **Communication Strategies**

The source of error is indicated by production strategy. Production stragtegies is used by learner in order to enhance getting their message across, however in that time these technique can make the source of error (Brown, 2007: 264).

For instance :

Let us work for well done of our country. (incorrect)

Let us work for welfare of our country. (correct)

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was descriptive qualitative design. Catherine (1999: 2-3) states that qualitative research is an approach to the study of social phenomena; its various genres are naturalistic and interpretative, and they draw on multiple methods of inquiry. Some characteristics of qualitative research are; take places in the natural world, uses multiple methods that are interactive and humanistic, it is emergent rather than prefigured and fundamentally interpretive. Sugiyono (2008: 8) states that the term of naturalistic shows that the research is 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 the data naturally".

In this study, the researcher tried to find the phenomena which occur in writing descriptive texts. This design was intended to describe phenomena or problems in learning English. Referring to the statement, the researcher described the students' error in writing descriptive texts. In this research, the researcher analyzed the errors based on surface strategy taxonomy. This research described the types of errors which is divided into four types: omission, addition, misformation, and misordering based on Dulay's and Brown's theory (surface strategy taxonomy). The researcher focused to describe and explain the types of errors and what error were dominant in students' writing test.

B. Population and Sample

It was important that the researcher must designed the population a sample carefully and completely, including the description of number to be included:

1. Population

In Encyclopedia of Educational Evaluation as quoted by Arikunto (2010: 173) population is set or collection of all elements possessing one or more attributes of interest. "A population is defined as all members of any well-defined class of people, events or objects (Ary, 2010: 148)."

The population of this research is the third semester students of English Education Department of Muhammadiyah University of Makassar. There are 219 students that are divided into seven classes. The table as follows:

Table 3.1 The Total Numbers of the Third Semester Students

The Total Numbers of the Third Semester Students of Each Class							
Class	A	B	C	D	E	F	G
Total	33	28	31	33	30	31	33
Total	219						

2. Sample

Sample is a small group that is observed and a population is defined as all members of any well-defined class of people, events or subjects.

According to Creswell (2012: 142) "sample is a subgroup of the target population that the researcher plans to study for the purpose making generalization about the target population".

Before determine the sample, the researcher had to determine the technique of sample that was used. This research used quota sampling technique. Sugiyono (2001: 60) said that quota sampling is a technique to determine sample from the population that has certain characteristics until the number of quotas desired. Samples taken by providing alloted or quorum certain against the category. Collecting data done directly in unit sampling. After quotas fulfilled, collecting data stopped.

From the statement above, the researcher took five students of each class as the sample of the research.

C. Research Instrument

According to Arikunto (1998: 148) instrument is tool in research that use a method. The instrument that is used depends on the object that is researched. Simply, it is a tool that is used by a researcher when she or he applied certain method to get data. In conducting the study, the researcher need the instrument to get the data to be analyzed. In this study, the researcher used writing test that was making a descriptive text. To make the students understand in determining what they write, the researcher gave two topics to be chosen.

D. Data Collection Method

The data of this thesis was collected from writing test. A single data collection technique, i.e. writing task, is applied to elicit students' sentence structure errors. The students asked to write at least two paragraph on a piece of paper. The paragraphs were about 90 words and 5-10 sentences. It was done in 45 minutes.

E. Data Analysis

The procedure of error analysis proposed by Ellis and Barkhuizen (2005) comprises the following five steps: (1) Collection of a sample of learner language, (2) Identification of errors, (3) Description of errors, (4) Explanation of errors, (5) Errors evaluation. The data of this research were analyzed by using several steps. Firstly, the researcher collected the students' writing test to be analyzed according to Dulay's theory. They were studied carefully. Secondly, the errors were classified into four subcategories of surface strategy taxonomy by selecting and identifying the errors that belong to grammatical structure in students' writing. The errors found in clauses and sentences. A sentence may contain one error or more, and then they were analyzed separately. Thirdly, the data were interpreted and described systematically according to the types of errors. The fourth was explaining the errors according to comparative taxonomy to infer the causes or sources the students committed the errors. The errors were identified and classified into the subcategories of comparative taxonomy. The last step was errors

evaluation by tabulating the errors to get the percentage of each subcategory. In this step, the frequency of errors were identified and the number of errors were presented in the forms of tables.

In calculating the frequency of these each error, the researcher employed the following formula (Allan G. Bluman: 2004) :

$$P = \frac{f}{n} \times 100 \%$$

P: Percentage

f: Frequency of a type of error

n: Number of total errors occur

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. FINDINGS

The Result of the Test

The researcher had given a writing test. There were 35 students from each class of the third semester. The test is a writing test about describing hometown or pet. The students need 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 his/ her answer. The result of this identification can be seen as the following table.

Table 4.1 Frequency of Error

No.	Name	Omission	Addition			Misformation			Misordering	Total
			Regularization	Double marking	Simple addition	Regularization	Archi- form	Alternating form		
1.	Student 1	1	0	1	3	0	5	5	0	**15**
2.	Student 2	3	0	0	0	0	0	0	0	**3**
3.	Student 3	0	0	0	0	0	0	1	0	**1**

4.	Student 4	2	0	0	0	0	1	1	0	**4**
5.	Student 5	0	0	0	5	0	1	0	0	**6**
6.	Student 6	6	0	0	3	0	6	2	0	**17**
7.	Student 7	3	0	3	0	0	5	0	0	**11**
8.	Student 8	0	0	0	0	0	7	5	0	**12**
9.	Student 9	2	0	0	0	0	1	0	1	**4**
10.	Student 10	1	0	0	1	0	0	4	0	**6**
11.	Student 11	2	0	0	1	0	1	1	0	**5**
12.	Student 12	1	0	0	2	0	2	2	0	**7**
13.	Student 13	0	0	0	3	0	3	5	0	**11**
14.	Student 14	2	0	0	1	0	0	1	0	**4**
15.	Student 15	2	0	0	0	0	0	4	3	**9**
16.	Student 16	1	0	0	0	0	0	4	0	**5**
17.	Student 17	1	0	0	0	0	1	2	0	**4**
18.	Student 18	1	0	0	0	0	0	2	0	**3**
19.	Student 19	6	0	0	0	0	3	0	1	**10**
20.	Student 20	2	0	1	1	0	1	4	0	**9**
21.	Student 21	2	0	0	0	0	1	3	0	**6**
22.	Student 22	4	0	0	1	0	0	1	0	**6**
23.	Student 23	0	0	0	0	0	0	1	0	**1**
24.	Student 24	0	0	0	0	0	0	1	0	**1**
25.	Student 25	0	0	0	0	0	2	1	0	**3**

No.	Name									Total
26.	Student 26	0	0	0	0	0	0	0	0	**0**
27.	Student 27	0	0	0	1	0	0	0	0	**1**
28.	Student 28	0	0	0	0	0	0	3	0	**3**
29.	Student 29	2	0	0	1	0	3	2	0	**7**
30.	Student 30	3	0	0	3	0	1	1	0	**8**
31.	Student 31	1	0	0	0	0	1	3	0	**5**
32.	Student 32	9	0	0	2	0	2	3	0	**16**
33.	Student 33	1	0	0	2	0	0	0	0	**3**
34.	Student 34	2	0	0	1	0	0	1	0	**4**
35.	Student 35	1	0	0	0	0	1	6	0	**8**
										218
	Total	**61**	**0**	**5**	**31**	**0**	**48**	**69**	**5**	
		61	**36**			**117**			**5**	
	Grand Total	**219**								

Data from the table above were calculated in percentage.

