Chapter IV

The Result and Discussion

This chapter presents the data, the result and discusses the finding. The data of the study were the errors found in the students' proposals.

A. Result

The source of the data of this study was the students' proposal that was collected by students of writing class level 4 of English Education Department State Institute for Islamic Study Sunan Ampel Surabaya as the final task of fourth semester. The students' tasks were taken home task, and then the students collected it to the Miss. Siti Asmiyah by email. I asked her the files and she sent the files by email to me. I printed the files without changing anything so the files are original students' writing.

Then the researcher read the proposals intensively and deeply to find the mistake and errors of the sentences. The researcher just consented and focused on sentences problems as the writer described in the first chapter, the problems that would be discussed in this research were the errors of using tenses and sentence problems. The tenses that were researched are only simple present tense and simple future tense, besides the sentence problems are only fragment, run together sentence and conjunction.

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The next step that I did in this study, it was still in identifying process, after reading the proposal and finding the errors was put the indicated sentences errors to the checklist I had prepared before. The checklist was very helpful to make the study process easier. The researcher did not need to open the proposal again and again. He just looked at the checklist to check the errors. The next step was classifying the errors into types based on comparative taxonomy and surface strategy taxonomy including errors of omission, addition, malformation, and disordering. In this step, the researcher corrected the errors sentences first. It was done to determine what kinds of errors occurred on the sentences then the researcher classified the errors in those types.

The next step was tabulating the types of errors and presented it in the percentages form. All the data that presented in scores or quantitative form were just make simple and clear the data. By this way, the researcher and other this thesis reader can read and analyze this data more easily. After classifying the errors based on their types and counting the frequency of occurrence, the researcher sake the possible causes of those. The causes of errors were Interlingua and intralingua. Intralingua is caused by; Over Generalization, Ignorance of the Rule Restriction, Incomplete Application of Rule, and False Concept Hypothesized. Based on the data, most of errors in the proposals that I took as samples made by the students of English Education Department of IAIN Sunan Ampel Surabaya writing class fourth semester, there were 244 occurrences of all types of errors.

1. **Types of Errors**

As described previously, the problems that were researched are the errors of tenses and sentence problem. During researching the writer was found that the subject of the study produced errors on two tenses, i.e.; simple present tense and simple future tense. Besides, the writer also found that the subject produced errors on fragment, run together sentence, and conjunction. Each of these kinds of errors then was classified into their types. In this case, errors on problem sentences were classified into types based on comparative taxonomy and surface strategy taxonomy including errors of omission, addition, malformation, and disordering recommended by Dulay, at, al.[1]. There were 244 errors found and the percentages of the types of errors are at the table below;

Table 2

The Percentage of Occurrences of Each Errors' types

No	Types of error	frequency	Percentage
1	Surface Taxonomy	235	96.3%
2	Comparative Taxonomy	9	3.7%
	Total	244	100%

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[1] Dulay, *Language Two*, (New York: Oxford University Press, 1982), pp. 146-170

From table above, it could be seen that the highest frequency of errors done by the students was surface taxonomy which occurred 235 times of 244 errors or 96.3%. Then, it is followed by the second place Comparative taxonomy by 3.7% or 9 times in frequency. The table shows that the most of errors was occurred in surface taxonomy which is influenced by the learning process of students. Then it is followed by Comparative taxonomy which is influenced by mother tongue, L1[2].

Based on the data, some student just made 9 times errors that were influenced by their mother tongue, L1. These are included comparative taxonomy type. In the sentence they wrote, "So they do not understand the vocabulary although the vocabulary easy to understand and used in daily activities". That sentence is influenced by Indonesian structure as their mother tongue. The sentence should be "So, the students do not understand the vocabulary although the vocabulary can be understood easily and used in daily activities. Meanwhile, the student also made the errors that are influenced by their process of learning language, called surface taxonomy type. The following table below shows the percentages of errors frequencies that were occurred based on surface taxonomy type,

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[2] ibid

Table 3

The percentage of Occurrence of Each errors' type based on surface taxonomy

No	Types of error	frequency	Percentage
1	Malformation	138	58.7%
2	Omission	48	20.4%
3	Disordering	26	11.1%
4	Addition	23	9.8%
	Total	235	100%

From the table above, it could be seen that there are four types of errors based on surface taxonomy; error of omission, error of addition, error of malformation, and error of disordering. There were 235 occurrences of all errors' types. Within those types of error, the highest proportion was placed by the errors of malformation which was occurred 138 times out of 235 errors or 58.7%. Then, it was followed by the errors of omission which occurred 48 times out of 235 errors or 20.4%. The next was the errors of disordering which was occurred 26 times out of 235 errors or 11.1%. The last was the errors of addition which was occurred 23 times out of 235 errors or 9.8%.

