

THESIS
GRAMMATICAL ERROR IN ENGLISH SENTENCE CONTRUCTION
MADE BY ENGLISH LITERATURE STUDENTS OF FAJAR
UNIVERSITY



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ENGLISH LITERATURE S1 DEPARTMENT
ECONOMICS AND SOCIAL SCIENCES FACULTY

UNIVERSITAS FAJAR

MAKASSAR

2023

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Submitted in partial fulfillment of the Requirements for the Bachelor Degree of
English Literature in English Literature Department of Economics and Social
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Makassar, August 31st, 2023
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THESIS

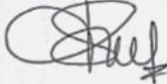

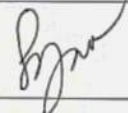
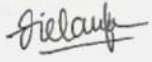
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Has been maintained in the thesis examination
On August 31th, 2023
And stated has qualified graduation

Approved by
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PERNYATAAN KEASLIAN

Saya yang bertandatangan di bawah ini:

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Dengan ini menyatakan dengan sebenar – benarnya bahwa skripsi berjudul **Grammatical Error In English Sentence Contruccion Made By English Literature Students Of Fajar University** adalah karya ilmiah saya sendiri dan sepanjang pengetahuan saya di dalam naskah skripsi ini, tidak terdapat karya ilmiah yang pernah diajukan oleh orang lain untuk memperoleh gelar akademik ini di suatu perguruan tinggi dan tidak terdapat karya atau pendapat yang pernah ditulis atau diterbitkan oleh orang lain, kecuali secara tertulis dikutip dalam naskah atau disebutkan dalam sumber kutipan dan daftar pustaka.

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Makassar, 31 Agustus 2023

Yang Membuat Pernyataan


Nur Ismi Damayanti Risky

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Makassar, 31 Agustus 2023
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Nur Ismi Damayanti Risky

ABSTRACT

GRAMMATICAL ERROR IN ENGLISH SENTENCE CONSTRUCTION MADE BY ENGLISH LITERATURE STUDENTS OF FAJAR UNIVERSITY

**Nur Ismi Damayanti Risky
Bahar**

This research analyzes grammatical errors in sentences made by English Literature Students of Fajar University. The aim of this research is to find out grammatical errors in constructing sentences. This research focuses on 4 grammatical error categories, namely: omission, addition, misformation, and misordering. The method used in this research is qualitative research. The data source in this research comes from Indonesian sentences then students constructed English language by English Literature Students Class of 2022 at Fajar University. In analyzing the data, researchers used grammar error theory proposed by Heidi Dulay (1982). Based on the result, it shows that omission is the most often done by students then followed by misordering, misformation and the least is addition. Moreover, some facts found that problem faced by students during constructing English Sentences due their limitation in tenses understanding, lack of vocabulary mastery and students still used Indonesian structure in transferring the sentences into English whereas it could be ungrammatical.

Keywords: Grammatical Errors, Constructing Sentence, Students, Dulay's Theory.

ABSTRAK

KESALAHAN GRAMMATIK DALAM KONTRUKSI KALIMAT BAHASA INGGRIS YANG DILAKUKAN MAHASISWA SASTRA INGGRIS UNIVERSITAS FAJAR

Nur Ismi Damayanti Risky

Bahar

Penelitian ini menganalisis kesalahan tata bahasa dalam kalimat yang dibuat oleh Mahasiswa Sastra Inggris Universitas Fajar. Tujuan dari penelitian ini adalah untuk mengetahui kesalahan tata bahasa dalam menyusun kalimat. Penelitian ini berfokus pada 4 kategori kesalahan tata bahasa, yaitu: penghilangan, penambahan, kesalahan pembentukan, dan kesalahan penyusunan. Metode yang digunakan dalam penelitian ini adalah penelitian kualitatif. Sumber data dalam penelitian ini berasal dari kalimat bahasa Indonesia kemudian siswa mengkonstruksi bahasa Inggris oleh Mahasiswa Sastra Inggris Angkatan 2022 Universitas Fajar. Dalam menganalisis data, peneliti menggunakan teori kesalahan tata bahasa yang dikemukakan oleh Heidi Dulay (1982). Berdasarkan hasil penelitian menunjukkan bahwa kelalaian paling sering dilakukan siswa kemudian disusul dengan kesalahan penyusunan, kesalahan penyusunan dan yang paling sedikit adalah penambahan. Selain itu, beberapa fakta menemukan bahwa masalah yang dihadapi oleh siswa dalam menyusun Kalimat Bahasa Inggris disebabkan oleh keterbatasan mereka dalam memahami tenses, kurangnya penguasaan kosa kata dan siswa masih menggunakan struktur bahasa Indonesia dalam mentransfer kalimat ke dalam bahasa Inggris padahal mungkin tidak gramatikal.

Kata Kunci: Kesalahan Tata Bahasa, Kalimat Bahasa Inggris, Siswa, Teori Dulay.

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CHAPTER I

INTRODUCTION

This chapter explains further about the topic of this thesis concerning with the analysis grammatical errors by using the Dulay's theory. It also presents some parts which cover the introduction of this thesis including the research background, questions, objective, significance and scopes.

1.1 Research Backgrounds

In the era of globalization, English is very important to master as a global communication tool to make it easier for humans to access broader information, that's why English is a second language in most countries and is referred to as an international language. Baratta (2019) states that "English has been exported and imported throughout the world, to the extent that it is generally recognized as (or certainly an) international language." Therefore, English can be said as one of the essential languages.

English as a foreign language, especially in Indonesia, but In English language there are rules so that the sentences are arranged better. Grammar is a structured rule to regulate the arrangement of sentences, phrases, and words in constructing correct sentences. The most preferred language to learn in any country is English because it appears. The importance of using grammar to be more communicative in English in everyday life. Of course, without paying attention to grammar, the sentence structure tends to be irregular, making it difficult to understand. Based on Strumpf & Douglas (2004) cited in (Royani & Sadiyah, 2019) argue "we study grammar then we may speak and write in a clearer and more effective manner". Many people have difficulty using the rules of English, and this is because English is a complex language.

Martin (2017) in his book state that English is often said to be more complicated than most other languages, so English means a very complicated language. Johnson & Powers (2017) also state that "English is a complicated language". In the procedure of language, language can't be separated from grammar. that is because grammar has a very important meaning. Grammar explains the sentence shape. Grammar can become aware of smaller units of sentences (Hewings & Hewings, 2020). Grammar gives a clear rule of the way a sentence is fashioned and meaningful. in keeping with Yule (2010) grammar is the procedure of describing the shape of terms and sentences, all of the factors of grammar in a language, and the set of language order. it is a machine that carries the guidelines of language. these policies are used to provide top and correct sentence. Grammar makes someone without problems understand a word.

Foreign language errors, particularly those in English are difficult to prevent. Several factors might lead foreign learners to make errors and mothertongue interference is one of them. This grammatical error is most observed in written works, as writing takes substantial information as well as the ability to construct word for word to form a phrase with proper grammar. However, sometimes people find it difficult to define errors and mistakes. According to Rafoth (2014) "Notion of error in the field of second-language acquisition make an important distinction between errors and mistake, an error is something inexperienced persons say or write incorrectly and commonly can't understand or restore on their own due to the fact they do no longer understand the guideline in the back of it, at the same time as a mistake is something they could both recognize and repair because they've learned the rule and may follow it". For beginners, English grammar is also the most challenging.

According to Larsen-Freeman in Mahdi (2018), grammar is a definite set of rules and procedures for managing sentences. Without these regulations, a phrase cannot be constructed that has a clear and express meaning. Many students make grammatical mistakes when they are studying, particularly when they are exchanging information, ideas, or arguments. According to Azar in Mahdi (2018) English language learners occasionally disregard the grammar in favor of the thoughts or arguments they want to convey.

Myles (2002: 230) quoted in Limengka & Kuntjara (2012: 1) as students who use a second language, namely English, students can make mistakes, so this research is useful to find out what grammatical errors often occur in sentences and to find out the extent to which students understand assembling sentences with the correct grammatical structure. One of the errors that researchers mean is as follows:

“The other said that they have long hair because many of their predecessors **were have** long hair.”(Pandung, 2019)

In this sentence there is an error in the word in bold, 'were have' should be replaced with 'had' because the text is simple past tense. This type of error belongs to the type of omission error, which is the reduction of items in a well-formed sentence. It can be concluded that a mistake is made accidentally but knows the applicable rules. While errors usually occur due to a lack of understanding of grammar itself, especially if the language is a second language in a place, such as in Indonesia. To analyze those errors, error analysis is a way to investigate the language learning procedure (Corder, 1981). In the meantime, Dulay (1982) says that blunders analysis is a method to investigate the incorrect aspect to learner mistakes in speech or writing. It is similarly said that mistakes have four types, there

are class surface strategy (omission, addition, misformation and misordering). Language errors are deviations that are made unintentionally and these errors cannot be corrected by the speaker himself, this is due to the learner's own ignorance (Martiarini and Candra 2019). So, it can be said that grammatical errors often occur and cannot be avoided. This error is caused by several factors such as the influence of the original language, excessive generalization, ignorance of grammar rules, or grammar rules that have not been understood (Sugiyono 2012). Corder in Richard (1974) states that errors usually arise due to system differences in the second language and first language of language learners. He saw that the mistakes made by the learner were a proof of knowledge and the way in which the learner learned the second language.