- Error of Omission

$$\text{P O} = \frac{F}{N} \times 100\% \rightarrow = \frac{61}{219} \times 100\% \rightarrow = \textbf{27,85 \%}$$

- Error of Addition

$$\text{P Addition} = \frac{36}{219} \times 100\% \rightarrow = \textbf{16,43 \%}$$

$$\text{P regularization} = \frac{0}{219} \times 100\% \rightarrow = 0\%$$

$$\text{P double marking} = \frac{5}{219} \times 100\% \rightarrow = 2,28\%$$

P simple addition $= \frac{31}{219}$ x 100 % → = 14,15 %

- Error of Misformation

P Mf $= \frac{117}{219}$ x 100 % → = **53,42 %**

P regularization $= \frac{0}{219}$ x 100 % → = 0 %

P archi form $= \frac{48}{219}$ x 100 % → = 21,91 %

P alternating form $= \frac{69}{219}$ x 100 % → = 31,50 %

- Error of Misordering

P Mo $= \frac{5}{219}$ x 100 % → = **2,28 %**

4.2 The Percentage of the Types of Error

No.	Category	Frequency of Error	Percentage of Error
1.	Error of Omission	61	27,85 %
2.	Error of Addition	36	16,43 %
3.	Error of Misformation	117	53,42 %
4.	Error of Misordering	5	2,28 %
	Total	219	100 %

Based on the calculation above, it can be concluded that the total errors of omission are 61 errors or 27,85%, the addition are 36 errors or 16,43 % . The addition of errors is divided into three types, the total errors of regularization are 0 error or 0 %, double marking are 5 errors or 2,28 %, and simple addition are 31 errors or 14,15 %,

while the error of misformation are 117 errors or 54,12 % . Misformation error is divided into three types, the total errors of regularization are 0 error or 0 %, archi form are 48 errors or 21,91 %, alternating form are 69 errors or 31,50 % and in misordering are 5 errors or 2,28 % errors. From the calculation of the data, error of misformation is the most frequent errors done by the third semester students of English Education department with the percentage 53,42 %. Moreover it is followed by error of omission with percentage 27,85 %, error of addition 16,43 % and error of misordering 2,28 %.

After identifying the data, the researcher analyzed the errors and classified them based on surface strategy taxonomy categories to know whether these errors involve in omission, addition, misformation, or misordering. This is the following example was taken from the students' answer sheets.

1. Error of Omission

There are many students made error of omission. There are omission of subject, omission of article, omission of verb, omission of preposition, omission of to be, and omission of conjunction.

For instance:

Student 1

Incorrect →Blacky is very funny cat.

Correct →Black is _a_ very funny cat.

Blacky is very funny cat . This sentence is incorrect because the sentence omit an article that must be appeared. So, the correct sentence should be " Blacky is a very funny cat". The use of article in this sentence to make clear that it refers to Blacky.

Student 2

Incorrect → There are so many tourist attractions because surrounded by beautiful seas to visit.

Correct → There are so many tourist attractions because *it is* surrounded by beautiful seas to visit.

The first sentence is incorrect because it omit the important element of the sentence, it is subject. There is no subject after the conjunction and it makes the sentence become incomplete sentence. It is compound sentence so it should be added subject after the conjunction. The suitable subject is "it" because the subject refers to "my hometown". It also needs "be" because the sentence is in passive form.

Student 2

Incorrect → There are people who live in the mountains and the Coast.

Correct →There are *many* people who live in the mountains and the coast.

The first sentence is incorrect because there is no quantifier before noun. While, the word "people" means there is more than

one person. It needs to use quantifier to make clear the sentence. It should use "many" because the noun can be counted or countable noun.

Student 4

Incorrect → Montain

Correct → Mo*u*ntain

Word "montain " is incorrect because it omit a letter . In English writing, omission of one letter can change the meaning or it has no meaning anymore. The correct sentence should be "mountain".

Student 7

Incorrect → My cat playful.

Correct → My cat *is* playful.

The first sentence is incorrect because it omit one element of the sentence and it is an auxiliary verb (be). In Indonesian sentence, it is right. But in English writing rule, it is not right because it is according to the subject verb agreement. So, the auxiliary verb which is appropriate with the subject is "is".

Student 19

Incorrect → He lots of food.

Correct → He *eats* lots of food.

The first sentence is incorrect because there is no one element of the sentence and it is verb. The sentence which has no verb is incomplete sentence and it is not appropriate with the writing rules. The sentence should be added verb to make it complete. The appropriate verb is "eat". According to the subject verb agreement, the verb must be followed by suffix-s. So, the verb "eat" becomes "eats".

Student 29

Incorrect → You must try come.

Correct → You must try _to_ come.

In a sentence, between one verb with another should not be side by side without a word between them. It should be added preposition "to" to make the sentence is correct.

Incorrect →So many _tourist_.

Correct →So many _tourists_.

In the example, the student misformed the plural noun by omitting plural maker {s}.

2. Error of Addition

a. Regularization

There is no one student.

b. Double Marking

For instance :

Student 1

Incorrect → ..When I *was* went to my home.

Correct → When I *went* to my home.

When the sentence is in active form, it is not allowed to use auxiliary verb if the sentence is in verbal form. The word "was" is not needed because the sentence has verb and that verb make clear that the sentence is in simple past form.

Student 7

Incorrect → *I'm very* love my cat.

Correct → I really love my cat.

In that sentence, it is not allowed to use auxiliary verb (be) if there is a verb. The word very is not appropriate in that sentence because modifier "very" cannot modify verb and the appropriate modifier is really, which can modify adjective, adverb and verb.

Student 20

Incorrect → Actually I *am* not *was* born in Larompong.

Correct → Actually I *was* not born in Larompong.

In that sentence, there are two auxiliary verbs (be), but the difference is the first auxiliary is in present form and the

second is in past form. The sentence is in the past form so that, the auxiliary verb that should be used is "was".

c. **Simple Addition**

For instance:

Student 1

Incorrect → …_a_ black fur, long tail, and _a_ brown eyes.

Correct → .. black fur, long tail, and brown eyes.

"A black fur" the word "a" in this sentence does not need because the fur is uncountable noun. *"A brown eyes"* the word "a" in this sentence does not need because "eyes " is plural noun .

Student 5

Incorrect → She has a long, bushy tail, _and she has_ sharp nails and beautiful eyes.

Correct → He has a long, bushy tail, sharp nails and beautiful eyes.

In that sentence, there are three words those are "and, she, has" which are not needed because those three words has been available at the begin and the end of the sentence.

Student 6

Incorrect → There are so many mountains _too_ and lot of vegetable.

Correct → There are so many _mountains_ and lots of vegetable.

The word "too" does not need because in that sentence there is "many" which examine that in that place has many mountains.

Incorrect → So many tourist <u>to</u> go there.

Correct → So many tourists go there.

The preposition "to" does not need because the sentence has been clear without that.

Student 12

Incorrect → The activities <u>is</u> star from 5.30 P.M until 8.00 P.M.

Correct → The activities start from 5.30 P.M until 8.00 P.M.

In that sentence, the auxiliary verb does not need because there is a verb.

3. **Misformation**

a. **Regularization**

There is no one student error.

b. **Archi Form**

Student 1

Incorrect → Blacky *have* .

Correct → Blacky *has*.

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

Incorrect → He always *play* with me after.

Correct →He always *plays* with me.

The sentence is incorrect because according to the subject- verb agreement, the subject is not appropriate with the verb. The verb should be added by suffix-s because the subject is the third person singular.

Student 4

Incorrect → There *are* mountain too.

Correct →There *is a* mountain too.

The sentence is incorrect because the use of auxiliary verb is not appropriate with the noun. The noun is singular so that, the auxiliary verb should singular. The correct auxiliary verb is "is".

Student 12

Incorrect →I love *this* activities.

Correct →I love *these* activities.

That sentence is incorrect because the demonstrative pronoun that is used is not right. The demonstrative pronoun should follow the noun. If the noun is singular, the demonstrative pronoun should "this" and if the noun is plural, the demonstrative pronoun should "these".

Student 29

Incorrect → My hometown is *a* interesting.

Correct →My hometown is *an* interesting.

The use of article "a" should be followed by the consonant sound from the first letter of the word. The word after the article is vowel so that the correct article is "an".

c. **Alternating Form**

Student 1

Incorrect → Blacky *find* food.

Correct → Blacky *found* food.

The word "find" is incorrect because the activity happened in the past. It should use verb past or verb 2 and the verb 2 of "find" is "found".

Student 3

Incorrect → *I have birds of a bird type*, beautiful colors, green, yellow and black.

Correct → *I have a type of bird*, beautiful colors, green, yellow and black.

The first sentence is incorrect because there some words are not relevant with others and it is hard to be understood. If it is translated into Indonesian, it becomes " saya memiliki lebih dari satu burung dari sebuah tipe burung". Even though it is in Indonesian, it is still difficult to be understood. So that, to make it clear some position of the words exchanged and word "birds" deleted.

