

**ERROR ANALYSIS IN WRITING COMPLEX SENTENCE AT THE FIST  
SEMESTER OF ELEVENTH GRADE OF SMK PGRI 4 BANDAR LAMPUNG  
IN 2018/2019 ACADEMIC**



**A Thesis**

**Submitted as a Partial Fulfillment of  
the Requirements for S1- Degree**

**By**

**FADILAH PRACHAN**

**NPM : 1311040093**

**Study Program : English Education**

**TARBIYAH AND TEACHER TRAINING FACULTY**

**STATE ISLAMIC UNIVERSITY**

**RADEN INTAN LAMPUNG**

**2018**

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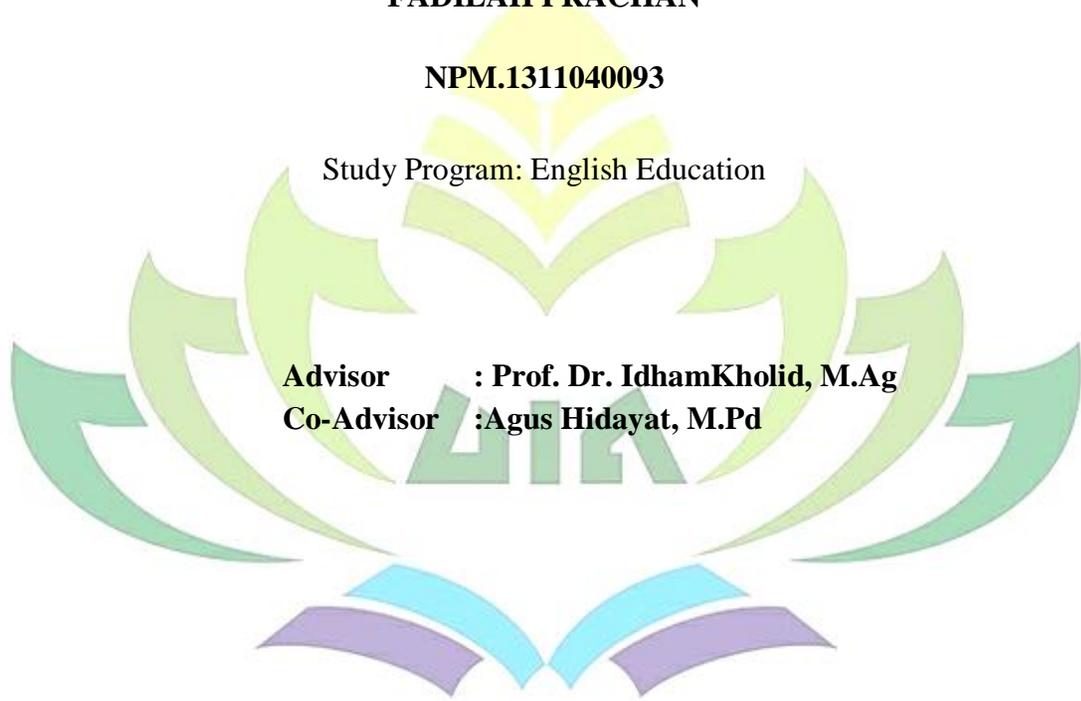
**FADILAH PRACHAN**

**NPM.1311040093**

Study Program: English Education

**Advisor : Prof. Dr. IdhamKholid, M.Ag**

**Co-Advisor : Agus Hidayat, M.Pd**



**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2018**

## **ABSTRACT**

### **ERROR ANALYSIS IN WRITING COMPLEX SENTENCE AT THE FIRST SEMESTER OF ELEVENTH GRADE OF SMK PGRI 4 BANDAR LAMPUNG IN 2017/2018 ACADEMIC YEAR**

**By:**

**FadilahPrachan**

There must be some interesting phenomena that appeared when English learner used complex sentence based on Surface strategy taxonomy because of the complexities in the structure and idea. Teacher should pay attention to this problem in order to give correction and explanation to the students. One of the difficulties of students in English activity was writing complex sentence in SMK PGRI 4 Bandar Lampung was still low. The objective of this research was to know whether there was an error analysis in writing complex sentence at the second semester of eleventh grade of SMK PGRI 4 Bandar Lampung in 2017/2018 academic year.

The research is descriptive qualitative research. The researcher applied purposive technique to determine the sample. Furthermore, the researcher chose XI PM as sample because most of the students got low score of English subject. The total sample of this research was 22 students. In collecting the data, the writer used documentation. The data were taken from students in writing complex sentence task. that was given by the writer. The allocation of time in this task was 2× 40 minutes for a meeting. Finally, the results of the students writing complex sentence were analyzed and classified to know what kind of the error or Surface strategy taxonomy that were made by them.

After the research analyzed the data by using descriptive qualitative the result of the identification showed that 45.4 % or 10 students were categorized into Very Good, 36.3 % or 8 students were categorized into Good, 18.1% or 4 students were categorized into Fair. Then, those were more than 50% students had a problem with the meaning of subordinating conjunction and students had a problem in understanding the function of the subordinating conjunction and its connectors in the sentence. It can be concluded that the students still had many difficulties in error analysis when they used adverb clause in writing sentence.

**Key Word:** complex sentence, qualitative research and Surface strategy taxonomy.



**KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

*Alamat : Jl. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289*

**APPROVAL**

**Title : ERROR ANALYSIS IN WRITING COMPLEX SENTENCE AT THE FIRST SEMESTER OF ELEVENTH GRADE OF SMK PGRI 4 BANDAR LAMPUNG IN 2017/2018 ACADEMIC YEAR**

Student's Name : Fadilah Prachan  
Students' Number : 1311040093  
Study Program : English Education  
Faculty : Tarbiyah and Teacher Training

**APPROVED**

**To be tested and defended in the examination session  
at Tarbiyah and Teacher Training Faculty, the State Islamic University  
Raden Intan Lampung**

**Advisor,**

**Prof. Dr. Idham Kholid, M.Ag  
NIP. 196010201988031005**

**Co-Advisor,**

**Agus Hidayat, M.Pd  
NIP.**

**The Chairperson of  
English Education Study Program**

**Meisuri, M.Pd  
NIP: 198005152003122004**



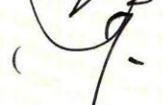
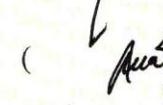
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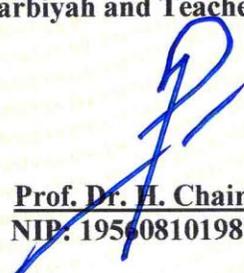
**ADMISSION**

A research thesis entitled:“ **ERROR ANALYSIS IN WRITING COMPLEX SENTENCE AT THE FIRST SEMESTER OF ELEVENTH GRADE OF SMK PGRI 4 BANDAR LAMPUNG IN 2017/2018 ACADEMIC YEAR**”, by: **FADILAH PRACHAN, NPM: 1311040093, Study Program: English Education** was tested and defended in the examination session held on: Monday, November 5<sup>th</sup> 2018.

**Board of examiners:**

The Moderator : Iwan Kurniawan, M.Pd (  )  
The Secretary : Fithrah Auliaya Ansar, M.Hum (  )  
The Primary Examiner : Satria Adi Pradana, M.Pd (  )  
The Co- Examiner : Prof. Dr. Idham Kholid, M.Ag (  )  
The Advisor : Agus Hidayat, M.Pd (  )

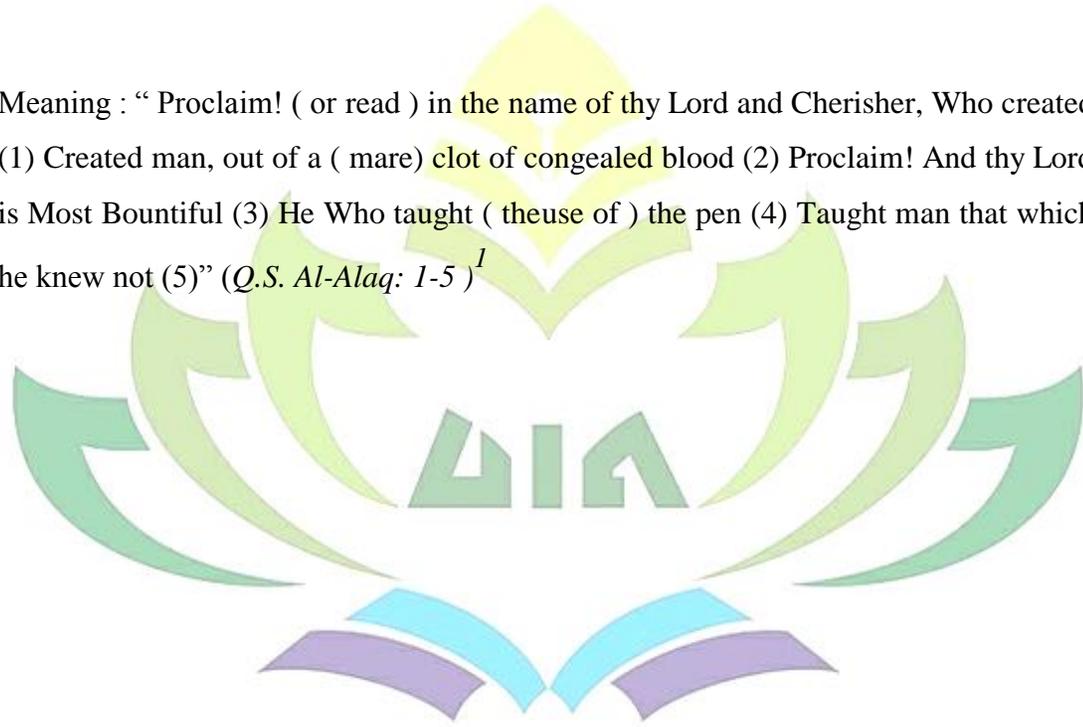
**The Dean of  
Tarbiyah and Teacher Training Faculty**

  
**Prof. Dr. H. Chairul Anwar, M.Pd**  
**NIP. 195608101987031001**

## MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝ الَّذِي  
عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

Meaning : “ Proclaim! ( or read ) in the name of thy Lord and Cherisher, Who created  
(1) Created man, out of a ( mare) clot of congealed blood (2) Proclaim! And thy Lord  
is Most Bountiful (3) He Who taught ( theuse of ) the pen (4) Taught man that which  
he knew not (5)” (Q.S. Al-Alaq: 1-5)<sup>1</sup>



---

<sup>1</sup> Abdullah Yusuf Ali Translation, *The Meaning of Holy Qur'an* ( Maryland: Amana Publication, 2001 ),p. 1672-1673

## **CURRICULUM VITAE**

The name of the writer is FadilahPrachan. She was born on January 6<sup>St</sup>, 1995 in Patani Southern part Of Thailand, She is last child of Four children of the Mr. Koseng and Mrs. Latifah. She has threebrother. They are Nawawi, Marwan, Bukhoree.

She started her formal Education at Kindergarten TK ( SengsantikPosan ). She continued her study at SD Banbarahak graduated in 2006. Next, she continued her study at Junior High School of SMP and SMA PrasanWittayaMulnitikschool graduated in 2013. Afterwards, she continued her study at UIN RadenIntan Lampung in English Education Department of Tarbiyah and Teacher Training Faculty of the State Islamic University of RadenIntan Lampung Since 2013.



