

**AN ANALYSIS OF GRAMMATICAL ERRORS IN  
ENGLISH SUBTITLE OF *SHIGATSU WA KIMI NO USO*  
FINAL EPISODE FILM**

(A Thesis)

**Submitted as Partial Fulfillment of  
the Requirement for S-1 Degree**

**By :**

**TEGAR ABI HUDA  
NPM. 1711040166**

**Study Program : English Education**



**TARBIYAH AND TEACHING TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF RADEN INTAN  
LAMPUNG  
2023**

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STATE ISLAMIC UNIVERSITY OF RADEN INTAN  
LAMPUNG**

**2023**

## ABSTRACT

### AN ANALYSIS OF GRAMMATICAL ERRORS IN ENGLISH SUBTITLE OF *SHIGATSU WA KIMI NO USO* FINAL EPISODE FILM

By

**TEGAR ABI HUDA**  
**NPM. 1711040166**

Grammar is one of basic skill in English. It allows us to organize our sentences and it has an ability to forming the correct form on a language. This research has the objective to identify type of errors, finding the potential causes of the errors, and analyzing the most errors that occurred in *Shigatsu wa Kimi no Uso* final episode film.

The research design of this research is qualitative. In collecting data, the researcher doing some steps. They were watching the movie per dialogue and match the subtitles with types of errors. The data was collected on January 21<sup>st</sup>, 2023 and the research instrument is documentation which is the duration of the film that have the grammatical errors on the subtitle.

The result of the research shows that have 15 errors in total based on surface strategy taxonomy. There are 7 errors in addition, 5 errors in omission, 2 errors in misformation and 1 error in misordering. The cause of the grammatical errors in final episode of *Shigatsu wa Kimi no Uso* is an incorrect use of language that affect on the meaning.

**Keyword : Grammar, Grammatical Errors, Subtitle**

## DECLARATION

I am a student of English Education Study Program at UIN Raden Intan Lampung who signed below :

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Students Number : 1711040166  
Thesis Title : An Analysis of Grammatical Errors in English Subtitle of *Shigatsu wa Kimi no Uso* Final Episode Film

I declare that my thesis is the result of my own work. All opinion in this thesis have been paraphrased with proper ethical codes, and I am fully responsible for the content that contained in this thesis.

Bandar Lampung, January 25<sup>th</sup>, 2023  
The Researcher



**Tegar Abi Huda**  
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The following thesis entitled:

**“An Analysis of Grammatical Errors in English Subtitle of Shigatsu wa Kimi no Uso Final Episode Film”** written by **Tegar Abi Huda, NPM: 1711040166, Study Program: English Education**, has been successfully defended at the thesis defense of the Faculty of Tarbiyah and Teacher training, Raden Intan State Islamic University, Lampung. The thesis defense was held on April 14<sup>th</sup>, 2023.

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## MOTTO

نُظَرُوا إِلَى مَنْ أَسْفَلَ مِنْكُمْ، وَلَا تَنْظُرُوا إِلَى مَنْ هُوَ فَوْقَكُمْ؛ فَهُوَ أَجْدَرُ أَنْ  
لَا تَزُدُّوا نِعْمَةَ اللَّهِ

Say : Look towards those who are lower than you, don't look towards those who are higher. It is more appropriate so that you do not underestimate the blessings of Allah SWT."<sup>1</sup>



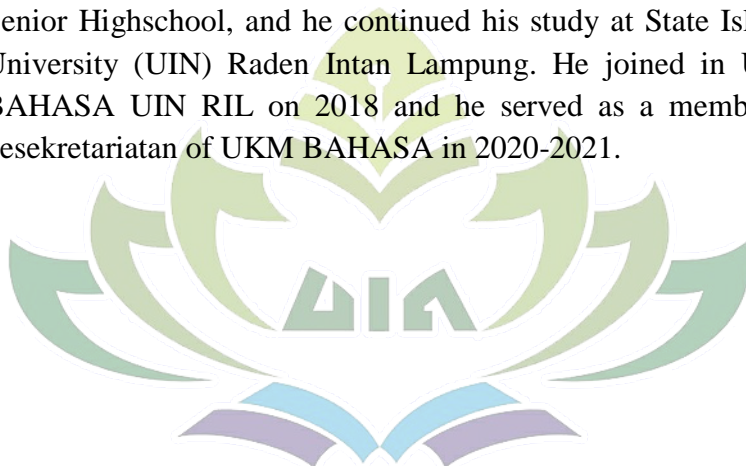
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<sup>1</sup> (HR. Muslim no. 2963)

## CURRICULUM VITAE

The researcher name is Tegar Abi Huda. He was born in Bandar Lampung on February 5<sup>th</sup>, 1998. He is a second children of parents Drs. Hermanto and Relita Agustina. He has one brother and two little sisters.

There are the educational background. First, he studied in TK Amalia in 2003-2004, after that he continued his study in Al-Azhar 2 Elementary School in 2005 until 2011. Then he is continued his study at Junior High School 20 Bandar Lampung in 2011-2014, after that he continued his study at Al-Azhar 3 Senior Highschool, and he continued his study at State Islamic University (UIN) Raden Intan Lampung. He joined in UKM BAHASA UIN RIL on 2018 and he served as a member of kesekretariatan of UKM BAHASA in 2020-2021.





## DEDICATION

Bismillahirrahmanirrahim, from my inner heart I intend to seek knowledge for the sake of Allah. I dedicate this to anyone who cares and love me. I dedicate specifically to :

1. My parents, Drs. Hermanto and Relita Agustina, have shown me love, care, and support, and have also kept me in their prayers.
2. My older brother and sister have been a great source of support and care for me.
3. My best friend, Radithya Ramadhan, who supporting and giving the advice for the requirement for the thesis.
4. My favorite senior, Muhammad Bernardo, also giving me advice to do a process of thesis.
5. Hai Halo Epel or known as Evelyn, who giving me a life motivation and mental support during her stream in YouTube.
6. Kaori Miyazono, my favorite character in *Shigatsu wa Kimi no Uso*, which making me cried during watching the film.
7. I am grateful to my alma mater, UIN Raden Intan Lampung, as well as all the English Education Study Program lecturers and my beloved student association UKM BAHASA UIN Raden Intan Lampung, for providing me with the chance to learn and have a wonderful experience.

## ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious, the Most Merciful. All praise and gratitude is due to Allah alone, the Lord of the worlds, for His countless blessings and guidance throughout my academic journey and the completion of this thesis.

This thesis entitled “An Analysis of Grammatical Errors in English Subtitle of *Shigatsu wa Kimi no Uso* Final Episode Film” is presented to the English Education Study Program of State Islamic University (UIN) Raden Intan Lampung. The research writing this thesis aims to fulfill students’ partial fulfillment of the requirement to obtain the bachelor (S-1) degree.

Then, the researcher would like to thank the following people for their ideas, time, and guidance for this thesis :

1. Allah SWT, He is the only One who destined me to complete this thesis through many obstacles.
2. Prof. Dr. Hj. Nirva Diana, M.Pd, the dean of Tarbiyah and Teaching Training Faculty of UIN Raden Intan Lampung, with all staff, who give the opportunity to study until the end of this thesis composition.
3. Mr. Muhassin, M.Pd, the chief of English Education Study Program.
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5. Mr. Irawansyah, M.Pd as the second advisor who has spent countless hour correcting the final project for its betterment.

6. All lecturers at the English Education Study Program of State Islamic University (UIN) Raden Intan Lampung.
7. All the friend of the English Education Study Program of State Islamic University (UIN) Raden Intan Lampung, especially my beloved friends in PBI E'17 Class.

Finally, nothing is perfect and neither this thesis. Any corrections, comments, critics for betterment of this thesis are open-heartly welcome.

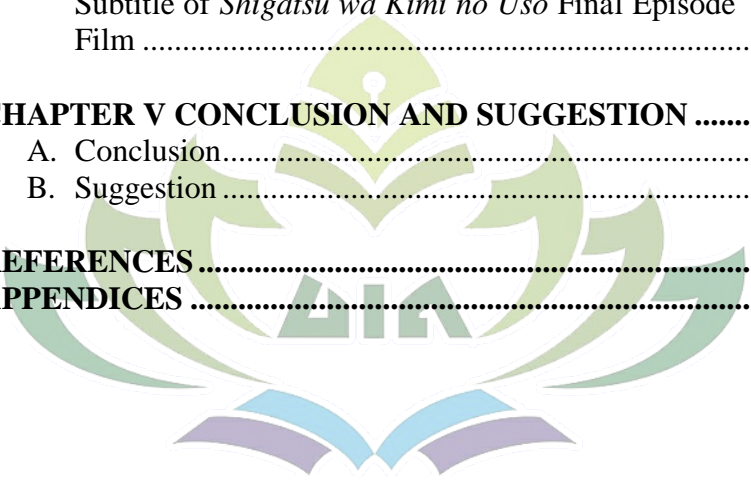
Bandar Lampung, January 25<sup>th</sup> , 2023



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# CHAPTER I

## INTRODUCTION

### A. Title Affirmation

Before describing further discussion, the terms in the thesis will be defined. This is done to avoid the misinterpretation of the title of thesis and to make it easier for the reader to study its content and discuss the scope of the research. As a result, the meaning of the sentence in this thesis is constrained. In the other words, the important terms of this study will be defined at this time. The title of this research is “An Analysis of Grammatical Errors in English Subtitle of *Shigatsu wa Kimi no Uso* Final Episode Film”, and the terms contained in the title are as follows:

#### 1. An Analysis

Analysis is reading the text, by placing signs in the dynamic interactions and message delivered. This was also conveyed by Robert.J.Schreiter in Nur Afika, an analysis is a process of breaking something down into interconnected parts. In another definition, analysis is a collection of activities and processes that are interrelated to solve or solve problems. The component become more detailed as they are combined to a form a conclusion<sup>1</sup>.

Meanwhile according to Leavis in Stephen Petrina clarifies that analysis is a constructive or creative process and a

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<sup>1</sup> Nur Afika. “The Analysis of Student’s Learning Strategies and Language Styles in Learning at SMA N 9 Pinrang,” *English Program Tarbiyah and Adab Department, State Islamic Institute Parepare*, 2009.



re-creation in which, by considering attentiveness<sup>2</sup>. For that reason as researchers, we must pay attention what problems, cases, and method that we analyzed. After that, we combined the expert statements about analysis that be a collection related problem-solving activities and a constructed and creative process and re-researching problems that have discussed before.

## 2. Error and Mistake

Errors in foreign language teaching especially in English are the cases which are difficult enough to avoid. Many aspects that can caused the learners of English as a foreign language make errors and sometimes mother tongue interference also became one of the caused. Carl James said that, “if the learner is inclined and able to correct a fault in his or her output, it is assumed that the form he or she selected was not the one intended, and we shall say that the fault is a mistake. On the other hand the learner is unable or in any way disclined to make the correction, we assume that the form the learner used was the one intended, and that is an error”<sup>3</sup>.

Errors are unpredictable when learning a language. As a result, when teachers teach in schools, they will notice a variety of phenomena: many students who have good writing skills in English, many students who have average writing skills, and possibly many students who have poor writing skills in English. Error analysis is an activity that is performed to identify, interpret, or describe errors made by someone while speaking or writing English sentences. Brown said “Error is a branch of linguistics in which teacher can observe, analyze, classify error

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<sup>2</sup> Stephen Petrina, *Method of Analysis, University of British Columbia*, 2019

<sup>3</sup> Carl James, *Errors in Language Learning and Use; Exploring Error Analysis*, (London and New York: *Addison Wesley Longman Limited*, 1998)

by students in order to reveal something about system operating within the learner, which led to an increase in the study of learners' errors. It is performed to obtain information on common difficulties encountered by someone while speaking or writing English sentences<sup>4</sup>.

Error and mistakes are not the same thing. Harmer defines error as a component of the learner inter language, which is a version of the language that a learner has at any given stage of development and that is constantly reshaped as he or she strives for full mastery<sup>5</sup>. Meanwhile what makes "mistake" different with "error" is a random activities that happened intentionally like when someone has fatigue, have an extremely excitement, too confident, and other intentional accident. As we can see from the expert statement about error and mistake, it can concluded that error is an unintentional event that happened eventhough someone has already mastered in language, like the first person doing some conversation with the second conversation that he has slip word errors when the first speaker was clingy to the conversation with the second speaker.