Student 4

Incorrect→ Every *people*.

Correct →Every *person*

"Every" is only relevant with singular noun. The noun in that sentence is plural so that the plural should converted into a singular which has the same meaning. So that, "people" becomes "person".

Student 10

Incorrect → My hometown is *neer* from my campus.

Correct →My hometown is *near* from my campus.

The word "neer" has no meaning in English. It should be changed into "near" that is relevant with the sentence.

Incorrect→My *home* is large and beautiful.

Correct→My *house* is large and beautiful)

The word "home" means the situation inside the home. While, house means the physical form of the house. The sentence tells about the characteristics of the house so that it should use "house".

Student 11

Incorrect → Or *beauty* recreation place.

Correct →Or *beautiful* recreation place.

Beauty is not appropriate because it is a noun. While beautiful is appropriate because it is an adjective which describes the noun.

Student 16

Incorrect → When I was _children_.

Correct →When I was a _child_.

    "Children" is plural noun and it is not appropriate with the subject because the subject is singular. The plural noun should be changed into the singular and the correct noun is "child'

Student 21

Incorrect → Inhabitant in my hometown is friendly _till_ that makes person is _very liked_ to stay in this place.

Correct → Inhabitant in my hometown is friendly _and_ that makes person _really like_ to stay in this place.)

    The word "till" is not appropriate in this sentence so that it should be changed with the other. The appropriate word is "and".

    The word" is very liked' is incorrect because in active sentence verb cannot meet with to be. The correct sentence should use "really like". "Very "changed to be "really' because "very" cannot meet with verb.

4. Misordering

Student 15

Incorrect → _In the center of the city lives with trees hanging bats_.

Correct →*In the center of the city lives bats which hang on the*

trees.

That sentence is incorrect because there are some words which have incorrect placement. Those words are "lives with trees hanging bats". Those words make the sentence becomes ambiguous. The sentence will be clear if the word order like the second sentence.

Incorrect → Also has interesting tourist attractions to visit, like hot spring baths lejja, ompo and a *waterpark so beautiful*.

Correct → Also has interesting tourist attractions to visit, like hot spring baths lejja, ompo and *a beautiful waterpark*.

The words "a waterpark so beautiful" are misorder. The word order is misplaced and it will become correct if the place of an adjective is before noun because adjective will explain noun.

Student 19

Incorrect → *He has yellow feathers. Blue and beautiful eyes.*

Correct →*He has yellow feathers and beautiful blue eyes*.

The word "blue" in the first sentence is not clear which one is blue. It makes the sentence ambiguous. The sentence will be clear if the word "blue" exchanged with "beautiful" because noun (eyes) will be explained by adjective (beautiful blue).

B. Discussion

The researcher found four types of error in the descriptive text written by the third semester students of English Education Department. Those types of error are omission error, addition error, misformation error, and misordering error. They had made errors according to Dulay et al. (1982) which is classified into omission error, addition error, misformation error, and misordering error. Both addition error and misformation error have three types of error. Addition of error is classified into regularization, double marking, and simple addition. While misordering error is classified into regularization, archi form, and alternating form.

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 subject, verb, be, preposition, conjunction, and article. Omission of subject and verb make the sentence incorrect because subject and verb are the most important items in the sentences.

Addition error is the opposite of omission. This error happens because of emergence 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 are marked for the same feature.

Misformation found in some sentences. It can be misformation of verb, misformation of auxilliary, misformation of preposition is also found

phenomena which is called as archi form, alternating form and regularization. It is supported by Dulay et al. (1982) that misformation error is divided into archi form, alternating form and regularization. The researcher only found the phenomenon of archi form and alternating form. Archi form happens when learners use one form of certain class to represent others in the same class. Researcher found it when student used incorrect to be that is not appopriate with the subject. Alternating form happen when there is other alternative form that is appropriate with the others sentence components. Researcher found it when the use of verb 1 in the past sentence. Thus, the verb need 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, the researcher found the random arranging of the sentence.

Related to the previous study, this research has some similiar and different aspects. The similiar aspect of the first study that was conducted by Waway (2013) with this study is the result of the study which is found the highest error is misformation. The other similiar aspect is the research method, which use descriptive qualitative method and the type of error analysis used based on surface strategy taxonomy. The different of the first study with this study is the type of the text used. The first tudy use recount text, while this study use descriptive text.

The similiar aspect of the second study that was conducted by Ridhayani Umar (2015) with this study is the type of the text used. Both of

them use descriptive text. The different aspect is the result of the study, which the second study found the highest error is omission. While this study found misformation as the highest error. The other different aspect is the research method, which the second study use case study and this study use descriptive qualitative method.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the research, it can be concluded that there were many errors in students descriptive writing. The researcher analyzed the students errors according to surface strategy taxononomy (Dulay et al theory). The types of errors that made by the third semester student of English education department of Muhammadiyah University of Makassar were Omission, addition, misformation and misordering. The students made 27,85 % error of omission, 16,43 % errors of addition which is divided into three types, it is 0 % regularization, 2,28 % double marking, and 14,15 % simple addition. The error of misformation is 53,42 %, which is divided into three types, it is 0 % regularization, 21,91 % archi form, and 31,50 % alternating form. The error of misordering is 2,28 %. It can be concluded that the most frequency of errors are misformation and it is also the highest percentage. It is followed by the error of omission. Then the error of addition and the lowest frequency is misordering.

B. Suggestions

According to the result of the research, there are some suggestion for teaching learning process. The first is suggestions for teachers, the teachers have 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 each student. In order to make the students learn from their mistakes. The teachers 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 don't 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.

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APPENDICES

The Test

Instruction:

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

1. Write down your name, your class and title of your text on the piece of paper provided.

2. Choose one of these topics:

   a. My Pet

   b. My hometown

3. Mention your pets name, character, and behavior or mention your hometown, character, and condition.

4. You may want to use these words: playful, funny, wide, beautiful, happy, play, sweet, amazing, sweet, cute, soft, short, long, fat, big, small, thin, colour, famous.

5. Write at least 2 paragraphs and each paragraph consists of 10-20 sentences.

   a. It should consist of at least 90 words.

   b. Use adequately, the time is 45 minutes.

   c. Use relavant sentence construction.

Name :

NIM :

Class :

Answer:

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Name : Maei Soarah

NIM : 105 351 105517

Class : 3B.

Answer:

A. My hometown is so beatiful and its have many tour destination. There are so many mountain too all of ant lot of vegetable. We can foune clean water easily, because its fresh from the mountain ant so many tourist to go there especially in toraja. Condition in my hometown now is so coit but also fresh because home hometown locates in high plain.

B. There is a famous place there the name is genung nona (nona mountain) because its a have a unique shape ant its have legend story, every people in my hometown definetely know thate mountain. My hometown is a very beatiful place ant I proud to born there. So I recommenses it too for your late next vacation.

Omission : Its fresh from the mountain → It's fresh from the mountain.
Many tour destination → Many tour destinations.
So many mountain and lot of vegetable → So many mountains and lots of vegetable.
So many tourist → So many tourists.

Simple addition : So many mountains too → So many mountains
So many tourist to go there → So many tourist go there
That's mountain → That mountain

Archi-form : Its have → It has
Its have a unique shape → It has a unique shape
Its have a legend story → It has a legend story

Alternating form : We can found → we can find
Every people → every person

- omission = 6
- simple addition = 3   6 17
- Archi-form = 6

Name: Ayu Purnamasari
NIM: 10535111513l7
Class: 3F

Answer:

my home time

my home time is in Selayar Island, South sulawesi There are any (beach) and beatifull vrew so many (to was) go there to holiday. Selayar island is small island in south sulawesi. one of beach/sea (be) my favorite Pule is swori beach. in there we can sea the beatiful (ground) and there are some (boat) I usually (sow) sansel (on) there tf It' is the beatifol samt I ever sew.

Selayar island have one airplane the name of airplane is awrepala airplane. When we go Selayar island we can is two (trans Portation) there are very, and air plane, I usually (Usray) very to go there because the price of abrplane's ticket is really expensive. If you (using) very you can see the beatifull sea on the very. In selayar obus take bonerate, and take bonerate is the beatiful number 3 coral reefs in the (word.)