The examples of students' errors on each type in terms of each sentence problems sentence would be described below. Here, the writer compared between the reconstructed sentences in the target language and the original sentences made by the students to identify which type the errors belong.

a. Errors of Malformation

Malformation errors are characterized by the use of the wrong of the morpheme or structure. Generally, in this kind of errors, the students often applied something in their utterances although it was incorrect. There are 133 errors in this type. It shows at the table below;

Table 4

The percentage of errors of malformation in each kind of errors

No	Kind of Errors	Number	Percentage
1	Errors of malformation in the simple present tense	30	21.7%
2	Error of malformation in the simple future tense	33	23.9%
3	Errors of malformation in Fragment	56	40.6
4	Errors of malformation in run together sentence	11	8%
5	Errors of malformation in conjunction	8	5.8%
	Total	138	100%

The table above showed that within errors of malformation, the highest percentage belonged to the fragment with the frequency of occurrences 56 times out of 138 or 40.8%, followed by the errors of malformation in using simple future tense with the frequency of occurrences 33 occurrences out of 138 or 23.9%. Meanwhile, the error of malformation in the simple present tense with the frequency of

occurrences 30 times out of 138 or 21.7%. Then it is followed by the errors of malformation in run together sentence with the frequency of occurrences 11 times out of 138 or 8%, followed by the lowest percentage belonged to the conjunction with the frequency of occurrences 8 times out of 138 or 5.8%

Based on the data, some students made errors of malformation in fragment that place in the highest errors on all types of errors on this research. It shows that students used the wrong verb in their sentences. In sentence "There have been much research do but little practice after this research." is not correct because the student used a present verb in place of past verb. It should be "There have been many researches done but there were a few practices after those researches". Here, the students should use the verb *done* for *do*. In addition, the students put *much* before *research* that includes countable noun and *much* is for uncountable noun so student should put *many* before research. In the other hand, the student had error on plural form. The student missed plural sign, **es/s** on the word research that was indicated to be plural form. It should be *researches*.

The students also made errors on using simple future tense and simple present tense. In the sentence the student wrote "This research will analyzed term of students' content, organization, vocabulary, ...", here the student put past participle form after *will*. According to Jay Maurer on his book *Focus on Grammar*, it has to put bare infinitive (verb 1 form) after

will, so it should be "This research will analyze term of students' content, organization, vocabulary …". In the other sentence, student wrote "It is increase day after day". Here the students made errors on simple present tense. They did it many time in their sentence. In simple present tense, when the subject is the third person in singular, the verb must be added *s/es* so the sentence should be "It is increases day after day."

Moreover, some students also made errors of a run together sentence. I the sentence they wrote, "And also it is easy to get some information about whether the lecturer gets problems when using the audio-visual material because the lecturer is alumni in my organization which I exist in now." it is incorrect sentence; there are two dependent clauses on the sentence. The sentence should be "It is also easy to get some information about whether the lecturer gets problems when the lecturer uses the audio-visual material. Moreover the lecturer is alumni of my organization which I exist now". The students also made errors of malformation in using conjunction. They wrote a sentence "…when the student are writing and they not interesting to the topics they will be let their topics. So, they cannot finish their writing." On that sentence, there are four clauses, three clauses in the same sentences and the other one is in the following sentence. The last sentence is independent sentence as conclusion of the sentence before so it should be included the first sentence. In the first sentence there two independent clauses connected by

and; it should be *and* because both independent clauses show opposite. In the first sentence there is one dependent clause that there is not connecter between it and the independent clauses before. The sentence should be written, "... when the students write but they do not interest to the topics, they will let their topics so they cannot finish their writing."

b. Errors of omission

These types of errors are characterized by the absence of one or more items that must appear in well-formed sentence. These errors are indicated by the absence of grammatical morpheme in a certain construction where they are fairly required. There are 48 errors in this type. It showed at the table below;

