# SYNTACTICAL ERRORS IN WRITING THESIS ON BACKGROUND OF STUDY SECTION MADE BY STUDENTS OF ENGLISH LANGUAGE EDUCATION OF UIN RADEN MAS SAID SURAKARTA

**THESIS**

Submitted as A Partial Requirements

for the degree of *sarjana*



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*Assalamu'alaikum Wr.Wb*

After reading and giving necessary advices, herewith as the advisors, we state that the thesis of:

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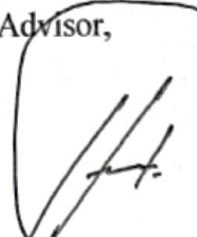
Has already fulfilled the requrements to be presented before The Board of Examiner (Munaqosyah) to gain Bachelor Degree in Englsih Language Education Study Program.

Thank you for the attention.

Wassalamualaikum Wr. Wb.

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# RATIFICATION

This is to certify the undergraduate thesis entitled *"Syntactical Errors in Writing Thesis on Background of Study Section Made By Students of English Language Education of UIN Raden Mas Said Surakarta"* by Alvina Dyah Pramesti has been approved by the board of thesis Examiners as the requirements for the Undergraduate Degree in English Language Education Study Program.

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# DEDICATION

Alhamdulillahirabbil 'alamiin, praise thanks to Allah SWT who has given all the blessing. I would dedicate this thesis is especially dedicated to:

1. My beloved father, who always give his support and motivation to me.
2. My beloved mother, who always give her great praying, suggestion and spirit to make me arrange this thesis.
3. My beloved two of my brothers, always give support and motivation to me.
4. My beloved friends who give me help, support and always acommpany me to finish this thesis.
5. My beloved almamater UIN Raden Mas Said Surakarta.

6. Myself who never give up and always do the best as she can.

7. Onepiece , especially Luffy who teach me to never give up with our dream.

# MOTTO

And he is with you wherever you are
(Q.S Al- Hadid:4)

"Shanks selalu bilang, kalau jalan menuju tujuan kita terlalu mudah, berarti kita salah jalan."

-Monkey D. Luffy-

# PRONOUNCEMENT

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I hereby sincerely state that the thesis titled " *Syntactical Errors in Writing Thesis on Background of Study Section Made By Students of English Language Education of UIN Raden Mas Said Surakarta*" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repaling my thesis and academic degree.

Sukoharjo, 13 March 2024

Stated by,

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# ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the lord of the universe, master of the day of judgement, God all mighty, for all blessing and mercies so the researcher was able to finish this thesis entitled " Syntactical Errors in Writing Thesis on Background of Study Section Made By Students of English Language Education of UIN Raden Mas Said Surakarta." Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thank to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 13 March 2024

The researcher,

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# ABSTRACT

Alvina Dyah Pramesti. 2024. *Syntactical Errors in Writing Thesis on Background of Study Section Made By Students of English Language Education of UIN Raden Mas Said Surakarta*. Thesis. English Language Education, Cultures and Languages Faculty.

This research analyzes the syntactical errors made by English Education students in writing their thesis. The objectives of this study are: (1) to investigate and analyze the common types of syntactical errors made by the students of English Language Education of UIN Raden Mas Said Surakarta in writing thesis on background of study section, and (2) to investigate the causes of syntactical errors made by the students of English Language Education of UIN Raden Mas Said Surakarta in writing thesis on background of study section.

The researcher used mixed method research. The subjects of this study were 28 background of study sections in the theses of English Education students who had graduated in 2022. The researcher used explanatory sequential data analysis, where quantitatively, the researcher presented the percentage of many types of errors found. While qualitatively, the researcher used data analysis including data condensation, data display, and conclusion. The researcher used validators to ensure the accuracy of the results of the first problem formulation and used the triangulation method to ensure the results of the second problem formulation.

Based on the result of the researcher' analysis that has been validated by the validator, the type of error that is mostly found is misformation with a percentage of 62.30%. Then followed by omission which has a total percentage of 21.20%, addition with a total percentage of 15.40%, and the last is misordering with a total percentage of 1.10%. While the result of the factors causing syntactical errors are interlingual and intralingual transfer, which is caused by the influence of the mother tongue and the obstacles experienced by the author in understanding and translating into the target language.

Keywords : Syntactical, Error Analysis, Writing, Background of Study.

# CHAPTER I
# INTRODUCTION

## A. Background of the Study

Applying correct syntactic in writing is still a problem experienced by students at the university level. Hellystia (2019, p.95) found that many Indonesian students still have difficulties in applying correct English usage and syntactical errors are still found in student writing. Some of these problems are caused by mother tongue interference as well as errors in the learning system.

According to Richard and Schmidt (2010,p.106), writing follows a process of planning, drafting, reviewing, and revising; an important tool for EFL or ESL students to enhance their grasp of English. Writing is a complex task that requires both cognitive analysis and linguistic synthesis. Learning to write in a foreign language is doubly challenging, and it takes considerable time and effort to develop writing skills (Seitova, 2016, p.287). Amin (2017,p.34) demonstrates that when EFL writers construct their target language, mother tongue interference can occur as they employ linguistic elements, structures, or rules from their native tongue. Simply put, native language interference arises from utilizing formerly learned knowledge to acquire a new language. Consequently, errors transpire due to the utilization of incorrect target language rules.

This error in writing was also found by the researcher in conducting pre research, where the researcher still found several errors in the writing of student theses. Syntactical errors found by researcher include errors in the use of tenses, repetition, ambiguous sentences, errors in verb-agreement, spelling, punctuation, and others. These errors can affect harmony in

writing, especially theses. Based on some initial interviews conducted with respondents, many of their mistakes were caused by their mother tongue as well as mistakes in understanding the material properly.

According to Brown (2007, p.73), writing errors and issues result from various factors. Initially, errors stemming from language transfer due to language switching induced by the learners' mother tongue, named Mother Tongue Interference, arise between languages. Second, intralingual transfer are errors caused by failing to learn a target language's components or learning them incorrectly, not caused by language transfer. Therefore, not everyone can become a writer, particularly at the L2 level. Additionally, errors or issues arise due to a lack of attention. Students fail to apply the rule they have learned.

Student errors can occur in various language components such as grammar, vocabulary, or pronunciation, leading to errors in different linguistic categories like phonology, morphology, syntax, and discourse. According to Richard and Schmidt (2010, p.574), as an adjective, syntactic is a crucial element of grammar in a language. Syntactic analysis examines how words combine to create sentences and the regulations that control sentence structure determining which sentences are viable or unfeasible in a given language. It is a linguistic discipline that investigates the principles and regular relationships dictating the combination of words into phrases and phrases into sentences. In terms of errors of grammar, non-native speakers typically make syntactic errors.

Errors in writing are unfortunately still prevalent in the preparation of the thesis, which is the ultimate assignment required for strata one. As the thesis is a crucial determinant of our academic achievement, it must be written impeccably and accurately. Nonetheless, a considerable number of students still make mistakes while writing their theses. In particular,

students of English education programs are compelled to write in academic English, which proves to be a significant challenge for Indonesian students who use their native language in daily life. Such students are expected to report research subjects in English, which necessitates the utilization of all their linguistic skills to produce well-crafted and inherently meaningful writing.

Oktisa (2018, p.2) stated that there are many students still struggle to complete their English theses and often express their frustration with the final assignment. While all sections of the thesis pose their own challenges, the background of the study is particularly crucial to the researcher. This section requires careful composition of original language, precise arrangement of sentences, and proper sentence structure. Even though the researcher was only tasked with describing the problem or phenomenon being studied in the background of the students' English thesis, she still discovered significant syntactical errors.

When writing their thesis, students are assigned a supervisor whose role is to correct errors in syntactic and ideas. Throughout the guidance period, most examiners identify errors in students' writing, specifically with regards to linguistics and ideas. Some students have shared their experiences of receiving correction from their supervisor, which included sentence patterns, punctuation, and the structure of ideas. For sentence structure, supervisors should advise students to double-check the syntactic in their thesis to avoid any potential misunderstandings while reading.

Based on some previous studies that have been carried out, the researcher found that several studies related to syntactical errors in writing had been carried out, one of which was by Devi Hellystia (2019) in her research entitled *Syntactical Errors in Students' Writing: A case study of multilingual classrooms in India*, In this research, it was found that syntactic

errors in English writing are still often found among multilingual learners from Engineering college in Bhubaneswar, India, where the research finding showed that misordering is the highest error rate committed by students with a total percentage of 48%. It is followed by other findings which are 24% of misformation, 8,2% of omission, and 20% of addition.

The research results are supported by the research of Annie G., Johan S.T., and Jacinta C.P. (2016) in a study entitled *A Syntactic Error Analysis in the Malaysian ESL Learners Written Composition,* which showed the discovery that the syntactic errors were due to learners' mother tongue interference, lack of grammatical knowledge, lack of vocabulary knowledge, repetition, redundant lexical choice, bad sentence formation and developmental errors. Other research comes from Rindu H., Diemroh I., and Soni M. (2016) in a study entitled *Interlanguage Analysis of Syntactic and Diction Errors Found in Theses Written by Magister Students* it was found that syntactic errors (89%) such as subject-verb agreement, tenses, redundancy, article, and pluralization are the most frequent errors occurred. While lexical errors (11%), such as wrong selection of verb and adjectives also still made by graduate students. The data above proves that there are still some syntactical errors, especially in English writing skills. Because the preparation of a thesis is one of the things that determine whether or not a person passes in strata one, the errors must be minimized so that the sentences are arranged in accordance with grammar and can be understood properly.

The novelty of this study is to examine syntactical errors in the background of research made by students of English Language Education. This will be different from students who come from outside the English Language Education who have studied English in depth for seven semesters in compiling the background of the problem in the thesis. In contrast to many previous studies that only used a qualitative approach, in this study the researcher used a mixed

method approach to analyze, explain, and present the data more fully and clearly. In contrast to previous studies that analyzed the causes of errors using only documents, in this study the researcher analyzed the causes of errors using data triangulation.

In this research, the researcher chose a thesis made by students of English Language Education at UIN Raden Mas Said Surakarta who graduated in November 2022. Based on the previous research before, it is clear that students still have serious syntactical errors in writing skills, even at the student level. Therefore, researcher are very interested in analyzing the syntactical errors more deeply by conducting research on English Language Education students' thesis writing focused on the background of study section with the title *Syntactical Errors in Writing Thesis on Background of Study Section Made By Students of English Language Education of UIN Raden Mas Said Surakarta.*

## B.  Identification of the Problem

Based on the above background, the researcher identified several problems. Students still have difficulties in writing. In other words, writing as a productive skill requires students to explore their linguistic abilities in addition to ideas. Then, in writing a thesis, especially in writing the background of study, students of the English Language Education of UIN Raden Mas Said Surakarta make several mistakes, especially errors related to syntax. Where they have to organize sentences well because the background of study is the initial benchmark in a research. As a result, most of their thesis guideline revisions are related to syntactical issues.

## C. Limitation of the Problem

Based on the identification above, this research is limited to students' syntactical errors in writing the background of the research in the background section of students' theses that use both qualitative and quantitative approaches that allow researcher to further explore the

mistakes made by the authors. Syntactical errors include grammar and sentence structure in writing. Therefore, the researcher focuses on analyzing students' syntactical errors in writing the thesis in the background of the research made by the thesis students of the English Education Study Program of UIN Raden Mas Said Surakarta who graduated in November 2022.

## D. Research Question

Regarding the identification of the problems, The researcher proposed the issue into the following questions :

1. What are the common types of syntactical errors in writing thesis on background of study section made by students of English Language Education of UIN Raden Mas Said Surakarta who graduated on November 2022?

2. What are the causes of syntactical errors made by the students of English Language Education of UIN Raden Mas Said Surakarta in writing thesis on background of study section who graduated on November 2022?

## E. Objectives of the Study

The objectives of the research are :

1. To investigate and analyze the common types of  syntactical errors made by the students of English Language Education of UIN Raden Mas Said Surakarta in writing thesis on background of study section who graduated on November 2022.

2. To investigate the causes of syntactical errors made by the students of English Language Education of UIN Raden Mas Said Surakarta in writing thesis on background of study section who graduated on November 2022.

**F. Benefit of the Study**

The results of the study are expected to be useful both practically and theoretically. The benefit are :

1. Theoretical Benefit

The results of this study can provide contributions or considerations to explore more about theory of syntactical errors. In addition, hopefully, this research can be useful for other researcher in carrying out other research related with perception.

2. Practical Benefit

a) The Teacher

The researcher expects that this research can help the English teacher in developing in teaching method for syntactical material. The english teacher can maximize their ability to create or modify an interesting teaching method for students so that they can uderstand syntactical section as well.

b) The Students

This research can help students to write thesis as well and correctly. Hopefully, students can minimalize the syntactical error in writing thesis especially in background of study section.

c) Future Researcher

The researcher hope that this research can be used as a reference for future researcher related to syntactical errors in writing thesis. With this research, hopefully the future researcher can combine their ideas and

thoughts into the results of their latest research so that this research will be more complex.

## G. Definition of Key Terms

1. Syntactical

   The following are several opinions of linguists regarding syntactic adapted from Supriyadi (2008, p.1). Syntactic is a study that studies grammatical relationships outside of words, but still within units called sentences (Verhaar, 1989). Then Chaer (2014) emphasized that syntactic is the study of the rules for combining words into larger units, namely phrases, clauses, and sentences (p.206). Based on several opinions expressed by linguists above, it can be concluded that syntactical is a part of grammar that discusses systems and rules for arranging words into larger grammatical units, namely phrases, clauses, and sentences.