This study focuses on the grammatical error of English literature students. Grammatical error in making English sentences in second semester English literature students at Fajar University still often occur. According to one of the English Literature lecturers at Fajar University, Ana Rosida said that "the large number of errors made by students is due to their lack of understanding regarding the rules for proper writing in English and at the semester level they have not yet fully studied structure in depth" especially errors that occur in Dulay's theory (1982) such as omission, addition, misordering and misformation due to students' lack of ability to understand English grammar and interference the use of their structure of Indonesian syntactic as mother tongue. causes students to make errors in their writing. In English there are terms known as errors and mistakes. Dulay in Brown (1994) suggests that errors are visible deviations from the grammar of a native speaker, which means that language learners make mistakes because they have limited knowledge of the rules of the English language.

Errors can also arise due to interference from the first language that has been acquired. Sattayatham and Honsa (2008) indicate that sources of errors in language learning can arise from systemic interference with the learner's mother tongue and general characteristics of language learning patterns. This error is caused by a lack of understanding of language rules, especially language rules that are very different the structure of Indonesian sentences as mother tongue. The researcher will identify grammatical errors in English sentences made by students of Fajar University English Literature using the Dulay's theory. This research will be carried out by distributing leaflets to students of English Literature class of 2022 at Fajar University as a research object with the context of analyzing grammatical errors in the English sentences that have been distributed.

This research does not only focus on one form of the verb but this research identifies several possible errors that occurred during the research so that researchers can easily distinguish between errors and mistakes. According to Corder in Richard (1974) states that errors usually arise due to system differences in the second language and first language of language learners. He sees that mistakes made by learners are as proof of knowledge and the way these learners learn their second language. The basic theory of this study is the taxonomy of surface strategies by Heidi Dulay et al. To describe grammatical errors that are influenced by the first language (Bahasa Indonesia) and other types of errors such as omission, addition, misformation and misordering.

1.2 Research Question

Referring to the background, the researchers formulated the problem “To what extent grammatical errors occur in English Sentences made by English literature students of Fajar University?”

1.3 Research Objective

Referring to the research question, this research aims to analyze the grammatical errors in English Sentences made by English Literature students of Fajar University.

1.4 Research Significance

The result of this research expects to be able to give the following benefits:

We hope that this research will help you in three aspects: Theoretical, practical, educational. This is stated as follows. we can expect the results of this study to be used in the following ways: As a reference for those who will conduct research understanding of grammar rules. In fact, it is hoped that this research can to find grammatical errors that often occur in a written work to improve their writing skills or english sentences students by paying more attention to the applicable grammatical rules and This study can also inform other researchers and inspire them in conducting research. Next, other researchers try to find other solutions to the error problem. Apart from that, they could inspire the next new research, but the debate is deeper than before and they are trying to create the new best report.

1.5 Research Scope

Based on the background of the observation, it is impossible to speak about all issues above. it's essential to make obstacles so you can draw up the trouble. This look is limited to discussing an error evaluation in surface strategy taxonomy based on Dulay's theory in students' english sentences. There are four categories of errors: omission, addition, misformation, andmisordering.

CHAPTER II

LITERARY REVIEW

This chapter will go through past research connected to this study. This chapter will also discuss the theoretical foundation, error analysis, English sentences and some research-related talks.

2.1 Previous Study

In performing research, this study refers to earlier research. Required three past studies from these comparable in terms of object, subject and theory applied.

The first research entitled It was conducted by Rani Rahmawati (2019) "An Analysis on Students' Indonesian-English Translation Errors " from Mataram State Islamic University. In working on this research, this study investigates the frequency of grammatical errors with four categories of omission errors, addition errors, misordering errors and misformation errors using the qualitative descriptive research method. The results of the analysis show that there were 43 students made omission errors, 7 students made addition errors, 8 students made misordering errors and 18 students made misformation errors. The similarity of the research conducted by Rani Rahmawati is that both of them analyze grammatical errors that distinguish them from the object under study. Rani Rahmawati used tests and interviews as instruments to collect data and then translated Indonesian text into English. On the other hand, this study uses English sentences which are distributed by researchers to the object under study using text translation. Another difference is the research method.

The second research was conducted by Rini Rahayu (2022) with the research title "An Analysis of Grammatical Errors of Selected Essay In English Writing Class Of Unifa On Facebook Group".

This study aims to analyze the grammatical errors in student essay. This study focuses on four grammatical categories, there are: omission, addition, misformation and misordering. This research uses a quantitative research method. researchers use tests to collect data. so, the researcher finds that for each type of error is 43% (omission), 12% (addition), 41% (misformation), and 4% (misordering). Research from Rini Rahayu has similarities with this research. Namely, analyzing grammatical errors and The difference between this research and the research conducted by Rini Rahayu lies in the object being studied and the research method.

Third, research conducted by Selvia Lisa Asni (2018) entitled " An Analysis of Grammatical Errors in Writing Recount Text at the Eighth Grade of SMP Negeri 20 Kota Jambi" taxonomy of strategies: omissions, additions, misformations, and misordering. This study used qualitative research methods. The difference between the research conducted by Selvia Lisa Asni and this research can be seen from the object studied. Instead, the equation that can be seen is research theory.

Fourth, researcher conducted by Mohammad Muhassin (2019) with the title ". Students Grammatical Error In Using Simple Present Tense" From Lampung. This research used a type of qualitative descriptive research which aims to describe and analyze grammatical errors made by students in using the simple present tense in an expository text. The similarity of the research conducted by Mohammad Muhassin is that both of them analyze grammatical errors using the same type of research as well as simple present tense research methods.

Fifth, researcher conducted by Putri Karmila (2019) with the "Error Analysis In Writing Discussion Text Made By Students At English Department Of Universitas Negeri Padang". This type of research uses qualitative research. The main aim of this research is to find grammatical errors that are commonly made by students and this research was carried out to identify, classify and show the proportion of each type of error made by students. The similarity of the research conducted by

Putri Kamila is that it both examines grammatical errors that occur in students using Dulay's (1982) theory.

Many studies show the importance of analyzing grammatical errors, especially in students, because grammatical errors still occur very often, especially due to lack of mastery of grammar, reading a dictionary, lazy to open the dictionary, and rarely practicing. The researchers in this study make use of a strategy taxonomy. The Dulay (1982) proposed method of "strategic taxonomy," which includes errors of omission, addition, misformation, and misordering.

2.2 Theoretical Backgrounds

2.2.1 Grammar

Harmer (2007) states that grammar is a description of words that can change forms and can be combined into sentences. English Grammar is the study of how we arrange several types of English words so that they become good and understandable English sentences.

Grammar investigates the functions of language units and how they are used in sentences to convey meaning (Hirai et al., 2010:183). According to Webster quoted in (Ekaningsih, 2017) "Grammar is the study of word classes, their inflections, and their functions and relationships in sentences".

Based on the opinions of experts on grammar, it can be concluded that grammar is a science that studies relationships and how to compose words inform the exact sentence so as to convey the meaning of the sentence clearly.

2.2.2 Error Analysis

There are differences between mistakes and errors. A mistake is able to recognize as a mistake and it can be corrected. Whereas, an error is not

recognized by the learner as an error and it occurs repeatedly.

According to Dulay *et al.* (1982:146), errors are classified into four types. They are (1) linguistic category; (2) surface strategy; (3) comparative analysis; and (4) communicative effect.

A. Error types Based on Linguistic Category

The taxonomy of linguistic classes classifies errors in step with linguistic components or linguistic factors errors affects (Dulay *et al.*, 1982:146). Language additives encompass phonology (pronunciation), syntax and morphology (grammar) semantic and lexicon (that means and vocabulary), and discourse (fashion); components encompass the elements that contain each language issue (Dulay *et al.*; 1982:146).

B. Surface Strategy Taxonomy

Error analysis from a taxonomy of surface strategies promises to be a major challenge in identifying the language underlying new language reconstructions (Dulay *et al.*, 1982: 50). Surface strategy taxonomies classify errors into four types (Dulay *et al.*, 1982:150). They are omission, additions, misformation and misordering.

1) Omission

“Omission errors are characterized through the absence of an object that have to appear in a nicely-formed utterance” (Dulay *et al.*, 1982:154). Any morpheme or phrase in a sentence is a ability candidate for omission, but some kinds of morphemes are unnoticed more than others. There are grammatical morphemes., they include:

- Noun and verb inflections (the -s in *birds*, the -s in *Mother's*, the -ed in *looked*, the -ing in *laughing*, etc.)
- Article (a, the, etc.)
- Verb auxiliaries (is, will, can, etc.)
- Prepositions (in, on, under, etc.)

2) Additions

“Addition errors are characterized through the presence of an object which ought to not seem in a well-formed utterance” (Dulay et al., 1982:156).