According to Grigoriyan, he said that mistakes can described as "if you say or write something incorrectly but you already known the correct way"<sup>6</sup>. In other opinion, Ellis in Nur Choironi described mistake is like a students which have knowledge in the correct form are slipping up<sup>7</sup>. Meanwhile,

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<sup>4</sup> H.D. Brown, *Principle of Language Learning and Teaching*. (New Jersey: Prentice-Hall Inc, 1980)

<sup>5</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Pearson Education Limited, 2001)

<sup>6</sup> Grigoriyan Astghik, *Student Correction During Class: How and When?*. Faculty of European Languages and Communication, Department of English for Cross-Cultural Communication. Yerevan State University.

<sup>7</sup> Nur Choironi, *An Analysis of Students' Grammatical Error in Writing Descriptive Text Based on Surface Strategy Taxonomy at The Second*

Brown describe mistake as a failure to correctly use a known system which is can be self corrected.

### 3. Subtitle

Subtitle is a texts displayed in a video that typically serve as a translation of the words spoken in the video into another language so that people who do not understand the language of the video can understand what it is about<sup>8</sup>. Subtitle are used in films, soap operas, television shows to help viewer understand sentences or words explained by presenters, news anchors, film actors, and other media aspects included in television and films.

According to Zarei and Rashvand, subtitles allows viewers to read dialogue statements on the screen as well as watch the images and listen to the dialogues<sup>9</sup>. At the moment, English subtitles are a popular medium among viewers. Many new words and phrases, particularly idioms and colloquial expressions can be improved by viewers. In other means that, subtitle is an important part of film and movies can be analyzed as an analysis on grammatical errors that caused by subtitler.

Based on several definition of key terms in this research, what the researcher means by the title of the thesis “An Analysis of Grammatical Errors in English Subtitles of *Shigatsu wa Kimi no Uso* Final Episode Film” is to analyze the gramatical errors in *Shigatsu wa Kimi no Uso* on the final episode.

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*Grade of SMAN 1 Pesisir Tengah Krui*. Faculty of Teacher Training and Education. Lampung University.

<sup>8</sup> <https://www.igi-global.com/dictionary/subtitles/59459>

<sup>9</sup> Asni Furaidah, Ngadiso, Muh Asrori. *Watching Video with English Subtitle as An Alternative to Improve Reading Skill*, English Education Department, Teaching Training and Education Faculty, Sebelas Maret University.

## B. Background of the Problem

Language serves as a medium for individuals to interact with one another. It is a system that assists people in providing information<sup>10</sup>. Language is required for the expression of feelings, thoughts, and ideas. It encourages people to take in and comprehend the messages. Language has the potential to reveal a person's identity. People interact with one another in their own unique style language. It will encourage users to converse in a variety of languages. Language can reveal information about a person's culture and background through their utterances. As the example, when she/he talks with aggressive tone that shows he/she is Lampungnese or Bataknese, and he/she talks with slow swing at the end of speak that show he/she is Sundanese.

Grammar refers to the systematic study and description of a language. Herring defines grammar as "the way words are used, classified, and structured together to form coherent written or spoken communication"<sup>11</sup>. Grammar is the set of rules that govern the integration of word, sentence, and phrase structures. When people are conveying the message, they are encouraged to construct precise sentence structures. Grammar, in fact, gives people the information they need to understand the meaning of words, phrases, and sentences in a language.

Error is an act, assertion, or belief that unintentionally deviates from what is correct, right, or true; the condition of having incorrect or false knowledge. According to Corder, Error

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<sup>10</sup> Alexandra Fenneta, *Grammatical Errors in Will I Am Song*. English Letter Study Program, Department of English Letters, Faculty of Letters, Sanata Dharma University.

<sup>11</sup> Peter, Herring. *Complete English Grammar Rules : Example, Exceptions, Exercises & Everything You Need to Master Proper Grammar*.

as deviation from norms of the target language<sup>12</sup>. Meanwhile according to Moqimipour and Shahroki in Erlangga says that errors can be seen as an inadequate knowledge of foreign language rules can lead to the production of unacceptable written or oral linguistic items. So, we can conclude that error is an act that is not in accordance from the correctness which is caused by wrong act or a wrong knowledge about target language and lack of knowledge about foreign language rule which is caused to unacceptable linguistic item in written or oral form.

Error Analysis is the study and evaluation of uncertainty in measurement. Experience has shown that no measurement, however carefully made, can be completely free of uncertainties<sup>13</sup>. Because the whole structure and application of science depends on measurements, the ability to evaluate these uncertainties and keep them to a minimum is crucially important. It is natural for anyone learning a foreign language to make mistakes and errors because it differs from his or her mother tongue. Littlewood stated in Wardhana said that error may enrich learners' knowledge of the language they are learning because they are learning something from them<sup>14</sup>. But we should caught the errors when you are doing a conversation or when you are write a text, paragraph, sentences or a words.

According to the Collins dictionary, a mistake is something that you did not intend to do or that results in a result

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<sup>12</sup> Londono, Vasquez. *Error Analysis in a Written Composition*. Institution Universitaria de Envigado Colombia

<sup>13</sup> John. R. Taylor. *An Introduction to Error Analysis : The Study of Uncertainties in Physical Measurement 2nd Edition*, p.3

<sup>14</sup> I.P.B. Erlangga, I.W. Suarnajaya, P.A.K. Juniarta. *An Analysis of Grammatical Errors Made by The Seventh Grade Students of SMP Negeri 2 Sukawatiin Writing Descriptive Texts in the Academic Year 2018/2019*.

that you do not want. Meanwhile, the Longman dictionary defines a mistake as “something you do that is not sensible or has negative outcome”. Furthermore, Corder claims that mistake has an unsystematic characteristic that indicates performance error in both second language learners and native speakers. In another similar definition, Brown said that term “mistake” refers to the imperfection of a native speaker and a second language learner in producing speech as a result of a failure to correctly understand the system; it is related to the learners’ performance errors.