Table 5

The percentage of errors of omission in each kind of errors

No	Kinds of Errors	Number	Percentage
1	Errors of omission in the simple present tense	6	12.5%
2	Error of omission in the simple future tense	3	6.3 %
3	Errors of omission in Fragment	33	68.7 %
4	Errors of omission in run together sentence	5	10.4%
5	Errors of omission in conjunction	1	2.1%

	Total	48	100%

The table above showed that within errors of omission, the highest percentage belonged to the fragment with the frequency of occurrences 33 times out of 48 or 68.7%, followed by the errors of omission in the simple present tense which occurred 6 times out of 48 or 12.5%. The error of omission which occurred 5 times out of 48 or 10.4% is run together sentence followed by the error of omission in simple future tense which occurred 3 times out of 48 or 6.3%. The lowest percentage of error of omission is conjunction with frequency once out of 48 or 2.1%.

Based on the data, most of errors of omission made by the students are in fragment. They usually did not put an utterance that is required to make the sentence clear. In the sentence they wrote, "There many people in this words use English for communication, get knowledge and find the information." In this sentence, the student misses verb "to be" that is required in nominal sentence. The student should put *are* before *many* on the sentence. The sentence should be "There are many people in this words use English for communicating, getting knowledge and finding the information". In the other sentence, the students wrote, "How to use film cartoon in English Teaching –Learning for children?" this sentence is simple present tense in interrogative form. If it is required in active form

so the sentence need subject and auxiliary to make the sentence complete and clear. It should be written, "How do we use film cartoon in English Teaching –Learning for children?" the subject should not be we, but it can be the others ones, such as you, I, he, she, etc. If the subject changes, the auxiliary has to be changed. *Do* is used for *I, you, we, they*, and *does* is used for he, she, it[3]. However, if the sentence is required as passive form so the sentence already has had subject (film cartoon), but it needs to be, *is*, and the verb is changed to be past participle, *used* for *use*. The sentence should be wrote, "How is film cartoon used in English Teaching – Learning for children?"

Moreover, some students also make errors in run together sentence, for instance in sentence "it is important to use one language to global communication because is it not effective when we must translate many language to be our language, so is better to us use English to our communication with the foreigner. Especially for who that want to work in other country," In this sentence, the student made some errors but here the researcher discusses the error of omission in run together sentence only. That has five clauses, four clauses are in one sentence and another is in the last sentence. Three clauses in the first part should become one sentence because they are cause-effect sentence. Meanwhile, two ones

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[3] Betty S. Azar, *Understanding and using English Grammar*, (New Jersey: Prentice Hall Regent.1989). p.a8

should be one sentence that stands by itself in the following sentence. In the sentence also the student missed *it* as the subject of forth clause. The sentence should be, "It is important to use one language in global communication because it is not effective when we must translate many languages to be our language. It is better for us to use English for our communication with the foreigner especially for one who wants to work in another country". In the other sentence, the student wrote, "This instrument will used to know the vocational students responses with using computer" this sentence shows simple future tense in passive form. The student made the error in this sentence by missing to *be* as the requirement of passive form. The sentence should be, "This instrument will be used to know the vocational students' responses of using computer".

From the table, it could be seen that conjunction in this type of errors has frequency once out of 48 errors. Error is a thing done wrongly or the state of being wrong in belief or behavior and scope to make any mistakes without serious consequences. In other word, error is a mistake that was done by the user because he did not know from structural or grammatical. And mistake is a mistake that was done by the user because forgetting something. So, it made the structure or grammar incomplete[4]. It is usually done several times or even almost in the whole part of language

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[4] A.S. Hornby,*Oxford Advanced Learner's Dictionary*. (New York: Oxford University Press, 1995), p. 746

in the same theory. Based on this theory, the error of conjunction of this type is considered as such a slip.

c. Errors of Disordering

Disordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. Disordering errors occurred when the students wrote an utterance in a wrong order so that the utterance has no meaning. In this study, there are 26 errors of disordering. It shows at the table bellow;

Table 6

The percentage of errors of disordering in each kind of errors

No	Kind of Errors	Number	Percentage
1	Errors of disordering in the simple present tense	2	7.7%
2	Error of disordering in the simple future tense	1	3.8%
3	Errors of disordering in the fragment	8	30.8%
4	Errors of disordering in the run together sentence	13	50%
5	Errors of disordering in the conjunction	2	7.7%
	Total	26	100%

From the table 6 above, it could be seen that there were two kinds of error of disordering i.e. error of disordering in the run together sentence which is the frequency of occurrences was 13 occurrences out of 26 errors, so that the percentage was 50%, and then it is followed by error of disordering in fragment which was occurred 8 times out of 26 errors or 30.8%. The error of disordering in simple present tense and conjunction had the same frequency i.e. twice out of 26 errors or 7.7% each. Meanwhile, the errors of disordering in the simple future tense was in the lowest percentage which is the frequency of occurrence is once out of 26 errors or 3.8%.