Omission: One of beach/sea → One of the beach/sea.
    The nome of airplane → The nome of the airplane.
    When we go Selayar island → When we go to Selayar island.
    In the word → In the world
    There are any beach → There are any beaches
    So many tourist → So many tourists
    There are some boat → There are some boats.
    We can use two transportation → We can use two transportations.
    Because the price of airplane's ticket → Because the price of the airplane's ticket

Simple addition: I usually sow sunset on there → I usually sow sunset there.
    One of beach/sea be my favorite → One of the beach/sea which be my favorite.

Archi-form: I usually using very. → I usually use very.
    If you using very. → If you use very.

Alternating form: One of beach/sea which be my favorite place → One of the beach/sea which become my favorite place.
    We can see the beautiful ground → We can see the beautiful around.

- omission: 9
- Simple addition: 2 } 16

Name : Nur Syahbani
NIM : 105351106617
Class : BG. 3 B

Answer:

My cute Cat

I have a cat, It is very cute and playful. It has soft Fur, luxuriant and black, white colour. It has long tail. I ~~Protect~~ It ~~when~~ it take it from the road. It alone and I protect and bring to my house. It like run around and jump. Even it climb the tree. It like to eat fish and sometimes if my cousin eats chicken. It also approach / come and eat chicken. Rarely I sleep with it. My family and I love it.

Some month ago, my cat dead cause a car hit it when my cat play and run on the road. My cat is fat and sweet. ~~It's t~~ Its keepsake will always in my heart :)

Archi-form : It like run around and jump. → It likes running around and jumping.

It like to eat. → It likes to eat.

It also approach /come and eat. → It also approaches /comes and eats.

Alternating form : Even it climb the tree. → And also climb a tree.

My cat dead, cause a car hit it when my cat play and run on the road. → My cat dead, cause a car hit it when my cat played and ran on the road.

- Archi-form : 7
- Alternating form : 5   12

Name : Nurmitha

NIM : 10535110627

Class : 3B

Answer:

I have a cat named Omeng the colour is black and white it very cute cat. Everyday when I go to my hometown I always give its feed. It (like) eat fish. Everynight it (sleep) in my bedroom.

It very funny when he (bite) my hand. (I'm) (Very) love my cat. My family and I like cat, so. many cats in my house. My cat (have) green eyes , black ear and soft fur. My cat Playful when I (war) mop my room, It (run) in the slick floor.

Omission : It very cute cat → It is a very cute cat.
         It very Funny → It is very funny.
         My cat playful → my cat is playful.
Double marking : I'm very love → I really love
         When I was mop → When I mop
Archi-form : It like eat fish → It likes eat fish
         Everynight It sleep in my bedroom → everynight it sleeps in my bedroom.
         When he bite my hand → When he bites my hand
         My cat have green eyes → My cat has green eyes
         It run in the slick floor → It runs in the slick floor

Omission = 3
Double marking : 3   11
Archi form : 5

Name : Nurmilha

NIM : l05351106287

Class : 3B

Answer:

I have a cat named Omeng the colour is black and white
It very cute cat. Everyday when I go to my hometown
I always give its feed. It like eat fish. Everynight it
sleep in my bedroom.

It very funny when he bite my hand. I'm very love my
cat. My family and I like cat, so. many cats in my
house. My cat have green eyes, black ear and soft
fur. My cat Playful when I was mop my room,
It run in the slick floor.

Omission : It very cute cat → It is a very cute cat.
It very funny → It is very funny.
My cat playful → my cat is playful.

Double marking : I'm very love → I really love
When I was mop → When I mop

Archi-form : It like eat fish → It likes eat fish.
Everynight it sleep in my bedroom → everynight it
sleeps in my bedroom.
When he bite my hand → When he bites my hand
My cat have green eyes → My cat has green eyes
It run in the slick floor → It runs in the slick floor

Omission : 3
Double marking : 3 } 11
Archi form : 5

List of Students Name

No.	Students Name	NIM
1.	Aslin A.	105351111417
2.	Rezki Amalia	105351104817
3.	Rival	-
4.	Nurul Safitri	105351113017
5.	Salma	105351100817
6.	Maei Soarah	105351105517
7.	Nurmilha	105351106217
8.	Nur Syahbani	105351106617
9.	Ulan Rahmi	105351104517
10.	Sudiarni Ningsih	105351113217
11.	Istikhama	105351101417
12.	Hanisa	105351100517
13.	Iin Iska Haliana	105351101117
14.	Sulastri Syahrir	105351102617
15.	Rahmayani	105351111017
16.	Sulistiana	105351119317
17.	Musdalifah	10535119517
18.	Muamar	105351117517
19.	Rahmiati Rahman	105351117017
20.	Ratiwi	105351117617

21.	Nurmutmainna	105351109717
22.	Ayu Candrayani	105351109417
23.	Reski Suci Ramadhani	-
24.	A. Khaerunnisa	105351108617
25.	Irma Rezky Anggun	105351128216
26.	Miftahul Jannah R.	105351120117
27.	Silmi Auliyah	105351121717
28.	Alda	105351120517
29.	Kurnia Haris	105351122317
30.	Misfa Adelina	105351120217
31.	Nurhikmah Ismail	105351114017
32.	Ayu Purnamasari	105351115317
33.	Syamsul B. Prasetyo	105351114617
34.	Megawati	105351115417
35.	Nurul Faidah	105351113917

Students' Writing Test

Student 1

Blacky is my pet name. Blacky is a pet that I found at the sidewalk when I was went to my home .When I saw Blacky, it was rainy and Blacky find food at the rubbish. At the day, I take the cat to my home, I take care of him. I make it clean, in one day I have to wash his body 2 times.

Blacky is very funny cat. He always play with me after I went back to my home. Blacky like to play ball at my room. Everytime I call his name he always run to me.

Blacky have a black fur , long tail and a brown eyes. If I have a money, I will buy milk for Blacky because he like it.

Student 2

I live in selayar, there are so many tourist attractions because surrounded by beautiful seas to visit there are also foreign tourists who come there. The famous beach in selayar is baloiya beach, which is quite far from the city.

There are people who live in the mountains and the Coast. the atmosphere in the mountains is very cool and peaceful, The view is also very beautiful if we take pictures because we can see the beautiful ocean.

Student 3

I have birds of a bird type, beautiful colors, green, yellow and black. I don't know what kind of bird it is, and to this day I haven't named it either. In the morning I always greet him with a smile even though he doesn't know the meaning of my smile.

My father feeds the bird every day, and when the cage is dirty he cleanses it. My father is more attentive than me. But because now I'm in college, the bird has been completely handled by my father.

Student 4

My hometown is Rante Angin. It is a beautiful village. It is a small village. My hometown is a cold area in the morning and of course that make us happy. There are many trees there. We can find it in every place. There are montain too. The community are friendly. We care each other.

My hometown is famous with Towuti Lake. It is a beatiful panorama in the aftrernoon. Every people went to the Towuti Lake when they want to spent their weekend. We can do anything. We can swimming, and fishing also. We can find many beautiful places in my hometown.

Student 5

I will tell you about about my pet at home. I have a cute, black haired cat, she has a long, bushy tail, and she has sharp nails and beautiful eyes. He also likes to play with the ball, when I throw a ball he must be busy clawing the ball with his sharp nail.

But he is very disturbed what if someone holds on the tail, when someone hold on the tail, when someone holding his tail he will bite or scratch it. But he is very funny when teased on his long tail, I often bother him while playing cool.

Student 6

My hometown is so beautiful and its have many tour destination. There are so many mountain too and lot of vegetable. We can found clean water easily, because its fresh from the mountain and so many tourists to go there especially in toraja. Condition in my hometown now is so cold but also fresh because my home home town located in high plain.

There is a famous place there the name is gunung nona (nona mountain) because its have a unique shape and its have legend story, every people   in   my

hometown definitely know thats mountain. My hometown is a very beautiful place, and I proud to born there. So I recommended it for your next vacation.

Student 7

I have a cat named Omeng the colour is black and white it very cute cat. Everyday when I go to my hometown I always give its feed. It like eat fish. Everynight it sleep in my bedroom.