Surface strategy taxonomy is a type of error that emphasize elements in a sentences are changed in a specific way. It highlight the various ways in which surface structure differ. For instance, we remove the unrequired thing, adding the unnecessary items; and it may also misform and disorder items. This taxonomy also highlights the way of surface structure is altered. There is four error category that provides in SST. The first is addition, the second is omission, the third is misformation, and the last is disorder.

While delivering a message, people unconsciously make mistakes in their utterances. The process by which learners deviate from language rules is known as error<sup>15</sup>. It means that people’s errors force them to create new rules for specific languages. However, a variety of a factors, including a lack of knowledge, contribute to errors. It will have an impact on their communication skills.

The purpose of error analysis in Educational according to Corder is known how far the learners’ effort to towards the goal of learning has been progressed and what remains for

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<sup>15</sup> Corder, S, P. *The Significance of Learners’ Errors*.

him/her to learn<sup>16</sup>. In this research, the goal is quite same but different in the object. So the writer goals in this research is to looks how its subtitle has matched to grammar including the word placement of the sentences.

By analyzing the grammatical errors in a film, we can determine the proper way to subtitling a film in both English and non-English film that causes viewers misunderstand, misinterpret, and find it difficult to digest the language in the film. As a result, correcting grammatical erros in subtitles is necessary to avoid language confusion while watching the films.

The writer analyzes the error analysis uses the film as the research object is author was unable to leave during COVID-19 pandemic due to the increasingly due to the massive dangerous virus and the research data is easy to get because the author merely pays attention to the subtitles in each scene and can be classified as the sorts of sentence errors based on the surface strategy taxonomy that writers obatined from Error Analysis course on 5<sup>th</sup> Semester.

### **C. Identification and Limitation of the Problem**

The objectives of this research is to examine errors in words, phrases, clauses, and sentences found in the final episode of the film “*Shigatsu wa Kimi no Uso*”. Morphology and syntax are used in the research. Morphology and Syntax will provide a thorough understanding of categorization of grammar errors in the final episode of “*Shigatsu wa Kimi no Uso*”, which is the grammar errors are further classified into four types of stragies: omission, addition, misformation, and misordering.

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<sup>16</sup> Entika Fani, P. *Error Analysis an Its Significance for English Foreign Teachers*. PGRI University Semarang

This research is the grammatical error that found in *Shigatsu wa Kimi no Uso* on the final episode film based on four types of error as described on identification of the research. In order to have specific research, the researcher has decided to limit the study only focused on the grammatical errors on the subtitle used categorization grammar errors.

#### **D. Formulation of the Problem**

There are some topic under error analysis that can be conducted in relation to the subject of research. There is surface strategy taxonomy. Yet, in this study, the researcher only focused on grammatical errors that occurred in *Shigatsu wa Kimi no Uso* on final episode. Regarding the background of the study there are two problems proposed in this study. There are follows:

1. What are the types of grammatical errors in English subtitle by *HorribleSubs* on film “*Shigatsu wa Kimi no Uso*” final episode based on Surface Strategy Taxonomy?
2. What are the contributing factors to the errors in the final episode of the *Shigatsu wa Kimi no Uso* film?

#### **E. The Objective of the Research**

Related to the research focus, the research objectives are stated as follow :

1. To identify the types of errors that included on final episode on *Shigatsu wa Kimi no Uso* film based on Surface Strategy Taxonomy.
2. To see the contributing factors of the errors in the final episode on *Shigatsu wa Kimi no Uso* film.



## **F. Significance of the Research**

According to the research objective, this research is expected to provide both theoretical and practical contributions to some parties.

### 1. Theoretical Significance

As the expected, this research can give information in surface strategy taxonomy that could enrich the detail knowledge about grammatical error in English Education field.

### 2. Practical Significance

- a. This research will be useful for them as an authentic source of study in English Education because it gives significance about the analysis of grammatical errors.
- b. This research gives more references on linguistic study of grammatical error analysis in State Islamic University of Raden Intan Lampung.
- c. This research gives contribution to the next research on linguistic study in Educational field and will be good reference for the candidates of the researcher.
- d. This research gives the readers more knowledge about grammatical error analysis in English Education.

## **G. Relevance Studies**

In this section, the writer wishes to present other research that can be compared to his own. Alexandra Fenneta from the English Letter Study Program, Faculty of Letters, Sanata Dharma University, Yogyakarta investigates **Grammatical Error in Will I Am Song**. The research is about

conducting qualitative research using a documentation method and collecting any data that can help her research. She began by listening to the Will I Am song, then read and learned all of the sentences in the lyrics, identified the elements in the lyric, described the data, and finally reached a conclusion based on the data.

Nur Choironi from Faculty of Teacher Training and Education, University of Lampung investigates **An Analysis of Students' Grammatical Error in Writing Descriptive Text on Surface Strategy Taxonomy in the Second Grade of SMAN 1 Pesisir Tengah Krui**. The study is a qualitative study that employs a descriptive qualitative method to collect any data that can support her research and began by testing school students in class with descriptive text. Her research design aims to describe phenomena or problems in English learning.

The similarities between these relevance studies are that they both analyze grammatical errors, but the focus of these relevance studies differs. The first is grammatical using both taxonomies in error analysis, linguistic category taxonomy and surface strategy taxonomy, because the writer is analyzing song lyric by sentences, identifying elements in the lyrics, whereas the second is grammatical error analysis using surface strategy taxonomy because the writer is analyzing grammatical errors caused by students in senior high school on second grade.