- Regularizations are a rule typically applies to a class of linguistic items inclusive of the class of principal verb or the elegance of nouns, e.g the verb eat does not become eaten, but ate; the noun *sheep* is also sheep in the plural, not *sheeps* (Dulay et al., 1982:157).
- Simple addition errors have no particular features; it characterizes all addition errors the use of an item which should not appear in a well-formed utterance. The examples of errors of simple addition are shown in the table:

Linguistic item added	Example
Article <i>a</i>	<i>a this</i>

3) Misformation

"Misformation errors are characterized by the use of incorrect morphemes or structural forms" (Dulay et al., 1982: 158). There are three types of deformation: archiform and alternate form.

a) Regularization Error

This type of error includes those in which a typical marker is used instead of an irregular one.

Table Regularization Error of Misformation

No.	Linguistic Item Misformed	Example
1.	Reflexive pronoun	His self (himself)
2.	Regular past	I failed (fell)
3.	Plural	Gooses (geese) Childs (children)

a) Archi – forms

Archi-forms is the selection of forms from members of a class to represent members of other classes (Dulay et al., 1982: 160). For example, a learner can choose one of the English demonstrative adjectives, such as "this, that," "which," and others.

Example: that dog

Those dogs

This is a archi demonstrative adjective, representing the entire class of demonstrative adjectives. It is also possible to choose a class member's personal pronoun to identify for several other in the, for example:

Give me that

Me Hungry

In the production of certain complex sentences, the use of infinitive as an archi-form for the alternative's types (e.g. gerunds and *that*-clauses) has also been determined:

I finish to watch TV

She suggested him to go

4) Misordering

"Misordering are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance" (Dulay et al., 1982: 162). "Dulay Theory proposes two types of errors related to misordering in a sentence:

a. Misordering of Adverbs

This is a type of error that occurs when second language (L2) learners insert adverbs (adverbs) in their sentences in the incorrect order. For example, in English, the correct sentence is "**He quickly ran,**" where "**quickly**" is an adverb that describes how "he" (the subject) ran. If someone makes the mistake of pronouncing "**He runs quickly**" as "**He quickly runs,**" that is an example of misordering of adverb according to Dulay Theory.

b. Misordering of Modifier Nouns

This is a type of error that occurs when second language (L2) learners insert words that function as adjectives (modifiers) in an incorrect order in a sentence. For example, in English, the correct sentence is "**The big house,**" where "**big**" is an adjective that describes the "**house**" (name). If someone makes the mistake of saying "**The house big**" as "**The big house,**" that is an example misordering of a modifier noun according to Dulay Theory.

Dulay Theory claims that errors of this kind in word order may arise during the process of second language

acquisition, when learners try to apply grammatical rules of their target language that are different from those of their native language. These kinds of errors are usually part of the natural process of second language learning, and with time and experience, learners tend to correct them as their understanding of the grammar of their target language improves. Misordering errors occur systematically in constructions that have already been acquired, specifically simple (direct) and embedded (indirect) questions. For example:

What daddy is doing?

I don't know what is that.

C. Comparative Analysis

The comparative taxonomy classifies errors based on comparing the form of the target language and native language errors.

Comparative analysis divides errors into four categories: intralingual or developmental (errors in the target language), interlingual (errors between the target language and a neighboring language), ambiguous (developmental and interlanguage errors), and specific errors (not committing). form in any comparative taxonomy).

D. Communicative Effect

The communicative effect categorizes mistakes based on their impact on the listener or reader. This class divides mistakes into two subcategories: global errors (missing, incorrect, or misplaced sentence connectors) and local errors (errors in noun or verb

inflections, articles, auxiliaries, and formation of quantifiers).

2.2.3 Differences Between Error and Mistake

Though it can occasionally be difficult to tell the difference between the two, error and mistake are separate concepts. Errors, in the words of Dulay et al., as mentioned in Josefa's study in 2003 (p. 67), are occasions in which learner speech or writing departs from a predetermined standard of proficient language use. According to an expert, a lack of comprehension and awareness of language patterns is the main cause of errors. Contrarily, errors are accidental and happen even when a person is aware of the correct grammar. The researcher spoke with eight participants in this study during interviews.

For instructors, analysis is a useful source of knowledge. With the help of this information, teachers may classify, evaluate, and characterize students' mistakes with accuracy. An "error" shows the learner's competency, whereas a "mistake" indicates "an inability to use a known system effectively" (2003: 68). However, it was also stated that there are times when it can be difficult to tell the difference between an error and a mistake (2003: 68). In order to gain insights into how the system in the learners works, it is necessary to stress that learners do, in fact, make mistakes. These mistakes can be recognized, examined, and categorised.

Well, the difference between the two is the context that they're used in. Mistake 'refers to pupil mistakes based on false allegations or failure to use positive acknowledged systems. even as 'errors' refers to students' errors in phrases of information.

2.2.4 English Sentences

According to the Cambridge Dictionary, a sentence is a group of words that have a subject and predicate which express at least one complete whole event or situation which starts with a capital letter and ends with a full stop, question mark or exclamation mark. Then, the predicate may be followed by complement.

a. The basic constituents of a structure

1) Subject

Subject is first participant. There are four kinds of subject in English.

a) Nouns / Pronouns

"Nouns refer to thin objects, humans" (Vespoor and Sauter, 2000: 88). There are four types of nouns in English namely, common nouns (dog, man, table), proper nouns (French, Madrid, Mrs. Smith), abstract nouns (beauty, charity, courage, fear) and nouns collective (crowd, pack, group, horde) (Thomson and Martinet, 1986:24). On the other hand, pronouns which can be a subject are personal pronouns such as I,you, he/she/it,we and they.

b) Gerund: smoking,swimming,drawing,etc. For example:

Swimming is my hobby.

c) Phrase

A phrase can consist of one word or more words which does not have its own subject and predicate (Vespoor and Sauter, 2000:118). For example:

A good student must have a good attitude

d) To infinitive: **To earn money** is the only reason why he works

e) Sub Clause: **What she wants** is he can eat up the cake.

2) Predicate

The predicator names the process in which the subject is involved”

(Vespoor and Sauter, 2000:46). For examples:

S P

Mary / has written / him / a letter / everyday

S P

He / doesn't come / here/ today

S P

You / are / a good teacher

Based on the examples, predicate is bound by subject or tense.

On the other hand, active and passive sentences are also known in English. They are present participle as active sentences and past participle as passive sentences.

3) Complement

- a) Subject attribute (SA) is something about the first participant.
- b) Direct object (DO) is a second participant.
- c) Object attribute (OA) is something about the second participant.
- d) Indirect object (IO) is a third participant.
- e) Adverbial (A) gives information about the setting.

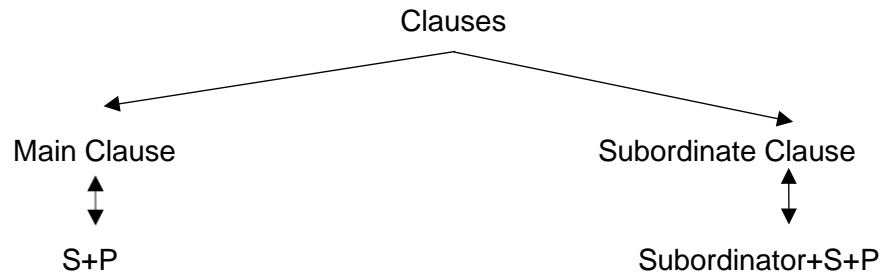
For example of complements are in the sentences below (Vespoor and Sauter, 2000:22).

S P IO DO A

The mother / had given / the boy / a balloon / for his birthday.

A sentence consists of one clause or more clauses. A clause has a subject and a predicate which express a whole event or situation. There are two general types of clauses. First is main or independent clauses which have a meaningful unit. Second is subordinate or dependent

clauses which cannot stand alone because the function is as a constituent of another clause. Then, I conclude them into the scheme of clauses is in Figure.



However, sentences also have different types. Namely simple sentences, compound sentences, complex sentences and compound sentences (Vespoor and Sauter, 2000: 35).

CHAPTER III

RESEARCH METHOD

This chapter is divided into the following sections: Research Design, Data Resource, Data Collection Instrument, Data Collection Procedure, and Data Analysis Technique. These subchapters will be thoroughly covered below.

3.1 Research Design

Many experts differentiate between three categories of research methodologies: qualitative, quantitative, and mixed research approaches. According to Creswell (2003:3) there are three research approaches: quantitative, qualitative, and mixed methods. Creswell argues that quantitative research methods are research that focuses on numbers and statistics, while qualitative research focuses on descriptions so this research method is often also called the descriptive method. On the other hand, a mixed-method is a combination of quantitative and qualitative research methods.

This study will use qualitative research methods. This method will analyze the extent to which students' abilities on each grammatical error in a sentence. so that it focuses on collecting information data but instead uses English sentences in the form of tenses.

3.2 Data Source

a. Population

The population of this research is all the students of English Literature from 2nd semester at Fajar University academic year 2022.

b. Sample

The sample represents the entire population of this study. The samples for this study were selected by total sampling. Total sampling is a sampling technique where the number of samples is equal to the population

(Sugiyono, 2007). This sample is used if the population size is relatively small, namely no more than 30 people where all members of the population are used as samples. So, the samples were 8 students of English Literature study program at Fajar University.

