

**ERROR ANALYSIS ON NOUN CLAUSES MADE BY STUDENTS OF  
ENGLISH EDUCATION PROGRAM OF  
IAIN PALANGA RAYA**

**THESIS**



**STATE ISLAMIC INSTITUTE OF PALANGKARAYA**

**BY**

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**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA  
FACULTY OF TEACHER TRAINING AND EDUCATION  
DEPARTMENT OF LANGUAGE EDUCATION  
STUDY PROGRAM OF ENGLISH EDUCATION  
2019 M / 1441 H**

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2019 M / 1441 H**

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BY STUDENTS OF ENGLISH EDUCATION  
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
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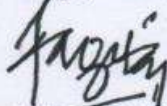
  
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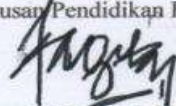
  
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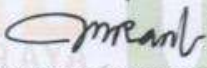
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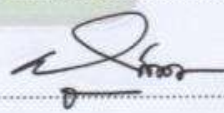
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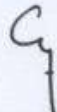
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Can be examined in partial fulfillment of the requirements of the Degree of  
*Sarjana Pendidikan* in the Study Program of English Education of the Language  
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Thank you for the attention.

*Wassalamu'alaikum Wr. Wb.*

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## MOTTO AND DEDICATION

“... Allah will exalt in degree those of you who believe, and those who have been granted knowledge ...”

(Q.S. Al-Mujadilah: 11)

This Thesis is dedicated to:

My beloved Father Muhammad Sholeh and Mother Mustijah for their valuable endless prayer, sacrifice, and support. My beloved Sister Fitri Dewi Saputri, and and brother Saykun Amrullah. My Wife and Son.

## DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Herewith, I:

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, with due acknowledgement, the work of any other person.
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Palangka Raya, October 2<sup>nd</sup>, 2019

Yours Faith fully



Abdullah  
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## ABSTRACT

Abdullah. 2019. *Error Analysis on Noun Clause Made by Students of English Education Program of IAIN Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Sabarun, M.Pd (II) M. Zaini Miftah, M. Pd,

**Key words:** Error Analysis, Noun Clause.

This study was at finding out the empirical evidence of the most common errors in learning noun clause made third and fifth semester by Students of English Education Program of IAIN Palangka Raya. This study focused to find out type, causes, and percentages of errors.

The research design was qualitative in content analysis. In collecting the data, the researcher used a test. The sample of this study were third and fifth semester. Cluster sampling was used for the data collection. To classify the data, researcher used Dullay's surface structure taxonomy. The formula was used to this descriptive analysis is:  $P = F/x100\%$ .

The results showed that: the most common type of error was misordering its frequency was 166 or 34% by third semester and misinformation its frequency was 189 or 49% by fifth semester. Then was omission its total 145 with the percentage 29%. Another frequency 127 or 26% was misinformation that made by third semester. Fifth semester reached 113 and 51 or 29% and 13% were omission and addition. Finally, the lowest came from addition at 57 or 12% by third semester and misordering was at 31 with the percentage 8% by fifth semester.

## ABSTRAK

Abdullah. 2019. *Analisa Kesalahan Klausa Nominal dibuat oleh Mahasiswa Tadris Bahasa Inggris IAIN Palangka Raya*. Skripsi, Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, IAIN Palangka Raya. Pembimbing: (I) Sabarun, M.Pd (II) M. Zaini Miftah, M. Pd,

**Key words:** Analisa Kesalahan, Klausa Nomina

Tujuan penelitian ini adalah untuk menemukan bukti empiris kesalahan yang umumnya terjadi dalam belajar klausa nomina yang dilakukan oleh mahasiswa semester 3 dan 5 Tadris Bahasa Inggris IAIN Palangka Raya. Penelitian ini focus untuk menemukan type, sebab, dan persentase kesalahan.

Jenis penelitian ini ialah kualitatif analisa isi. Dalam pengumpulan data peneliti menggunakan test. Kemudian sample yang digunakan pada penelitian ini ialah mahasiswa Tadris Bahasa Inggris IAIN Palangka Raya. Sampel klaster juga digunakan untuk pengumpulan data. Untuk klasifikasi data, peneliti menggunakan taksonomi struktur permukaan oleh Dullay. Rumus yang digunakan pada analisa penggambaran ialah  $P = F/x100\%$ .

Hasil penelitian menunjukkan bahwa: jenis kesalahan yang paling umum adalah misordering frekuensinya adalah 166 atau 34% pada semester ketiga dan misinformation frekuensinya adalah 189 atau 49%. Kemudian adalah omission total 145 dengan persentase 29%. Frekuensi lain 127 atau 26% adalah misinformation yang dibuat oleh semester ketiga. Semester kelima mencapai 113 dan 51 atau 29% dan 13% adalah kelalaian dan penambahan. Akhirnya, terendah datang dari addition pada 57 atau 12% pada semester ketiga dan misordering adalah pada 31 dengan persentase 8% pada semester kel

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The writer would like to express his sincere gratitude to Allah SWT by His mercy and blessing that I am able to finish this study. Sholawat and salam always be bestowed to the last Prophet Muhammad SAW, having shown us the role of life to make our life true.

His appreciation is addressed to:

1. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, Dr. Hj. Rodhatul Jennah, M. Pd.
2. Vice Dean in Academic Affairs, Dr. Nurul Wahdah, M.Pd.
3. Chair of Department of Language Education, Akhmad Ali Mirza, M. Pd.
4. Chair of Study Program of English Education, Zaitun Qomariah, M.Pd.
5. His thesis advisors, Sabarun, M.Pd and M. Zaini Miftah M. Pd, for their generous advice, valuable guidance, and elaborated correction during their busy time to the completion of his thesis.
6. Both the members of the board of examiners, for their corrections, comments and suggestions which are profitable to the accomplishing of this thesis

7. All lecturers of English Education Study Program from whom he got in-depth knowledge of English and English teaching.
8. My wife and son, also my parents for their moral support and endless prayer so that he is able to finish his study. May Allah SWT bless them all. *Amin.*

Palangka Raya, October 2<sup>nd</sup>, 2019

The writer,

Abdullah

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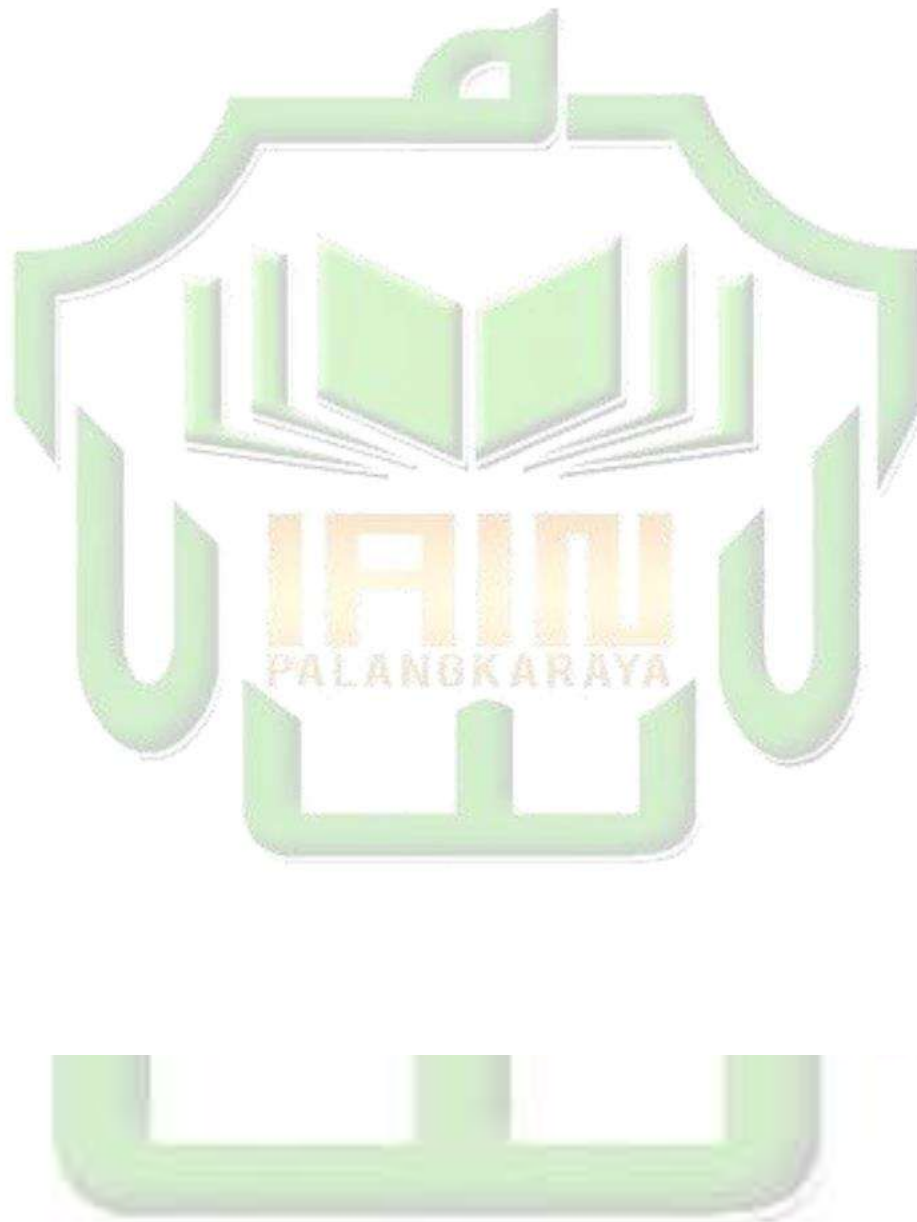
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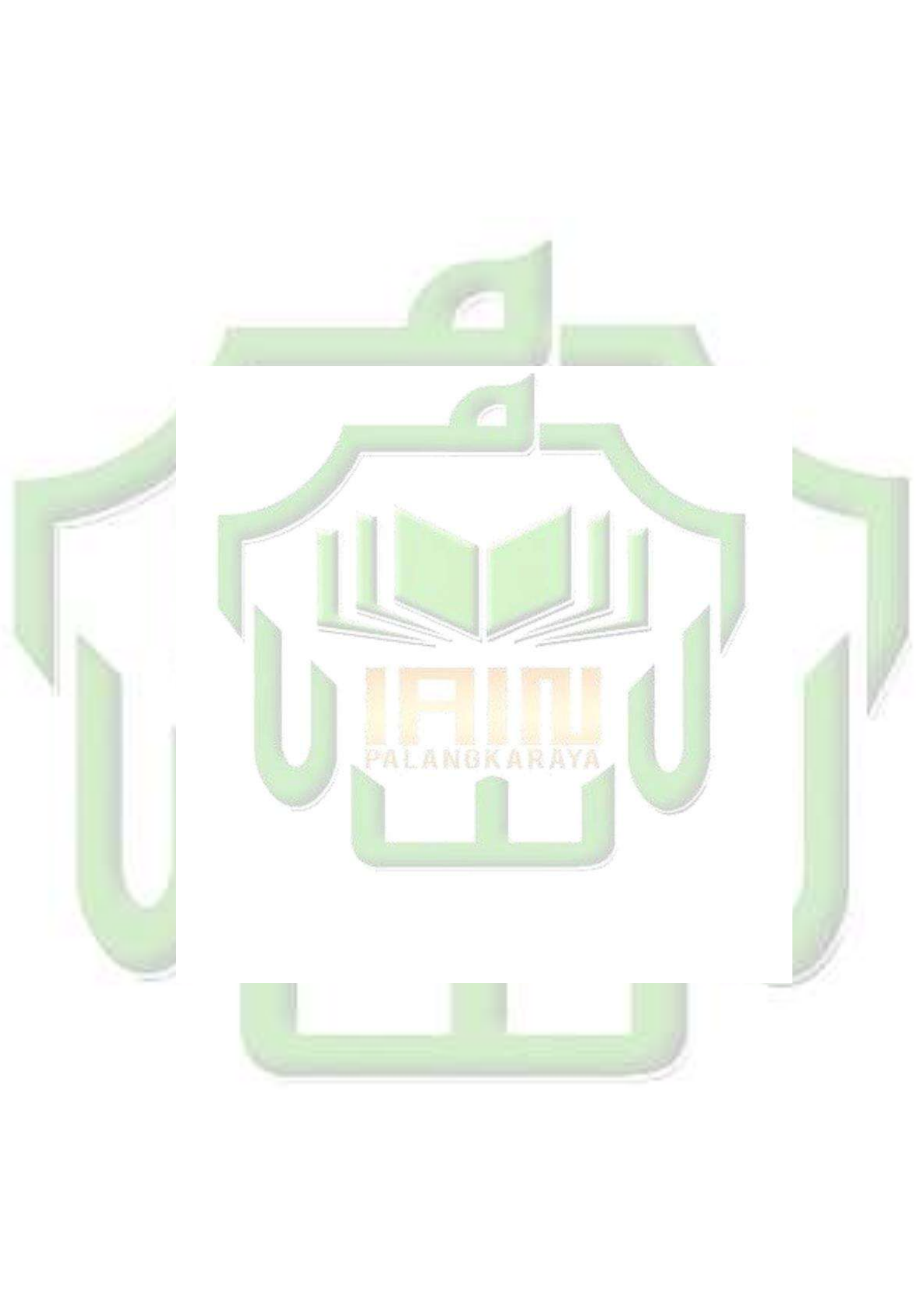
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## **CHAPTER I**

### **INTRODUCTION**

In this chapter the writer discusses about introduction of the study which consists of background of the study, problem of the study, objective of the study, scope and limitation, significance of the study, and definition of key terms.