Based on the data, some students made errors of disordering in the run together sentence that is the highest percentage of errors in this type. It shows that students used incorrect order in their sentences. In sentence "Listening usually does not allow us to pause at all, because if we pause to think, the English speakers will keep the dialog move on, so we will miss what the speakers say." In this sentence, there were four clauses in one sentence. The firs and the second clause are cause-effect sentence, and the forth clause is as the dependent clause of the second sentence. Whereas, the third clause is dependent clause that is opposite of the previous sentences; it should be put in the last part of the sentence. The sentence should be written, "Listening usually does not allow us to pause at all

because if we pause to think, we will miss what the speakers say; whereas the English speakers will keep the dialog move on"

In the fragment, the student made errors of this type too. In the sentence they wrote, "English is not only an international language that is used by people around the world to communicating each other but also english is used to transfer science and technology." In this sentence, the student used pair conjunction to connect the clauses. According to Betty, the same grammatical form should each word of the pair[5], so *not only* is put between *that is* and *used,* while words *English is* in the second mentioned is erased. The sentence should be, "English is an international language that is not only used by people around the world to communicating each other but also used to transfer science and technology"

From the table, it could be seen that conjunction and simple present tense in this type of errors has frequency each twice out of 26 errors. In the same case is simple future tense, it has the lowest percentage of error of this type. According to Hornby, error is a thing done wrongly or the state of being wrong in belief or behavior and scope to make any mistakes without serious consequences. In other word, error is a mistake that was done by the user because he did not know from structural or

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[5] Betty S. Azar, *Understanding and using English Grammar,* (New Jersey: Prentice Hall Regent.1989). p.291

grammatical. And mistake is a mistake that was done by the user because forgetting something. So, it made the structure or grammar incomplete[6]. It is usually done several times or even almost in the whole part of language in the same theory. Based on this theory, the error of conjunction of this type is considered as such a slip.

d. Errors of Addition

Errors of addition are characterized by the presence of an item that must not appear in well- formed sentences. There were 23 errors occurred in this type, it is showed at the table below;

Table 7

The percentage of errors of addition in each kind of errors

No	Kind of Errors	Number	Percentage
1	Errors of addition in the simple present tense	2	8.7%
2	Error of addition in the simple future tense	2	8.7%
3	Errors of addition in the fragment	13	56.6%
4	Errors of addition in the Run together sentence	3	13%
5	Errors of addition in the Conjunction	3	13%
	Total	23	100%

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[6] A.S. Hornby, *Oxford Advanced Learner's Dictionary.* (New York: Oxford University Press, 1995), p. 746

From the table 7 above, it showed that there were two five kinds of error of addition. Within errors of addition, the highest percentage belonged to the fragment with the frequency of occurrences 13 times out of 23 errors or 56, 6%, and followed by errors of addition in the run together sentence and conjunction that have the same percentage with the frequency of occurrences each 3 times out of 23 errors or 13%. Meanwhile, the error of addition in the simple present tense and the simple future tense was occurred each once out of 23 errors or each 8.7%.

In this case, some students made errors of addition in the fragment. In the sentence, the student wrote, "According my experience, just a few of the teachers mention the difficult or new word words before listening." In this sentence the students type word *word* twice in singular form and another is in plural form; it should be erased one of both. The sentence should be, "According to my experience, just a few of the teachers mention the difficult or new words before listening." Or "According my experience, just a few of the teachers mention the difficult or new word before listening."

From the table, it could be seen that simple present tense in this type of errors has frequency each twice out of 26 errors. In the same case is the simple future tense, it has the same frequency as the simple present tense of error of this type. According to Hornby, error is a thing done wrongly or the state of being wrong in belief or behavior and scope to

make any mistakes without serious consequences. In other word, error is a mistake that was done by the user because he did not know from structural or grammatical. And mistake is a mistake that was done by the user because forgetting something. So, it made the structure or grammar incomplete[7]. It is usually done several times or even almost in the whole part of language in the same theory. Based on this theory, the error of conjunction of this type is considered as such a slip.