**The Researcher**

**FadilahPrachan**

## **DECLARATION**

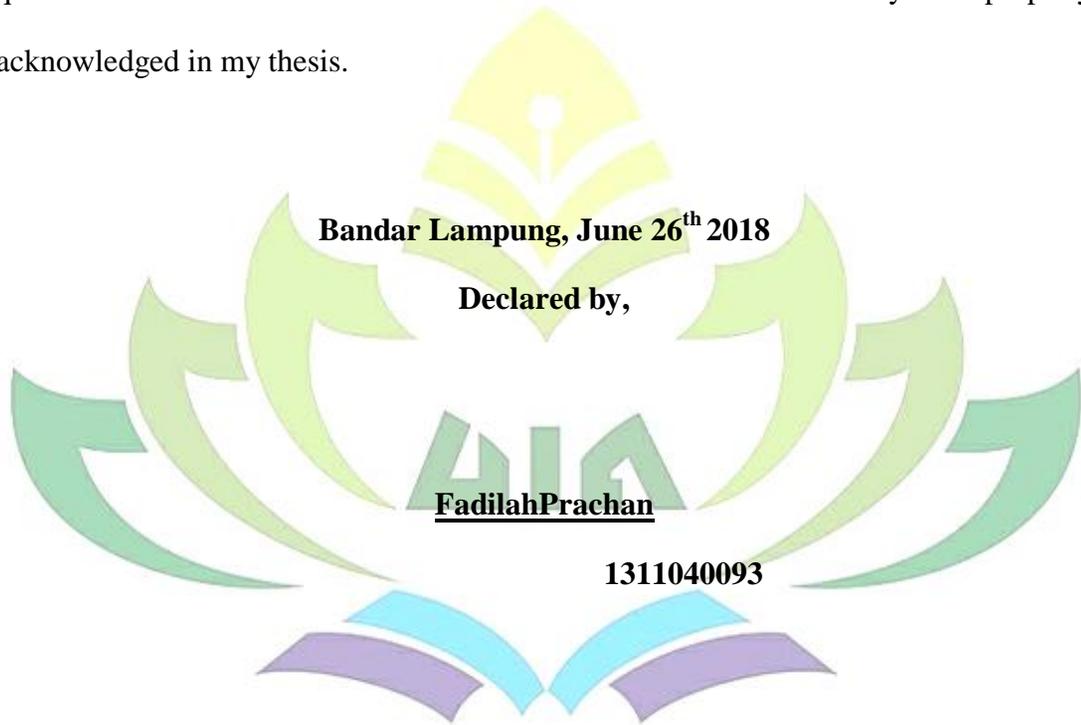
I hereby declare that this entitled “ Error Analysis In Writing Complex Sentence At The First semester of Eleventh grade of SMK PGRI 4 Bandar Lampung In 2018/ 2019 Academic Year” is completely my own work. I am fully aware that I have quoted some students and ideas from various sources and they are properly acknowledged in my thesis.

**Bandar Lampung, June 26<sup>th</sup> 2018**

**Declared by,**

**FadilahPrachan**

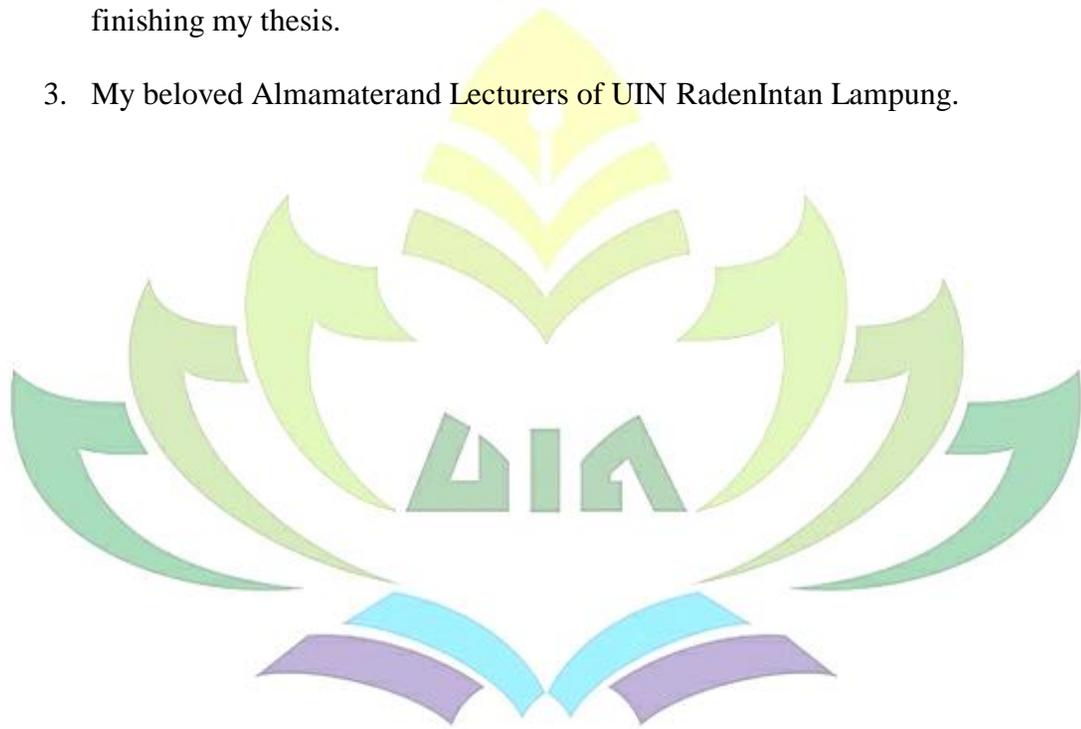
**1311040093**



## **DEDICATION**

This thesis is dedicated to:

1. My beloved parent, Mr. Koseng and Mrs. Latifah, who always pray for me to succeed.
2. My beloved brother: Nawawi, Marwan and Bukhoree, who support me in finishing my thesis.
3. My beloved Almamater and Lecturers of UIN RadenIntan Lampung.



## LIST OF CONTENTS

<b>COVER</b> .....	<b>i</b>
<b>ABSTACT</b> .....	<b>ii</b>
<b>APROVAL</b> .....	<b>iii</b>
<b>DECLARATION</b> .....	<b>iv</b>
<b>MOTO</b> .....	<b>v</b>
<b>DEDICATION</b> .....	<b>vi</b>
<b>CURRICULUM VITAE</b> .....	<b>vii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>viii</b>
<b>LIST OF CONTENTS</b> .....	<b>xi</b>
<b>LIST OF TABLES</b> .....	<b>xiv</b>

Page

### **CHAPTER I : INTRODUNTION**

A. Background ofthe problem .....	1
B. Identification of the problem .....	9
C. Limitation of the problem .....	9
D. Formulation of the problem .....	10
E. Objective of the Research .....	10
F. Use of the Research .....	11
G. Scope of the Research .....	11

### **CHAPTER II : FROME OF THEORIES**

A. Concept Of Error .....	13
1. Definition Of Error .....	13
2. The definition between Mistake and Error.....	14
2.1 Error .....	14
2.2 Mistake .....	14
3. Definition Of Error Analysis .....	16
4. Types Of Error .....	18
1. Mistake .....	18
2. Systematic Error .....	18

3. Accidental Error .....	18
5. Sources Of Error .....	19
6. Communication Strategies .....	21
7. Taxonomy Of Error .....	23
a. Linguistic Category .....	23
b. Surface Strategy Taxonomy .....	24
a. Omission .....	24
b. Addition .....	25
c. Misformation.....	25
d. Misordering.....	26
c. Comparative Taxonomy .....	27
d. Communicative Effect Taxonomy .....	27
8. Concept of Surface Strategy Taxonomy .....	28
9. Error Types Based on Surface Strategy Taxonomy .....	29
B. Concept Of Writing .....	34
C. Concept Of Structure .....	36
D. Concept Of Sentence.....	38
1. Types of Sentence .....	40
E. Concept of Clause .....	43
1. Kind of Clause.....	44
F. Concept of Complex Sentence .....	45
G. Types of Dependent Clause .....	46
H. Concept of Error Analysis In Writing Complex Sentence .....	49

### **CHAPTER III : RESEARCH METHODOLOGY**

A. Research Design .....	50
B. Research Subject .....	51
1. Population .....	51
2. Sample .....	52
3. Sampling Technique .....	52
C. Data Collection Technique .....	53
D. Research Procedure .....	54
E. Research Instrument .....	55
F. Data Analysis .....	56

### **CHAPTER IV: RESULT AND DISCUSSION**

A. Result of the Research.....	58
B. Finding And Discussion .....	58
1. Discussion .....	58
2. Finding .....	61
1. The Result of Analysis for each Type of Error .....	62
a. Omission Error .....	62

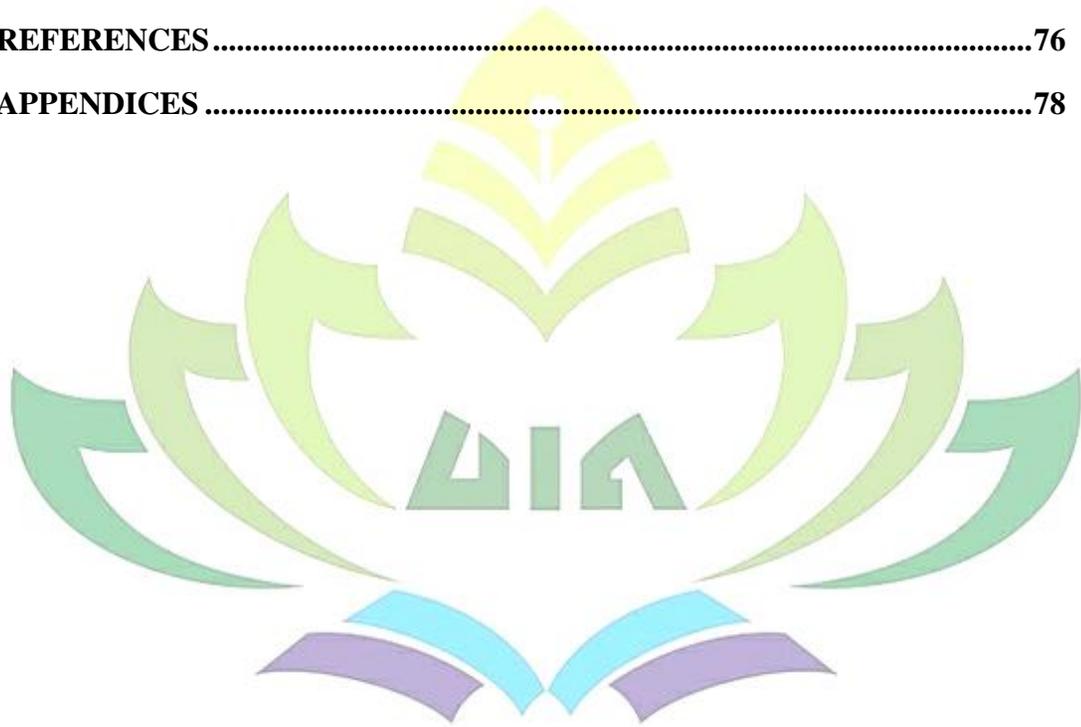
b. Addition Error .....	68
c. Misformation Error .....	71

**CHAPTER V : CONCLUSION**

A. Conclusion .....	73
B. Suggestion .....	73
1. For the Teacher .....	73
2. For the students .....	74
3. For the Writer .....	75
4. For the Readers .....	75

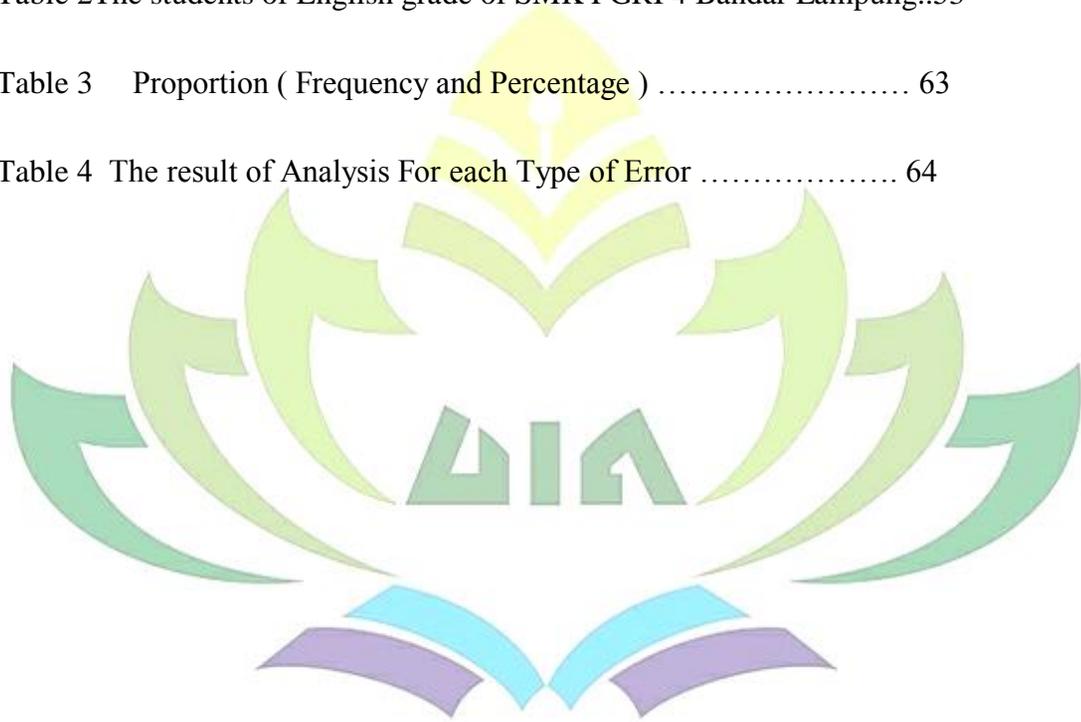
<b>REFERENCES .....</b>	<b>76</b>
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<b>APPENDICES .....</b>	<b>78</b>
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## LIST OF TABLES

	<b>Page</b>
Table 1 English Analysis in Writing complex sentence Score at the Second Semester of the Eleventh grade of SMK PGRI 4 Bandar Lampung....	6
Table 2 The students of English grade of SMK PGRI 4 Bandar Lampung..	53
Table 3 Proportion ( Frequency and Percentage ) .....	63
Table 4 The result of Analysis For each Type of Error .....	64



## CHAPTER I

### INTRODUCTION

#### A. Background of the problem

Language is a system for expression of meaning. The primary function of language is for interaction and communication. English as one of the international languages in the world should be mastered by people from many countries in the world to communicate each other. They may know and understand what they speak communicatively because of English language. Because of the reason, English becomes the first foreign language that is taught in Indonesia from elementary school up to college. Speaking is one of the four basic language skills: listening, writing, reading and speaking. Teaching English speaking is the process of giving the English lesson, from the teacher to the students based on the material from the syllabus of the certain school, in order that the students are able to absorb it and they will be able to communicate by using English orally.

