CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a system that consist of the development, acquisition, use of complex system of communication. Wibowo (2003) states language is a system of symbols that are meaningful and articulate sound (generated by said tool) that are arbitrary and conventional, which is used as a means of communication by a group of men to give birth to feelings and thoughts (Wibowo : 2003). In the study of Linguistics, language is defined as a system of spoken or written symbols that human beings as a means of communication in the form of sound.

English language is the important language because it becomes the international language and becomes the most important language that used by people in many around the world. English is the first foreign language in Indonesia. It is learned by the students in every school level, from elementary levels until university level. They learn English twice or more a week. They realize that English is an important language, so they need to learn and master English well. In the State University for Islamic studies Sultan Maulana Hasanuddin Banten majoring English department, English as Foreign Language. Therefore, It is very important study that should be learned by students.

In general, the goal of teaching English at school is students are able to communicate using English both oral and written. In line with the goal, teaching English at Junior High School is to support the mastery and development of four skills: (1) listening; (2) speaking; (3) reading; and (4) writing. Writing is one of skills in learning a new language that is learnt by students beside listening, speaking, and reading. Writing help students to produce grammatically correct and organize student's ideas.[1]

According to statement above, the researcher would be focused on analysis error in writing skill. Errors in foreign language teaching especially in English are the cases which are difficult enough to avoid. Learners produce errors because they have not understood the target language system Error analysis is a important method to analyze what the students error of writing. From this research, the researcher hopes the students can correct their writing and the teacher to be able to help the students to solve the students' errors.

Many mistakes made by students in writing. Such as, addition in sentences that should not include. Omission in sentences is omit word that should present in sentence. Misinformation is the wrong form in word that should be present in sentence. Misordering is incorrect placement of sentence structure. Seen from these mistakes the researcher sure that surface

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[1] Merchelina Lucy Astheri, Dahlan Rais, Teguh Sarosa, *Improving Student's Writing skill by using Think Pair Share (TPS),* (Surakarta : Unpublished Researh), 18 retrived on https://www.neliti.com/id/publications/6047/improving-students-writing-skill-by-using-think-pair-share-tps

taxonomy strategy have to use for analyzing the students' writing, because this strategy is significant.

Based on the researcher's mini research in final test of Psycholinguistic. The Researcher categorizes the errors of made by students in State Islamic University Sultan Maulana Hasanuddin Banten majoring English Department Education and Teacher Training Faculty based on general linguistic categories (for example, the skeleton of English clauses, the auxiliary system, passive sentence, temporal conjunctions, and sentential complements). So that, the Researcher uses A Surface Taxonomy of Errors for analyzing Writing Recount Text.

In addition, the researcher finds the psycholinguistic sources of Errors. There are two psycholinguistic sources of errors, they are Errors (based on students competence) and Mistake (based on students performance). The differences between errors and mistake are Errors caused by students mind such as transfer (mother tongue), intralingual (second language), unique (induced). Whereas mistake caused by students memory such as processing problems, and communication strategies.

So that, the Researcher wants to research the students in State Islamic University Sultan Maulana Hasanuddin majoring English department in second semester, the research untitled "An Error analysis on Surface Taxonomy Strategy in writing Recount Text (A Case Study at

second Semester of State Islamic University Sultan Maulana Hasanuddin Banten, Majoring English Department).

B.   Statements of the Problem

The Writer in this research is eager to identify:

1.   What are the categories of Errors made by students at second semester majoring English Department at State Islamic University Sultan Maulana Hasanuddin Banten in writing   recount text?

2.   What are the Psycholinguistic sources of Errors made by Students at second semester majoring English Department at State Islamic University Sultan Maulana Hasanuddin Banten in Writing Recount Text?

C.   Objectives of The Study

1.   To classify the categories of Errors made by students at second semester majoring English Department at State Islamic University Sultan Maulana Hasanuddin Banten in Writing   Recount Text

2.   To analyze the Psycholinguistic sources of Errors made by students at second semester majoring English Department at State Islamic University Sultan Maulana Hasanuddin Banten in Writing Recount Text

D.   The Significant of the Study

The result of this research will be able provide the information in detail what the teacher should do to help the students in writing recount text

well. By knowing the students' errors in writing recount text, the teacher will be able to provide the more concern in students' writing. The teacher also should knowing what the weakness of students' writing.

The result of this research also will be useful for students for studying from the errors in writing recount text. By knowing the students' errors in writing recount text, the students' will be able to know what are the Error made by them, and They can arrange their writing.

For the writer, the result of this research will give new knowledge about the errors of writing recount text and psycholinguistic errors that made by students. The last is for the other researchers who would like to conduct the same issue of this research can find out the additional information and references through reading this research.

E.   The Limitation of Study

Because this research is too wide, writer limits this research by focusing on analyzing errors Surface taxonomy strategy in recount text writing at the fourth semester of English Department State Islamic University Sultan Maulana Hasanuddin Banten.

F. Previous Study

There are some previous studies conducted the use of difficluties of writing.

1. **An Error Analysis on The Surface Strategy in Descriptive Text Writing made by The Eight Grade Students of SMPN 1 Mojolaban.[2]**

   The first previous study of this research arranged by Nungki Aninditya Melia A, Ngadiso, Hefi Sulistyawati. The result of this research says "that the students have difficulties in omission, addition, misformation, and misordering. Most of students tend to make errors of omission.

   Nungki's research is diffirent from this research. She uses narrative text to analyse the error. Beside different text her research is not focus to psychological error. There are similarity with this research that is use to surface taxonomy to analyze the error made bay students in the text.

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[2] Nungki Aninditya Melia A, Ngadiso, Hefi Sulistyawati, *An Error Analysis on The Surface Strategy in Descriptive Text Writing made by The Eight Grade Students of SMPN 1 Mojolaban,* (Surakarta : Published Research), 86, Retrieved on https://www.neliti.com/id/publications/60939/an-error-analysis-on-the-surface-strategy-in-descriptive-text-writing-made-by-the

2. **An Error Analysis Students' Writing of Hortatory Exposition Text (A Case Study at the Second Grade Students of SMAN 6 Kota Serang)[3]**

    The second previous study of this research is arranged by Kuswati. Her register number is 122301207. This research shows an error analysis on students' writing of Hortatory Exposition Text. The result of this research say the students write on hortatory exposition text were occurred many errors. The most common types of errors were omission of grammatical morphemes.

    Kuswati's research is different from this research. It has the way to error analysis in writing generally. Beside the different way that used by her, she also use different text with this research that is Hortatory Exposition Text. There are similarity with this research that is her research use one of the way to analyze the text by surface taxonomy strategy.

3. **Grammatical Error Analysis in Students' Recount Text (A Case study of the Twelfth Year Students of SMAN 1 Slawi, Tegal in the Academic Year 2006-2007)[4]**

    The third previous study of research is arranged by Toni Haryanto. His register number is 2201402050. From the research he

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[3] Kuswati, *An error analysis on students' writing of Hortatory exposition text (a case study at the second grade students of SMAN 6 Kota Serang),* (Serang : Unpublished Paper) 2016, ii
[4] Toni Haryanto, *Grammatical Error Analysis in Students' Recount Text (A Case study of the Twelfth Year Students of SMAN 1 Slawi),* (Tegal, Unpublished Paper, 2016), ii

conclude The grammatical errors were classified in to seven groups. The students errors in producing verb group, errors in subject-verb agreement, errors in the use of articles, errors in the use of prepositions, errors in noun pluralization, errors in the use of pronouns, and errors in the use of conjunctions.

Toni's research is different from this research. It has focus to analyze seven group of grammatical errors that is part of speech. There is the similarity from this research that is use recount text for analyzing.

G. The organization of Writing

The Researcher will be arranged with three chapters and every chapter has some points the explain the chapter.

Chapter 1 is Introduction. This chapter has some contents; these are Background of the study, Statement of the Problem, Objective of the study, the Significant of the study, the limitation of the study, and writing Organization.

Chapter 2 is Theoretical Frameworks. This chapter consist of the theories from some experts who have conducted the research related to this research. These are Writing, Error Analysis, Surface Taxonomy Strategy, Recount Text, and Psycholinguistic sources of Errors.

Chapter 3 is Research Methodology. This chapter consist of the methodology that writer going to use in conducting this research. These are

The Research Method, the Site and Time of Study, Subject of the Research, The Technique of Data Collecting, and The Technique of Data Analyzing.

Chapter 4 is Result and Discussion. This chapter consist of the result of the research. These are data description, data analysis and interpretation of result.

Chapter 5 are Conclusions and Suggestion.

CHAPTER II

THEORETICAL FRAMEWORK

A. Writing

1. Definition of Writing

Writing is one of important English skill. With writing we can express what on our mind and we can communicate to other people. Our good ideas can be delivered to everybody in this world by writing. Allah SWT said in one of ayat Al - Qur'an about writing :

ن ۚ   وَالْقَلَمِ   يَسْطُرُوْنَ ۚ

Nun. By the pen and what they write (QS. Al Qalam : 1)[5]

As a productive skills, writing skill is not like speaking and listening as a receptive skills. Writing is the most difficult skills, it is not only need some vocabularies, writing also need grammatically correct, cohesion and coherence paragraph, and even need dictionary for making the good writing. As Harmer (2004) statements "writing is often not time-bound in the way conversation is. When write, certainly students more often have more time to think than they do in oral activities, they can go through what

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[5] Shehnaz Shaikh, Kausar Khatri *The Glurious Quran word – for word Translation to facilitate learning of Quranic Arabic,* (New Delhi : Alhuda Publications, 2007), 797

they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them.[6]

2.   Process of Writing

Making a good writing we must know what the important process of writing. There are four processes to make a good in writing. According to Raimes (1993) mentions, there are; 'writing for learning (with prewriting, drafts, revisions, and editing).[7]

a.   Prewriting

Prewriting is the first step in creating a successful essay. Whether you are handed a topic, must come up with one on your own, or writing by force, taking the time to focus and shape your thoughts will result in better final product. There are five strategies of prewriting; freewriting, Brainstorming or listing, Concept mapping/webbing, Taking stock with the 5 WS, reading a good writing.[8]

b.   Writing a first draft (Drafting)

A draft is an early version of a piece of writing. Most of us can not compare anything well at the first try. We must write and rewrite. These initial efforts are called drafts, in distinction from the final version. As a rule, the more you draft, the better result. For drafting, the best advice is :

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[6] Jeremy Harmer, *How to Teach Writing*, (Essex : Pearson Education Limited, 2004), 31.
[7] David Nunan, *Second Language Teaching & Learning,* (Boston: Newbury House Teacher Development), 273
[8] Lauren Starkey, *How to write Great Essays,* (New York : Learning Express, 2014), 2-6

keep going and don't worry about small mistakes. A draft is not the end product; it is tentative and imperfect.[9]

c.   Revising

Revising having the meaning rewrite a paper, building on what has already been done, in order to make it stronger. There are three stages to the revising process : Revising content, Revising sentences, Editing[10]

d.   Editing

Reflecting and revising are often helped by other readers (or editors) who comment and give suggestion. Another reader's reaction to a peace writing will help the author to make appropriate revision.[11]

3.   Types of Writing

a.   Literary

Literary texts include Aboriginal Dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes and soap operas. There are three main text types in this category:

1)   Narrative

Narrative text types tells a story using spoken or written language. It can be communicated using radio, television, books, newspapers or

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[9] Thomas S. Kane, *The oxford Essential Guide to Writing,* (New York: Berkley Books, 2000), 35

[10] John Langan, *Collage Writing Skills with Readings,* (New York: McGraw-Hill, 2015), 33

[11] Jeremy Harmer, *How to teach Writing,* (Essex: Pearson Education Limited, 2004), 5

computer files. Pictures, facial expressions and camera angles can also be used to help communicate meaning.

2) Poetic

Poetic text types express feelings and impressions of life.

3) Dramatic

Dramatic text types use acting to communicate ideas and experiences. Drama can be spoken or written.

b. Factual

Factual tests include advertisements, announcements, internet web sites, current affairs shows, debates, recipes, reports and instructions. They present information or ideas and aim to show, tell or persuade the audience. The main text types in this category are :

1) Recount

Recount is the text that retells past events, usually in the order in which they happened. The purpose of a recount is the audience are given a description of what occurred and when it occurred.

2) Response

The response text is a person's response or action to another text (a book, film, play, poem and so on). It gives a description of the work and judgement.

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3) Explanation

The explaining text type tells how or why something occurs. It looks at the steps rather than the things. The purpose of explanation is to tell each step of the process (the how) and to give reasons (the why).

4) Discussion

The discussion text type gives the for and against, the positive and negative, or the good points and the bad points. The purpose of a discussion is the audience are presented different opinions on a topic and, at the end, your opinion.

5) Information report

Information report is a piece of text that presents information about a subject. An information report usually contains facts about the subject, a description and information on its parts, behavior and qualities

6) Exposition

Exposition is a piece of a text that presents an issue. The purpose of an exposition text is to persuade the reader or listener by presenting one side an argument.

