MORPHOLOGICAL AND SYNTACTICAL ERRORS IN THE ESSAY WRITINGS OF THE ENGLISH DEPARTMENT STUDENTS AT UIN SUNAN AMPEL SURABAYA

THESIS

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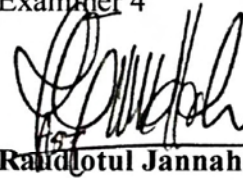**Dr. A. Dzo'ul Milal, M.Pd.**
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ABSTRACT

Putra, V. G. R. (2021). *Morphological and Syntactical Errors in the Essay Writings of the English Department Students at UIN Sunan Ampel Surabaya*. English Department, Faculty Arts and Humanities. UIN Sunan Ampel Surabaya. Advisor: Suhandoko, M.Pd.

Keywords: error analysis, essay writing, morphology, syntax.

This study analyzes morphological and syntactical errors in English essays written by the third-semester students in the English Department at UIN Sunan Ampel Surabaya. This study would use an Error Analysis (EA) approach to identify, classify errors and determine the types of errors and sources of errors. This study used error types by Dulay, Burt, and Krashen (1982) and intralingual aspects by Richard (1974). This research used the theory of morphological phenomena by O'Grady (1987) and syntactic theory by Finch (2005). In this study, three problems were to solve: (1) What are the morphological errors made by the 3rd-semester students in essay writing? (2) What are the syntactical errors made by the 3rd-semester students in essay writing? (3) What are the sources of errors that 3rd-semester students made in their essay writing?

This study used a descriptive research method because it focused more on students' errors and why they happened. The data of this research are in the form of words, phrases, and sentences from essay documents written by third-semester students majoring in English at UIN Sunan Ampel Surabaya. The subjects of the study were third-semester students of the 2019 academic year majoring in English at UIN Sunan Ampel Surabaya. The researcher involved all third-semester students as the population who took essay writing courses. However, the researcher did not use all students' essays and, instead, he took two out of four classes as the sample. In taking samples, the researcher used a random sampling technique using a coin toss. This study used two instruments are instructions' lecturers to students for essay assignments during the one-semester course and questions' researcher in interviews with the students.

The researcher found that the morphological error students mostly made was omission (59.6%). They mostly do item deletions using "s / es" in the singular noun or plural noun. Meanwhile, the analysis of the type of errors on the syntactic aspect that often appeared was the addition (38.4%). Students often add items that should not be included in the sentence. They have difficulty with determiner aspects (definite article "the" and indefinite article "a / an") and prepositions.

The researcher found two causes of error, competence factors and performance factors. In the competence factors, on the intralingual aspects as the cause of errors found by the researcher include overgeneralization has the highest frequency (72.32%), incomplete application of the rules (25.68%), ignorance of rule restriction (1.41%), and the last one is the false concept hypothesis (0.59%). The interview found that performance factors that cause the students to make

errors are self-distrust, thee-learning system conduct during the COVID-19 outbreak, the teaching methods, and a lack of reading.

ABSTRAK

Putra, V. G. R. (2021). *Kesalahan Morfologi dan Sintaksis pada Tulisan Esai Mahasiswa Program Studi Sastra Inggris UIN Sunan Ampel Surabaya.* Sastra Inggris, Fakultas Adab dan Humaniora. UIN Sunan Ampel Surabaya. Pembimbing: Suhandoko, M.Pd.

Kata Kunci: analisis kesalahan, menulis esai, morfologi, sintaksis.

Penelitian ini menganalisis kesalahan morfologi dan sintaksis dalam laporan tertulis dalam bahasa Inggris yang ditulis oleh mahasiswa semester tiga di Program Studi Sastra Inggris UIN Sunan Ampel Surabaya. Penelitian ini akan menggunakan pendekatan Error Analysis (EA) untuk mengidentifikasi, mengklasifikasikan kesalahan dan menentukan jenis kesalahan dan sumber kesalahan. Penelitian ini menggunakan jenis kesalahan menurut Dulay, Burt, dan Krashen (1982) dan aspek intralingual menurut Richard (1974). Teori yang digunakan dalam penelitian ini adalah teori fenomena morfologi oleh O'Grady (1987) dan teori sintaksis oleh Finch (2005). Selain itu, peneliti menggunakan wawancara sebagai instrumen sebagai data pendukung penelitian ini. Selain itu, peneliti berharap penelitian ini dapat meningkatkan kualitas tulisan bahasa Inggris mereka. Dalam penelitian ini ada tiga masalah yang harus dipecahkan: (1) Apa saja kesalahan morfologi yang dilakukan oleh mahasiswa semester 3 dalam menulis karangan? (2) Apa saja kesalahan sintaksis yang dilakukan oleh mahasiswa semester 3 dalam menulis karangan? (3) Apa saja sumber kesalahan siswa semester 3 dalam menulis karangan?

Penelitian ini menggunakan metode penelitian deskriptif karena lebih menitikberatkan pada kesalahan siswa dan mengapa hal itu terjadi. Data penelitian ini berupa kata, frasa, dan kalimat dari kumpulan esai yang ditulis oleh mahasiswa semester tiga di Program Studi Sastra Inggris UIN Sunan Ampel Surabaya. Subjek yang akan digunakan dalam penelitian ini adalah mahasiswa semester tiga tahun akademik 2019 Program Studi Sastra Inggris UIN Sunan Ampel Surabaya. Peneliti melibatkan seluruh mahasiswa semester tiga sebagai populasi yang mengambil mata kuliah menulis esai. Namun, peneliti tidak menggunakan semua esai siswa dan, sebagai gantinya, ia mengambil dua dari empat kelas sebagai sampel. Dalam pengambilan sampel peneliti menggunakan teknik random sampling dengan menggunakan lemparan koin. Penelitian ini menggunakan dua instrumen yaitu intruksi dosen untuk tugas esai selama satu semester dan pertanyaan dari peneliti dalam wawancara dengan mahasiswa.

Hasilnya, peneliti menemukan bahwa jenis kesalahan morfologi yang paling banyak dilakukan siswa adalah kelalaian (59.7%). Mereka kebanyakan melakukan penghapusan item menggunakan "s / es" dalam kata benda tunggal atau kata benda jamak. Sedangkan analisis jenis kesalahan pada aspek sintaksis yang sering muncul adalah penambahan (38.4%). Siswa sering menambahkan item yang tidak boleh ditambahkan ke struktur kalimat. Mereka mengalami kesulitan dengan aspek determiner (artikel pasti "the" dan artikel tak tentu "a / an") dan preposisi.

Peneliti menemukan dua faktor penyebab kesalahan yaitu faktor kompetensi dan faktor kinerja. Pada faktor kompetensi, pada aspek intralingual sebagai penyebab kesalahan yang ditemukan peneliti meliputi; generalisasi berlebihan dengan frekuensi tertinggi (72.32%), ketidaktahuan terhadap aturan pembatasan (25.68%), penerapan aturan yang tidak lengkap (1.41%), dan yang terakhir adalah hipotesis konsep yang salah (0.59%). Peneliti menemukan faktor kinerja melalui hasil wawancara dengan beberapa mahasiswa, antara lain ketidakpercayaan diri, melakukan sistem E-learning saat wabah COVID-19, pengajaran dosen, dan kurangnya membaca.

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CHAPTER I

INTRODUCTION

This chapter introduces the background of the study, objectives of the study, significance of the study, scope and limitation of the study, and the definition of key terms.

1.1 Background of Study

Today, people worldwide face globalization, requiring them to mastering English, which is very important to learn. English becomes the lingua franca to connect people around the world to communicate, including in Indonesia. In the context of education in Indonesia, English is a subject that must be studied from elementary school to college. However, students often experience difficulties learning English because they use local languages or Indonesian more often than they use English at school or at home (Kusuma, 2018; Mulyawan, 2020). In addition, there are significant differences between Indonesian and English. The use of Indonesian and foreign languages (i.e., English) has different syntactic and morphological components. The British Council Foundation (2020) reports that there are syntactic differences in the two languages (i.e., English and Indonesian). One of them is interrogative sentences in English (what, who, where, why, where, how) will be in front of the sentence, such as the greeting "Who are you?" In contrast, when using Indonesian to ask, the subject is in front of a sentence like "*Anda siapa?*" Therefore, these differences will make it difficult for Indonesian students to learn English as a second language or a foreign language.

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Making mistakes in the learning process is inevitable, including learning English as a foreign language or a second language. According to Ellis (1994), errors occur when students lack knowledge, while mistakes occur when students are not fluent in practicing their target language skills. The difference between error and mistake is the reason why it occurs. Nzama (2010) states students can correct mistakes by themselves, but not when making errors. This mistake occurs in students who already know a second language but can occur due to memory errors, a slip of the tongue, fatigue so that they can correct mistakes themselves. Meanwhile, errors occur because students cannot understand a second language well. However, any mistakes or errors that occur must be used as evaluation material to improve the learning process.

Hybels and Weaver (quoted in Luthra & Dahiya, 2015 p.59) state that communication is referred to as the distribution of concepts, thoughts, and feelings to one another in a group or at the individual level. Human communication aims to convey information, interact with others, and express emotions, ideas, and thoughts. In interacting with other people, communication can be done through oral or written. Through oral communication, humans can communicate directly with other people. In contrast to oral communication, communication through written text can convey information indirectly to others because they must write what they convey.

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In the context of learning a second language or a foreign language (i.e., English), writing is a complicated skill because students must be careful when using vocabulary, punctuation, written format, grammar, spelling, written content, and letter formation (Wijayanti, 2009). However, some rules must be followed to produce good English writings, to make it easier for readers to understand the writing. According to Bauer (2007), to produce good English writing, several aspects must be considered, including syntax, morphology, pragmatics, and semantics. These aspects have an important role in writing. For example, morphological aspects studying the form of words to find out the functions of changing word forms. Students who have understood some of these components will produce good writing in English.

According to Belkhir and Benyelles (2017), many students experience difficulties when they learn to write English as a foreign language. Sulasti (cited in Pratiwi, 2016, p. 2) suggests several factors that cause them to experience difficulties, including limited vocabulary, lack of writing practice, and lack of grammar knowledge. Apart from that, Widianingsih and Gulö (2016) state that "grammar has been one of the problems faced by learners when learning target language." Difficulty in learning a foreign language often causes students to make mistakes or even errors in the learning process.