It very funny when he bite my hand. I'm very love my cat. My family and I like cat, so, many cat in my house. My cat have green eyes, black ear and soft fur. My cat playful when I was mop my room, it run in the slick floor.

Student 8

I have a cat, it is very cute and playful. It has soft fur, luxuriant and black, white colour. It has long tail. I take it from the road. It is alone and I protect and bring to my house. It like run around and jump.Even it climb the tree. It like to eat fish and sometimes if my cousin eats chicken, it also approach/ come and eat chicken. Rarely I sleep with it. My family and I love it.

Some months ago, my cat dead cause a car hit it when my cat play and run on the road. My cat is fat and sweet. Its keepsake will always in my heart.

Student 9

My pet name is Bunny, it has a gray colour and white, every day I give it carrot and kale. Bunny alway happy if I open the cage and will play around my house.

Bunny's fur is so soft and beautiful. Every month, I bathe bunny and if it already clean, I save bunny in the cage until the fur already dry. I love my pet very much because I feel happy if I play with Bunny.

Student 10

My hometown is neer from my campus. It is in Takalar. I go to my hometown every week, but sometimes once in two weeks. In my hometown, I have a home. My home is large and beautiful. It's about brown, and I comfortable there. It was built since 25 years old. It is my parent's home.

In my hometown, there are many tourism sights. Sometimes many tourist come there. I very like my hometown especially my home. My hometown is easy to find. It is interesting place to visit. I suggest you to visit my hometown. There is a big sea in my hometown especially in front of my home. It is very wonderful. You can swim there.

Student 11

My hometown in Bontonompo, Gowa Regency.I' ve lived there since seven years ago. I've lived 7 years in Bontonompo and it is beautiful town. It is thirty kilometers from the city. I may go there by motorcycle, public transportation, car, and etc.

The Bontonompo or in Gowa Regency have a beautiful sight and wonderful places or beauty recreation place. Like Balla Lompoa, Syekh Yusuf mosque, Bintang Galesong beach, etc. The special food from Bontonompo as same as Makassar food. There are coto and tape. The temperature in Bontonompo is cool, but in another place especially in Malino, Gowa regency the temperature is cold.

Student 12

Children in my hometown is always go to school for study, they start from morning 7.00 AM until 03.30 P.M. and so their parents. The get job in that time too.

After that, Children of my hometown go to Mushala for learn about Islam . In this situations, Children learn about how to read Arabic well, about "fiqh", du'a, and they also learn about Islam of low. I love this activities

because I have to handle all my brother and my sisters (children of my hometown) it so fun, the activities is star from 5.30 P.M until 8.00 P.M.

Student 13

His name is black, he is a bad cat who lives in my house. I give him the name black because I like the name black. The Black job just went out the house and disturbed the person he saw. It's actually a cute but annoying treatment for me.

I also like to irritate him by hitting his head with ignorance. We do look familiar but actually bully each other. I rarely feed him because black cassava eats very dirty, so blacks only expect left overs if they are hungry, I'm sorry black, I will deliberately leave my food for you.

Student 14

I live in a village called Kalumpang lompoa Jeneponto District. Our village is a village that is not too big but close to the city and is very grateful that my village is not isolated, so we know about the progress of the times. Indeed living in the village and in that city is a lot different for me. The soul is calm, peaceful, friendly, and calm.

The most missed thing is childhood with friends, happiness that was born very sincere even though it only played the ground, the rain was raining, and the results were dirty but we were very happy, to the garden to take the fruits of people is our bad habit. Living in the village is happiness that you can't feel when in town.

Student 15

My hometown is identical to the nickname of the city of Kalong, a small city that deviates a lot from the story. In the center of the city lived with trees hanging bats. Famous of that, also has interesting tourist attractions to visit, like hot spring bath Lejja, Ompo and waterpark so beautiful.

Has a prehistoric museum called Villa Yuliana which has built by the Dutch after thousands of years ago and still stands firm.

Students 16

I am going to tell you about my hometown. I live in Luwu District, my hometown called Redo. I was born there. It is so far from Makassar city, about 219 Km or need 8 hours to go there. In my hometown known as many society who sell sago. The typical food that famous in my hometown is Bugalu. Although now I live in Makassar city, but I still love my   hometown.

I'm proud was born there. My hometown has farmland which very wide. When I was children, I always go there and played with with my friends. I think it is very pleasure child peiod.

Student 17

My pet name is Sindy. My pets character is very funny and firtalicus with other male cat. And the behavior is sleep, eating, and stroll to my neighbor. Sindy condition right now is really healthy and fat. Sindy is very fat because Sindy's hobby is eating and after that is going to sleep.

Everyday Sindy's always happy, and its make me think why shindy's so cute. Sindy's fur is very soft with white colour. Sindy's always doing something cute everyday. And cute with sindy's eyes very big than other house cat.

Student 18

Hello friends I want to tell you about my hometown. My hometown is. My hometown is Banjarbaru, South Borneo. It takes about 45 minute to trip for Banjarmasin to banjarbaru. It is different with Banjarmasin as a central city of South Borneo. Banjarbaru is a small city, but it is beautiful. I think,Banjarbaru is very green and fresh too. You could find many trees

around your home if you live there. You can hear many sounds of birds every morning. This city is still in development process. There are not too many people like in Jakarta, Surabaya, Yogyakarta, or other big cities in Indonesia. But many transmigrants are come to Banjarbaru every year from java. So, with that continous process, it is not impossible that one day this small city will be a big city.

Banjarbaru is planned to be central city of south Borneo. The plan is still process now. Most visited places of interest in Banjarbaru is diamond mine. In place of the diamond mining. A lot of people who still use traditional tools to mine. Although still using traditional tools to mine, but there are some people ever get a very large diamond stone. I don't know very much about traditional food. But something I know like soto Banjar as traditional food. Then, about the weather in Banjarbaru , because its location is near with passed by equatorline and many forest are there, the weather is not really affected by moonson wind. Maybe you will find that the day is rainy although in dry season, or opposite of it.

Student 19

My pet name is Vico cat. My pets character is very smart. He likes sleep in the couch. Like to run. He like to be spoiled. He lots of food. He very lots of food. Do not like to scratch.

I like to bathe it. He looks well maintained clean and fragrant. Thick fur. He has yellow feathers. Blue and beautiful eyes.

Student 20

Larompong is the name of my hometown. The small village that I have make a beautiful story of my life. There are a lot of moment that I make with my family and friend. Sometime it's sad moment but I am happy because I can pass that. Actually I am not was born in Larompong but when I was 5 years old I and my family move to Larompong. I finish my school in Larompong.

Larompong is one of village in Luwu. It's small village but not left behind of other village. In my fillage the majory of people is a farmer. The ground is suitable for plant any plants example rice plant, clove and any fruits. My hometown is have beautiful view. I think I never forget about my hometown.

Student 21

West Sulawesi is my birth. Precisely in the village Ralleanak (Mamasa). This is where my parents lived with my big family. The atmosphere is comfortable and the air is cold always make me miss when I

was in the city. Inhabitant in my hometown is friendly till that make person is very liked to stay in this place.

Every morning, inhabitant in this place will get up and work for fulfill in their life. There a lot of beautiful place in this hometown that you can visit, like the waterfall, river and etc.

Student 22

My name is Ayu Candrayani, I am from Pangkep. Pangkep is one of regency in South Celebes. Pangkep located between Maros and Barru. In Pangkep there are many wonderfull place, is too good if I want to go to holiday with my family. In Pangkep there are many islands, such as Cambang- cambang island, Kapoposang Island, and etc.

If you want to go to Pangkep from Makassar you just need 2 hours if nothing traffic jam. I think you must go to Pangkep to spend your holiday because there are many vacation. If you go to Pangkep just call me, and I'llbe your tour guide.

Student 23

I have a cat. My cat is named Betty. She is a very spoiled female cat, every time she always want to play or just stroking his soft hair. Betty is   a

wild cat that I kept from childhood until now, the Betty's fur is black and white and she also has a long tail. Even though almost every day I leave home from morning to evening , but at night the will defenitely go home to play with me or my younger brother.