3.3 Data Collection Instruments

Researchers used two data collection instruments, namely interviews and English sentences. First, the researcher conducted interviews with eight samples to find out whether what happened was an error or oversight. The interview was conducted on the same day after they finished their class. Interviewing is a qualitative research method that relies on asking questions to collect data. The interview involved 8 students, one of whom was a researcher who asked questions. Second, the researcher uses a translated text using Indonesian sentences, then students translate it into English according to the sentences provided by the researcher.

Translation is generally defined as the process of translating written text from one language to another. According to Newmark (1988:5) translation is translating the meaning of a text into another language according to the intent of the author of the text. Therefore, the researcher uses translated text as a research instrument because Indonesian-English translated text is a method that can be used to find out the results of translation errors and errors in English sentences that do not fit the structure of a text. the researcher analyzed one by one of all the English sentences and made a translation of the text about the errors found, classifying the errors. The errors found are classified according to the theory of Dulay et al., (1982:150), which will then be analyzed.

3.4 Data Collection Procedures

The researcher gathered data for this study in the following ways:

1. First, the researcher gives eight Indonesian sentences
2. Next, the researcher carefully identified every sentence that was translated from Indonesian into English by 8 students and made notes about the errors found.
3. Third, the researcher interviewed eight students based on their knowledge of grammar errors in working on the given sentences
4. The researcher classifies grammatical errors based on the classification made by Dulay et al., (1982:150).

3.5 Data Analysis Techniques

The researcher determines the data to answer the research problem. The data that the researcher has collected is then analyzed using the following procedure:

1. Collecting data in the form the sentences
2. Identify errors based on the interview and Indonesian to English translation of the text with 8 samples then mark the errors found.
3. Grouping the errors found based on the Theory by Dulay et al (1982)
4. The Researchers explained the errors that had been made by 8 students based on Dulay's theory.

CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

In this chapter there are two sub-chapters consisting of research findings and research discussion. This chapter has the aim of answering the research questions and providing a detailed explanation of the research results.

4.1 Research Findings

The purpose of this study is to answer the research question in the first chapter, namely to find out to what extent grammatical errors occur in English Sentences made by English Literature students of Fajar University. This study uses the Surface Strategy Taxonomy theory proposed by Dulay et al., (1982). The theory focuses on four categories of errors, there are omission, addition, misordering and misformation.

4.1.1 Grammatical Errors in English Sentences

This section provides an explanation of the researcher's analyzed findings. The researchers can see to what extent which students' understanding of grammatical errors in an Indonesian sentence then translated into English based on Dulay's classification of errors.

1.Omission Error

Omission is the loss of a word or part of the sentence there should be. Omission is characterized by the absence of a part in a good sentence (Dulay, 1982: 154). This causes the sentence to be meaningless and causes conjugation errors. There are parts of omission:

a. Omission of Noun Inflection

Respondents	Number of Sentence	Error Sentence	Correct Sentence
Student 1	14	They slaughter two goat	They slaughter two goats
	15	There are two cave under there	There are two caves down there
Student 2		There is no error sentence that made by student 2	
Student 3		There is no error sentence that made by student 3	
Student 4	14	They slaughter two goat	They slaughter two goats
	15	There are two cave under there	There are two caves down there
Student 5		There is no error sentence that made by student 2	
Student 6	15	There are two cave under there	There are two caves down there
Student 7		There is no error sentence that made by student 7	
Student 8		There is no error sentence that made by student 8	

Table 4.1. Omission of noun inflection

All the above sentences are ungrammatical because the guides tend to omit e/es plural ending in countable nouns. Errors with the omission of the noun inflection suffix s/es as plural marker reflect to the structure of Bahasa Indonesia. In bahasa Indonesia we do not pluralize the countable nouns which come after numerals such as in the above two sentences. Regarding the source of errors, the errors with the omission of inflectional suffix -s/es a plural marker in the above sentences are classified as interlingual error because they reflect the structure of Bahasa Indonesia. consider with the effect of errors the omission of inflectional s/es as a plural marker to communication. The sentences are ungrammatical but the still understand so they do not cause miscommunication.

b. The omission of Preposition

Respondents	Number of Sentence	Error Sentence	Correct Sentence
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Student 1	9	So this one that I mean statue the man	So, what I mean is this statue of a man
	21	The dead person suffered by Tuberculosis	The person who passed away suffered from Tuberculosis
	10	Because the country side they do not have like ice box like the people have in the city	Because they do not have ice boxes in the rural area like people in the city
Student 2	9	So this one that I mean statue the man	So, what I mean is this statue of a man
	10	Because they do not have like ice box the country side like the people in the city	Because they do not have ice boxes in the rural area like people in the city
Student 3	16	So we can see here some of statue	Well, from here we can see some statues
	4	The body my cat very small	The body of my cat is very small
	21	The dead person suffered by Tuberculosis	The person who passed away suffered from Tuberculosis
Student 4	9	So this one that I mean statue the man	So, what I mean is this statue of a man
	21	The dead person suffered by Tuberculosis	The person who passed away suffered from Tuberculosis
Student 6	10	Because the country side they do not have like ice box like the people in the city	Because they do not have ice boxes in the rural area like people in the city
	21	The dead person suffered by Tuberculosis	The person who passed away suffered from Tuberculosis
Student 7	9	So this one that I mean statue the man	So, what I mean is this statue of a man
Student 8	21	The dead person suffered by the Tuberculosis	The person who passed away suffered from Tuberculosis

Table 4.2. Omission of preposition

The five sentences above are deviating by indicating of the omission of preposition. They do not bring about any significant changes in meaning. The errors above produced by the students because of familiarity or inadequate application of rules. These reflect

the syntactic rule of English itself. Errors with omission of preposition in above sentences are classified as intralingual errors because they reflect the syntactic rule of English itself.

c. Omission of main verb

Respondents	Number of Sentence	Error Sentences	Correct Sentences
Student 1	11	This ceremony around one year ago	This event was a year ago
	12	There a some hanging graves here	There are some hanging coffins in this place
	5	The first time I met with her on this campus	The first time I met her was in this campus
	20	The bathroom next of my parents' room	The bathroom is next to my parents' room
Student 2	6	They still close family	They are still close relative
	12	There a couple of hanging cashets in this place	There are some hanging coffins in this place
Student 3	6	They still close family	They are still close relative
	12	There a couple of hanging cashets in this place	There are some hanging coffins in this place
Student 4	6	They still close relatives	They are still close relative
	12	There a couple of hanging cashets in this place	There are some hanging coffins in this place
Student 5	6	They still close relatives	They are still close relative
	11	The ceremony around one year ago	This party was a year ago
	12	There a couple of hanging cashets in this place	There are some hanging coffins in this place
Student 6		The bathroom next of my parents' room	The bathroom is next to my parents' room
Student 7	12	There a several hanging graveyards in this place	There are some hanging coffins in this place
Student 8	11	This ceremony around one year ago	This event was a year ago
	12	There a couple of hanging cashets in this place	There are some hanging coffins in this place

	5	The first time I met with her on this campus	The first time I met her was in this campus
--	---	--	--

Table 4.3.Omission of main verb

Main verb (main verb) also known as verb is a word that describes an action, state, or event in a sentence. Main verbs are important components in a sentence because they provide information about what the subject of the sentence is doing or the state of the subject. In a sentence, the main verb is often the center of attention or focus in terms of the action or event being discussed. In the sentence **"This event was a year ago,"** the main verb is **"was."** The verb **"was"** is a form of the verb **"to be"** (am, is, are, was, were) and is used in this sentence to describe that the event occurred in the past, namely **"a year ago."** So, "was" is the main verb that helps form sentences in the past tense (past time) and shows the status or condition at a certain time.

d. Omission of Verb Inflection

Respondents	Number of Sentence	Error Sentence	Correct Sentence
Student 1	14	They slaughter two goat	They slaughtered two goats
	21	The dead person suffered by Tuberculosis	The person who passed away suffered from Tuberculosis
Student 2	14	They slaughter two goats	They slaughtered two goats
Student 3	21	The dead person suffered by Tuberculosis	The person who passed away suffered from Tuberculosis
Student 4	14	They slaughter two goat	They slaughtered two goats

Student 5		There is no error sentence that made by student 2	
Student 6	15	There are two cave under there	There are two caves down there
Student 7		There is no error sentence that made by student 7	
Student 8	21	The dead person suffered by the Tuberculosis	The person who passed away suffered from Tuberculosis

Table 4.4. Omission of verb inflection

There are six students who made errors in the omission of verb inflection. Verb inflection is important in English because it helps in conveying information about time, subject, and context. The sentence "**They slaughtered two goats**" is an example of a sentence in the past tense. In this sentence, the verb "**slaughtered**" is the past tense form of the basic verb "**slaughter.**" This verb tense changes to show that this event occurred in the past. Therefore, this is an example of verb inflection which refers to changing the form of a verb depending on the time (tense). The sentence "**The person who passed away suffered from tuberculosis**" contains verb inflection. The verb "**suffered**" in this sentence is the past tense form of the verb "**suffer.**" This shows that the act of suffering (suffering) occurred in the past. The phrase "**who passed away**" is a relative clause that provides additional information about "**the person.**" In this context, "**passed away**" also refers to the past time. In this case, there are grammatical error in the omission of verb inflection.

e. Omission of article

Respondents	Number of Sentence	Error Sentence	Correct Sentence
Student 1	18	That is not obligation for you but just offering	It's not your obligation but just an offer
Student 2		There is no error sentence that made by student 2	
Student 3		There is no error sentence that made by student 3	

Student 4	18	It's not obligation for you but just offering	It's not your obligation but just an offer
Student 5		There is no error sentence that made by student 5	
Student 6	18	That is not obligation for you but just offering	It's not your obligation but just an offer
	17	That is the lake	That is a lake
Student 7		There is no error sentence that made by student 7	
Student 8		There is no error sentence that made by student 8	

Table 4.5. Omission of article

In the sentence above there is a grammatical error in the omission of article, for the first example there is the use of a because in the rules **a** is used for singular nouns and only for countable nouns as well as in the second example obligation is a noun but there is a difference between **a** and **an**. In the rules a used if the noun begins with a consonant sound but an is used if the noun begins with a vowel sound.