Languages is a set of rules used by human as a tool of their communication.<sup>2</sup>It mean that by language people can express their ideas and communicate each other. It is a unique human inheritance that plays a very important role in the human life. Human should master the language in order to communicate well, express their ideas, feeling, though and give information to the other.

---

<sup>2</sup>SanggamSiahaan, *The English Paragraph*, GrahaIlmu, Yogyakarta, 2008, P. 1

English is one of the international language in the world that is widely used in many countries. the research thinks that language is the important thing of human life since it helps someone to do relationships between ideas. English is used in international communication not only in spoken but also in written. English is learned in Indonesia by talking about the grammatical rules of English and the errors are always corrected.<sup>3</sup>

There are four language skill in English. They are listening, speaking, reading, and writing. that the world globalization given the English language a very important function for human's life. In addition He states that English is accepted as an international language of technology and commerce. It meant that English is important to be learnt by everyone. It supported by Damme“ They should learn English through more active communication, it is a way to learn multiple languages,<sup>4</sup> It meant that learning English is necessary and needed by everyone. Therefore, the learners should give all of their best effort in learning English. It is the dominant foreign language of the country's mass media. It is also the language of literature, it dominant foreign language.<sup>5</sup>

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<sup>3</sup>Ag.BambangSetiyadi, *Teaching English as a Foreign Language*, Graha Ilmu, Yogyakarta, 2006. P.21

<sup>4</sup>Drik Van Damme, Available at <http://usa.chinadaily.com.cn/epaper/2014>

<sup>5</sup> Irene Thompson, Available at [http:// aboutworldlanguages.com/bahasa-indonesia](http://aboutworldlanguages.com/bahasa-indonesia). Accessed in ( September, 22 nd 2014 )

One of the English language skills that need to be mastered is writing. The importance of writing has been realized by the English language teaching practitioners. Suleiman also stress that writing is an essential factor of language.<sup>6</sup>

In communication, people express their ideas and opinion not only in a simple sentence, but also compound sentence for the critical thinking we usually use complex one and compound-complex sentences.<sup>7</sup> as an attempt to increases the proficiency of students in written production of English, writing has been widely taught as a discrete subject in various foreign language teaching programs.

For most people writing is an extremely difficult task if they are trying to grapple in their language with new ideas and new ways.<sup>8</sup> Carl James says that Error analysis is the process to determining the incident nature causes and consequences of unsuccessful language.<sup>9</sup> One of them based on Tomasello and Heron one of strategies is the teacher may use error analysis to identify the students common error and focusing the correction on those error.<sup>10</sup>

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<sup>6</sup>MuniroadatHosseini, MohamadEhsanTaghizadeh, MohamadJafreZainolAbedin, ElhamNaseri. *In The Importance of EFL Learners' Writing Skill: Is there any Relation between Writing Skill and Content Score of English Essay Test?* International Letters of Social and Humanistic Sciences.

<sup>7</sup>Elly Van Gelderen, *A History of the English Language*, Amsterdam, John Benjamins Publishing Company : 2006. p.2.

<sup>8</sup>Gordon Taylor " *A students Writing Guide*" Cambridge University press. 2009

<sup>9</sup>Carl James. *Error In Language Learning and Use*.,London: Longman 1998.

<sup>10</sup>Hamzah.*An Analysis of the written Grammatical Error Produce by fresment Students in English Writing*.

According to Latifah's research in analyzing student's complex sentence in written discourse, she found that the students made many errors most in employing complex sentence and make sentence because they had not mastered clause well yet. It indicates that students in making complex sentence influences their successes in sharing their ideas.<sup>11</sup> Therefore mastering error analysis in writing complex sentence consisting of Concept of structure, concept of sentence, kind of sentence, and concept of complex sentence is important so we can convey and learn about the structure of a writer complex sentence moreover by mastering the structure, we can understand the information, which is spoken or written in those kinds of sentence without doing any mistake.

Learning complex sentence that learning many other aspects of the language such as structure or about the complex sentence.

In writer a good sentence of composition in English, it is know error analysis of students ability needed making complex sentence because error analysis is know seeking students for writing complex sentence.

It was expected that the error analysis in writing complex sentence needed investigating in order to find the important information for the teacher to increase the students ability. So that there would be a clear description about it.

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<sup>11</sup>UmiLatifah, *An Analysis of Students Complex sentence In written Discourse at the 2<sup>nd</sup> year of SMAN 2 Bandar Lampung*, Lampung: unpulished, 2012.

Based on the preliminary research on October 19, 2017 at the eleventh grad in SMK PGRI 4 Bandar Lampung by interviewing an English teacher there, the writer found that the students still low about error analysis in writing complex sentence.<sup>12</sup>The problem such as students' error analysis in writing complex sentence. students found difficulties in learning English and in this SMK PGRI 4 Bandar Lampung because they had not mastered complex sentence. In indicates that students ability in writer complex sentence influences their successes in sharing ideas. Sometimes they do not understand what the teacher teach in grammar teacher said in English and they are difficult to remember subordinate conjunction that they have learned. Based on the students' there were error analysis in writing complex sentence, the students must use subordinate conjunction in writing complex sentence. The students found difficulties in apply error analysis in writing complex sentence.

In doing preliminary research, the writer got the students' writing score from English teacher there. So most of students just to memorizes subordinate conjunction. It was showed by the students who often get bad score when the students doing a documentation and interview. the following table is describing the result of students' analysis in making complex sentence score.

**Table 1**

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<sup>12</sup>Suranto, M.Pd, The English Teacher at SMK PGRI 4 Bandar Lampung, An interview, October 19,2017

**The English Analysis in writing complex sentence score of the eleventh grad  
students at SMK PGRI 4 Bandar Lampung**

No	Score	Class		Total	Percentage
		XI AK	XI PM		
1	80 - 100	5	4	9	15 %
2	60 - 79	8	7	15	25 %
3	≥60	23	11	34	58 %
Total		36	22	58	100.00 %

( Score : SMK PGRI 4 Bandar Lampung 2017/2018 Academic Year )

Based on the table above, we can see that ( 58 % ) or fifty eight one students got score less than 60 ( 25 % ) or twenty-five students got score 60-79 and ( 15 % ) or fifteen students got score 80-100. it is not suitable with the criteria of minimum mastery in SMK PGRI 4 Bandar Lampung.<sup>13</sup> It showed many students did not get the target score which has been set by the school. It indicates that the students' error analysis in writing complex sentence still low and should be increased.

The researcher asked her about error analysis in writing complex sentence that consist subordinate conjunction.

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<sup>13</sup> An Interview, Suranto, M.Pd, English teacher at SMK PGRI 4 Bandar Lampung, October 19, 2017

The solve that problem the teacher needs to provide some technique or methods in teaching and learning process. There are some strategies that can be applied by the teacher to use the students error as tools for improving their grammatical competence.

The research about error analysis has been done by Sofirotul Anulsari from University of sunan Ampel Surabaya on 2017, with the title “ Error Analysis in Constructing compound complex sentence on students writing” He used error analysis as tools for improving their grammatical competence one of them and one of strategies is the teacher may use error analysis to identify the students common error and focusing the correction on those error.<sup>14</sup>

Another research conducted by adaninggar Septi Subekti from Duta wancana Christian University, with the A study of the Mastery of complex sentence Pre-Service English teacher.<sup>15</sup> A previous research on complex sentence was conducted by Cahyono to investigate the correlation between the participants total number of complex sentence and the writing condition. and the study used document analysis in which it focused on analyzing and interpreting materials.<sup>16</sup>

This research explained about baside complex sentence discussed further in this paper there are three other types of sentence namely simple, compound, and

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<sup>14</sup>Hamzah. *An Analysis of the written Grammatical Error Produced by Freshment students in English writing*. Fakultas bahasadan seni Universitas Negeri Padang Lingua Didaktika.

<sup>15</sup> Ahmad Dahlan, *A study of the mastery of complex sentence of Pre-service English Teacher*. *Jurnal of English studies*, 2017, P. 11

<sup>16</sup>Ibid, P. 11

compound-complex sentence. She used the research was taken from one of two class of the eleventh grade.

Based on the explanation of previous studies, by SofirotulAnul Sari differ from previous in writing student elementary school, junior high school and senior high school learn how to write word, phrase, clause and sentences. studies in term of the methodological approach. The current study is using argumentative text as subject of the study. another previous study that had been done by AdaninggarSeptiSubektiis grammar specifically is one of the most importance of grammar. The study used document analysis in which it focus on analysis and interpreting material within its own context. used class one class research as her methodology of the research the result her research was 58% of the students can reach values  $\geq 60$  and has research class XI PM is still low.

Based on the background above the researcher was interested in conducting the the research “ Error analysis in writing complex sentence at the first semester of the Eleventh grade at SMK PGRI 4 Bandar Lampung in the Academic Year of 2018/2019” the research hopes this technique will help the students of SMK PGRI 4 Bandar Lampung that have poor achievement in error analysis in writing complex sentence that impact to their poor performance in English language skills.

## **B. Identification of the Problems.**

Based on the explanation above the researcher identified the problem were as follows :

1. The students a write complex sentence is still low.
2. The students have lack knowledge in their structure especially write complex sentence.
3. The students still find difficulties towrite the complex sentence.

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

Based on the identification of the problem above, the researcher will focus on Error analysis in writing complex sentence and shortage of students' want to know about the complex sentence and what kind of the sentence. in complex sentence at the first semester eleventh grade of SMK PGRI 4 Bandar Lampung in The Academic Year of 2018/2019. In this research the writer focus on analyzing the students' writer complex sentence that used adverb clause.

### **D. Formulation of the problem.**

Based on the background above, the problem which were investigated in this study were :

1. What kind of errors are made by the students' complex sentence based on Surface Strategy Taxonomy ?
2. What are the proportions of each type of error based on Surface Strategy Taxonomy ?
3. What are the causes of students' error in complex sentence ?

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

The objectives of this research are :

1. To find out kind of error which students' in writing complex sentence in their based on Surface Strategy Taxonomy ?
2. To find out the proportion and percentage of each type of error based on Surface Strategy Taxonomy ?
3. To find out the sources of the students' error in writer complex sentence.

#### **F. Uses of the research**

The used of this research are as follows:

## **1. Theoretically**

The finding of this research is hopefully will enrich or contribute the theories of errors in writing complex sentences.

## **2. Practically**

### **a. For the Teacher**

1) To give information for the English teacher about the type of error, so the teacher can help the students' to increase their writing complex sentence.

### **b. For the students**

2) To give information on the students' error in writer complex sentence, with expectation that the students' in future can help the students' to increase their.

## **G. Scope of the Research**

### **1. Subject of the Research**

The subject in this research was the students at the eleventh grade of SMK PGRI 4 Bandar Lampung.

### **2. Object of the Research**

The Object of this research is the students' writing complex sentence.

### **3. Place of the Research**

The research would conductedat SMK PGRI 4 Bandar Lampung.

### **4. Time of the Research**

The research conducted in the eleventh gradeof SMK PGRI 4 Bandar Lampung Academic Year of 2018/2019.