#### **A. Background of the Study**

English is a universal language used by almost developing countries in the world. English is learnt in Indonesia as the first foreign language. Learning English is not easy. There are four skills must be mastered by the learners especially for students. They are reading, listening, writing, and speaking. Beside those four skills, they have to learn English Grammar, spelling, vocabulary, and pronunciation that are thought to support development of the four language skills. Therefore, grammar is one of the important language elements the students should master.

In teaching grammar, there are many topics should be learnt by the students. One of them is clause. Clauses are not only one of the elements of language but also part of sentence as Wren and Martin (1990:3) state "Clauses are a group of words which forms a part of a sentence and contains a subject and predicate." There are many kinds of clauses; one of them is noun clause. Noun clause is a kind of dependent clauses. It is a group of words which contains a subject and a predicate of its own and does the work of a noun. A noun clause is made when an entire clause is used in the grammatical position

that a pronoun might occupy in the sentence (Wren and Martin, 1990:192). For example, in the sentence *They know I hate chocolate*, the noun clause *I hate chocolate* occupies the position that could be filled by a pronoun such as *it* or *something* (e.g. *I know something* or *I know it*). Identifying and analyzing errors as well as finding out the causes of errors are crucial in foreign language learning. The error analysis contributes to raising awareness about the precise use of general English syntax and noun clauses in particular to improve learners' language ability.

In the other hand, the writer had conducted an observation on English education program of IAIN Palangka Raya where this study will be conducted. Based on the observation and interview with the English teacher, the writer found that the students of English education program of IAIN Palangka Raya still make errors in constructing noun clause. The errors produced by students are various, such as errors in using the connectors, construct or usage. So it is very important to analyze the students errors. The students produced mistakes is can be a systematic or an unsystematic. The systematic mistakes are called an error. While the unsystematic mistakes are those which appear irregularly. The students do not realize that they are making errors.

Based on the observation, the writer focuses to solve the students' difficulties in translating the sentences while using noun clause. In order to analyze the students' difficulties in using the noun clause, the writer decides to hold a research entitled: "Error Analysis on Noun Clause Made by Students of English Education Program of IAIN Palangka Raya".

## **B. Problem of the Study**

Based on the background of the study above, the writer formulates problem of the study as follows:

1. What are types of errors made by students of English education program of IAIN Palangka Raya in using noun clause?
2. What are the causes of errors made by students of English education program of IAIN Palangka Raya in using noun clause?
3. What are the percentages of errors made by students of English education program of IAIN Palangka Raya in using noun clause?

## **C. Objective of the Study**

Based on the problem of the study above, the objectives of the study in this research as follows:

1. To find out the type of errors were made by students of English education program of IAIN Palangka Raya in using noun clause.
2. To find out the causes of errors were made by students of English education program of IAIN Palangka Raya in using noun clause.
3. To know the percentages of errors were made by students of English education program of IAIN Palangka Raya in using noun clause.

## **D. Scope and Limitation**

In conducting this research, the writer limits the problem that be discussed. The writer limits this research in the third and fifth semester students of English department of IAIN Palangka Raya as the subject of the research. The number of subject is 64 students. This research focuses on the error analysis on noun

clauses made by students. The writer gives the limitation of grammatical function of noun clauses. The grammatical function of noun clauses as the subjects, subject complements, object of verb, object of preposition, subject after “*it*”, and beginning with “*that*”.

#### **E. Significance of the Study**

It is expected that the result of the study will give significant contribution for the teacher, the students and the researcher. Clearly it is described as follows:

##### **1. The lecturer**

For lecturer, the result of this research is expected to be useful information. The lecturer will know how far the students comprehend about noun clause, the errors made by students when they learn this subject, and the causes of those errors. Besides, the result of this study will direct the English teacher to do some evaluation and revision in their teaching and learning activity so it is expected that both teacher and students will have a good collaboration to overcome all problems that happen especially in learning noun clause.

##### **2. The students**

The use of this study is expected to provide a contribution of knowledge for students who still find problem and confuse when learning noun clause, so they can overcome their difficulties in learning activity.



### 3. The researcher

It is expected that the result will give some knowledge and experience for the researcher in error analysis, especially on noun clause. It is also can be used to give contribution to solve the students about the difficulties in the learning of noun clause lesson.

## **F. Definition of Key Terms**

In order to avoid misunderstanding, the writer defined some terms concerning with this study. The terms were as follows:

### 1. Error

In this study, error means flawed side of learners' writing, they are parts of conversation or composition that deviate from some selected forms of language performance.

### 2. Error analysis

In this study, error analysis means that the students make some errors and the errors are able to be observed, analyzed, and classified. Error analysis helps the teacher to see if the students made errors. The teacher will know how far the students comprehend about noun clause, the errors made by students and causes of those errors.

### 3. Noun clause

In this study, noun clause is a group of words which has a subject and predicate of its own. A noun clause is a dependent clause which consists of a subject and predicate that functions as a noun.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter the writer discusses about review of related literatures which consists of related studies, definition of error, differences between error and mistake, types of error, causes of error, definition of error analysis, steps of error analysis, noun clause, and patterns of noun clause.

#### A. Related Studies

The first related study is from Triana Lestari (2013), *“An Analysis of Grammatical Construction of Noun Clauses Found in Selected Info Articles of Hello Magazine, Thesis, Medan: North Sumatra”*. there are three problems discussed in this thesis; the noun clause elements, the noun clauses patterns and the noun clauses patterns that do not follow the grammarians’ rule. The objectives of this study are to find out the elements that are used to form noun clauses so that the noun clauses patterns can be determined and to find out whether there are noun clauses patterns that do not follow the grammarians’ rule. The method used in this thesis is descriptive qualitative method by focusing on the content analysis. Based on the analysis of 68 noun clauses of the three selected info articles of Hello Magazine, it is found that there are 14 elements used to form noun clauses; subordinators, subjects, verbs, objects, complements, adverbials, nouns, adjectives, prepositions, “It”, “Be”, adjective clauses, adverbial clauses and to infinitive.

The second, Muneer Ali (2014), "*The Performance of Iraqi EFL University Students in Using Noun Clauses in English: Error Analysis*", Thesis, Babylon: University of Babylon ". The study aims at investigating the performance of Iraqi EFL university students in using noun clauses by form and function and finding out the area of difficulty in this regard and suggesting remedial work for the alleviation of these difficulties. The study begins with the theoretical aspect encompassing definitions, forms, and functions of noun clauses in English. Then, the practical aspect represented in a diagnostic test applied to a random sample of 60 students taken from the third level in the Department of English, College of Education for Human Sciences, University of Babylon to assess Iraqi their performance at both the recognition and production levels. The findings of the test show that Iraqi EFL university students face difficulty in using noun clauses which, in turn, verifies the hypothesis of the study. In the light of the results of the test, some conclusions are drawn and a number of suggestions and remedial work are presented so that the learners can overcome the difficulty they encounter in using noun clauses in English.

The third, from Ali Akbar Khansir (2016) on journal entitled "Error Analysis and Second Language". This research finding shows that Errors are an integral part of language learning. The learner of English as a second language is unaware of the existence of the particular system or rule in English language. The learner's errors have long been interested for second and foreign language researchers. The basic task of error analysis is to describe how learning occurs

by examining the learner's output and this includes his/her correct and incorrect utterances.

The fourth, from Hasyatun Hasanah (2017) on journal entitled 'The Analysis of Noun Clause Translation in The Novel of Kill Order' reveals that The impacts of translation technique to the translation quality are adaptation, amplification, borrowing, compensation, description, discursive creation, established equivalent, linguistic amplification, linguistic compression, literal, modulation, particularization, reduction, and variation are techniques of translation which qualified data of translation.

The fifth, from Nguyen Thi Loc Uyen., et, al, (2017) entitled An Analysis of Errors in The Use of Noun Clauses Made By Senior English Major Students At Van Hien University by Nguyen Thi Loc Uyen, Tran Nguyen Anh Thu, Luong Kim Hieu, Phan Thi Thu Ha (Van Hien University Journal of Science Volume 5 Number 2). The result explains that errors conclude 35 omission errors (51%), 15 misinformation errors (22%), and 6 misordering errors (8%). The error analysis contributes to raise awareness about the precise use of general English syntax and noun clauses in particular to improve learners' language ability. Based on the previous, the similarity is how many percentages of errors made by students. Although, researcher will conduct research in two classes and different semester.

The sixth from Hermariyanti Kusumadewi (2017) on journal entitled Analysis of Students' Error in Constructing Nominal Clause. This research shows that students made error while constructing Nominal clause beginning



with Question words, Nominal Clause with If/Whether, Nominal Clause with – that.

The seventh from Vacide Erdogan (2015) on journal entitled “Contribution of Error Analysis to Foreign Language” Studying the learner language in terms of the errors is something that teachers have always done for very practical reasons. Through the results of tests and examinations, the errors that learners make are a major element in the feedback system of the teaching-learning process. For this reason, it is important that the teacher should be able to not only detect and describe the errors from a linguistic view, but also understand the psychological reasons for their occurrences. Therefore, the diagnoses and treatment of errors is one of the fundamental skills of the teacher.

The differences between those related studies with this study as stated before in the focus and the limitation of this study. The writer focuses only on the grammatical function of noun clauses as the subjects, subject complements, object of verb, object of preposition, subject after “it”, and beginning with *that*.

## **B. Error**

### **1. Definition of Error**

Brown Douglas (1994:217) states that error is a noticeable deviation from adult grammar of native speaker reflecting the inter language competence of the learner. In relation to the term of errors, there are some definitions given by some linguists. Schuman and Stenson stated that errors are due to the rule deviance of target language in language learning. Errors are flawed side of learner speech or writing, they are those parts of

conversation or composition that deviate from some selected forms of mature language performance (Schuman & Stenson, 1974:2).

Based on the definition above, the writer concludes that errors are the deviations which occur in language learning because the learners make deviation rules of target language.

## **2. Differences between Error and Mistake**

Error and mistake are not the same, it is crucial to make distinction between error and mistake and most of people still misunderstand about the definition of both. Brown defines an error as a noticeable deviation from the adult grammar of native speaker, reflecting the inter language competence of the learner. According to Brown (1994:125), a mistake refers to performance error that either random guess or slip, it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situations. Native speakers are normally capable of recognizing and correcting such lapses or mistakes, which are not the result of deficiency in competence but the result of some sort of breakdown in process of producing speech.

Richards (1984:25) states that a learner's errors provide evidence of the system of the language that they had learned at a particular point in the course and it must be repeated. The appearance of errors can be detected. It means that the errors arise because each learner has different motivation, social background, and intelligence. In learning a second language, some

errors appear because the learners have not yet understood the grammar of the second language.

The first linguist who made a clear distinction between error and mistake is Martin Parrot (2002:68); “Errors refer to errors of competence which are systematic and represent transitional stages in the development of grammatical rules or the final stage of the learners’ knowledge. Mistakes, on the other hand, refer to errors of performance which are occasional and haphazard and are related to such factors as fatigue, memory lapses, and psychological conditions such as strong emotion”.

From the explanation above, it can be concluded that erroneous expressions are divided into two kinds; they are mistakes and errors themselves. Errors refer to the competence, whereas mistakes refer to the performance. In the table below, we can see the differences between error and mistake.

**Table 2.1**  
**Differences Between Error and Mistake**

Category	Error	Mistake
Source	Competence	Performance
Characteristic	Systematic	Non systematic
Duration	Long	Temporary
Linguistic System	Unmastered	Mastered
Result	Deviation	Deviation
Remedial	Corrected by the teacher through remedial	Corrected by the students’ itself through concentration

On the contrary, errors are produced by the students who do not know yet the target language system. And of course, they do not master

the rule of the target language. Actually, these occur consistently, systematic and take a long time until corrected by the teacher through remedial teaching or additional practice.

### **3. Types of Error**

According to Dulay, Burt, and Krashen (1982:154): the most useful and commonly used as bases for the descriptive classification of errors is linguistic category, surface category and comparative taxonomy.

#### **a. Linguistic Category**

Linguistic category taxonomies classify errors according to either or both the language components or linguistic constituents. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary) and discourse while constituents include the elements that comprise each language component.

#### **b. Surface Category**

The categorizing of errors is according to how the surface structure of a sentence or expression is altered by the error. Such a classification would include omission, addition, mis-formation, and mis-ordering.

##### **1) Omission**

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. For example, “She



sleeping” (Dia sedang tidur) indicates that one item is omitted, which is “is”. The word ‘is’ is a grammatical verb form that plays an important role in constructing a proper sentence. And the word ‘is’ in that sentence functions as an auxiliary. A verb in a proper sentence is something that cannot be neglected, so one who omits verb (*is*) fails in constructing a proper sentence. That type of error is called omission error (Dulay & Krashen, 1982:156).

## 2) Addition

Additions errors are the presence of an item that must not appear in well-formed utterances. Addition usually occurs in later stage of second language acquisition or when the learner has acquitted some target language rule. There are three types of addition errors.

### a) Double Marking

In a sentence where an auxiliary is required in addition to the main verb, the auxiliary, not the main verb, takes the tense. Learner who have acquired the tensed form for both auxiliary and verb often place the marker on both.

For examples:

- He does not knows my name. (Incorrect)
- He does not know my name. (Correct)

Because two items rather than one are marked for the same feature (tense, these example), this type of addition error has been called double marking.