2. Error Analysis

   Richard and Schmidt (2010) defined error analysis as the study and analysis of the errors made by second language learners (p.201). Error analysis may be carried out to identify strategies that learners use in language learning, try to identify the causes of learner errors, and obtain information on common difficulties in language learning, as an aid to teaching or in the preparation of teaching materials. It can be concluded that error analysis is an analysis or theory used to analyze errors made by students.

3. Writing

   There are definitions of writing by some experts. According to Rivers (1981), writing is conveying information or expression of original ideas in a chronological way in the new language (p.294). Moreover, Brown (2001) explained that writing is a thinking

process. He stated that writing can be planned and given with an unlimited number of revisions before its release. Writing represents what on writer's mind is (p.336). It can be concluded that writing contains information expressing ideas, which is a thought process that shows the writers' opinion.

4. Background of Study in Thesis

According to Sugiyono (2013), in the background, problems or deviations that arise and are related to program implementation, results, and impacts achieved can be stated (p.587). At the same time, Lijan and Sarton (2022) state that the background section will explain clearly the problems faced, which can be demonstrated through various phenomena encountered and supported by various objective data to prove the problems encountered (p.382). It can be concluded from some of the opinions above that the background contains an explanation of the problems being faced or existing phenomena supported by various objective data to prove its accuracy.

# CHAPTER II

# LITERATURE REVIEW

## A. Theoretical Review

## 1. General Concept of Writing

### a) Definition of Writing

Writing skill is the ability to describe or express thoughts, from simple aspects such as writing words to complex aspects, namely composing (Hampton, 2018). Writing is a communication activity that is carried out without being supported by voice pressure, tone, mimic, gestures, and without situations as occurs in oral communication activities. Thus, writers must be good at using words, expressions, sentences, and use functions to convey, inform, describe and suggest something to others (Simarmata, 2019). Writing represents our thoughts and ideas. As one of the four language skills, writing is a productive skill alongside speaking.

Based on these definitions, it can be inferred that writing is a productive process used to communicate and express ideas through written form. To effectively express ideas in written form, writers must take crucial steps such as planning, drafting, revising, and editing. Adhering to the rule of writing and consistent practice are necessary to create a high-quality final product. Therefore, writers must prioritize the characteristic of good writing and the steps involved in the writing process.

### b) Characteristics of Good Writing

To make their writing easy to be understood by the readers, the writer needs to pay attention to the characteristic of good writing. This corresponds to a claim by

Boardman and Frydenberg (2008,p.18) that writing in English must also have the characteristic of coherence, cohesion and unity (p.18).

(1) Coherence

Coherence in writing a paragraph means that the supporting sentences should be ordered according to a principle so that the readers will understand the meaning of the paragraph easily.

(2) Cohesion

Cohesion refers to the connection between supporting sentences to bolster the topic sentence. To maintain connectivity, cohesive devices such as linking words, personal pronouns, definite articles, demonstrative pronouns, and synonyms are required.

(3) Unity

Unity means that all supporting sentences in a paragraph have to relevant to the topic sentence. By fulfilling unity, readers will understand that the paragraph just discusses about one topic.

According to the explanation above, it can be concluded that a product of writing is considered as good if there are coherence, cohesion, and unity in it. Teachers should lead their students to understand these characteristics so that they can be able to produce written form with good quality.

**c) Indicator of Writing**

Based on Ekorinis' research (2021), indicators in writing activities include:

(1) Organization

The writer is able to express ideas and provide supporting details.

(2) Content

The writer is able to express expression fluently. Supported by a logical and cohesive sequence, and a well-organized structure.

(3) Grammar

The writer is able to use grammar correctly.

(4) Mechanics

The writer is able to write correctly and master the rules of writing.

(5) Vocabulary

The writer is able to use effective words or idioms.

Some indicators in writing activities that need to be considered include organization where the writer must be able to organize the writing structure properly. Then content, where the writer must pay attention to the content he wants to convey in his writing. Furthermore, grammar or language structure. Writers also need to understand mechanics or rules in writing, and the last is vocabulary, where writers can understand idioms or vocab.

## 2. General Concept of Syntactical

### a) Syntax Structure

According to Chaer (2014,p.206), syntax is the arrangement of words into larger grammatical units, syntax structure, namely phrases, clauses, and sentences. Meanwhile, Crystal (1987,p.471) stated that syntax is the analysis of principles governing the formation of sentences in a language. Its core concept entails the examination of how language users employ unique variations to construct sentence components.

Chomsky (2002,p.92) said that syntax is the examination of how languages construct sentences, and their underlying processes. The objective is to generate a system that produces the language's sentences under analysis. Richard and Schmidt (2010,p.578) stated that syntactic is the adjective form of syntax.

It can be concluded from some of the definitions of the linguists above, it can be concluded that syntax is everything related to sentence construction. The position of the sentence itself based on the definition above is the largest unit that can be accepted in linguistics. In this case, students will study aspects related to sentence construction such as grammar, sentence structure (syntax), and writing.

b) **Syntactical Errors**

According Pateda in (Anggraeni, 2016, p. 467), a syntactical error is a language error that relates to the structure of the sentence, such as non-standard structure, ambiguity, lack of clarity, inappropriate diction, contaminated sentences, redundancy, faulty word usage, and illogical sentences. Syntactical errors are errors or deviations in the structure of phrases, clauses, or sentences, as well as inaccurate use of articles (Atiqa, 2014, p.72).

It can be concluded from several previous opinions regarding syntactics that syntactics are things related to sentence structure. So it can be concluded that syntactical errors are error in sentence construction (syntax), grammar and writing.

c) **Factors Causing Syntactical Error**

In order to analyze the error which is made by the learner, it is essential to provide clear explanations. Errors can be vital indicators of language development in the learning process. According to Corder (1967,p.167), the significance of errors

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made by ESL/EFL learners lies in the evidence they provide to researcher about how language is learned or acquired, the strategies or procedures employed by the learner in discovery of language, and the potential impact of language acquisition on the process of learning English.

It is noted that the learners errors are a register of their current perspective on the target language (James C., 1998,p.7). Generally, Foreign language or second language learners' errors may be attributed to various sources and linguistic factors that affect the process of learning English, such as L1 influence or the effect of the target language itself. Richard and Schmidt (2010) stated that linguistic factors are known as interlingual and intralingual interference.

(1) Interlingual Transfer

According to Na Phuket and Othman (2015,p.99) said that interlingual transfer stem from the influence of one's native tongue, resulting in the application of such language in the written or spoken target language. Despite being caused by one's L1 structures, there exist errors that cannot be attributed to such structures alone.

It is common for individuals to make connections between their existing knowledge and unfamiliar concepts, both consciously and unconsciously. When learning a new language, learners often apply their native language knowledge to their target language, leading to errors in their second language acquisition. In short, L1 proficiency does contribute to the production of L2 learner errors.

(2) Intralingual Transfer

Intralingual transfer can occur due to the impact of the target language itself, indicating that errors are not only caused by interference from the learner's native language (L1). These errors can be the result of negative transfer caused by the use of different general learning strategies, which are similar to those used during L1 acquisition.

So it can be concluded that there are two causes of errors, namely interlingual transfer and intralingual transfer. Interlingual transfer is influenced by the learners' mother tongue. While intralingual transfer is caused by learners having some obstacles in their efforts to learn the target language.

d) **Indicator of Syntactical Error**

Students' lack of ability to understand syntactical English as well as interference from the use of their native language causes students to make errors in their writing. In Pratiwis' research (2015) revealed that the sources of errors in learning a language can occur due to intralingual and interlingual transfer. According to Al-Khresheh (2010) suggested indicators of the causes of interlingual transfer include:

(1) Literal Translation

The learner translates the first language sentences into the target language by translating word by word. The examples can be seen below:

(a) *She* face is small like baby. (The students writes down the object described "she" which should be written using a posessive adjective pronoun because it describes something that the object has. It should be "*Her* face is small like baby.")

(b) He has the ideals of a policeman. (There is no problem, but the student srite it word by word, the student should write it better. The problem is in word that choice by student. It should be "He want to be a policeman.").

(2) Transfer Error

Learners think that the rules in the target language are the same as those in their mother tongue. The learner still mix the first language target. The examples can be seen in below :

(a) He's a bit high skinned *sawo mature.*

(b) He *favorit* color is black.

(3) Mother Tongue Interference

Learners seek to discover the structures of the target language rather than transferring models of their native language structures. The learners still use their mother tongue to write. The example can be seen below :

(a) I usually call Koder. (The students do not use objective pronoun to complete the sentence. The correct sentence is "I usually call *him*, Koder.")

(b) He not discipline. (The student did not add "to be" in the sentence. The sentence should be "He *is* not discipline.")

Meanwhile, intralingual interference is a natural part. Indicators of intralingual transfers include:

(1) Overgeneralization

Learners make deviant structural errors based on other structures in the target language. The example can be seen below :

(a) Her hobby is sports. (In this case, the student writes a sentence based on their knowledge of the rule in English structure and applied it in the other rules. The student should omit suffix -s because "to be" (is) that the student uses show a singular. So, the sentence should be "Her hobby is sport.")

(b) She has one sisters. (The student should omit suffix -s because the student explain that her sister is one. So, the student should be write the sentence that show it singular without suffix -s, the sentence should be "She has one sister.")

(2) Ignorance of Rule Restrictions

Learners do not follow the structure of the target language. The examples can be seen below :

(a) She *like* game.

(b) He *live* in Kartasura.

In that sentence, there is an error in writing (s) in the singular subject. The subject used is "She and He" which in write must be added (s) to the verb or additional (s) in regular plural nouns. So, the correct answer is "She *likes* game." and "He *lives* in Kartasura."

(3) Incomplete Application of the Rules

The learner does not apply the rules of the target language completely. In this case students are being confused in the use of pronoun, tense, and spelling. The examples can be seen below :

(a) I *met* her when I *entered* school. ( If in descriptive text should use simple present. So, there is an incorrect choosing verb. The sentences should be "I *meet* her when I *enter* school.")

(b) He *is* nice. ( If in narrative text should use past tense. So, there is an incorrect choosing "to be" (is). The sentences should be "He *was* nice.")

(4) False Concept Hypothesized

Learners misunderstand the differences of items in the target language, leading to incorrectly hypothesized concepts. In this error, the intralingual transfer happened because of the false analogy that the student did. The example can be see below :

(a) My best *friend's*, Machrus. The sentence should be "My best *friend*, Machrus"

(b) He has three *sister's*. the sentence should be "He has three *sisters*."

So it can be concluded that the indicators of interlingual transfer include literal translation, transfer errors, and mother tongue interference. While the indicators of intralingual errors include overgeneralization, ignorance of rule boundaries, incomplete application of rules, and wrong concept hypotheses.

3. **Error Analysis**

a) **Definition of Error Analysis**

Making errors is a natural part of the learning process, as they reveal the flaws in a learner's speech or writing. Writers cannot fully master a language without making errors in a systematic way (Dulay, 1982, p.138). Thus, errors in language learning are a natural occurrence and should not be grounds for condemnation. Rather than being indicative of failure, errors are a clear sign that students are indeed learning.

Furthermore, such errors represent systematic divergences resulting from learners still developing their knowledge. They make several errors because they lack a clear understanding of the language they are learning.

Furthermore, Harmer (2007,p.137) stated that errors are mistakes which they cannot correct themselves and they need an explanation. Further elaboration is often necessary to address these issues. As explained earlier, errors can be indicative of a learner's proficiency but cannot always be self-corrected easily.

In language acquisition, errors cannot be completely eradicated by learners. Thus, handling them is key to minimizing and avoiding mistakes in language practice. When providing adequate instruction to students, it is essential to identify the exact writing errors they commit. For this reason, it is necessary to conduct critical analysis and in-depth investigation. The errors made by language learners can be identified, assessed, and categorized through error analysis, which can reveal information about the language learning process. In scientific research, the process of studying errors is known as error analysis.

Taylor (1997,p.3) stated that error analysis evaluates and studies the uncertainty that arises in linguistics. Furthermore, Richard and Schmidt (2010,p.201) defined error analysis as the study and analysis of errors made by learners of a second language. It is conducted to identify the language learning strategies employed by learners, determine the causes of their errors, and gather insight into common language learning obstacles to aid in teaching and preparation of educational resources.

The progress and use of language learning can be easily identified by determining the success rate of error analysis results. It can show the extent to which the language can be applied in academic or non-academic activities. Above all, learning and understanding academic writing requires a lot of analysis and evaluation before it can be published to readers.

**b) Classification of Errors**

Dulay (1982,p.146) stated it is widely highlighted that error analysis is divided into four big parts, such as: linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. Additionally, these are outlined below :

1)  Linguistics Category Taxonomy

This classification categorizes errors according to language components and specific linguistic constituents that contribute to the errors. Language components comprise phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). The particular linguistic constituents involve the elements that encompass each language component. For instance, in syntax, we may identify whether the error lies in the main clause as well as which constituents are impacted, including but not limited to noun phrases, prepositions, auxiliaries, adjectives, and adverbs.

2)  Surface Category Taxonomy

This part highlights the ways that surface structures are altered. The elements of surface strategy are often altered in specific and systematic ways.

Some of the altered structures are omitting necessary items and adding unnecessary ones in a sentence. Among the common errors are :

(a)    Omission Errors

   Omission errors illustrate missing components in a sentence that must be present for it to be well-formed (Dulay, et al, p.154, 1982). Many language learners, though not all, often omit grammatical morphemes more frequently than content morphemes. For example, it is more appropriate to say "English is considered *an international* language" rather than "English considered *as an international* language."

(b)    Addition Errors

   These addition errors are the antithesis of omission errors and are characterized by the inclusion of extraneous elements in an otherwise well-formed sentence (Dulay, et al, p.156, 1982). For example, "He does *not to* come" it should be "He does *not* come".