7) Procedure

Procedure is a piece of text that give us instructions for doing something. The purpose of a procedure text type is to explain how something can be done.[12]

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[12] Mark Anderson and Kathy Anderson, *Text Types in English,* (Macmillan), 1–122

4.   Teaching Writing

Brown (2008) states teaching "… showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know understand'. So, Brown add the definition that "… Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning."[13] Based on definition above the researcher can define that teaching is guiding someone to know and add knowledge about everything.

According to Richard and Renandya (2002) that writing is one of the most difficult skill for L2 learners to master it. The skills involved in writing highly complex. Richard and Renandya (2002) state that "so many conflicting theories around and so many implementation factors to consider, planning and teaching a course in writing can be daunting task."

For being a good teacher, certainly, the teacher must prepare before doing teaching according to Richard and Renandya (2002) there are ten steps in planning a writing course and training teachers of writing they are:

a.   Ascertaining goals and institutional

Before teaching, the teacher has to ascertaining the goals of learning what are the institutional constraints. It can be indicator in teaching.

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[13] H. Doughlas Brown, *Principles of Language Learning and Teaching* (4th .ed). (New York : Adison Wasley Longman, 2008), 7

b. Deciding on theoretical principles

The Teacher decide theoretical principles to emphasize in the classroom is not just a practical matter of choosing an activity to fill the next day's lesson plan.

c. Planning content

Before teaching, the teacher has to make planning what the content of writing classes should be, and teachers use any or all of the following : personal experience, social issues, cultural issues, literature, or the content of other subject areas.

d. Weighing the elements

The Teacher has to form priorities and weight the elements according to students needs and our own philosophy.

e. Drawing up the syllabus

Before teaching, the teacher should be make a syllabus. It is make easier when the teacher will teach.

f. Selecting materials

To open up the classroom to share experiences, to topics to stimulate writing, teachers turn to other materials, such as videos, software, and books. The materials have to suitable as far as possible with the goals principles, content, and weighing that we have already decide on.

g.   Preparing activities and roles

The teacher has to prepare what will do in the class. Such as to make lesson plan, the tendency is for teachers to think about what they will be doing: presenting a lesson on editing a paragraph organization, guiding a class discussion on editing a student paper, and so on.

h.   Choosing types and methods of feedback

The teacher has a lot of decisions to make: will anyone respond, and what will be the method and type of response? So teacher must choose the appropriate method with the material in teaching for making the active class.

i.   Evaluating the course

The teacher use sentence tests and essay test to evaluate students' progress. They use the result of tests and their own reflective logs to evaluate their own success as a teacher.

j.   Reflecting the teacher's experience

In addition the teacher doing the stage above, the important one is ourselves and our experience. It can motivate student in writing.[14]

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[14] Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of current practice,* (New York : Cambridge University Press, 2002), 303

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5. The Purpose of Writing

According to Rodgers (2005)[15] and Penny Ur (1999)[16] there are many purpose of writing that :

a. Writing allows us to communicate at the distance, either at a distant place or at a distant time.

b. Writing can supplement our own memory.

c. Expression of Ideas

d. The conveying of massage to the reader;

6. The Problem of the Writing

There are two problem of writing made by students, they don't mastery grammar and vocabulary. According to Thornbury claimed (2002) "without grammar very little convey, without vocabulary nothing can be conveyed." Based on statement above the researcher can conclude, students have to mastery grammar rules (sentence structure, tense,…etc), and mastery vocabulary for solve the problem of writing.[17]

7. Assessing writing

As brown and knight (1994) state, assessment is at the heart of the students experience. Assessment is what students reagard as important, how the students spend their time and how they come to see themselves as

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[15] Henry Rodgers, *Writing systems: A Linguistic Approach,* (Oxford: Blackwell Publishing, 2005), 1

[16] Penny Ur, A Course in Language Teaching : Practice and Theory Trainee Book, (Cambridge: Cambridge University Press, 1999), 70.

[17] Rabehi Salima, *Measureof Eleminating EFL Students' Errors in Writing,* International Conference on Education and Educational Psychology (ICEEPSY), 2002.

students graduates. Put rather starkly that "if you want to change student learning then change the methods of assessment.

Assessment consist, essentially, of taking a sample of what students do, making inferences and estimating the worth of their actions. The simple may include the use of computers, writing essays, completing tests or checklists, solving problems and reporting their solutions.[18]The following table provides a part of assessing writing recount text.[19]

Table 2.1

Part of assessing writing recount text

Criteria to be assessed	Low performance	Good Performance	Very Good Performance
Text Organization	Doesn't use the correct text organization of recount text	Use the correct text organization but has not elaborated the idea	Use the correct text organization and with elaboration idea
Sentence formation	Use simple sentences	Begins to vary simple sentences and compound sentences	Use simple sentences, compound sentences and complex sentences correctly

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[18] George brown, Joanna Bull, and Malcolm Pendlebury, *Assessing student learning in higher education,* (New York : Routledge, 1997), 7-8

[19] RPP Bahasa Inggris Kelompok 2 PLPG Angkatan III, Tahun 2014 (Published Lesson Plane) https://images.app.goo.gl/o5bFF2t7GXiN4jUM9

Grammar	Too many mistakes	6 until 10 mistakes	Under 5 mistakes
Vocabulary	Basic vocabulary, less precise	Developed vocabulary	Purposefully chosen vocabulary
Mechanic	Some errors with spelling and punctuation	Mostly effective use of mechanics; errors do not detract from meaning	Effective use of capitalization, punctuation, and spelling
Tidiness and deadline	Write awkwardly, unreadable, submit late more than 60 minutes from the deadline	Write quite neatly, quite clear font, submit late 60 minutes from the deadline	Write neatly, clear font, submit the work in/on time

B. Recount Text

1. Definition of Recount Text

Fauziati (2014) asserted that "text types are various text defined according to their primary social purpose." There are six main text types are identified, as follows: a) narratives which tells story usually to entertain, b)

recount (personal, factual) which tells what happened, c) information reports provide factual information, d) instructions tell the listener or reader what to do, e) explanations explain how or why something happens, and f) expository texts present or argue viewpoints. Hence, The Researcher focused on writing recount text.[20]

Recount text is one of the text genres that the students learn. This text is written with the purpose to inform the readers or people about something that happens in the past. It can be experiences and events. The purpose of a recount text is to list and describe past experiences by retelling events in the order in which they happened.[21]

2. The Generic Structure of Recount Text

The recount text type retells past events, usually in the order in which they happened. The steps for constructing a written recount are:

a. A first paragraph that gives background information about who, what, where and when (called orientation)

b. A series of paragraphs that retell the events in the order in which they happened

c. A concluding paragraph (not always necessary)

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[20] Tri Agustina, *Error Analysis in Writing Recount Text,* (Surakarta, 2016), 82, Retrieved on http://journals.ums.ac.id/index.php/JoLLIET/article/view/2122
[21] Doni Ramli, dll, *An Analysis on Students' Errors in Writing Recoun Text,*(Prodi Bahasa Inggris, FKIP Universitas Tanjungpura)

3.   The Language Features of Recount Text

The language features usually found in a recount are:

a.   Proper nouns to identify those involved in the text

b.   Descriptive words to give details about who, what, when, where, and how

c.   The use of the past tense to retell the events

d.   Words that show the order of events (for example, first, next, then).[22]

In this research, the researcher choose recount text for analyzing errors because recount text is the one of text that studied by students in second semester. Besides that, the researcher choose recount text for analyzing because the students do many mistakes in making the text.

C.   Error Analysis

Errors in foreign language teaching especially in English are the cases which are difficult enough to avoid. Learners produce errors because they have not understood the target language system. According to Richards and Brown in Nungki Aninditya Meilia A, at el, that error analysis is the study of errors made by the second and foreign language learners and the processes to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner. In order to have proper analysis of the students' language, it needed to differentiate between errors and mistakes. Richards states that an error is a term to refer to the systematic errors of the learner from which we are able

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[22] Mark Anderson and Kathy Anderson, *Text Types in English,* (Macmillan, 2003), 50

to reconstruct his knowledge of the language to date. Meanwhile, mistake is made by learners when they are writing or speaking.[23]

According to Dulay et al (1982) mentioned " that the term 'error' to refer to a systematic deviation from a selected norm or set of norms. Error analysis is useful in second language learning because this will reveal to us- teachers, syllabus designers and textbook writers and the problems areas. It can used to design remedial exercises and focus more attention on the trouble spots. Richards et al (1992) mentioned the study of errors are used in order to (1) identify strategies which learners use in language teaching (2) identify the causes of learners' errors, and finally (3) obtain information on common difficulties in language learning as an aid to teaching or in development of teaching materials (cited in Khansir 2008)[24] from the utterances above the researcher can conclude if analysis error is the important way to identify what the students' linguistic difficulties and needs in language.

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[23] Nungki Aninditya Melia A, Ngadiso, Hefi Sulistyawati, *An Error Analysis on The Surface Strategy in Descriptive Text Writing made by The Eight Grade Students of SMPN 1 Mojolaban,* (Surakarta : Published Research), 37, Retrieved on https://www.neliti.com/id/publications/60939/an-error-analysis-on-the-surface-strategy-in-descriptive-text-writing-made-by-the

[24] Ali Akbar Khansir, *Error Analysis and Second Language Acquisition,* (Iran : Academy Publisher Manufacted in Finland, 2012) 1029

D.   **Surface Taxonomy Strategy**

1.   Definition of Surface Taxonomy Error

There are many errors in writing recount texts. Based on an Alternative to linguistic classification of errors in to use a surface strategy taxonomy. A surface strategy taxonomy highlights the ways a surface structures are altered: Learners may omit necessary items or add unnecessary ones; they may misform items or misorder them. Analyzing errors from a surface strategy perspective holds much promise for researchers concerned with identifying cognitive processes that underlie the learner's reconstruction of the new language. It also makes us aware that learners' errors are based on some logic. Thay are not the result of laziness or sloppy thinking, but of the learner's use of interim principles to produce a new language.[25]

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[25] Heidi Dulay, *Language two,* (New York: Oxford University Press, 1982), 150

2.   Classification of Surface Taxonomy Strategy

        The following table provides a part of the total taxonomy together
with examples of each category.[26]

Table 2.2

Classification of Errors on Surface Taxonomy Strategy

Category	Description	Example
Omissions	The absence of an item that must appear in a well–formed utterance	She sleeping
Additions	The presence of an item that must not appear in well – performed utterance	We didn't went there
Misinformation	The use of wrong form of the morpheme or structure The use of the wrong form	The dog ated the chicken
Misorderings	The incorrect placement of a morpheme or group of morphemes in an utterance	What daddy is doing

E.   Psycholinguistic sources of Errors

        Psycholinguistic sources concern the nature of the L2 knowledge
system and the difficulties learners have in using it in production.   In

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[26] Ila Amalia, *Psycholinguistics an Introduction,* (Dinas Pendidikan Provinsi Banten :
2013), 105

general, SLA research has attended only to the first of these. The following tableshows the different psycholinguistic sources being discussed.

Table 2.3

Classification of Psycholinguistic Sources Errors

Errors	
Competence (errors)	Performance (mistake)
• Transfer	• Processing problems
• Intralingual (overgeneralization, transitional competence)	• Communication strategies
• Unique (induced)	

From table above we can know what the factor of errors made by students. there are two errors, the first is errors, source of errors from the ignorance at all against something. Errors divided to three points, those are Transfer (from mother tongue), intralingual (from second language, overgeneralization, and transitional competence), and Unique (from induced).

The Second is mistakes, source of mistakes is pure of mouth error. The students know about something but they carry out processing problems. Mistakes divided to two points, those are processing problems (the example the students forget about form of tenses), and communication strategies (there is miscommunication).

The relation of Classification of psycholinguistic sources of Errors with this research is knowing what the students problem cannot write recount text well. From this classification too we can know what the students really do not about the component of writing recount text or they know but forget about component of recount text.

CHAPTER III

RESEARCH METHODOLOGY

A.   The Research Method

In this research, the researcher uses Qualitative research in error analysis of writing recount text based on surface taxonomy strategy. Based on C. R Kothari (2004) in research Methodology definition of Qualitative research is concerned with qualitative phenomenon, phenomena relating to or involving quality or kind, investigating the reasons for human behavior. Qualitative is also especially important in the behavioral sciences where the aim is to discover the underlying motivates of human behavior. Through such research can analyze the various factors which motivate people to behave in a particular manner or which make people like or dislike particular thing.[27]

Many definition of case study according to expert : The study of the speech, writing or language use of one person, either at one point in time or over a period of time, e.g. the language acquisition of a child over a period of one year (Richards, Platt, and Weber : 1985). "… the qualitative case study can be defined as an intensive, holistic description and analysis of a single entity, phenomenon, or social unit. Case studies are particularistic,

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[27] C. R. Kothari, *Research Methodology methods & Techniques,* (New Delhi : New Age International, 2004), 3

descriptive, and heuristic, and rely heavily on inductive reasoning in handling multiple data sources''.[28]

B. The Site and Time of Study

This research is conducted on the second semester students of English Education Department, State Islamic University Sultan Maulana Hasanuddin Banten in academic year 2018/2019.