Errors in second language learning have attracted the interest of scholars to investigate further errors themselves and the factors that contribute to the production of errors. Researchers from other countries have conducted many studies on error analysis on students. Several studies analyze

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errors in writing English among Middle-East students (see Abdalhussein, 2015; Alqhtani, 2018; Mitra & Omid, 2018; Murad & Khalil, 2015; Salman, 2016). The studies found that the most common errors were the use of the verb, articles, and the wrong word form. These errors are caused by L1 interference. Anker (cited in Murad & Khalil, 2015, p.480) claims interference caused by L1 in learning the target language (L2) and overgeneralization are significant factors for Arabic students making errors when studying English. The languages in the Middle East are morphologically or structurally different from English.

Studies that examined student errors in Asian countries whose languages use non-alphabetical systems (e.g., Korean and Chinese) reported that spelling of words, verb tenses, articles, and prepositions are the most common errors found (see Han & Kim, 2017; Sychandone, 2016; Usha & Kader, 2016; Yakub & Hossain, 2018; Zheng & Park; 2013). The studies show that several factors may cause errors, including overgeneralization and L1 interference. In a case study, Zheng and Park (2013) concluded that there is interference in their L1, such as in Chinese, commas can be used for various functions, such as dots or conjunctions. Both Korean and Chinese do not recognize the use of articles, so many students delete articles from the results of this study when using English. Therefore, interference in L1 is still a major factor in causing student errors.

In Asian countries whose languages use the alphabet, several studies (see Al-Halawani, 2018; Darus, 2009; Harun & Abdullah, 2020) found that

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students most commonly made these common errors, including verb tenses, word order, spelling, word choice. These errors are caused by their L1 interference, lack of knowledge about grammar, and a mismatch between competence and performance. A study analyzing students studying in rural schools (see Harun & Abdullah, 2020) found that their L1 interference the students, and they lagged behind in learning rather than the students in cities, leading to a lack of knowledge of English grammar.

Based on the findings in several studies conducted in the Asian region, it can be concluded that different contexts (alphabetical and non-alphabetical language systems) have both differences and similarities. The previous studies have consistently found that overgeneralization factors are common sources of errors among Asian EFL learners. The difference from previous studies in the aspects of errors, in Asian regions that use non-alphabetic languages, often made errors in articles, such as one of the previous studies (see Zheng & Park; 2013) that Chinese and Korean students who learn foreign languages have difficulty with articles because in their L1, they do not recognize the use of articles.

In Indonesia, studies on error analysis focused on morphological and syntactical, both in school and university contexts. Several previous studies that analyzed errors in students at school have similarities in the results of aspects of errors and sources of errors (see Agustina, 2016; Desnarati, 2017; Faisyal, 2015; Gayo & Widodo, 2018; Imam, 2016; Kusumawardhani, 2015; Musthoriyah, 2017). The previous studies used a similar research approach

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and found that the most common errors were verb tense, spelling, copula, auxiliary, and preposition. One of the seven previous studies did not examine the source of students' error. Furthermore, the six previous studies have similarities in the error results, including L1 interference and overgeneralization.

Several previous studies in Indonesia that analyzed errors in students at universities also have been widely conducted (see Agustiani, 2019; Andrian, 2015; Fitria, 2018; Fitriani, 2018; Kharmilah & Narius, 2019; Wahyuni; 2016). The similarity of these studies in their subjects studied at the university and analyzed errors. Errors often contained in previous studies are verbs, spelling, articles, clauses, and phrases structure. However, three of the six studies did not examine the source of errors in students. Other previous studies that examine the source of errors found the interference L1 and the most common intralanguage factors, is an overgeneralization.

In investigating errors made by second language learners, the term Error Analysis – borrowing Saville-Troike (2006), which refers to an approach that studies errors that occur in learning a second or foreign language –is used to determine the location where errors occur in the learning process students. Error Analysis is a type of linguistic analysis that focuses on errors in the target language created by learners (Gass & Selinker, 2008). This approach emphasizes that errors were not bad if errors can be made into learning material for learners. According to Richards and Schmidt (2002), errors that occur are caused by factors in the student's L1 and students'

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learning strategies. Students who do not spend a lot of time learning a second language or do not understand the material (e.g., verb tense, copula, articles) will make errors when using these two languages (i.e., English and Indonesian).

The previous studies reported that students using English as a second language could potentially make errors in their learning process. It is worth mention that errors can occur at all levels without exception for students. In previous studies in the Middle East and Asia (e.g., Abdal Hussein, 2015; Han & Kim, 2017; Mitra & Omid, 2018; Salman, 2016; Sychandone, 2016; Usha & Kader, 2016; Zheng & Park; 2013), which used non-alphabetic and alphabetic had difficulty writing English and were influenced by their L1. Furthermore, in the Asians that use alphabetic, the researcher concluded errors caused mainly by L1 interference and lack of English grammar knowledge. However, there is very little information from previous studies that focused on the morphological and syntactical components of error analysis using interviews as data support. Therefore, this study investigates the error analysis focusing on morphological and syntactic aspects in students' essays as the main data in this study and using interviews with students as supporting data in this study.

Although previous studies used the Error Analysis (EA) approach to analyze errors in reports written by students, most of them only relied on students' written reports in data collection. Very few use other data collection, such as interviews, to further investigate why students make errors in their

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written English. Cohen, Manion, and Morrison (cited in Molloy, 2012, p. 96) state that interviews can find out the feelings of the interviewee, and the interviewer can get information from the perspective of the interviewee himself. The use of students' written reports as the main data, to some extent, did not strengthen the results of the analysis. By conducting interviews with students, the researcher can obtain objectives and in-depth information regarding research topics. Hence, the data in the interview can complement the main data of this study. The researcher used the interview data as reinforcing evidence related to the research topic. The researcher conducted the interview after analyzing the errors in the students' essays. The interview results used to support the main data in this study, where the main data in this study are errors on students' essays.

As a learning process, the learners will encounter errors. In general, errors are caused by two aspects. Errors are caused by linguistic factors or are called "competence". In contrast, errors are caused by several non-linguistic factors or a called "performance," such as teacher teaching methods, a lack of reading, and self-distribution (Ellis, 1986). Competence aspects, there is intralingual factor. Intralingual is the cause of errors due to lack of knowledge, divided into four parts: overgeneralization, incomplete application of rules, ignorance of rules restriction, and false concept hypothesis. Then, performance aspects can cause by context learning and communication strategies (Ratnaningsih & Azizah, 2019), a lack of motivation from the educator to the learner (Andrian, 2015), students'

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background education, family support, level of the language, and teacher's feedback techniques (Shousha, Farrag, & Althaqafi, 2020).

This study focused on the morphological and syntactic errors in written reports in English written by 3rd-semester students of the English Department at UIN Sunan Ampel Surabaya. The third-semester students are quite appropriate for this study because they have taken morphology and syntax courses. Other than that, the researchers hope that this research can improve the quality of their English writing. This study would use an Error Analysis (EA) approach to identify, classify errors and determine the types of errors and sources of errors. In conducting this research, the researcher took the data in the form of a written report document from students in the essay writing course, which contained teaching writing of several types, including; descriptive, narrative, comparison-contrast, and cause-effect.

1.2 Problems of the Study

Based on the background of the study above, this research aims at answering the research problems formulated as follows:

1. What are the morphological errors made by the third-semester students in essay writing?

2. What are the syntactical errors made by the third-semester students in essay writing?

3. What are the sources of errors that third-semester students made in their essay writing?

1.3 Significance of the Study

This approach (EA) can provide benefits for teachers or lecturers to find out the types of errors or sources of errors from their students to help students reduce their errors. Besides, this research is expected that students studying in English literature or English education programs can find out where their errors are so that they can improve the quality of their English. This study can also provide benefits for other researchers interested in analyzing error analysis as the previous study. Meanwhile, for readers who are not students studying in English Literature programs, it is hoped that this research can provide benefits for them about errors in learning as an evaluation.

1.4 Scope and Limitation of the Study

In this study, the researcher analyzed the morphological and syntactical error analysis of 3rd-semester students of the English Department at UIN Sunan Ampel Surabaya. This study used types of error by Dulay, Burt, and Krashen (1982) and intralingual aspects by Richard (1974). This research used the theory of morphological phenomena by O'Grady (1987) and syntactic theory by Finch (2005). The research data were taken from students' essays in four genres (narrative, descriptive, compare-contrast, and cause-effect) written by each student in essay writing courses. Also, the researcher used the interview as an instrument. The results of the interview were used as complement data for main data in this study.

1.5 Definition of Key Terms

Morphological errors are errors found in linguistic branching that focus on the basic unit of language in the form of words.

Syntactical errors are errors found in linguistic branching that focus on the grammatical structure of phrases and words to form coherent sentences.

Error analysis is a technique that aims to identify, classify and describe a form of errors that occur in a person or group who is learning a second language or foreign language.

Essay writing is a course in the English department at UIN Sunan Ampel Surabaya that studies essay writing in 4 genres in writing, such as descriptive, narrative, comparison-contrast, and cause-effect.

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CHAPTER II

REVIEW OF LITERATURE

This chapter describes error analysis, notions of error, types of error, morphological error, syntactical error, and sources of error.

2.1 Error Analysis

In an article entitled "The significance of learner errors" published in 1967, there is a new approach, namely Error Analysis. Nzama (cited in Corder, 1974) argues that what has come to be known as error analysis has to do with investigating the language of second language learners. Richards and Schmidt (2002) state that Error Analysis is an approach developed as a branch of linguistics in the 1960s. This approach outlines that the mother tongue is not the only source of errors made by students during the second language learning process. This approach complements the previous approach, namely contrastive analysis, which assumes that the L1 factors may cause students to make errors while undergoing second language learning. In conclusion, error analysis is an approach or technique in analyzing data in the form of errors made by students learning a second language.

The error analysis approach has objectives that the researcher can achieve in conducting research. Nzama (2010) states that the primary purpose of analyzing errors is to help students avoid errors that they often make. If the researcher has examined the students' errors, then the research can be used as an evaluation for students to avoid errors later. According to Corder (cited in Ellis, 1994), three main procedures are needed to achieve the goal of error

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analysis: introduction, description, and explanation of errors. These three procedures can be described in five steps; collecting samples/data, identifying errors, describing and explaining errors, then providing error evaluations. These steps are techniques in analyzing data using an error analysis approach. These steps can influence students to find out where errors, sources of errors, types of errors, and how to evaluate errors so that they can increase their study time to correct errors.

2.1.1 Notions of Error

Errors appear not only caused by their mother language but also by their learning system. For this reason, error analysis has an important role in finding out the errors of students. Nevertheless, we also need to know, there are two terms, errors and mistakes, which are similar but not the same. In both terms, it appears when someone or a group violates or deviates from the rules of the target language or second language when they learn it.