(c)    Misformation Errors

   Misinformation errors involve the learners delivering incorrect information, while omission errors involve the learners not delivering an element, and misformation errors occur when the wrong form of a word or structure is used  (Dulay, et al, p.158, 1982). Example, "*Me* don't like" it should be "*I* don't like".

(d)    Misordering Errors

This part is illustrated by the incorrect placement of a word or group of words in a sentence (Dulay, et al, p.162, 1982).. Example, "She fights all the time her brother" it should be "She fights her brother all the time."

3) Comparative Taxonomy

The comparative taxonomy classifies the errors on the basis of comparing the structure of second language errors to other types of construction.

*e.g. Yohana is beautiful than her sister.*

The sentence above should be:

*Yohana is more beautiful than her sister.*

4) Communicative Effect Taxonomy

Different with the three types of errors above, this classification relates to the errors from the perspective of both the listener and the reader. This section deals with the misunderstanding of the listeners and the readers taken from what speakers say or what writers write. For instance:

A : *What is your mother?*

B : *My mother is Ana..*

Actually, the A asks about the occupation of B's mother. Then, the answer should be:

B : *My mother is a teacher* (or other)

So it can be concluded that errors are classified into four types, namely linguistics category taxonomy, surface category taxonomy, comparative taxonomy, communicative taxonomy. In this research, the researcher will apply surface categories taxonomy to analyze the background of study from English

Language Education students' theses at UIN Raden Mas Said Surakarta who was graduated on Novembet 2022. All aspects that the researcher will analyze include grammatical analysis. Therefore, the researcher will analyze syntactical errors that are commonly found in background of study section such as omission errors, addition errors, misformation errors, and misordering errors.

**c) The Difference between Error and Mistakes**

To differ between error and mistake is a difficult activity. Ellis (2003,p.17) advised two ways to distinguish between error and mistake. One approach is to assess the consistency of learners' competence. If they consistently use incorrect language, it implies an error. However, if they employ correct language sometimes and incorrect language other times, it could be considered a mistake. Another method is to prompt learners to correct their own deviant utterances. If they are unable to do so, the deviations are deemed errors. If they are unable to do so, the deviations are deemed errors. If they are unable to do so, the deviations are deemed errors. Conversely, if they are successful in correcting their mistakes, the deviations are considered mistakes.

It can be concluded that error is a mistake that learners are unable to correct the deviation when they perform their speaking or writing so that they need more explanations from the teachers or other experts. Meanwhile, a mistake is a deviation of the learners when they perform an exercise or speak about something. They can correct their deviation and improve it to be right.

## 4. Background of Study in Thesis

Students must write a thesis as a scientific paper to present their research results, which is a graduation requirement. A thesis is an original research dissertation presented by a candidate for a diploma or degree on a specific subject. It comprises five chapters, namely introduction, literature review, research methods, data analysis, and conclusions and suggestions. The introductory chapter provides the researchs' foundation.

According to Sugiyono (2013,p.587) in the background problems or deviations that arise and are related to program implementation, results, and impacts achieved can be stated. The background may also not come from a problem, but rather stem from the provision of conducting evaluation research, because you want to know the implementation of the program, the results and impacts of the program. At the same time, Lijan and Sarton (2022,p.382) state that the background of study section will provide a detailed explanation of the challenges encountered, substantiated by numerous objective data and observed phenomena. Like a detective, the researcher carefully observes the environmental setting in which the "crime" occurred. To generate potential justifications for selecting this title, a researcher may consult relevant laws and regulations, even if they have not yet been put into practice. Regarding the content of the research sub-sub proposals, the first content, namely "Background of the Study" is a barometer of the understanding of the research to be carried out. The clearer the contents of this sub, the clearer the direction of the research (Paramitha, 2014, p.36).

Based on the opinions above, it can be concluded that the background of study is the reason why the researcher is interested in researching this topic, this could be in the form of a gap between expectations and reality, or the main issue in a problem, both

theoretically and practically. In this way, the problem chosen for research gets a solid foundation and is worthy of continuing.

## B. Previous Study

Many researcher have examined errors in writing and syntactic. One of them is Lia Oktisa (2018) who has conducted research with the title *The Analysis of Syntactical Errors Made By Students' of TBI IAIN Bengkulu in Writing Thesis Abstracts (A Content Analysis on The Students' S1 Thesis Abstracts of TBI IAIN Bengkulu Graduated at March 2018 Period).* The results of this study indicate that there are ten syntactic errors made by students in writing their thesis abstracts. The syntactical error were made by students are in nouns, noun phrases, verb, the determination, determining phrases, the tenses marker, the assistant, complementation, complements, and prepositions. The dominant syntactic errors made by students are syntactic errors in using verbs. Then, the factors that influence students' syntactic errors are mother tongue disorders and ineffective learning traits such as applying the wrong rules and ignorance of the rules restrictions which include excessive generalization, ignorance of the rules restrictions, incomplete application of the rules, and the concept wrong.

Another researcher is A. Nurmillatul H. (2019) who conducted research with the title *Syntactical Errors in Writing Produced By The Third Semester Students of English And Literature Department of Alauddin State Islamic University of Makassar.* The results of the research show that the students committed 328 omission errors, 149 addition errors, 223 malformation errors and 11 disordering errors. Based on the result, omission errors were most dominant errors that occurred in their writing. The researcher concluded that the students tended to produce syntactical errors when they wrote a text.

Apart from that, Soraya G. D. and Ridwan H. (2019) also conducted research entitled *Syntactical Error Analysis on Report Text* in this study found that the students made major syntactical errors within the use of article 'a/an',' the' in terms of omission and addition of articles, the use of relative pronoun, and the use of subject-verb agreement in terms of past tense agreement and number agreement. Based on the error analysis procedure applied, it was obtained that the most predominant syntactical errors made by the students was the use of article which comprises of 125 errors, followed by the use of subject-verb agreement with 117 errors, and followed by the use of relative pronoun as the least error which comprises of 7 errors. The syntactical errors made by the students were caused by two major sources, intra-language error and intra-language error.

This research has similarities and differences with the three previous studies above, the similarity is that the research above focuses on syntactic errors in written work. The differences are: firstly, Lia Oktisa (2019) focused her research on syntactic errors in the abstract section of students' theses. However, this study focuses on syntactical errors in the background of study in students of English Language Education thesis. Then secondly, A. Nurmillatul H. (2019) focused his research on the writing results of third semester students majoring in English education. While this study focuses on the analysis of syntactic errors using student thesis writing as the object. Third, Soraya G. D. and Ridwan H. (2019) make written work in the form of report text into a research object that can be produced by students at the secondary school level. However, this research uses thesis objects that can be produced by students at the university level. Finally, differences in population, sample, and research methods will cause differences in the results of these studies.

# CHAPTER III

# RESEARCH METHODOLOGY

## A. Research Methodology

This research uses a mixed method approach. Creswell (2015,p.2) stated that mixed methods is an approach to research in social, behavioral, and health sciences in which the investigator collects both quantitative (closed-ended) and qualitative (open-ended) data, integrates the two, and draws interpretations based on the combined strength of both sets of data to understand research problems. The core assumption of this approach posits that the combination of statistical trends (quantitative data) and personal stories and experiences (qualitative data) yields a better understanding of the research problem than relying on either form of data in isolation. This assertion is based on logical deductions drawn from empirical observations.

Researcher used explanatory sequential design, in which the intent is to first use quantitative and then use qualitative to help explain the quantitative results in more depth. It focuses on the research object by presenting, analyzing, and interpreting data. These methods used to analyze and present data on the students thesis background of study section of English Language Education who graduated on November 2022 Period in title *Syntactical Errors in Writing Thesis on Background of Study Section Made By Students of English Language Education of UIN Raden Mas Said Surakarta.*

## B. Research Setting

1. Place

In this research, the researcher took the thesis from English Language Education at UIN Raden Mas Said Surakarta. The data will be collected by thesis made by students of UIN Raden Mas Said Surakarta who graduated on November 2022.

2. Time

The researcher started the initial research in August 2023, then the researcher started designing the proposal in September 2023 and carried out the proposal eminar exam in October. After that, researchers began taking data and processing the thesis in November 2023 to January 2024.

## C. Data and Source of the Data

According to Abubakar (2020, p.55), data can be interpreted as facts that are needed, used, applied, and considered in research. Data are all facts and figures that can be used as material to compile information. Meanwhile, the data source is where the data is obtained or taken. The source of this data can come from person, place, or paper. The data source for this research is the thesis of students majoring in English Education at UIN Surakarta who graduated in November 2022. The data in this research is the background of the study section in the thesis of English Language Education students at UIN Raden Mas Said Surakarta who graduated in November 2022. There are 139 theses who graduated in November 2022, but in this study, the researcher chose 28 thesis.

## D. Data Sampling Technique

### 1. Population

According to Sugiyono (2015, p.215) population is a generalization area consisting of objects or subjects that have certain qualities and characteristics set by researcher to study and then draw conclusions. The population in this study was taken from the

background of study section in the theses of students majoring in English Education at UIN Raden Mas Said Surakarta who graduated in November 2022, consisting of 139 theses.

## 2. Sampling Technique and Sample

Sample is part of the population (Sugiyono, 2015, p.215). Researcher took samples using simple random sampling. Researcher used Gay, Mills and Diehl theory (2009) to determine how many samples to use. According to Gay, Mills and Diehl for descriptive methode, the minimum sampling is 20% of the population then the researcher uses Purposive Sampling to determine the sample to be researched. From the calculation according to Gay and Diehl theory, the researcher took 28 samples from the existing population.

## E. Research Instruments

The research instrument is divided into two types, i.e. main instrument and the supporting instrument, in qualitative research instrument the researcher becomes the main instrument because there is no other instrument that can collect the data (Sugiyono, 2015, p.223). The researcher as the main instrument that plays a role in planning research, collecting data, and analyzing the data.

The instrument used in this research was document analysis use note-taking. It means that while reading the students thesis, the writer made some notes to find and classify the errors also the researcher choose the lecturer based on lecturer's expertise. While the supporting instrument is an instrument that can support the main instrument to conduct in a research, including book, pen, paper, laptop, dictionary, table, smartphone and internet network, these items are very helpful in completing this research.

**F. Technique of Collecting the Data**

The researcher needs a technique to collect the data in research. According to Arikunto in (Khoiri, 2015, p. 298) states that in qualitative research there are several data collection techniques namely documents, interview, and questionnaire focus group discussion and in this study researcher used data collection techniques in the form of documents, interview, and questionnaire. In this occasion, the writer gathered the data by using the steps which are applied in the research techniques. The following steps were:

1. Documentation

During the process of the research, every researcher collects several documents to be the data source (Anderson G.,2005,p.187). The data can be public documents such as newspaper or official report or private documents such as private journals, e-mails, or letters. Due to those explanations, the writer directly collected 28 background of study sections of English Language Education of UIN Raden Mas Said Surakarta who graduated on November 2022. The data will be presented in tabulated form.

2. Interview

According to Sugiyono (2015,p.137), data collection techniques using interviews are based on self-reports, or at least on personal knowledge and beliefs. This interview can be conducted structured (when the researcher knows exactly what information will be obtained) or unstructured (the researcher is free to ask what needs to be asked without using a pre-arranged interview guide), and it can be done face to face or not. In this research, researcher interviewed students who had syntactical errors in the background of study in their thesis in an unstructured manner and carried out via social media.

*Table 3.3: The Blueprint Interview*

| No | Indicators | Questions |
|---|---|---|
| 1. Writing | | 1. *Selama proses penyusunan skripsi berbahasa inggris, apakah anda merasa kesulitan?* <br> 2. *Menurut anda dalam penyusunan skirpsi itu sendiri, bagian mana yang sulit?* <br> 3. *Pada bagian skripsi yang menurut anda sulit tersebut, apakah ada masukan dari dosen pembimbing? Jika iya apa saja?* |
| 2. Factor Causes Syntactical Errors | | 4. *Sebagai mahasiswa jurusan pendidikan bahasa inggris yang telah menerima materi pembelajaran bahasa Inggris kurang lebih selama 7 semester, hal apa yang masih membuat anda merasa kesulitan?* <br> 5. *Sebagai mahasiswa jurusan bahasa Inggris, apakah anda menerapkan penggunaan bahasa inggris dalam kehidupan sehari-hari?* <br> 6. *Apakah selama 7 semester pembelajaran, anda mengalami kesulitan dalam memahami* |

| | | | suatu materi selama proses perkuliahan? |
|---|---|---|---|

3. Questionnaire

Questionnaire is a data collection technique that is done by giving a set of questions in writing to respondents to answer. Questionnaires can be in the form of closed or open questions or statements that can be given to respondents directly or by post, or the internet (Sugiyono, p. 142, 2015). This study used an open-ended questionnaire to strengthen the arguments of the respondent given during the interview session.

*Table 3.4: The Blueprint of Syntactical Error Questionnaire*

| Variable | Aspect | Indicator | Item Number | Total Item |
|---|---|---|---|---|
| Factor Causing Syntactical Error by Richard and Schmidt (2010) | Intralingual Interference | Literal Translation, Transfer Error, Mother Tongue Interference | 1,2,3 | 3 |
| | Intralingual Interference | Overgeneralization,Ignorance of Rule Restrictions, Incomplete Application of the Rules, False Concept Hypothesized | 4,5,6,7 | 4 |
| TOTAL | | | | 7 |

*Table 3.5: The Blueprint of Writing Questionnaire*

| Variable | Aspect | Indicator | Item Number | Total Item |
|---|---|---|---|---|
| Writing by Ekorini (2021) | Organization | express ideas and provide supporting details. | 8,9 | 2 |
| | Content | Logical and cohesive sequence, and well-organized structure. | 10, 11 | 2 |

| | Grammar | Use Grammar correctly. | 12,13,14 | 3 |
|---|---|---|---|---|
| | Mechanics | Write correctly and master the rules of writing. | 15,16,17 | 3 |
| | Vocabulary | Use effective words or idioms. | 18,19,20 | 3 |
| TOTAL | | | | 13 |

## G. Trustworthiness of the Data

In this study, the researcher choose to use investigator triangulation to validate the data. Triangulation is qualitative cross-validation. It assess the sufficiency of the data according to the convergence of multiple data collecting procedures, Sugiyono (2015,p.240) stated that triangulation is a data collection technique that combines various existing data collection techniques and sources. If the researcher collects data using triangulation, then the researcher actually collects data which also tests the credibility of the data.