## CHAPTER II

### FRAME OF THEORIES

#### A. Concept Of Error

Learning the second language is a process which involves the making of mistakes, even errors as in this new system of language a learner will directly connect with such a new vocabulary, a new grammatical pattern and a foreign pronunciation which differ from the learner's native language. According to Harmer, errors are part of the learner interlanguage that is a version of the language which a learner has at any one stage of development and which is continually reshaped as he/she aims toward full mastery.<sup>17</sup>

#### 1. Definition Of Error

Error are the flawed side of learner speech or writing. They are those part of conversation or composition that deviate from some selected norm of mature language performance.<sup>18</sup> Teacher and mothers who have waged long and patient battles against their students' or children's language errors have come to realize that making errors is an inevitable part of learning. people cannot learn language without first systematically committing errors.

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<sup>17</sup> Jeremy Harmer, *The Practice of English Language Teaching*, ( New York: Pearson Education Limited, 2001 ) p. 34

<sup>18</sup> Dulay Marina Burt Stephon Krashen ,*Language Two*, Oxford University Press, New York, 1982 P : 138.

Studying learners' errors serves two major purposes : (1) it provides. data from which inferences about the nature of the language learning process can be made and (2) it indicates to teacher and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a learner's ability to communicate effectively.

## **2. The Difference Between Mistake and Error.**

### **2.1 Error**

Error and Mistake is different. Error is unintentionally deviant and is not self-correctible by its author. Then, errors are result of some failure of performance.<sup>19</sup> Besides, errors cannot be self corrected until the relevant ( to that error ) input ( implicit or explicit ) has been provided and converted into intake by the learner. In other words, errors require further relevant learning to take place before they can be self- corrected.<sup>20</sup>

### **2.2 Mistake**

Otherwise, mistake is either intentionally or unintentionally deviant or self-correctible. Then, mistake is a problematic criterion to apply in practice.<sup>21</sup>

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<sup>19</sup> Carl James, *Errors in Language Learning and Use : Exploring Error Analysis* ( New York: Addison Wesley Longman, Inc., 1987 ), p. 78-79

<sup>20</sup> Ibid, p.83

Moreover, mistake can only be corrected by their agent if their deviance is a sufficient prompt for self- correction, then we have a first- order mistake.<sup>22</sup>

Moreover, an error can not be self corrected, according to Freeman, while a mistake is a random performance slip by fatigue, excitement, etc, and therefore can be readily self- corrected.<sup>23</sup> Then Corder was careful to distinguish between error and mistake. Mistake is akin to slips of the tongue. That is they are generally one- time only event. The speaker who makes a mistake is able to recognize it as a mistake and correct it if necessary. An error, on the other hand, is systematic. That is, it is likely to occur repeatedly and is not recognized by the learners as an error. The learner in this case has incorporated a particular erroneous form ( from the perspective of the TL ) into his system.<sup>24</sup>

On the other hand Dulay States that, “ the distinction between performance and competence errors is extremely important, but it is often difficult to determine the nature of a deviation without careful analysis. In order to facilitate reference to deviations that have not yet been classified as performance or competence errors, we do not restrict the term error to competence based on deviations. We use error

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<sup>21</sup> Ibid, p. 78-79

<sup>22</sup> Ibid, p. 83

<sup>23</sup> Diane Larsen- freeman, Michael H. Long, *An Introduction to Second Language Acquisition Research*, ( New York: Addition Wesley Longman, Inc, 1999), p. 59

<sup>24</sup> Susan M. Gass, Larry Selinker, *Second Language Acquisition: An Introduction Course*, ( New Jersey: Lawrence Erlbaum Associates Publishers, 1994) p. 67

to refer to any deviation from a selected norm of language performance, no matter what the characteristics or cause of deviation might be”<sup>25</sup> It is able to conclude that in this research would not given the difference between error and mistake,

### 3. Definition Of Error Analysis

Inevitably, the students will make error in the process of Language learning. The student’s error is very important to be analyzed and corrected. Analysis is needed to know the student’s error. Thus error analysis is the way to know the student’s error by identifying, analyzing and classifying the error into the kind of error. Error analysis is used to analyze the students’ error in language learning process. it is a valuable tool that provides us with data that can help us to understand the language acquisition process and improve instruction. Further, Error analysis is the fact that learners do make errors and that these error can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners’ error.<sup>26</sup> In fact, acquisition of language especially English is not easy. The teacher can use the error analysis to help the students in the acquisition process of language. The teacher can observe, analyze and classify the students’ error and give them on those error properly. Error analysis movement can be characterized as an attempt to account for

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<sup>25</sup> Heidi Dullay Et.al. *Language Two*, ( Oxford: Oxford: University Press, 1982 ), p. 139

<sup>26</sup> H. Douglas Brown. Op. Cit. P. 166

learner error.<sup>27</sup> Then error analysis has to do with the investigation of the language of second language learners.<sup>28</sup>

In teaching learning process of language, studying students' error is important. By identifying those error we can diminish them to increase language proficiency. Error analysis has two main functions, the first is a theoretical one and the second is a practical one. The theoretical aspect of error analysis is part of methodology of investigating the language learning process. And the practical aspect of error analysis is its function in guiding the remedial action we must take to correct an unsatisfactory state of affairs for learner or teacher.<sup>29</sup> In foreign language learning, error correction has become one of the important teaching processes. But actually, few teachers know a lot about error analysis and some related theories. They often take so negative attitudes toward error that they could not tolerate any errors and tend to correct them as soon as they could find any. As a result, although they think they have been working hard enough and spend much time and energy working on error correction, their effort is not effective and the students do not believe they have benefited a lot.<sup>30</sup>

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<sup>27</sup> Dulay, et. Op. Cit, P.141

<sup>28</sup> S.P. Corder, Op. Cit, p. 14

<sup>29</sup> Ibid, p. 45

<sup>30</sup> Brown, H.D. (2000). *Principles of language learning and teaching*. Longman, Inc.

#### 4. Types of Errors

Errors of measurement are of three kinds : (i) mistakes, (ii) systematic errors, (iii) accidental errors.<sup>31</sup>

##### (1) Mistakes.

Mistakes are errors that arise from inattention, inexperience, carelessness and poor judgment or confusion in the mind of the observer. If a mistake is undetected, it produces a serious effect on the final result.

##### (2) Systematic Errors.

A systematic error is an error that under the same conditions will always be of the same size and sign. A systematic error always follows some definite mathematical or physical law, and a correction can be determined and applied.

##### (3) Accidental Errors.

Accidental errors are those which remain after mistakes and systematic errors have been eliminated and are caused by a combination of reasons and some times in the other. An accidental error of a single determination is the difference between

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<sup>31</sup> Source : [http:// www. nprcet. org/e%20 content/ Misc/e-Learning / CIVIL / IV% 20 SEMESTER / CE2254%20-%20 SURVEYING%20II.pdf](http://www.nprcet.org/e%20content/Misc/e-Learning/CIVIL/IV%20SEMESTER/CE2254%20-%20SURVEYING%20II.pdf).

(1) the true value of the quantity and (2) a determination that is free from mistakes and systematic errors.

## 5. Sources of Errors

Having examined procedures of error analysis used to identify errors in second language learner production data, our final step in the analysis of erroneous learner speech is that of determining the source of error.<sup>32</sup> why are certain error made? What cognitive strategies and styles or even personality variables underlie certain error? While the answers to these questions are somewhat speculative in that sources must be inferred from available data, in such questions lies the ultimate value of learner language analysis in general. By trying to identify sources we can take another step toward understanding how the learner's cognitive and affective processes relate to the linguistic system and to formulate an integrated understanding of the process of second language acquisition.

### 1. Interlingual Transfer

As we have already seen, interlingual transfer is a significant source of error for all learners. The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference. In these early stages, before the system of the second language is familiar, the native

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<sup>32</sup>Jaszolt, Katarzyna. 1995. Typology of contrastive studies: Specialization, progress, and applications. *Language Teaching* 28: 1-5.

language is the only previous linguistic system upon which the learner can draw.

<sup>33</sup>The learning of a third language ( and subsequent languages ) provides an interesting context for research. Depending upon a number of factors, including the linguistic and cultural relatedness of the language and the context of learning, there are varying degrees of interlingual interference from both the first and second language to the third language, especially if the second and third language are closely related or the learner is attempting a third language shortly after beginning a second language

## **2. Interlingual Errors**

One of the major contributions of learner language research has been its recognition of sources of error that extend beyond interlingual errors in learning a second language. It is now clear that interlingual transfer ( within the target language itself ) is a major factor in second language learning. <sup>34</sup>Intralingual errors or interlingual interference is the negative transfer of items within the target language, or put another way, the incorrect generalization of rules within the target language is a major factor in second language learning.

## **3. Context of Learning**

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<sup>33</sup>  
Ibid, P.224

<sup>34</sup>  
Ibid, P. 224

A third major source of error, although it overlaps both types of transfer, is the context of learning. context refers to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. in a classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language, what Richards called “false concepts” and what Stenson termed “induced error”<sup>35</sup> For example, a Japanese learner who lived in a Mexican-American area in USA produced in interesting language that is a blend of Mexican-American and standard English colored by Japanese accent.

#### **4. Communication Strategies**

Communication Strategies were defined and related to learning styles. Learners obviously use production strategies in order to enhance getting their messages across, but at times these techniques can themselves become a source of error.<sup>36</sup> There are five kinds categories of communication strategy, they are avoidance, prefabricated pattern, cognitive and personality style, appeal to authority, and language switch.

#### **6. Communication strategies**

##### **1. Avoidance**

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<sup>35</sup> Ibid, P. 226

<sup>36</sup> Ibid, P. 227

Avoidance is a common communication strategy that can be broken down into several subcategories and thus distinguished from other types of strategies. The most common types of avoidance are syntactical or lexical avoidance within a semantic category.<sup>37</sup> There are some types of avoidance strategy in communication; phonological avoidance and topic avoidance. Phonological is also common, as in the case of a Japanese learner of English who wanted to say “He’s a liar”, but with the difficulty of the initial /l/ sound in English chose instead to say “He did not speak the truth.” A more direct type of avoidance is topic avoidance, in which a whole topic of conversation (say, talking about what happened yesterday if the past tense is unfamiliar) might be avoided entirely.

## 2. Prefabricated Pattern

Prefabricated Pattern is to memorize certain stock of phrases or sentences without internalized knowledge of component of the phrase. “*Tourist survival*” language is full of prefabricated patterns, most of which can be found in pocket bilingual “*Phrase*” books which list hundreds of stock sentences for various occasions. “*How much does this cost?*” “*where is the toilet?*” “*I don’t understand of you*” are the short prefabricated patterns that one sometimes uses at the beginning of a language learning experience when the structure of the language is not known.

## 3. Cognitive and personality styles

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<sup>37</sup> Ibid, P. 178

It is an emphatic personality might attend with much more insight to the deep structure or misapplication of learner rules.

#### 4. Appeal to author

Direct appeal to authority is common strategy of communication. Learners may, “stuck” for a particular word or phrase, directly ask a native speaker ( the authority) or they might venture a possible guess and then ask for verification from the native speaker of the correctness of the attempt. They might also choose to look a word or structure up in a bilingual dictionary.

#### 5. Language Switch

A foreign language learner may simply use their native language whether the hearer knows that native language or not. Sometimes the learner slips in just a word or two, in the hope that the hearer will get the gist of what is being commutated.<sup>38</sup>

### 7. Taxonomies Of Error Analysis

#### *a. Linguistic Category*

This linguistic category taxonomy classifies errors in respect to language component the errors affects. Language component include phonology ( pronunciation ), syntax and discourse (style). Many researchers use the linguistic

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<sup>38</sup> Ibid, P. 178-181

category taxonomy as a reporting tool, which organizes the errors they have collected. Although some use it as the only classification scheme offered, many use it to add to the description the errors provided by other taxonomies.

***b. Surface Strategy Taxonomy***

A surface strategy taxonomy highlights the way surface structures are altered learners may omit necessary items or add unnecessary ones; they may misinformation items or miss-order them. many researchers have noticed, however that the surface elements of a language are altered in specific and systematic ways. It shows the 3 Dulay, language two, 12 cognitive processes that underlined the learner's reconstruction of the language learned. It also makes aware that learner's errors are some logic. They are types of this category, they are:

**a. Omission**

The omission errors are characterized by the absence of an item must appear in well- formed utterance<sup>39</sup> and the content of morphemes ( nominal, verbs, adjectives, adverbs ) which should be in the correctly expressions. Example : She a students' of SMANSABA – for- she is a students' of SMANSABA To BE is committed in nominal sentence.