In an error analysis approach, it can distinguish between errors and mistakes. According to Ellis (1994), states that errors occur when the student is deficient in knowledge, while mistakes occur when students are not fluent when practicing their target language skills. So, when making failure in the saying or writing of the target language, it can be distinguished between errors and mistakes. Besides, Nzama (2010) defines a mistake as to be self-corrected, but an error cannot. This mistake occurs in students who already know a second language but can occur due to memory errors, a slip of the tongue, fatigue so that they can be corrected by themselves.

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2.1.2 Types of Error

In the errors found by researchers, there is a process of identification and classification that is useful for knowing what types of errors were found. Identification and classification errors can help the researcher learn more about problems in the student learning system (Ellis, 1997). There are four types of errors; omission, misorder, misformation, and addition, according to the theory by Dulay et al. (1982). In addition, there are recent studies on error analysis, there are four types of errors that students often make (e.g., Anggita, 2017; Gayo & Widodo, 2018; Yakub & Hossain, 2018; Muliatietal., 2017; Kharmilah & Narius; 2019), including omission, addition, misformation, misordering. The omission is a type of error indicated by the absence of items that must appear in speech or writing not to be correctly formed. The addition is a type of error that is indicated by the presence of an item that must not appear in well-formed speech or writing, the opposite of the meaning of omission. Misformation is a type of error characterized by the inappropriate use of morphemes or structural errors. The last type, misordering, is a type of error characterized by the wrong placement of morphemes or groups of morphemes in pronunciation or writing. These categories can be elaborated with the following examples:

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Table 2.1 Examples of Types Error

Types of Error	Example
Omission	I (*am*) studying
Addition	He *readed*
Misformation	The owl *ated* the mouse
Misordering	I want to ask, who *you are*?

Source: Gayo & Widodo, 2018 p. 62

The taxonomy of these types of errors has functions, it can determine how the learners' language structure may form errors. These types of errors can also make it easier for students who make errors to evaluate their errors for providing good feedback. In addition to the taxonomy of types of errors, there are also linguistic taxonomies (lexical, semantic, phonological, morphological, and syntactic) that are used in error analysis to focus on the area of study.

2.1.3 Morphological Error

Morphological error is a phenomenon that occurs when students learn a second language and are under the morphology sub-area. According to Crystal (2006), morphology is studying of word structures and how they are modified. Morphology studies the construction of words through morphemes or the smallest units in words. While what is meant by morphological errors is a phenomenon that occurs in the morphological subarea committed by students when learning a second language. Errors occur when students violate the provisions of the morphological process. According to O'Grady (1987), there are four kinds of morphological processes: supplementation, internal

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change, compounding, and affixation. The following explanation of the four types of morphological processes:

a. Affixation

Affixation is a morphological process that is very common. Affixation is included in the category of the bound morpheme. According to O'Grady (1987), affixation is an addition to affix (word elements that can be added as prefixes, inserts (infixes), and suffixes on-base / root to form new words). The prefix is an affix found in the front of the base/root. The suffix is an affix found at the end of base/root. Meanwhile, infixes are additions that occur in base/root. Examples of suffix, prefix, and infixes:

Table 2.2 Examples of Affixation

Prefixes	Suffixes	Infixes
Replay	Hunter	Cupsful
Inaccurate	Kindness	Mothers-in-law
Deactivate	Government	Sons-in-law

Source: O'Grady, 1987 p.117

b. Internal change

The process of internal change is a process that is also common in English. According to O'Grady (1987), internal change is a process that changes one non-morphemic by replacing another to show grammatical. This process only changes a few words contained in it to mark the grammatical elements in the sentence, and it happens changes in words internally. The following are examples of internal change:

Table 2.3 Examples of Internal Change

Internal change in English	
Sing (present) → Sang (past)	Foot (singular) → Feet (plural)
Drive (present) → Drove (past)	Goose (singular) → Geese (plural)

Source: O'Grady, 1987 p.119

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c.   Suppletion

O'Grady (1987) defines that suppletion as a morphological process that converts morphemes into completely different morphemes. Suppletion is a morphological process that uses two or more phonetic roots to form different words. This process is to show the grammatical differences in the morpheme. In contrast to internal change, suppletion changes all morphemes which indicate grammatical changes. The following are examples from O'Grady (1987) about suppletion, including: went as past tense form of go, was/were as past tense forms of being, or by another example; an adjective can be comparative or superlative. Like Good (adj), better (comparative), best (superlative).

d.   Compounding

The last morphological process is compounding. According to O'Grady (1987), defining compounding is a lexical combination (including nouns, verbs, prepositions, or adjectives) to produce new words. Compounding is a morphological process that combines lexical words or functional words that have one meaning. This process combines lexical categories. The following are examples of compounding:

Table 2.4 Examples of Compounding

Noun+Noun	Adjective+Noun	Verb+Noun	Prepositions+Noun
Bookcase	Bluebird	Swearword	Overlord
Streetlight	Happy hour	Scrub lady	Outhouse
Campsite	High chair	Washcloth	In-group

Source: O'Grady, 1987 p.121

2.1.4 Syntactical Error

Syntactical error is a phenomenon that occurs when students learn a second language that occurred under the subareas of syntax. According to Finch (2005), syntax is a study that studies the rules used to organize words that are combined to form sentences. Syntax is a set of rules, principles, and processes that govern sentence structure in a particular language, usually including word orders. Syntax refers to word orders and depends on lexical categories. Then, according to a previous study by Anggita (2017) based by Finch (2005), divided aspects in the syntax includes:

a. Word Level Categories

O'Grady (1987) states that there are two types of syntactic categories, namely the non-lexical category and the lexical category. The lexical category is often found in English sentences. In the formation of sentences, this category has an important role in this regard. The lexical category includes nouns, prepositions, adjectives, adverbs, and verbs. Meanwhile, non-lexical categories include determiner, conjunction, auxiliary, and degree word.

b. Phrase Structure

Phrases are a group of words or also one word. A phrase is a unit that makes up a sentence, which is not greater than a clause or sentence and is not smaller than a word. Phrases have five types of structure, including infinitive phrases, prepositional phrases, gerund phrases, participial phrases, and appositive phrases.

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c. Sentence Structure

In the context of syntactic analysis, the biggest unit in analyzing it is a sentence. According to Roberts (1964), about sentences, it is assumed that there are two kinds of sentences, namely the kernel and transformation sentences. Kernel sentences are basic sentences in the language, the most basic thing in sentences. Meanwhile, transformation sentences are sentences taken from the kernel or basic sentences to make sentences more complex and more structured.

d. Question Tag

A question tag is a short question at the end of the sentence, which serves to ask or ask about certainty. There are the main rules in the question tag that is positive/negative. If the main sentence is in the form of a negative sentence, then the question tag is in the form of a positive sentence. And also, the main sentence is positive, and the question tag is negative. An example of the question tag: "Ani did not come late, did she?" They will finish this exam, won't they?"

e. Passive structures.

Passive sentences are structures in sentences whose agent/subject is the object of an action. This passive form focuses more on the subject, who is the recipient of the action, distinguishing element of the active sentence.

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f. Expletive 'There' and 'It'

Expletive is "empty words," which means meaningless words that are put into a sentence. The use of an expletive in the conversation is used to give pause time to think for the speaker to continue the next conversation. Meanwhile, expletive use in writing is used to emphasize part of the sentence. The English language has two expletives are there and it. An example of an expletive there: "There is a haunted tree", while an example of an expletive it: "It was the player that hit the shuttlecock over the net".

2.1.5 Sources of Errors

As a learning process, the learners face errors. In general, errors are caused by two aspects. Errors are caused by a lack of knowledge of the target language or are called "competence" aspects, while errors are caused by several non-linguistic factors or are called "performance" aspects, such as teacher teaching methods, a lack of reading, and self-distribution (Ellis, 1986). Then, performance aspects can cause by context learning and communication strategies (Ratnaningsih & Azizah, 2019), a lack of motivation from the educator to the learner (Andrian, 2015), students' background education, family support, level of the language, and teacher's feedback techniques (Shousha, Farrag, & Althaqafi, 2020).

Competence aspects, there is intralingual errors. Disturbance experienced by students is not only from the factor of their mother tongue but also from the factor that they do not understand the target language, so that they experience difficulties. Richard (1974) states that intralingual is the

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interference of target language items produced by learners, which does not reflect the structure of the mother tongue, but generalization based on the part of the target language. This meaning, the students made errors due to a lack of knowledge that caused them to violate the target language rules. Intralingual errors occur very often in students. Richards (1974) divides four kinds of intralingual errors, including:

a. Overgeneralization

Richards (1974) states overgeneralization includes "where the learner creates a deviant structure on the basis of his experience of other structures in the target language". This source can occur when there are students who abuse the rules in the second or target language. There is an example from Ellis (1994): "She can sings" this is not incorrect. It should be "She can sing" or "She sings"(correct).

b. Ignorance of Rule Restriction

Richard (1974) states ignorance of rule restriction is a "failure to observe the restriction of existing structures." As an example from Ellis (1994): "She asked me to" this is not correct, it should be "She asked me to go."

c. False Concept Hypothesis

Richard (1974) explains false concept hypothesis is arise when the learner does not fully comprehend a distinction in the target language. There

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is an example from Ellis (1994): "it was happened last Monday" this is not correct, which should be "it was happened Monday."

d. Incomplete Application of the Rule

Richards (1974) states incomplete application of the rule involves a failure to fully develop a structure. The source of this error occurs because students do not include the main elements in sentences, words, or phrases. There is an example from Ellis (1994): "*You like to dance?*" this is not correct. It should be "*Do you like to dance?*".

2.2 Essay Writing Course in English Department at Universitas Islam Negeri Sunan Ampel Surabaya

Referring to the curriculum of the English Department, UIN Sunan Ampel Surabaya, Essay Writing is a course provided in the third semester. Students can take the course if they have taken and passed the Paragraph Writing course. This course is expected to enable students to understand and apply the procedures for writing essays which are divided into four genres, including four genres descriptive, narrative, comparison-contrast, and cause-effect.

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CHAPTER III

RESEARCH METHODS

This chapter describes the research design, data collection, research instrument, the technique of collecting data, and the technique of analyzing data.

3.1 Research Design

This study used a descriptive research method because the researcher focused more on the phenomenon of students' errors and why it happened. The descriptive research approach is a research method that examines the situation or phenomenon that is happening (Bhawna & Gobind, 2015). In addition, Iskandar (in Muliati et al., 2017, p.310) argues that descriptive research is a systematic and subjective approach in describing phenomena and understanding these phenomena in detail. The researcher explained the characteristics found in this phenomenon, such as the types of errors and sources of errors in students.