The data in this research were taken using language error analysis, after the data is analyzed, the researcher must do a validity to make sure that the collected data are valid by asking to the expert to verify the whole data, and calculate the percentage of the analysis results to find out the types of errors that are commonly found.

The researcher asks the expert to check the validity of the data. The data is checked and validated by the expert in linguistics especially in syntactics by Mr. Dr. Drs. S. Kuncoro. Dsm, M.Pd. the researcher decided to ask him as the data validator because he had fit into several criteria, including:

1. Expert in linguistic

2. Understand about background of study section also syntactic

3. Have an experience in analyzing syntactical errors

The validator checks the data by reading the theories of syntactical error, and the data findings in the table from that researcher have made. Meanwhile, to find out the causes of syntactical errors in depth, the researcher used triangulation methods from documents, interviews, and questionnaires. The researcher analyzed the causes of errors based on the documents in the samples studied, then conducted interviews with respondents and gave open questionnaire questions to respondents to strengthen the results of interviews and results from documents.

## H. Technique of Analyzing the Data

Quantitatively, the researcher analyzes the documents and classifies them based on the mistakes made. Then verifying the results that have been obtained to Mr. Dr. Drs. S. Kuncoro. Dsm, M.Pd. as a lecturer who masters the field of linguistics. Then the data is presented in tabular form and then recapitulated into one table to find out how many percentages are found using the percentage formula as follows :

*Table 3.2: The Formula of Percentage of the Type of Error*

$$\% \text{ Type of errors} = \frac{\sum \text{ \underline{Student's errors on each category}}}{\sum \text{ Student's errors}} \times 100\%$$

While qualitatively, researcher analyzed data using the theory of Miles, Huberman, and Saldana (2014, p.8) who identified the three stages of the analysis process in this interactive model. In this case, activities in data analysis are divided into several stages, namely data condensation, data display, and conclusion drawing and verification.

1. Data Condensation

    Data condensation is the process of selecting, concentrating, simplifying, abstracting, and altering data that appears in written field notes or transcription. In the context of research, the volume of data obtained by researcher can be very large. Therefore, researcher need to select data that provides valuable information.

2. Data Display

    After the data has been reduced, the next step is to present the data. In qualitative research, data display can be done in the form of tables, graphs, charts, pictograms, and the like. By presenting this data, the data will be more structured so that it will be easier to understand.

3. Drawing and Verifying Conclusion

    Conclusions in research must be accompanied by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions. Conclusions in qualitative research are new findings that have not previously existed.

    Researcher will use analysis on documents that have been used previously by paying attention to the indicators previously described. Then transcribe the results of interviews and questionnaires, to be presented in tabular form for easy understanding by readers. The last step is conclusion and verification, the conclusion is the interpretation of the result of the analysis interpretation of the data, the researcher draws conclusions according to the data reduction and data display.

# CHAPTER IV

## RESEARCH FINDING AND DISCUSSION

### A. Research Findings

This chapter presents research findings and discusses the solution to the research problem that was posed in chapter one problem statement. The findings of this study focused on (1) the common type of syntactical errors made by students when writing background of study in thesis, and (2) the causes of these errors. In writing these results, researchers only attach errors from several research samples, because the findings are many and it is not possible if they are included entirely in this chapter, therefore for the complete research results can be seen in the appendix section.

1. **The Common Types of Syntactical Error Made by the Students in Writing Background of Study in Thesis.**

   a) **Omission Errors**

   Omission is any deletion of certain necessary items in sentences. Omission indicated by the absence of certain item that must appear in sentences.

   *Table 4.1: Data from Student 1*

| No. | Syntactical Errors on Background of Study Section | The Correct |
|---|---|---|
| 1. | Speaking is one of the language skills ***must*** be mastered in learning English. | Speaking is one of the language skills ***that must*** be mastered in learning English. |
| 2. | ***According Bailey*** (2005) speaking skill seem… | ***According to Bailey*** (2005) speaking skill seem… |

| No. | | |
|---|---|---|
| 3. | Second, when you speak, *cannot* change or revise what you want to say, as if you are writing. | Second, when you speak, *you cannot* change or revise what you want to say, as if you are writing. |

In the first error in the first student's table above, before the word 'must' should be preceded by the word 'that' to refer specifically to the topic discussed. Then in the second mistake, the word 'according to' is usually followed by 'to-infinitive'. As for the last mistake, we need to add a subject to make it clear who is doing the verb.

*Table 4.3 Data from Student 4*

| No. | Syntactical Errors on Background of Study Section | The Correct |
|---|---|---|
| 1. | Then, the teacher explains about the material, and after that, the students are asked to listen the sentences uttered *by teacher.* | Then, the teacher explains about the material, and after that, the students are asked to listen the sentences uttered *by the teacher.* |
| 2. | After it, they are asked too, to write word begin with letter "T", *such* "Teacher." | After it, they are asked too, to write word begin with letter "T", *such as* "Teacher." |
| 3. | *Based the background* above, the researcher interested to find out more the techniques to teach vocabulary used by the teacher in teaching. | *Based on the background* above, the researcher interested to find out more the techniques to teach vocabulary used by the teacher in teaching. |

In the first error in the fourth student's table above, we need to add 'the' to show the word specifically. In the second error, because the word 'such as' is a unitary phrase. And the last error, because the word 'based on' is a unitary phrase.

*Table 4.4: Data from Student 5*

| No. | Syntactical Errors on Background of Study Section | The Correct |
|---|---|---|
| 1. | Due to this, ***regular*** use of two or more languages is a phenomenon that exist everywhere. | Due to this, ***the regular*** use of two or more languages is a phenomenon that exist everywhere. |
| 2. | ***Rahardi (2001) billingualism*** is a situation where a speaker can use two languages as well. | ***Rahardi (2001) states that billingualism*** is a situation where a speaker can use two languages as well. |
| 3. | Therefore, as a multilingual society as aforementioned, Indonesians do not have a difficult time breaking the habit of ***speaking mixing*** language spontaneously. | Therefore, as a multilingual society as aforementioned, Indonesians do not have a difficult time breaking the habit of ***speaking and mixing*** language spontaneously. |
| 4. | Naila now lives in the ***Netherlands has managed*** to get quite a number of subscribers on YouTube because of her consistency in making English learning videos easily. | Naila now lives in the ***Netherlands and has*** managed to get quite a number of subscribers on YouTube because of her consistency in making English learning videos easily. |

The first error in the fifth student's table above needs to be corrected because we need to add the word 'the' to show the specific word. Then, in the second error, we need to add the word 'states' to show that the next sentence is a reference to the previous subject. In the third error, we need to add the preposition 'and' to make the sentence easy to read and unambiguous. The last error needs to be corrected because we need to add the preposition 'and' to make the sentence easy to read and unambiguous.

*Table 4.5: Data from Student 16*

| No. | Syntactical Errors on Background of Study Section | The Correct |
|---|---|---|
| 1. | This chapter **describes rationale** for conducting a study.. | This chapter **describes the rationale** for conducting a study.. |
| 2. | Talking about reading comprehension is one **of the pillars of act** of reading and reading comprehension.. | Talking about reading comprehension is one **of the pillars of the act** of reading and reading comprehension.. |
| 3. | In point of fact, one **of appropriate** strategies for students' reading comprehension.. | In point of fact, one **of the appropriate** strategies for students' reading comprehension.. |

The first error in the sixteenth student's table above is because we need to add 'the' to show the word specifically. The second error needs to be corrected because we need to add 'the' to show the word specifically. The last error needs to be corrected because we need to add 'the' to show the word specifically.

b) **Addition Errors**

Addition is any usage of unnecessary items in the sentences. Addition is indicated by the presence of an 'unwanted' item in sentences. The unwanted items do not appear in a well-formed utterance.

*Table 4.7: Data from Student 2*

| No. | Syntactical Errors on Background of Study Section | The Correct |
|---|---|---|
| 1. | It means speaking is the way to show and ***to deliver*** their feeling and ideas though the language. | It means speaking is the way to show and ***deliver*** their feeling and ideas through the language. |
| 2. | To ***be able to communicate*** well with others, people should properly and effectively. | To ***communicate*** well with others, people should properly and effectively. |
| 3. | According to Guntur (2015) ***state that*** the quality of one's language skills depends on the quantity and quality of the use of grammar,… | According to Guntur (2015) ***the quality*** of one's language skills depends on the quantity and quality of the use of grammar,… |
| 4. | There are several previous studies that researcher use as ***a references***,.. | There are several previous studies that researcher use as ***references***,.. |

The first addition error in the second student's table needs to be deleted because the previous word already includes the word 'to', the next word is not necessary because it is still related to the preposition. Then the second error needs to be corrected because to make the sentence more effective, it is better to remove the word 'can'. In the next error, the writer has written the word 'according to' so there

is no need to add the word 'state'. The last error needs to be corrected because there

is no need to add the article 'a' to indicate something that is plural.

*Table 4.9: Data from Student 4*

| No. | Syntactical Errors on Background of Study Section | The Correct |
|---|---|---|
| 1. | Students are not getting bored during the teaching and learning, and students could learn more since *the they* are not focus only on teacher's utterances but others activities. | Students are not getting bored during the teaching and learning, and students could learn more since *they* are not focus only on teacher's utterances but others activities. |

The addition error in the fourth student's table needs to be corrected because

we don't need to use the word 'they' if it already mentions the subject specifically.

*Table  4.11: Data from Student 16*

| No. | Syntactical Errors on Background of Study Section | The Correct |
|---|---|---|
| 1. | The main skill of teaching English as *a a* second language (ESL) in many countries. | The main skill of teaching English as *a* second language (ESL) in many countries. |

The addition error in the sixteenth student's table needs to be corrected because

we only need to use one article.

c) **Misformation Errors**

Misformation is any wrong form of certain morphemes or structures

misformation is indicated by the usage of wrong forms of certain morphemes or

structures.

*Table  4.12: Data from Student 1*

46

| No. | Syntactical Errors on Background of Study Section | The Correct |
|---|---|---|
| 1. | Horwitz (1986) ***define*** language anxienty to be "a distinct complex of self perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process". | Horwitz (1986) ***defines*** language anxienty to be "a distinct complex of self perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process". |
| 2. | Learning English is having 2 ***meeting*** in one week. | Learning English is having 2 ***meetings*** in one week. |
| 3. | Many of the students also have ***problem*** with vocabulary, this regard made them get difficulty in understanding the materials. | Many of the students also have ***problems*** with vocabulary, this regard made them get difficulty in understanding the materials. |
| 4. | The researcher ***believe*** that this study will be beneficial for the reasons stated above. | The researcher ***believes*** that this study will be beneficial for the reasons stated above. |

The first error in the first student's table needs to be corrected because the subject is singular, the verb must be added with s/es. The second error is because the subject is plural, the next word must show that it is plural. The next error is because the subject is plural, the next word must show that it is plural. Then in the last error, because the subject is singular, the verb must be added with s/es.

*Table 4.13: Data from Student 2*

| No. | Syntactical Errors on Background of Study Section | The Correct |
|---|---|---|
| 1. | Students who speak up will have different ***ability*** in grammar knowledge. | Students who speak up will have different ***abilities*** in grammar knowledge. |

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| 2. | The reason of researcher choose this tittle is because researcher ***realize*** the important of student motivation and grammar mastery.. | The reason of researcher choose this tittle is because researcher ***realized*** the important of student motivation and grammar mastery.. |
|---|---|---|

The first misformation error in the second student's table needs to be corrected because the subject is plural, the next word must show that it is plural. As for the second error, the event has already taken place, the simple past tense should be used.

*Table 4.15: Data from Student 3*

| No. | Syntactical Errors on Background of Study Section | The Correct |
|---|---|---|
| 1. | The teachers ***has*** an essential role in helping students to improve vocabulary. | The teachers ***have*** an essential role in helping students to improve vocabulary. |
| 2. | Teaching techniques emphasize the ways the teacher ***deliver*** the lesson to the students. | Teaching techniques emphasize the ways the teacher ***delivers*** the lesson to the students. |
| 3. | In order to improve the learner techniques in teaching vocabulary there are some previous ***study.*** | In order to improve the learner techniques in teaching vocabulary there are some previous ***studies.*** |
| 4. | Next previous study by Muhammad Nurhudin ***entitle*** " Descriptive Study on Teaching Vocabulary at Eight Grade Students of MTs N Karanganyar" | Next previous study by Muhammad Nurhudin ***entitled*** " Descriptive Study on Teaching Vocabulary at Eight Grade Students of MTs N Karanganyar" |

The first error in the third student's table needs to be corrected because the subject is plural, then according to the rules in English we should use the word 'have'. In the second

error, because the subject is singular, the verb must be added with s/es). Then, in the

third error the subject is plural, so the next word must show that it is plural. Finally, in

this fourth error the event has already taken place, the simple past tense should be used.

*Table  4.16: Data from Student 5*

| No. | Syntactical Errors on Background of Study Section | The Correct |
|---|---|---|
| 1. | The data of this study are taken from ***Naila Farhana YouTube*** channel videos. | The data of this study are taken from ***Naila Farhanas' YouTube*** channel videos. |

The misformation error in the fifth student's table needs to be corrected because of

the addition of 's' to show ownership.