Based on the source of the errors with omission of article where the article was deleted in English sentences made by students so it happened grammatical errors. So, all the sentences above are not equivalent to the structure.

2. Addition Error

Dulay et al. (1981:156) explain that "Addition is a type of errors which are characterized by the presence of item which must not appear in a well-formed utterance". There is addition of Article:

Respondents	Number of Sentence	Error Sentence	Correct Sentence
Student 1	8	I am not a person who loves a plants	I am not the person who enjoy plants
Student 2		There is no error sentence that made by student 2	
Student 3	8	I am not a person who likes the plants	I am not the person who enjoy plants
	19	Pati has a many cultures	Pati has many cultures

Student 4	8	I am not the person who loves a plants	I am not the person who enjoy plants
	19	Pati has the many cultures	Pati has many cultures
Student 5		There is no error sentence that made by student 5	
Student 6		There is no error sentence that made by student 6	
Student 7		There is no error sentence that made by student 7	
Student 8		There is no error sentence that made by student 8	

Table 4.5.Addition of article

In both examples, each sentence there is an error of addition in article **a**. There is an addition to article **a** that should not be needed. Example, for the first sentence there is an article **a** that precedes the word *plants*. *Plants* is a plural form while the article *a* is used only for the singular. Similar with the second example there is an article *a* before the phrase *many cultures*. The phrase of *many cultures* is plural so it doesn't require the article *a*.

3. Misformation Error

Dulay, et al. (1981:157) explains misformation, namely "Misformation errors are those characterized by the use of the wrong form of the morpheme or structure." Misformation is the third level of this research. The number of misformation errors was two sentences, there are:

Respondents	Number of Sentence	Error Sentence	Correct Sentence
Student 1	2	I am interested with it because it has beautiful colors	I am interested because the color is beautiful
	20	The bathroom next of my parents's room	The bathroom is next to my parents' room
Student 2		There is no error sentence that made by student 2	
Student 3		There is no error sentence that made by student 3	
Student 4	20	The bathroom is next my parents room	The bathroom is next to my parents room

Student 5	2	I am interested with it because it has beautiful colors	I am interested because the color is beautiful
	20	The bathroom is next of my parents room	The bathroom is next to my parents room
Student 6		There is no error sentence that made by student 6	
Student 7		There is no error sentence that made by student 7	
Student 8	2	I am interested with it because it has beautiful colors	I am interested because the color is beautiful

Table 4.6.Misformation of Preposition

The sentence above contains a grammatical error in the use of prepositions. There is the word interested in the sentence above. The word interest should be followed by structure **of the color is beautiful** not the **it has beautiful color** cause the meaning it's so different. The same with the second sentence where the next word should be followed by the preposition **to** not the preposition **of**.

4. Misordering Error

Misordering is the final level of this study. The number of misordering errors is 5 sentences. Misordering is divided into two types of errors, namely misordering of modifier of Noun Phare and Misordering of Adverb Phrase, there are:

a. Misordering of Adverb

Respondents	Number of Sentence	Error Sentence	Correct Sentence
Student 1	24	They slaughter also pigs	They also slaughter a pig
	25	They only walk on the top of the mountain	They just walk on the top of the mountain
Student 2		There is no error sentence that made by student 2	
Student 3	24	They also slaughter pigs	They also slaughter a pig
	25	They only walk on the top of the mountain	They just walk on the top of the mountain
Student 4	25	They only walk on the top of the mountain	They just walk on the top of the mountain
Student 5	24	They also slaughter pigs	They also slaughter a pig
	25	They only walk on the top of the mountain	They just walk on the top of the mountain

Student 6		There is no error sentence that made by student 6	
Student 7		There is no error sentence that made by student 7	
Student 8	25	They only walk on the top of the mountain	They just walk on the top of the mountain
	23	The statue is also very expensive outside	The statue is also very expensive in out there

Table 4.7.Misordering of adverb

In the sentences above there are grammatical errors, errors in the order of adverbs. Students are still influenced by their native language, namely Indonesian. They still translate word for word so that in the target language there are grammatical errors.

b. Misordering of Modifier Noun

Respondents	Number of Student	Error Sentence	Correct Sentence
Student 1	3	Another place interesting here	There are other interesting places here
	22	This is the first grave in the hole natural	This is the first grave in the natural hole
Student 2		There is no error sentence that made by student 2	
Student 3	3	Another place interesting here	There are other interesting places here
Student 4	3	Another place interesting here	There are other interesting places here
	22	This is the first grave in the hole natural	This is the first grave in the natural hole
Student 5		There is no error sentence that made by student 5	
Student 6	22	This is the first grave in the hole natural	This is the first grave in the natural hole
Student 7		There is no error sentence that made by student 7	
Student 8		There is no error sentence that made by student 8	

Error of misordering in the above sentences is characterized by the wrong of modifier, the modifier in the above sentence comes after nouns that should come before nouns. In the first sentence, Interesting as modifier is placed after noun. In the second sentence the word natural as modifier is placed after noun. It seems that the

guides apply the structure of the guides base language.

The error with misordering of noun modifier presented in the above sentences are classified as interlingual errors since they reflect the structure of Indonesian syntactic as mother tongue. Regarding the effects of errors toward communication, the above errors are classified as local errors because they do not cause miscommunication. It seems that they do not bring much change to the meaning of the sentences and the meaning of the sentences can be still understood even though they are considered ungrammatical.

4.2 DISCUSSION

Analyzing grammatical errors in English sentences involves identifying mistakes that disrupt the proper structure and arrangement of words, phrases, and clauses. By carefully examining these aspects, one can found and rectify grammatical errors, thereby enhancing sentence clarity and effective communication. On this discussion, the researcher first identifies and classifies the errors in the english sentences made by English Literature students of Fajar University to find the grammatical error that appear in a sentence. The totally sentences containing grammatical errors are 25 sentences with a classification based on Dulay's theory. So, the total sample was eight students. The sample selection was made totally sampling and the researcher identify the error found. After that, the researcher classified the error found. The following is an explanation of some examples of error found. Consistent with Dulay, et al (1982:59-sixty-three) there are four common mistakes related to floor strategies, particularly omission, addition, misformation and misordering

1. Omission Error

In "omission errors" generally refers to a mistake or error that takes place while something vital or important is neglected or not included while it has to had been. this may appear in numerous contexts, including:

A. Omission of noun inflection

Omission of the auxiliary verb is a phenomenon in grammar wherein the speaker or author allows the auxiliary verb to depart the sentence without losing the that means or clarity of the sentence. This phenomenon typically happens in spoken language, in everyday conversation, or in casual writing styles. Omission of auxiliary verbs can arise in various languages. Auxiliary verbs, additionally called auxiliary verbs, are a kind of verb used in English and plenty of other languages to assist form sentences in diverse tenses and components.

Auxiliary verbs help offer extra facts about time, occasions, or the connection between nouns and verbs in a sentence. There are two main auxiliary verbs in English: "to be" (am, is, are, was, were) and "to have" (have, has, had), as well as the additional auxiliary verb "to do" (do, does, did). As in data 1 omission of verb auxiliaries students made errors in omission of verb auxiliaries in the five example sentences above. They don't know about sentence formulas, especially nominal forms. In the first sentence example, in the sentence "This event was a year ago," there is an auxiliary verb called "was." students eliminate the word "was" as a form of auxiliary verb. The auxiliary verb "was" is a form of the verb "to be" (am, is, are, was, were) which is used in the past tense form (past time). In this sentence, "was" is used to indicate that the event occurred in the past, namely "a year ago." So, "was" is an auxiliary verb that helps form sentences in the past tense form. Likewise, with further data based on interview results, it turns out that the main problem occurs in students' lack of knowledge of formulas in composing English sentences, so this allows errors to occur in the omission of verb auxiliaries.