3.2 Data Collection

This sub-chapter describes the research data, subject of the study, instruments, data collection techniques, data analysis.

3.2.1 Research Data

The data of this research are in the form of words, phrases, and sentences from essay documents written by third-semester students of the English Department at UIN Sunan Ampel Surabaya. The words, phrases, and

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sentences taken only focus on morphological and syntactical errors by the researcher. In addition, this study used supporting data in the form of interviews with third-semester students majoring in the English Department at UIN Sunan Ampel Surabaya as an Interviewee. By conducting interviews, the researcher gets the required information objectively and in-depth.

3.2.2 Subject of the Study

The subjects used in this study were third-semester students of the 2019 academic year majoring in English at UIN Sunan Ampel Surabaya. The researcher involved all third-semester students who took essay writing courses. There are four classes in the essay writing course, and there are two lecturers. Each is assigned to teach two classes. Mr. H teaches A and B classes, while Ms.N teaches C and D classes. Of these four classes, the researcher decided to take only one class from each lecturer, one class taught by Mr. H, and one class taught by Ms.N. In taking samples, the researcher used a random sampling technique that was taken with coins. For example, to determine whether class A or B is used as a sample, the researcher determines the numerical side for class A / C and the image side for class B / D. The class whose side faces up when landed was used for the samples.

So that the researcher has got two classes for research are classes B and D. The total students of the two classes are 49 students (consisting of 29 students in B class and 26 students in D class). However, the researcher had asked permission from them, with the result that only 38 students (consisting

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of 23 students in B class and 15 students in D class) gave the researcher permission to research their essays.

3.2.3 Instruments

This study used two instruments are instructions' lecturers to students for essay assignments during the one-semester course and questions' researcher in interviews with the students. In collecting the documents, the researcher asked permission from both lecturers (i.e., Mr. H and Ms.N) to use the students' essays. After getting permission, the researcher determined which classes to be used as samples by a coin toss. After determining the classes, for ethical considerations, the researcher asked students' permission to use their documents to be used as the data source. This was conducted by distributing an online consent form. This consent form is designed to get students' permission to analyze their writing documents. The documents referred here are all essays written by students and then submitted to the lecturer in essay writing courses. This online consent form is also used to obtain permission from students to conduct interviews. If a student gives permission to conduct an interview, s/he will fill in the cellphone number into the form. Then, the researcher used interviews as an additional instrument in this study. Cohen, Manion, and Morrison (cited in Molloy, 2012, p. 96) stated interviews could determine the interviewee's feelings and get information from the interviewee's perspective own point of view. In conducting interviews, the researcher used a semi-structured type. The researcher's purpose in using semi-structured interviews is to seek information from the

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opinions or ideas of students. The researcher conducted the interview after analyzing the errors in the students' written reports.

The interview results were used to obtain many data supporting evidence and validity in this study, obtain responses from the research sample, and support the main data in this study, where the main data in this study are written reports by students. The researcher conducted the interviews after analyzing the errors in the students' essays. The following are the questions that asked on the research subject (more complete can be seen in the appendix to this study):

1. What do you find difficult during your writing in English?

2. In your opinion, how the knowledge of morphology might help you in writing in English?

3. In your opinion, how the knowledge of syntax might help you in writing in English?

4. In your opinion, what might cause you to make errors when writing in English?

3.2.4 Data Collection Techniques

This part explained the process of collecting data systematically to be able to answer this research question. The steps for data collection for this study are as follows.

1. The researcher asked permission from the lecturers who teach the essay writing class. In this study, two out of four classes in the essay writing subject were used as research samples are B class taught by Mr.H and D class taught

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by Ms. N. Then, for research ethics, the researcher asked the lecturers

permission to get documents written by students via WhatsApp messenger.

2. After asking permission from the lecturer, the researcher involved all third-semester students who take essay writing courses. There are four classes in the essay writing course, and there are two lecturers who teach each of the two classes. Then, the researcher took two classes as research samples, of which one class is taught by Mr. H and one class taught by Ms.N. In sampling, the researcher used a random sampling technique drawn using coins.

3. After the researcher chose two classes as research samples, one class is taught by Mr. H and one class taught by Ms.N. Then, the researcher asked permission from the lecturer to borrow the lecturer's document. This document contains a collection of writings written by research subjects in the four forms of essays (descriptive, narrative, comparison-contrast, and cause-effect).

4. After collecting data from lecturers' documents, the researcher asked students' permission to use their documents to be used as the data source. This was conducted by distributing an online consent form. This consent form is designed to get students' permission to analyze their writing documents. There are two of four classes in the essay writing course are B and D classes. Of the 29 students of the B class, 23 submitted the consent form and gave permission to the researcher. One of whom did not give consent for using his/her essays for research. While of the 26 students of D class, 18 students

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submitted the consent form, but only 15 students gave the researcher consent to use their essays in the research.

5. After asking permission from the students, the researcher began to analyze the students' essays. Then, the researcher collected data from interviewing the students. Of the 23 students in B class who submitted the consent form, 18 were willing to be interviewed. Meanwhile, of the 19 students D class who submitted the consent form, only 15 were willing to be interviewed. After analyzing their essays, the researcher conducted interviews with students. The researcher took three students in each class, B and D, based on the level so flow, middle, high in the number of errors found by the researcher.

3.3 Data Analysis

The steps for analyzing data are described in this section. In analyzing the data, the researcher performed the following procedure.

1. In analyzing the data, the first step that the researcher must take is to identify errors. This error identification is to makes it easier for the researcher to classify the types of errors and sources of errors. After obtaining the essay collection documents written by students, the researcher identified one by one student documents, one of which contained four kinds of essays (narrative, descriptive, comparison-contrast, and cause-effect). The researcher identified errors by highlighting the words, or sentences or phrases that contain errors both morphologically and syntactically.

2. After identification on student documents, the researcher classified the identification results found. This classification process carried out to be more

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structured and systematic. The researcher classified the findings from identification into types of errors (omission, addition, misformation, and misorder) morphologically and syntax. The following is an example of a table the researcher uses to classify data:

Tables 3.1 Examples of Classification Types of Morphological and Syntactical Error

Morphological and Syntactical Errors			
Level of Linguistics	Types of Errors	Kind of Errors	Identified
Morphology	Omission	-	-
	Addition	-	-
	Misformation	-	-
	Misorder	-	-
Syntax	Omission	-	-
	Addition	-	-
	Misformation	-	-
	Misorder	-	-

Source: Data processed (2021)

After classifying the types of morphological and syntactic errors, the researcher classified the causes of error in the competence aspect, which there is intralingual factor. Here is an example of intralingual factor:

Tables 3.2 Examples of Intralingual Error

Types of error	Aspects	Error
Overgeneralization	Auxiliary	
Ignorance of rule restriction	Preposition	
Incomplete application of rules	Affixes	
False concepts hypothesis	Determiner	

Source: Data Processed (2021)

3. After classification, the researcher analyzed the students' essay. The researcher interpreted and described the data according to the types and sources of errors have been identified and classified. This description used to answer the statement of problems in this study.

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4. After analyzing the students' essays, the researcher conducted interviews with students selected by the researcher. The researcher carried out the analysis of the results of these interviews by transcribing the video recordings into text. Then the researcher summarized the results of the interviews obtained to use as a supplement for the result of errors found.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents an error analysis on morphological and syntactical issues in the written documents conducted by the subject of the study. Furthermore, this chapter will discuss these findings concerning continuous theories and previous studies related to error analysis.

4.1 Findings

In this subchapter, the researcher presented findings based on the research problem in this study: (1) What are morphological errors made by the third-semester students in essay writing? (2) What are syntactical errors made by the third-semester students in essay writing? (3) What are the causes of errors that third-semester students made in their essay writing?

4.1.1 Morphological Errors Made by the Third Semester Students of English Department at UIN Sunan Ampel Surabaya

In this section, the researcher presented answers to the first research problem regarding the types of errors on morphological. After the students' essay analysis process, it was found that there were four types of errors: omission, addition, misformation, and misorder.

Table 4.1 Morphological Errors Made by the Third Semester Students in Essay Writing

Types of Error	Data Findings
Omission	53
Addition	28
Misformation	4
Misorder	4
Total	**88**

Source: Data processed (2021)

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Table 4.1 showed that there are 88 morphological errors in the essays written by students. The most common type of error found is omission.

4.1.1.1 Omission

The omission is a type of error that is often found in second language learning, especially for the morphology aspect. An omission is a type of error that contains an omit item so that the form of writing or speech is not well-formed.

Table 4.2 Data Findings in Omission (on Morphology Aspect)

Aspect of Error	Data Findings
Affixes	50
Total	**50**

Source: Data processed (2021)

Table 4.2 presented the findings of the types of morphological errors found in student essays. The table above showed that students omit more items on the aspects of affixes and suppletion. Here are some datum found:

Datum 1

"After we had come a long way, we can breathe the fresh air, this place is located in the highland and **many plant (-s)** in here which make the air is fresh."

The researcher found an error that occurred in the word "plant." The word "plant" has an omit the suffix "s." The preceding word "many" indicates plurality, so it describes more than one. Thus, the word "many plant(-s)" should be added with the suffix (s) to become a plural noun.

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Datum 2

"**Watermelons and ==melon(-s)==** are plants with vines."

In the word "melon," there is omit suffix "s." In the previous word, "watermelons" used the suffix "s," which means that the sentence is not just for one for watermelons but for all watermelons. Furthermore, in the sentence after "melon," there is the word "are plants with vines," which includes all watermelons and melons because of this characteristic. The word "melon" should be added with the suffix "s" to become a plural noun and is equivalent to the sentence form. In grammar, there is the term "parallel structure or parallel construction". Parallel structure-function to maintain equality between two or more elements (words, clauses, phrases) in one sentence. In datum 2, this is an example of a sentence that should be used in parallel construction, where the word "watermelon" is used the suffix "s", so the word "melon" must also be used the suffix "s."

Datum 3

"**Many ==researcher (-s)==** explain that stress on smokers is higher than people who do not smoke."

The word "researcher" is omitted on the suffix "s." Because the previous word "Many" indicates that it is plural, so the word "researcher" must be added with "s" so that it becomes a plural noun.

Datum 4

"**Several ==doctor(-s)==** explained that smoking causes disease and can cause death due to the influence of smoking."

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The researcher also found an error in the word "doctor," which had omitted. Omit the suffix "s" that occurs in the word. The preceding word "Several" is the adverb before a noun, which explains more than one or plural. So the word "doctor" becomes "doctors" for plural nouns.