This Research is conducted on the first year 2019 after the students facing the holiday in whole semester.

C. Subject of the Research

The subject of the research in second semester students of English Department. There five classes those are TBI 2 A, TBI 2 B, TBI 2 C, TBI 2 D, and TBI 2 E. From this total of students is too large the researcher will take only one class from five classes that is in TBI 2 A. in TBI 2 A There are 39 students, and the researcher follow enclose 22 students of TBI 2A in this research, because whole students do not attend the class.

D. The Technique of Data Collecting

The Researcher uses primer data that got from sample or respondent directly. Therefore the researcher will use test and open ended questionnaire for collecting the data.

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[28] David Nunan, *Research Methods in Language Learning,* New York : Cambridge University Press, 1992, 76 - 77

1. Test

According to Brown (2003) "Test, in simple terms, is a method of measuring a person's ability, knowledge, or performance in a given domain."[29] The researcher gives a paper to the students in a topic about unforgettable experiences to make recount text. Test is one of important material in this research.

The researcher gives test in a writing prompt with a scoring rubric. A test measures an individual's ability, knowledge, or performance. The students need to understand what is their previous experiences and background. The researcher only gives two questions they are :

1) The students have to write the recount text with topic determined 60 minutes

2) The students have write the recount text with the theme "unforgettable experiences" and to choose one of the topics below :

a) best experiences

b) The embarrassing moments

c) The Achievement established

The researcher chooses these three topics because it contain substances that related to past tense, generic structure of recount text, and

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[29] H. Douglas Brown, *Language Assessment : Principles and Classroom Practice Classroom Practice* , (USA: Longman.Com,2003), 3

Language feature of recount text. The researcher thinks these topic are suitable to this research.

The aims of this test are, the first make easier to researcher for collecting the data, and the test will be organize. The second make the easier of the researcher an focus only one topic for measuring and analyzing of students' errors.

In analyzing the error, result of test is count as follows:

a. Counting writing assessment:

Total score
Final Score = total Score : (devided by) 6

b. Counting the percentage by using scoring rubric of surface taxonomy strategy table.

$$P = \frac{F}{N} \times 100\%$$

P = the number of percentage

F = the frequency of participants' answer

N = number of samples

c. Describing the data from the test

2. Questionnaire

According to Brown in Nunan (2009) "Questionnaire is any written instruments that present respondents with a series of question or statements to which they are to react, either by writing out their answer or selecting from among existing answer."[30] The researcher will give questionnaire sheet to the students to answer the question from the researcher to find out the source of error.

The form of questionnaire that researcher used is closed ended Questionnaire (of the type 'yes' or 'no').[31] The aims of closed ended questionnaire is for making the respondent easy to answer the researcher's question and make the easier for analyzing data to researcher. The Question of questionnaire consist of ten Questions, the researcher's aim is for getting the reason about how the students write errors in writing recount text.

In analyzing the questionnaire, result reliability of questionnaire is count as follows:

a. Counting the percentage by using

Yes answer = 1

No answer = 0

Converted in percentage =

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[30] David Nunan, *Exploring Second Language Classroom Research : A Comprehensive Guide*, (Canada : Heinle, Cengage Learning, 2009), 126

[31] C. R. Kothari, *Research Methodology methods & Techniques,* (New Delhi : New Age International, 2004), 101

Yes answer = 1 x 100% =100%

No answer = 0 x 100% = 0% (so no need counted)

The calculation yes answer from questionnaire =

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

P=percentage

a= average

n= number of cases(total frequent / total individual)

b. Describing the data from the questionnaire

E.   The Technique of Data Analyzing

In this research, the researcher will use Descriptive Analysis. Sugiono (2013) state Descriptive formulation of Problem is one of Formulation problem that guide the researcher to explore and photograph a social situation that will be researched clearly, widely, and deeply.'[32] The state above supported by Khotari (2004) ''Descriptive analysis is largely the study of distributions one variable. This study provides us with profiles of companies, work groups, persons and other subjects on any of multiple of characteristics such as size. Composition, efficiency, preferences, etc.''[33]

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[32]Sugiyono, *Metode Penelitian Kombinasi (Mixed Methods),* (Bandung : Alfabeta, 2013), 290

[33] C. R. Kothari, *Research Methodology methods & Techniques,* New Delhi : (New Age International, 2004), 130

To make the easier data analysis, the researcher uses coding. The coding use by alphabeth in the error categories of test and question of questionnaire. Then, the researcher will find out the categories error from test and error sources of psycholinguistic from the questionnaire. Which sources surface taxonomy strategy. Then, the researcher will write down the result of categories error and answer of questionnaire based on the coding.

CHAPTER IV

RESULT AND DISCUSSION

A.   The Data Description of writing assessment

The researcher has assessed the students writing, and has calculated the number of each assessment. She draws the result of calculation into table and converting them into percentages. Then, she makes a pie chart based on the result. After that, she interprets the data after processing the result. This table below is the recapitulation of the writing assessment of recount text.

Tabel 4.1

Students' Writing Assessment

No	Students	Assessment Criteria						Total	average
		Text organization	Sentence formation	Grammar	Vocabulary	Mechanic	Tidiness and deadline		
1	AAF	7	7	8	7	7	8	44	7.3
2	IN	9	7	8	7	9	9	49	8.1

3	HA	7	7	9	7	7	7	44	7.3
4	SAE	9	9	9	9	9	9	54	9
5	NH	8	7	7	8	9	9	48	8
6	AIJ	7	8	7	7	9	8	46	7.6
7	KH	7	7	7	7	7	7	42	7
8	SIS	9	8	9	9	9	9	53	8.8
9	SAM	7	7	8	7	7	8	44	7.3
10	MI	8	7	8	7	9	9	48	8
11	SIA	9	9	9	9	9	9	54	9
12	AAP	9	9	9	9	9	9	54	9
13	YAM	9	9	7	9	8	9	51	8.5
14	ALN	9	9	9	9	9	9	54	9
15	DY	7	7	8	7	7	7	44	7.1
16	YA	9	9	7	7	7	9	48	8
17	NH	9	9	8	8	9	9	52	8.6
18	RPF	9	9	8	8	9	9	52	8.6
19	HIL	9	7	7	8	7	9	47	7.8
20	EAS	7	9	7	8	8	8	47	7.8
21	SR	9	9	9	9	9	9	54	9
22	SDF	7	8	9	8	7	9	48	8
Total		180	177	183	174	180	188	1077	
Percentage of Assessment Criteria		17%	16%	17%	16%	17%	17%	100%	

Based on the table above the researcher will be describe the result of students' assessment writing from the lowest criteria that is vocabulary until the highest criteria that is tidiness and deadline. The explanation as follows:

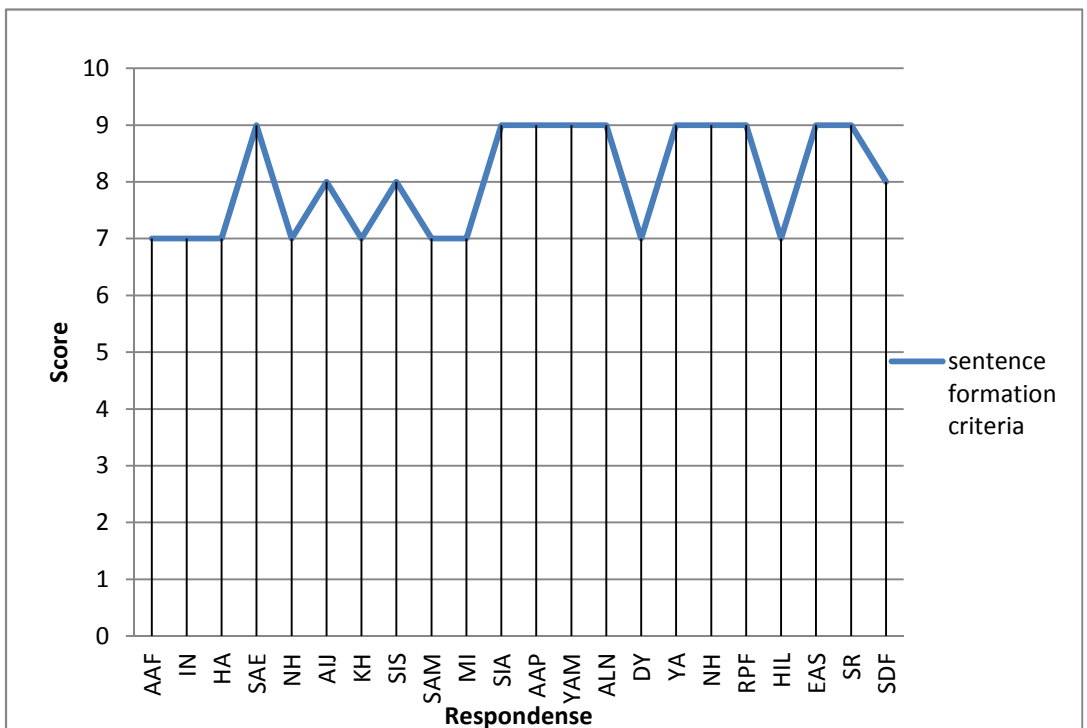1.   Vocabulary

Figure 4.1

Vocabulary criteria
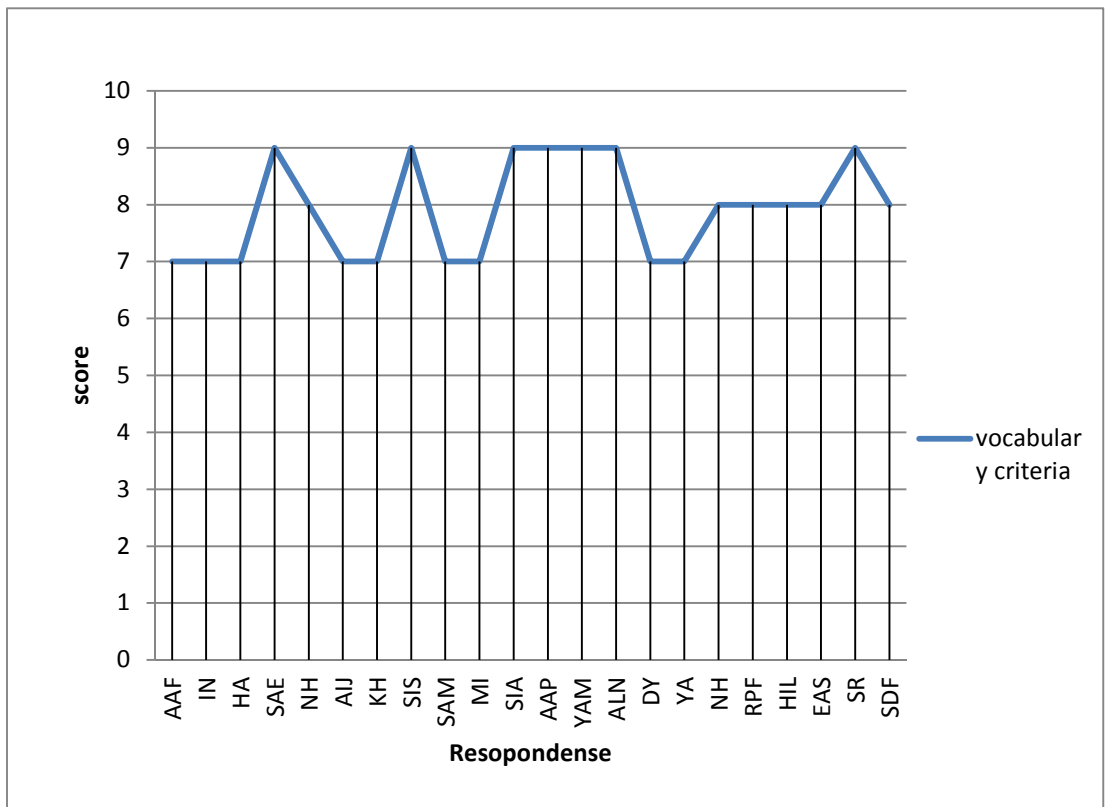
This criteria is the lowest assessment made by students. In this criteria there are three students such as: students' low performance is the students who use basic vocabulary, students' good performance is the

students developed vocabulary in writing, and students' very good performance is the students purposefully chosen vocabulary. There are nine students low performance those are AAF, IN, HA, AIJ, KH, SA, MI, DY, YA. There are six students' good performance those are NH, NH, RPF, HIL, EAS, and SDF. There are seven students' very good performance those are SAE, SIS, SIA, AAP, YA, ALN, SR. The researcher thinks that students have the problem on less vocabulary in writing. The example of the vocabulary criteria is "**angkot**" that should be **"public transportation"**