B. Omission of Preposition

The omission of a preposition in a sentence, also known as "preposition omission," occurs when the preposition that would typically appear before an object is left out, and the object of the preposition is placed at the end of the sentence or

phrase. This grammatical phenomenon is more common in informal speech and writing, and it is often considered less formal or standard. In many cases, preposition stranding is more accepted and even prevalent in spoken language than in formal writing.

While preposition stranding is more commonly accepted in informal language and spoken conversation, it is generally considered less formal and is often avoided in formal writing and academic essays. However, language is flexible and evolves over time, so the acceptability of preposition stranding can vary depending on the audience, context, and style of communication. As in data 2 Omission of Preposition, in these seven sentences, there are grammatical error sentences of the type omission of preposition. Students do not give prepositions after the word body. The function of the preposition in the two example sentences is to complement the meaning or complement the meaning of the sentence. Meanwhile, in the second sentence, students forgot to add a preposition after the word food.

C. Omission of Noun Inflection

Omission of noun inflection is a phenomenon in language where the speaker or writer eliminates changes in the form of nouns that usually occur to indicate changes such as number, gender, case, or other elements. other elements in the context of the sentence. As in data 3 Omission of noun inflection, the sentence "they slaughtered two goats" has an error in noun inflection. Noun inflections in English affect number and must match the subject. In this sentence, the word "goat" should be in plural form because the number is two. So, the correct sentence is "**They slaughter two goats.**" In this corrected sentence, the word "goats" is the plural form which corresponds to the number of goats referred to. This change is an example of noun inflection in English. Based on the results of interviews with students, they lacked understanding regarding formulas or explanations regarding noun inflection. This is also influenced by their semester which has not yet reached

the explanation.

D. Omission of Verb Inflection

Verb inflection is the way in which a verb changes according to the context of the sentence and provides additional information about tense, subject, and situation. Omission of verb inflection can be a type of grammatical error that needs to be noticed and corrected when communicating in writing or in situations that require the use of more formal language. As in data 4, there is an omission of verb inflection. Same with explanation of interview noun inflection, this is influenced by the semester of students who have not yet achieved verb and noun inflection learning, thus influencing errors.

E. Omission or article

The omission of articles, such as "a," "an," and "the," in sentences is a grammatical phenomenon known as "article deletion". Articles are a type of determiner in English and are used to specify whether a noun is definite (the) or indefinite (a or an). Omission of article can occur in various contexts, and the choice to omit articles often depends on the rules of grammar, context, and the style of writing or speaking. As in data 5 Omission or article, students do not add articles, there should be added article a before the noun "cake". Similar with the second example sentence. There needs to be an addition of an article before the noun in the word "abligation". In the rules **a** used if the noun begins with a consonant sound but **an** is used if the noun begins with a vowel sound.

2. Addition of Error

In "addition error" typically refers to a mistake or error that occurs when something is added incorrectly or unnecessarily in a sentence or context where it is not needed. In general, addition errors can occur when individuals are not careful in their communication, calculations, or writing. It's important to proofread and review work to identify and correct addition errors, especially in situations where

accuracy and clarity are essential. In this case there is **The addition of article** in language typically refers to the inclusion of words like "a," "an," or "the". Articles play a crucial role in English grammar, helping to clarify whether the noun is a specific or unspecific item. As in data 6 addition of article as in data 6, for example, in the first sentence, the student added the article a which should not be needed because plants are plural while a is used only for the singular. Similar with the second example sentence, students add article a while many cultures are plural and do not use article a.

3. Misformation Error

"Misformation" is not a common word in the English language. It appears to be a combination of "mis-" (meaning "wrong" or "incorrect") and "formation" (referring to the process of forming or creating something). As a result, "misformation" could be interpreted as the creation or formation of something that is incorrect or wrong. In this case there is Misformation of preposition it's important to understand the correct usage and placement of prepositions in English. Prepositions are words that typically show the relationship between other words in a sentence, such as location, time, direction, or manner. As in data 7, students translate without paying attention to the right preposition, this is because of the lack of understanding to use prepositions in English.

4. Misordering Errors

In "Misordering error" typically refers to a mistake or error in which elements in a sentence or sequence are placed in the wrong order, resulting in grammatical or logical inaccuracies. Misordering errors can occur in various aspects of language, including word order in sentences, the arrangement of items in a list, the sequencing of events in a story, and more. Here a few examples of misordering errors in specific contexts, including:

A. Misordering modifier of Noun

Misordering modifiers of a noun, additionally called "misplaced modifiers," is a commonplace grammatical error that takes place while a phrase, phrase, or clause intended to describe a selected noun is badly positioned in a sentence, main to confusion or unintentional which means as in data 8 because students who translate sentences nonetheless attention at the have an effect on to the structure of Indonesian syntactic as a mother tongue. This error can bring about unclear or awkward sentences. To keep away from misordering modifiers of a noun, it's important to make certain that the modifier is located near the noun it's far intended to alter.

B. Misordering of Adverb

Misordering of adverbs is a grammatical error that happens while adverbs, which might be phrases that adjust verbs, adjectives, or different adverbs, are located in a wrong or awkward position in a sentence. facts nine indicates misordering adverb can result in ambiguity or confusion in the which means of a sentence. To avoid this mistake, it's essential to region adverbs in a manner that without a doubt conveys the intended which means.

In this analysis of grammatical errors, the researcher categorized them into different types, including omission errors, which involve missing elements such as words, phrases, or punctuation marks in a sentence. Among these errors, the most common form of error observed is omission. In many cases, omission errors occur because the student may not pay close attention to the sentence structure or may rush through the writing. With this summary, we conclude the chapter on the analysis of grammatical errors and their categorization, placing particular emphasis on omission errors and their most frequent form.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

After analysing, the result shows that types of grammatical errors are based on the surface strategy taxonomy by Dulay 1982 which divides grammatical errors into four categories: omissions, additions, misformation, and misordering. These four was carried out by English literature students' batch 2022 at Fajar University in translating Indonesian sentences. After identification, the most frequent errors occurred were omission errors because many students did not understand the placement of sentence structures in the form of verbs, morphemes, articles and nouns. In this case, students mostly constructing Indonesian sentences into English based on their mother tongue or Indonesian syntactic. During constructing the sentences, students that often appear namely, first lack of tenses understanding. It could influence students' writings in translating the text. If the tenses used in the text are not correct then the meaning will shift not according to the content of the text written. The second problem is students has lack of vocabulary mastery. Students are very weak in determining appropriate lexical items when translating a text.

In general, students translate the text word for word into English following the Indonesian sentence patterns they have previously written. The third problem by students is that students still adhere to Indonesian structures or patterns when writing English Sentences. This is what causes texts written by students to be rejected due to errors structure or sentence patterns.

5.2 Suggestions

Based on the discussions in the previous chapter and the conclusions above, the researcher provided suggestions related to the research results that the researchers have carried out. Considering that there are still many students who are confused or don't understand the rules of English form, it is best to strengthen basic level courses

that support students' understanding of translation and grammatical errors. Students need to study well, understand and pay attention to grammatical rules in constructing sentences, especially in using correct tenses to reduce the possibility of errors. It is also hoped that this can be a reference for understanding grammatical errors. Apart from that, for lecturers who have influence on related subjects can provide ways and suggestions to reduce errors that may occur in English Sentences. Furthermore, for future researchers, hopefully this research can provide further information regarding grammatical errors and lack of understanding of the students in constructing sentences.