## **H. Research Method**

### **1. Research Design**

A notable aspect of conducting research is the research design. A research design is a plan that we develop before conducting research. A research design is a strategy for combining various components in a study. According to the

experts, research design is the plan and procedures for conducting research, as well as the detailed methods of data collection and analysis.<sup>17</sup>

In this thesis, the writer chooses to analyze *Shigatsu wa Kimi no Uso* Final Episode from the film *Shigatsu wa Kimi no Uso*. The writer employs qualitative research in this study because it focuses on analyzing grammatical errors in English Subtitle. Its movie episode and the Full English dictionary are examples of materials that can be used in qualitative research. The material in this research focused on *Shigatsu wa Kimi no Uso* final episode, a film produced by A-1 Pictures. According to Ary in Anas Syahir says that the qualitative inquirer works with data that is presented in the form of word or images rather than number and statistics.<sup>18</sup>

Because the writer wants to find grammatical errors in the English Subtitle movie, he decides use the descriptive method in his qualitative research. The descriptive method is also used because the writer's research is to analyze the data to see what grammatical errors are in the subtitle. According to Bogdan and Biklen, qualitative research is descriptive in nature, which means that data is collected in the form of words or images than numbers.<sup>19</sup>

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<sup>17</sup> John. W. Cresswell. *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches*, p.1

<sup>18</sup> Anas, Syahir. *Registered Used by Gamers in Point Blank Online*, p. 17

<sup>19</sup> Robert C., Bogdan, Biklen. *Qualitative Research for Education*, p. 15

## 2. Research Subject

The subject in this research is grammatical errors in English subtitle of *Shigatsu wa Kimi no Uso* final episode film. Data will be collected from subtitle per sentences from the film.

## 3. Research Instrument

Documentation was the data collection tool used in this study. Documentation can be defined as the collection and gathering of any data that we find referred as documents. Documents contain text that we can find without having to look at them directly. According to Atkinson and Coffey in Bowen says that documents are “social facts” that are produced, shared, and used in socially organized ways<sup>20</sup>. The researcher collects the needed data by doing the following steps:

- Complete the final episode of *Shigatsu wa Kimi no Uso*.
- Carefully examine the subtitles and re-type them into another file.
- Gather any relevant information that can be used to analyze the film.
- Collect and analyze data from the film.
- Identify and describe the errors contained in the subtitle.

After examine its subtitle, the researcher collecting and analyzing subtitle data that has language errors. Here are the example data sheet of this research :

Table .1 Data Sample of Error Taxonomies, Error type and its Description of *Shigatsu wa Kimi no Uso* Final Episode Film

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<sup>20</sup> Glenn, Bowen. *Document Analysis as Qualitative Research Method*, p. 1

No.	Source Language (Japanese + romaji)	Target Language (English)	Error Taxonom ies	Error Type	Context and its correction
1	ボクひとりじゃないダレカとデ アッタ俊寛カラ 、 一人で居られな いだ。 (Boku hitori janai dare ka to deatta shunkan kara, hitori de <b>irarenai</b> da.)	From the moment that we meet someone else, none of us <b>can</b> ever be alone.	Surface Strategy Taxonom y	Addition (Simple Addition )	In this sentence, there is an addition of word “can” after “us”.  This sentence should be “From the moment that we meet someone else, none of us ever be alone”.

#### 4. Data Collection

*Shigatsu wa Kimi no Uso* is made up of 22 episodes, each lasting approximately 22-23 minutes. *Shigatsu wa Kimi no Uso* tells about Kousei Arima’s dream to be a famous pianist in Japan, and Miyazono Kaori comes to encourage Arima to play piano again and raise his dream to be a famous pianist in Japan, but in this episode Arima has a piano competition and Kaori is surged in hospital, then Arima wins the champion title, and Kaori dies from leukimia.

Based on data explanation above, the researcher wishes to examine the grammatical error in this film. There are four types of taxonomies : Linguistic Category Taxonomy, Surface Strategy Taxonomy, Comparative Taxonomy, and

Communicative Effect Taxonomy. But the writer only focused on Surface Strategy Taxonomy.

## **I. Systematic Discussion**

### **CHAPTER I INTRODUCTION**

This chapter contains the following sections: detail affirmation, background of the problem, identification, limitation of the problem, formulation of the problem, the objectives of the research, the significance of the research, the relevance studies, the research design, and systematic discussion. This introduction is useful for providing readers with preliminary information about this research as well as for developing a research framework so that readers can understand this research.

### **CHAPTER II REVIEW OF LITERATURE**

In this chapter contains the theoretical framework that is relevant to the topic of this research. This was written to give the reader an overview of the theories that the researcher uses as a reference or foundation in this research.

### **CHAPTER III DESCRIPTION OF THE RESEARCH OBJECT**

In this chapter contains a general description of the object and presentation of research facts and data.

### **CHAPTER IV FINDING AND DISCUSSION**

In this chapter contains the finding and discussion which is answer the formulation of the problem.

### **CHAPTER V CONCLUSION AND SUGGESTION**

In this chapter contains the conclusion of the research which is the point of the whole research and suggestion for who will read this thesis that can hopefully give the benefit.



## CHAPTER II

### REVIEW OF LITERATURE

#### A. Theory

##### a. Error and Mistake

When a learner lacks knowledge of the target language, an error occurs. Brown defines an error as a noticeable deviation from the adult grammar of a native speaker that reflects the learners' competence. In other words, Ellis explains in Muhlisin that error represent gaps in a learner's knowledge. They occur because the learners do not understand what is correct and incorrect, and they are unable to correct their own deviant utterances.

According to Erdogan, an error is defined as the use of linguistic item in such a way that fluent or native speaker of the language regards it as faulty or incomplete learning. It means it can not be corrected by him or herself<sup>21</sup>. An error has as different with a mistakes, where it caused by less of attention, exhausted, carelessness or some aspect of performance that happened accidentally. Norrish said mistake is an inconsistency in which the learner sometimes gets it right but sometimes gets it wrong. And then Richard argues that when a learner makes a mistake when writing or speaking, it is due to a lack of attention, fatigue, carelessness or some aspects of performance. Mistakes refer to a learner's error based on an alleged wrong or failure to use a well-known system. It means that the learner's must recognize, know, and comprehend the pattern of a specific in use language.

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<sup>21</sup> Erdogan, V. *Contribution of Error Analysis to Foreign Language Teaching*, p. 263



So the point of distinguish between error and mistake are how slip is happened by accidentally or not. If the slip is accidentally that classifies as errors. Meanwhile, mistake is happened not accidentally which he or she know that it is wrong but she/he keeps doing the mistakes.