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<sup>39</sup>  
Ibid, p.154

## **b. Addition**

Addition errors are characterized by the presence of an item that must not appear in a well- formed. It means that addition error is the opposite of omission. There are three terms of addition as the following:

1. Double Making An error in which a concept is expressed twice when the language requires its expression only once e.g: I am get best score for I get best score She doesn't know my name for She doesn't know my name The TO BE am and additional are unnecessary.
2. Regularization An item, which requires special rules is indicated by the application of a regular rule or an error 13 E.g: The Hortatory exposition text is readed by fahmy The verb read in past form is read not readed.
3. Simple addition simple addition error is an error that does not belong to double marking E.g: on over there/ in over there The preposition in and on are never used while saying over there.

## **c. Misformation**

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. There are three types of malformation error:

1. Regularization errors

Regularization error is an item in which a regular marker is used in an irregular one. Example : Women for Women.

## 2. Archie-forms

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

Example: This Cars for there cars and this instead of these.

## 3. Alternating forms

In this types of error students' know a lot more about various members of a class of word and the different usages among them. However this fact sometimes confuses him to which one to use. Example: They have gave it and I seen her yesterday Gave instead of given and seen instead of saw 14 d.

### **d. Misordering**

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. We talk about misordering when we come across an utterance where a morpheme or a group of them is incorrectly placed.

The students' often do misordering on the group of morphemes. Example : What I can do for you? The word order above is incorrect. It should be What can I do for you? b.) I don't know what is that for I don't know what that is.

***e. Comparative Taxonomy***

The classification of errors in comparative taxonomy is based on comparison between the students' of target language ( L2) errors certain other types of construction. In this study, the errors made by the children learning the target language as their first language and equivalent phrases or sentences in the learner's mother tongue ( Indonesia language ) when learning a target language and the learner have already mastered his native language, so that its features interfere to the process of learning the target language. The error identification is traced back by looking for the synonym or translating the words in to the learner's mother-tongue to look for the similarity of the phrases or sentences. Example: a. The boy handsome –for- The handsome boy b. University big-for- Big university.

***f. Communicative Effect Taxonomy***

This taxonomy is different from both surface strategy and comparative taxonomies. Communicative effect taxonomy deals with errors from the perspective if their effect on the listener or reader. Therefore, the focus is on distinguishing between errors that seem to cause communication focus on aspect errors themselves. Many language teacher and researchers believe that students' errors are significant toward the process of learning and teaching English as a second language. The significance of the learners in second language learning are systematic, in what ways are they organized, and what do they suggest about

teacher's aims should be to prevent mistakes from occurring in the early stage while are the pupils wholly dependent on the teacher for what they learn, it should be possible to achieve the aim. So these theories above are the literatures which serve as a basic for the research and it help this research to answer the first question on the research problem. But in this research only use the theory of surface strategy taxonomy on the process of analyzing the types of error because these theories concern to the surface elements of a language are changed in specific and systematic ways as the previous description above.<sup>40</sup>

## **8. Concept Of Surface Strategy Taxonomy**

According to Dullay, this research focused on surface taxonomy as a basic to analyze the students' errors. Surface Strategy taxonomy highlights the ways surface structures are altered: Learners may *Omit* necessary items or *adds* unnecessary ones; they may *misform* items or *misorder* them. However, those surface elements of language are altered in specific and systematic ways which we enumerated briefly at the beginning of this chapter.

Analyzing errors from a surface strategy perspective hold much promise for researchers concern with identifying cognitive processes that underline the learner's reconstruction of the new language. It also makes us aware that learners'

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<sup>40</sup> Heidi Dullay Et.all, *Op. Cit*, p.150

errors are based on some logic. They are not the result of laziness or sloppy thinking, but of the learner's use interim principles to produce a new language.<sup>41</sup>

### 9. Error Types Based on Surface Strategy Taxonomy.

According to Dulay, Burt, Krashen, there are four types or errors based on the surface strategy taxonomy, Omission, addition, misformation and misordering.

#### a. Omission Error

Omission errors are characterized by the absence of items that must appear in well- formed utterance.

For Example:

- a. Mary is the president the new company. ( Incorrect)
- b. Mary is the new president of the new company. ( Correct)
- c. An event came before another event came. ( Correct)
- d. An event came another event came.( Incorrect)

#### b. Addition Error

Addition errors are the opposite of omission errors. They are characterized by the presence of an item, which must not be present in a well- formed utterance.

Addition errors usually occur in the late stages of L<sub>2</sub> acquisition, when the learner

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<sup>41</sup> Ibid, p.151

has already acquired some target language rules. In fact, addition errors result from the all-too-faithful use of certain rules. Dulay, Burt, Krashen( 1982: 156) addition errors into three types, double marking, regularization, and simple addition.

### 1) Double Marking

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic construction but not in other.

For example:

- a. He doesn't know my name. ( Correct )
- b. We doesn't know my name. ( Incorrect )
- c. The community Jonas lived in seemed like a happy place Untilthey revealed people to maintain sameness. ( Correct)
- d. Jonas, who was brainwashed by this community, did not realize the truth until the give started sharing the memories with him ( Incorrect)

### 2) Regularization

Regularization errors refers to an error having exceptional items of the given class that do not take a marker.

For example:

- a. They puts that box on the desk. ( Incorrect)

- b. They put that box on the desk. ( Correct)
- c. The fishes doesn't live in the water. ( Incorrect)
- d. The fish live in the water because fish of aquatic animals. ( Correct)

### 3) Simple addition

Errors of simple addition refer to the addition of one element to the correct utterance.

For example:

- a. The post office is in over there. ( Incorrect)
- b. The post office is over there. ( Correct)
- c. He studied hard. He wanted to go to medical school He suffered from arthritis . ( Incorrect)
- d. He studied because he wanted to go to medical school as he suffered from arthri tis. ( Correct)

### C. Misformation

Misformation errors are characterized by the use of the unacceptable forms of the morpheme or structure. There are three subtypes of misformation errors, regularization error, archi-form, and alternating form.

### 1) Regularization errors

Regularization errors are error in which regular marker are use place of irregular one. Whenever there are both regular and irregular form and constructions in a language, learners apply the rules used to produce the regular error to these that are irregular, resulting in error of regularization

For example:

- a. My friend has two geese. ( Incorrect)
- b. My friend has two geese. ( Correct)
- c. She wished she had some ice cream and it was raining she asked her roommate to drive her to the store, but she refused. ( Incorrect)
- d. She wished she had some ice cream, because it was raining she asked her roommate to drive her to the store, but she refused. ( Correct)

### 2) Archi- form

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

For example:

- a. That dog is mine. ( Correct )
- b. That dogsis mine. ( Incorrect )
- c. That books are new. ( Correct )
- d. Those book are new. ( Incorrect )

### 3) Alternating Form

As learner's vocabulary and grammar grow, the use of archi-form often gives away to the apparently free alternative of various member of class with each other. This error is marked with an error in the proper selection of words. This error occurs when the second language learner is at the level of vocabulary and grammar grow.

For example:

- a. I seen her yesterday. ( Incorrect)
- b. I saw her yesterday. ( Correct)
- c. Whoever signs the lease is responsible for the rent. ( Incorrect)
- d. Whoever sang the lease is responsible for the rent. ( Correct)

### e. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. Misordering errors occur systematically for both L<sub>2</sub> and L<sub>1</sub> learners in constructions that have already been acquired, specifically simple ( direct ) and embedded ( indirect ) questions.

For example:

- a. He is all the time late. ( Incorrect )
- b. He is late all the time. ( Correct )
- c. I knew I need to settle my credit problem immediately. ( Incorrect)
- d. I knew I needed to settle my credit card problem immediately. ( Correct)

### B. Concept of Writing

When people write, they necessarily become very involved with the new language, the effort to express ideas and the constant use of eye, hand and brain is a unique way to reinforce learning.<sup>42</sup> It means that writing is a skill in which we express idea, feeling, and thought which arranged in words, sentence and paragraph using eyes, hands and brain. The message of information is conveyed accurately, effectively and correctly. In order to read the purpose, the writer

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<sup>42</sup> Raimes Ann, *Techniques In Teaching Writing*, Oxford University Press, New York, 1983, first published, p. 3

should be able to express his idea or thought into written language clearly, so it can be understood by the readers. Writing also reinforces the use of structure, idiom and vocabulary.

Writing is the written productive language skills. It is the skill of a writer to communicate information to a reader or group of readers.<sup>43</sup> Writing is the hardest part of the four language skills listening, speaking, reading and writing to make us able to speak, we have to listen and the same thing in writing to make us able to write, we have to be able to read. Further, writing involves the encoding of message of some kind: that is we translate our thought into language.<sup>44</sup>

Writing is one of the four skills of listening, reading, speaking and writing has always formed part of syllabus in teaching of English.<sup>45</sup>

Writing is one aspect of language skill which is very important. It is one of communication which is needed by English foreign language professional in the field in science and technology. There are several ways of organizing sentence, which can be applied in writing activity. There are some types of writing, the form of writing used to tell or related is called narration; that is used to describe is called description; that to explain or interpret is called exposition(or

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<sup>43</sup> SanggamSiahaan, *The English Paragraph*, Graha Ilmu, Yogyakarta, 2008, p. 1

<sup>44</sup> Donn Harmer, *Teaching Writing Skills*, Longman, Singapore, first published, 1995, p. 1

<sup>45</sup> Jeremy Harmer, *How To Teach Writing*, Longman, London, 2004, p. 31

explanation ) the form of writing used to persuade or argue is called argumentation.<sup>46</sup> The write can conclude that writing is a form that used by someone to express their idea in a conclusive way.

### C. Concept of structure

According to Victoria that structure is the arrangement of and relations between the part or element of something complex.<sup>47</sup> Every concept is dependent on a certain model which the speaker forms of reality. This point important because the regular extension of a term indicates the success of that particular model of reality which the term denotes. So originally the term “structure” did indicate a model of that part of reality which had been constructed by man himself. The term model is particularly apt, here, because in architecture, probably for the first time in the history of making, isomorphic representation on paper of a part of reality was produced.<sup>48</sup> It means that each element of something built up or other object constructed from several parts. Structure also influenced the quality of being organized. Robert defines that structure is a very general concept that can be applied to any complex thing. However, it is fundamental to the study of

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<sup>46</sup> George E. Wishon and Julia M. Burks, *Let' write English*, Litton Educational Publishing Intenational, New York, 1980, p. 377-378.

<sup>47</sup> Bull Victoria, *Oxford Advanced Learner Dictionary*, Accessed in ( December 20 2013 ).

<sup>48</sup> This point was suggested to us by Prof. E. Vrmeersch.

syntax.<sup>49</sup> Syntax is name given to the study of form, positioning, and grouping of the elements that go to make up sentence. In other words, it is about the structure of sentences.<sup>50</sup> From the definition above, It means that structure is a crucial thing applied in a sentences, it is caused sentence must be built up by a good though consist of good forming, positioning and grouping of the elements.

The face that the words are not immediate constituents of the sentence, but belong to other words to form groups which their own specifiabile position in the structure of the sentence largely determines the arrangement of words in a sentence. Besides that, sentence means as group of words which have meaning and rule in structure. The concept of structure is essential in distinguishing between the string of words which are well-formed expression in the language and those which are not.<sup>51</sup>

So, the meaning of sentence is also carried out by the form of arrangement of the words. In other function of structure is very important to form a good sentence.<sup>52</sup>

From the theory above, it can be concluded that structure is the rule to build up a good sentence with a well-formed expression in the language so that it will influence the quality of being organized.

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49 Roberts Noel-Burton, *Analysis Sentence ( An Introduction to English Syntax )* Malaysia: 1997, P. 3

50 Ibid

51 Ibid

52 Ibid

#### D. Concept of Sentence

Turner in Steffani defined that a sentence is a structure that consist of one or more clauses capable of presenting a complete thought in a manner which is grammatically acceptable<sup>53</sup> Chafe in Adisutrisno states that a sentence is basically a structure of predication.

An element that must be present in all sentences is the predicate.<sup>54</sup> It is supported by Frank that sentences as a full predication which contains a subject plus a predicate with a finite verb.<sup>55</sup> Reffering to the explanation above, it can be concluded that sentence is a structure of predication which consist of one or more clauses capable that contain subject and predicate with a finite verb which is grammatically acceptable.

Devitt and Sterenyin Adisutrisno state that human beings apply the principle ofreferent refers to the conceptual meaning of the works which are emboided in the sentence, while the principle of structure refers to organization or combination

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<sup>53</sup> Susan A Steffani, *Identifying Embedded and Conjoined Complex Sentences: Making it Simple*, Chico: 2007, P. 45

<sup>54</sup> WagimanAdisutrisno. *Semantic: An Introduction to the Basic Concept*, Yogyakarta: 2008 P. 43

<sup>55</sup> Marcella Frank, Op. Cit, P. 43

of the words to form a sentence by means of structural rules. The sentences agreement may be symbolized by such as

S V O ( Subject+ Verb+ Object ), N1 V N2 ( Noun +Verb+ Noun ), or NP +VP (Noun Phrase +Verb Phrase ).<sup>56</sup>

Frank also classified the sentences by types are as follows.<sup>57</sup>

a. Declarative Sentences ( Statements )

In a declarative sentence the subject and predicate have normal word order.