2.   Sentence formation

Figure 4.2

Sentence Formation Criteria

In sentence formation criteria there are three kinds of students such as: students' low performance is the students use simple sentence, students' good performance is the students begin to vary simple sentences and compound sentences, and students very good performance is the students use simple sentences, compound sentences and complex sentences correctly. There are nine students low performance those are AAF, IN, HA, NH, KH, SA, MI, DY, HIL. There are three students good performance in sentence formation those are AIJ, SIS, and SDF. There are ten students very good performance those are SAE, SIA, AAP, YA, AL, YA, NH, RPFEAS, and SR. The average of this criteria is students in second class is students sentence formation. The example of this criteria is most of students use the wrong formation like **"I went with my parents"** that should be **"My parents and I went".**

3.   Text Organization

Figure 4.3

Text organization criteria
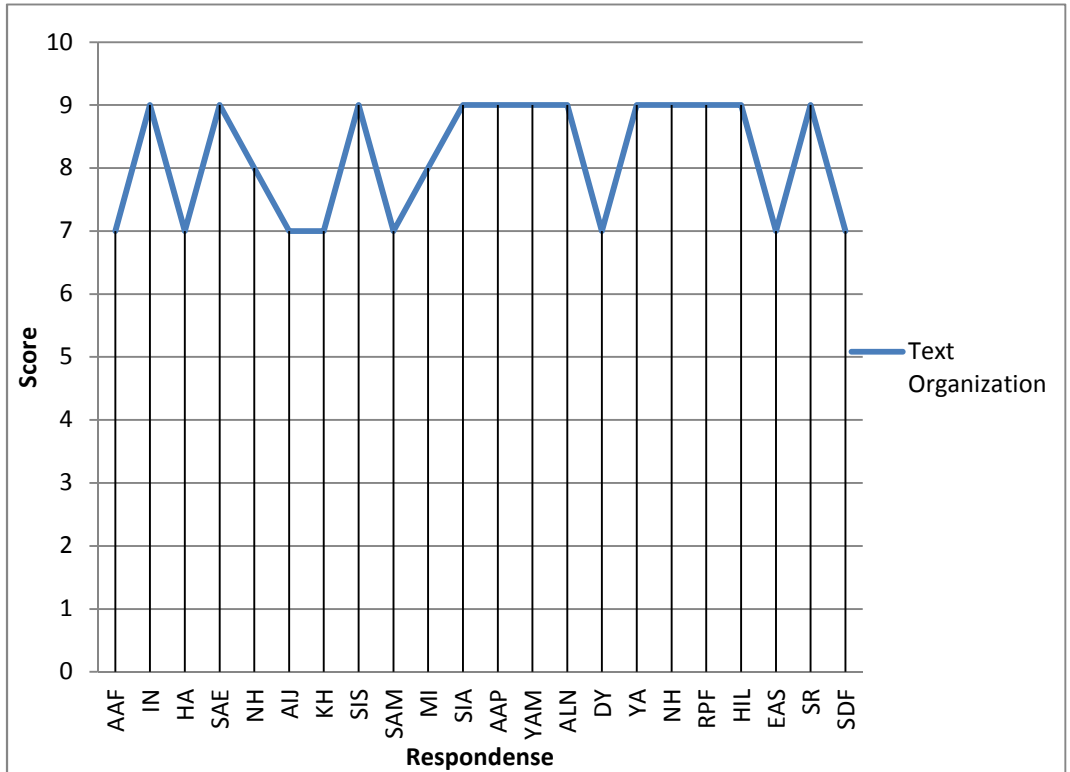
In this criteria there are three kinds of students such as: students' low performance is do not use the correct text organization of recount text, students' good performance is use the correct text organization but has not elaborated the idea, and students' very good performance is use the correct text organization and with elaboration idea. There are eight students low performance those are AAF, HA, AIJ, KH, SA, DY, EAS, and SDF. There are two students good performance those are NH, and MI. There are twelve students very good performance those are IN, SAE, SIS, SIA, AAP, YA,
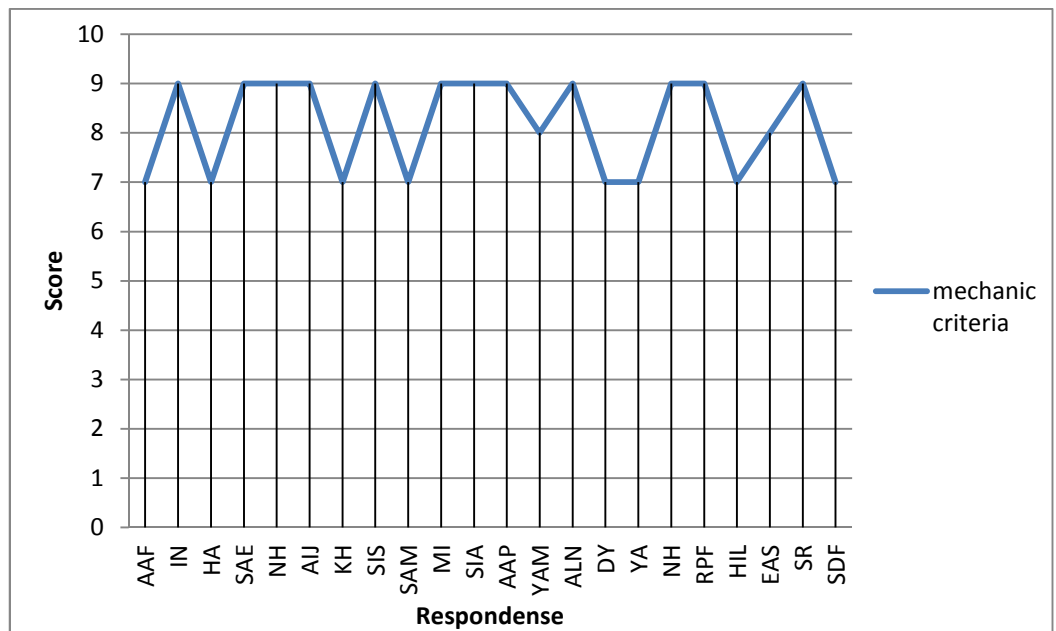
AL, YA, NH, RPF, HIL, SR. The researcher assumes the students more understanding in this criteria. The example of this criteria is the students not use the elaborated idea like the tittle is holiday but in discussion is about established achievement.

4. Mechanic

Figure 4.4

Mechanic criteria

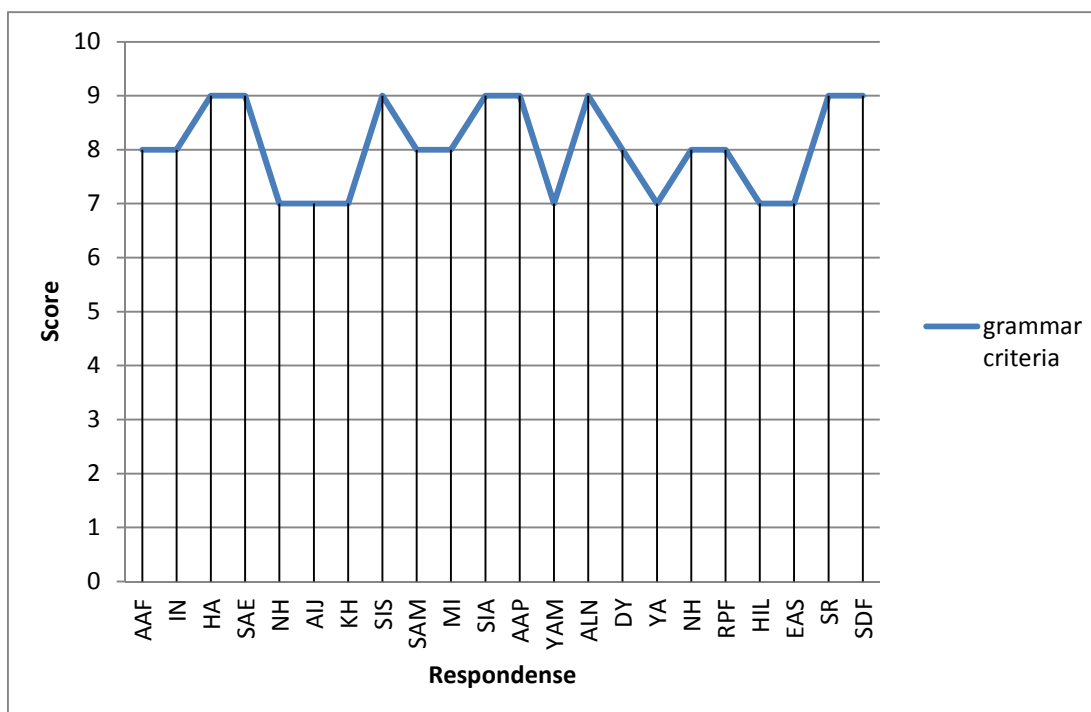In this criteria there are three kinds of students such as: students' low performance that are have some errors in using spelling and punctuation, students' good performance mostly effective use of mechanics; errors do not detract from meaning, and students' very good performance that effective use of capitalization, punctuation, and spelling. There are eight students low performance those are AAF, HA, KH, SA, DY, YA,

HIL, and SDF. There are two students good performance those are YA, and EAS. There are twelve students very good performance those are IN, SAE, NH, AIJ, SIS, MI, SIA, AAP, AL,NH, RPF, and SR. The researcher assumes that students have very good performance in mechanic criteria. the example of this criteria is **"Jakarta"** that should be "Jakarta"

5. Grammar

Figure 4.5

Grammar criteria

In grammar there are three kinds of students such as: students' low performance that they write too many mistakes, students' good performance is they have six until ten mistakes in doing the test, and students' very good

performance is the students have under five mistakes in writing. There are

seven students low performance those are NH, AIJ, KH, YA, YA, HIL, and

EAS. There are seven students good performance those are AAF, IN, SA,

MI, DY, NH, and RPF. There are eight students very good performance

those are HA, SAE, SA, MI, DY, NH, and RPF. Most of students in second

Class A include to students very good performance. The example of this

criteria is **"I never return"** that should be **"I never returned".**

6.   Tidiness and deadline

Figure 4.6

Tidiness and deadline criteria
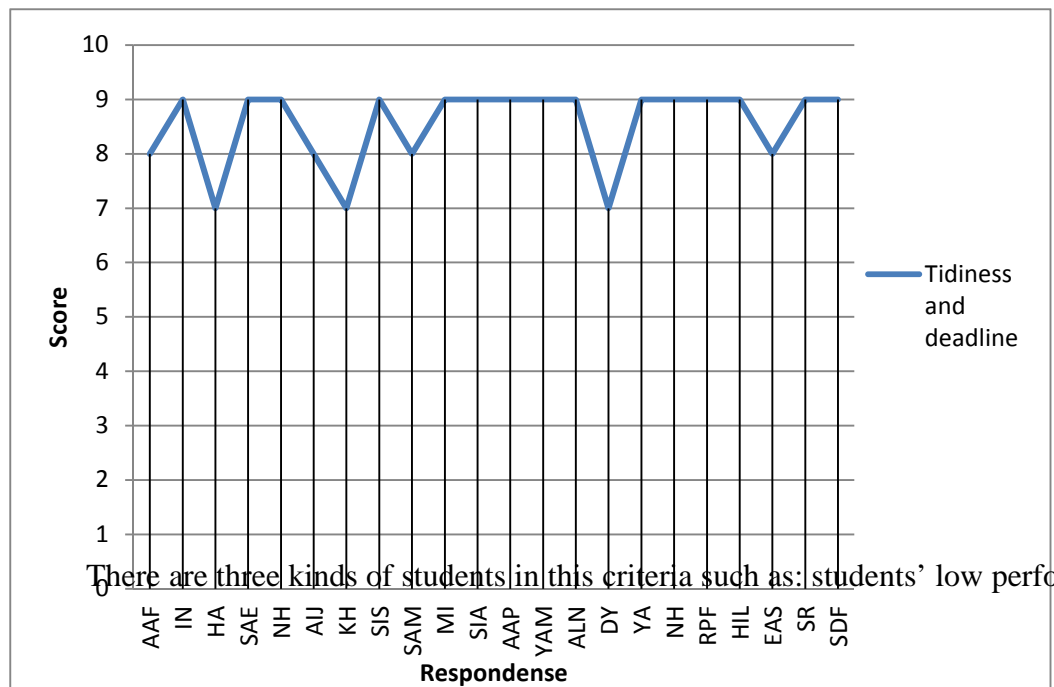
There are three kinds of students in this criteria such as: students' low performan

write neatly, clear font, submit the work in/on time. There are three students

low performance those are HA, KH, and DY. There are four students very

good performance those are AAF, AIJ, SA, and EAS. There are 15 students very good performance those are IN, SAE, NH, SIS, MI, SIA, AAP, YA, AL, YA, NH, RPF, HIL, SR, and SDF. Most of students in this criteria is the students suitable with the rule.

From the graphic above the researcher draws that from 22 students with the variety assessment. There are some students who categorized by three kinds of students: students' low performance, students good performance, and students very good performance. There are students' low performance those are seven students, with average 7 score. There are eight students which categorized by good performance with average 8 score. Then, the students' very good performance those are five students with average 9. So that, from the average the researcher concludes that the students of second class A categorized by students' good performance.