4.1.1.2 Addition

The addition is a type of error that indicates that an item was written or spoken, but it should not appear. This type of error is the opposite of omission.

Table 4.3 Data Findings in Addition (on Morphology Aspect)

Aspect of Error	Data Findings
Affixes	26
Total	**26**

Source: Data processed (2021)

Table 4.3 presented the findings of the types of morphological errors found in student essays. The table above showed that students add more items on the aspects of affixes, compounding, and suppletion. Here are some datum found:

Datum 7

"Meanwhile, Arjuno provides a beautiful view for me of each posts (post)."

The word "each posts" indicated that there is a "posts" error. There is an addition of the suffix "s," which makes "posts" plural nouns. So it is contrary to the previous word, which is "each." Thus, after "each," it is better to use the singular noun to become "each post."

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Datum 8

"The day of holiday, I woke up <mark>lately</mark> because we went to the Jatim Park 1 Malang on the morning at 07:00 A.M.."

The researcher found that there was an error in the derivational suffix of "lately." Because adding the derivational suffix, "-ly" will have the meaning of an adverb that describes the expiration time period and usually uses the present perfect tense. It is better to use the word "late" without any affixes to form a good sentence structure. If only the word is "late," then in accordance with the meaning of the sentence, "late" means doing something after the usual time.

Datum 9

"After this, I immediately go to the bathroom to take a bath and prepare for my self to go to the Campus and I did not have time to eat some <mark>foods</mark>."

There is the addition of the suffix "s" to the word "food," so the researcher classifies it as types of errors in addition. Before "foods," there is the word "some," which a countable or uncountable noun can follow. However, if the word "some foods" makes the word "foods" countable nouns, the author does not explain how many foods are meant. Therefore, it is better to remove the suffix "s" to become "some food" to become an uncountable noun to form a good sentence structure.

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Datum 10

"Jungkook's an amazing~~ly~~ singer."

In that sentence, the researcher found an additional derivational suffix "-ly" to the word "amazing." So the word class "amazingly" becomes an adverb, where the adverb describes the adjective, verb, or adverb itself. In the meaning of the sentence, the word "amazingly" should be changed to "amazing" because this word class is an adjective. The word "amazing" would explain that the singer is Jungkok which is the noun of the sentence.

Datum 11

"The Kecak dance is usually performed by dozens of shirt less men wearing city-plaid cloth from the waist to the top of the knee, it is performed by 50 male dancers, who form a circle around a camp fire with their hands **raised ~~up~~** and making a "cakcakcak" sounds and one person willact as a leader."

The word "raised up" is classified as compounding because it has one meaning in two-word structures (raised as a verb and up as an adverb). So, the researcher can conclude that the use of the word in the sentence is not correct. The word "raised up" has a meaning in Indonesian; *dibangkitkan*. Nevertheless, if only the word "raised" has a meaning in Indonesian; *terangkat*. Following the structure and meaning of the sentence in the data, the researcher considered this as an error. In the meaning of the sentence about the hand that is raised, when the hand is raised, it will definitely go upwards, so there is no need to use "up."

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Datum 12

"On the other hand, external factors such as environmental influences can also influence a person to consume ~~alcoholic~~ especially people who live in big cities, according to them consuming alcohol is cool, and this is a habit, especially for someone who is growing up."

In the word "alcoholic," there is an error in addition. As with the meaning of the sentence, the author wants to convey "drinking alcohol." However, the author adds the derivational suffix "-ly" becomes "consume alcoholic." The word class "alcoholic" is an adjective that describes "a person who is addicted to alcohol," but if the suffix is removed, "-ly" becomes "alcohol," which is a noun that describes "a drink that contains dangerous and intoxicating chemicals," so that it is compatible with the structure and the sentence.

4.1.1.3 Misformation

Misformation is a type of error that is indicated by errors in the use of morphemes or structural forms. This type of error is very rarely found in this study.

Table 4.4 Data Findings in Misformation (on Morphology Aspect)

Aspect of Error	Data Findings
Affixes	2
Suppletion	1
Internal Change	1
Total	**4**

Source: Data processed (2021)

Table 4.4 showed that the researcher found a type of "misformation" error in the student essays. The table above showed that the aspects of error

affixes and suppletion experience errors in misformation. Here are some datum found:

Datum 13

> "they are <mark>**more busy (busier)**</mark> with work so that modern technology can be appreciated such as ordering goods or food online to make it faster and for the pen trying to work in the city is their land of business because they can build buildings that are like big hospitals, restaurants, and shopping centers."

In this datum, the researcher found that there was an error in the misformation of supply. The author uses the word "more busy" in the form of suppletion (comparative). In the comparative rule, if there is an adjective with two syllables, it would be nice to add "-er" at the end of the word, and if there is an adjective with more than two syllables, then the word "more" is added. So the word in this datum is better to be "busier" than "more busy" because "busy" has two syllables.

Datum 14

> "Fifteen minutes have passed, and finally i found my new classandi started searching my <mark>**friends('s)**</mark> name on the list but sadly i can't found their name on the list and it turns out i'm not in the same class with my friends."

There is an error in using the word "my friends," followed by the word "name." The author wants to show that "the name belongs to the author's friend." This datum happened an error in the misformation suffix "s," which should be "my friend's name" because the suffix "-s" means show possessive noun.

Datum 15

"**a human (humans)** can feel pain, grief, helpless, or weak."

In the meaning of the sentence above, it can be understood that all humans feel these feelings. So the researcher concludes that there is an aspect of error in the misformation of the word "human." Furthermore, it is better if the word "a human" is added with the suffix "s" to become a plural noun and remove the article, and it becomes the word "humans" so that it becomes a sentence that conveys a clear meaning.

4.1.1.4 Misorder

Misordering is a type of error characterized by the wrong placement of morphemes or groups of morphemes in pronunciation or writing. The researcher in this study rarely found this type of error.

Table 4.5 Data Findings in Misorder (on Morphology Aspect)

Aspect of Error	Data Findings
Inflectional Affixes	4
Total	**4**

Source: Data processed (2021)

Table 4.5 presented the findings of the types of morphological errors found in student essays. The table above showed that students misorder more items on the aspects of affixes. Here are some datum found:

Datum 16

"So it cannot be tamed like **a dogs (dogs/a dog)**"

In this sentence, there is the word "a dogs," which indicates an error misorder in the use of affix and article. It causes confusion in understanding

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this sentence. Using "a," it becomes a singular noun, and there is no need to add the suffix "s," which will become a plural noun.

Datum 17

"Compared to wolves, dogs have <mark>a good characteristics (good characteristics/ a good characteristic)</mark> to people,.."

In datum 17, there is an error that has the same case as in datum 1. There is the use of the article "a" and the suffix "s" together in one word, "a good characteristics." Here it is clear that there is a misorder error because it does not have a clear order, causing confusion when understanding sentences.

Datum 18

"After they hunt animals, some animals that are sold alive to be a pets, or **<mark>a dead animals (dead animals/ a dead animal</mark>)**"

In datum 18 also an error which is the same case as in datum 16 and 17. The use of the singular noun rule that uses "a" and the use of the plural noun rule that adds the suffix "s" in one word, "a dead animals." Therefore, the word has a misorder error that cannot convey the meaning of the sentence.

Datum 19

"I love my simple **family<mark>'s member(-s)</mark>** especially my mom who has a wonderful personality in itself."

In this sentence, there is a misorder error in the use of the suffix "-'s" and "s." In the word "family's member," there is a misorder error in the use

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of the suffix because the word "member" becomes a singular noun if the suffix "s" is not added, which becomes plural to convey that the author's family members are more than one. Meanwhile, the use of "-'s" in the word "family's" is better removed because it has been explained by the word "my," which has a position as a positive pronoun.

The total errors in morphological aspect made by the 3rd-semester students of the English department at UIN Sunan Ampel Surabaya as the subject of the study were 86 data. This study was successful in finding four types of errors proposed by Dulay et al. (1982). The omission has the highest frequency (59.6%), addition (30%), misorder (4.7%), and the last one is misformation (4.7%).

Based on the above analysis, the researcher can conclude that the types of error in morphological data that appear the most are the types of error in the omission aspect. Students often omitted items on the "suffix" aspect that should have been added to the structure of words. Students often omit the suffix aspect regarding the use of "s / es" in plural or singular nouns. Therefore, the researcher can conclude that students are still very confused about a singular noun and a plural noun.

4.1.2 Syntactical Errors Made by the Third Semester Students of English Department at UIN Sunan Ampel Surabaya

In this section, the researcher presented answers to the second research problem regarding the types of errors on syntactical. After the students'

essay analysis process, it was found that there were four types of errors:

omission, addition, misformation, and misorder.

Table 4.6 Syntactical Errors Made by the Third Semester Students in Essay Writing

Types of Error	Data Findings
Omission	167
Addition	294
Misformation	270
Misorder	35
Total	**766**

Source: Data processed (2021)

Table 4.6 showed that students made 766 syntactical errors. The types

of error addition and misformation are the types of errors most commonly

found by the researchers.

4.1.2.1 Omission

The omission is a type of error that is often found in second language

learning, especially in this section discuss the syntax aspect. The omission is

a type of error that contains an omit item so that the form of writing or

speech is not well-formed.

Table 4.7 Data Findings in Omission (on Syntax Aspect)

Aspect of Error	Data Findings
Word level categories	156
Phrase structure	11
Total	**167**

Source: Data processed (2021)

Table 4.7 showed the findings of the types of omission errors in the

syntax aspect, which occurred in error word-level categories and phrase

structure aspects. As the researcher stated in chapter 2, there are lexical and

non-lexical categories in word-level categories. The researcher found non-

lexical categories; determiner 87 errors, conjunction five errors, and auxiliary 17 errors. The lexical category includes pronouns 15 errors, noun one errors, one verb errors, and 30 prepositions errors. Then, the findings in the phrase structure are contained; gerund phrase ten errors and noun phrase one error. Here are some datum found :

Datum 20

"Every morning people looking for food needs in ==(the) traditional market==."

In that sentence, the researcher found an omission error in the "traditional market." This error is found in the aspect of the omission determiner (in a definite article). In accordance with the usage of "the," the article is used to clarify the noun. In the context of the sentence, it is confirmed that in the morning, people are looking for basic necessities in the markets. So there is an omission in the article "the."

Datum 21

"Before I ==(was)== returning to Indonesia, we exchanged WA numbers."