#### b) Regularization

A rule typically applies to a class of linguistic items, such as the class of main verbs or the class of nouns. In most language, however, some members of a class are exceptions to the rule.

For examples:

- The verb eat does not became eaten, but ate.
- The noun sheep is also sheep in the plural, not sheeps.

Whenever there are both regular and irregular forms and constructions in a language, learners apply the rules used to produce the regular ones to those that are irregular, resulting in errors of regularization. Regularization errors that fall under the addition category are those in which a marker that is typically added to linguistic item is erroneously added to exceptional items of given class that do not take a marker. For example, *sheeps* and *putted* are both regularizations in which the regular *plural* and past tense markers *-s* and *-ed*, respectively, have been added to items which do not markers.

### c) Simple Addition

Simple additions errors are the “grab bag” subcategory of additions. If an addition error is neither a double marking nor regularization, it is called a simple addition.

For examples:

- I doesn't know how,  
(Incorrect)
- I don't know how.  
(Correct)

### 3) Mis-formation

Mis-formation error is a type of error that is characterized by the use of incorrect morpheme or structure. For instance, “*The cat catch a mouse*”. The simple present tense was not supplied by the learner. The well-formed sentence is “*The cat catches a mouse*” (*Kucing itu menangkap seekor tikus*).

### 4) Mis-ordering

Mis-ordering error is error that is characterized by the incorrect placement of a morpheme or group morphemes in an utterance. For instance, “*I do not understand what is that*”. Here, the learner mis-orders the word ‘is’ and the well-formed sentence is “*I do not understand what that is*” (*Saya tidak mengerti apa itu*).

### c. Comparative Taxonomy

The classification of errors in a comparative taxonomy is based on comparisons between the structure of L2 errors and certain other types of constructions. This taxonomy classified the learners’ error into

developmental errors, inter lingual errors, ambiguous errors, and other errors (Dulay & Krashen, 1982:163).

### 1) Developmental Errors

Developmental errors are errors that similar to the errors made by children learning the target language as their first language. Developmental errors illustrate the learner attempting to build up hypotheses about the English language from his limited experience of it in the classroom or text-book.

For example:

- She beautiful  
(error)
- She is beautiful  
(correct)

The omission of the article and the past time marker may be classified as developmental because these are also found in the speech of children learning English as their first language.

### 2) Interlingual Errors

Inter lingual errors are errors those similar in structure to a semantically equivalent phrase or sentence in the learner's native language.

For example:

- She is a woman beautiful  
(error)

Produced by Indonesian speaker reflect the word order of Indonesian adjective phrase. To identify an inter lingual error, researchers usually translate the grammatical form of the learner's

phrase of sentence into the learner's first language to see if similarities exist.

### 3) Ambiguous Errors

Ambiguous errors are those that could be classified equally well as developmental or interlingual errors. That is because the errors reflect the learner's native language structure, and at the same time, the errors also reflect the error pattern that found in the speech of children acquiring a first language.

For example:

➤ I no have a car  
(error)

The negative construction reflects the learner's native Indonesian and also characteristic of the speech of children learning English as their first language (Richards, 190:37).

### 4. Causes of Error

The causes of learner's errors sometimes are easy to identify. On the contrary, it was confusing because the lecturer has already explained more but the learners still make the same errors. They are some of the causes of errors. Regarding differences within an error analysis framework, there are two kinds of error types, namely interlingual and intralingual. Errors which can be related to Native Language are called by interlingual errors. Otherwise, errors that are caused by the language being learned, Target Language, are intralingual errors (GrassandL Selinker, 2008:103). They are some of the causes of errors.



**a. Interlingual Error**

Interlingual is a system that has a structurally intermediate status between the native language and the target language. In addition, errors that happened caused of the interference of mother language. It happened because the features of two languages are different. To identify an inter lingual errors the researchers usually translate the grammatical form of the learner's phrase or sentence into the learner's first language to see if similarities exist.

The terms such as interference and transfer involve certain explanations of these errors; for example, the student's first language automatically "interferes" with the learning of the L2 or automatically "transfers" to the student's developing L2 system. They prefer using term "inter lingual" to terms "interference" or "transfer" because "interlingual" seemed to be the least explanatory in the connotation for avoiding misinterpreting and confusion.

**b. Intralingual Error****1) Over-generalization**

These errors arise when the learner creates a deviant structure on the basis of other structures in the target language. It generally involves the creation of one deviant structure in place of two target language structures.

## 2) Ignorance of Rule Restrictions

It involves the application of rules to contexts where they do not apply. An example is “He made me to rest” through extension of the pattern found with the majority of verbs that take infinitive complements (for example, *He asked/ wanted/ invited me to go*).

## 3) Incomplete Application of Rules

These errors involve a failure to fully develop a structure. Some second language (English) learners tend to apply declarative word order in questions in place of interrogative word order.

## 4) False Concepts Hypothesized

It arises when the learner does not fully comprehend, for example, a distinction “present tense” in *Teacher is teach today* and *Teacher teaches today*.

# C. Error Analysis

## 1. Definition of Error Analysis

The nature of humans’ learning process fundamentally is a process that involve error before it formed into something right. This is the important aspect of information acquisition. Error analysis has been developed as a new way of looking at errors made by the second language learner. It appeared in the sixties as a branch of applied linguistic to find that errors made by learner were not only because of the learners' native language, but also the errors reflected some learning strategies, as a reaction to contrastive analysis theory (Vacide Erdogan, 2005:262).

Ros Ellis (1986:39) states that errors are the result of interference from the entrenched habits of the first language. There are good reasons for focusing on errors. First, they are a conspicuous feature of learner language, raising the important questions of 'Why do learner make errors?' Second, it is useful for teachers to know what errors learners make. Third, paradoxically, it is possible that making errors may help learners to learn when they self-correct the error they make".

It can be concluded that error is a distinct process that occurs in speech or writing skill, and it is happened as the result of the first language habits' interference those make the students break the language rules. Error analysis helps language teacher to see if the language learner made the error, it is not considered as a bad thing, but it is an important part of learning a language.

## **2. Steps of Error Analysis**

To identify the students' errors, there are several steps named 'Error Analysis' to help teacher analyze the error. The steps are as follows (Ros Ellis, 1986:16):

### **a. Identifying Error**

The first step to identify error is to identify them. To identify errors examiners, have to compare the sentences learners produce with what seem to be normal or 'correct' sentence in the target language which correspond with them.

### **b. Describing Errors**

Once all the errors have been identified, they can be described and classified into types. The steps can be done by categorizing the errors into surface structure taxonomy. Another way might be to try to identify general ways in which the learners' utterance differ from the reconstructed target-language utterance.

### **c. Explaining Errors**

The identification and description of error are preliminaries to the much more interesting task of trying to explain what they occur. Errors are systematic to a large extent and predictable to a certain extent. The mother tongue language sometimes uses another word instead of a distinct word. In this step we can explain the source of the errors.

### **d. Errors Evaluation**

Evaluating errors determine whether the error is global errors or local errors. The errors classification may determine whether it is a serious error or not.

## **D. English Clauses**

A clause may be defined in the same way as a sentence: it is a full predication that contains a subject and a predicate with a finite verb. While a clause is such a group of words which forms part of a sentence and contains a subject and a predicate. There are two major kinds of clauses, namely independent and dependent clauses (Wren & Martin, 1990:3).

### **1. Independent Clause**

The independent clause is a full predication that may stand alone as a sentence. Independent clause is a clause which is not part of any larger clause structure. The independent clause also can be called main clause. A main clause usually consists of a subject (the thing being identified for comment) and a predicate (the comment about the subject). The predicate in a main clause is a finite verb. A main clause is a clause that can stand alone as a complete sentence.

### **2. Dependent Clause**

Dependent clauses or subordinate clauses are the clause that cannot stand alone as a sentence. The dependent clause has a special introductory word that makes the predication “depend” on an independent clause. In a dependent clause, the full predication is altered in such a way that the clause must be attached to another clause, an independent clause.

### **E. Noun Clause**

A noun clause does the work of a noun. 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 by both. Noun clause is a group of words which has a subject and predicate of its own. A noun clause is a dependent clause which consists of a subject and predicate that functions as a noun (Frank, 1972:283).



### 1. Noun Clauses as Subjects

The first grammatical function that noun clauses can perform is the subject. Subjects are defined as words, phrases, and clauses that perform the action of or act upon the predicate. For example, the following italicized noun clauses function as subjects:

?????Whoever ate my lunch is in big trouble.

?????How you will finish all your homework on time is beyond me.

?????That the museum cancelled the lecture disappoints me.

### 2. Noun Clauses as Subject Complements

The second grammatical function that noun clauses can perform is the subject complement. Subject complements are defined as words, phrases, and clauses that follow a copular verb and describe the subject. For example, the following italicized noun clauses function as subject complements:

?????The truth was *that the moving company lost all your furniture*.

?????My question is *whether you will sue the company for losses*.

?????The first-place winner will be *whoever swims the farthest in an hour*.

### 3. Noun Clause as Object of Verb

The third is the object of verb especially the transitive verb. For example, the following italicized noun clauses function as object of verb:

?????Do you know *when the train should arrive*.

?????Our dog eats *whatever we put in his bowl*.

#### 4. Noun Clause as Object of Preposition

The fourth grammatical function that noun clauses can perform is as the object of preposition. For example, the following italicized noun clauses function as object of preposition:

?????We have been waiting for *whoever will pick us up from the party*.

?????My husband did not think about *that I wanted some nice jewelry for my birthday*.

#### 5. Noun Clauses Function as Subject after “It”

The sixth grammatical function of noun clauses is as subject after “it”. For example:

?????It is obvious *that you love me*.

?????It is important *that you should know the current news*.

#### 6. Noun clauses beginning with *that*

Noun clauses are quite often introduced by *that*. The following are the examples of noun clauses introduced by *that*.

?????I think *that he is a good actor*.

?????I think *he is a good actor*.

*In that he is a good actor* is a noun clause. It is used as the object of verb *think*. The word *that*, when it introduces a noun clause, has no meaning itself. It simply marks the beginning of the clause.

#### F. Patterns of Noun Clause

Pattern is a model or guide for making something. So, here, noun clause pattern is needed as a guide to construct a noun clause. As Frank states that 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 by both (Frank, 1972:284). Therefore, the noun clause elements simply consist of introductory word, subject and verb since noun clause is a dependent clause that consists of a full subject and a predicate of its own and is introduced by the introductory words such as *that*, interrogative words. So, the basic pattern of noun clauses is:

**(Subordinator) + S + V + Inf**

For example:

She said	<u>that</u>	<u>she</u>	<u>wants to go.</u>
	Sub	S	V      Inf

The noun clause in the above sentence is *that she wants to go*. It derives from statements and functions as the object of verb 'said' as the past form of the verb 'say'. The pattern is Sub + S + V + Inf. Here, the introductory word '*that*' functions as subordinator that introduces the noun clause because the noun clause *that she wants to go* has its own subject '*she*'.

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

In this chapter the writer discusses about research methodology which consists of research design, population and sample, research instruments, instrument development, instrument validity, data collection procedures, data analysis and framework of thinking.

##### **A. Research Design**

In this study, the writer used content or document analysis design. Donald Ary (2010:457) stated that content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristic of the material. The materials analyzed can be textbooks, newspaper, web pages, speeches, television programs, advertisement, musical composition, or any of a host of other types of documents. Content analysis is widely used in education.

The research design in this study can be categorized into descriptive analysis. The descriptive analysis is concerned with a quantitative descriptive. After the data are gotten by counting the total of each error classification to know the highest frequency of the students' error, data is interpreted with quantitative analysis. In this case, the procedures of error analysis are chosen based on Ellis, which is collecting all of the data at the same time, then analyzing them by identifying the errors, describing the errors based on the classification, explaining the errors, and the last is evaluating which means

correcting the errors. Based on the limitation of the problem, then the error classification used in this research are based on surface structure taxonomy: omission, addition, mis-formation, and mis-ordering (Dulay & Krashen, 1982:154).

## **B. Population and Sample**

### **1. Population**

Population is all members of group of people, animals, events or objects that lives together in a place and well organized to be target of conclusion from the result of the research (Sukardi, 2005:53). Arikunto (2002: 108) says that population is a set or collection of all elements possessing one or more attribute of interest. It means population is a number of individuals which have at least one characteristic in common.

The population of this study is the third with total students are 74 and fifth semester students are 111 of English education program of IAIN Palangka Raya. The number of the population is 185 students.

### **2. Sample**

Sample is part of population that affects the conclusions which refer to the result. Margono (2003:121) states that sampling is technique to choose sample that the number of sample is appropriate to collect the data source, by considering the nature and the distribution of population so that subject gotten the representative sample.

In this research, the writer uses cluster sampling to take the sample. Cluster sampling is used if the population is not consisting of individuals,



but groups or cluster (Nurul Zuriah, 2006:124). The writer chose the third and fifth semester students of English education program of IAIN Palangka Raya as the sample of the study. The sample is 32 students from third semester, and 32 students from fifth semester.

### **C. Research Instruments**

Instruments of the study are tools or facilities that are used by the researcher in collecting the data of the study. Instruments of the study are very needed in the research. It is because the instruments are tool to get the data of study, in which the data are the important things to help the writer in answering the problem of the study (Donald Ary, 2010:651). In collecting the data, the writer uses the instruments as follow:

#### **1. Instrument Development**

##### **a. Test**

In this study the writer uses test as the main instrument of the study. Test is an instrument in collecting data that is a series of question or treatment that applied to measure the skill of knowledge, intelligence, the ability or the talent that have by individual or group. Test is a systematic procedure for measuring a sample of behavior presumed to represent an educational or psychological characteristic (Ridwan, 2004:105).