2. **Causes of Errors**

After classifying the errors based on their types and counting the frequency of occurrence, the researcher sake the possible causes of those. The researcher used the theory of Richard to find the possible causes of the errors occurred. The errors were Interlingua that is influenced by mother tongue, L1, and intralingua that is influenced by the process of learning language. Intralingua is caused by; Over Generalization, Ignorance of the Rule Restriction, Incomplete Application of Rule, and False Concept Hypothesized. Look at the table below,

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[7] A.S. Hornby, *Oxford Advanced Learner's Dictionary*. (New York: Oxford University Press, 1995), p. 746

Table 8

The Percentage of Causes of Error

No	Kinds of error	frequency	Percentage
1	Interlingua	9	3.7%
2	Interlingua	235	96.3%
	Total	244	100%

From table above, it could be seen that the highest frequency of causes done by the students was Intralingua which occurred 235 times of 244 causes or 96.3%. Then, it is followed by the second place Interlingua by 3.7% or 9 times in frequency. The table shows that most of errors occurred were caused by Intralingua that is influenced by the learning process of language. Then it is followed by Interlingua which is influenced by mother tongue, L1[8].

Based on the data, some student just made 9 times of errors that are caused by influence of their mother tongue, L1. These are included Interlingua type. In the sentence they wrote,"This research not to specific in explains each chapter in computer that needed to ELT" That sentence is influenced by Indonesian structure as their mother tongue. The sentence should be, "This research does not explain specifically in each chapter in the computer that needed to ELT". Meanwhile, the student also made the errors that are caused by the influence of their process of learning language, called Intralingua type.

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[8] ibid

The following table below shows the percentages of causes or errors frequencies based on Intralingua type,

Table 9

The percentage of Occurrence of Each causes of errors' type based on Intralingua

No	Causes of error	frequency	Percentage
1	False Concept Hypothesized	173	73.6%
2	Incomplete Application of Rules	48	20.4%
3	Over-Generalization	7	3%
4	Ignorance of Rules Restriction	7	3%
	Total	235	100%

From the table above, it could be seen that there are four types of causes of errors based on Intralingua; Over Generalization, Ignorance of the Rule Restriction, Incomplete Application of Rule, and False Concept Hypothesized. There were 235 occurrences of all causes of errors' types. Within those types of errors causes, the highest proportion was placed by False Concept Hypothesized which the errors were occurred 173 times out of 235 errors or 73.6%. Then, it was followed by Incomplete Application of Rules which the errors were occurred 48 times out of 235 errors or 20.4%. The next was Ignorance of Rules Restriction that had the same frequency as Over-Generalization which the errors were occurred each 7 times out of 235 errors or 3%.

The examples of causes of students' errors on each type in terms of each sentence problems sentence would be described below. Here, the writer compared between the reconstructed sentences in the target language and the original sentences made by the students to identify which type the errors belong.

a. False Concept Hypothesis

False concept hypothesis is caused by the faulty comprehension of distinction in the target language. The form was, for example, may be interpreted as a marker of the past tense. In this case, the students might feel that they applied the correct form in the constructing writing, where as they failed to understand the correct construction in applying tenses.

Table 10

The percentage of errors caused by False Concept Hypothesis

No	Causes of Errors	Number	Percentage
1	False Concept Hypothesis in the Simple Present Tense	30	17.3%
2	False Concept Hypothesis in the Simple Future Tense	35	20.2%
3	False Concept Hypothesis in the Fragment	70	40.5%
4	False Concept Hypothesis in the Run	26	15.1%

	together sentence		
5	False Concept Hypothesis in the Conjunction	12	6.9%
	Total	173	100%

From the table 12 above, it could be seen that False Concept Hypothesis become the cause of errors in five place, i.e.; False Concept Hypothesis was as the cause of errors in the fragment with the frequency of occurrences was 70 occurrences out of 173 errors or 40.5%. It is the highest percentage in this type. Then, False Concept Hypothesis also became the cause of errors in simple future tense with the frequency of occurrences was 35 occurrences out of 173 errors or 20.2%. In the simple present tense, False Concept Hypothesis is as the cause of errors with the frequency of occurrences was 33 occurrences out of 173 errors or 17.3%. Meanwhile, in the run together sentence, False Concept Hypothesized became the cause of errors too with the frequency of occurrences was 26 occurrences out of 173 errors or 15.1%. It is followed by errors in Conjunction with the frequency of occurrences was 12 occurrences out of 173 errors or 6.9%.