*Table  4.16: Data from Student 15*

| No. | Syntactical Errors on Background of Study Section | The Correct |
|---|---|---|
| 1. | That is due to several reasons, firstly because of the assumption that by code-switching, the teacher is giving examples of language use that is not good for ***her*** students. | That is due to several reasons, firstly because of the assumption that by code-switching, the teacher is giving examples of language use that is not good for ***the*** students. |
| 2. | According to ***Hymes*** (1972), code-switching is an alternative used to use two or more languages, language variations, and even the style of speech (Simatupang et al., 2018), in ***her*** research, said that ***he*** wanted to explain something | According to ***Hymes*** (1972), code-switching is an alternative used to use two or more languages, language variations, and even the style of speech (Simatupang et al., 2018), in ***his*** research, said that ***he*** wanted to explain something because of the |

| | because of the situation, and want to establish intimacy between the teacher and students was also one of the factors for code-switching. | situation, and want to establish intimacy between the teacher and students was also one of the factors for code-switching. |
|---|---|---|

The first misformation error in the table belongs to the fifteenth student because the pronoun refers to the word 'teacher' in general, so it is more appropriate to use 'the'. Meanwhile, the second error needs to be corrected because the pronoun refers to the word 'Hymes' which is a man, so the pronoun used must be consistent with 'his'.

d) **Misordering Errors**

Misordering is anis an incorrect placement of certain morphemes in sentences.

*Table 4.18: Data from Student 21*

| No. | Syntactical Errors on Background of Study Section | The Correct |
|---|---|---|
| 1. | …student attendance is assessed more than when *learning online.* | …student attendance is assessed more than when *online learning.* |

The misordering error in the twenty-first student's table needs to be corrected because the structure of English and Indonesian are different.

*Table 4.19: Recapitulation of Student's Type of Error*

| Students | Error Classification |
|---|---|

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|  | Omission | Addition | Misformation | Misordering |
|---|---|---|---|---|
| Student 1 | 6 | 1 | 6 | - |
| Student 2 | - | 8 | 5 | - |
| Student 3 | 10 | - | 6 | - |
| Student 4 | 4 | 1 | 7 | - |
| Student 5 | 4 | - | 5 | - |
| Student 6 | - | 1 | - | - |
| Student 7 | 2 | 1 | 1 | - |
| Student 8 | 7 | 2 | 17 | - |
| Student 9 | 3 | 5 | 11 | - |
| Student 10 | 1 | 1 | 5 | - |
| Student 11 | 1 | 4 | 3 | - |
| Student 12 | 3 | - | 1 | - |
| Student 13 | 1 | - | 6 | 1 |
| Student 14 | - | 1 | 2 | - |
| Student 15 | 1 | 3 | 5 | - |
| Student 16 | 6 | 1 | 6 | 1 |
| Student 17 | 4 | 1 | 10 | - |
| Student 18 | 3 | 1 | 9 | - |
| Student 19 | - | 1 | 7 | - |
| Student 20 | 1 | 2 | 6 | - |
| Student 21 | 2 | - | 7 | 1 |
| Student 22 | 1 | 2 | 8 | - |
| Student 23 | - | 1 | 4 | - |
| Student 24 | - | - | 10 | - |
| Student 25 | 1 | 1 | 8 | - |
| Student 26 | 1 | - | 6 | - |
| Student 27 | - | 2 | 7 | - |
| Student 28 | - | 2 | 2 | - |
|  | **58** | **42** | **170** | **3** |
| **TOTAL** | **273** | | | |
| **PRESENTASE** | **21.20%** | **15.40%** | **62.30%** | **1.10%** |

Based on the analysis results shown in the table above, the most common error found in the background of study section of students majoring in English Education at UIN Raden Mas Said Surakarta in 2022 is misformation, with a total percentage of 62.30%. Then followed by omission with a total percentage of

21.20%, addition with a total percentage of 15.40%, and finally misordering with a total percentage of 1.10%.

Based on the results of the types of errors in the form of misformation that are mostly made by students, we can find out that in general students majoring in English education do not understand and apply the writing structure in English properly. This is proven by the total number of misformation errors which reached 62.30% of the total errors found. This shows that English students still have difficulty applying the knowledge they have gained during intensive lectures for 7 semesters.

The intensive teaching of English materials for approximately 7 semesters does not necessarily make students majoring in English education become quite familiar with the structure of the target language being studied. Nevertheless, these errors can still be corrected by knowing the cause of the error first. The reason is, this can be caused by several error factors that affect language transfer which will be examined more deeply by the researcher in the next discussion point.

## 2. The Cause of Errors

The researcher analyzes causes of error on  the theory of James that the learners errors arise from several possible general causes, namely  : Interlingual transfer and Intralingual transfer. The researcher used triangualation data by document, interview, and questionnaire.

## a. Interlingual Transfer

Interlingual transfer are those by interference of the learners' mother tongue. The students make errors are caused by the interference coming from the

students' native language. Sentence in the target language may exhibit interference from mother tongue. Almost of the students get faulty in producing sentence because of interlingual transfer. For Indonesian students, they just translate Indonesian into English without knowing the correct structure first. The researcher finds out that the students transfer Indonesian structure into English structure.

Interlingual transfer are errors which occur as a result of transfer from the native language into second language. The students usually transfer the system of mother tongue into the second language.

*Table 4.20: The Document Result*

From the data, the researcher found these errors in sentences bellow :

| Syntactical Error | The Correct |
|---|---|
| Naila now lives in ***the Natherland has managed*** to get quite a number of subcribers on YouTube because of her consistency in making English learning videos easily. | Naila now lives in ***the Natherland and has managed*** to get quite a number of subcribers on YouTube because of her consistency in making English learning videos easily. |
| That is due to several reasons, firstly because of the assumption that by code-switching, the teacher is giving examples of language use that is not good for ***her*** student. | That is due to several reasons, firstly because of the assumption that by code-switching, the teacher is giving examples of language use that is not good for ***the*** student. |
| According to ***Hymes*** (1972), code-switching is an alternative used to use two or more langauges, language variations, and even the style of speech (Simatupang et al., 2018), in ***her*** research, said that ***he*** wanted to explain something because of the situation, and want to establish intimacy between the teacher and | According to ***Hymes*** (1972), code-switching is an alternative used to use two or more langauges, language variations, and even the style of speech (Simatupang et al., 2018), in ***his*** research, said that ***he*** wanted to explain something because of the situation, and want to establish intimacy between the teacher and |

| | |
|---|---|
| students was also one of the factors for code-switching. | students was also one of the factors for code-switching. |
| Masion, *dkk* (2019) in "The Phenomenon of…" | Masion, *et al.* (2019) in "The Phenomenon of…" |
| Discovery learning leads students to think actively make *him* understand during the process. | Discovery learning leads students to think actively make *them* understand during the process. |
| *According Bailey* (2005) speaking skill seem… | *According to Bailey* (2005) speaking skill seem… |
| Second, when you speak, *cannot* change or revise what you want to say, as if you are writing. | Second, when you speak, *you cannot* change or revise what you want to say, as if you are writing. |

The results found by the author in the document data and have been validated by the validator show indicators of interlingual transfers, where the samples still make mistakes in giving pronouns, giving the right conjunctions, and still using Indonesian structures in their English writing. The data is also supported by the results of researcher interviews with participants.

*Table 4.21: Interview Result*

| Respondent Code | Question of Interview | Answer of Interview |
|---|---|---|
| M | *Sebagai mahasiswa PBI apakah anda juga menerapkan bahasa inggris dalam kehidupan sehari-hari?* | *Iya aku sering* mix languages *juga* daily *nya. Jadi struktur bahasa pake strukturnya bahasa Indonesia tapi vocabnya aku* mix *sama inggris gitu.* |
| AT | *Sebagai mahasiswa PBI apakah anda juga menerapkan bahasa inggris dalam kehidupan sehari-hari?* | *Tergantung si, kalau ada partnernya ya praktek kalau ga ada ya engga.* |
| AC | *Sebagai mahasiswa PBI apakah anda juga menerapkan bahasa* | *Jarang mba, paling nerapinnya pas disekolah sama murid-* |

| | inggris dalam kehidupan sehari-hari? | murid gitu switch language dikit-dikit. Karena kalau diterapkan di lingkungan rumah biasanya tetangga menganggapnya over gitu kek lebih sok-sokan gitu anggepannya, jadi saya milih gak menerapkan dalam lingkungan saya karena stigma masyarakat yang beda-beda tadi. Tapi kadang kalau chat sedikit-sedikit pake bahasa English simple aja kaya kata sorry, thanks, I wanna ya semacam itulah mba. |
|---|---|---|

Based on the interview results, it can be seen that the participants tried to apply English in their daily lives. However, the role of mother tongue cannot be separated from the application of English in their daily life, many of the participants admitted that they still mix the structure of English and their mother tongue. This is one of the indicators of interlingual transfer, which causes the author to be confused to apply good and correct English structures because it is still dominated by the role of their mother tongue. The results of the interview were also corroborated by the results of the open questionnaire filled out by the participants.

*Table 4.22: The Result of Questionnaire*

| Respondent Code | Question of Questionnaire | Answer of Questionnaire |
|---|---|---|

| | | |
|---|---|---|
| | *Bagaimana cara anda menerjemahkan kalimat yang anda susun dari Bahasa Indonesia ke Bahasa Inggris?* | *Dengan menggunakan google translate kemudian check grammar pada web grammarly.* |
| AM | *Bagaimana cara anda menerjemahkan kalimat yang anda susun dari Bahasa Indonesia ke Bahasa Inggris?* | *Dengan menggunakan translate, tetapi ketika membaca di browser dengan adanya kata-kata bahasa Indonesia saya selalu memblok tulisannya lalu menerjemahkannya ke Bahasa Inggris melalui translate.* |
| AD | *Bagaimana cara anda menerjemahkan kalimat yang anda susun dari Bahasa Indonesia ke Bahasa Inggris?* | *Dari kata perkata dan melihat konteks.* |

The results of the open questionnaire show that many students still only rely on machine translators or automatic web grammars without asking for reviews from linguists or other people. In addition, when experiencing difficulties or finding words that are still in Indonesian, they translate per word directly into the translation machine. Word-by-word translation without paying attention to the proper structure of the target language can make the translation results less precise and effective, because the language structure in each place is different. Meanwhile, if the writer only relies on the translation tool without getting feedback from linguists or other people, then the writer will not know where the mistakes are in the writing and how the target language structure is good and correct.

From these documents, interviews, and questionnaire it can be concluded that learners do not pay attention to and do not really understand the language structure of the target language. This is generally due to the lack of application in daily life, just like the mother tongue, the second language can be used fluently if a lot of practice is done. In addition, learners tend to use automatic machine translators as well as translate the language context word by word.

Even though the accuracy of the translation machine cannot be fully relied upon, as students we need to ask for opinions from people who we think are more knowledgeable to correct if there are errors in translation.

b. **Intralingual Transfer**

Intralingual transfer are those coming from the structure of the target that intralingual transfer are produced by the user who does not reflect the structure of the mother tongue.

*Table 4. 23: The Document Result*

From the data, the researcher found these errors in sentences bellow :

| Syntactical Error | The Correct |
|---|---|
| To find out how far a student's knowledge in accepting questions the teacher can *give a questions* to make students more active in speaking. | To find out how far a student's knowledge in accepting questions the teacher can *give questions* to make students more active in speaking. |
| Learning English is having *2 meeting* in one week. | Learning English is having *2 meetings* in one week. |
| The result of study was indicated that sentence made by the students were interfered by the first language (Bahasa Indonesia) and they *tend* to translate the sentence literally. | The result of study was indicated that sentence made by the students were interfered by the first language (Bahasa Indonesia) and they *tended* to translate the sentence literally. |
| In UU RI number 14 of 2005, chapter 1 article 1 paragraph *is* | In UU RI number 14 of 2005, chapter 1 article 1 paragraph |

| | |
|---|---|
| *explained* that the teacher is a professional.. | *explains* that the teacher is a professional.. |
| After all of the students *collect* the assignment,.. | After all of the students *collected* the assignment,.. |
| As stated above about the *teacher's* strategies in speaking problems,… | As stated above about the *teachers'* strategies in speaking problems,… |

The results of the data found by the researcher and have been validated by the validator show that there are indicators of the causes of intralingual transfer in the background of study of students majoring in English Education. Based on the data, it can be seen that students still cannot apply tenses, determiners, and the right language structure. These results are also corroborated by the results of the researcher' interview with the participant as follows:

*Table 4.24: The Interview Result*

| Respondent Code | Questions of Interview | Answer of Interview |
|---|---|---|
| AR | *Selama 7 semester dalam proses pembelajaran di kampus apakah mba mengalami kesulitan dalam memahami atau menerapkan bahasa Inggirs? Jika iya, mengapa hal tersebut menurut mba sulit?* | *Untuk kesulitan dalam memahami materi, kalau saya lebih di* morphology *dan* syntax *karena dalam materi tersebut kita membahas tentang struktur kata dan kalimat dalam bahasa Inggris jadi perlu pemahaman lebih dalam untuk memahami materi. Karena waktu itu dapat materinya ketika sedang pembelajaran daring jadi tidak terlalu memahami secara detail. Karena saya* |