To collect the data the writer uses writing test. The students made sentences by translate the Indonesian language into English language. The test focused on the grammatical function of noun clauses as the

subjects, subject complements, object of verb, object of preposition, subject after “it”, and beginning with *that*. The test had 18 items or questions.

#### **b. Documentation**

Documentation was referred to get the data directly from the place of research, envelope of relevant book, rules, report of the activity, photos, film of documenter and research data relevant. Documentation is any communicable material that is used to describe, explain or instruct regarding some attributes of an object, system or procedure, such as its parts, assembly, maintenance and use (Homby, 1995:342).

The documentation needed to get the real data information and can support the data. This technique is aim at found the documents related to the study and support the data that get by the writer. The documents that can support this study as follows:

1. The names of the third and fifth semester students of English education program of IAIN Palangka Raya.
2. The students' answer sheet.

#### **2. Instrument Validity**

Instruments validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity was defined as the extent to which an instrument measured what it claimed to measure (Donald Ary, 2010:225).

The types of the instrument validity in this research is content validity. Content validation is the process of determining the extent to which a set of test tasks provides a relevant and representatives sample of the domain of task under consideration. Content validity is concerned with what goes into the test. A test had content if the items are representative of the population of possible task (Wilmar, 1998:11). The following table show the content specification of the instrument where the items distributed to the students.

**Table 3.1**  
**The Content Specification of Research Instruments**

No	Function of Noun Clause	Number of Items
1	Subject	1,7,13,
2	Subject Complement	2,8,14,
3	Object of Verb	3,9,15,
4	Object of Preposition	4,10,16,
5	Subject after “ <i>it</i> ”	5,11,17,
6	Beginning with <i>that</i>	6,12,18,
<b>Total</b>		<b>18 Items</b>

#### **D. Data Collection Procedures**

In this study, the writer used some procedures to collect the data. The procedures consist of some steps as follows:

1. The writer observes to the third and fifth semester students of English education program of IAIN Palangka Raya.
2. The writer gave test to the third and fifth semester students of English education program of IAIN Palangka Raya. The test focused on the

grammatical function of noun clauses as the subjects, subject complements, object of verb, object of preposition, subject after “it”, and beginning with that. The test had 18 items or questions.

3. To identify errors, the writer compares the students’ sentences with what seem to be normal or ‘correct’ sentence in the target language which correspond with the writing product.
4. The writer classifies the errors by the surface structure of the sentence. The classification of errors included omission, addition, mis-formation and mis-ordering.
5. The writer made the interpreting and concluding the result of data analysis.

#### **E. Data Analysis**

For the next step of this research, the data was processed and analyzed by using non-statistical analysis because the data collected is qualitative data. The technique of data analysis used in this research was descriptive quantitative technique (percentage), the formula as follows:

$$= \frac{\quad}{N} \%$$

Where :

P = Percentage

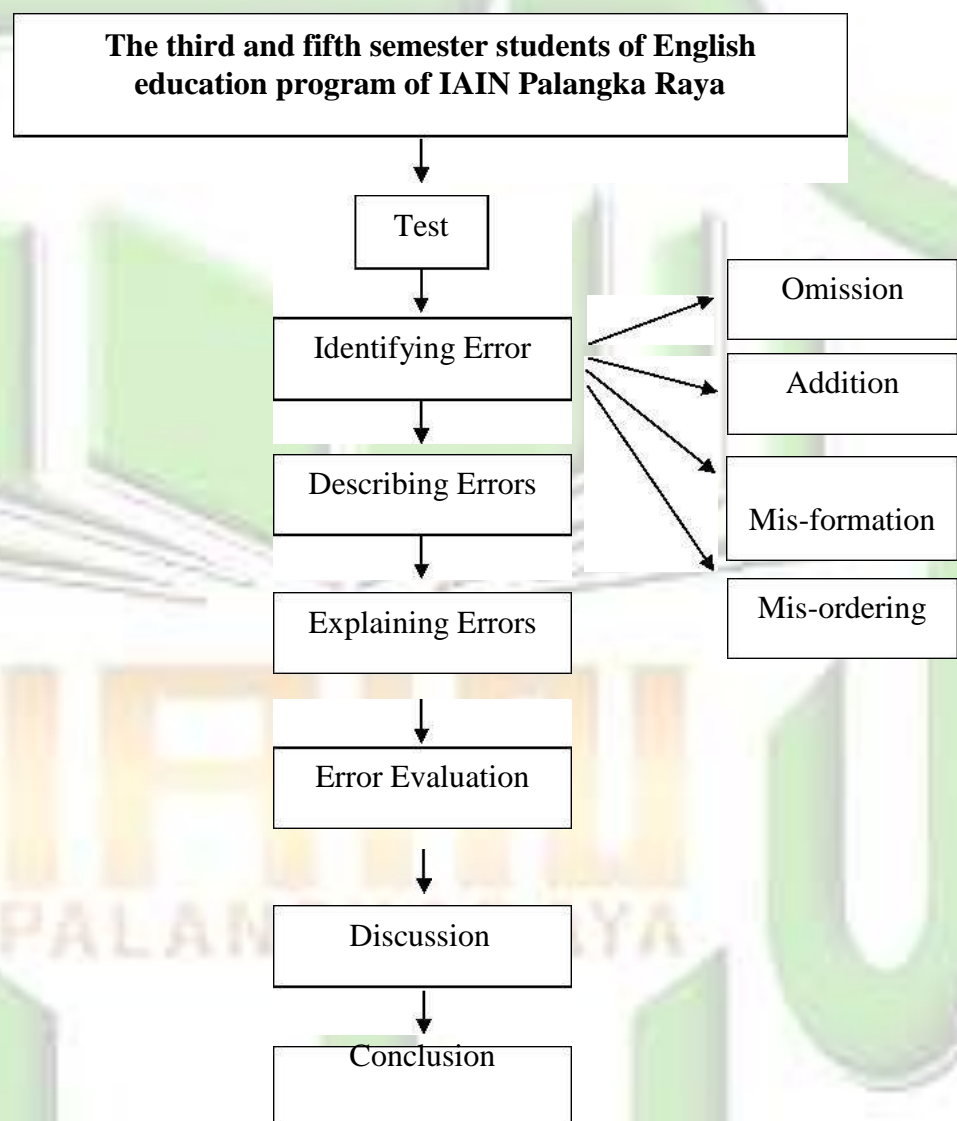
F = Frequency of error made

N = Number of sample which is observed

## F. Framework of Thinking

To sum up the procedures of the data collection and data analysis as described in figure 3.1:

**Figure 3.1 The Procedures of Data Collection and Data Analysis**





## CHAPTER IV

### RESEARCH FINDINGS

In this chapter the writer presented the data which had been collected from the research in the field of study which consist of data presentation, research findings and discussion. This 18 test items were composed and given to the students of English Education of IAIN Palangka Raya. The samples were third semester and fifth semester.

**Table 4.1**  
**The Content Specification of Research Instruments**

No	Function of Noun Clause	Number of Items
1	Subject	1,7,13,
2	Subject Complement	2,8,14,
3	Object of Verb	3,9,15,
4	Object of Preposition	4,10,16,
5	Subject after “ <i>it</i> ”	5,11,17,
6	Beginning with <i>that</i>	6,12,18,
<b>Total</b>		<b>18 Items</b>

#### A. Research Findings

##### 1. Types of Errors

##### a. Students of Third Semester

**Table 4.2**

**Q :** Siapapun yang mengambil jawaban ujianku, Dia dalam masalah besar (*noun clause as subject*)

Students	Identification of Errors	Description of Errors	Explanation	Correction

Indriani	Whoever taking my answer examination he in big trouble	Omission	It should be written 'is' before in	
Istiani NA	Whoever took my answer test he in big trouble		It should be written 'is' before in and after "he" (pronoun) and use "take" not "took"	Whoever takes my answer sheet he/she is in big trouble.
Raisa Mr,				
Dea YA,				
Shahid S				
Achmad NS,				
Wira RP,				
Putri A			There must be "s" at the end of "take" because of singular.	
Syifa Nur AH				
Nur Rahmi,				
Nurul Hidayah, M				
Amzan AA		Omission		
Nur Ayu D,				
Vivian A,				
Nuruzzahra,				
Adela				
Oktami,	Whoever take my answer sheet He in big trouble.			
Anisa,				
Rahmah R,				
Hana Putri U				
Siti K	Whatever who has Misinformation been taken my test answer, he into big trouble		there must be written Whoever takes my answer sheet he/she is in big trouble	Whoever takes my answer sheet he/she is in big trouble.
Ega P R,	Whoever take my answer examination he is in big trouble	Omission	There must be "s" end of take, because whoever is singular	Whoever takes my answer sheet he/she is in big trouble.
Almanda				
Triandini Y,				
Irdian				
Sundan				

Hairi R	Any more has stolen my answer test, he is trouble		The answer must be appropriated based on the question and meaning	
Deden F H	Who has take exam answer. He in big problem	Misinformation	The answer must be matched with the question	Whoever takes my answer sheet he/she is in big trouble.
Riezki F	Whoever that takes my answer sheet, she is in big trouble.	Addition	It should not be added that because it is not beginning with "that" and the answer must be appropriated.	Whoever takes my answer sheet he/she is in big trouble.
Sarifah ND				
Rio G N	Anyone who take my exam answers, he/she is in big problem	Misinformation	It must be "whoever" not anyone.	
Nurul A,				
Slamet M,				
Siti NB, Rifani S,				Whoever takes my answer sheet he/she is in big trouble.
Norhidayah F, Anjar Susilawati				
Putri Ali P	Anyone take my answer test, he in big problem		It must be "whoever" not anyone. Should be added "is" after He (pronoun)	
Carmen N		Misinformation		
Istania C DNS		Omission	It should be used "whoever" not anyone.	Whoever takes my answer sheet he/she is in big trouble.
Ferina H	Anyone take my answer test, he in big problem			
Dyah	Anyone who takes (took) my exam	Misinformation	There should not be "who" and used "anyone"	

Lia Farida H, Aqilla W	answer, he is in big trouble  Misinformation		Whoever takes my answer sheet he/she is in big trouble.
Singgih P	Everyone has took my answer test, he is in the big problem	There should be appropriate grammatically.	
Rifatul K	Who put my exam answer he is in the big problem  Misinformation	There should be grammatically and use “whoever” without “put”	
Anisa M	Who took my answer he’s in big trouble  Misinformation	There should be “whoever” not “who”	
Meilania Inneke T, Kasmawati, Joko Samudra, Pratama Juhadi,	Anyone who stole, Misordering took, my answer, he in the problem  Whoever take it my test, he is in trouble	The answer should be in line with the question	Whoever takes my answer sheet he/she is in big trouble.

**Table 4.3**

**Q :** Juara pertama adalah siapapun yang mendapat nilai tertinggi (*noun clause as subject of compliment*)

<b>Students</b>	<b>Identification of Error</b>	<b>Description of Errors</b>	<b>Explanation</b>	<b>Correction</b>
Siti K	The champion are whoever getting a high score	Misinformation	The answer should be matched and grammatically	The first winner is whoever achieves the highest score
Indriani	Whoever is champion fist get supreme value			
Ega P Y, Nurhikmah S P, Yanuar R R, Ferina H, Singgih P, Nurul A Slamet H, Vivian A, Nuruzzahra	The first champion is anyone who gets high score	Misinformation	Anyone and who should not be. There must be whoever	The first winner is whoever achieves the highest score
Carmen N, Istanisa Cucu DNS, Lia FH, Achmad NS, Anjar Susilawati	First winner is anyone gets the high score		Anyone should be replaced by whoever	
Hairi R	The champion first anyone which can be high value	Misinformation	The answer is ungrammatically	The first winner is whoever achieves the highest score
Deden FH	The number one is whos found high score	Misinformation	The answer is ungrammatically and not matched based on question	The first winner is whoever achieves the highest score
Fania N R	Whoever get high score is a champion			
Istiani NA,	First winner who get high value	Omission	Whoever and is should be used	The first winner is whoever achieves the highest score



Rifhatul K, Widya S,  Nur Ayu D, Anisa, Putri Ali P, Joko Samudra	The first champion is who get high score The first champion is whoever get high score	It should be written “whoever” as the question stated  There must be “s” in words get.	The first winner is whoever achieves the highest score
Annisa MVT, Rifani S, Nur Rahmi, Kasmawati, Pratama Juhadi,	The one who gets the highest score is first place  Addition	Misordering	The first winner is whoever achieves the highest score
Sarifah ND, Meilania Inneke T, M Amzan AA, Almanda Triandini Y, Joko Samudra, Irdian Sundan	The first winner is whoever to get the highest value	“to” should not be added	The first winner is whoever achieves the highest score

Table 4.4

**Q :** Apakah kamu mengetahui kapan kepala sekolah tiba. (*noun clause as subject of compliment*)

Students	Identification of Error	Description of Errors	Explanation	Correction
Ega P R, Rio G N, Anisa M VT, Norhidayah F,	Do you know when headmaster arrived?	Addition	There is no “ed” because it is not past tense	Do you know when headmaster arrives?
Hairi R, Vivian A,	Do you know when high master	Misinformation	It should be answered briefly and completely	Do you know when headmaster arrives?
Deden F H, Ferina H	Are you know when headmaster come?	Misinformation	This answer ungramatically	Do you know when headmaster arrives?