The sentence ends with a period in writing and a drop in pitch in speech.

**Example :***The child ate his dinner.*

a. Interrogative Sentences ( Questions )

In an interrogative sentence the subject and auxiliary are often reversed. The sentence ends with a question mark ( or, interrogation point ) in writing.

**Example :***Did the child eat his dinner*

b. Imperative Sentences ( Commands, Requests )

In an imperative sentence, only the predicate is expressed. The simple form of the verb is used, regardless of person or tense. The imperative sentence ends with a period in writing a drop in pitch in speech.

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<sup>56</sup>WagimanAdisutrisno, Op. Cit, P. 43

<sup>57</sup> Marcella Frank, Op. Cit, p.220

**Example:** *Eat your dinner.*

c. Exclamatory Sentences ( Exclamations )

Such sentences begin with an exclamatory phrase consisting of *What or How* Plus a part of the predicate. The exclamatory phrase is followed by the subject and the balance of the predicate. In writing, the exclamatory sentence end with an exclamation mark ( or, exclamation point ).

**Example:** *What a good dinner that was!*

**1. Types of Sentences**

There are four types of sentences: **Simple, Complex, Compound,** and **Compound-Complex**. These are the four ways that independent and dependent can be combined. They are used for sentence variety, which keeps the writing from being choppy and helps to keep the reader's interest.<sup>58</sup>

**a. Simple Sentence**

A simple sentence is a basic sentence that expresses a complete thought. it contains, a subject and verb.<sup>59</sup> It is supported by Alexander that a simple sentence

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<sup>58</sup> *Clause and phrases for proper Sentence Structure, P.1*

<sup>59</sup> *Simple, Compound and Complex sentence*

is a complete unit of meaning which contains a subject and a verb, followed, if necessary, by other words which make up the meaning.<sup>60</sup>

**Example :** *Hayley dropped her books*

### ***b. Compound Sentence***

Compound sentence is two simple sentence which made to be one sentence by using a conjunction.<sup>61</sup> When you join two simple sentences properly, you get a compound sentence. Conversely, a compound sentence can be broken into two complete sentences. each with its own subject and its own verb. you can join simple sentences to create compound sentences with a semicolon or with a comma and a coordinating conjunction ( for, and, nor, but, or, yet, so ).<sup>62</sup>

#### **Example:**

1. Homer has Basic plant Science on Mondays and Wednesdays :  
Environmental Horticulture conflicted with his Schedule.
2. Homer has Basic plant Science on Mondays and Wednesdays, but  
Environmental Horticulture conflicted with has Schedule.

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<sup>60</sup> L.G Alexander, *Longman English Grammar Practice for intermediate students*, Longman: 1990.

p.6  
<sup>61</sup> Ibid

<sup>62</sup> *Clause and phrases for proper Sentence Structure, P.2*

### *c. Complex Sentence*

A complex sentence is contains a main clause and one or more dependent clause .if dependent clause comes before the independent, add a comma after the dependent clause. if the main clause comes first, no comma is needed between the two.<sup>63</sup>

It is added by Alexander that in a complex sentence there is one 'main' idea and one or more 'subordinate' ideas.<sup>64</sup> A complex sentence is a sentence that contains both a dependent and an independent clause.<sup>65</sup>

#### **Example :**

1. Anna left the party early because she was tired.
2. Hold the cat's mouth closed while you count to ten.

### *d. Compound- Complex Sentence*

A compound-complex sentence combines at least two independent clause and at least one dependent clause.<sup>66</sup> The punctuation rules remain the same :the two simple sentence are joined by one of the two methods above, and the dependent

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<sup>63</sup> *Simple, Compound and Complex sentence.*

<sup>64</sup> L.G Alexander, Op, Cit,p.10

<sup>65</sup> *Clause and phrases for proper Sentence Structure, P.2*

<sup>66</sup> Ibid, P. 3

clause is punctuated ( or not ) depending on whether it precedes or follows an independent clause.

**Example :**

1. Homer was already in class, and Eva was in the lab while Justin was sleeping off his headache.

2. While Justin already was sleeping off his headache. Homer was already in class, and Eva was in the lab.

**E. Concept of Clause**

Harris in Steffani definition a clause contains a subject and predicate ( verb plus any complements or modifiers ).<sup>67</sup> Azar also has same definition with Harris. She defines that a clause as a structure that has a subject and verb.<sup>68</sup> It is supported by Frank's definition that a clause is a full predication that contains a subject and a predicate with a finite verb.<sup>69</sup>

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<sup>67</sup> SusanASteffani, *Op, Cit, p.45*

<sup>68</sup> Betty S. Azar, *English Grammar*, Longman, Pearson: 2009, p.270

<sup>69</sup> Marcela Frank, *Op, Cit, p.222*

It is supported by Murphy's definition that a clause is a part of a sentence.<sup>70</sup> So a clause can be concluded as the part of sentences but in the same way as a sentence because it consists of subject and a verb.

clause is a group of related words that make sense when read together.<sup>71</sup>

From the definition from those experts above the researcher concluded that clause is a structure consist of subject and predicate that has a full predication to provide information to the object before.

Frank states two kinds of clause, the clauses are independent clause and dependent clause.<sup>72</sup>

## **1. Kind Of Clause**

### ***1.1 Independent Clause***

An independent clause is a full predication that may stand alone as a sentence.<sup>73</sup>

Full predications may be joined co-ordinately by punctuation alone, by coordinate conjunctions or by conjunctive adverbs. The independent clauses can be found in compound sentences.

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<sup>70</sup> Raymond Murphy, *English Grammar In Use*, Cambridge:1985, p.182

<sup>71</sup> *Clause and Phrases*, SPAG Teaching Resources.

<sup>72</sup> Marcela Frank, *Op, Cit*, p.222

<sup>73</sup> Ibid

## ***1.2 Dependent Clause***

A dependent clause can not stand alone although it has a subject and also a predicate.<sup>74</sup> It has a special introductory word that makes the predication depend on an independent clause. Dependent clause can be found in complex sentence.

There are three types of dependent clause, which are named according to their function in the sentence. They are adverbial clause, adjective clause, and noun clause. Since in this research is to analyze students' adjective clause it will be explained more in the next section. Thus, clause is not sentence but in a same way it was a sentence if the clause position as an independent clause, it is also fundamental in a sentence which consist of complex thing, because the function of clause is to provide information to the objects before, both the subject positions and object positions.

### **F. Concept of Complex Sentence**

Chalker states that a complex sentence contains at least one matrix clause ( called the main clause by some grammarians ) and at least one subordinate clause.<sup>75</sup> complex sentence combines a dependent clause with an independent

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<sup>74</sup> Ibid

<sup>75</sup> NiaSilviana, *An analysis of students ability in using adjective clause in complex sentence at the second semester of the eleventh class of SMA 13 Bandar Lampung in 2013/2014 academic year*, UIN RadenIntan Lampung.

clause when the dependent clause is placed before the independent clause the two clause are divided by a comma otherwise, no punctuation is necessary.<sup>76</sup>

It is supported by Alexander that in a complex sentence there is one 'main' idea and one or more 'subordinate' ideas.<sup>77</sup> We can take the main idea ( or clause ) out of the sentence so that it stands on its own. From those definition, it can be inferred that complex sentence provide the best desing for packaging complex though.

#### **a) Subordinate Conjunctions**

Subordinate conjunctions connect a dependent clause with an independent clause.

When you put the two together, you have a complex sentence.<sup>78</sup> Here some examples: *after, although, because, before, if, ones, unless, until, whenever, while, as, where, when, even though, since, that, even, so*

#### **b) Relative Pronouns**

*who, whom, which, whoever, whomever, that, whichever.*<sup>79</sup>

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<sup>76</sup>Created by the Evergreen Writing Center.*The Compound Complex Sentence*, Library 3407. 867-6420.

<sup>77</sup> L.G Alexander, *Op, Cit. p.10*

<sup>78</sup> *Complex sentence sentenceCombinig Four Types of sentence/ Compound-Complex Sentence Misplaced Modifiers.*

<sup>79</sup> *Sentence Patterns Part 2*, College Readiness Initiative.

In complex sentence, there are three types of dependent clauses that can be found. adverbial clause, adjective clause and noun clause.

## **G. Types Of Dependent Clause**

### ***1. Adverbial Clause***

Wishon and Burks state that adverbial clause is a dependent clause used as an adverb.<sup>80</sup> Frank stated that the adverbial clause has three possible positions. They are initial position, mid position and final position. The adverbial clause adds one mean of variety to a sentence opening, in initial position. When the clause is especially long, commas usually set off an introductory adverb clause. The initial position gives more closely to the preceding sentence. In mid position, commas must set off the adverbial clause, since it acts as an interrupting element. An adverbial clause in mid position helps to vary the rhythm of the sentences. Final position is the most usual place for the adverbial clause. Commas do generally set off clause of time and place in final position.<sup>81</sup>

So, adverbial clause is a kind of clause in complex sentence whose function is to identifies the adverb, verb in the sentence and the position can be placed in initial, mid and final position. For example :

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<sup>80</sup> George E. Wishon and M. Burks, *Let's Write English*, New York, Litton Educational Publishing: 180, p.155

<sup>81</sup> Marcela Frank, *Op. Cit*, p.234

- a) If you pay your bills, you will have a good credit score.
- b) Unless you run fast, you will miss the bus.
- c) Before we go on vacation, we must make reservation.

## ***2. Adjective Clause***

Pratt defines that Adjective Clause ( a familiar type is the relative clause ) only function as modifiers.<sup>82</sup> In addition, he states that a subordinate clause may be used not only as a noun but also as an adjective. When a subordinate clause follows and modifies a noun or a pronoun, it is called an adjective clause. The adjective clause is subordinate to a main clause by the form and position of the introductory words. The introductory words are classified in two classes. They are relative pronoun and relative adverb.<sup>83</sup> So, adjective clause is subordinate clause has two classification they are relative pronoun and relative adverb which punction to identifies the noun or pronoun. For example:

- a) The people whose names are on the list will go to camp.
- b) Grandpa remembers the old days when there was no television.
- c) The kids who were called first will have the best chance of getting a seat.

## ***3. Noun Clause***

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<sup>82</sup> Lorraine Nichols Pratt, *Grammar Step-step*, Bina Putra Aksara: 1993, p.228

<sup>83</sup> Ibid

Lester defines that Noun clause are dependent clauses that function as noun phrases. ( dependent clause have their own subjects and verb, but they are not able to stand alone as complete sentences ). Noun clauses, like gerunds and infinitives used as nouns, are singular, and thus can always be replaced by the third-person singular pronoun. A noun clause can function as a subject, an object or a complement in independent clause.<sup>84</sup> Si it is essential to the structure of the independent clause in which it occurs. In a noun clause, the full subject and predicate are retained, but the structure is changed by the addition of a special introductory word, by a special word order, or both. The noun clause are introduced by the omissible subordinator ‘that’ or by word. For example:

- a) Please tell me who left his shoes on the floor.
- b) Whoever is the last one to leave turns off the lights.
- c) The boy with the red shirt is who I want on my team.

#### **H. Concept Of Error Analysis in writing complex sentence**

According to Belohlavek concept analysis is a method of data analysis with growing popularity across various domains.<sup>85</sup> While according to Ryeman

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<sup>84</sup> Mark Lester, *English Grammar Drills*, United States, Hill Companies: 2009, p.91

<sup>85</sup> Radim Belohlavek, *Introduction to formal Concept Analysis*, Palacky University, Olomouc, 2008, p.4

analysis is the study of something by examining its part and their relationship.<sup>86</sup> It means that analysis is the study or method of data analysis by examining its part and their relationship. In this researcher will analyze the error analysis in writing complex sentence.