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| | | |
|---|---|---|
| | | *orangnya tidak bisa hanya belajar lewat audio jadi itu menjadi kekurangan saya mengapa materi tersebut saya mengalami sedikit kesulitan.* |
| IC | *Selama 7 semester dalam proses pembelajaran di kampus apakah mba mengalami kesulitan dalam memahami atau menerapkan bahasa Inggirs? Jika iya, mengapa hal tersebut menurut mba sulit?* | *Syntax sih menurutku yang rumus tree diagram itu. Jujur ya, syntax rumus tree diagram kayanya belum pernah diajari. Jadi gak tau mengenai pembelajaran itu dik. Soalnya pas waktu itu pembelajarannya serba online semua jadi kurang paham gitu dik.* |
| RI | *Selama 7 semester dalam proses pembelajaran di kampus apakah mba mengalami kesulitan dalam memahami atau menerapkan bahasa Inggirs? Jika iya, mengapa hal tersebut menurut mba sulit?* | *Pasti ada kalo itu dik, menurut saya selain* grammar *materi yang lumayan sulit dipahami itu linguistik. Karena disitu kan kita bener-bener mempelajari dari struktur terkecil pembentukan kata ya, itu dulu apa ya namanya.. kalo gak salah* morphology *ya? Kayanya iya deh. Terus ada itu yang mirip matematika juga namanya* syntax. *Pertama aku dapet syntax agak spechless sih karena kan diajarin bikin pohon gitu kaya kita buat pohon faktor KPK FPB, dah gitu* |

| | | *masih banyak komponen yang perlu kita ketahui. Materi-materi itu tuh agak sulit untuk dipahami, ya karena kan kita kalo komunikasi pun nggak bakal nganalisis pembentukan kata dulu atau nyusun tata bahasa dulu kan ya, setauku sih komunikasi mah yang penting kita paham dan yang diajak ngomong paham gitu kan, selain itu juga waktu itu online jadi belajarnya kurang maksimal.* |
|---|---|---|

Based on the interview results, it can be seen that in addition to the material that is considered difficult to understand by students, the impact of online learning is also very influential on the maximum students in receiving or understanding a material. In addition to online learning, there are still students who claim that understanding material that is considered difficult is not too important because it is not used in communication or daily life. Some of these things are the cause of the lack of maximum students in receiving, understanding, and applying a material in lectures well. This ultimately has an impact on students' ability to write well and correctly. The results of this interview are supported by the results of an open questionnaire that has been filled in by the participants, as follows:

*Table 4.25: The Result of Questionnaire*

| Respondent Code | Question of Questionnaire | Answer of Questionnaire |
|---|---|---|
| RI | "In UU RI number 14 of 2005, chapter 1 article 1 paragraph 1 is explained that the teachers is an professional profession." *Berdasarkan kalimat diatas, apakah struktur kalimat tersebut sudah benar? Berikan alasannya.* | *Menurut saya sudah benar karena UUD tersebut ditulis pd puluhann tahun yg lalu kemudian kalimat tersebut sudah menggunakan tenses yg tepat yaitu simple past.* |
| RL | "In UU RI number 14 of 2005, chapter 1 article 1 paragraph 1 is explained that the teachers is an professional profession." *Berdasarkan kalimat diatas, apakah struktur kalimat tersebut sudah benar? Berikan alasannya.* | *Sudah benar karena sudah menggunakan struktur kalimat.* |
| IL | "In UU RI number 14 of 2005, chapter 1 article 1 | *Belum, seharusnya penggunaan kata "is" diganti dengan kata "was"* |

| | paragraph 1 is explained that the teachers is an professional profession." *Berdasarkan kalimat diatas, apakah struktur kalimat tersebut sudah benar? Berikan alasannya.* | *dikarenakan UU tersebut telah tertulis dan disahkan.* |
|---|---|---|

From the questionnaire results, it can be seen that there are still many students who do not understand well about the structure in simple English, both regarding the function of tenses, the use of proper articles, and the use of proper s/es. The result of analyzing one simple sentence shows the lack of students' knowledge and understanding of the proper English structure.

From documents, interviews and questionnaires, it appears that students still have difficulties in understanding the English material provided. Most of them feel less than optimal in learning. When viewed from the questionnaire results, it shows that in general they have been able to understand some English structures but have not understood well the other structures. As in the examples given, many of the respondents did not realize the mistakes in the function of tenses, the proper use of articles, and the proper use of s/es.

## B. Discussion

In this section, the researcher will discuss the research findings. There are two issues in this study. The first discussion about the types of syntactical error by students, and the second focus on the factor that causes students' syntactical error.

1.  **Types of Syntactical Error in Writing Thesis Made by Students of English Language Education of UIN Raden Mas Said Surakarta**

    This research has described the types of syntactical errors that are often found in the theses of students majoring in English Education. This study found four types of syntactical errors in the theses of students majoring in English education. The four types of syntactical errors that are mostly found include misformation with a percentage of errors of 62.30%, followed by omission with a percentage of errors of 21.20%, addition with a percentage of errors of 15.40%, and finally misordering with a percentage of errors of 1.10%.

    These findings show that students majoring in English Education still make mistakes in writing a paper (Oktisa, 2018; Soraya & Ridwan, 2019). However, previous studies seem to classify these errors in simple error classifications such as subject-verb agreement, the tenses marker, preposition, and the selection of appropriate pronouns. In this case, the researcher uses the theory of error classification according to Dulay et al (1982) which classifies errors more broadly and complexly. According to Dulay et al (1982), the error types are divided into four types, namely omission, addition, misformation, and misordering.

    a)  Misformation errors occur when the wrong form of a word or structure is used. To explore misformation, the researcher found that students still make mistakes in structuring and writing words properly and correctly. In this case, the

researcher found the percentage of misformation errors as much as 62.30% of the whole, where the errors mostly include subject-verb agreement, the use of proper tenses, and the selection of proper pronouns. These results are in line with the results of Soraya and Ridwan's (2019) research in which students had a total of 117 errors in subject-verb agreement. Based on these results, it can be seen that students still experience confusion in applying the right tenses and subject-verb agreement rules in a sentence.

b) Omission errors illustrate missing components in a sentence that must be present for it to be well-formed. To explore omission, researcher found that students still make mistakes by not including a component in the sentence, at first glance this error does look trivial, but the incompleteness of a component in a sentence can cause readers difficulty in understanding the meaning of a sentence. In this case, researcher found the percentage of misformation errors as much as 21.20% of the whole, where the error includes preposition, determiner, also verb. These results are in line with the results of Nurmillatul's research (2019) where omission errors are still widely made by students in writing a paper, in her research 328 omission errors were found in the papers of 3rd semester students majoring in English Education. Based on these results, it shows that students still often forget the components in writing a sentence, where a good sentence is a sentence that has good and complete components.

c) Addition, according to Dulay et al (1982) addition errors are the antithesis of omission errors and are characterized by the inclusion of extraneous elements in an otherwise well-formed sentence. To explore addition, researcher found that

students still make mistakes by over-including a component in a sentence, at first glance this error does look trivial, but the excess of a component in a sentence can cause readers confusion in understanding the meaning of a sentence and make the sentence less effective to read. In this case, researcher found a percentage of addition errors as much as 15.40% of the whole, where these errors include repetition of words, as well as the use of prepositions. These results are in line with Nurmillatul's research (2019) where addition errors rank third in the types of errors found in student papers. Based on these results, it shows that students still have difficulty in composing sentences properly and effectively.

d) Misordering can be defined as the incorrect placement of a word or group of words in a sentence (Dulay et al, 1982). To explore misordering, the researcher found that students still make mistakes in placing words in a unified sentence, at first glance this error does not really affect because the required word is complete, it's just that the placement of the word is not appropriate. This error in word placement does not really affect the meaning in a sentence, but the error shows an incorrect sentence structure, where the sentence structure in the native language and the target language certainly has differences. In this case, the researcher found the percentage of misordering errors as much as 1.10% of the whole, where these errors include misplacement of words in a sentence. This result is in line with the results of Nurmillatul's research (2019) where misordering errors are the least type of errors found in the papers of students majoring in English Education. This shows that students majoring in English Education can place words in a sentence well.

2.  **The Causes of Syntactical Errors Made by Students of English Language Education of UIN Raden Mas Said Surakarta**

After discussing the research findings regarding the types of syntactic errors made by students in writing a thesis, now the researcher presents the findings regarding the factors causing students' syntactic errors based on Richard and Schmidt (2010) which states that there are two factors causing errors, namely interlingual and intralingual interference. The researcher obtained this finding data from documents, interviews and questionnaires.

a)   Based on Na Phuket and Othman (2015, p.99) interlingual transfer stems from the influence of one's native tongue, resulting in the application of such language in the written or spoken target language. and has indicators namely literal translation, transfer errors, and mother tongue interference. Based on the data, the researcher found that students do literal translation in their writing, this is shown by one of the student's writing "Second, when you speak, you cannot change or revise what you want to say, ..." students should need to add the word "you" so that it can be understood that the next sentence refers to the same subject.

Then students also still make transfer errors, this is shown in one of the documents "Masion, et al (2019) in 'The Phenomenon...'", in the sentence shows that students still consider the writing of the mother tongue and the target language to be the same, the word 'et al' should be replaced using 'et al'. And the last is mother tongue interference, where students use their mother tongue structure in translating a sentence into the target language, this is shown in one

of the student documents "According Bailey (2005) speaking skills seem...", in the sentence students forget to include 'to' in the sentence, because if in their mother tongue structure the word 'to' is not needed, while in the English structure the word 'to' is needed. This is in accordance with Richard and Schmidt's (2010) theory that interlingual interference is one of the factors that cause syntactical errors in students' written work, where the mother tongue also influences the translation of students' writing into the target language.

The results of this document are also supported by the results of interviews where researcher asked about the application of English in everyday life. Some respondents admitted that they very rarely apply English in their daily lives, this is because their environment is less supportive. The habit of applying the target language in daily life can also greatly affect students' ability to use the right structure.

Both results are corroborated by the questionnaire results, where some students admitted to translating writing using a translation machine without asking for expert opinions or people who understand the field better to correct their writing. This shows that syntactical errors are very likely to be experienced by students, because they do not try to ask other people's opinions to find out whether the structure used is correct or not. Relying on machine translation alone can make them lack a good understanding of the differences in the structure of their mother tongue and target language.

b)      Based on Richard and Schmidt (2010) Intralingual transfer can occur due to the impact of the target language itself, indicating that errors are not only

caused by interference from the learner's native language (L1) which has indicators namely overgeneralization, ignorance of rule restrictions, incomplete application of the rules, and false concept hypothesized. Based on the data from the samples studied, the researcher found that students still overgeneralize, as found in one of the students' writings "Learning English is having 2 meetings in one week". The word 'meeting' should be changed to 'meetings' because it is plural. Then in the document also found ignorance of rule restrictions, namely in the sentence "the teacher can give a question to make students more active in speaking", the word 'questions' should be replaced with 'question' because 'a' shows singular meaning.

Incomplete application of the rules is also found in one of the documents belonging to one of the samples, the sentence is as follows "After all of the students collect the assignment..." the word 'collect' should be replaced with 'collected' because the sentence shows that the activity has been carried out. Then the last is the false concept hypothesized indicator, this indicator is shown in the sentence "as stated above about the teacher's strategies in speaking problems...", the word (teacher's) should be replaced with (teachers') because the intention or hypothesis of this sentence is ownership. This is in accordance with Richard and Schmidt's (2010) theory that intralingual interference is one of the factors that cause syntactical errors in student papers, where students have tried to understand and learn the target language but they have some obstacles in the translation process.

The results of this document are also supported by the results of the interview, where the researcher asked whether the respondents had difficulties in understanding and applying the material that had been taught at the campus and asked about the possible causes of the difficulties they felt. Most of the respondents said that they had difficulties in understanding some of the material so that they could not apply it properly. The respondents admitted that this was due to the learning process that was previously conducted online, causing learning to be less effective. This shows that in the process of receiving material, students have some obstacles that cause them to be less than optimal in applying some appropriate rules to their writing.

Both results were corroborated by the results of the questionnaire, where the researcher presented a simple sentence and the respondents were asked to analyze the errors and give their opinions regarding the errors. Almost all respondents gave incomplete answers, while some respondents said that the sentence structure was correct. This shows that the respondents still do not understand the structure of English well.

Based on these three results, if linked, it shows the relationship between the process of receiving students to a material with the results of the understanding they get. This is in line with Richard and Schmidt's (2010) opinion that intralingual is a factor that is not caused by the author's native language, but rather due to constraints or errors in the translation process.

# CHAPTER V

# CONCLUSION AND SUGGESTION

## A. Conclusion

Based on the findings and discussions in the problem chapter, the researcher concluded the type of errors are usually made by students of English Language Education of UIN Raden Mas Said Surakarta and the cause of errors made by students of English Language Education of UIN Raden Mas Said Surakarta. The conclusion are as follows :

1. The types of error are usually made by students of English Language Education of UIN Raden Mas Said Surakarta in writing background of study section based on the description in previous chapter, it can be concluded that the student of English Language Education still made the errors when the students were asked to thesis. The types of errors made by the students on writing background of study are based on surface strategy taxonomy which are classified into omission, addition, misformation, and misordering. After identifying the errors, the researcher found 273 total of errors consisting of 58 errors of omission, 42 errors of addition, 170 errors of misformation, and 3 errors of misordering. From the data above, it can be seen that misformation error was the highest number of errors made by the students. It was followed by omission error, addition error, and the last as the lowest is midordering error.

2. The cause of error made by students of English Language Education of UIN Raden Mas Said Surakarta in writing background of study in thesis. After analyzing each types of error found in background of study section in students thesis of English Language Education of UIN Raden Mas Said Surakarta, the researcher can find some sources of errors. They are interlingual and intralingual transfer. Interlingual transfer is error that

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are influenced by the interference of users' mother tongue. The users still apply Indonesian pattern into English when they translate sentences. Then interlingual transfer occurs when students get difficulty learn the second language.

## B. Suggestion

The researcher finds that there were still some errors made by the students in written thesis. Therefore, she wants to give suggestions follows:

1. To the English teachers

   After knowing the area which the students often make the errors in writing background of study, the teacher should pay more attention to the writing teaching and learning process and also stress on the material in which difficult for students. May use a new method in teaching learning process.