The examples were as follow;

1. From Picture we getting the meaning from printed page

2. the lecturer who his class is observed just gives me four times to conduct a research observation

3. There have been much research do but little practice after this research.

4. The problem about listening comprehension is that when we listen, we not only have to recognize word by listening to them, we also have to recognize the words very quickly, because when we get listening section, we cannot pause to think.

5. And each of them had media in teaching English. I choose film cartoon is as a media in teaching English for children.

In first sentence above, the students had already known that the simple present uses infinitive verb instead of verb –ing form in its pattern. The second sentence actually indicates tense in future because the activity will be done on the future but the students expressed it present. The third sentence the students put *much* before *research* whereas is countable noun so it should be *many*. In addition *research* was put before much that indicates plural so the word after it should be plural. The forth sentence had six clauses with two dependent clauses of them. The student put them in one sentence indeed putting them in two or more sentence; whereas, the clauses had different idea. In the last sentence, the student put made the dependent clause stood by itself. To make clear, look at the following corrected sentences below;

1. From Picture we get the meaning from printed page.

2. The lecturer who his class will be observed just gives me four times to conduct a research observation.

3. There have been many researches done but there were a few practices after those researches.

4. The problem of listening comprehension is when we listen, we not only have to recognize word by listening to them, but also have to recognize the words very quickly; moreover, when we get listening section, we cannot pause to think.

5. Each of them had media in teaching English so I choose film cartoon as a media in teaching English for children.

b. Incomplete Application of Rule

Here, the students failed to learn the more complex type of the structure to create an acceptable utterance so that erroneous was produced. There were 48 errors of this study, it showed at the table bellow;

Table 11

The percentage of errors caused by Incomplete Application of Rule

No	Causes of Errors	Number	Percentage
1	Incomplete Application of Rule in the Simple Present Tense	8	16.7%
2	Incomplete Application of Rule in the	4	8.3%

	Simple Future Tense		
3	Incomplete Application of Rule in the Fragment	31	64.6%
4	Incomplete Application of Rule in Run together sentence	4	8.3%
5	Incomplete Application of Rule Conjunction	1	2.1%
	Total	48	100%

From the table 11 above, it could be seen that Incomplete Application of Rule become the cause of errors in five place, i.e.; Incomplete Application of Rule was as the cause of errors in the fragment with the frequency of occurrences was 31 occurrences out of 48 errors or 64.6%. It is the highest percentage in this type. Then, Incomplete Application of Rule also became the cause of errors in simple present tense with the frequency of occurrences was 8 occurrences out of 48 errors or 16.7%. In the simple future tense, Incomplete Application of Rule is as the cause of errors with the frequency of occurrences was 4 occurrences out of 48 errors or 8.3%. Meanwhile, in the run together sentence, Incomplete Application of Rule became the cause of errors too with the frequency of occurrences was 4 occurrences out of 48 errors or 8.3%. It is followed by errors in Conjunction with the frequency of occurrences was 1 occurrences out of 48 errors or 2.1%.

The examples of the following written produced by the students;

1. Now adays, music well known with teenagers identity.

2. Not only to communicate with each other from another country but also used for transferring science and technology.

3. Next, I practice all the likely unfamiliar words/vocabularies by writing them on the blackboard.

4. How the students feel with using computer to learning English?

In the first sentence above, the students produced the errors of omission in fragment. In this case, Ann Hogue said that a sentence has to have a subject and a verb; if it is not, so it is just group of words[9]. That sentence does not verb so it needs to be, *is*, as the verb. The same case as the first sentence, the second sentence is incomplete. There is not subject on that sentence, so it needs a subject, *it*. The third sentence was expressed in the simple future tense because the activity will do in the future but the student missed the modal that is required in simple future tense, *will*. The forth sentence is simple present tense in interrogative form. It needs an auxiliary to make the sentence complete and put after question word. Look at the following corrected below;

1. Nowadays, music is well known as teenagers' identity.

2. It is not only to communicate with each other from another country but also to be used for transferring science and technology

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[9] Ann Hogue, *The Essential of English.2003.* Pearson Education Longman New York p.22