Istiani N A, Adela Oktami	What do you know when principle arrive?	Misinformation	This answer is not matched with the question and have double question words	Do you know when headmaster arrives?
Singgih P	Do you know when principal was arrived	Misinformation	It is ungrammatically. It has “was” as written	Do you know when headmaster arrives?
Istiani Cucu NDS, Nuruzzahra, Achmad NS, Wira RP, Anisa, Anjar Susilawati	Do you know when does headmaster arrive	Mis-ordering	Word “does” should not be existed	Do you know when headmaster arrives?
Slamet, Siti NB, Aqilla W, Rifani S, Nur Rahmi, Meilania Inneke T, Kasmawati, Rahmah R, Nurul Hidayah, M Amzan AA, Putri Ali P, Hana Putri U, Almanda Triandini Y, Irdian Sundan, Pratama Juhadi,	Do you know when headmaster come (arrive)	Omission	“s” should be added the end of “come” refers to teacher	Do you know when headmaster arrives?

Table 4.5

**Q :** Ibu guru kami berpikir tentang bagaimana kami bisa menjawab soal.

Students	Identification of Error	Description of <u>Errors</u>	Explanation	Correction
Siti K	Our teacher think that how our be able to answer the problem	misinformation	That, our be able to must no appear. Ungrammatically has been existed	Our teacher thinks about how we can answer the question

Indriani, Siti NB,	Ours teacher thinking how about we can question answer	Misinformation	This answer like Indonesian style which has been written as sentence	Our teacher thinks about how we can answer the question
M Rizqi AS, Nurhikmah S P, Rio Gunawan N, Herliana C, Widya S, Dwi R Y, Nor Faridah, Anisa MVT, Shahid S, Achmad NS, Wira RP, Norhidayah F, Syifa Nur AH, Anjar Susilawati, Kasmawati, Hana Putri U, Joko Samudra, Pratama Juhadi,	Our teacher thought about how we could answer the question	Misordering	The answer must be present tense	Our teacher thinks about how we can answer the question
Ega P R, Dea YA, Irdian Sundan	Our teacher thinks about how our can <u>answer the task</u>	Misinformation	“our” after words how should not be existed	Our teacher thinks about how we can answer the question
Deden FH Slamet M, Vivian A, Aqilla W, M Amzan AA	Our teacher thinking about how we can answer the exam	Addition	This is wrong answer, thinking should be replaced by thinks	Our teacher thinks about how we can answer the question
Fania NR, Nurul A, Sarifah ND,  Rifahatul K, Nur Ayu D, Lia FH,	Our teacher thinking about how we can answer the question  Our teacher think about how we can	Addition  Omission	This is wrong answer, thinking should be replaced by thinks  There must be letter “s” after think. Because of	Our teacher thinks about how we can answer the question  Our teacher thinks about how we can <u>answer the question</u>

Istania CDNS, Nuruzzahra, Nur Rahmi, Anisa, Meilania Inneke T, Putri Ali P, Almanda Triandini Y	answer the question	singular	
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Table 4.6

Q : Itu sangat penting bahwa siswa harus memahami tata bahasa Inggris.

Students	Identification of Error	Description of Errors	Explanation	Correction
Siti K	That is important the student have to understood teaching language	Misinformation	Understod must be Understood , and the answer error in grammatically.	That is important that students should understand English Grammar
Indriani	Is that fundamental the student must understanding english	Misinformation	the answer must not question, it is should be clear.	That is important that students should understand English Grammar
Hairi R	That really important stave must understad	Misinformation	This answer ungrammatically	That is important that students should understand English Grammar
Carmen N	That's very important	Misinformation	This answer ungrammatically and totally wrong	That is important that students should understand English Grammar
Anjar Susilawati, Kasmawati, Irdian Sundan	It is important that students should, must, understanding English Grammar	Misordering	“understanding” should be written in “understand”. It is final because there is a gerund	That is important that students should understand English Grammar
Nurul Hidayah, M Amzan AA, Joko Samudra	That's very important that students understand English Grammar	Omission	It should be added a modal auxiliary verb such as must, should, have to	That is important that students should understand English Grammar

**Table 4.7**

**Q :** Mereka tidak mengerti kalau Ibu guru sedang marah.

<b>Students</b>	<b>Identification of Error</b>	<b>Description of Errors</b>	<b>Explanation</b>	<b>Correction</b>
Siti K	They are did not understand if the teacher angry	Misinformation	the answer must be grammatically and present tense	They do not understand that teacher is angry
Indriani	They don't understand when teacher angry	Misinformation	the answer must be grammatically nad matched with question	They do not understand that teacher is angry
Ega P R	They are not understand if teacher is angry	Misinformation	The answer must be clear that is present tense and "are" should be "don't"	They do not understand that teacher is angry
Carmen N	They are not understand	Misinformation	The answer totally wrong	They do not understand that teacher is angry
Yanuar RR	They are not understand if the teacher is angry	Misinformation	"do not" must be used, and without "if".	They do not understand that teacher is angry
Nur Ayu D, Siti NB, Joko Samudra	They are don't understand that teacher is mad	Addition	"are" must not appear	They do not understand that teacher is angry
Anisa MVT	They didn't the teacher was angry	Misinformation	The answer must be present tense	They do not understand that teacher is angry
Lia FH, Kasmawati	They don't understand that teacher was angry	Misinformation	The answer must be present tense. Not as previous answer	They do not understand that teacher is angry
Aqilla W, Nur Rahmi, Irdian Sundan, Pratama Juhadi,	They are not understand that the teacher was angry They don't understand that teacher is angry	Misodering	The meaning will be understood, but the sentence must be matched with the question	They do not understand that teacher is angry



**Table 4.8**

**Q :** Guru itu menunda mata pelajaran Kimia yang membuatku kecewa.

<b>Students</b>	<b>Identification of Error</b>	<b>Description of Errors</b>	<b>Explanation</b>	<b>Correction</b>
Siti K	the teacher call of course of chemical who make me disappointed	Misinformation	The answer is not relevant with the question	The teacher postpones the chemistry subject that make disappoints me.
Indriani, Raisa MR,	The teacher canceled on a chemistry subject that I was disappointed	Misinformation	The answer is not relevant with the question	The teacher postpones the chemistry subject that make disappoints me.
Riezki F, Yanuar RR, Deden FH, Nurul A, Ferina H, Singgih P, Fania NR, Rifhatul K, Widya S, Nurul A, Istania CDNS, Siti NB, Dea YA, Vivian A, Norhidayah F, Syifa Nur AH, Almanda Triandini Y, Irdian Sundan	That teacher postpones chemistry course that make me disappointed	Omission	“make” should has “s” the end of make.	The teacher postpones the chemistry subject that make disappoints me.
Carmen N	The teacher delay	Misinformation	The answer is not complete	The teacher postpones the chemistry subject that make disappoints me.
Nur Ayu D	That teacher is postpone Kimia lesson make me	Misinformation	There must not be added “is” and use of “Kimia Lesson”	The teacher postpones the chemistry subject

	disappointed		that make disappoints me.
Nuruzzahra, Shahid S, Achmad NS, Aqilla W, Rifani S, Wira RP, Putri A, Nur Rahmi, Anisa, Meilania Inneke T, Anjar Susilawati, Kasmawati, Rahmah R, Gustin H, Nurul Hidayah, Anita N, Ioko Samudra, Pratama Juhadi,	The teacher putt of, delay the chemical subject that really disappointed me	Misordering	The sentence must be coherence, simple present tense used. Not mixed
			The teacher postpones the chemistry subject that make disappoints me

Table 4.9

Q : Masalahnya adalah siswa itu selalu datang terlambat

Students	Identification of Error	Description of Errors	Explanation	Correction
Siti K, Carmen N, Sinngih P, Rifhatul K, Widya S, Dwi RY, Slamet M, Raisa MR, Aqilla W, Adela Oktami, Nur Rahmi, Kasmawati, Anita N, M Amzan AA	the problem is student always come late	Omission	It must be grammatically by added "s" the end "come"	the problem is student always comes late

Indriani	The problem of student always coming late	Misinformation	There is no relevant with the question and it is not sentence, but is statement the <u>question.</u>	the problem is student always come late
M Rizqi AS	The problem are the student always come late	Misinformation	It should not “are”, but “is” and letter “s” used end of “come”	the problem is student always come late
Hairi R, Vivian A	The problem is that students is <u>late</u>	Misinformation	Ungrammatically	the problem is student always come late
Deden F H	The problem is when the student always <u>come to late</u>	Misinformation	Ungrammatically	the problem is student always come late
Anisa MVT, Dea YA, Nuruzzahra	The problem is the student was <u>late once</u>	Misinformation	It is not relevant with the question <u>that has been given</u>	the problem is student always come late
Sarifah ND, Achmad NS, Rifani S	The problem is that students <u>comes late</u>	Addition	students comes should be replaced by student comes	the problem is student always come late
Wira RP, Syifa Nur AH, Anisa, Meilania Inneke T, Anjar Susilawati, Rahmah R, Gustin H, Nurul Hidayah,, Hana Putri U, Almanda Triandini Y, Joko Samudra, Irdian Sundan, Pratama Zx Juhadi,	the problem is students are (were) always late	misordering	It tries to convey the meaning, but it should be written and matched with the question	the problem is student always come late

Table 4.10

**Q :** Petugas kebersihan disekolah membersihkan apapun yang dia lihat kotor.

Students	Identification of Error	Description of Errors	Explanation	Correction
Siti K	A cleaner in the school to clean anything that he saw dirty for understand English course	Misinformation	Not matched with the question	the cleaning service's school cleans whatever that he/she looks dirty
Indriani	Cleaning office in school clean up whatever he sees is gross	Misinformation	Not matched with the question	the cleaning service's school cleans whatever that he/she looks dirty
Hairi	Cleaning service school cleaning everything dirty	Misinformation	Ungrammatically	the cleaning service's school cleans whatever that he/she looks dirty
Carmen N	The cleaning service in the school clean anything which he saw dirty	Misinformation	Ungrammatically	the cleaning service's school cleans whatever that he/she looks dirty
Deden FH	In the school, cleaning service always cleaning the dirty when he look It	Misinformation	Ungrammatically	the cleaning service's school cleans whatever that he/she looks dirty
Rifhatul K, Putri Ali P, Joko Samudra, Irdian Sundan,	The school janitor cleaning anything which he saw dirty	Misordering	Error in grammatically	the cleaning service's school cleans whatever that he/she looks dirty
Slamet M, Siti NB, Vivian A, Nuruzzahra, Shahid S, Achmad NS, Wira RP, Norhidayah	The cleaner officer in school cleaned everything that he saw dirty	Misordering	This sentence used a simple present, not past tense	the cleaning service's school cleans whatever that he/she looks dirty

F, Anisa, Meilania Inneke T, Anjar Susilawati, Kasmawati, Rahmah R, Gustin H, Hana Putri U, Almanda Triandini Y, Pratama Juhadi,		
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Table 4.11

**Q :** Ibu guru selalu memikirkan tentang keinginannya menjadikan siswa-siswa memahami mata pelajaran bahasa Inggris.

Students	Identification of Error	Description of Errors	Explanation	Correction
Siti K, Ega PR, Hairi R, Carmen Nisa, Nurul A, Anisa <u>MVT</u>	The teacher always thinking of her to become student	Misinformation	The answer is confused and not complete	The teacher always thinks about her wish to make students her students understand <u>English subject</u>
Yanuar R R, Deden FH, Herliani C, Ferina H, Nor Faridah, Sarifah ND, Slamet M, Putri A, Norhidayah F, Nur Rahmi, Anisa, Meilania Inneke T, M Amzan AA, Putri Ali P, Hana Putri U, Irdian Sundan	The teacher always think about her wish to make students her students understand English subject	Omission	“think” should be complete with “s” become “thinks”	The teacher always thinks about her wish to make students her students understand English subject
Fania NR, Singgih P, Rifhatul K,	The teacher always thinking about	Addition	It should not be “thinking” but “thinks”	The teacher always thinks about her wish to make



Nur Ayu D, Nurul A, Lia FH, Siti NB, Vivian A, Shahid S, Achmad NS, Aqilla W, Anjar Susilawati, Kasmawati, Rahmah R, Almanda Triandini Y, Pratama Juhadi,	her wish to make students her students understand English subject			students her students understand English subject
Wira RP, Nurul Hidayah, Joko Samudra	The teacher always thought about her wish to make students her students understand English subject	Misordering	It (meaning) can be accepted but the tenses should use a simple present and consistent	The teacher always thinks about her wish to make students her students understand English subject

Table 4.12

Q : Itu sangat jelas bahwa Rudi siswa yang rajin.