2. To the students

   Since there are still so many errors made by the students in writing background of study, they should pay more attention to it. The students should learn harder. It is also important for them to know their own errors because by knowing their own errors, they will not make similar errors.

3. To the researcher

   Since this research is far from being perfect, it is hoped that the other researcher can discuss and analyzed the students' error deeply. Meanwhile, hopefully, this research will be able to be a kind of reference for them to make further researches in concerning error analysis with deeper analysis and shaper results.

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# APPENDICS

**Appendix 1 Validator Sheet**

1. Data from Student 1

**Omission Error**

| No | Syntactical Error | The Correct |
|----|-------------------|-------------|
| 1. | Speaking is one of the *language skills must* be mastered in learning English. | Speaking is one of the *language skills that must* be mastered in learning English. |
| 2. | *According Bailey* (2005) Speaking skill seems more difficult than any others skills,… | *According to Bailey* (2005) Speaking skill seems more difficult than any others skills,… |
| 3. | Second, when *you speak, cannot* change or revise what you want to say,… | Second, when *you speak, you cannot* change or revise what you want to say,… |
| 4. | Speaking *is productive* skill in the oral mode. | Speaking *is a productive* skill in the oral mode. |
| 5. | Speaking requires *the use intonation* and body language to convey meaning. | Speaking requires *the use of intonation* and body language to convey meaning. |
| 6. | The might make the students speaking *anxiety arise* and make them to silent instead of speaking. | The might make the students speaking *anxiety to arise* and make them to silent instead of speaking. |

**Addition Error**

| No | Syntactical Error | The Correct |
|----|-------------------|-------------|
| 1. | *The First*, unlike reading or writing, speaking happens instantly,… | *First*, unlike reading or writing, speaking happens instantly,… |

**Misformation Error**

| No | Syntactical Error | The Correct |
|----|-------------------|-------------|
| 1. | Learning to speak also *demans* a lot of practice and attention;.. | Learning to speak also *demands* a lot of practice and attention;.. |
| 2. | Horwitz (1986) *define* language anxiety to be a distinct complex of self-perceptions, beliefs, feelings, and behaviours… | Horwitz (1986) *defines* language anxiety to be a distinct complex of self-perceptions, beliefs, feelings, and behaviours… |
| 3. | a distinct complex of self-perceptions, beliefs, feelings, and *behaviours* related to classroom language learning… | a distinct complex of self-perceptions, beliefs, feelings, and *behaviors* related to classroom language learning… |
| 4. | Learning English is having 2 *meeting* in one week. | Learning English is having 2 *meetings* in one week. |

| No | Syntactical Error | The Correct |
|---|---|---|
| 5. | Many of the students also have ***problem*** with vocabulary, this regard made them get difficulty in understanding the materials. | Many of the students also have ***problems*** with vocabulary, this regard made them get difficulty in understanding the materials. |
| 6. | The researcher ***believe*** that this study will be beneficial for the reasons stated above. | The researcher ***believes*** that this study will be beneficial for the reasons stated above. |

2. Data from Student 2

**Addition Error**

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | To ***be able to*** communicate well with others, people should properly and effectively. | To ***communicate*** well with others, people should properly and effectively. |
| 2. | Sometimes the student who has good ability in grammar knowledge will ***speak up*** fluently,.. | Sometimes the student who has good ability in grammar knowledge will ***speak*** fluently,.. |
| 3. | Second, when ***you speak, cannot*** change or revise what you want to say,… | Second, when ***you speak, you cannot*** change or revise what you want to say,… |
| 4. | Many students have difficulties in speaking because of their less ability in grammar knowledge such as understanding the use of tense, the pronoun, the appropriate conjunction, and ***the others.*** | Many students have difficulties in speaking because of their less ability in grammar knowledge such as understanding the use of tense, the pronoun, the appropriate conjunction, and ***others.*** |
| 5. | ***According to Guntur (2015) state that*** the quality of one's language skills depends on the quantity and quality of the use of grmmar,.. | ***According to Guntur (2015)*** the quality of one's language skills depends on the quantity and quality of the use of grmmar,.. |
| 6. | ***For the*** hypothesis, there is a positive correlation between students' motivation (X1) and speaking skill (Y). | ***The*** hypothesis, there is a positive correlation between students' motivation (X1) and speaking skill (Y). |
| 7. | Without mastering grammar. Student would be difficult to master ***the other*** language skill such as speaking skill. | Without mastering grammar. Student would be difficult to master ***other*** language skill such as speaking skill. |
| 8. | There are several previous studies that researcher use as ***a references***, the first is a study… | There are several previous studies that researcher use as ***references***, the first is a study… |

**Misformation Error**

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | Students who speak up will have different ***ability*** in grammar knowledge. | Students who speak up will have different ***abilities*** in grammar knowledge. |

| 2. | Hence, to overcome this problem, students need to manage their wilingness to speak up or to be brave and more talkative as the extrovert ones and ***expand the grammar*** knowledge to have good speaking ability. | Hence, to overcome this problem, students need to manage their wilingness to speak up or to be brave and more talkative as the extrovert ones and ***expand their grammar*** knowledge to have good speaking ability. |
|---|---|---|
| 3. | The reason of researcher choose this tittle is because researcher ***realize*** the important of student motivation and grammar mastery toward speaking ability for student. | The reason of researcher choose this tittle is because researcher ***realized*** the important of student motivation and grammar mastery toward speaking ability for student. |
| 4. | Without mastering grammar. Student would be difficult to master the other language ***skill*** such as speaking skill. | Without mastering grammar. Student would be difficult to master the other language ***skills*** such as speaking skill.. |
| 5. | It means speaking is the way to show and to deliver their feeling and ideas ***though*** the language. | It means speaking is the way to show and to deliver their feeling and ideas ***through*** the language. |

3. Data from Student 3

**Omission Error**

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | Teacher uses media in order ***to the*** students are interesting. | Teacher uses media in order ***to make the*** students are interesting. |
| 2. | The student ***effort to speak English.*** | The student ***make an effort to speak English.*** |
| 3. | So, the students are ***not difficult*** to memorize English vocabulary. | So, the students are ***not have difficult*** to memorize English vocabulary. |
| 4. | ***In reheasal strategy***, teacher explain many vocabularies to the students in the classroom. | ***In the reheasal strategy***, teacher explain many vocabularies to the students in the classroom. |
| 5. | In reheasal strategy, ***teacher*** explain many vocabularies to the students in the classroom. | In reheasal strategy, ***the teacher*** explain many vocabularies to the students in the classroom. |
| 6. | In ***discuss*** strategy, teacher makes groups in the classroom. | In ***the discuss*** strategy, teacher makes groups in the classroom. |
| 7. | The differences ***of research*** with the other researches that the researcher uses picture and number head together media to improve English vocabulary mastery. | The differences ***of the research*** with the other researches that the researcher uses picture and number head together media to improve English vocabulary mastery. |
| 8. | The student ***communicate their friends*** using English in the classroom. | The student ***communicate with their friends*** using English in the classroom. |

| No | Syntactical Error | The Correct |
|---|---|---|
| 9. | The finding *is teacher* used five strategies in teaching vocabulary to students with hearing impairment… | The finding *is teacher* used five strategies in teaching vocabulary to students with hearing impairment… |
| 10. | In *gesture strategy*, teacher teaches the vocabulary using gesture. | In *the gesture strategy*, teacher teaches the vocabulary using gesture. |

**Misformation Error**

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | Especially in learning new vocabulary, for example by *the use* of games, illustration, etc. | Especially in learning new vocabulary, for example by *using* of games, illustration, etc. |
| 2. | Especially in learning new vocabulary, for example by the use of games, *illustration*, etc. | Especially in learning new vocabulary, for example by the use of games, *illustrations*, etc. |
| 3. | In the gesture strategy, teacher teaches the vocabulary using *gesture*. | In the gesture strategy, teacher teaches the vocabulary using *gestures*. |
| 4. | Teacher explains *a vocabulary* "write" so he holdouts pen and writes something on the paper. | Teacher explains *the vocabulary* "write" so he holdouts pen and writes something on the paper. |
| 5. | Besides that, the reason why the researcher *choses* SMP Negeri 24 Surakarta as the subject.. | Besides that, the reason why the researcher *choose* SMP Negeri 24 Surakarta as the subject.. |
| 6. | According to *other teacher*, driling is the most effective way than others.. | According to *other teachersl*, driling is the most effective way than others.. |

4. Data from Student 4

**Omission Error**

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | Learning a foreign language is basically a matter of learning vocabulary *in target language.* | Learning a foreign language is basically a matter of learning vocabulary *in the target language.* |
| 2. | For teachers, the use of techniques is in order *to teachers become* easier and better… | For teachers, the use of techniques is in order *to make teachers become* easier and better… |
| 3. | The students are asked to listen the sentences uttered *by teacher.* | The students are asked to listen the sentences uttered *by the teacher.* |
| 4. | To write words begin with letter "T", *such* "Teacher". | To write words begin with letter "T", *such as* "Teacher". |

**Addition Error**

| No | Syntactical Error | The Correct |
|---|---|---|

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | Students could learn more since *the they are* not focus only on teacher's utterances but others activities. | Students could learn more since *they are* not focus only on teacher's utterances but others activities. |

**Misformation Error**

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | The students to be able to do or achieve the aim of the instructional *progam* on mastering vocabulary. | The students to be able to do or achieve the aim of the instructional *program* on mastering vocabulary. |
| 2. | In order to improve the learner techniques in teaching vocabulary there are *some previous study.* | In order to improve the learner techniques in teaching vocabulary there are *some previous studies.* |
| 3. | The previous study *use* observation, interview, and *quitionare* and this study use observation and interview. | The previous study *used* observation, interview, and *questionnaire* and this study use observation and interview. |
| 4. | Next previous study by Muhammad Nurhudin *entitle* "Descriptive Study on Teaching Vocabulary at Eight Grade Students of MTs N Karanganyar." | Next previous study by Muhammad Nurhudin *entitled* "Descriptive Study on Teaching Vocabulary at Eight Grade Students of MTs N Karanganyar." |
| 5. | The result shows that the strategy *done* by the teacher to teach the students is good. | The result shows that the strategy *used* by the teacher to teach the students is good. |
| 6. | The researcher choose SMP N 6 Sragen *beacuse* the school get A (Excellent) accreditation.. | The researcher choose SMP N 6 Sragen *because* the school get A (Excellent) accreditation.. |
| 7. | It make the students not get *boredoom* in class. | It make the students not get *boredom* in class. |

5. Data from Student 5

**Omission Error**

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | *Due to this, regular use* of two or more languages is a phenomenon that exists everywhere. | *Due to this, the regular use* of two or more languages is a phenomenon that exists everywhere. |
| 2. | *Rahardi (2001) bilingualism* is a situation where a speaker can use two languages as well. | *Rahardi (2001) states that bilingualism* is a situation where a speaker can use two languages as well. |
| 3. | Indonesians do not have a difficult time breaking the habit of *speaking mixing* language spontaneously. | Indonesians do not have a difficult time breaking the habit of *speaking and mixing* language spontaneously. |
| 4. | Naila now *lives in the Netherlands has managed* to get quite a | Naila now lives in the *Netherlands and has managed* to get quite a number of subscribers on YouTube.. |

| No | Syntactical Error | The Correct |
|---|---|---|
| | number of subscribers on YouTube.. | |

**Misformation Error**

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | *Due to this, regular use* of two or more languages is a phenomenon that exists everywhere. | *Due to this, the regular use* of two or more languages is a phenomenon that exists everywhere. |
| 2. | When someone uses a word or phrase from another language, it indicates that *he or she is* code-mixing.. | When someone uses a word or phrase from another language, it indicates that *they are* code-mixing.. |
| 3. | YouTube is a social media platform that contains online videos or *in* YouTube there are various kinds of videos that are stored in it.. | YouTube is a social media platform that contains online videos or *on* YouTube there are various kinds of videos that are stored in it.. |
| 4. | Naila now lives in the *Netherlands* has managed to get quite a number of subscribers on YouTube.. | Naila now lives in the *Netherland* and has managed to get quite a number of subscribers on YouTube.. |
| 5. | The data of this study are taken from *Naila Farhana YouTube* channel videos. | The data of this study are taken from *Naila Farhana's YouTube* channel videos. |

6. Data from Student 6

**Addition Error**

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | *While the differences* in the research that the author took Students' interest in English online learning and solutions made by the teacher. | *The differences* in the research that the author took Students' interest in English online learning and solutions made by the teacher. |

7. Data from Student 7

**Omission Error**

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | The ongoing technological development in global *society means there are* new demands… | The ongoing technological development in global *society means that there are* new demands… |
| 2. | In addition, SMAN 1 Jepara also has *joined BRIDGE Programme Australia-Indonesia,..* | In addition, SMAN 1 Jepara also has *the joined BRIDGE Programme Australia-Indonesia,..* |

**Addition Error**

| No | Syntactical Error | The Correct |
|----|-------------------|-------------|
| 1. | *Changing and digitizing are a* real challenge, especially in teaching. | *Changing and digitizing are* real challenge, especially in teaching. |

**Misformation Error**

| No | Syntactical Error | The Correct |
|----|-------------------|-------------|
| 1. | *Changing and digitizing is* a real challenge, especially in teaching. | *Changing and digitizing are* a real challenge, especially in teaching. |