In this datum, the researcher found omission errors in the auxiliary verb aspect. The student writes "I returning .." which experiences omit. The function of the auxiliary verb can clarify when the event occurred. If the student does not write the auxiliary verb, it will be confusing when the event occurred. Meanwhile, in the sentence structure, it is supported to use the auxiliary verb "was" to clarify that the tense used in the past tense.

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Datum 22

"From the results of my observations of several (of) my friends smoke, they are actually not aware of the price they pay as a result of smoking."

In datum 22, the researcher found an omission error in the preposition (of) aspect. Following the use of the preposition (of) to indicate ownership. In the context of the sentence, there is a word that indicates ownership of "my friend's smoke." So it is better if, before that word, a preposition (especially "of") is added to explain ownership.

Datum 23

"I am very excited how this drama tells about the struggles of people when they (were) building start-up companies."

In that sentence, there is an omission error in the auxiliary verb aspect. Following the rules for using the sentence, a subject must be followed by an auxiliary verb to explain the context of the sentence. In that sentence, the writer omits the auxiliary verb so that after the subject, there is verb-ing, which causes confusion in understanding the sentence. So the researcher concludes that there are omission errors in this sentence.

Datum 24

"(on)The day of holiday, I woke up lately because we went to the Jatim Park1 Malang.."

There is an omission error in the preposition aspect, namely on. The use of the preposition "on" denotes place and time. Meanwhile, in this sentence, there is an omission of "on" in the word "the day of holiday, ...," because the word describes when happened.

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Datum 25

"An example of **(the)** animal that has become extinct for many reasons is Javanese tiger."

Omission errors are found before the noun "animal." Because it is in accordance with the use of the definite article (the), this is used to explain "animal," which clarifies the noun. "The" is used of a clear and definite noun.

4.1.2.2 Addition

An addition is a type of error that indicates that an item was written or spoken, but it shouldn't appear. This type of error is the opposite of omission.

Table 4.8 Data Findings in Addition (on Syntax Aspect)

Aspect of Error	Data Findings
Word level categories	276
Phrase structure	18
Total	**294**

Source: Data processed (2021)

Table 4.8showed the findings of the types of addition errors in the syntax aspect, which occurred in the error word-level categories, passive structure, and phrase structure aspects. As stated in chapter 2, there are lexical and non-lexical categories in word-level categories. In these findings, the researcher found non-lexical categories, determiner 58 errors, conjunction 24 errors, and auxiliary 16 errors. While in the lexical category; pronouns 82 errors, noun two errors, verb fiveerrors, adverb 41 errors, adjective one errors, and 47 prepositions errors. Then, the findings in the

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phrase structure are contained; gerund phrase three errors, noun phrase five errors, prepositional phrase six errors, infinitive phrase four errors. Here are some datum found:

Datum 26

", if we go to ~~the~~ some places and do vacation we must prepare"

In that sentence, the researcher found types of errors in an aspect of addition in "the some places." This error is found in the aspect of the addition determiner (in a definite article). In accordance with the usage of "the," the article is used to clarify the noun which is certain and clear the context in the sentence. In the word "some places" contains ambiguity to what is meant, so it cannot be added with "the."

Datum 27

"We are shown ~~with~~ beautiful views,..."

In datum 27, there is an error in addition to the preposition aspect. The use of "with" is intended for togetherness, indicating doing something with something. But in the context of this sentence, the writer wants to show that they have been shown by something so that there is no supporting element to use the preposition "with". So the researcher concludes that there is an error that adds the preposition "with."

Datum 28

"The first day of the holiday ~~it~~ was very tedious."

In this sentence, the researcher concludes that there is an error in the addition type in the aspect of the pronoun "it." The use of "it" in this

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sentence is not correct because the word "it" here describes "the first day of the holiday," so it is better removed to form a good sentence structure.

Datum 29

"My fifth grade's friends and I arrived at school earlier than usual because we are so curious about our new class and classmates, especially me I started to looki~~ng~~ for my new class."

In this sentence, there are errors in the use of the infinitive phrase. In the word "to looking", there is an error in the additional aspect where the author adds the item "-ing."There is a rule for "to + v1" in the rules for using an infinitive phrase. So that in that word, the researcher categorized it as an additional item "-ing."

Datum 30

"The students can buy drinks with the many variation drinks such as coffee, tea, milk, tea jus, pop ice, ~~and~~ etc."

In that sentence, there are errors in addition to the use of the conjunction "and." The use of "and" is added before the word "etc." In the rules for using "etc," it is incorrect to add the "and" conjunction. Then, "etc" stands for "et cetera," the word "et" has a meaning "dan" in bahasa. So if there is an addition of "and" before the word "etc," there will be structural and meaningful errors.

Datum 31

"I like K-Drama because ~~for me~~ K-Drama has many genres and when you choose the great K-Drama you will have a meaningful impact on your life"

In datum 31, there were errors in the additional aspect of the use of prepositional phrases. The prepositional phrase in the sentence appears in "for me" because it consists of a preposition + a pronoun. In the usage of "for me," it is used after the conjunction "because", it causes errors. In the "because" conjunction rule, it is better if after using "because" a subject or clause follows it. That sentence is an error category in the additional aspect of a prepositional phrase.

4.1.2.3 Misformation

Misformation is a type of error that is indicated by errors in the use of morphemes or structural forms. This type of error is often found in this study.

Table 4.10 Data Findings in Misformation (on Syntax Aspect)

Aspect of Error	Data Findings
Word level categories	237
Phrasestructure	33
Total	**270**

Source: Data processed (2021)

Table 4.10 showed the findings on the types of errors on misformation in the syntactic aspect, which occurs in word-level categories, passive structure, and phrase structure. In this finding, the researcher found the word level categories in non-lexical aspects; determiner 14 errors, conjunctions 25 errors, and auxiliary 41 errors. Then in the lexical category; prepositions 72 errors, verb 17 errors, pronouns 50 errors, adverb four errors, adjective seven errors, and noun seven errors. Then, the findings in the phrase

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structure are found; gerund phrase 17 errors, infinitive phrase 13 errors, and prepositional phrase one errors. Here are some datum found:

Datum 32

"People like to hunt the animals just for ==his own(their)== pleasure and pride in itself."

In the context of the sentence, there are errors in the misformation aspect of the use of pronouns. The writer wrote the word "his" to replace the word "people." The use of the word "people" indicates that it is a plural noun, not consisting of one person. So it is more appropriate if the use of the word "his" replaces the word "their." It is better not to use the word "own" because the use of the word is more related to the legality of physical objects.

Datum 33

"they ==~~will~~ (would)== stop if i'm not get along with Devy anymore because they don't like Devy."

In this datum, there is an error in the misformation aspect of using the auxiliary "will." In the context of this sentence, the researcher concludes that this datum should use the simple past future tense which has the formula: S + would + ... So the proper use of the auxiliary verb is "would."

Datum 34

"She said I was ==~~an~~ (a)== student who easy to teach. she also told me that everything is always difficult at the beginning and it made me sure about my passion and i am so confident about that".

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In this datum, there are errors on the misformation aspect in the use of the determiner (infinite article "a / an"). In the rules of use "a" is used for nouns that start with a consonant letter. If the noun uses the initial letter, which is a vowel, it must use "an." In this datum, the noun uses the word "student" so it is more appropriate to use the article "a."

Datum 35

"He was born two years afer I was born, our close age makes us very close, ~~so that makes~~**(making)** me really know his nature."

There is an error in the misformation aspect of using "noun." In the context of this sentence, there is an error in the word "women." The function of the words "women" and "woman" has a difference which "women" is the plural noun and "woman" is the singular noun. So it is better to use the word "woman" because that aspect is for the singular noun.

Datum 36

"Many women do everything they can to get a beautiful face, especially ~~the elimination of~~**(eliminating)**all the problems that exist.."

There is an error in the misformation aspect of the gerund phrase. The gerund is a verb (v + ing) that has the same function as a noun. The use of gerunds to describe verbs in sentence structure. In the context of the sentence in this datum, the word "elimination" is to explain that "all the problems that exist ..." so it is more appropriate to use the gerund "eliminating."

Datum 37

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"hoped i have a(an)unforgettable moment of my last year."

In this datum, there are errors on the misformation aspect in the use of The determiner (infinite article "a / an"). In the rules of use "a" is used for nouns that start with a consonant letter. If the noun uses the initial letter, which is a vowel, it must use "an." In this datum, the noun uses the word "student" so it is more appropriate to use the article "a."

4.1.2.4 Misorder

Misordering is a type of error characterized by the wrong placement of morphemes or groups of morphemes in pronunciation or writing. The researcher in this study rarely found this type of error.

Table 4.11 Data Findings in Misorder (on Syntax Aspect)

Aspect of Error	Data Findings
Phrase structure	6
Word level categories	29
Total	**35**

Source: Data processed (2021)

Table 4.11 showed the findings on the types of errors on misorder in the syntactic aspect, which occurs in word-level categories and phrase structure. In this finding, the researcher found the word level categories in non-lexical aspects; determiner four errors, conjunctions one error, and auxiliary three errors. Then in the lexical category; verb two errors, pronouns 11 errors, adverb seven errors, and adjective one error. Then, the findings in the phrase structure are found; infinitive phrase two errors, noun phrases three errors, and prepositional phrase one errors. Here is some datum found:

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Datum 38

"Taman Sari is one of the large parks owned by the Yogyakarta Palace and has several beautiful building parts, such as the grandeur of the Gapuraagung, the bathing pool area, and ~~the mosque which is underground~~ (the underground mosque)."

In this datum, the researcher found an error in the misorder aspect in the relative pronoun section. The writer wrote "the mosque which is underground," making it difficult to understand due to errors in the sequence and structure of the sentences. In English, if a noun wants to be described as an adverb or an adjective, it is better to put it before the noun. Should it be easy to understand, these words should be replaced with "the underground mosque."

Datum 39

"This is evidenced ~~by data released~~ by the Bali Provincial Statistics Agency **(data)** in 2019, that tourist visits to Bali reached 604,493 visits."

In this datum, there are errors on the misorder aspect of using "by." The sentence in this datum is a passive sentence, but the writer uses the preposition "by" which is confusing because the sentence structure has a double "by."So it is better to remove one of the words "by" and improve the sentence structure so as not to add the word "by" again.

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Datum 40

"As the King of the jungle, ==the a (choose one)== tiger power can run at a speed of 49–65 miles per hour and in general male tigers weigh around 180-320kg."

In this datum, there is an error in the misorder aspect of the determiner. In the order and structure of the sentences in this datum, there is confusion by the author. In the use of a determiner (a / an and the), you should use one of these items so as not to cause errors in the sentence and have a clear function.