Student 24

I have a gray kitten named Leo who has a white spot on his nose. His fur is white on the belly up to his chin. He is a total sweetheart. His hobby is sleeping. My cat never, ever stops puring.

First, before the age of 8 month, the fur is white. My cat is very adorable when I'm not bothering him. He will turn around if he feels disturbed. He is very shy when meeting other people but if with me it will be a very active and naughty cat. I love him very much.

Student 25

I have a cat, its name is mumu. It is so cute and adorable. My cat has a soft hair and the colour is brown mixed black. My cat always play with me if I have a leisure. I really like my cat.

My mommy give me that cat as gift because a got a good score in the school. Many people like my cat and also like to play with it. Such as my family and my best friend even my next door.

Student 26

Sinjai district is my hometown. I was born in this village and grew up in this village. The majority of the population works as farmers and fishermen. In my village the air is very cool, because my house is in a mountainous area. The water in my village is very clean and clear because the springs come from the mountains.

My hometown grows a lot of fresh fruits and vegetables. Because farmers really maintain their plants well. In my village there are also many fish, fisherman usually find fish in the sea using nets. In my village there are also many tourist attractions that are crowd. One of them is call hill vandiam. To get to the top of the hill, we have to climb because the hill is very high, usually people are very exhausted, doing that. But fatigue will disappear if we are on the hill. From the top of the hill, we can see the vast expanse of sea and rice fields, houses, and lush forests.

Student 27

I have a cat in my house, the cat is male. I like call him "Bolbol". She is an adorable cat, my cat is very cute. His body is fat. He has black fur and species Persian.

I really love to cuddle him because his fur feels soft. Every morning my mother gives a fish, sometime he usually scratches out my arm when I play with him. He is an active animal. He likes to round around the house. He likes to chase everyone in my house. When he feels tired of sleepy, he usually sleeps on the sofa in the living room or sometime under the table. Bolbol comes out of the house when he's full and comes home in the morning, maybe he's out to find the female.

Student 28

My hometown is Barru, it can be reach about two hours from Makassar. Barru is a regency in southeastern South Sulawesi, Indonesia. The district capital is located in Barru city. The district has an area of 1.174.72 km^2 and has a population of 159.235 people. South of Makassar Municipality, Barru it self is located north of Makassar ± 70 km, north of Barru bordering Pare-Pare Municipality, east of Soppeng district and Bone district.

If it is considered geographically it is very strategic in improving the economy. Barru consists of land ; rice fields, gardens, mountains, forests, ponds, grasslands, mountain rocks. The ocean ; as a place of livelihood for coastal communities. Barru community is Bugis tribe and is a place of Bugis tribal history in the began apart from other regions.

Barru is a beautiful place in our country. Where I live to stay is very comfortable. I love my hometown so much. So I can't live far away from my hometown.

Student 29

My hometown is Gowa,it can be reach about 40 minutes from Makassar. Gowa is very green and fresh too. You could find many trees around your home if you live there. You can hear many sounds of birds every morning. Beside that, my hometown is a interesting, busy and have kind of people. The gowa city have a beautiful sight and wonderful places or famous places, like Malino Highland, Takapala waterfall, and etc.

In my hometown, relationship between a neighbour with another neighbour is good. They never fight with any else and always keep peace. If you come to my hometown, they will welcome with you. Invite you to see around there. In addition, if there is a party, they will come together to house party to help or make something. So, you must try come to my hometown because my hometown is interesting and big hometown, different with another hometown.

Student 30

I love my hometown. I come from a town called Takalar. First, it has many beaches. The people there are very friendly. At the downtown area, you can find many shops and restaurant. From Makassar, it takes about   1   hour   to

reached my hometown. There are not too many people like in Makassar, or other big cities in Indonesia. Its a small city, but it is not impossible that one day this small city will be a big city.

Takalar is known with the corn and sugar factory. Usually if someone is travelling there, they will stop at the stewed corn stall that lined up on the shaft leading to Je'neponto. And also, Takalar has a famous beach tour and always crowded even on weekdays.

Indeed, many good and pleasant thing in my hometown. But the air there is not to fresh because of the many illegal sand mining. In fact, many trees cut only for business purposes. Its rarely rains there, so the condition are very hot, especially during the day.

Student 31

My hometown is not very big, but it's very interesting. It's away from the noise like the great city. Pinrang as my hometown also have a lot of nice place. Nowadays, there are housing state in center of the city, but mostly people prefer to live in their home. In my hometown, there is a great mosque called Al- Munawir Mosque. It is a big mosque and beautiful. Around the mosque, there is a small library. In other areas of nature's tour in my hometown like beaches, waterfalls, education tourism like the local business that is ispired, historical tours like dams, museum, etc.

My Hometown is famous for its tour, shops, food, etc. There are many good tour such as Ammani Beach, Lasinrang Park, Wakha Beach,

Karawa Waterfall, Pinrang Waterboom, etc. We also can find a good

shopping   centers

like Pinrang Sejahtera Mall, Sentral Market, etc. We of also can see the interesting view in some places. There are rice fields, shady trees along the way, rivers, and etc. It's really beautiful place in my hometown.

Student 32

My hometown is in Selayar Island, South Sulawesi. There are any beach and beautiful view so many tourist go there to holiday. Selayar island is small island in south sulawesi. One of beach / sea be my favorite place is surari beach. In there we can see the beautiful grownd and there are some boat. I usually saw sunset on there it is the beautiful sunset i ever saw.

Selayar island have one airplane the name of airplane is auropala airplane. When we go selayar island we can use two transportation there are very, and air plane. I usually using very to go there because the price of airplane's ticket is really expensive. If you using very you can see the beautiful sea on the very. In selayar has taka bonerate, and taka bonerate is the beautiful number 3 coral reefs in the word.

Student 33

Labuan bajo is one of the villages of 9 villages and urban village located in the Komodo subdistrict, West Manggarai Regency, East Nusa Tenggara province, Indonesia.

Labuan Bajo was once a village as well as the capital of the Komodo subdistrict, also the capital of West Manggarai Regency. Now it has been developed into the city of Labuan Bajo.

Its territory includes Kampung Ujung, Kampung Tengah, Kampung Air, Lamiloro, Wae Kelambu, Wae Medu, Cowang Dereng, Wae Kesambi, Wae Bo, Lancang, Semaru, Wae Mata, Pasar Baru, Pede, and Gorontalo.

Student 34

Gowa Regency is one of the largest district in the province of South Sulawesi. The capital city of Gowa Regency is Sungguminasa. The distance from the city of Makassar is quite close to Sungguminasa, which is only about 10 miutes. The Gowa Regency is a beautiful city.

Gowa Regency has many tourist destinations that have been visited. One of them is the Malino Pine Forest. The distance is a little far from the city of Makassar. This is most visited tourist destination and likes a lot of people . The place is a very beautiful and green. We can enjoy the cool and beautiful atmosphere there. Often many activities in the Malino Pine Forest. For example, the end of the year. Usually many camp or stay at villa.

Student 35

I lived and was enlarged in a hometown called Kalumpang Loe.
This village is a green and peaceful village. Because i was in college and
far from the village. I always miss my village, feel like going home.

If the rainy season, we always go to the fields to plant solid
together. I really feel the real happiness if i gather to enjoy the rain and eat
in the fields . unfortunately i rarely feel that. Everything has rarely
happened to realize their dreams and future for their family.

The Analysis

a. **Error of Omission**

Student 1 → Blacky is very funny cat. (Black is _a_ very funny cat)

Student 2 → There are so many tourist attractions because surrounded by beautiful seas to visit.(There are so many tourist attractions because _it is_ surrounded by beautiful seas to visit)

→ There are people who live in the mountains and the Coast. (There are _many_ people who live in the mountains and the coast.)

Student 4 → Montain (mo_u_ntain)

Beatiful (bea_u_tiful)

Student 6 → _Its_ fresh from the mountain. (_It's_ fresh from the mountain)

Many tour _destination_. (Many tour _destinations_)

There are so many _mountain_ too and _lot_ of vegetable. (There are so many _mountains_ and _lots_ of vegetable)

So many _tourist_. (So many _tourists_)

Student 7 → It very cute cat. (It _isa_ very cute cat)

It very funny . (t *is* very funny)

My cat playful. (My cat *is* playful)

Student 9 → Bunny *alway* happy. (Bunny always happy.)