Students	Identification of Error	Description of Errors	Explanation	Correction
Indriani, Carmen N, Deden FH,	It's very distinct that Rudi diligent student	Misinformation	This answer is not relevant	It is obvious that Rudi is the diligent student
M Rizqi AS, Ferina H,	It's very clear that Rudi student are diligent	Addition	"are" is for plural. "is" used for this	It is obvious that Rudi is the diligent student
Hairi R	That very clear that Rudi diligent	Misordering	This answer not matched with the question	It is obvious that Rudi is the diligent student
Dwi R Y, Nor Faridah,, Hana Putri U Dea YA, Putri A, Syifa Nur	It's very clear that Rudi students are diligent	Addition	"students are" should be replaced by "is"	It is obvious that Rudi is the diligent student
	It was very clear that Rudi was a diligent	Misinformation	This sentence should use a simple present not past	It is obvious that Rudi is the diligent student

AH, Nur Rahmi, Putri Ali P	student	
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**Table 4.13**

**Q :** Saya pikir dia adalah murid yang pandai.

<b>Students</b>	<b>Identification of Error</b>	<b>Description of Errors</b>	<b>Explanation</b>	<b>Correction</b>
Hairi R	I am think he is students <u>clever</u>	Misinformation	“am” should not be exist.	I think she/he is smart student
Deden F H	I been thinking he is a smart student	addition	“been thinking” should be deleted and changed by “think”	I think she/he is smart student
Anisa MVT, Nuruzzahra, Shahid S, Wira RP, Pratama Juhadi,	I think he was a good students	Misordering	This is used present tense, not past tense.	I think she/he is smart student

**Table 4.14**

**Q :** bahwa bumi itu bulat adalah suatu kenyataan

<b>Students</b>	<b>Identification of Error</b>	<b>Description of Errors</b>	<b>Explanation</b>	<b>Correction</b>
Indriani	That the earth is reality	Omission	The answer is not complete as the <u>question given</u>	It is fact that earth is round
Slamet M, Raisa MR,	That’s earth round is real	Misinformation	The answer should be relevant	It is fact that earth is round

**Table 4.15**

**Q :** Kebenerannya bahwa perpindahan perusahaan menyebabkan kehilangan semua peralatanmu

<b>Students</b>	<b>Identification of Error</b>	<b>Description of Errors</b>	<b>Explanation</b>	<b>Correction</b>
Siti K, Indriani, Carmen N, Slamet M,	The rality that to move of company impact to lost	misinformation	the answer is not relevant and	The truth is that a company causes lost all your equipment

	all the thing			
M Rizqi AS, Siti NB,	The truth is that a company make causes lost all your <u>equipment</u>	addition	“make” should not be written, becau “cause” must be written	The truth is that a company causes lost all your equipment
Deden FH, Raisa MR, Norhidayah F, Syifa Nur AH, Anisa, Meilania Inneke T, Anita N, M Amzan AA, Putri Ali P	The fact about moving a company makes all your equipment was lost	Misordering	This meaning of sentence can be accepted but ungrammatically	The truth is that a company causes lost all your equipment
Istania CDNS, Shahid S, Kasmawati, Hana Putri U, Almanda Triandini Y, Joko Samudra, Irdian Sundan, Pratama Juhadi,	The true that move company cause lose all your tools	Omission	“cuase” should be “s: end of words	The truth is that a company causes lost all your equipment

Table 4.16

**Q :** Siswa-siswi telah berjuang untuk menjadi yang terbaik apapun hasilnya.

Students	Identification of Error	Description of Errors	Explanation	Correction
Indriani, Fania NR, Slamet M, Aqilla W,	the students Fighting the best of <u>whatever result</u>	Misinformation	Fighting replaced “has struggled or fought”	The students has struggled for the best whatever the result
Siti K, M Rizqi AS, Nurhikmah SP, Rio GN, Yanuar RR, Deden FH, Herliani C, Rifhatul K, Widya S,	Students has been struggle (striving) for become to best whatever result	Misordering	The tenses must be followed and appropriate with question.	The students has struggled for the best whatever the result

Dwi RY, Nor F, Nur AD, Anisa MVT, Nurul A, Sarifah ND, Siti NB, Dea YA, Shahid S, Achmad NS, Putri A, Syifa Nur AH, Anisa, Meilania Inneke T, Kasmawati, M Amzan AA, Putri Ali P, Hana Putri U, Joko Samudra, Irdian Sundan, Pratama Juhadi,		
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Table 4.17

**Q :** Tolong dengarkan apa yang sedang dibicarakan gurumu.

<b>Students</b>	<b>Identification of Error</b>	<b>Description of Errors</b>	<b>Explanation</b>	<b>Correction</b>
Siti K, Riezki F, Fania NR, Slamet M, Siti NB, Achmad NS, Aqilla W, Wira RP, Anisa, Meilania Inneke T,	Please listen what your teacher says it	Omission	“says” not used for this sentence. “is talking about” used by thi sentence	Please, listen what your theacher is talking about
Indriani	Please what’s speaking your teacher	Misinformation	Sentence must be matched and correctly	Please, listen what your theacher is talking about
Carmen N, Singgih Prakoso, Widya S, Joko	Please listen your teacher is talking about	Misordering and addition	“mother” is replaced by “teacher”. Sentence should clear	Please, listen what your theacher is talking about

Samudra				
Istiani NA, Ferina H, Lia F, Raisa MR, Putri A Anjar Susilawati, Kasmawati, Pratama Juhadi,	Please listen, what is spoken by your teacher	Misinformation	The answer and tenses must be clear and <u>appropriate</u>	Please, listen what your theacher is talking about
	Please listen to your teacher explanation	Misordering	The answer will be correct if use “is talking about”	Please, listen what your theacher is talking about
Gustin H, Anita N, M Amzan AA, Almanda Triandini Y, Irdian Sundan	Please, listen what your theacher talking about	Omission	The answer will be correct if complete with “is”	Please, listen what your theacher is talking about

Table 4.18

**Q :** Itu dapat dipastikan bahwa kita akan mendapatkan nilai tertinggi

Students	Identification of Error	Description of Errors	Explanation	Correction
Siti K, Salamet M,	it can be sure that us will getting a best <u>score</u>	Addition	“getting” replaced by “get”, because ‘will’ used in the <u>question</u> .	It can be ensure that we will get high score.
Indriani	Its we definitely got the highest score	Misinformation	“its” should not be written. And structure of the sentence must be followed the <u>question</u>	It can be ensure that we will get high score.
Hairi R, Aqilla W, Norhidayah F, Anisa, Kasmawati, Gustin H, Almanda Triandini Y, Pratama Juhadi,	That can certainly if we will get the highest score	Misordering	“if” should not be exist	It can be ensure that we will get high score.
Istiani NA, Joko Samudra, Irdian Sundan	It can confirmed that we will get highest value	Misinformastion	The meaning is not coherence to the question	It can be ensure that we will get high score.



Singgih P	Thats can certainly if we will get the highest value	Misinformation	The answer is not consistence with the question, and meaningless	It can be ensure that we will get high score.
Istania CDNs	That can must we can get best score	Misinformation	“must” is not mention as the question. It should be erased. “can” is changed by “will”	It can be ensure that we will get high score.

Table 4.19

Q : Rudi bilang kalau Siska sedang sakit.

Students	Identificatio of Error	Description of Errors	Explanation	Correction
Istiani NA, Slamet M, Siti NB, Raisa MR,	Rudi tell that Siska sick	Omission	“s” and “is” should be exist.	Rudi tells that Siska is sick
Singgih P	Rudi said if Siska is sick	Misordering	The pattern and structure of sentence should be <u>grammatically</u>	Rudi tells that Siska is sick
Istania CDNS, Indriani	Rudi says if Siska sick	Misinformation	“if” must not exist. “that” and “is” should be written	Rudi tells that Siska is sick
Ega PR, Carmen N,	Rudi says if Siska was sick		“if” should be replaced by “that” and “was” replaced by “is”	
Nurul A, M Rizqi AS, Suci P, Hairi R,	Rudi says that Siska was sick	Misinformation	“was” should be replaced by “is:	Rudi tells that Siska is sick
Deden FH	Rudi said that Siska are sick	Misinformation	“said” shoul not be exist, because it is simple present. “are” is ungrammatical. It should be changed by “is”	Rudi tells that Siska is sick
Nor F, Lia FH, Dwi RY, Widya S, Rifhatul K,	Rudi said that Siska was sick	Misordering	The sentence use past tense. It’s not matched with a question that used	Rudi tells that Siska is sick

Herliani C, Ferina H, Dea YA, Aqilla W, Putri A, Norhidayah F, Syifa Nur AH, Nur Rahmi, Anisa, Kasmawati, Rahmah R, Putri Ali P, Hana Putri U, Almanda Triandini Y.			present tense.	
Sarifah ND, Shahid S, Achmad NS, Adela Oktami, Anita N, M Amzan AA Joko Samudra, Irdian Sundan, Fajar Pratama Juhadi,	Rudi said that Siska is sick now	Misordering	The tenses must be persistent with the question. "said" must be changed by "says"	Rudi tells that Siska is sick

## b. Students of Fifth Semester

**Table 4.20**

**Q :** Siapapun yang mengambil jawaban ujianku, Dia dalam masalah besar

<b>Students</b>	<b>Identification of Error</b>	<b>Description of Errors</b>	<b>Explanation</b>	<b>Correction</b>
Novi L, M Iqbal F, Nuriana M A, Aulia M, Dewi JN, M Ridwan F, Yoga I, Ridha AY, Dyah Ayu	Whoever took my exam answers, he is in big trouble	Misinformation	The answer should be relevant and consistent. "took" and "is". It should be "take" as the simple present	Whoever takes my answer sheet he/she is in big trouble

SA, Raudah M, Sulianur, Renohvya WAS, Anggun RA, Nuning MP, Rina AF, Lusi TU, Siti M, Siti Masniah, Ayu R,	Who is take my answer exam, He is in big trouble	Addition	“is” should not be exists as the answer. It is erased. “who” should be “whoever” as the meaning of the question	Whoever takes my answer sheet he/she is in big trouble
Risfa NA, Erlin M, Muhammad A, Ishaq IR, M. Hasir, Tirta Yoga P, M. Hasim Supianur	Whoever take my answer test, He is in big trouble	Omission	“take” should be added “s” as the answer.	Whoever takes my answer sheet he/she is in big trouble
	Anyone who get my exam, he in big trouble	Misinformation	It should be used “whoever” not anyone. “gets” as the simple present in singular, hence “is” as the verb after “he” used.	Whoever takes my answer sheet he/she is in big trouble
Bayu FP, Arfiana,	Who has taking my answer exam, he has a big problem	Misinformation	“who has taking” is error in grammatically. That’s should be “whoever takes” he has a big problem is correct in grammatically, but it is not the answer. It should be coherent.	Whoever takes my answer sheet he/she is in big trouble
Abu SA, Siska, Murdewi, Milah, Muhammad Y.	Whoever that takes my answer, he is in big problem	Addition	“that” should not be exist. It should be erased.	Whoever takes my answer sheet he/she is in big trouble
Nia M, Dyah FM, Dijah F,	Anyone who takes my exam	Misinformation	“anyone who” should be changed	Whoever takes my answer sheet he/she

Lisna Tiana,	answers, she is in big trouble		by “whoever”	is in big trouble
Radiatul A	Who takes my exam answer, he’s in big problem	Omission	“who” should be more complete. “whoever” as the meaning of the question	Whoever takes my answer sheet he/she is in big trouble
Nur M, Hertaty,	Anyone has take my examination answer, she is in big problem	Misinformation	“anyone has “ should be replaced by “whoever”. The answer should be relevant and grammatically	Whoever takes my answer sheet he/she is in big trouble
Wiwit P	Whoever that is taking my exam answers he is in big problem	Addition	“that is taking” should not be written answer of the question.	Whoever takes my answer sheet he/she is in big trouble

Table 4.21

**Q :** Juara pertama adalah siapapun yang mendapat nilai tertinggi

Students	Identification of Error	Description of Errors	Explanation	Correction
Wahyutami D	The first champions is who gets high score	Misinformation	“champions” in this answer is a plural. It is wrong. It should be “champion”. A singular refers to first. “who” must be written “whoever”	The first winner is whoever achieves the highest score
Supianur, Ridha Alifa Y, Rina Alya F,	The first champion is anyone that get high score	Misordering	“anyone” replaced by “whoever”. “that” must not be appear.	The first winner is whoever achieves the highest score
Bayu FP, Muhammad A,	Ranking number 1 is	Misinformation	Totally wrong	The first winner is whoever achieves the highest score
Abu SA	The first rank is one who has got high score	Misinformation	“one who” should be transformed to “whoever” and “has got” the perfect tense is not used at this sentence. It is used simple present tense	

M Iqbal F	The first champion whenever getting high score	Misinformation	Totally wrong	The first winner is whoever achieves the highest score
Radiatul A	The first champion is who gets highest score	Omission	“who” must be written “whoever”	The first winner is whoever achieves the highest score
Arfiana, Nur M	The first winner is whoever getting the highest score	Addition	“getting” should be replaced by gets	The first winner is whoever achieves the highest score
Siska, Jenuri,	Addition	The first winner is who anyone gets top score	“who” changed “whoever”. Do not add “anyone” as the meaning of “siapapun”	The first winner is whoever achieves the highest score
Ayu R	The first winner is the one who got the highest score	Addition	“the one” not needed as the answer. “who” changed to “whoever”. “got” must be written “gets” as the simple present tense (answer)	The first winner is whoever achieves the highest score
Erlin M, M. Yusuf, M. Hasir, Tirta Yoga P	The first winner is whoever get highest score	Omission	“get” as the correct answer is “gets”. It refers to the question (simple present)	The first winner is whoever achieves the highest score

Table 4.22

Q : Apakah kamu mengetahui kapan kepala sekolah tiba

Students	Identification of Error	Description of Errors	Explanation	Correction
Wahyutami D, Risfa NA, Supianur, Bayu FP, Arfiana, Siska, Ayu R, Nur M, Dewi JN,	Do you know when headmaster come?	Omission	“come” should be written “comes”. It refers to “headmaster” as singular (person)	Do you know when headmaster arrives?