3. Next, I will practice all the likely unfamiliar words/vocabularies by writing them on the blackboard.

4. How do the students feel using computer in learning English?

c. Over Generalization

The learner has the tendency simplify the formations or the rules of the target language. It seems that the learner tend to use the simple rules to generalization the other uses. There are 7 errors in this study, it showed at the table bellow;

Table 12

The percentage of errors caused by Over Generalization

No	Causes of Errors	Number	Percentage
1	Over Generalization in the Simple Present Tense	1	14.5%
2	Over Generalization in the Simple Future Tense	-	0%
3	Over Generalization in the Fragment	5	71%
4	Over Generalization in the run together sentence	-	0%
5	Over Generalization in Conjunction	1	14.5%
	Total	7	100%

From the table 12 above, it could be seen that Over Generalization became the cause of errors in five place, i.e.; Over Generalization was as the cause of errors in the fragment with the frequency of occurrences was 5 occurrences out of 7 errors or 71%. It is the highest percentage in this type. Then, Over Generalization also became the cause of errors in simple present tense with the frequency of occurrences was 1 occurrence out of 7 errors or 14.5%. In the Conjunction, Over Generalization is as the cause of errors with the frequency of occurrences was 1 occurrence out of 7 errors or 14.5%. Meanwhile, the errors caused by Over Generalization in the simple future tense and run together sentence were not identified in this study.

The students' causes of errors were over generalization in which the students tended to use the simple rules to generalize the other uses and to apply the previous strategies of the target language in the new situation, so that it leads them to create a new deviate structure on the basis of his expression of other structure in the target language. The examples were as follow;

1. I am not choosing the other class or university because I am getting easy to do research in my university and especially my class which the students are my friends.

2. It may be have many factors.

3. …and creative activities through differents materials in reading.

4. The use of global communication networks such as e-mail is increasingly significantly.

In the first sentence, the student used present progressive tense to explain an activity that will be done in the future. Betty said that the present progressive tense expresses an activity that is in progress at the moment of speaking[10]. The students over generalized the uses of this tense. The students tent to use this tense because he was writing when he thought about it. Then, the second sentence, the student put *be* between the modal, *may*, and the verb, *have*. The student over generalized the meaning of maybe as adverb and they applied it as modal. The third sentence shows that the students over generalized plural form. To make plural form, a final –s or –es is added to a noun[11] and here the student added suffix –s on the noun, *materials* but also the adjective, *different*. In the forth sentence, the student over generalized suffix –ly as the marker of adverb. According to Drs. Ahmad Kardini, adverbs are often formed by adding – ly to an adjective[12]. Here, the student added suffix –ly not only to the adjective, *significant*, but also to the verb in –ing form, *to increase*, that was the function as a verb instead of adjective. To make clear, look at the following corrected sentences below;

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[10] Betty S. Azar, *Understanding and using English Grammar*, (New Jersey: Prentice Hall Regent.1989). p.19

[11] Ibid. p.198

[12] Akhmad Kardini, *Smart English Grammar*, (Pustaka Pelajar,2005), p.111

1. I do not choose the other class or university because I get easily to do the research in my university especially my class which the students are my friends.

2. It may have many factors.

3. …and creative activities through different materials in reading.

4. The use of global communication networks such as e-mail increases significantly

d. Ignorance of Rule Restriction

It is still closely related to over generalization. In this case the learner violets the restriction of existing structure that is the application of rules to contact where they do not apply. There were 7 errors in this study, it showed at the table bellow;

Table 13

The percentage of errors caused by Ignorance of Rule Restriction

No	Causes of Errors	Number	Percentage
1	Ignorance of Rule Restriction in the Simple Present Tense	1	14.5%
2	Ignorance of Rule Restriction in the Simple Future Tense	-	0%
3	Ignorance of Rule Restriction in the Fragment	4	57%

4	Ignorance of Rule Restriction in the Run together sentence	2	28.5%
5	Ignorance of Rule Restriction in the Conjunction	-	0%
	Total	7	100%

From the table 13 above, it could be seen that Ignorance of Rule Restriction became the cause of errors in five places, i.e.; Ignorance of Rule Restriction was as the cause of errors in the fragment with the frequency of occurrences was 4 occurrences out of 7 errors or 57%. It is the highest percentage in this type. Then, Ignorance of Rule Restriction also became the cause of errors in simple run together sentence with the frequency of occurrences was 2 occurrences out of 2 errors or 28.5%. In the simple present tense, Ignorance of Rule Restriction is as the cause of errors with the frequency of occurrences was 1 occurrence out of 7 errors or 14.5%. Meanwhile, the errors caused by Ignorance of Rule Restriction in the simple future tense and conjunction were not identified in this study.