### **b. Error Analysis**

According to Taylor in Suci explained that error analysis is a study and evaluation of uncertainty which occurs in linguistic. It can be investigating, classifies, interprets and evaluating the language errors of learners. If the learners are studying English, for instance, they are bound to make some mistakes and errors, so they must try to correct them by asking another person who is fluent in English to assess the learner's error. In this context, the writer analyzing grammatical error in an English subtitle of *Shigatsu wa Kimi no Uso* which is the intention of the writer is to detecting every scene on the episode which has grammatical errors on it.

Brown also spoke about error analysis; he defined error as the process to observe, analyze, and categorizing deviations from rules of the second language and then revealing the systems operated by learner<sup>22</sup>. This concept is same as the concept that explained by Crystal. It implied that error analysis is a technique for identifying, classifying, interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures that provided by linguistics.<sup>23</sup>

If the learners are studying English, for instance, they are bound to make some mistakes and errors, so they must try to

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<sup>22</sup> H.D. Brown. *Principles of Language Learning and Teaching*, p. 96

<sup>23</sup> D, Crystal. *The Cambridge Encyclopedia of Language*, p. 112

correct them by asking another person who is fluent in English to assess the learner's error. In this context, the writer analyzing grammatical error in an English subtitle of *Shigatsu wa Kimi no Uso* which is the intention of the writer is to detecting every scene on the episode which has grammatical errors on it.

Error Analysis have many procedures to analyzing the errors, the steps of error analysis based on Corder in Ellis as follows<sup>24</sup>:

- Collection of a sample of learner language  
The data for the error analysis is provided by collecting a sample of learner language.  
The researcher must be aware that the nature of the sample
- Identification of errors  
To identifying of errors, it entails comparing what the learner has produced to what a native speaker counterpart would produce in the same situation. The basic procedure is as follows :
  - a. Prepare a reconstruction of the sample in the manner in which learner's native speaker counterpart would have produced it.
  - b. Assume that every utterance or sentence produced by the learner is incorrect and systemically eliminate those that an initial

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<sup>24</sup> Rod Ellis, *Analysing Learner Language* (New York: Oxford University Press, 2005) p.57

comparison with the native speaker sample reveals to be well formed. The remaining utterance or sentences contains error.

- c. Determine which components of each learner utterance or sentence differ from the reconstructed version.

- Description of errors

It is a comparative procedure, with the data being the original incorrect utterance or sentence differ from the reconstructed version.

- Explanation of errors

Accounting for why how an error occurred is the critical step in attempting to understand the SLA (Second Language Acquisition) processes.

- Error Evaluation

It entails determining the gravity of various errors in order to determine which one should be instructed on.

According to Corder's opinion above, the steps of doing error analysis are collecting data from the learners' work, the next is identifying where the error is, then describing the error based on their classification, after that explaining error by considering of why and how it occurs, and the final step is evaluating it.

## B. Error Taxonomies

According to Dulay, Burt, and Krashen in the book titled “Language Two”, they are classified error into four types; error based in linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.<sup>25</sup>

### 1. Linguistic Category Taxonomy

Linguistic category taxonomy classifies errors based on either the language component or the specific linguistic constituent that the error affects<sup>26</sup>. Phonology (pronunciation), morphology and syntax (grammar), semantic and lexicon (meaning and vocabulary), and discourse are all components of language (style).

#### a. Phonology

Steven defines phonology as “systematic study of the sounds used in language, their internal structure, and their composition into syllables, words, and phrases”<sup>27</sup>. As a result, it is related to pronunciation because it instructs us on how to pronounce the word. For example, game is /geɪm/, break is /breɪk/, document is /'dɒkjumnt/, and paper is /'peɪpə/.

#### b. Morphology and Syntax

According to Zakaria, morphology is a branch of linguistics that studies how words are formed from morphemes<sup>28</sup>. Morphemes are the smallest linguistic unit capable of carrying any meaning. Syntax is a branch of linguistics that focuses on the scientific study of sentence structure as an independent unit.

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<sup>25</sup> Dulay, et.al. *Language Two*, p. 146

<sup>26</sup> Ibid

<sup>27</sup> Steven, Bird. *Phonology*, p.1

<sup>28</sup> Mohammad, Zakaria, *Natural Language Processing and Computational Linguistic I :Speech, Morphology, and Syntax*, p.89

Syntax differs from phonology in that it focuses on the linguistic form of the sentence rather than the meaning which is the focus of semantic research. There are some errors example in morphology and syntax :

➤ Morphology

Linguistic Category Type	Errors
Indefinite article incorrect	<p>“a” used for “an” before vowels. Example : a ant, a internet, a usb</p> <p>“an” used for “a” Example : an little ant, an big axe, an thick chicken.</p>
Possesive case incorrect	<p>Omission of (‘s) Example : the <b>man</b> feet, the <b>king</b> crown.</p>
Third singular person verb incorrect	<p>Failure to attach –s Example : The <b>bird help</b> man, the <b>hyena eat</b> him.</p> <p>Wrong attachment of –s Example : The apple fall <b>downs</b>, the spirit burn <b>ups</b>.</p>
Simple past tense incorrect	<p>a. Regular past tense</p> <ul style="list-style-type: none"> <li>- Omission of –ed</li> </ul> <p>Example : the tiger <b>save</b> cheetah, Ryan <b>help</b> him.</p> <ul style="list-style-type: none"> <li>- Adding –ed to past that already formed</li> </ul> <p>Example : He <b>calleded</b>, They</p>

		<p><b>workeded.</b></p> <p>b. Irregular past tense</p> <ul style="list-style-type: none"> <li>- Regularization by adding -ed</li> </ul> <p>Example : German <b>putted</b> the land mine there.</p> <ul style="list-style-type: none"> <li>- Substitution of simple non-past</li> </ul> <p>Example : Ryan <b>fall</b> in the water.</p>
Past Participle incorrect		<p>Omission of -ed</p> <p>Example : She was <b>work</b>, Jaret was <b>call</b>.</p>
Comparative adjective/adverb incorrect		<p>Use of more + er</p> <p>Example : Calli got up <b>more</b> bigger, Rushia is <b>more</b> wiser than before.</p>