The recapitulation of students' writing assessment are convert into a pie chart. The pie chart covers the lowest until the highest rank as follow:

Figure 4.7

Assessment criteria
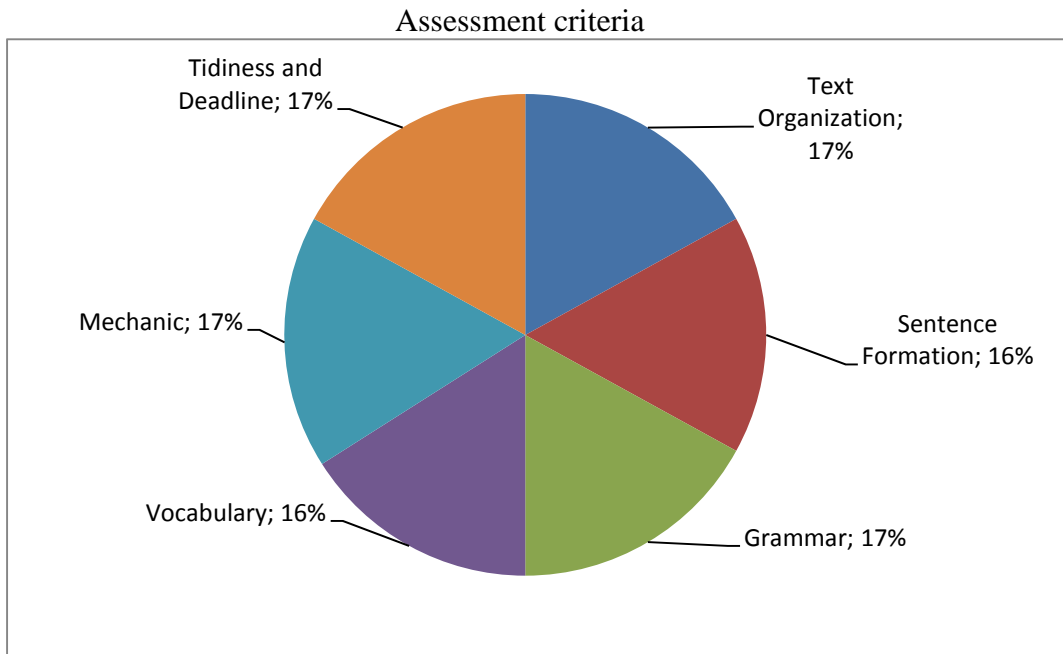
The pie chart above shows the assessment criteria that students made. The researcher would like to elaborate the result of the pie chart above started the lowest rank of students' writing assessment until the highest.

In vocabulary criteria the number is 174 with the percentage 16%. In sentence formation criteria the number is 177 with the percentage 16%. Text organization criteria have number 180 with percentage 17%. Mechanic criteria have number 180 with percentage 17%. In grammar criteria have

number 183 with percentage 17%. Tidiness and deadline criteria have number 188 with percentage 17%.

B. The data analysis and Data interpretation of errors on surface taxonomy strategy.

In this analysis the researcher would discuss about the classification of errors by surface taxonomy strategy. The researcher elaborated this data from the highest percentage that is addition until the lowest percentage that is misinformation. The calculation would be served as follows:

Table 4.2

Students' classification of Errors

No	Students	The classification of errors					Total
		Omission	Addition	Misfor-Mation	Misfor-Ring	Misorde-	
1	AAF	2	3	0	1	6
2	IN	0	5	1	0	6
3	HA	0	1	1	0	2
4	SAE	1	4	0	1	6
5	NH	4	5	1	2	12
6	AIJ	1	11	0	1	13
7	KH	1	10	1	0	12
8	SIS	1	2	0	0	3
9	SAM	1	9	0	0	10

10	MI	1	3	0	2	6
11	SIA	1	2	0	0	3
12	AAP	0	3	0	0	3
13	YAM	0	6	3	2	11
14	ALN	0	3	2	1	6
15	DY	0	7	1	0	8
16	YA	0	8	2	0	10
17	NH	2	6	3	1	12
18	RPF	1	5	0	1	7
19	HIL	0	8	0	2	10
20	EAS	1	13	0	2	16
21	SR	0	1	0	0	1
22	SDF	0	1	1	0	2
Total		17	116	16	16	165
Percentage of errors		10.3%	70.3%	9.7%	9.7%	100%

The percentages of the recapitulation of students' errors are converted into a pie chart covers the highest until the lowest rank as follows:

figure 4.8

The Percentage of Classification Errors
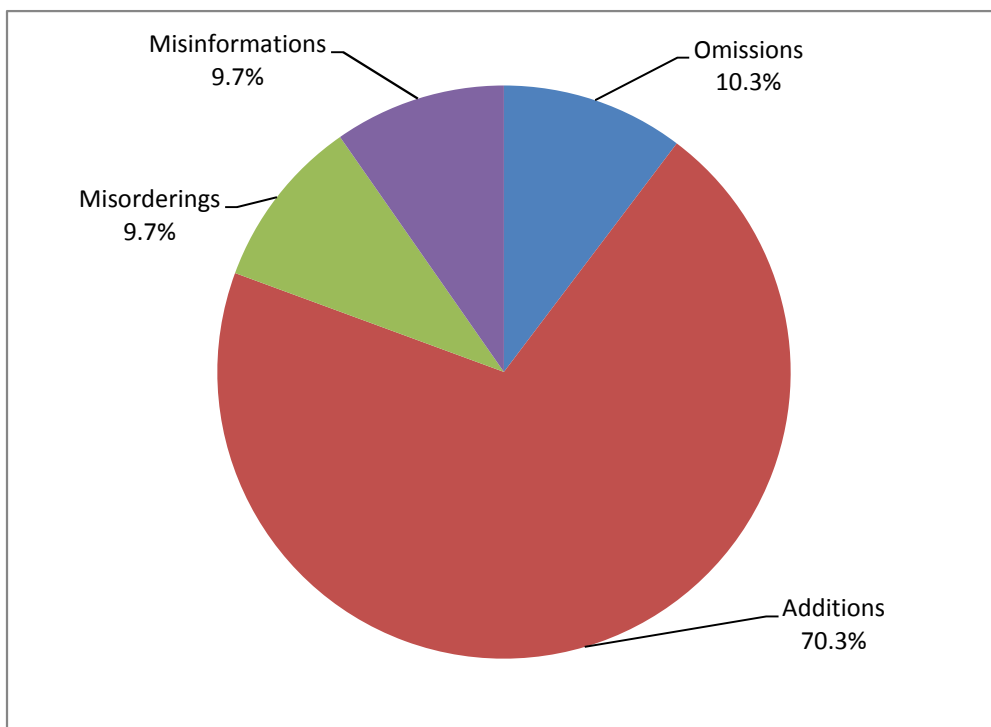
The figure 4.8 above based on the students' errors on surface taxonomy strategy in writing data explains the varieties of errors that students made. The researcher elaborates the result of the pie chart above started from the highest error rank until the lowest rank.

1.   Additions

Most of students made error in additions that is the presence of an item that must not appear in well-formed utterance which t`he error is 116 or 70.3%. an example sentence of it is "we **feel** hungry." It should be "we **felt** hungry." (see table 4.5 page 77). The other example of it is "I went on **an angkot** from campus" it should be "I went on **a public transportation.**"(see table 4.5 page 63). The researcher assumes that the error caused by processing problems. Writing need to grammatical, if the students don't use the good form of grammatical, their writing can be the worst writing.

2. Omissions

The students made error in omissions that is the absence of an item that must appear in a well-formed utterance which 17 or 10.3%. An example sentence of it is "I went with **school friends.**" It should be "I went with **schoolmates.**"(see table 4.5 page 74). The other example of it is "I was so happy knowing them." It should be "I was so happy for knowing them".(see table 4.5 page 67) The researcher thinks that the error caused by processing problems. Writing need to grammatical, like sentence above the student doesn't use "are" so that the sentence don't be an complete sentence.

3. Misorderings

The students made error in misorderings that is the incorrect placement of a morpheme or group of morphemes in an utterance which the

error 16 or 9.7%. An example sentence of it is "**the lives of up to extinction of dinosaurus.**" It should be "**the extinction of dinosaurs lives.**" (see table 4.5 page 79). Other example of misorderings error is "**house my friend**" it should be "**my friend's house**" (see table 4.5 page 76). The researcher thinks that are errors caused by intralingual transfer. It may occur when the students feel difficult to place the word for making the good sentences because it is for me second language. The students generalize one rule because they have not mastered yet the knowledge.

4.   Misformations

The students made error in misformations that is the use of wrong form of the morpheme or structure which the error 16 or 9.7%. An example sentence of it "but when **delivering** my uncle" It should be "but when delivered my uncle**.**" (see table 4.5 page 80). Other example of misformation made by students is "…can study with extraordinary **lectures.**" It should be "…can study with extraordinary **lecture.**" (see table 4.5 page 71). The researcher thinks the students have in communication strategies. The errors are caused by students' habit. The students usually use the second verb by suffix "ed" actually not only it.

So that, from data above the researcher found that the addition is the most mistakes made by students in second semester majoring English Department at State Islamic University Sultan Maulana Hasanuddin Banten.

Then, omission placed the second stage of mistakes made by students, and the last is misinformation and misorderings with the same percentages.

Like the theory in chapter II said, Learners may omit necessary items or add unnecessary ones; they may misinform items or misorder them. In fact, most of students in second semester majoring English Department add the unnecessary items in their writing. They add the items that should not include for the text.

The errors made by students on surface taxonomy strategy is the students add "tobe" whereas they have use verb tense there. So, most of students add verb one for recount text whereas that is unnecessary items.

C. The Data analysis Data interpretation of psycholinguistic sources Errors

In this data analysis and data interpretation of psycholinguistic sources errors retrived from questionnaire. That questionnaire consist of ten question which discuss about the sources errors that made by students. the researcher will be discussed it as follows:

Figure 4.3

Psycholinguistic Sources Errors

Students	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
AAF	0	1	1	1	0	1	0	1	1	1

52

IN	1	1	0	1	0	0	1	0	1	0
HA	0	1	1	1	1	1	1	1	1	1
SAE	0	0	0	1	1	1	1	1	1	1
NH	1	1	1	1	0	1	1	1	1	0
AIJ	1	1	1	0	0	1	0	0	1	0
KH	0	1	1	1	1	0	0	1	1	1
SIS	0	0	1	1	0	1	1	1	0	0
SAM	1	1	1	1	1	1	1	1	1	1
MI	0	1	1	1	0	1	1	1	1	1
SIA	1	0	1	1	0	1	0	1	1	1
AAP	1	1	1	1	0	1	1	1	1	1
YAM	0	0	1	1	0	1	0	1	1	1
ALN	0	0	1	1	0	1	0	1	1	1
DY	0	0	1	1	0	1	0	1	1	1
YA	0	0	1	1	0	1	1	1	0	0
NH	0	0	1	1	0	1	0	1	1	1
RPF	0	0	1	1	0	1	0	1	1	1
HIL	0	0	0	1	0	1	1	1	1	1
EAS	1	1	1	1	0	1	1	1	1	0
SR	0	0	1	1	0	1	1	1	0	0
SDF	0	0	1	1	0	1	1	1	1	1
Total	7	10	19	21	4	20	13	20	19	7

Table 4.4 The result of students' answer of Psycholinguistic Sources Errors

Questions	% Yes answer	% No answer
Q1	7	15
Q2	10	12

Q3	19	3
Q4	21	1
Q5	4	18
Q6	20	2
Q7	13	9
Q8	20	2
Q9	19	3
Q10	7	15
Total	140	80
Average	14	8
Percentage	64%	36%

The percentages of the recapitulation of students' errors are converted into pie chart covers the number 1 until number 10 in students' answer yes and no as follows:

Figure 4.9

The percentage of Psycholinguistic Sources Errors
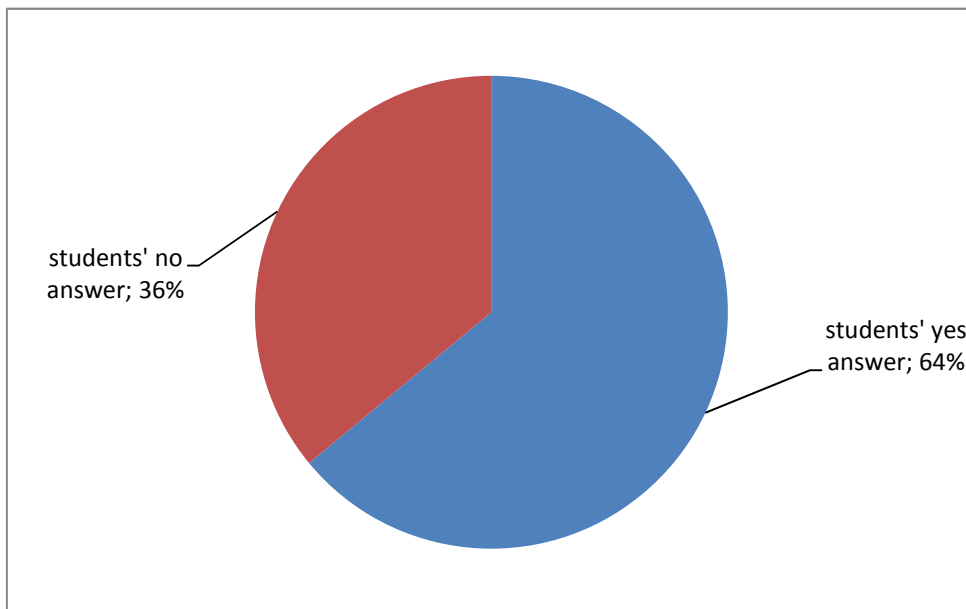
The figure of 4.9 above based on the students' opinion about the factor that make them difficult in writing recount text.. The researcher elaborates the result of the pie chart above started from the students' yes answer until the students' no answer.