According to Ricard, ignorance of rule restriction covers the failure to observe the restriction of existing structures, which is the application of rules to the context where they do not apply[13]. In this case, few students failed to apply the rules correctly. As in the following examples;

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[13] Fuad Masud, Essential of English Grammar, pp. 174- 181

1. In this research the writer want to explain about one of the special way to learn English

2. Many method are use to learn English throughout computer and one of them is CALL

3. Design of this research is go to the classroom as a teacher to know student activity.

4. It is increase day after day.

The first sentence shows that student ignored the rule of simple present tense i.e. he did not add suffix –s to the verb as the requirement of the third singular subject. In addition, they did not add suffix –e as the requirement of plural form to word *way*; the word that is put after *one of* must be in plural form. The same case is in the second sentence. The word *many* is indicated plural and followed by plural form but in the sentence, the student put singular noun after *many*. In the other hand, the second sentence indicated passive form and it requires verb in past participle form. Meanwhile in the third sentence, student missed putting verb in –ing form after to be. And the last sentence, the student put to be *is* before verb in simple present tense. Jay Maurer formulated the pattern of simple present tense as S+V1+O[14]. Look at the following corrected sentences below for making clear;

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[14] Jay Maurer.*Focus on Grammar.*2000. p.4

1. In this research, the writer wants to explain one of special ways to learn English.

2. Many methods are used to learn English throughout computer; one of them is CALL

3. The design of this research is going to the classroom as a teacher to know student activity.

4. It increases day after day.

B. Discussion

In this section was discussed whole activity that was done to find, classify and seek the causes of sentence problems that were occurred in the students' proposal of English Education Department in writing class level 4. After being downloaded, the proposal sent by Miss. Siti Asmiyah, an lecturer of writing class level 4 in IAIN Sunan Ampel Surabaya, were identified the errors occurred then classified the errors using the theory of error by Dulay[15]. Based on the description in the data presentation, there are several things that can be noted down. Most of the students still made errors in writing clear sentence in proposal. There are five kinds of errors in this study which occurred in the students' proposal i.e.; errors in using simple present tense, simple future tense, fragment, run together sentence and conjunction. And all these kinds of error were classified into error types i.e.;

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[15] Dulay, *Language Two*, (New York: Oxford University Press, 1982), pp. 146-170

comparative taxonomy and surface taxonomy consisted of omission, addition, malformation, and disordering.

In the process of learning a second language, the learners may use any techniques or strategies in order to get competence or comprehension in the target language. During the process of second language learning, the learners could not avoid producing any mistakes or errors. In this study, as the result was found that the highest percentage errors occurred in the students' proposal is errors in fragment. In the some sentences, the students missed subject, verb or agreements; the students made dependent sentence stand by itself; or making errors of using – ing form. The next errors that occurred more were in the simple present tense and simple future tense. In these cases, the students had the problem in applying the pattern of the tenses such as the simple present tense, the third singular subject uses bare verb adding suffix –es or –s and in the simple future tense is used bare verb after modal *will* or *shall*. In the conjunction, the students made error of using some conjunctions correctly in the sentence. Meanwhile, in the run together sentence, the students made errors of connecting two or more independent clauses incorrectly.

The next step was seeking the possible causes of the errors occurred in the students' proposal. Those learner's errors may be caused by many factors. In this case, in analyzing the causes of errors of sentence problem made by the Writing class level 4 of English Education Department of IAIN Sunan Ample Surabaya, the writer referred to the theory recommended by Richard that the errors were

caused by two types; interlingua that is influenced by the mother tongue, L1 and intralingua that is influenced by the learning process. Intralingua consists of ignorance of rule restriction, over generalization, incomplete application of rules and false concept hypothesized[16]. The highest causal errors in this study were false concept hypothesized and the lowest ones were over generalized and incomplete of rule restriction.

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[16] Richards Jack C, *Focus on the learner: Pragmatic Perspectives for the language Teacher*, (University of New Mexico: New Bury House Publisber, 1969), pp. 174- 181