To analyze a complex sentence consist of surface strategy taxonomy, the research used the following method:

1. Find out the principal clause
2. Find out the subordinate clause
3. Identify the subordinate clause and make a sentence
4. Show how each subordinate clause is related to the principal clause
5. Analyze separately the principal clause and each subordinate clause as we analyze

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<sup>86</sup> George E. Wishon and Julia M. Burks, *Op, Cit, p.165*

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

In this research, the writer employed qualitative research. Bodgan and Taylor in BambangSetiyadi state that qualitative research is research that produces descriptive data in the form of written words or oral from the subject and its behavior that can be observed, therefore the goal is an individual understanding and its background completely.<sup>87</sup>

In this research, qualitative research is the research that produces descriptive data in from of written words or oral from the subject and its behavior that can be observed. The type of qualitative research that was used in this research focused on the description. Setiyadi states that descriptive qualitative research is one when writer collects the data based on the data category that has been prepared before collecting the data.<sup>88</sup> By collecting all of the data or documentation about error the writer can write, record and describe the error, then analyze the finding based on the Surface Strategy Taxonomy; they are omission, addition, misformation and misordering.

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<sup>87</sup> Ag. BambangSetiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing*, Graha Ilmu, Yogyakarta, 2006, p. 219.

<sup>88</sup> Ibid, p.232

The writer paid attention to the errors, identified and classified them in their categories. The description in this research was about error analysis in writing complex sentence based on Surface Strategy Taxonomy.

## **B. Research Subject**

### **1. Population**

Population is the whole subject of the research. Sugiono states that the population is generalization area that consists of object and subject that have certain quality and character to be learnt and to be concluded.<sup>89</sup> The population would be narrowed down into sample. The population in this research was the whole students of the Eleventh grade of SMK PGRI 4 Bandar Lampung. The population consists of two classes as presented in the following table

**Table 2**

**The students of English Grade of SMK PGRI 4 Bandar Lampung**

Class	Number of students		Total
	Male	Female	
XI AK	4	32	36
XI PM	8	14	22
<b>Total</b>	12	46	58

( Source : SMK PGRI 4 Bandar Lampung 2018/2019 Academic year )

<sup>89</sup> Sugiono, *Metode Penelitian Kuantitatif dan R&D*, ALFABETA, Bandung, 2010

## 2. Sample

According to sugiyono states, sample is part of the amount and characteristic which is owned by population.<sup>90</sup> Based on the definition above, sample is the several of population that represent the population research. According to population above, this research took the sample of this research in XI PM which has 22 students' consist of 8 males and 14 females. In this research choose this class because in this has a low score in error analysis in writing complex sentence.

## 3. The Sampling Technique

Sugiono states that the sample is part of the population, the sample of this research was taken from one of two classes of the eleventh grade. The sample of the research was taken by using purposive sampling technique. Purposive sampling technique is a technique to determine a sample with the certain consideration.<sup>91</sup> The writer's consideration to take the sample is that the students' can give the writer much information about the students' error in writer complex sentence. The writer chose the sample based on the information from the teacher in order to get the sample properly. The writer took the sample of the students who have lowest in writer complex sentence.

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<sup>90</sup>  
Ibit, p.215

<sup>91</sup>  
Ibid, p. 124

Based on information from the teacher about the students writing score the writer knew the average of students writing score of each class; class XI PM got score  $\geq$  60, class XI AK got score between 60-79 and class XI AK got score between 80-100. The writing took class XI PM to be the sample in the research that have the lowest score in writing complex sentence because the she analyzed the error in writing complex sentence.

### C. Data Collection Technique

In this research collected the data by using documentation. Documentation is the process of recording the data gotten from documentation. Documentation is used to get data directly from the place research usually they are relevant books, laws, activities report, photos, film, documentation.<sup>92</sup> Therefore, documentation is a technique of collecting data that is indirectly given to research subject. According to explanation above the researcher collected the data by using documentation as follow:

1. In this research asked the teachers' help to ask all of students' to write the complex sentence.
2. The sentence that students' made were about complex sentence which they have studied with their teacher. And in this research also asked all of students' to used subordinate conjunction in their sentence.

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<sup>92</sup> SuharsimiArikunto, *ProsedurPenelitian*, ( Yogyakarta: RinekaCipta. 2006), p. 231

3. Then, asked them to made fifteen item, and one by one of the item must perform their complex sentence in the class. Each item has 4 minutes to apply their write the sentence in the class. And the research must check their the sentence.

4. Then, check the task and next analyze the sentence. The data analyze based on Surface Strategy Taxonomy.

#### **D. Research Procedure**

The writer used procedures of collecting data as follows:

1. Formulating the research problem questions and determining the focus of the research. The focus was on the students' problem in writing complex sentence.

2. Determining the subject of the research

The subject of the research was the students of the eleventh grade of SMK PGRI 4 Bandar Lampung in 2018/2019 Academic Year.

3. Doing the Documentation based on the documentation guidance and tasks to the students.

In order to get the data, the research gave the documentation and tasks to the students of the eleventh grad of SMK PGRI 4 Bandar Lampung.

4. Collecting the data and documentation the data through writing task.

The tasks are given to the students after the classroom interaction process, in order to obtain more accurate data about error analysis in making complex sentences and to look for shortages to students.

5. Classifying the data

In this step, the writer categorized the error analysis in writing complex sentences in their writer complex sentences through Surface Strategy Taxonomy. They are: omission, addition, misformation or misordering error.

6. Evaluating, analyzing, and reporting the data analysis to include in research result.

#### **E. Research Instrument**

The instrument used in obtaining the data was documentation and task. The writer gave five words to determine the subordinate conjunction for the students' and then the students' write the sentence. All of incorrect forms in students' write complex sentences are regarded as errors. The data was analyzed based on Surface Strategy Taxonomy.

The writer gave the direction to the students before they are writing complex sentences, as follows;

1. Write down your name and class at the right corner of the paper.
2. The sample will define the subordinate conjunction.
3. Students see example that have been in specify.
4. Make a complex sentence consisting of 5 words in the paper.
5. You have 60 minutes to finish your writing.

## **F. Data Analysis**

Bodgan in Sugiyono stated that data analysis is the process of systematically searching and arranging the interview transcripts, fieldnotes and other materials that someone accumulate to increase his/her own understanding of them and to enable you to present what you have discovered to others.<sup>93</sup> Data analysis was conducted to creat understand of the data and enable the researcher to present the result of this research to the readers. After collecting the students documentation, the research uses following steps as part of data analysis, they are

1. The research collected the data from the students' task.
2. The research identified the students' In the process of the error checking, the writer used the following steps. First The writer gave five words determine the subordinate conjunction for the students'. Second the students' write the sentence and the last the teacher checked the task done by the students.

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<sup>93</sup> Sugiyono. *Metode Penelitian Pendekatan Quantitative, Qualitative, dan R& D*. b. 2008. Bandung p. 334

3. The research classified the students' used error based on surface strategy taxonomy.
4. The researcher teacher explained to the students' error.
5. The researcher calculated the percentage of each error.

To get percentage of them, this research used the following formula:

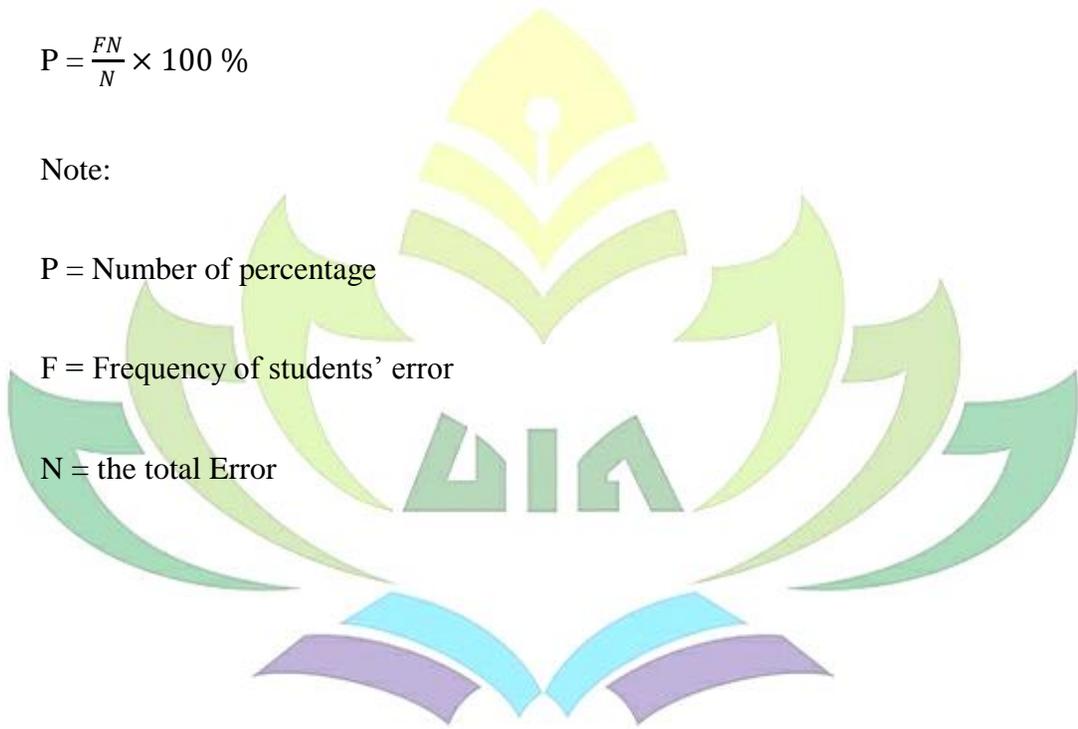
$$P = \frac{FN}{N} \times 100 \%$$

Note:

P = Number of percentage

F = Frequency of students' error

N = the total Error



## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Result of the Research**

The instrument used in obtaining the data was documentation and task. The data gained from the students' in performing analyzed based on Surface Strategy Taxonomy. In collecting the data, in this research has chosen Twenty- two students' one of class at the eleventh grade of XI PM in SMK PGRI 4 Bandar Lampung to complete the data. The data were analyzed based on Surface Strategy Taxonomy.

The Number of students' were 22, but the subject of the research were 17 because when documentation was taken they were 5 students did not make the complex sentence. After checked the students' result if found that there were 22 students' made 10 omission errors, 8 addition errors, and 4 misformation errors.

#### **B. Finding and Discussion**

##### **1) Discussion**

This research was conducted on 23<sup>rd</sup> July 2018 until 23<sup>rd</sup> August 2018. At the time the aim of this research was mentioned to the students. In collecting the data was used adverb clause. In this research students were made complex sentence about

adverb clause, the students adverb was recorded as the way to analyze the error that students made, then the adverb clause.

After collected the data form the students, the errors were identified and then were classified based on Surface Strategy Taxonomy is omission 8 items form 22 items. According to Dullay“ omission errors are characterized by the absence of an item that must appear in well-formed utterance and the correctly expression”<sup>94</sup> In this case students understanding of writing complex sentence or adverb clause is still low.it can be inferred that most of students confused of changing a few adverb clause for example: After the storm passed appeared.the underline items is omission

The students committed many errors not only in omission, but also in addition 6 items of errors. Addition error are the opposite of omission error. They are characterized by the presence of an item which must not be present in a well-formed utterance.<sup>95</sup> For example: Mary is the new president After of the new company. The underline items is addition error. The students did the addition error and adverb clause,

The last error made by students is misformation with 4 items. Misformation errors are characterized by the use of the unacceptable form of the morpheme or

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<sup>94</sup> HediDullayEt.all, p.150

<sup>95</sup> Ibid, p. 150

structure. In this case of error students do not know to used demonstrative adverb clause ( After, Although, Because, Before, That ) For example: That the sun set children is going home. the revised of the example: *Those the sun set children is going home*. In this kind of error, students made misformation error because they are were not know about demonstrative adverb clause.

According to explanation and by interviewing some students at XI PM grades in SMK PGRI 4 Bandar Lampung and also interviewing the English teacher, it can be inferred that students make all of the error items because they knowledge of adverb clause is still low. one of them said that they used English when they are in specific occasion, its mean English is rarely uses, and the students do not understand enough about error analysis in writing complex sentence. when the students want to writer sentence, and ideas writer complex sentence based of surface strategy taxonomy. this is why the students do error and find difficulties when they writer sentence in English.

As the next step, explanation about the writer sentence based on surface strategy taxonomy of the class XI PM grade for the first meeting and the next meeting gave the task to students write the sentence.

This research did at XI PM grade in high school degree ( in this case the research located in SMK PGRI 4 Bandar Lampung ), because the students knowing or

learn regularly about error in writing complex sentence when they are in XI PM grade.

## 2. Finding

### Proportion ( Frequency and Percentage ) Error Analysis In Writing Complex Sentence Based Surface Strategy Taxonomy.

After classifying the types of error, the frequency was determined. From the table on previous page about error analysis, the frequency of the error based on surface strategy taxonomy was calculated as follows:

No	Kinds Of Error	Frequency	Percentage
1	Omission	10 items	45.4 %
2	Addition	8items	36.3 %
3	Misformation	4items	18.1 %
<b>Total</b>		<b>22 items</b>	<b>100 %</b>

Based on the result of the research above, the highest errors made by the students was omission, the following table is the frequency of the students errors in writer complex sentence in performing based on Surface Strategy Taxonomy.