1. Question one

The item of Question on is "do you like to write the text in English?". There are seven students who choose yes answer that they like to write the text by English. there are 15 students who choose no answer that they like to write the text by English. For this question most of students choose no answer, so that the researcher thinks that students dislike writing English and that habit made the trouble in students writing.

2. Question two

The item of Question two is "do you like to drill writing in English?". There are ten students who choose yes answer that they like to dill writing in English. For no answer there are 12 students who choose it. At the fact the researcher thinks the problems of the difficulties writing is the students' have never drilled their writing.

3.   Question three

The item of Question three is "do you often get difficulties in writing?". There are 19 students choose yes answer for this question. So, there are three students who choose no answer for this question. Most of students often get difficult in writing that made failed in their writing.

4.   Question four

The item of question four is "do you often forget the vocabulary when written?" there are 21 students who choose yes answer. So, there are one students who choose no answer.so that, the researcher conclude that the best factor of students made error is vocabulary.

5.   Question five

The item of question five is "do you master the writing structure in English?". There are four students who choose yes answer that they master the structure in writing in English. there are 18 students who choose no answer that they master the structure in writing in English

6.   Question six

The item of question six is "have you ever studies about recount text before doing the test?" there are 20 students who choose yes answer that they have ever studied recount text before doing the test. there are 18 students who choose no answer that they master the structure in writing in English.

7. Question seven

The item of question seven is "do you know about the components of recount text like language features and generic structure?" There are 13 students who choose yes answer that they know about the components of recount text like Language features and Generic structure. there are nine students who choose no answer that they know about the components of recount text like Language features and Generic structure.

8. Question eight

The item of question eight is "did you studies recount text in school or campus?". There are 20 students who choose yes answer that they are taught the recount text in school or campus. there are two students who choose no answer that they are taught the recount text in school or campus.

9. Question nine

The item of question nine is "what the forget about recount text that become the difficulties in writing?". There are 19 students who choose yes

answer that they forget the recount text which become factor of trouble in writing. There are three students who choose no answer that they forget the recount text which become factor of trouble in writing.

10. Question ten

The item of question ten is "what the ignorance about recount text that become the factor in writing?". There are 7 students who choose yes answer that their ignorance about recount text which become the factor of trouble in writing. There are 15 students who choose no answer that their ignorance about recount text which become the factor of trouble in writing.

So that, from the ten question above, the researcher assumes all students only make mistakes not errors. The researcher assumes that because the theory above states "Psycholinguistic sources concern the nature of L2 knowledge system and the difficulties learners have in using it in production". So, there are two sources that are; errors and mistakes.

The researcher found out that students do mistakes. She has researched about it and naturally the students made mistakes not errors. Know it, the differences between errors and mistakes are; errors from own minds errors (have no knowledge about subject), and mistakes from pure mouth errors and communication strategies.

The students make mistake, because they actually know about component and form of writing recount text. They only forget about generic structure, language features, and sometimes vocabularies. That factor make the trouble in writing.

CHAPTER V

CONCLUSION AND SUGESTION

A. Conclusion

Based on data in previous chapter, the researcher would like to draw a conclusion that the second semester students of English education department State Islamic University Sultan Maulana Hasanuddin Banten still made many errors in recount text writing. The most common types errors in surface taxonomy strategy made by students are *Additions* with the number of error is 116 or 70.3%, *Omissions* with the number of error is 17 or 10.3%, *Misinformations and Misorderings* with the number the number of error are 16 or 9.7%.

The Psycholinguistic sources errors identified in this research are *mistakes* consist of processing problems and communication strategies with the number 14 or 64%, and *errors* consist of transfer, intraligual, and unique (induced) with the number is 8 or 36%.

B. Suggestion

After the researcher carried out the research, she would like to give some suggestion related to this result of research. Hopefully it can be applied easily in teaching learning activity and decrease the errors.

1. The Suggestion for Students about this research

a. Writing is a skill which needs a process and practice. Therefore, the students should practice writing started from the simplest one such as writing a daily activity or writing their past experience like recount text.

b. This subject will be useful for students for studying from the errors in writing recount text. By knowing the students' errors in writing recount text, the students' will be able to know what are the Error made by them, and They can arrange their writing.

c. The students also should study about this errors. From the studying it the students can relieve errors in their writing.

2. The Suggestion for Lecturer about this research

a. The lecturer should have brainstorming as warming-up before he starts teaching learning in classroom in order to make the students happy and relax. It also can help the students to switch their concentration from the previous class-subject to focus on the material.

b. The lecturer should create an impressing teaching writing technique which can catch the students' attention toward English writing activity.

c. Writing has some rules and text types. Therefore the lecturer should simplify the explanation without less the substance of material given.

d. The lecturer should give feedback toward the students' writing and communicating their progress in writing.

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Appendices

Table 4.5

Students' writing recount text

Students	Identification	Classification of Errors	Explanation	Reconstruction
AAF	I went to serang 8 months ago.(1) I left early in the morning with my parents. a trip to serang very far from my house. In the midst of (2)many beautiful scenary. I came at 6 : 45 A.M I immediately (3)clear up my bellongings (4). In the my room and then my parents. They weft because it left me. and finally until now I	(1)Misorderings (2)Omissions (3)Additions (4)Omissions (5)Additions (6)Additions	(1) Use the incorrect placement of a morphemes in utterance "I left early in the morning with my parents (2) the absence of an item that must appear in a well-formed utterance "park" (3) The presence of an item that must not appear in well-formed utterance "room" (4) the absence of an item that must appear in a well-formed "clear up" (5) the absence of an	I went to serang 8 months ago. My parents and I left early morning. a trip to serang very far from my house. In the midst of park many beautiful scenary. I came at 6 : 45 A.M I immediately cleared up my belongings room. In the my room and then my parents. They

	(5)hope never (6)return to my village because of being far away		item that must appear in a well-formed "hope" (6) the absence of an item that must appear in a well-formed "return"	weft because it left me. and finally until now I hoped never returned to my village because of being far away
IN	According to my experiences, when I studied in Senior High School at SMK Pasundan 1 kota Serang. I think English subject is one of the (1)difficulties material to learn	(1)Misinformation	The use of wrong form of the morpheme "difficulties"	According to my experiences, when I studied in Senior High School at SMK Pasundan 1 kota Serang. I think English subject is one of the difficult material to learn
	Until someday, I got the teacher of English subject who (2)have the (3)interest method to teach English in the class.	(2)Additions (3)Additions	(2) The presence of an item that must not appear in well-formed utterance "have" (3) The presence of an item that must not appear in well-	Until someday, I got the teacher of English subject who had the interesting method to teach English

		formed utterance "interest"	in the class.
	So that, for now English Language subject (4)it's not difficulties material to learn if we (5)have the good method, it's will be the interesting subject. (6)Trust it	(4)Additions (5)Additions (6)Additions	(4) The presence of an item that must not appear in well-formed utterance "it" (5) The presence of an item that must not appear in well-formed utterance "have" (6) The presence of an item that must not appear in well-formed utterance "trust"	So that, for now English Language subject is not difficulties material to learn if we had the good method, it's will be the interesting subject. Trusted it
HA	Last week, I went to go home cause it's holiday for 5 days and (1)I'm so happy to go home, cause I (2)can gathering with my family.	(1)Additions (2)Misinformations	(1) The presence of an item that must not appear in well-formed utterance "am" (2) The use of the wrong form of the morpheme "can gathering"	Last week, I went to go home cause it's holiday for 5 days and I was so happy to go home, cause I could gathered with my family
	Finally, I can go home longer than common days.	-	-	Finally, I can go home longer than

				common days.
SAE	On 22 December 2018 a tsunami came in the sunda strait on Friday night at 21:30 pm. At the time my sister and I being stayed in my cousin's home. I knew that information from facebook and whatsapp stories in my handphone. My sister and I (1)very shocked knew that information. I told my cousin and she said "she (2)don't know, then to ensure that information, I checked BMKG's twitter said that was of the effect of full of moon, my sister was	(1)Omissions (2)Additions	(1) the absence of an item that must appear in a well-formed "were" (2) The presence of an item that must not appear in well-formed utterance "don't"	On 22 December 2018 a tsunami came in the sunda strait on Friday night at 21:30 pm. At the time my sister and I being stayed in my cousin's home. I knew that information from facebook and whatsapp stories in my handphone. My sister and I were very shocked knew that information. I told my cousin and she said "she didn't know, then to ensure that

	scared and cried. She asked to back to home			information, I checked BMKG's twitter said that was of the effect of full of moon, my sister was scared and cried. She asked to back to home
	Actually I also scared, at home, I (3)can't slept at night. And finally BMKG said that accident because of the effect of the eruption of (4)mount Krakatau, but BMKG said we (5)don't (6)worried, but we must careful.	(3)Additions (4)Misorderings (5)Additions (6)Additions	(3) The presence of an item that must not appear in well-formed utterance "can't" (4) The incorrect placement of a of morphemes in an utterance "mount Krakatau" (5) The presence of an item that must not appear in well-formed utterance "don't" (6) The presence of an item that must	Actually I also scared, at home, I coudn't slept at night. And finally BMKG said that accident because of the effect of the eruption of Krakatau mountain, but BMKG said we didn't worry, but we must carefull

			not appear in well-formed utterance "worried"	
NH	During my holiday, I went to my grandma's house for the first time. So (1) I and my family, very happy that we can visit them.	(1)Misorderings	(1)The incorrect placement of a group of morpheme in an utterance "I and my family"	During my holiday, I went to my grandma's house for the first time. So my family and I, very happy that we can visit them.
	In the morning we prepared all stuff, before (2) going there. And we (3)plan to spend our time for hours in cinema, afternoon. And (4)return for trip, we attend many (5)place it's have concepted for shopping, (6)(7)me and my mother went to console for	(2)Additions (3)Additions (4)Additions (5)Misorderings (6)Additions (7)Misinformation (8)Omission (9)Omission	(2) The presence of an item that must not appear in well-formed utterance "going" (3) The presence of an item that must not appear in well-formed utterance "plan" (4) The presence of an item that must not appear in well-formed utterance "return" (5) The incorrect	In the morning we prepared all stuff, before gone there. And we planned to spend our time for hours in cinema, afternoon. And returned for trip, we attend many places it's have concepted for shopping, my

	treatment. And I(8) very excited. My family(9)too.		placement of a group of morpheme in an utterance "place" (6) The presence of an item that must not appear in well-formed utterance "me" (7) The use of the wrong form of the morpheme "me and my mother (8) the absence of an item that must appear in a well-formed "was" (9) the absence of an item that must appear in a well-formed "were"	mother and went to console for treatment. And I was very excited. My family were too
	We arrived in (10)granma's house at night, we (11)very tired so. And (12)take the rest. But we happy this moment.	(10)Additions (11)Omission (12)Omissions	(10) The presence of an item that must not appear in well-formed utterance "granma's" (11) the "were" absence of an item that must appear in a well-formed	We arrived in grandma's house at night, we were very tired so. And took the rest. But we happy this moment.