➤ Syntax

Linguistic Category type	Errors
Noun Phrase	<p>a. Determiners</p> <ul style="list-style-type: none"> <li>• Omission of the article (a,an)</li> </ul> <p>Example : He is not going in (<b>a</b>) hole, They going to (<b>an</b>) internet cafe.</p> <ul style="list-style-type: none"> <li>• Substitution of definite article for possessive pronoun.</li> </ul> <p>Example : He fell down on <b>the</b></p>

	<p>head, She smack down <b>the</b> hand.</p> <ul style="list-style-type: none"> <li>• Use of possessive with the article</li> </ul> <p>Example : he put it in <b>the</b> his room.</p> <ul style="list-style-type: none"> <li>• Use of wrong possessive</li> </ul> <p>Example : The little boy hurt <b>its</b> leg.</p> <p>b. Nominalization</p> <ul style="list-style-type: none"> <li>• Simple verb used instead of -ing</li> </ul> <p>Example : She will <b>wear</b> it, Ryan will not <b>wipe</b> the floor.</p> <ul style="list-style-type: none"> <li>• Preposition “by” omitted</li> </ul> <p>Example : The starling helped buffalo (<b>by</b>) eating flies on his body.</p> <p>c. Number</p> <ul style="list-style-type: none"> <li>• Substitution of singular for plurals</li> </ul> <p>Example : She is an amazing person that I ever <b>meet</b>.</p> <ul style="list-style-type: none"> <li>• Substitution of plural for singular</li> </ul> <p>Example : He stab him in the <b>feet</b>.</p> <p>d. Use of Pronouns</p> <ul style="list-style-type: none"> <li>• Omission of the subject pronoun</li> </ul>
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	<p>Example : <b>(He)</b> pinch the man.</p> <ul style="list-style-type: none"> <li>• Omission of “it”</li> </ul> <p>Example : Is <b>(it)</b> good to share with people ?</p> <ul style="list-style-type: none"> <li>• Omission of object pronoun</li> </ul> <p>Example : She don’t know <b>(it)</b> in Russian.</p> <ul style="list-style-type: none"> <li>• Subject pronoun used as a redundant element</li> </ul> <p>Example : My sister <b>she</b> go to Tokyo.</p> <ul style="list-style-type: none"> <li>• Use of “me” as subject</li> </ul> <p>Example : <b>Me</b> love you.</p> <p>e. Use of Preposition</p> <ul style="list-style-type: none"> <li>• Omission of preposition</li> </ul> <p>Example : She came <b>(to)</b> me.</p> <ul style="list-style-type: none"> <li>• Misuse of preposition</li> </ul> <p>Example : Cameron made sure to be home <b>for</b> midnight.</p>
Verb Phrase	<p>a. Omission of verb</p> <ul style="list-style-type: none"> <li>• Omission of main verb</li> </ul> <p>Example : He <b>(catch)</b> the grasshopper.</p> <ul style="list-style-type: none"> <li>• Omission of <i>to be</i></li> </ul> <p>Example : They <b>(are)</b> in the room.</p> <p>b. Use of progressive tense</p> <ul style="list-style-type: none"> <li>• Omission of <i>to be</i></li> </ul> <p>Example : She <b>(is)</b> going, they <b>(are)</b> singing.</p>



	<ul style="list-style-type: none"> <li>• Replacement –ing by simple verb form Example : The chiefman was <b>(shake) + ing</b> his hand.</li> <li>• Substitution of the progressive for the simple past Example : The train <b>arrived</b> in 2 minutes.</li> </ul>
Word Order	<p>a. Repetition of the object Example : The bird (object) he was gonna shoot it.</p> <p>b. Adjectival modifiers placed after noun Example : He put it inside his house <b>a little round</b>.</p>
Transformations	<p>a. Negative Transformation</p> <ul style="list-style-type: none"> <li>• Formation of <b>no</b> or <b>not</b> without auxiliary <b>do</b>. Example : He <b>not</b> play anymore, They <b>not</b> work at the moment.</li> <li>• Multiple Negation Example : They <b>won't</b> have <b>no</b> fun, She <b>doesn't no</b> joke</li> </ul> <p>b. Question Transformation</p> <ul style="list-style-type: none"> <li>• Omission of Auxiliary Example : How (do) the story helps ?</li> </ul> <p>c. <i>There</i> Transformation</p>

	<ul style="list-style-type: none"> <li>• Use <i>is</i> instead of <i>are</i></li> </ul> <p>Example : There <b>is</b> these hole, There <b>is</b> these doors. There <b>is</b> these nuts.</p>
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### c. Semantic and Lexicon

The study of the meaning of signs is known as semantics. More specifically, semantic is the study of correspondence, or “mapping” relations, between expression (the signifier side of signs) and meaning (the signified side). Lexicon is a collection of words or an internalized dictionary that every speaker of a language possesses. Lexicon also refers to a stock of terms used in a specific profession, subject, or style. They include the meaning of words and phrases, the proper usage of words and phrases, and the relationship between words and phrases.

### d. Discourse

Discourse is a linguistic terms that refers to a unit of language that is longer than a single sentence. Discourse is the social use if language to convey broad historical meanings. It is a language defined by the social context in which it is used, by who uses it an under what conditions.<sup>29</sup>

## 2. Surface Strategy Taxonomy

The surface strategy taxonomy proposed by Dulay, Burt and Krashen is a taxonomy developed in analyzing learner errors that includes several alternatives for error classification as a result of comparative categorization and communicative effect taxonomy<sup>30</sup>. The surface strategy taxonomy is very useful for

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<sup>29</sup> Joseph, et.al, *Preserving White Comfort and Safety: the Politics of Race Erasure in Academe*, p. 6

<sup>30</sup> Dulay, et.al. *Language Two*, p.150

classifying errors because it can physically highlight the cognitive underlying the learner's reconstruction of the mother tongue and target language. This taxonomy is divided into four categories. There are four error types of SST : omission, addition, misformation, and misordering.<sup>31</sup>

a. Omission

Omission are characterized by *absence of an item that must appear in a well-formed utterance*<sup>32</sup>. Content morphemes carry the bulk of the referential meaning of a sentence : noun, verbs, adjectives, adverbs. For example, in the sentence :

Sundar Pichai is the CEO of Google.