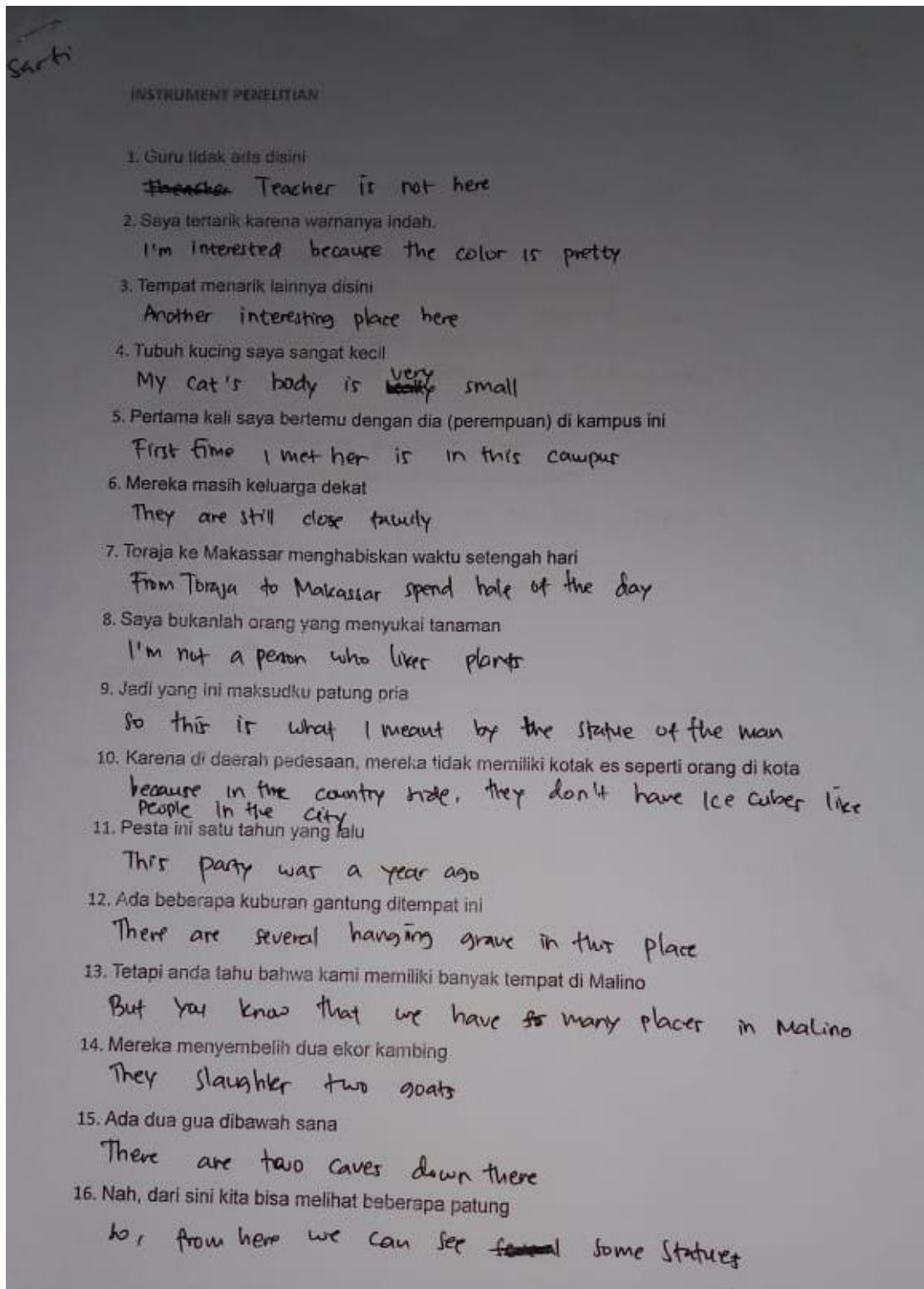
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Appendix 1 Source of data



17. Itu adalah sebuah danau

it is a lake

18. Itu bukan kewajiban bagimu, tapi hanya tawaran

it is not an obligation for you, but just an offer

19. Pati mempunyai banyak kebudayaan.

pati has many cultures

20. Kamar mandinya ada di sebelah kamarku kamar orang tua.

The bathroom is next to my parent's room

21. Orang yang meninggal menderita Tuberculosis

The dead person was suffered from Tuberculosis

22. Tempat menarik yang lain di sini

Another interesting place is here

23. Ini adalah kuburan yang pertama di dalam lubang alam

This is the first grave in the hole nature

24. Patung itu juga sangat mahal di luar

That statue is very expensive outside

25. Mereka juga menyembelih babi

They also slaughter pigs

26. Mereka hanya berjalan di puncak gunung

They only walk in the top of the mountain

INSTRUMENT PENELITIAN

1. Guru tidak ada disini
Teacher is not here
2. Saya tertarik karena warnanya indah.
I'm interested because the color is pretty
3. Tempat menarik lainnya disini
Another interesting place is here
4. Tubuh kucing saya sangat kecil
My cat's body is very small
5. Pertama kali saya bertemu dengan dia (perempuan) di kampus ini
First time I met her is in this campus
6. Mereka masih keluarga dekat
They are still close family
7. Toraja ke Makassar menghabiskan waktu setengah hari
From Toraja to Makassar spend half of the day
8. Saya bukanlah orang yang menyukai tanaman
I'm not a person who likes plants
9. Jadi yang ini maksudku patung pria
So this is what I meant by the statue of a man
10. Karena di daerah pedesaan, mereka tidak memiliki kotak es seperti orang di kota
because in the country side, they don't have ice cubes like people in the city
11. Pesta ini satu tahun yang lalu
This party was a year ago
12. Ada beberapa kuburan gantung ditempat ini
There are several hanging grave in this place
13. Tetapi anda tahu bahwa kami memiliki banyak tempat di Malino
But you know that we have many places in Malino
14. Mereka menyembelih dua ekor kambing
They slaughter two goats
15. Ada dua gua dibawah sana
There are two caves down there
16. Nah, dari sini kita bisa melihat beberapa patung
So, from here we can see some statues

17. Itu adalah sebuah danau.

It is a lake

18. Itu bukan kewajiban bagimu, tapi hanya tawaran

That is not an obligation for you, but just an offer

19. Pati mempunyai banyak kebudayaan.

Pati has many ~~to~~ cultures

20. Kamar mandinya ada di sebelah kamarku kamar orang tua.

The bathroom is next to my parental room

21. Orang yang meninggal menderita Tuberculosis

The dead person was suffered from tuberculosis

22. Tempat menarik yang lain di sini

Another interesting place is here

23. Ini adalah kuburan yang pertama di dalam lubang alam

This is the first grave in the ~~hole~~ nature hole

24. Patung itu juga sangat mahal di luar

That statue is expensive outside

25. Mereka juga menyembelih babi

They also slaughter pigs

26. Mereka hanya berjalan di puncak gunung

They only walk in the top of the mountain

herla

INSTRUMENT PENELITIAN

1. Guru tidak ada disini
The teacher is not here
2. Saya tertarik karena warnanya indah.
I interest because the color is beautiful
3. Tempat menarik lainnya disini
another interested place is here
4. Tubuh kucing saya sangat kecil
My cat's body is so small
5. Pertama kali saya bertemu dengan dia (perempuan) di kampus ini
The first time I met her in this campus
6. Mereka masih keluarga dekat
They are still close family
7. Toraja ke Makassar menghabiskan waktu setengah hari
Toraja to Makassar spent a half day
8. Saya bukanlah orang yang menyukai tanaman
I am not a person that likes plant
9. Jadi yang ini maksudku patung pria
So this is the male statue that I mean
10. Karena di daerah pedesaan, mereka tidak memiliki kotak es seperti orang di kota
Cause in the village area, they don't have ice box like in the city
11. Pesta ini satu tahun yang lalu
The party was a year ago
12. Ada beberapa kuburan gantung ditempat ini
There are some hanging graves here
13. Tetapi anda tahu bahwa kami memiliki banyak tempat di Malino
But you know that we have a lot of place in Malino
14. Mereka menyembelih dua ekor kambing
They slaughter two goats
15. Ada dua gua dibawah sana
There are two down there
16. Nah, dari sini kita bisa melihat beberapa patung
Nah, from here we can see some statues

17. Itu adalah sebuah danau
that is a lake
18. Itu bukan kewajiban bagimu, tapi hanya tawaran
that is not your obligation, but only an offer
19. Pati mempunyai banyak kebudayaan.
Pati has many culture
20. Kamar mandinya ada di sebelah kamarku kamar orang tua.
The bathroom is beside my parents room
21. Orang yang meninggal menderita Tuberculosis
the person who died suffered from tuberculosis
22. Tempat menarik yang lain di sini
Another interesting place is here
23. Ini adalah kuburan yang pertama di dalam lubang alam
This is the first grave in this Nature hole
24. Patung itu juga sangat mahal di luar
The statue also so expensive in the outside
25. Mereka juga menyembelih babi
The also slaughter pig
26. Mereka hanya berjalan di puncak gunung
They just walking at the top of the mountain

Malino

INSTRUMENT PENELITIAN

1. Guru tidak ada disini
the teacher not here
2. Saya tertarik karena warnanya indah
I am interested with it because it has beautiful colors
3. Tempat menarik lainnya disini
another place interesting here
4. Tubuh kucing saya sangat kecil
The body my cat very small
5. Pertama kali saya bertemu dengan dia (perempuan) di kampus ini
I first met^{with} her on this campus
6. Mereka masih keluarga dekat
They still close relatives
7. Toraja ke Makassar menghabiskan waktu setengah hari
Toraja to Makassar takes half day
8. Saya bukanlah orang yang menyukai tanaman
I am not a person who loves a plant
9. Jadi yang ini maksudku patung pria
so this one that I mean statue the man
10. Karena di daerah pedesaan, mereka tidak memiliki kotak es seperti orang di kota
Because the country side, they do not have like ice box like the people in the city
11. Pesta ini satu tahun yang lalu
this ceremony around one year ago
12. Ada beberapa kuburan gantung ditempat ini
there a couple of hanging chasetr in this place
13. Tetapi anda tahu bahwa kami memiliki banyak tempat di Malino
but you know that we have so many place in Malino
14. Mereka menyembelih dua ekor kambing
They slaughter two goat
15. Ada dua gua dibawah sana
There are two cave under there
16. Nah, dari sini kita bisa melihat beberapa patung
So, we can see here some of the statue

17. Itu adalah sebuah danau
that is lake
18. Itu bukan kewajiban bagimu, tapi hanya tawaran
that is NOT obligation for you but just offering
19. Pati mempunyai banyak kebudayaan.
Pati has a many cultures
20. Kamar mandinya ada di sebelah ~~kamar~~ kamar orang tua
The bathroom is next of my parents room
21. Orang yang meninggal menderita Tuberculosis
~~Another~~ The dead person suffered by tuberculosis
22. Tempat menarik yang lain di sini
Another place interested here
23. Ini adalah kuburan yang pertama di dalam lubang alam
This is the first grave in the hole natural
24. Patung itu juga sangat mahal di luar
The statue is also really expensive on the outside
25. Mereka juga menyembelih babi → They slaughter also pig
They Only walk on the top of the mountain
26. Mereka hanya berjalan di puncak gunung