Datum 41

"I ==(suddenly)== got this moment ~~suddenly,~~ and I felt I have embarrassed my friends ..."

In this datum, there is an error in the misorder aspect of the use of the word "suddenly." The context of the sentence in this datum shows that the writer describes the time of the incident "suddenly." Using "suddenly" at the end of the clause makes the sentence structure somewhat incorrect. If the use of "suddenly" before "got" will explain that the incident in a sentence is suddenly.

Datum 42

"I realized when my mom come to my room to ==~~woke up me~~ (woke me up)==."

In this datum there is an error in the misorder aspect of the use of the word "woke up me." In the English sentence structure, if you want to add an

object, it would be better if it is after the verb so that it can explain who is being addressed. The use of this word is also an error in the order of word use.

The total errors in syntactical aspects made by the 3rd-semester students of the English literature program at UIN Sunan Ampel Surabaya as the subject of the study were 842 data. This study was successful in finding four types of errors proposed by Dulay et al. (1982). The addition has the highest frequency (38.4%), misformation (35.24%), omission (21.8%), and the last one is misorder (4.56%).

Based on the above analysis, the researcher can conclude that the most common types of errors in the syntactical data are addition and misformation aspects. In addition aspect, students often added pronouns and determiner items (definite article "the" and the indefinite article "a / an"). Meanwhile, in the aspect of misformation, students often violated the rules of the second language in sentences using prepositions and pronouns. Therefore, the researcher concluded the students are still confused about understanding how to use prepositions, determiners, and pronouns correctly according to the rules of the second language.

4.1.3 Sources of Error in the Third Semester Students' Essay Writing

This section answers the third research problem regarding the causes of error in students. The researcher found two causes of error faced by the subject of this study, including; competence and performance.

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4.1.3.1 Competence Factor

As a learning process, the learners will encounter errors. Errors are caused by a lack of knowledge of the target language or are called "competence" (Ellis, 1986). Competence aspects, there is intralingual factor.

4.1.3.1.1 Intralingual

Disturbance experienced by students is not only from the factor of their mother tongue but also from the factor that they do not understand the target language, so that they experience difficulties. Richard (1974) states that intralingual is the interference of target language items produced by learners, which does not reflect the structure of the mother tongue, but generalization based on the part of the target language. The following are the results of the researcher's analysis of intralingual:

Table 4.12 Data Findings in Intralingual

Aspects	Data Findings
Overgeneralization	614
Incomplete Application of Rules	218
Ignorance of Rules Restriction	12
False Concept Hypothesis	5
Total	**849**

Source: Data processed (2021)

Table 4.12 showed that there are 849 errors found in the intralingual factor. Overgeneralization is the most common cause of error in the intralingual factor. Besides, Brown (cited in Ayuningtias & Wenanda, 2013, p.29) stated that the intralingual factor is the most common factor for second language learners. Learners who learn a language to be used as a second language found it difficult as in grammar and vocabulary.

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a. Overgeneralization

Richards (1974) states overgeneralization includes "where the learner creates a deviant structure on the basis of their experience of other structures in the target language". The researcher found 320 errors caused by overgeneralization. In this source, it is incorrect to use affixes, suppletion, compounding, word-level categories, phrase structure, and passive structure. Here is a datum caused by overgeneralization:

Datum 43

"My fifth grade friends and I arrived at school earlier than usual because we are so curious about our new class and classmates, especially me I started to looki**ng** for my new class."

In this sentence, there are errors in the use of the infinitive phrase. In the word "to looking", there is an error in the additional aspect where the author adds the item "-ing." There is a rule for "to + v1" in the rules for using an infinitive phrase. Richards (1974) states overgeneralization includes "where the learner creates a deviant structure on the basis of his experience of other structures in the target language". This error stems from overgeneralization.

b. Incomplete Application of Rules

Richards (1974) states incomplete application of the rule involves a failure to fully develop a structure. The source of this error occurs because students do not include the main elements in sentences, words, or phrases. The researcher found 218 errors caused by the incomplete application of

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rules. These findings come from the type of errors on the omission aspect and the morphological and syntactic aspects. There are errors in the use of affix, supply, world-level categories, and phrase structures in this aspect. Here is the datum caused by the incomplete application of rules:

Datum 44

"Before I **(was)** returning to Indonesia, we exchanged WA numbers."

In this datum, the author writes "I returning ..." which experiences omit. The function of the auxiliary verb can clarify when the event occurred. If the student does not write the auxiliary verb, it will be confusing when the event occurred. Richards (1974) states incomplete application of the rule involves a failure to fully develop a structure. The source of this error occurs because students do not include auxiliary verb in this datum.

c. **Ignorance of Rules Restriction**

Richard (1974) states ignorance of rule restriction is a "failure to observe the restriction of existing structures." The researcher found 12 errors caused by ignorance of rules restriction. Here is a datum caused by Ignorance of rules restriction:

Datum 45

"People like to hunt the animals just for **his own (their)** pleasure and pride in itself."

In the context of the sentence, the author wrote the word "his" to replace the word "people." The use of the word "people" indicates that it is a plural noun, not consisting of one person. So it is more appropriate if the use

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of the word "his" replaces the word "their." It is better not to use the word "own" because the use of the word is more related to the legality of physical objects.

d. False Concept Hypothesis

Richard (1974) explains false concept hypothesis is arised when the learner does not fully comprehend a distinction in the target language. The researcher found 5 errors caused by false concept hypothesis. Here is the datum:

Datum 46

"As the King of the jungle, **the a (choose one)** tiger power can run at a speed of 49–65 miles per hour and in general male tigers weigh around 180-320kg."

In the order and structure of the sentences in this datum, there is confusion by the author. In the use of a determiner (a / an and the), you should use one of these items so as not to cause errors in the sentence and have a clear function.

Total errors caused by competence factors include: intralingual aspects contained 849 data. In Intralingual, the researcher found that the aspect of overgeneralization has the highest frequency (72.32%), incomplete application of the rules (25.68%), ignorance of rule restriction (1.41%), and the last one is the false concept hypothesis (0.59%).

Based on the above analysis, the researcher can conclude that intralingual aspects have the highest frequency in overgeneralization. These findings indicated that students lack knowledge in understanding writing in

English rules. This finding indicates that students still have difficulty understanding how to follow the rules in the second language.

4.1.3.2 Performance Factors

Errors are caused by several non-linguistic factors or are called "performance" aspects, such as teacher teaching methods, a lack of reading, and self-distribution (Ellis, 1986). This part analyzed essays from students as the main data of this study. The researcher also conducted interviews with some of them for supporting data in this study. This interview found causes of error by performance factors. There are four questions the researcher asks the research participants: (1) What do you find difficult during your writing in English? (2) In your opinion, how the knowledge of morphology might help you in writing in English? (3) In your opinion, how the knowledge of syntax might help you in writing in English? (4) In your opinion, what might cause you to make errors when writing in English? Based on these questions, the researcher found four aspects in performance factors, including:

a. **Self-Distrust**

The researcher found errors faced by students were aspects of self-distrust based on the findings from the interviews. The following is an excerpt from the interview:

D: "In my opinion, doing the essay assignment definitely makes students think like this "I have to do it right and correctly so that I get good grades", with thoughts like this, it makes me afraid if I am doing it wrong, and also

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sometimes the deadline for submitting the assignment is very fast so I got scared and I used an app to check my grammar."

In the excerpted interview above, it can be concluded that the participant is faced with self-distrust of lack of confidence, so that the participant is afraid of doing trial and error during the process of writing, hence making an error in the assignment. The participant experiences fear if he gets a bad score, so he relies on an application, which can cause the participant's learning process to be less. Hence, self-confidence is one of the supporting aspects of avoiding fear, which causes them to rely on applications.

b.   **The E-Learning System during COVID-19 Outbreak**

The researcher found errors faced by students were aspects of the course online based on the findings from the interviews. The following is an excerpt from the interview:

W: I do not really understand morphology because in the second semester, I received offline teaching in the morphology course for only a month, then I was given an online course."

From the interview excerpt above, it can be concluded that the participant felt an online course did not get maximum learning. These problems cause learning to be imperfect and give rise to a new learning culture shock, such as: when offline learning is used to discuss with the lecturer or friends without any tools.

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c.   The Teaching Method

The researcher found errors faced by students were the teaching method based on the findings from the interviews. The following is an excerpt from the interview:

D: "The lecturer (of morphology and syntax) does not give good feedback; the lecturer only gives feedback that everybody already knows."
W: "The lecturer's teaching was not good enough that it caused me not to understand. The lecturers only gave lessons through the google classroom chat column and rarely have exercises."

Two excerpts above may illustrate that the lecturers' teaching method did not give them a good impact. In the first excerpt, the participant complained that the lecturer did not give good feedback on the essay he worked on. The participant hopes that the lecturer can provide material that the participant does not yet know. Whereas in the second excerpt, the participant and the lecturer experienced a shock in the new learning system. The participant hopes the lecturer provides material through the comments column in an application and provides material face-to-face. Furthermore, the participant hopes that the lecturer can provide some exercises for the students to better understand the material presented by the lecturer.

d.   Lack of Reading

The researcher found that students' errors were caused by a lack of reading based on the findings from the interviews. The following is an excerpt from the interview:

M: "I often ... have difficulty developing ideas while writing."

The excerpt above illustrates the participant has difficulty in developing ideas when writing essays. In writing skills, idea development is an important factor. This can inspire so that when writing can be smooth and not cause laziness. In this case, the participant lacks reading. Reading can improve the quality of writing, especially giving much inspiration.

4.2   Discussions

In this section, the researcher explained the findings of this study as a whole to answer research problems. The researcher focused on morphological and syntactic errors and sources of error in the third-semester students of the English department program at UIN Sunan Ampel. Errors and Mistakes often occur in the process of learning a second language or target language. Nzama (2010) defines a mistake as to be self-corrected, but an error cannot. This mistake occurs in students who already know a second language but can occur due to memory errors, a slip of the tongue, fatigue so that they can be corrected by themselves. Meanwhile, the error occurs because the students cannot understand well the second language. According to Saville-Troike (2006), error analysis is an approach to study second language learning of students that focuses on internal factors (students 'knowledge and learning) in students' ability to develop language. In that statement, error analysis is an approach that is used to analyze students learning a second language.