			(12) the absence of an item that must appear in a well-formed "we"	
AIJ	First year 10th January 2019 my lovely aunty and her daughter visited to Indonesia from USA, Florida. Both of (1)they (2)stay in my home for 2 weeks. (3)(4)Me and my family (5)pick up (6)they from airport by car	(1)Additions (2)Additions (3)Additions (4)Misorderings (5)Additions (6)Additions	(1) The presence of an item that must not appear in well-formed utterance "they" (2) The presence of an item that must not appear in well-formed utterance "stay" (3) The presence of an item that must not appear in well-formed utterance "me" (4) The incorrect placement of a group of morpheme in an utterance "me and my family" (5)The presence of an item that must not appear in well-formed utterance	First year 10th January 2019 my lovely aunty and her daughter visited to Indonesia from USA, Florida. Both of them stayed in my home for 2 weeks. My family and I picked up them from airport by car

		"pick up" (6) The presence of an item that must not appear in well-formed utterance "they"	
I am very happy my aunty visited my house and she (7)still can use Indonesian language but just a little. She and her daughter (Ameera 4 y.o) always (8)use English language and I am so lucky because I (9)can practice and (10)use English very well to her daughter.	(7)Omissions (8)Additions (9)Additions (10)Additions	(7) the absence of an item that must appear in a well-formed "still" (8) The presence of an item that must not appear in well-formed utterance "use" (9) The presence of an item that must not appear in well-formed utterance "can practice" (10) The presence of an item that must not appear in well-formed utterance "use"	I am very happy my aunty visited my house and she could use Indonesian language but just a little. She and her daughter (Ameera 4 y.o) always used English language and I am so lucky because I could practice and used English very well to her daughter
And 2 weeks ago the both of them	(11)Additions (12)Additions	(11) The presence of an item that must	And 2 weeks ago the both of

	must go back to USA, Florida, I (11)am so sad and my aunty hope I (12)can visited her house and (13)wanna go back to Indonesia in 2 years.	(13)Additions	not appear in well-formed utterance "am" (12) The presence of an item that must not appear in well-formed utterance "can" (13) The presence of an item that must not appear in well-formed utterance "wanna"	them must go back to USA, Florida, I was so sad and my aunty hope I could visited her house and would to go back to Indonesia in 2 years.
KH	Murohab, (1)is one (2)the people who (3)can (4)make me smile everyday. Sometime he (5)can not (6)give me information I (7)feel so sad.	(1)Additions (2)Omissions (3)Additions (4)Additions (5)Additions (6)Additions (7)Additions	(1) The presence of an item that must not appear in well-formed utterance "is" (2) the absence of an item that must appear in a well-formed "of" (3) The presence of an item that must not appear in well-formed utterance "can" (4) The presence of an item that must	Murohab, was one of the people who could made me smile everyday. Sometime he could not gave me information I felt so sad.

			not appear in well-formed utterance "make" (5) The presence of an item that must not appear in well-formed utterance "can not" (6) The presence of an item that must not appear in well-formed utterance "give" (7) The presence of an item that must not appear in well-formed utterance "feel"	
	And now Murohab, (8)has go on from my life because he (9)feel (10)speachleash when (11)look at me now.	(8)Additions (9)Additions (10)Misinformat ions (11)Additions	(8) The presence of an item that must not appear in well-formed utterance "has" (9) The presence of an item that must not appear in well-formed utterance "feel"	And now Murohab, had gone on from my life because he felt speechless when looked at me now.

		(10) The use of the wrong form of the morpheme "speachleash" (11) The presence of an item that must not appear in well-formed utterance "look at"	
	Finally, he and (12)me end	(12)Additions	(12) The presence of an item that must not appear in well-formed utterance "me"	Finally, he and I end
SIS	One day I went to Cilegon to met my sister at her house. I went on an (1)angkot from campus. And (2)travel about one hour	(1)Omissions (2)Additions	(1) the absence of an item that must appear in a well-formed "Public transportation" (2) The presence of an item that must not appear in well-formed utterance "travel"	One day I went to Cilegon to met my sister at her house. I went on a public transportation from campus. And traveled about one hour
	After that I arrived in Cilegon but haven't	-	-	After that I arrived in Cilegon but

	arrived at my sister's house. And then I ordered gojek, a few moments later, the gojek arrived, and then I went straight to the my sister's house. After arrived in front of my sister's house, I immediately paid to the gojek driver and then I left immediately but suddenly the driver of gojek called me and said that his helmet was still in my head and then I realized it and felt embarrassed.			haven't arrived at my sister's house. And then I ordered gojek, a few moments later, the gojek arrived, and then I went straight to the my sister's house. After arrived in front of my sister's house, I immediately paid to the gojek driver and then I left immediately but suddenly the driver of gojek called me and said that his helmet was still in my head and then I realized it and felt

				embarrassed.
	Finally I entered the house (3)feeling embarrassed and blame for my own ignorance.	(3)Additions	(3) The presence of an item that must not appear in well-formed utterance "feeling"	Finally I entered the house felt embarrassed and blame for my own ignorance
SAM	One day, my friend (1)come to my house for playing game	(1)Additions	(1) The presence of an item that must not appear in well-formed utterance "come"	One day, my friend came to my house for playing game
	Than we (2)are (3)play in my yard (4)in there have a pool, many (5)pool in my house. But we (6)have accident because when we (7)play (8)in there I fell in the pool and my (9)clots is so dirty	(2)Additions (3)Additions (4)Additions (5)Omissions (6)Additions (7)Additions (8)Additions (9)Additions	(2) The presence of an item that must not appear in well-formed utterance "are" (3) The presence of an item that must not appear in well-formed utterance "play" (4) The presence of an item that must not appear in well-formed utterance "in"	Than we played in my yard there have a pool, many pools in my house. But we had accident because when we played there I fell in the pool and my clothes is so dirty

		(5) the absence of an item that must appear in a well-formed "pool"	
		(6) The presence of an item that must not appear in well-formed utterance "have"	
		(7) The presence of an item that must not appear in well-formed utterance "play"	
		(8) The presence of an item that must not appear in well-formed utterance "in"	
		(9) The presence of an item that must not appear in well-formed utterance "clots"	
After that I (10)draw my friend and we fell in the pool	(10)Additions	(10) The presence of an item that must not appear in well-formed utterance "draw"	After that I drew my friend and we fell in the pool

MI	Three years ago, I went to Bandung to observations in a geology museum. I went with (1)school friends. There we (2)can saw the material geological like the fossil, rock, and mineral	(1)Omissions (2)Additions	(1) the absence of an item that must appear in a well-formed "school friend" (2) The presence of an item that must not appear in well-formed utterance "can"	Three years ago, I went to Bandung to observations in a geology museum. I went with schoolmate. There we could saw the material geological like the fossil, rock, and mineral
	Next, We watched a movie about the life of dinosaur in the past. (3)The film that (4)tells (5)the lives of (6)up to the extinction of dinosaur	(3)Misorderings (4)Additions (5)Misorderings (6)Additions	(3) The incorrect placement of a group of morpheme in an utterance "the film that" (4) The presence of an item that must not appear in well-formed "tells" (5) The incorrect placement of a group of morpheme in an utterance "the lives of the extinction of dinosaurs"	Next, We watched a movie about the life of dinosaur in the past. The film told the extinction of dinosaur lives

			(6) The presence of an item that must not appear in well-formed "up to"	
	After that, we must make a report about our trip and also we must make scientific paper about the geology	-	-	After that, we must make a report about our trip and also we must make scientific paper about the geology
SIA	Last year holiday of Lebaran, I went to visiting my grandmother because the previous holiday I wasn't there	-	-	Last year holiday of Lebaran, I went to visiting my grandmother because the previous holiday I wasn't there
	I missed them so much because I lived with them when I was a child. At the time both of my parents had go to	(1)Additions (2)Additions	(1) The presence of an item that must not appear in well-formed "follow" (2) The presence of an item that must not appear in well-	I missed them so much because I lived with them when I was a child. At the time both of

another city to earn money so they left me with my grandma and grandpa. After graduated from junior high school I (1)follow my parents (2)living at Jakarta. Since that, I had visited them only at holiday time. I went to Purwokerto by bus. The trip need around 28 hours from Tangerang to Purwokerto. That made me mad		formed "live"	my parents had go to another city to earn money so they left me with my grandma and grandpa. After graduated from junior high school I followed my parents lived at Jakarta. Since that, I had visited them only at holiday time. I went to Purwokerto by bus. The trip need around 28 hours from Tangerang to Purwokerto. That made me mad
The madness and tiredness during the trip had gone	(3)Omission	(3) the absence of an item that must appear in a well-	The madness and tiredness during the trip

	after I met my grandma and grandpa. They were looked old. I was so happy(3) knowing them in healthy condition.		formed "for"	had gone after I met my grandma and grandpa. They were looked old. I was so happy for knowing them in healthy condition.
AAP	I have an embarrassing experience. Back then, I was on the 1st semester. After finished the class, I went back to home by motorcycle. In cipocok intersection, there's the traffic light.	-	-	I have an embarrassing experience. Back then, I was on the 1st semester. After finished the class, I went back to home by motorcycle. In cipocok intersection, there's the traffic light.
	When I (1)gotten there, the light was red, so I stopped there because I need to	(1)Additions (2)Additions	(1) The presence of an item that must not appear in well-formed "gotten" (2) The presence of	When I got there, the light was red, so I stopped there because I need

	turn right. I waited the light to return to green, but I was unfocused and daydreamed. I didn't realize that the light had already changed to green. Because my position was the most front, the vehicle behind me were ringing the horn because I just stayed on my position. So that, they (2)can't move their vehicle. After I realized, I immediately drove my motorcycle.		an item that must not appear in well-formed "can't"	to turn right. I waited the light to return to green, but I was unfocused and daydreamed. I didn't realize that the light had already change to green. Because my position was the most front, the vehicle behind me were ringing the horn because I just stayed on my position. So that, they could move their vehicle. After I realized, I immediately drove my motorcycle.

	On my way, I was full of shame. I (3)can't stop thinking about the moment.	(3)Additions	(3) The presence of an item that must not appear in well-formed "can't"	On my way, I was full of shame. I couldn't stop thinking about the moment
YAM	Last year (1)(2)me and my family went to subang. We stayed at my grandmother's villa. The next day, we decided to want to tourist attraction called Ciater Highland (3)Rerost. There (4)is very good there.	(1)Misorderings (2)Additions (3)Misinformations (4)Additions	(1) The incorrect placement of a group of morpheme "me and my family" (2) The presence of an item that must not appear in well-formed "me" (3) (4) The presence of an item that must not appear in well-formed "is"	Last year my family and I went to subang. We stayed at my grandmother's villa. The next day, we decided to want to tourist attraction called Ciater Highland Resort. There was very good there.
	After (5)arriving at the destination, I toured the place by riding a horse, I climbed the hill there. The hill (6)is very high.	(5)Misinformations (6)Additions (7)Additions (8)Misinformations	(5) The use of the wrong form of the morpheme "arriving" (6) The presence of an item that must not appear in well-	After arrived at the destination, I toured the place by riding a horse, I climbed the hill there. The

	I(7)'m very tired. But, after (8)arriving at the top of the hill, I saw a very beautiful view and I took a photo there.		formed "is" (7) The presence of an item that must not appear in well-formed "am" (8)The use of the wrong form of the morpheme "arriving"	hill was very high. I was very tired. But, after arrived at the top of the hill, I saw a very beautiful view and I took a photo there.
	After I felt satisfied on the hill. I decided to go down. I went down the hill by running and finally I fell. I did not felt sick but I felt embarrassed, because I (9)was seen by many people. So, finally (10)(11)me and my family returned to the villa.	(9)Additions (10)Misorderings (11)Additions	(9) The presence of an item that must not appear in well-formed "was" (10) The incorrect placement of a group of morpheme "me and my family" (11) The presence of an item that must not appear in well-formed "me"	After I felt satisfied on the hill. I decided to go down. I went down the hill by running and finally I fell. I did not felt sick but I felt embarrassed, because I seen by many people. So, finally my family and I returned to the villa.
ALN	On February 23th	(1)Misorderings	(1) The incorrect	On February

(1)(2)me and my friends went to Kota Tua to interview tourist. We went to Kota Tua by train. We gathered at the train station at 05.15 AM. (3)And the train left at 06.02 AM from Serang city.	(2)Additions (3)Additions	placement of a group of morpheme "me and my family" (2) The presence of an item that must not appear in well-formed "me" (3) The presence of an item that must not appear in well-formed "and"	23th my friends and I went to Kota Tua to interview tourist. We went to Kota Tua by train. We gathered at the train station at 05.15 AM. The train left at 06.02 AM from Serang city
We arrived at Kota Tua at 11.00 AM. After (4)arriving at Kota Tua, we had lunch at KFC because we were so hungry. Then, we walked around Kota Tua to (5)looking for tourists who willing to be interviewed. We interviewed two	(4)Misinformations (5)Misinformations (6)Additions	(4) The use of the wrong form of the morpheme "arriving" (5) The use of the wrong form of the morpheme "looking for" (6) The presence of an item that must not appear in well-formed "and"	We arrived at Kota Tua at 11.00 AM. After arrived at Kota Tua, we had lunch at KFC because we were so hungry. Then, we walked around Kota Tua to looked for tourists who willing to be interviewed.

	tourists, one from London and the other from Portugal . after that, we prayed dzuhur in Musola and bought some souvenir in the shop. We took a lot of picture in Kota Tua. (6)And then, we went back home at 3 pm.			We interviewed two tourists, one from London and the other from Portugal . after that, we prayed dzuhur in Musola and bought some souvenir in the shop. We took a lot of picture in Kota Tua. Then, we went back home at 3 pm.
	Finally, we arrived in Serang at 09.00 pm. We were so tired after a long journey but we were so happy.	-	-	Finally, we arrived in Serang at 09.00 pm. We were so tired after a long journey but we were so happy.