Nuriana HA, Aula M, Erlin M, Muhammad R F, Muhammad A, Hertaty, Ridha AY, Nuning M P, Sulianur, Raudah M, Dyah A SM, Dijah F, Murdewi, Rina AF, Lusi TU, Lisma T, Mukaromah, Wiwit P, Milah, Ishaq IR, M Yusuf, M. Hasir, M. Hasim, Tirta YP	Do you know when the principal arrived?	Misinformation	“arrived” should be written “arrives”. It refers to “principal” and not used the simple present tense	Do you know when headmaster arrives?
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Table 4.23

**Q :** Ibu guru kami berpikir tentang bagaimana kami bisa menjawab soal.

<b>Students</b>	<b>Identification of Error</b>	<b>Description of Errors</b>	<b>Explanation</b>	<b>Correction</b>
Siti M, Risfa, Siti Meryani, Novi L, Bayu FP, Aula M, Ayu R, Erlin M, Rina AF, Mukaromah, Milah, Ishaq IR, M Yusuf, Mukaromah,	our teacher think about how we can to answer the question	Omission	“think” must be written “think” refers to person (singular)	our teacher thinks about how we can to answer the question
Supianur, Nur M, Hertaty, Murdewi,	our teacher thinking about how we can to answer the question	Addition	“thinking” replaced by “thinks”	our teacher thinks about how we can to answer the question
Abu SW, Arfiana,	Our teacher is thinking about	Addition	“thinking” replaced by “thinks	our teacher thinks about how we can to

Siska, Lisma T,	how we can answer the question			answer the question
M Iqbal F, M Abdurrahman,	Our teacher think very important that students	Misinformation	Totally wrong	our teacher thinks about how we can to answer the question
Nuriana HA, Nia M, Dyah PM, Ridha AY, Renovhya WAS, Raudáh M, Sulianur, Dyah ASA, Dijah F, Wiwit P, M. Hasir, M. Hasim, Tirta YP	Our teacher thought about how we could solve our problems	Misinformation	The answer must be relevant with the question. And use simple present tense not past tense	our teacher thinks about how we can to answer the question

Table 4.24

Q : Itu sangat penting bahwa siswa harus memahami tata bahasa Inggris.

Students	Identification of Error	Description of Errors	Explanation	Correction
Supianur, Nur M, M Abdurrahman, Nur M, Mukaromah, M Hasim, Bayu FP,	That to important the student must be understand the way English	Misinformation	“to” should be changed “is”. “be” should not be written. “way” replaced by “grammar”	That is important that students should understand English Grammar
Nia M	It’s very important that students understand English Grammar	Omission	“have” “should” “must” can be written as follow the question	That is important that students should understand English Grammar
Erlin M	That important that students should understand English Grammar	Omission	“is” as verb which is written	That is important that students should understand English Grammar

**Table 4.25**

**Q :** Mereka tidak mengerti kalau Ibu guru sedang marah.

<b>Students</b>	<b>Identification of Error</b>	<b>Description of Errors</b>	<b>Explanation</b>	<b>Correction</b>
Supianur	Them not understand if teacher angry	Misinformation	The answer totally incorrect	they don't understand that teacher is angry
Ishaq IR, M Hasim, Bayu FP, Erlin M,	They did not know if the teacher is getting mad	Misinformation	Simple present is used, the answer should be consistent	they don't understand that teacher is angry

**Table 4.26**

**Q:** Guru itu menunda mata pelajaran Kimia yang membuatku kecewa.

<b>Students</b>	<b>Identification of Error</b>	<b>Description of Errors</b>	<b>Explanation</b>	<b>Correction</b>
Tuti S, Risfa NA, Renovhya WAS, Anggun RA, M Abdurrahman, M Yusuf, Lisma T, Nia M, Abu SA, Aula Mukarramah, Arfiana, Erlin M, Siska, Radiatul A,	The teacher postpone chemical subject that makes me disappointed	Omission	“postpone” should be written “postpones” refers to teacher	The teacher postpones chemical subject that makes me disappointed
Siti Masinah, Siti Meryani, supianur, Miftha FR, Saiful A, Dyah FM, Hartaty, Nurul H, Mukaromah, Dewi JN, Dyah ASA, Nur M, Wiwit P,	The teacher postponed chemical subject that made me disappointed	Misinformation	This is correct grammatically, but the answer must use simple present tense	The teacher postpones chemical subject that makes me disappointed

Milah, Ishaq IR, M Hasir, Dijah F, Rina AF, Nuriana HA, M Iqbal F, M Hasim, Bayu FP, Fajar P,		
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**Table 4.27**

**Q :** .Masalahnya adalah siswa itu selalu datang terlambat.

<b>Students</b>	<b>Identification of Error</b>	<b>Description of Errors</b>	<b>Explanation</b>	<b>Correction</b>
Siti Masniah, Hartaty, Rizal S, Siti Meryani, Supianur, Rika S, Nuning MP, Dyah FM, Milah, M Yusuf, Lisma T, Dijah F, Nia M, Abu SA, Murdewi, Aula Mukarramah, Arfiana, Erlin M, Fajar P, Siska,	The problem is the student always come late	Omission	“come” should be written “comes” refers to student	The problem is the student always comes late
Tirta YP, Hartaty, Wiwit P, M Hasir, Nuriana HA, M Iqbal F, M Hasim,	The problem is that students are always late	Misinformation	It is true by structure, but it follows the question (meaning)	the cleaning service's school cleans everything that he/she looks dirty

**Table 4.28**

**Q :** Petugas kebersihan disekolah membersihkan apapun yang dia lihat kotor.

<b>Students</b>	<b>Identification of Error</b>	<b>Description of Errors</b>	<b>Explanation</b>	<b>Correction</b>
Supianur, Nur M, Abu SA, Fajar P, Siska, Radiatul A, Tirta YP, Saiful A, Murdewi, Dyah ASA, Wiwit P, M Yusuf, M Hasir, Lisma T, Dijah F, Aula Mukarramah, M Hasim, Arfiana,	The school cleaning service to cleaning anything who he look dirty	Misinformation	The answer is not followed the question meaning	the cleaning service's school cleans whatever that he/she looks dirty
	The janitor at school cleans up everything he saw that was dirty	Misinformation	The tenses must be consistent with the question. It's used simple present tense	the cleaning service's school cleans whatever that he/she looks dirty

**Table 4.29**

**Q :** Ibu guru selalu memikirkan tentang keinginannya menjadikan siswa-siswa memahami mata pelajaran bahasa Inggris.

<b>Students</b>	<b>Identification of Error</b>	<b>Description of Errors</b>	<b>Explanation</b>	<b>Correction</b>
Siti Masniah, Siti Meryani, Tirta YP, Renovhya WAS, Saiful A, Milah, Ishaq IR, Lisma T, Mukaromah, Murdewi, Ayu Riski, Bayu FP, Fajar P, Novi L, Supianur, Hartaty, Nur M, M Yusuf,	the teacher always think about his wish how becomes students understand English subject	Omission	Totally wrong	The teacher always thinks about his/her wish to make students understand English subject
	the teacher always thinking about his wish how becomes	Addition	“thinking” changed by “thinks” because refers to teacher as person	The teacher always thinks about his/her wish to make students understand



M Hasir, Rina AF, Nia M, Nuriana HA, M Iqbal F, Aula Mukarramah, Arfiana, Erlin M, Siska,	students understand English subject	English subject
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Table 4.30

Q :Itu sangat jelas bahwa Rudi siswa yang rajin.

Students	Identification of Error	Description of Errors	Explanation	Correction
Supianur, Hartaty,	That very clear that Rudi diligent	Misordering	“is” as verb should be added	that is very clear that Rudy is a smart student
Miftha FR, Dijah F, Nuriana HA, Fajar P,	It was very clear that Rudi was a diligent student	Misinformation	This sentence is true in grammatically, but at this question use simple present	that is very clear that Rudy is a smart student

Table 4.31

Q :Saya pikir dia adalah murid yang pandai.

Students	Identification of Error	Description of Errors	Explanation	Correction
Supianur , Renovhya WAS,	I think he is student who diligent	Misordering	“who” is not needed use. The pattern must be clear	I think she/he is smart student
Tirta YP, Hartaty, Dyah ASA, M Hasir, Nuriana HA, Aula Mukarramah, M Hasim, Erlin M,	I think he was diligent student	Misinformation	“was” should be replaced by “is: as the simple present tense	I think she/he is smart student

**Table 4.32**

**Q :** Bahwa bumi itu bulat adalah suatu kenyataan.

<b>Students</b>	<b>Identification of Error</b>	<b>Description of Errors</b>	<b>Explanation</b>	<b>Correction</b>
Supianur, Hartaty, Abu SA, Arfiana, Erlin M,	That earth round is some real	Misordering	The sentence is not coherent and structured	that the earth round is reality

**Table 4.33**

**Q :** Kebenerannya bahwa perpindahan perusahaan menyebabkan kehilangan semua peralatanmu.

<b>Students</b>	<b>Identification of Error</b>	<b>Description of Errors</b>	<b>Explanation</b>	<b>Correction</b>
Supianur, Hartaty, Nur M,	the truth that moving a company loss of your equipment	Misordering	The answer is incorrect	the truth is that a company move causes loss of all your equipment
Tirta YP, Renovhya WAS, Raudah M, Sulianur, Rika S, Ridha AY, Nuning MP, Dyah FM, Dyah ASA, Wiwit P, Ishaq IR, M Hasir, Dijah F, Rina AF, Nia M, Nuriana HA, M Iqbal F, Aula Mukarramah, M Hasim, Siska,	The truth is that moving company caused the loss of all your equipments	Addition	“caused” should be replaced by “causes” as the simple present. “equipment” is uncountable which is be “equipment” only	the truth is that a company move causes loss of all your equipment
Milah, Mukaromah,	the truth that a company move	Omission	“is” and “causes” were not written.	the truth is that a company move

Murdewi, Arfiana, Erlin M,	cause loss of all your equipment	They should be exist in this sentence	causes loss of all your equipment
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**Table 4.34**

**Q :** Siswa-siswi telah berjuang untuk menjadi yang terbaik apapun hasilnya.

<b>Students</b>	<b>Identification of Error</b>	<b>Description of Errors</b>	<b>Explanation</b>	<b>Correction</b>
Tuti S, Supianur, M Abdurrahman, M Hasir,	Students have fough to be the best whatever the result	Omission	“fough” must be written “fought”	Students have fought /struggled to be the best whatever the result
Siti Masniah, Anggun RA, Dyah FM, Hartaty,Nur M, Milah, M Yusuf, Lisma T, Mukaromah, Dijah F, Murdewi, Bayu FP, Fajar P, Risfa NA, Erlin M,	Students have been striving to be the best whatever the outcome	Misinformation	“have been striving” is incorrect. The perfect tense used at this	Students have struggled to be the best whatever the result
	Students did struggle to be the best whatever the result	Misinformation	“did” should be changed by “have”, because it uses perfect tense	Students have struggled to be the best whatever the result

**Table 4.35**

**Q :** Tolong dengarkan apa yang sedang dibicarakan gurumu.

<b>Students</b>	<b>Identification of Error</b>	<b>Description of Errors</b>	<b>Explanation</b>	<b>Correction</b>
Tuti S, Renovhya WAS, Hartaty, M Ridwan F, nurul H, M. Hasir, Ayu Riski, M	Please listen to what your teacher talking about	Omission	“is” should be added as the complete sentece	Please listen to what your teacher is talking about

Hasim, Bayu FP				
Wahyutami D, Yoga I, M Abdurrahman, Nur M, M Yusuf, Aula Mukarramah, Radiatul A,	Please listen what your teacher say	Omission	“say” should be written “says” as simple present and refers to teacher	Please listen to what your teacher is talking about
Supianur, Erlin M	Please hearing what to talk your teacher	Misinformation	The answer must be matched with the question	Please listen to what your teacher is talking about
Arfiana, Erlin M, Siska,	Please listen to what’s your teacher talking about	Misordering	The answer must be coherence	Please listen to what your teacher is talking about

Table 4.36

**Q :** Itu dapat dipastikan bahwa kita akan mendapatkan nilai tertinggi.

Students	Identification of Error	Description of Errors	Explanation	Correction
Novi L, Hartaty, Nur M, M Yusuf,	It can certain that we will get high score	Omission	“be” should be written after “can”	It can be ensure that we will get high score.
Supianur, M Adburrahman, Ishaq IR, Jenuri, Lusi TU, Aula Mukarramah, Bayu FP, Erlin M, Siska,	That get confirmed that we will get the high score	Misordering	This answer is wrong	It can be ensure that we will get high score.

Table 4.37

**Q :** Rudi bilang kalau siska sedang sakit.

Students	Identification of Error	Description of Errors	Explanation	Correction
Tuti S, Siti Meryani,	Rudi said that Riska was sick	Misinformation	It should be written as simple present,	Rudi says that Riska is sick

Anggun RA, M. Alpian S, Saiful A, Dyah FM, M Abdurrahman, Nurul H, Milah, Dewi JN, M. Hasir, Jenuri, Mukaromah, Dijah F, Radiatul A, Rizal S, Siti Masniah, Miftha FR, Renovhya WAS, M Ridwan F, Nur M, Ishaq IR, Rina AF, Aula Mukaramah,			not past tense	
Rudi said that Riska is getting sick	Misinformation	The tense should use a simple present tense, not mixed sentence	Rudi says that Riska is sick	
Supianur, Hartaty, M Yusuf, Lusi TU, Lisma T, Nia M, Abu SA, Murdewi, Ayu Riski, M Iqbal F, M Hasim, Bayu FP, Arfiana, Erlin M, Fajar P,	Rudi said if Siska being sick	Misinformation	Totally incorrect	Rudi says that Riska is sick
Dyah ASA,	Rudi tells me Siska is sick	Omission	The sentence is not complete. It should be written “that”	Rudi says that Riska is sick

In the next step, it be drawn up the total of error frequency based on the table of functions in noun clause.