Mella

INSTRUMENT PENELITIAN

1. Guru tidak ada disini
Teacher not here
2. Saya tertarik karena warnanya indah.
I interesting because the colour beautiful
3. Tempat menarik lainnya disini
Other Places that interested here
4. Tubuh kucing saya sangat kecil
~~The~~ cat's body was so tiny
5. Pertama kali saya bertemu dengan dia (perempuan) di kampus ini
The first time I meet with her was in this University
6. Mereka masih keluarga dekat
They were still close family
7. Toraja ke Makassar menghabiskan waktu setengah hari
Toraja to Makassar spent time a half day
8. Saya bukanlah orang yang menyukai tanaman
I'm not a person who like plant
9. Jadi yang ini maksudku patung pria
So, the ^{man} statue that I mean is that
10. Karena di daerah pedesaan, mereka tidak memiliki kotak es seperti orang di kota
Because this is villages, they don't have ice box like people in the city
11. Pesta ini satu tahun yang lalu
this ceremony around one year ago
12. Ada beberapa kuburan gantung ditempat ini
here a couple of hanging chasets in this place
13. Tetapi anda tahu bahwa kami memiliki banyak tempat di Malino
But you know that we have so many place in Malino
14. Mereka menyembelih dua ekor kambing
They slaughter two goats
15. Ada dua gua dibawah sana
There are two cave under there
16. Nah, dari sini kita bisa melihat beberapa patung
so we can see here some of the statue

17. Itu adalah sebuah danau
that is lake
18. Itu bukan kewajiban bagimu, tapi hanya tawaran
that is not obligation for you but just offering
19. Padi mempunyai banyak kebudayaan.
Padi has a many cultures
20. Kamar mandinya ada di sebelah kamarku kamar orang tua.
The bathroom is next of my parents room
21. Orang yang meninggal menderita Tuberculosis
the dead person suffered by tuberculosis
22. Tempat menarik yang lain di sini → another place interested here
~~This is the first grave in the hole natural~~
23. Ini adalah kuburan yang pertama di dalam lubang alam
This is the first grave in the hole natural
24. Patung itu juga sangat mahal di luar
The statue is also really expensive on the outside
25. Mereka juga menyembelih babi
They slaughter also pigs
26. Mereka hanya berjalan di puncak gunung
they only walk on the top of the mountain

17. Itu adalah sebuah danau
18. Itu bukan kewajiban bagimu, tapi hanya tawaran
19. Pati mempunyai banyak kebudayaan.
20. Kamar mandinya ada di sebelah ~~kamarku~~ kamar orang tua ~~ku~~
21. Orang yang meninggal menderita Tuberculosis
22. Tempat menarik yang lain di sini
23. Ini adalah kuburan yang pertama di dalam lubang alam
24. Patung itu juga sangat mahal di luar
25. Mereka juga menyembelih babi
26. Mereka hanya berjalan di puncak gunung

1. the teacher not here
2. I'm interested with it because it has beautiful colors
3. Another place interesting here
4. The body my cat very small
5. I first met her on this campus
6. They still close relatives
7. Because the country side, they don't have like ice box like people in the city
8. I am not a person who loves a plants
9. So this one that I mean statue the man
- 10.
11. this ceremony around one year ago
12. there a couple of hanging caskets in this place
13. But you know that we have so many place in Malinao
14. They slaughter two goat
15. There are two cave under there

1. Guru tidak ada disini
The teacher is not here

16. So we can see here some of the statues
17. That is lake
18. That is not obligation for you but just offering
19. Pati has a many cultures
20. The bathroom is next of my Parent's room
22. Another place interested here
23. This is the first grave in the hole natural
24. The statue is also really expensive on the outside
25. They slaughter also pig
26. They ~~only~~ walk on the top of the mountain
21. The dead person suffered by Tbc

artinya

INSTRUMENT PENELITIAN

1. Guru tidak ada disini
The teacher is not here
2. Saya tertarik karena warnanya indah.
I'm interested because the colour is pretty
3. Tempat menarik lainnya disini
Another interesting place here
4. Tubuh kucing saya sangat kecil
My cat's body is really small
5. Pertama kali saya bertemu dengan dia (perempuan) di kampus ini
First time I met ~~her~~^{her} is in this campus
6. Mereka masih keluarga dekat
They are still close family
7. Toraja ke Makassar menghabiskan waktu setengah hari
Toraja to Makassar takes half of the day
8. Saya bukanlah orang yang menyukai tanaman
I am not someone who likes plants
9. Jadi yang ini maksudku patung pria
So this is what I meant by male statue
10. Karena di daerah pedesaan, mereka tidak memiliki kotak es seperti orang di kota
because in the country side, they do not have ice box like people in the city
11. Pesta ini satu tahun yang lalu
This party was a year ago
12. Ada beberapa kuburan gantung ditempat ini
There are several hanging graveyard in this place
13. Tetapi anda tahu bahwa kami memiliki banyak tempat di Malino
But you know that we have many places in Malino
14. Mereka menyembelih dua ekor kambing
They slaughter two goats
15. Ada dua gua dibawah sana
There are two caves down there
16. Nah, dari sini kita bisa melihat beberapa patung
So, ~~from here~~ we can see several statues from here

17. Itu adalah sebuah danau

it is a lake

18. Itu bukan kewajiban bagimu, tapi hanya tawaran

it is not an obligation for you, ^{but} just an offer

19. Pati mempunyai banyak kebudayaan.

Pati has many ~~set~~ cultures

20. Kamar mandinya ada di sebelah ~~kamar~~ kamar orang tuaku

The bathroom is next to my parents' ~~room~~ room

21. Orang yang meninggal menderita Tuberculosis

The person who is dead suffered from Tuberculosis

22. Tempat menarik yang lain di sini

another interesting place is here

23. Ini adalah kuburan yang pertama di dalam lubang alam

This is ~~a~~ first grave in the hole nature

24. Patung itu juga sangat mahal di luar

That statue is also really expensive outside

25. Mereka juga menyembelih babi

They also slaughter pigs

26. Mereka hanya berjalan di puncak gunung

They only walk in the mountain top

Bea

INSTRUMENT PENELITIAN

1. Guru tidak ada disini
The teacher isn't here
2. Saya tertarik karena warnanya indah.
I was attracted because of the beautiful color
3. Tempat menarik lainnya disini
Another interesting place here
4. Tubuh kucing saya sangat kecil
My cat's body is very small
5. Pertama kali saya bertemu dengan dia (perempuan) di kampus ini
The first time I met her was on this campus
6. Mereka masih keluarga dekat
They are still close family
7. Toraja ke Makassar menghabiskan waktu setengah hari
Toraja to Makassar takes half day
8. Saya bukanlah orang yang menyukai tanaman.
I'm not a plant person
9. Jadi yang ini maksudku patung pria
So what I mean by this is a statue of a man
10. Karena di daerah pedesaan, mereka tidak memiliki kotak es seperti orang di kota
Because in rural area, they don't have ice box like people in city
- ✓11. Pesta ini satu tahun yang lalu
This party was on year ago
- ✓12. Ada beberapa kuburan gantung ditempat ini
There are several hanging graves in this place
13. Tetapi anda tahu bahwa kami memiliki banyak tempat di Malino
But you know that we have many place in Malino
14. Mereka menyembelih dua ekor kambing
They slaughtered two goats
15. Ada dua gua dibawah sana
There are two caves down there
16. Nah, dari sini kita bisa melihat beberapa patung
Well, from here we can see some statue

17. Itu adalah sebuah ~~danau~~ ^{lake} ✓
It is a ~~lake~~ ^{lake}
18. ~~Itu bukan kewajiban bagimu, tapi hanya tawaran~~ ✓ ~~Saya membeli~~ ~~pasat~~
~~It is not an obligation for you, but only an offer~~
19. Pati mempunyai banyak kebudayaan.
Pati has many cultures
20. Kamar mandinya ada di sebelah kamarku kamar orang tua.
The bathroom is next to my room, my parents' room
21. Orang yang meninggal menderita Tuberculosis
The deceased person suffered from tuberculosis
22. Tempat menarik yang lain di sini
Another interesting place is here
23. Ini adalah kuburan yang pertama di dalam lubang alam
This is the first grave in a natural pit
24. Patung itu juga sangat mahal di luar
The statue is also very expensive outside
25. Mereka juga menyembelih babi
They also slaughter pigs
26. Mereka hanya berjalan di puncak gunung
They only walk on mountain tops

Appendix 2 List of Question

List of Question

1. What semester you study tenses?
2. How far have you understood the tenses material?
3. Do you consider the grammar correctly when translating?
4. Do you think you know a lot of rules of English but cannot express it properly through writing?
5. Do you transfer rules from your mother tongue as Indonesian Language to English?