DY	My best experience is when I (1)study in class with an extraordinary lecturer and (2)get knowledge that I (3)can (4)understand.	(1)Additions (2)Additions (3)Additions (4)Additions	(1) The presence of an item that must not appear in well-formed "study" (2) The presence of an item that must not appear in well-formed "get" (3) The presence of an item that must not appear in well-formed "can" (4) The presence of an item that must not appear in well-formed "understand"	My best experience is when I studied in class with an extraordinary lecturer and got knowledge that I could understood
	The contents I (5)can (6)understand more in English and extraordinary vocabulary	(5)Additions (6)Additions	(5) The presence of an item that must not appear in well-formed "can" (6) The presence of an item that must not appear in well-formed "understand"	The contents I could understood more in English and extraordinary vocabulary
	The conclusion is that I (7)am proud to be a student and can study	(7)Additions (8)Misinformation	(7) The presence of an item that must not appear in well-formed "am"	The conclusion is that I was proud to be a student and

			(8) The use of the wrong form of the morpheme "Lectures"	can study with extraordinary lecturer
	with extraordinary lecturer(8)s		(8) The use of the wrong form of the morpheme "Lectures"	can study with extraordinary lecturer
YA	At holiday, my aunt and cousin went to my house for a vocation. They stayed at my house for a few days. My family and I really didn't mind if they stayed instead. We were happy and the contents of the house (1)become crowded	(1)Additions	(1) The presence of an item that must not appear in well-formed "become"	At holiday, my aunt and cousin went to my house for a vocation. They stayed at my house for a few days. My family and I really didn't mind if they stayed instead. We were happy and the contents of the house became crowded
	When (2)tomorrow. We (3)have (4)plans for a picnic or (5)road trip and finally we (6)go to a place like a recreation area,	(2)Additions (3)Additions (4)Misinformati ons (5)Additions (6)Additions (7)Additions (8)Additions	(2) The presence of an item that must not appear in well-formed "tomorrow" (3) The presence of an item that must not appear in well-formed "have"	When We had planned for a picnic or trip and finally we went to a place like a recreation area, we played

	we (7)play there and (8)eat together. After that we (9)don't forget to take photo for (10)make memories.	(9)Additions (10)Misinformations	(4) The use of the wrong form of the morpheme "plans" (5) The presence of an item that must not appear in well-formed "road" (6) The presence of an item that must not appear in well-formed "go" (7) The presence of an item that must not appear in well-formed "play" (8) The presence of an item that must not appear in well-formed "eat" (9) The presence of an item that must not appear in well-formed "don't" (10) The use of the wrong form of the morpheme "make"	there and ate together. After that we didn't forget to take photo for made memories.
	And the next day, we swam together and the place	-	-	And the next day, we swam together and

	wasn't for away, we swam not long for felt of being cold. After we finished we went home together, even thought from yesterday. We left but we were not tired and we were very happy.			the place wasn't for away, we swam not long for felt of being cold. After we finished we went home together, even thought from yesterday. We left but we were not tired and we were very happy.
NH	Last holiday,(1)(2) me and my friend planned to take a vacation to the tea garden in cikuya-Lebak. We left home at 9 o'clock by car. In the car we discussed the place we (3)were going to go, (4)but because of	(1)Misorderings (2)Additions (3)Additions (4)Additions (5)Omissions (6)Additions	(1) The incorrect placement of a group of morpheme "me and my friend" (2) The presence of an item that must not appear in well-formed "me" (3) The presence of an item that must not appear in well-formed "were going to"	Last holiday, my friend and I planned to take a vacation to the tea garden in cikuya-Lebak. We left home at 9 o'clock by car. In the car we discussed the place we would like to

	the great distance, we (5)decide (6)not to go there and finally we visited the vacation around Rangkas.		(4) The presence of an item that must not appear in well-formed "but" (5) the absence of an item that must appear in a well-formed "didn't" (6) The presence of an item that must not appear in well-formed "not"	go, because of the great distance, we didn't decide to go there and finally we visited the vacation around Rangkas.
	We planned go to Gunung Kencana, bet we were in the wrong direction. We visited Curug Munding. And finally we(7)(8) vacationed there and (9)enjoying an unpleasant view, because the weather was very hot and the waterfall was brown.	(7)Omissions (8)Misinformations (9)Misinformations	(7) the absence of an item that must appear in a well-formed "went" (8) The use of the wrong form of the morpheme "vacationed" (9) The use of the wrong form of the morpheme "enjoying"	We planned go to Gunung Kencana, bet we were in the wrong direction. We visited Curug Munding. And finally we went vacation there and enjoyed an unpleasant view, because the weather was very hot and the

				waterfall was brown.
	After from Curug Munding we planned to continue the trip to Gunung Kencana. (10)But because the road was demaged, we didn't visit it finally we came home (11)feelling disappointed but happy because we really enjoyed the trip. Like singing in the car and (12)tell our past experience in our high school.	(10)Additions (11)Misinformations (12)Additions	(10) The presence of an item that must not appear in well-formed "but" (11) The use of the wrong form of the morpheme "feeling" (12) The presence of an item that must not appear in well-formed "tell"	After from Curug Munding we planned to continue the trip to Gunung Kencana. Because the road was damaged, we didn't visit it finally we came home felt disappointed but happy because we really enjoyed the trip. Like singing in the car and told our past experience in our high school
RPF	Last year, (1)(2)me and my high school friend	(1)Misorderings (2)Additions	(1) The incorrect placement of a group of morpheme "me	Last year, my high school friend and I

visited Borobudur temple. We went to Borobudur temple by bus. A long the road we saw many vehicles, unique houses, prominent buildings, and some other tourist.		and my high school friend" (2) The presence of an item that must not appear in well-formed "me"	visited Borobudur temple. We went to Borobudur temple by bus. A long the road we saw many vehicles, unique houses, prominent buildings, and some other tourist.
After we arrived, we (3)want to (4)bought tickets and then, we went up to the top of the temple. Borobudur temple is the biggest temple in the world. From the top of the temple we (5)can saw such beautiful view, and we took a picture (6)in	(3)Additions (4)Additions (5)Additions (6)Additions	(3) The presence of an item that must not appear in well-formed "want" (4) The presence of an item that must not appear in well-formed "bought" (5) The presence of an item that must not appear in well-formed "can" (6) The presence of an item that must not appear in well-	After we arrived, we wanted to buy tickets and then, we went up to the top of the temple. Borobudur temple is the biggest temple in the world. From the top of the temple we could saw such beautiful

	there.		formed "in"	view, and we took a picture there.
	We felt that day, but we felt so happy to visit Borobudur temple which is well known as one of the greatest legacies Indonesia has ever had, and we (7)very enjoyed the trip.	(7)Omissions	(7) the absence of an item that must appear in a well-formed "were"	We felt that day, but we felt so happy to visit Borobudur temple which is well known as one of the greatest legacies Indonesia has ever had, and we were very enjoyed the trip.
HIL	One month ago I went to (1)house my friend at London (2)in there I (3)stay overnight on 2 days. In the first day I went to Labuan beach, (4)in there I (5)see much	(1)Misorderings (2)Additions (3)Additions (4)Additions (5)Additions	(1) The incorrect placement of a group of morpheme "house my friend" (2) The presence of an item that must not appear in well-formed "in" (3) The presence of an item that must not appear in well-	One month ago I went to my friend's house at London there I stayed overnight on 2 days. In the first day I went to Labuan beach, there I saw much

Note: The above table structure reflects the original which had 5 columns (label, original text, error type, explanation, correction).

fisherman has been find fish		formed "stay" (4) The presence of an item that must not appear in well-formed "in" (5) The presence of an item that must not appear in well-formed "see"	fisherman has been find fish
In the second day I went to Anyer Beach, I (6)see the Wonderful of Indonesia view. Its my best moment when I (7)see view of beach Anyer. And its my first time went to beach.	(6)Additions (7)Additions	(6) The presence of an item that must not appear in well-formed "see" (7) The presence of an item that must not appear in well-formed "see"	In the second day I went to Anyer Beach, I saw the Wonderful of Indonesia view. Its my best moment when I saw view of beach Anyer. And its my first time went to beach.
Really After that I (8)go back to (9)house my friend and (10)going to my house	(8)Additions (9)Misorderings (10)Additions	(8) The presence of an item that must not appear in well-formed "go" (9) The incorrect placement of a group of morpheme "house	Really After that I went back to my friend's house and went to my house

			my friend" (10) The presence of an item that must not appear in well-formed "going"	
EAS	One day, I (1)wanna go to old city in Jakarta, I (2)go there with my colleges friend, suddenly they (3)choose me for (4)give the instructions/(5)show the way, we (6)go there by train, because my friend said "it's first time for me", and then (7)in there, we (8)divide(9) 5 groups, and (10)look for foreigner for giving some (11)question	(1)Additions (2)Additions (3)Additions (4)Additions (5)Additions (6)Additions (7)Additions (8)Additions (9)Omissions (10)Additions (11)Misinformations	(1) The presence of an item that must not appear in well-formed "wanna" (2) The presence of an item that must not appear in well-formed "go" (3) The presence of an item that must not appear in well-formed "choose" (4) The presence of an item that must not appear in well-formed "give" (5) The presence of an item that must not appear in well-formed "show" (6) The presence of an item that must not appear in well-formed "go"	One day, I would to go to old city in Jakarta, I went there with my colleges friend, suddenly they chose me for giving the instructions /showing the way, we went there by train, because my friend said "it's first time for me", and then there, we divided to 5 groups, and looked for foreigner for giving some questions

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| | | | (7) The presence of an item that must not appear in well-formed "in" (8) The presence of an item that must not appear in well-formed "divide" (9) the absence of an item that must appear in a well-formed "to" (10) The presence of an item that must not appear in well-formed "look for" (11) The use of the wrong form of the morpheme "questions" | |
| | After (12)finish the task, we (13)feels hungry, then we (14)buys some (15)food, after that, we (15)prepare to go back home | (12)Additions (13)Additions (14)Additions (15)Misinformat ions (16)Additions | (12) The presence of an item that must not appear in well-formed "finish" (13) The presence of an item that must not appear in well-formed "feels" (14) The presence of | After finished the task, we felt hungry, then we bought some foods, after that, we prepared to go back home |

		an item that must not appear in well-formed "buy" (15) The use of the wrong form of the morpheme "food" (16) The presence of an item that must not appear in well-formed "prepare"		
SR	When I was in Senior High School. I went to Bandung with my friends. I left home at 10.00 PM and gathered with my friend at alun-alun serang. Then, at 11.00 PM, we left serang and went to Bandung by bus.	-	-	When I was in Senior High School. I went to Bandung with my friends. I left home at 10.00 PM and gathered with my friend at alun-alun serang. Then, at 11.00 PM, we left serang and went to Bandung by bus.
	We arrived in	-	-	We arrived in

	Bandung at 4.00 AM. We immediately prayed subuh and took bath at ciater. Then we ate our packet meals for breakfast. After that, we went to farmhouse. At Farmhouse, we saw so many animals, gardens, flowers, and we took some pictures there. Then, we prayed dzuhur and had lunch at a restaurant there. After that, we went to geographic museum and Asia-Africa conference museum. We saw so many			Bandung at 4.00 AM. We immediately prayed subuh and took bath at ciater. Then we ate our packet meals for breakfast. After that, we went to farmhouse. At Farmhouse, we saw so many animals, gardens, flowers, and we took some pictures there. Then, we prayed dzuhur and had lunch at a restaurant there. After that, we went to geographic museum and Asia-Africa conference

	dinosaurs' fossils and statues of our patriots there. Then, we prayed Ashar and went to floating market to buy some souvenirs for our family. After that, we prepared to go home and we went home at 05.00 pm.			museum. We saw so many dinosaurs' fossils and statues of our patriots there. Then, we prayed Ashar and went to floating market to buy some souvenirs for our family. After that, we prepared to go home and we went home at 05.00 pm.
	This travel was quite exhausting but I (1)think it was so exciting that I could travel with my friends.	(1)Additions	(1) The presence of an item that must not appear in well-formed "think"	This travel was quite exhausting but I thought it was so exciting that I could travel with my friends.
SDF	On 21 April 2019, that day was a embarrassing day.	(1)Misinformations (2)Additions	(1) The use of the wrong form of the morpheme	On 21 April 2019, that day was a

	And that day coincided with my uncle's wedding day. At the time I was taking my uncle to the place of the bride but when (1)delivering my uncle, my sandals broke off on the road, and that incident was very embarrassing. Fortunately I broke other shoes, and finally my younger brother took my shoes in the car, and then I (2)use that shoes.		"delivering" (2) The presence of an item that must not appear in well-formed "use"	embarrassing day. And that day coincided with my uncle's wedding day. At the time I was taking my uncle to the place of the bride but when delivered my uncle, my sandals broke off on the road, and that incident was very embarrassing. Fortunately I broke other shoes, and finally my younger brother took my shoes in the car, and then I used that shoes.