Table. 4.38

Table of Total Error Frequency in 3<sup>rd</sup> Semester

No	Function of Noun Clause	Frequency of Errors	Percentage
1	Subject	130	24 %
2	Subject Complement	141	26 %
3	Object of Verb	69	13 %
4	Object of Preposition	93	17 %
5	Subject after “it”	41	8 %
6	Beginning with <i>that</i>	60	11 %
<b>Total</b>		<b>534</b>	<b>100 %</b>

Table. 4.39

Table of Total Error Frequency in 5<sup>th</sup> Semester

No	Function of Noun Clause	Frequency of Errors	Percentage
1	Subject	84	22 %
2	Subject Complement	68	18 %
3	Object of Verb	73	19 %
4	Object of Preposition	85	22 %
5	Subject after “it”	29	7 %
6	Beginning with <i>that</i>	48	12 %
<b>Total</b>		<b>387</b>	<b>100 %</b>

Based on the table above total of error frequency in 3<sup>rd</sup> semester reaches 534. The highest error frequency is in Subject Complement, there were 141 errors that reach 26%. It means that many students got difficulties translate and make sentence in Noun Clause as Subject Complement. The second position is in Noun Clause as Subject with the total errors 130 and the percentage was 24%. Students still got difficulties in to address their

problem in making sentences of Noun Clause as Subject. Then Object of Preposition and Object of Verb were frequency errors in 93 and 69 with the percentage 17% and 13%. Meanwhile, the lowest errors frequency occurred in Subject after it and Beginning with That of Noun Clause with 41 and 60 frequencies of errors and the percentage were 8% and 11%. It means that Noun Clause in subject after it and beginning with that were easy for students.

The frequency of errors in fifth semester was Object of Preposition were 85 reached 22%. Then followed by Subject was accounted 84 errors at 22%. Another data was accounted at 68 and 73 errors of Subject Complement and Object of Verb were percentages at 18% and 19%. Finally, the lowest data was counted in Subject After It and Beginning with That were 29 and 48 frequencies of errors with the percentage 7% and 12%.

## 2. Causes of Errors

Writer conducted a research cause of errors that focused of students' errors on noun clause. Based on the findings the writer found causes of errors. Mostly students made error on noun clause. As cited intralingual error was consisted 4 kinds. They were over-generalization, ignorance of rule restrictions, incomplete application of rules, and false concepts hypothesized. Students made error based on the result of research which was conducted by writer. It referred the result/findings research was analyzed of the answer by students of third and fifth semester. There were found that students still had lack of comprehend on regarding noun

clause, lack of vocabularies and still created deviant structure on basis of other structure in the target language.

### 3. Percentage of Error

The students' error was identified and calculated for the number of each error. Then the result of calculation will be drawn up into table and converted into percentages. Then pie chart was made based on the result. After that, the data is interpreted after processing the result. The following is the recapitulation table of the students' error according to the types of error in using noun clause.

**Table. 4.40**

**The Recapitulation of Students' Classification of Errors at 3<sup>rd</sup> Semester**

Items Number	The Classification of Errors			
	Omission	Addition	Misinformation	Misordering
1	27	-	19	5
2	7	8	20	5
3	15	4	7	6
4	12	8	6	18
5	3	-	4	3
6	-	3	8	4
7	20	-	5	21
8	15	3	8	13
9	-	17	5	9
10	18	-	6	-
11	-	6	8	1
12	-	1	1	5
13	1	-	1	-
14	8	3	4	10
15	-	-	4	31
16	15	2	6	2
17	-	2	6	8
18	4	-	9	25
<b>Total</b>	<b>145</b>	<b>57</b>	<b>127</b>	<b>166</b>
<b>Percentage of the types</b>	<b>29%</b>	<b>12%</b>	<b>26%</b>	<b>34%</b>

The chart below represented the presentation of error made by the students of 3<sup>rd</sup> Semester

### The Types of Error

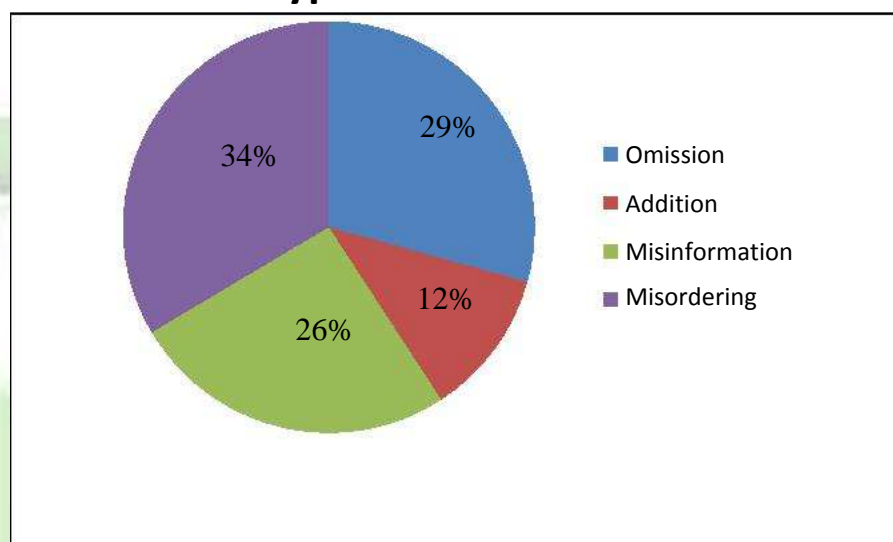
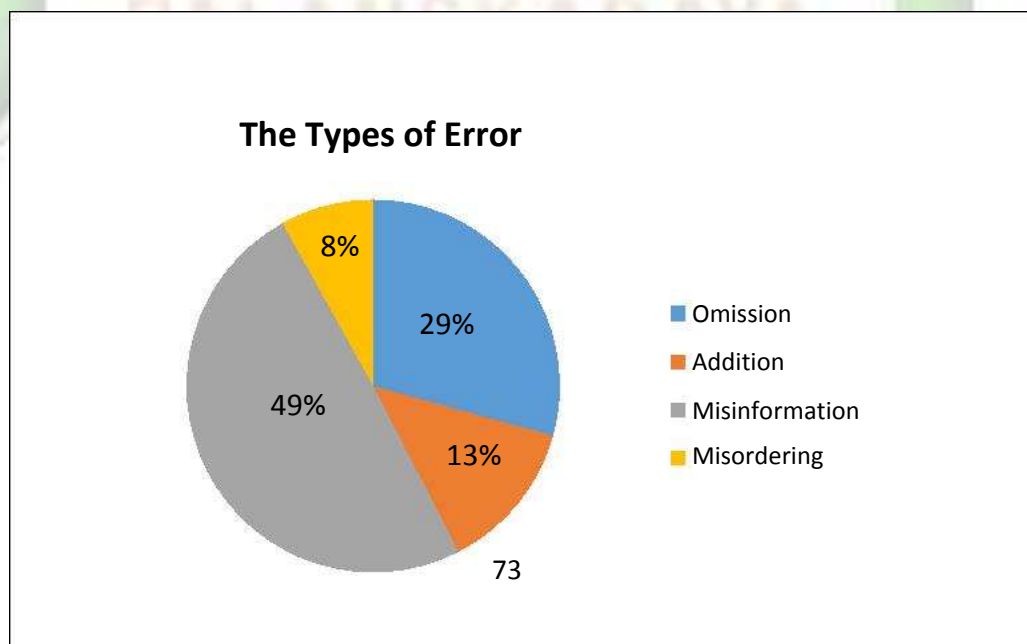


Table. 4.41

**The Recapitulation of Students' Classification of Errors at 5<sup>th</sup> Semester**

Items Number	The Classification of Errors			
	Omission	Addition	Misinformation	Misordering
1	8	9	25	-
2	5	-	5	3
3	9	-	24	-
4	14	7	15	-
5	-	-	5	-
6	-	-	5	-
7	14	-	23	-
8	20	-	7	-
9	-	-	17	-
10	13	15	-	-
11	-	-	4	2
12	-	-	8	2
13	-	-	-	5
14	5	20	-	3
15	4	-	16	3
16	16	-	2	3
17	4	-	-	10
18	1	-	33	-
<b>Total</b>	<b>113</b>	<b>51</b>	<b>189</b>	<b>31</b>
<b>Percentage of the Types</b>	<b>29%</b>	<b>13%</b>	<b>49%</b>	<b>8%</b>

The chart below represented the presentation of error made by the students of 5<sup>th</sup> Semester





## B. Discussion

The pie chart above based on the students' writing data explains the varieties of errors that made. Next, it will be explained more about all the errors from the highest until the lowest frequency that made by third semester and fifth semester as follow;

### 1. Students of Third Semester

#### a. Misordering

The highest of error that made by students in writing a noun clause with the total reached at 166 or 34% as the percentage. An example "anyone who stole my answer, he in the problem. Comprehend the question and write a sentence clearly is important that makes a reader understand better. The highest errors was misordering. It proves that students still confuse when writing a noun clause. Therefore, the meaning which was delivered by students was not matched with the question. As cited from Nguyen in a journal a found that the writers were required to write the words order so that the reader can understand it better.

#### b. Omission

Omission was the second highest that counted as the errors writing made by the students at the third semester with the total error was 145 with the percentage 29%. An example sentence of it is "whoever take my answer sheet he in big trouble" the correct one is "whoever takes my answer sheet he is in big trouble". Most of students

forgot that “take” must be added “s” as verb refers whoever as person. Another reason that is students omitted “is” as verb after he or she in a sentence. Hence, it must be more attention and conscientious towards the question was given. It was in line with a research was conducted by Nguyen who researched an Analysis of Errors in the use of Noun Clause at Van Hien University. Data showed that students often miss the subject when writing a complete sentence a noun clause. Hence, more attention and comprehend were needed in constructing a noun clause.

c. Misinformation

In this type of error comes from misinformation. There was 127 total of error with the percentage 26%. An example “anyone who take my exam answers he is in big problem” this happened because lack of vocabulary and use of words. It is important for students to have a lot of vocabularies and words. It can be said that this is quite a basic, the cause may also be due to wrong or careless. Many students still misuse while writing the sentence. Therefore, students should read more and find how to construct a noun clause better.

d. Addition

The lowest level of error comes from addition. There was 57 total of errors with the percentage only 12%. This happened because students added unneeded morphemes in the word or sentence. As an example “whoever that takes my answer sheet he is in big problem”. Students should more pay attention towards the word and meaning.

Hence bringing a new word to sentence that unneeded makes new meaning and leading to the sentence lengthy sentence.

## 2. Students of Fifth Semester

### a. Misinformation

The result of data showed that students at fifth semester of English Education of IAIN Palangka Raya reached at 189 of total error with the percentage 49%. It means that students still have problem towards noun clause. Here the error was the highest at fifth semester. Students still deny and do not pay attention more. Hence, they still made error.

### b. Omission

Students still make an error at this. It was proven that data reached 113 total of error or 29 percent. Here the errors were that students often miss the subject when writing a complete a noun clause. Students may not answer completely about noun clause although they had learned a noun clause previous semester. Hence, noun clause should be more learned in term as the important.

### c. Addition

This type of error had 51 with the percentage 13%. It revealed that students still brought a word or sentence that was not notable the writing of noun clause. Hence, students should master and notice towards the addition. The addition was not important if the students pay and know the sentence.

d. Misordering

The 31 of total error or 8 percent in misordering error explained that it was very few students make these errors than third semester. Hence, students have comprehended the question that was given during writing a noun clause.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter discusses the conclusion and suggestion of the research. The research explains the conclusion of the researcher and suggestion for the next researcher.

#### **A. Conclusion**

According to the description of the data which is mentioned above. It reveals that the most common type of error was misordering its frequency was 166 or 34% by third semester and misinformation its frequency was 189 or 49%. Then was omission its total 145 with the percentage 29%. Another frequency 127 or 26% was misinformation that made by third semester. Fifth semester reached 113 and 51 or 29% and 13% were omission and addition. Finally, the lowest came from addition at 57 or 12% by third semester and misordering was at 31 with the percentage 8% by fifth semester. The students still made errors on noun clause. Based on the explanation above that intralingual error consisted of over-generalization, ignorance of rules restrictions, incomplete application rules, and false concepts hypothesized. The error is part of learning in adapting a new rule of target language. Therefore, error analysis is important in helping lecturers to know the condition of the students' ability. Theoretically, errors are considered to be evidence of the learner's developing competence in the foreign language.



## **B. Suggestion**

After the research is done, some suggestion related to the result of this research will be given. Therefore, it can improve English teaching and learning process. Here are some suggestions that hopefully can be applied For the English Lecturer, they have to give a lesson that makes students more understand about English Grammar especially Noun Clause. For the students should be able to comprehend more and learn a lot of source to enhance their ability.

For the future researcher, this research may be still weakness. Hence, the perfection of the research will also come from you.



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