The objective of this research were to describe the kind of errors that students made in writing complex sentence in performing adverb clause based on Surface

Strategy Taxonomy, and to find out the proportion ( frequency and percentage ) of the errors that students made in writer complex sentence in performing adverb clause.

from the previous table above, many students did omission error about 15 items of error, addition errors 4 items, and the less one is misformation error 3 items. Based on the data above, concluded the omission error is the most error that was students did. According to

After this research was finished, the students should increase their skill grammar, especially in write complex sentence and also the students want to practice write sentence more often then usual, because when the students want to give their ideas directly, it is possible for them to looking for a paper and a pen to write down their ideas.

Furthermore, this research hope make students realize grammar is one of the most important skill in learning English. and one of the best way, to made your English grammar better, the students have to make error or write complex sentence.

## 1. The Result Of Analysis For each Type Of Error

### a) Omission

No	Name Students	Error	Correct/Adverb
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1	AdeliaCahya Sari	<ul style="list-style-type: none"> <li>The mailman wouldn't deliver our mail after my dog</li> </ul>	<ul style="list-style-type: none"> <li>The mailman wouldn't deliver our mail after my dog bit him in the leg</li> </ul>
		<ul style="list-style-type: none"> <li>Something had happened before something else</li> </ul>	<ul style="list-style-type: none"> <li>Something had happened before something else had happened</li> </ul>
2	AnggiRahayu	<ul style="list-style-type: none"> <li>The book are new before it</li> </ul>	<ul style="list-style-type: none"> <li>The book are new before it disappear</li> </ul>
		<ul style="list-style-type: none"> <li>Because she also has body big</li> </ul>	<ul style="list-style-type: none"> <li>Because she also has body big she eat a lot</li> </ul>

3	AnisaPutri	<ul style="list-style-type: none"><li>• After the storm passed</li></ul>	<ul style="list-style-type: none"><li>• After the storm passed a rainbow</li></ul>
4	BiacaYolando	<ul style="list-style-type: none"><li>• After she cleaned the window</li></ul>	<ul style="list-style-type: none"><li>• After she cleaned the window she decided to stop working for a while</li></ul>

5	Charunisa	<ul style="list-style-type: none"> <li>Because she is so beautiful many</li> </ul>	<ul style="list-style-type: none"> <li>Because she is so beautiful many man like her</li> </ul>
		<ul style="list-style-type: none"> <li>Danny look out this compass before</li> </ul>	<ul style="list-style-type: none"> <li>Danny look out this compass before looking at the mab</li> </ul>
		<ul style="list-style-type: none"> <li>I always broush my teeth after</li> </ul>	<ul style="list-style-type: none"> <li>I always broush my teeth after I have eaten my break fast</li> </ul>
		<ul style="list-style-type: none"> <li>Before you can watch T.V you must do</li> </ul>	<ul style="list-style-type: none"> <li>Before you can watch T.V you must do your home</li> </ul>

			work
6	DewiMetika Sari	<ul style="list-style-type: none"> <li>• Before I was ready to go</li> </ul>	<ul style="list-style-type: none"> <li>• Before I was ready to go my friend came</li> </ul>
7	Farah Antika	<ul style="list-style-type: none"> <li>• I used to like it before I became</li> </ul>	<ul style="list-style-type: none"> <li>• I used to like it before I became fashion</li> </ul>
		<ul style="list-style-type: none"> <li>• Although he had nothing to write</li> </ul>	<ul style="list-style-type: none"> <li>• Although he had nothing to write he did not borrow my pen</li> </ul>

8	NurLeli	<ul style="list-style-type: none"> <li>• An event came before another event</li> </ul>	<ul style="list-style-type: none"> <li>• An event came before another event came</li> </ul>
		<ul style="list-style-type: none"> <li>• The earlier event did not happen before the later one</li> </ul>	<ul style="list-style-type: none"> <li>• The earlier event did not happen before the later one happened</li> </ul>
9	HeriKustiaWati	<ul style="list-style-type: none"> <li>• It had not arrived before the subject</li> </ul>	<ul style="list-style-type: none"> <li>• It had not arrived before the subject had arrived</li> </ul>
		<ul style="list-style-type: none"> <li>• I like the book before I read</li> </ul>	<ul style="list-style-type: none"> <li>• I like the book before I read the book story</li> </ul>

10	MastiarDoyoja	<ul style="list-style-type: none"> <li>Although he was indisposed</li> </ul>	<ul style="list-style-type: none"> <li>Although he was indisposed he went to the office</li> </ul>

**a.) Addition**

No	Name Students	Error	Correct
1	Adelia Sari	<ul style="list-style-type: none"> <li>He now knew there were five of us although no other</li> </ul>	<ul style="list-style-type: none"> <li>He now know there were five of us although no other information was conveyed to him</li> </ul>

2	AnggiRahayu	<ul style="list-style-type: none"> <li>Mary is the new presidents after of the new</li> </ul>	<ul style="list-style-type: none"> <li>Mary is the new presidents after of the new company</li> </ul>
		<ul style="list-style-type: none"> <li>I am have many friend</li> </ul>	<ul style="list-style-type: none"> <li>I am have many friend because all my friend are kind</li> </ul>
		<ul style="list-style-type: none"> <li>I saw her yesterday before</li> </ul>	<ul style="list-style-type: none"> <li>I saw her yesterday before she left</li> </ul>
3	AnisaKurnia Sari	<ul style="list-style-type: none"> <li>The people can't see the city anymore after Tsunami</li> </ul>	<ul style="list-style-type: none"> <li>The people can't see the city anymore after Tsunami damaget it</li> </ul>

		<ul style="list-style-type: none"> <li>• Students should declare a major by their junior year because they have not</li> </ul>	<ul style="list-style-type: none"> <li>• Students should declare a major by their junior year because they have not make up their mind</li> </ul>
4	AnisaPutri	<ul style="list-style-type: none"> <li>• I want you to came with us because you can</li> </ul>	<ul style="list-style-type: none"> <li>• I want you to came with us because you can help me</li> </ul>
5	Biaca Yolanda	<ul style="list-style-type: none"> <li>• You shouldn't do nothing to the house</li> </ul>	<ul style="list-style-type: none"> <li>• You shouldn't do nothing to the house because the house is dirty</li> </ul>
6	BillaFirnando	<ul style="list-style-type: none"> <li>• Joe played tennis after Vicky</li> </ul>	<ul style="list-style-type: none"> <li>• Joe played tennis after Vicky watched</li> </ul>

			T.V
7	CharuNisa	<ul style="list-style-type: none"> <li>• He piano playing did not seem to improve</li> </ul>	<ul style="list-style-type: none"> <li>• He piano playing did not seem to improve although she practiced very day for on hour</li> </ul>
		<ul style="list-style-type: none"> <li>• I didn't want to eat that junk food because it was</li> </ul>	<ul style="list-style-type: none"> <li>• I didn't want to eat that junk food because it was to had for health</li> </ul>
8	Puja Maulana	<ul style="list-style-type: none"> <li>• I can find my key nowhere</li> </ul>	<ul style="list-style-type: none"> <li>• I can find my key nowhere because forget the key</li> </ul>

**b.) Misformation**

No	Name Students	Error	Correct
1	BiacaYolando	<ul style="list-style-type: none"> <li>This box is so heary that I can't lift it</li> </ul>	<ul style="list-style-type: none"> <li>This box is so heary those I can't lift it</li> </ul>
2	AnisaPutri	<ul style="list-style-type: none"> <li>Although I left I did not remember</li> </ul>	<ul style="list-style-type: none"> <li>Although I left I did not remember my roots</li> </ul>
		<ul style="list-style-type: none"> <li>My da tells me that I should call him now</li> </ul>	<ul style="list-style-type: none"> <li>My dad tells me those I should call him now</li> </ul>
3	AnisaKurnia Sari	<ul style="list-style-type: none"> <li>Anna was lafe that didn't surprise me</li> </ul>	<ul style="list-style-type: none"> <li>Anna was lafe those didn't surprise me</li> </ul>
		<ul style="list-style-type: none"> <li>Mary didn't come that made me angry</li> </ul>	<ul style="list-style-type: none"> <li>Mary didn't come those</li> </ul>

			made me angry
4	AndikaPratama	<ul style="list-style-type: none"><li>• I believe that everything happens for a reason</li></ul>	<ul style="list-style-type: none"><li>• I believe those everything happens for a reason</li></ul>



## **CHAPTER V**

### **CONCLUSION**

#### **A. Conclusion**

Based on the data that have obtained from the error in writing complex sentence of students, it can be concluded errors that have done students as follows:

1. The types of errors that students made a sentence used of omission, addition and misformation.
2. The total numbers of errors committed by students were 22 items. And the proportion ( frequency and percentage ) based on Surface Strategy Taxonomy.
  - (a) The numbers of omission errors were 10 items (45.4 % )
  - (b) The numbers of addition errors were 8 items ( 36.3 % )
  - (c) The numbers of misformation errors were 4 items ( 18.1 % )

#### **B. Suggestion**

Considering the result of the research, this research would like to give some suggestion as follows;

##### **1. For the Teacher**

- a) By knowing, the students grammatical errors can give benefit as feed back in teaching learning process, because through the error they could know the students progress in learning English. So it can be used to

evaluate and as consideration to choose the suitable technique to teaching grammar especially in writer sentence.

b) The teacher should inform kinds of the errors who made by the students and explains the parts of the errors based on the Surface Strategy Taxonomy. These are; Omission, addition, misformation and misordering so that they are realized what kinds of errors they committed. Besides the teacher must introduce the surface strategy taxonomy technique to analyze their own errors when they compose a sentence. By knowing this technique the students can identify by them selves the errors when they are producing sentence and it may give them motivation to study English grammar more.

c) Giving a remedial session for teaching grammar especially in complex sentence.

## **2. For the students**

a) The students should increase their efforts in learning grammar.

b) The students should increase their effort in improving their knowledge in learning English especially in error and grammar, when they are in the classroom or in the other condition, they have to try to write sentence in English.

c) Reading English text could improve the students knowledge to understanding grammar especially in writer complex sentence.

d) By expressing the students idea through writer sentence as one of alternative to accustom them to express idea by using English. it will help them to memorize their vocabulary and will be beneficial to prevent or at least to minimize the error.

### **3. For the Writer**

The writer should be able to find out the alternative way to solves the teacher and the students problem in context teaching learning process, especially in teaching writing and recommend the proper technique for the future.

### **4. For the Readers**

Grammar is the important part to compose a sentence or an utterance. This research hopes, able to give contribution for the readers, especially for English department who interested in analyzing the grammar study. Furthermore, it hopes for further researcher to conduct similar themes of study not only focuses on error or complex sentence skill, but also on the other aspects of the both.

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## Documentation



**Explain the material to Students**

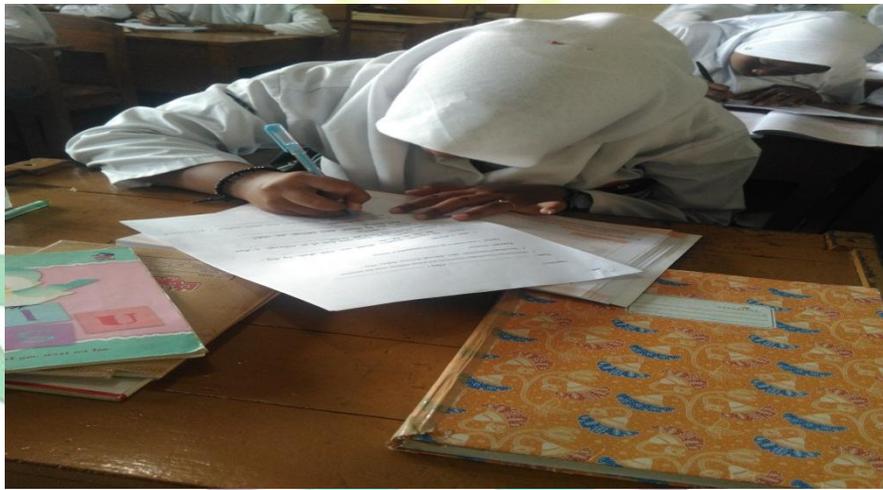


**To Gave The task**









**Students Writer to the task**



**Students Eleventh Grade Of SMK PGRI 4 Bandar Lampung**