If it already clean. (If it *is*already clean)

Student 10 → Many *tourist* come.(Many *tourists* come)

Student 11 → My hometown in Bontonompo, Gowa Regency. (My hometown *is* in Bontonompo, Gowa Regency)

It is beautiful town. (It is *a* beautif ul town)

Student 12 → I have to handle all my*brother* and my sisters (children of my hometown). (I have to handle all my *brothers* and my sisters (children of my hometown).

Student 14 → Is very grateful that my village is not isolated.(*It* is very grateful that my village is not isolated)

To the garden to take the fruits of people.(*Go* to the garden to take the fruits of people)

Student 15 → Also has interesting tourist attractions to visit. (*My hometown* also has many interesting tourist attractions to visit)

Has a prehistoric museum called Villa Yuliana.(*It* has a prehistoric museum called Villa Yuliana)

Student 16 → My hometown has farmland which very wide.

(My hometown has farmland which *is* very wide)

Student 17 → My*pets* character is very funny and firtalicus.

(My *pet* character is very funny and firtalicus)

Student 18 → The plan is still process now.(The plan is still *in*

process now)

Student 19 → My *pets* character is very smart.(My pet's

character is very smart)

Like to run. (*It*like to run)

He lots of food.(He *eats a* lot of food)

Thick fur.(*He*has thick fur)

Do not like to scratch. (*He* do not like to scratch.)

Student 20 → My hometown is have beautiful view. (My

hometown is have*a* beautiful view)

Sometime it's sad moment. (*Sometimes* it's

sad moment)

Student 21 → There a lot of beautiful *place*. (There *are* a lot of

beautiful *places*).

Student 22 → Pangkep located between Maros and

Barru.(Pangkep *is* located between Maros and

Barru)

Is too good if I want to go to holiday with my family. (*It* is too good if I want to go to holiday with my family)

There are many wonderfull *place*.(There are many wonderfull *places)*

Because there are many *vacation*. (Because there are many *vacations*.)

Student 29 → Try come.(Try *to* come)

Busy and has *kind of people*. (Busy and has *many kinds of people*)

Student 30 → <u>Its</u> a small city. (*It's* a small city)

Many good and pleasant *thing*. (many good and pleasant *things*)

But the air there is not *to* fresh. (But the air there is not *too* fresh)

Student 31 → Pinrang as my hometown also have a lot of nice *place*. (Pinrang as my hometown also has a lot of nice *place*s)

Student 32 → One of beach / sea. (One of *the* beach / sea)

The name of airplane is auropala airplane. (the name of *the* airplane is auropala airplane)

When we go selayar island. (When we go *to* selayar island)

In the *word*. (in the *world*.)

There are any *beach* and beautiful view (there are any *beaches* and beautiful view.

So many *tourist* go there to holiday. (So many *tourists* go there to holiday)

There are some *boat.* (There are some *boats*)

We can use two *transportation*. (We can use two *transportations*)

Because the price of airplane's ticket is really expensive. (Because the price of *the* airplane's ticket is really expensive)

Student 34 → Usually many camp or stay at villa. (Many people usually *set up* camp or stay at villa.)

This is most visited tourist destination. (This is *the* most visited tourist destination)

Student 33 → It will difficult to clean. (It will *be* difficult to clean.)

Student 35 → Feel like going home.(*Itfeel* like going home)

b. **Error of Addition**

1. **Regularization**

There is no one student.

2. **Double Marking**

Student 1 → ..When I *was* went to my home.(when I *went* to my home)

Student 7 → *I'mvery* love my cat.(I really love my cat.)

When I *was* mop my room.(when I mop my

room.)

Student 20 → Actually I *am* not *was* born in Larompong.

(Actually I *was* not born in Larompong)

3. **Simple Addition**

Student 1 → …*a* black fur , long tail, and *a* brown eyes. (..

black fur, long tail, and brown eyes)

If I have *a* money.(If I have money)

Student 5 → She has a long, bushy tail, *and shehas* sharp

nails and beautiful eyes.(He has a long,

bushy tail, sharp nails and beautiful eyes.)

But he is very disturbed *what* if someone

holds on the tail.(But he is very disturbed if

someone holds on his tail)

Student 6 → There are so many mountains*too*. (There are so

many *mountains*)

So many tourist *to* go there.(So many tourists

go there)

That's mountain.(That mountain)

Student 10 → It is my parent's home.(It is my *parents*

home.)

Student 11 → The special food from Bontonompo _as_ same

as Makassar food. (The sp ecial food from

Bontonompo same as Makassar food)

Student 12 → In this _situations_, Children learn about how to read.(In this _situation_, Children learn about how to read).

The activities _is_ star from 5.30 P.M until 8.00 P.M.(The activities start from 5.30 P.M until 8.00 P.M.)

Student 13 → The Black _job_ just went out the house.(The Black just went out the house).

It's actually _a_ cute.(It's actually cute)

Blacks only expect left overs. (_Black_ only expect left overs)

Student 14 → The soul is calm, peaceful, friendly, and _calm_. (The soul is calm, peaceful, and friendly.)

Student 20 → My hometown _is_ have a beautiful view. (My hometown have a beautiful view)

Student 22 → It is too good if I want to go _to_ holiday with my family. (It is too good if I want to go holiday with my family)

Student 27 → _Sometime_ he usually scratches out my arm.(He usually scratches out my arm)

Student 29 → They will welcome _with_ you.(They will welcome you)

Student 30 → Because of *the* many illegal sand mining.

(Because of many illegal sand mining)

So, the condition are very hot ,*especially*

during the day. (So, the condition are very

hot during the day)

Its rarely rains there. (*It* rarely rains there)

Student 32 → I usually saw sunset *on* there. (I usually saw
sunset there)

One of beach / sea be my favorite place is
surari beach. (One of the beach/ sea *which*
be my favorite place is surari beach)

Student 33 → Urban village located in *the* Komodo
subdistrict. (Urban village located in
Komodo subdistrict)

Labuan bajo is one of the *villages*. (Labuan
bajo is one of the *village*)

Student 34 → The place is *a* very beautiful and green. (The
place is very beautiful and green)

c. Misformation

1. Regularization

There is no one student error.

2. Archi Form

Student 1 → Blacky *have* .(Blacky *has*)

He always _play_ with me after. (He always _plays_ with me)

Blacky _like_ to play at my room.(Blacky _likes_ to play ball at my room)

He always _run_ to me.(He always _runs_ to me)

I will buy milk for Blacky because he _like_ it.(I will buy milk for Blacky because he _likes_ it)

Student 4 → There _are_ mountain too.(There _is a_ mountain too)

Student 5 → When someone hold on the tail, when someone _holding_ his tail he will bite or scratch it.(when someone _holds_ on his tail he will bite or scratch it.)

Student 6 →_Its have_.(_It has_)

Itshave a unique shape.(It has a unique shape)

Itshave legend story.(It has legend story)

Student 7 → When he _bite_ my hand. (When he _bites_ my hand)

It _like_ eat fish. (It _likes_ eat fish)

Everynight it _sleep_ in my bedroom. (Everynight it _sleeps_ in my bedroom.)

Many _cat_ in my house. (Many _cats_ in my house)

It _run_ in the slick floor. (It _runs_ in the slick floor).

My cat _have_ green eyes.(My cat _has_ green eyes)

Student 8 → It *like run* around and jump.(It *likesrunning*

around and *jumping*)

It *like to eat* fish. (It *likes to eat* fish.)

It also *approach*/ *come* and *eat* chicken.(It

also *approaches*/ *comes* and *eats* chicken)

Student 9 → The fur already *dry*. (The fur already *dries*)

Student 11 → Gowa Regency *have* a beautiful sight.(Gowa

Regency *has* a beautiful sight).

Student 12 → Children in my hometown *is* always go to

school for study.(Children in my hometown

are always go to school for study).

I love *this* activities.(I love *these* activities).

Student 13 → Blacks only *expect* left overs. (Blacks only

expects left overs)

If *theyare*hungry. (If *heis* hungry)

Student 17 → *Itsmake* me think.(*Itmakes* me think)

Student 19 → *Like* to run. (It *likes* to run)

He *like* to be spoiled. (He *likes* to be spoiled)

Do not like to scratch. (He *does* not like to

scratch.)