The data found in this study were obtained from writings on four types of essays (narrative, comparison-contrast, descriptive, and cause-effect)

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written by 3rd-semester students of the English literature program at UIN Sunan Ampel Surabaya. As a learning process, the learners face errors. There are four types of errors; omission, misorder, misformation, and addition, according to the theory by Dulay et al. (1982). In general, errors are caused by two aspects. Errors are caused by a lack of knowledge of the target language or are called "competence" aspects. In contrast, errors are caused by several non-linguistic factors or are called "performance" aspects, such as teaching methods, lack of reading, and self-distribution (Ellis, 1986). Then, performance aspects can cause by context learning and communication strategies (Ratnaningsih & Azizah, 2019), a lack of motivation from the educator to the learner (Andrian, 2015), students' background education, family support, level of the language, and teacher's feedback techniques (Shousha, Farrag, & Althaqafi, 2020).

This study found that the most errors found appeared in the addition aspect, which omits certain items in a sentence or word structures. This research seems to echo the findings in the previous related studies (Abdalhussein, 2015; Anggita, 2017; Desnarati, 2017; Sychandone, 2016; Zheng & Park, 2013), which also gets findings of types of errors with the highest frequency of addition and the findings of the source of error with the highest frequency were in the overgeneralization aspect of their research. This showed learning a second language is inevitable from errors because students' aspect errors can actually be used as evaluation material for their learning.

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From the above findings, the researcher found four aspects in the types of errors on morphological. The first type of error is an omission. The omission is a type error that is "characterized by the absence of an item that must appear in a well-formed utterance" (Dulay et al., 1982). In the type of errors on the omission aspect, the researcher found 50 errors on the morphological aspect. They are 50 errors of affixes. This showed the students have difficulty using the suffix aspect "-s/ -es " indicating that they still do not understand learning singular noun/plural noun.

Second, addition on morphological found by the researcher. According to Dulay et.al. (1982), addition is a type of error which are characterized by the presence of an item that must not appear in the well-formed utterance. The researcher found 26 errors, are 26 errors in affixes. In this finding, errors in affixes were the most frequent occurrence, such as omission findings on morphological aspects that most often appeared were errors in affixes.

In the misformation aspect on morphological, the researcher only found four errors in misformation. They are two errors in affixes, one errors in internal change and one error in suppletion. In this aspect, students did not make errors as many as in addition and omission aspects. The last type of error is misorder. The researcher only found four errors in affixes.

Meanwhile, on the syntactical aspect, 167 errors were found in the omission aspect. They are 156 errors of word-level categories (determiner 87 errors, conjunction five errors, auxiliary 17 errors, pronouns 15 errors,

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noun one errors, one verb errors, and 30 prepositions errors) and 11 errors of phrase structure (gerund phrase 10 errors and noun phrase one error). This shows that students still have difficulty in the word level categories (especially the determiner, which contains the definite article "the" and the indefinite article "a / an"), which removes these items in the sentence structure that should appear to be well-formed.

Second, the researcher found addition aspect 294 errors. They are 276 errors in word-level categories (determiner 58 errors, conjunction 24 errors, auxiliary 16 errors, pronouns 82 errors, noun two errors, verb five errors, adverb 41 errors, one adjective errors, and 47 prepositions errors), phrase structure (gerund phrase three errors, noun phrases five errors, prepositional phrase six errors, and infinitive phrase four errors). In this finding, the researcher can conclude that there is a similarity with the omission aspect, where the errors that often appear are in the use of word-level categories (especially the determiner, which contains the definite article "the" and the indefinite article "a / an"). This showed that students still do not fully understand the word-level categories.

In the misformation aspect, the researcher found 270 errors. They are 237 in word-level categories (determiner 14 errors, conjunctions 25 errors, auxiliary 41 errors, prepositions 72 errors, verb17 errors, pronouns 50 errors, adverb four errors, adjective seven errors, and nouns seven errors), phrase structure (gerund phrase 17 errors, infinitive phrase 13 errors, and prepositional phrase one error. The misformation aspect in syntactical is

found the most in this study after the addition aspect. There are similarities with the addition and omission aspects which have the highest number of errors found in the word level categories aspect. However, in the word-level categories in misformation are mostly found in the use of prepositions. The students often make errors in using prepositions such as when they should use "in" but they use "at."

Last types of errors, the misorder aspect on syntactical found35 errors, they are 29 errors in word-level categories (determiner four errors, conjunctions one errors, auxiliary three errors, verb two errors, pronouns 11 errors, adverb seven errors, and adjective one error) and six errors in phrase structure (infinitive phrase two errors, noun phrases three errors and prepositional phrase two errors). Errors made in this aspect occurred because most of the students translated Indonesian into English (word to word), which is cause errors in the placement of structural items.

After analyzing, identifying, classifying the errors in students' essays and conducting interviews, the researcher found two causes of errors. Two causes of error are competence factors and performance factors. Competence aspects, there is intralingual factor. Richard (1974) states that intralingual is the interference of target language items produced by learners, which does not reflect the structure of the mother tongue, but generalization based on the part of the target language. In Intralingual, the researcher found that the aspect of overgeneralization has the highest frequency (72.32%), incomplete application of the rules (25.68%),

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ignorance of rule restriction (1.41%), and the last one is the false concept hypothesis (0.59%). The researcher can conclude that intralingual aspects have the highest frequency in overgeneralization. This showed that students lack knowledge in understanding writing in English rules and showed that students still have difficulty understanding how to follow the rules in the second language.

This study also used instruments in the form questions' the researcher in interview for students. In the results of this interview, it was found that the subject of this study made errors apart from being caused by competence factors, but also caused by performance factors. Errors are caused by several non-linguistic factors or are called "performance" aspects, such as teacher teaching methods, a lack of reading, and self-distribution (Ellis, 1986). In this study, the researcher found self-distrust of aspects that cause students felt afraid to write so that they relied on instant applications. Martinez and Villa (cited in Mardiansyah, 2018, p.154) state that self-confidence is an important area of psychology for learners to develop the language learning process. It can be concluded that self-confidence can support students to write well. According to Mardiansyah (2018) argues that self-confident people can understand that failure or mistakes are the result of a lack of effort, and they can manage negative emotions such as pessimism. Hence, self-confidence is one of the supporting aspects to avoid fear, which causes them to rely on applications.

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Then, the conducting E-learning system during the COVID-19 outbreak caused students to learn not maximum, such as student-to-student discussions or the lecturer-to-student being conducted in the meeting application. Lestiyanawati and Widyantoro (2020) state that there are four problems faced when e-learning or online courses, including a lack of knowledge in accessing technology, lack of facilities available in institution. These online systems make it difficult to explain material or understand the material, limitations when accessing the internet. These problems cause learning to be imperfect and give rise to a new learning culture shock, such as: when offline learning used to be able to discuss with the lecturer or friends without any tools.

There is also an aspect of the lecturer's teaching that causes students to have difficulty understanding the material provided by the lecturer. Rizga (2018) argues that an educator's ability is expected to build trust with students so that they assume that the educator is willing to hear their ideas and thoughts so that students will enjoy teaching. It can provide good feedback between the lecturer and students that made an enjoyable class. Furthermore, a lack of reading can affect students' felt hard to find ideas in writing essays. Raj (2018) argues that reading has many benefits for good writing skills, including keeping the spirits for writing, finding inspiration, and enriching our vocabulary. By reading more, it can improve the quality of writing to be good.

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The researcher concluded that syntactical errors were of a higher frequency (89.7%) than errors on morphological (10.3%). It can be concluded that students are more confused about syntactical aspects than morphological aspects. Based on the results of the students 'essay analysis and interviews with several students, the errors made by students originated from two factors, linguistic factors (intralingual) found in students' essays and non-linguistic factors found in the interview results (a lack of reading, the conducting E-learning system during the COVID-19 outbreak, self-distrust, and lecturer's teaching).

Despite the plausible contribution toward the understanding of the students' errors in their essay writing as well as the sources of errors, this study, however, has limitations, among others: the researcher classifies the sources of errors not using interview' one-by-one student, instead, the researcher uses his intuition appropriately to determine what has cause students making errors in their essay writing. Although using intuition, to some extent, "can serve as a source of evidence" (Devitt in Maynes & Gross, 2013), the reliability of relying only on the researcher linguistic intuition may result in the threats of reliability of the research (Wasow & Arnold, 2004). In the classification of sources of errors, it is better to use the instrument with interview questions related to errors found by the researcher and asked to the students who made the errors. However, the researcher has limitations due to inadequate time and space.

The conclusion of this discussion, the researcher can conclude that everyone must study continuously, even though the student makes errors in the learning process. The errors are used as evaluation material to learn what is not understood. Besides, Nzama (2010) states that the main purpose of analyzing errors is to help students avoid errors that they often make. In this sense, the students must more serious about learning and more active in discussing with the lecturer about the learning material, Insha Allah; these students will make fewer errors.

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CHAPTER V

CONCLUSION AND SUGGESTION

This section presents the conclusions of this study, which are presented with suggestions for further research related to this research topic.

5.1 Conclusions

Based on the results of the analysis, the type of errors on morphological that students mostly did was omission (59.6%). They mostly do item deletions in the use of "s / es" in the singular noun or plural noun. Whereas three aspects of other types of errors; addition (31%), misorder (4.7%), and the last one is misformation (4.7%).

Meanwhile, the results of the analysis of the type of errors on the syntactical aspect that often appeared were the addition (38.4%). Students often add items that should not be added to the sentence structure. They have difficulty with determiner aspects (definite article "the" and indefinite article "a / an") and prepositions. Then, other aspects are misformation (35.24%), omission (21.8%), and the last one is misorder (4.56%).

The researcher found two causes of error, competence factors and performance factors. Errors are caused by a lack of knowledge of the target language or are called "competence" aspects, while errors are caused by several non-linguistic factors or are called "performance" aspects, such as teacher teaching methods, a lack of reading, and self-distribution. In the competence factors, on the intralingual aspects found by the researcher, including; overgeneralization has the highest frequency (72.32%),

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incomplete application of the rules (25.68%), ignorance of rule restriction (1.41%), and the last one is the false concept hypothesis (0.59%). The researcher found performance factors through the results of interviews with several students, including self-distrust, conducting an E-learning system during the COVID-19 outbreak, the lecturer teaching, and a lack of reading.

5.2 Suggestions

This research can provide some suggestions for other researchers who want to be concerned about error analysis. Also, this study can provide awareness for second language learners that making errors is not a "depressive mistake," but by making errors, it can be used as evaluation material in order to develop self-knowledge.

Besides, this research is conducted by the researcher because there are "cases" that occur in the researcher's environment. Therefore, with this research, readers may become aware of the importance of learning. This study can provide suggestions for future researchers who use error analysis in a case study.

This research can also be of benefit to English teachers/lecturers that with errors that are identified using error analysis, results can be obtained which are used as learning materials for their students.

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