The content morphemes that bear the burden of meaning are Sundar Pichai, CEO, and Google. If I remove the determiner from this sentence, it becomes.

Sundar Pichai the CEO of Google.

As we can see, omissions work when the subject meets the determiner and then the determiner is removed.

b. Addition

Additions are the opposite of omission. They are distinguished by the presence of an item that must not be present in a well-formed utterance. Addition typically occurs in the later stages of second language acquisition, after the learner has acquired some target rules.<sup>33</sup>

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<sup>31</sup> *ibid*, p. 150

<sup>32</sup> *ibid*, p. 154

<sup>33</sup> *ibid*, p. 156

In the speech of both first and second language learners, three types of addition errors have been observed: double markings, regularization and simple additions.

- Double Markings

Many addition errors are better described as failing to delete specific items that are required in one linguistic construction but not in others. For instance, **I did not go**. Although “go” accept a past tense marker when no auxiliary (such as do) is available to mark the tense, as in they went to lunch an hour ago. The English rule for the first verb’s tense marker.

The main verb is the only verb in a simple sentence and thus takes the tense, as in the sentence above. When an auxiliary is required in addition to the main verb in a sentence, the auxiliary, not the main verb, takes the tense.

Learners who have mastered the tensed form of both the auxiliary and the verb frequently use the marker on both, as in: **He doesn’t know my name**. Because two items are marked for the same feature (tense and these examples) rather than one as we can see from the example, word “**does**” and “**knows**” have same features because the auxiliary and the main verb that using suffix –s signs the present tenses. By removing the suffix –s on **knows** to **know**, the sentence is true because no need a suffix –s to show the act. This of addition erros is known as **double marking**.

- Regularization

Regularization is a rule that typically applies to a class of linguistic items, such as the class of nouns or the class of main verbs. However in most languages, some members of a class are exceptions to the rule. The verb *eat*, for example, does not

become *eated*, but *ate*; the noun *sheep* is also *sheep* in plural, not *sheeps*. When a language has both regular and irregular forms and construction, learners apply the rules used to produce the regular ones to the irregular ones, resulting in regularization error.

- Simple Addition

If an error is neither a double marking or a regularization, the third option is simple addition. Simple addition has no distinguishing features other than those that characterize all addition errors—the use of an item that should not appear in a well-formed utterance. For instance, **One of these the students will receive scholarship to University of Indonesia**. As we can see on the example, **the** is an article which is can not be paired with word **these** because it is a plural noun. So, article “the” should be removed in this sentence and has changed into **One of these students will receive scholarship to University of Indonesia**.

c. Misformation

Misformation which is defined as using the incorrect form of morpheme or structure. While an omission error occurs when an item is not supplied at all, a misformation error occurs when the learner supplies something, even if it is incorrect. For instance, **Thomas and his child was watching Spiderman**. As we can see from this sentence, the misformation that detected is uasge of “was” after “**Thomas and his child**” that shows error in the sentence.

d. Misordering

Misordering which is defined as incorrect placement of a morpheme or group of morphems in an utterance. For example, *There she has a huge supper*. This sentence is not correct due to

a misplacement so that make this sentence unorganized. Misordering occurs systemically for both second and first language learners in previously acquired construction.

### **3. Comparative Taxonomy**

In a comparative taxonomy, the classification is based on the comparisons between the structure of second language errors and certain other types of construction. There are four types of error in comparative taxonomy. There are :

a.) **Development Error**

This error is similar to those made by children learning the target language as their first language, e.g. “Anya eat the peanut”, “Ryan fix the bike”.

b.) **Interlingual Error**

An interlingual error is one that has a structure similar to a semantically equivalent phrase or sentence in the learner’s native language.

c.) **Ambiguous Error**

An ambiguous error is one that reflects the structure of the learner’s native language. This error could be classified as a development error or an interlingual error, e.g. “I no have a bike”.

d.) **Other Error**

Other error is an error that caused by the learner’s native language because they used it on their second language form, e.g. “She do hungry”.

### **4. Comparative Effect Taxonomy**

The communicative effect taxonomy looks at faults from the perspective of the listeners or reader. The focuses are on distinguishing errors that seems to cause miscommunication

from those that do not. Error in communicative effect taxonomy is divide into two parts.

a.) Global Error

Global error hinders communication; it prevents the learners from comprehending some aspect of messages. For instance, “we amused that movie very much”.

b.) Local Error

Local error itself does not interfere with understanding of an utterance, usually because there is only minor violation of one segment of a sentence, e.g. “I busy” will be local error since the meaning is apparent.<sup>34</sup>

The writer decides to use strategy taxonomy for researching the film because this error is commonly found in some media in written media (e.g. newspaper, announcement, magazine, and letter) or electric visual media (e.g. news, movie, film, and video) that the writer used as the instrument for his research and surface strategy taxonomy is easier to categorizing the error that found on the film that the writer would research.

### **C. Theoretical Framework**

This research is supported by one theory, surface strategy taxonomy. This theory is concerned with grammatical analysis.

Surface strategy taxonomy works to determine the types of errors. Surface strategy taxonomy used to examining error

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<sup>34</sup> Dulay, et.al. *Language Two*. P. 191

based on addition, omission, misformation, and misordering that has been detected in the sentences.

Surface strategy taxonomy emphasize the method by which surface structure are altered: Learners may omit necessary items or add unnecessary ones; they may misform or misordering the items. Analyzing errors from a surface strategy perspective holds a lot promise for researchers interested in identifying cognitive processes that underpin the learner's reconstruction of the new language<sup>35</sup>. It also makes us aware that learners' error are based from logic. They are not the result of laziness or sloppy thinking, but the learner's use of interim principles to produce a new language.

The changing process of a sentence that caused an error is seen by surface strategy taxonomy. The error will be classified using the grammar error classification process that is currently available. This theory will be useful in revealing the error based on surface strategy taxonomy.

This research is related in terms of how surface strategy taxonomy focused on, surface strategy taxonomy is focused on how process changing a sentence that caused an error. As a result, they are related to correctiong grammatical errors on any object.

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<sup>35</sup> Carl James. *Error in Language Learning and Use*. p. 106



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