Student 20→ My hometown is *have* beautiful view. (My

hometown *has* a beautiful view)

Student 21 → That *make* person is very liked to stay in this place. (That *makes* person is very liked to stay in this place)

Student 25 → My cat always *play* with me.(My cat always *plays* with me)

My mommy *give* me that cat as gift. (My mommy *gives* me that cat as a gift)

Student 29 → My hometown is *a* interesting.(My hometown is *an* interesting)

My hometown is an interesting, busy and *have*… (My hometown is an interesting, busy and *has* many…)

The gowa city *have* a beautiful sight.(The gowa city *has* a beautiful sight)

Student 30 → So the condition *are* very hot. (So the condition *is* very hot)

Student 31 → Pinrang as my hometown also *have* a lot of nice place. (Pinrang as my hometown also *has* a lot of nice places)

Student 32 → I usually *using* very to go there. (I usually *use* very to go there)

If you *using* very you can see the beautiful sea. (If you *use* very you can see the beautiful sea)

Student 35 → It*feel* like going home. (It*feels* like going home)

3. Alternating Form

Student 1 → Blacky *find* food. (Blacky *found* food)

I *take* the cat to my home. (I *took* the cat to my home)

I *take* care of him. (I *took* care of him)

I *make* it clean.(I *made* it clean)

I *went* back to my home. (After I *go* back to my home)

Student 3 → *I have birds of a bird type*, beautiful colors, green, yellow and black.(*I have one type of bird*, beautiful colors, green, yellow and black.)

Student 4 → Every *people*.(Every *person*)

Student 6 → We can *found* clean water easily.(we can *find* clean water easily)

Every *people*.(Every person)

Student 8 → *Even it climb the tree*. (*And also climb a tree*)

Car hit it when my cat *play* and *run* on the road.(Car hit it when my cat *played* and *ran* on the road.)

Student 10 → My hometown is *neer* from my campus.(My

hometown is *near* from my campus.

I have a *home*. (I have a *house*)

My *home* is large and beautiful. (My *house*

is large and beautiful)

It is my parent's*home*. (It is my parents

house.)

Student 11 → Or *beauty* recreation place. (or *beautiful*

recreation place)

Student 12 → Children of my hometown go to Mushala *for*

learn about Islam. (Children of my

hometown go to Mushala *to* learn about

Islam)

The get job in that time too.(*They* get job in

that time too).

Student 13→ The Black job just *went* out the house. (The

black just *goes* out the house)

But annoying treatment for me. (*But its*

treatment is annoying me.)

If *they* arehungry. (if *he* is hungry)

And *disturbed* the person he *saw*. (And

disturbs someone he *sees*)

Student 14 → The soul*is calm, peaceful, friendly*. (*The soul*

feels , calm,peaceful, friendly.)

Student 15 → In the center of the city _lived_ with trees hanging bats. (In the center of the city _lives_ with trees hanging bats)

Famous of that. (_Beside that_)

And still stands _firm_. (and still stands _until now_)

In the center of the city _lived_. (In the center of the city _lives_)

Student 16 → When I was _children_. (When I was a _child_)

I always go there and_played_ with with my friends.(I always go there and _play_ with my friends)

I think it is _very pleasure child peiod_. (I think it is the _happiness of childhood_)

In my hometown know as many society who sell sago. (_My hometown is known as the region which many people sell sago_)

Student 17 → And _the_ behavior is sleep. (_Sindy_ behavior is sleep)

And cute with sindy's eyes very big than other house cat. (_Sindy is so cute with its_

big eyes which is bigger than other cat house.)

Student 18 → It takes about 45 minute to trip _for_ Banjarmasin to banjarbaru. (It takes about 45 minute to trip _from_ Banjarmasin to banjarbaru)

But many transmigrants _are_ come to Banjarbaru. (But many transmigrants _who_ come to Banjarbaru)

Student 20 → I and my family _move_ to Larompong.(I and my family _moved_ to Larompong)

I _finish_ my school in Larompong.(I _finished_ my school in Larompong)

The ground is suitable _for_ plant any plants.(The ground is suitable _to_ plant any plants)

In my _fillage_ the majory of people is a farmer. (In my _village_ the majory of people is a farmer)

Student 21 → Inhabitant in my hometown is friendly _till_ that makes person is _veryliked_ to stay in this place.(Inhabitant in my hometown is friendly _and_that makes person _reallylike_ to stay in this place.)

That make person *is very liked* to stay in this place. (That makes person *really like* to stay in this place)

Student 22 → Because there are many *vacations*. (Because there are many *tourist attractions*)

Student 23 → But at night *the* will defenitely go home to play with me.(But at night *she* will defenitely go home to play with me)

Student 24 → He is a total sweetheart. (He is my sweetheart)

Student 25 → Because *a* got a good score in the school. (Because *I* got a good score in the school.)

Student 28→ It can be *reach*.(It can be *reached*)

South of Makassar Municipality, Barru it self is located north of Makassar ± 70 km, north of Barru bordering Pare-Pare Municipality, east of Soppeng district and Bone district.(*In the North, Barru district bordering the city of Pare-pare and Sidrap. In the East, it bordering Soppeng and Bone district. In the South, it bordering Pangkep district and it is adjacent to the West of Makassar Strait*.)

Is a place of Bugis tribal history *in the began* apart from other regions. (Is a place of Bugis tribal history *that begin apart* from other regions.)

Student 29 → It can be r*each*. (It can be *reached*)

You *could* find many trees.(You *can* find many trees)

Student 30 → It takes about 1 hour to *reached* my hometown.(It takes about 1 hour to *reach* my hometown)

Student 31 → *In other areas of nature's tour* in my hometown like beaches, waterfalls, education tourism. (*In other areas of my hometown there are natural attractions* like beaches, waterfalls, education tourism)

The local business that is *ispired*. (The local business that is *inspired*)

There are many *goodtour* such as Ammani Beach, Lasinrang Park, Wakha Beach, Karawa Waterfall, Pinrang Waterboom,…(There are many *goodtouristattractions* such as Ammani Beach, Lasinrang Park, Wakha Beach, Karawa Waterfall, Pinrang Waterboom,)

Student 32 → One of beach / sea which _be_ my favorite place is surari beach. (One of the beach / sea which _became_ my favorite place is surari beach)

We can see the beautiful _grownd_. (We can see the beautiful _ground_)

I usually _saw_ sunset there. (I usually _see_ sunset there)

Student 34 → This is the most visited tourist destination and _likes_ a lot of people. (This is the most visited tourist destination and _liked_ a lot of people)

Student 35 → I live and _was enlarged_ in a hometown called Kalumpang Loe. (I live and _grewup_ in a hometown called Kalumpang Loe)

Because I _was_ in college and far from the village. (Because I _am_ in college and far from the village)

It feels like going home. (It feels like _I want to_ go home)

We always go to the fields to plant _soil_ together. (We always go to the fields to plant _trees_ together)

I really feel the real happiness if I _gather_ to enjoy the rain and eat in the fields. (I really feel the real happiness if I _gathered_ to enjoy the rain and eat in the fields)

Everything has rarely happened *to realized their dreams and future for their family*. (Everything has rarely happened *because we realize that we have to reach our dreams and future for family*)

d. Misordering

Student 9 → *It has a gray colour and white*. (*It has gray and white colours*)

Student 15 → *Lived with trees hanging bats*. (*lives bats which are hanging on the trees*)

And *waterpark so beautiful*. (And *a beautiful waterpark*)

Student 19 → *Blue and beautiful eyes*. (*Beautiful blue eyes*.)

CURRICULUM VITAE

Hasli Asri, was born on August 25th 1996 in Bone. She is the fourth child of Paduppai and Hafidah. She has four sisters and one brother. She entered elementary school at SD Negeri 241 Kadai in 2002 and graduated in 2008, then she continued her study at SMP Negeri 1 Mare and graduated in 2011. She continued to SMA Negeri 1 Mare and graduated in 2014, after that she continued her study in Makassar Muhammadiyah University by choosing English Education Department.