8. Data from Student 8

**Omission Error**

| No | Syntactical Error | The Correct |
|----|-------------------|-------------|
| 1. | *Because of, vocabulary* should be mastered and applied in the appropriated context. | *Because of this, vocabulary* should be mastered and applied in the appropriated context. |
| 2. | The teacher *gives alternative* for the problem in teaching vocabulary mastery by using mnemonic strategy (memorize). | The teacher *gives an alternative* for the problem in teaching vocabulary mastery by using mnemonic strategy (memorize). |
| 3. | The teacher gives alternative for the problem in teaching vocabulary mastery *by using mnemonic strategy (memorize).* | The teacher gives alternative for the problem in teaching vocabulary mastery *by using a mnemonic strategy (memorize).* |
| 4. | One of the most popular mnemonic *is keyword method.* | One of the most popular mnemonic *is the keyword method.* |
| 5. | This strategy offers its users a way to take in encoding vocabulary learning material so that it will be much easier *for them remember..* | This strategy offers its users a way to take in encoding vocabulary learning material so that it will be much easier *for them to remember..* |
| 6. | As the first language *in development* of technology. | As the first language *in the development* of technology. |
| 7. | In learning vocabulary, the various learning stragey currently *used by teacher,..* | In learning vocabulary, the various learning stragey currently *used by the teacher,..* |

**Addition Error**

| No | Syntactical Error | The Correct |
|----|-------------------|-------------|
| 1. | The researcher found out one of the teacher *teach about by* using mnemonics stratefy (memorizing). | The researcher found out one of the teacher *teach by* using mnemonics stratefy (memorizing). |
| 2. | They will be lazy to give attention and they do not have passion to *continue the studying.* | They will be lazy to give attention and they do not have passion to *continue studying.* |

**Misformation Error**

| No | Syntactical Error | The Correct |
|----|-------------------|-------------|

| No. | Syntactical Error | The Correct |
|-----|-------------------|-------------|
| 1. | Grammar are two very important *element* shared by all four skills. | Grammar are two very important *elements* shared by all four skills. |
| 2. | Grammar are two *veryimportant* elements shared by all four skills. | Grammar are two *very important* elements shared by all four skills. |
| 3. | Learn vocabulary in class is success when the students *understood* what the teacher teaches… | Learn vocabulary in class is success when the students *understand* what the teacher teaches… |
| 4. | The technique is the best used *is* studying vocabulary in English. | The technique is the best used *in* studying vocabulary in English. |
| 5. | The use of mnemonic techniques are *depend* on the student's learning style. | The use of mnemonic techniques are *depends* on the student's learning style. |
| 6. | In the brain is linked in various *waysand* it have been proven.. | In the brain is linked in various *ways and* it have been proven.. |
| 7. | When the *researcherteaching* practice in SMP 2 Ceper,… | When the researcher teaching practice in SMP 2 Ceper,… |
| 8. | The first meeting she *ask* her students to read.. | The first meeting she *asked* her students to read.. |
| 9. | After that the teacher *give* instruction to the students to make a sentence.. | After that the teacher *gives* instruction to the students to make a sentence.. |
| 10. | After that the teacher *gives* instruction *to the students* to make a sentence.. | After that the teacher *gives* instruction *to the student* to make a sentence.. |
| 11. | Those problems above arise because of some *factor*. | Those problems above arise because of some *factors.* |
| 12. | The teacher always *remind* them to pay.. | The teacher always *reminds* them to pay.. |
| 13. | The memorization process learner concentration on remembering the image of words become *a unique* information.. | The memorization process learner concentration on remembering the image of words become *an unique* information.. |
| 14. | By using this strategy, it also hoped that *learner* will get easily.. | By using this strategy, it also hoped that *learners* will get easily.. |
| 15. | Students can *mastered* the vocabulary easier and fun. | Students can *master* the vocabulary easier and fun. |
| 16. | It *have* been proven to be extremely.. | It *has* been proven to be extremely.. |
| 17. | *The students* will silent and did not answer the question. | *The student* will silent and did not answer the question. |

9. Data from Student 9

**Omission Error**

| No | Syntactical Error | The Correct |
|----|-------------------|-------------|
| 1. | In teaching and learning process *teacher* can be a center of the students,.. | In teaching and learning process *the teacher* can be a center of the students,.. |

| 2. | *Gattis (2000) question* is one of the tool that important for teaching and extend students learning. | *Gattis (2000) stated that question* is one of the tool that important for teaching and extend students learning. |
|----|----|----|
| 3. | One's creative are obtained through: observing, qestioning, experimenting, *associating, networking* it terms of asking question, then the English teacher aims to make students more active in speaking. | One's creative are obtained through: observing, qestioning, experimenting, *associating, and networking* it terms of asking question, then the English teacher aims to make students more active in speaking. |

## Addition Error

| No | Syntactical Error | The Correct |
|----|----|----|
| 1. | In this life the important thing for human is *the communication*,.. | In this life the important thing for human is *communication*,.. |
| 2. | To find out how far *a student's* knowledge in accepting questions the teacher can give a questions to make students more active in speaking. | To find out how far *student's* knowledge in accepting questions the teacher can give a questions to make students more active in speaking. |
| 3. | To find out how far a student's knowledge in accepting questions the teacher can give *a questions* to make students more active in speaking. | To find out how far a student's knowledge in accepting questions the teacher can give *questions* to make students more active in speaking. |
| 4. | So as the teacher should have a strategy that can make *a students* interested and can be an attraction during interactions in the classroom. | So as the teacher should have a strategy that can make *students* interested and can be an attraction during interactions in the classroom. |
| 5. | The researcher will *conduct conducted* the research in SMP N 1 Tawangmangu. | The researcher will *conduct* the research in SMP N 1 Tawangmangu. |

## Misformation Error

| No | Syntactical Error | The Correct |
|----|----|----|
| 1. | *There fore* through that process is expected to help teachers in the teaching and learning process.. | *Therefore* through that process is expected to help teachers in the teaching and learning process.. |
| 2. | *The teacher's* role is to help the students' abilities in speaking English. | *The teachers'* role is to help the students' abilities in speaking English. |
| 3. | Third, classroom is used to analyze students' abilities in the learning *procces*. | Third, classroom is used to analyze students' abilities in the learning *process*. |
| 4. | One's creative are obtained through: observing, *qestioning*, experimenting, associating, networking it terms of asking | One's creative are obtained through: observing, *questioning*, experimenting, associating, networking it terms of asking |

| | question, then the English teacher aims to make students more active in speaking. | question, then the English teacher aims to make students more active in speaking. |
|---|---|---|
| 5. | One's creative are obtained through: observing, qestioning, experimenting, associating, ***networking it terms*** of asking question, then the English teacher aims to make students more active in speaking. | One's creative are obtained through: observing, qestioning, experimenting, associating, ***networking in terms*** of asking question, then the English teacher aims to make students more active in speaking. |
| 6. | The teacher also has to observe every student who feels ***they has*** a tendency to remain silent during class. | The teacher also has to observe every student who feels ***they have*** a tendency to remain silent during class. |
| 7. | In this case the teacher makes ***serveral*** question during the lesson… | In this case the teacher makes ***several*** question during the lesson… |
| 8. | In this case the teacher makes serveral ***question*** during the lesson… | In this case the teacher makes serveral ***questions*** during the lesson… |
| 9. | Wether the students can catch the lesson or not, but as a ***teacher if would*** be wise to always supervise and pay attention to students who seen unfocused class. | Wether the students can catch the lesson or not, but as a ***teacher it would*** be wise to always supervise and pay attention to students who seen unfocused class. |
| 10. | Make students feel bored and ***unintersted*** that make them stay silent. | Make students feel bored and ***uninterested*** that make them stay silent. |
| 11. | The teacher must ***have*** a strategy so that students can be more aware of the importance to try for learning speaking in English. | The teacher must ***has*** a strategy so that students can be more aware of the importance to try for learning speaking in English. |

10. Data from Student 10

**Omission Error**

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | Instructional media ***is tool*** for teaching and learning process,… | Instructional media ***is a tool*** for teaching and learning process,… |

**Addition Error**

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | Through instructional media, students are able ***to do learning*** directly or have a clearer understanding of the material.. | Through instructional media, students are able ***to learning*** directly or have a clearer understanding of the material.. |

**Misformation Error**

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | There are several studies related to this research, ***this studies*** shown that media can help… | There are several studies related to this research, ***these studies*** shown that media can help… |
| 2. | Students who were less active and the score of ***the students*** is also decreases. | Students who were less active and the score of ***the student*** is also decreases. |
| 3. | Because of ***some problem*** that faced by the teacher, he try to use more interesting media.. | Because of ***some problems*** that faced by the teacher, he try to use more interesting media.. |
| 4. | Based on ***previous study*** above, it is suggested that… | Based on ***previous studies*** above, it is suggested that… |
| 5. | Therefore, in this case the researcher ***want*** to know… | Therefore, in this case the researcher ***wants*** to know… |

11. Data from Student 11

**Omission Error**

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | Speaking has an important role ***in language*** learning process, through speaking,… | Speaking has an important role ***in the language*** learning process, through speaking,… |

**Addition Error**

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | Based on these problems, ***a learning*** method is needed that can improve the quality of.. | Based on these problems, ***learning*** method is needed that can improve the quality of.. |
| 2. | The quality of the learning process is expected to increase and learning outcomes in the form of students' speaking ***skills also increase.*** | The quality of the learning process is expected to increase and learning outcomes in the form of students' speaking ***skills***. |
| 3. | Action research is an activity carried out by the teacher or together with other people (collaboration) which aims to ***improve or improve*** the quality of the learning process in the classroom. | Action research is an activity carried out by the teacher or together with other people (collaboration) which aims to ***improve*** the quality of the learning process in the classroom. |
| 4. | Problem-based learning ***or commonly known as problem-based leaening is*** the right method to overcome these problems. | Problem-based learning ***is*** the right method to overcome these problems. |

**Misformation Error**

| No | Syntactical Error | The Correct |
|---|---|---|

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | *This proves* that the mastery of spoken language is more functional in everyday life. | *These proves* that the mastery of spoken language is more functional in everyday life. |
| 2. | From *the results* of problem identification and interviews conducted by researcher with an English subject teacher for class VII SMP Muhammadiyah PK Kottabarat Surakarta,… | From *the result* of problem identification and interviews conducted by researcher with an English subject teacher for class VII SMP Muhammadiyah PK Kottabarat Surakarta,… |
| 3. | From the results of problem identification and interviews conducted by *researcher* with an English subject teacher for class VII SMP Muhammadiyah PK Kottabarat Surakarta,… | From the results of problem identification and interviews conducted by *researcher* with an English subject teacher for class VII SMP Muhammadiyah PK Kottabarat Surakarta,… |

### 12. Data from Student 12

**Omission Error**

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | *Factor can affect* independence include motivation, behaviour and cognitive. | *Factor that can affect* independence include motivation, behaviour and cognitive. |
| 2. | This makes students embarrassed to hear *a lot native* speaker and even make sentence mistakes. | This makes students embarrassed to hear *a lot of native* speaker and even make sentence mistakes. |
| 3. | Meanwhile, other previous *studies Tri Rijanto* (2018) conduct student learning… | Meanwhile, other previous *studies by Tri Rijanto* (2018) conduct student learning… |

**Misformation Error**

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | Motivation is also called a *person's* motive to engage in a particular activity. | Motivation is also called a *persons'* motive to engage in a particular activity. |

### 13. Data from Student 13

**Omission Error**

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | Textbook is one *of most frequently* used media in teaching and learning process. | Textbook is one *of the most frequently* used media in teaching and learning process. |

**Misformation Error**

| No | Syntactical Error | The Correct |
|---|---|---|

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | In addition, textbook also *have* an important role in teaching;… | In addition, textbook also *has* an important role in teaching;… |
| 2. | Teachers and *schools* are responsible for selecting suitable textbooks related to the school's syllabus. | Teachers and *school* are responsible for selecting suitable textbooks related to the school's syllabus. |
| 3. | Teachers and schools are responsible for selecting suitable textbooks related to the *school's* syllabus. | Teachers and schools are responsible for selecting suitable textbooks related to the *schools'* syllabus. |
| 4. | The *needs* of students and the class. | The *need* of students and the class. |
| 5. | There are several possible *situation* that occur in using English textbooks. | There are several possible *situations* that occur in using English textbooks. |
| 6. | The teacher only uses 2 *textbook* as the reference with.. | The teacher only uses 2 *textbooks* as the reference with.. |

**Misordering Error**

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | Based on *the result interview* with English teacher at SMPN 2 Mondokan,… | Based on *the interview result* with English teacher at SMPN 2 Mondokan,… |

14. Data from Student 14

**Addition Error**

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | The differences with the study that researcher *takes are the researcher* uses the fifth semester students to translate the brochure rather than… | The differences with the study that researcher *takes* uses the fifth semester students to translate the brochure rather than… |

**Misformation Error**

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | From the *difficulties* that have explained above, the researcher is interested… | From the *difficulty* that have explained above, the researcher is interested… |
| 2. | From the difficulties that *have* explained above, the researcher is interested… | From the difficulties that *have* explained above, the researcher is interested… |

15. Data from Student 15

**Omission Error**

| No | Syntactical Error | The Correct |
|---|---|---|

| No | | |
|----|--------------------|-------------------------|
| 1. | Internal factors are defined because some students need **help understanding** English talk… | Internal factors are defined because some students need **help to understanding** English talk… |

## Addition Error

| No | Syntactical Error | The Correct |
|----|-------------------|-------------|
| 1. | The use of language forms incorrectly and badly **and is** the result of a need for… | The use of language forms incorrectly and badly **and** the result of a need for… |
| 2. | …which helps explain the material **and is** an icebreaker. | …which helps explain the material **and** an icebreaker. |
| 3. | .. to master English speaking, lack vocabulary, **and are** nervous when speaking in English. | .. to master English speaking, lack vocabulary, **and** nervous when speaking in English. |

## Misformation Error

| No | Syntactical Error | The Correct |
|----|-------------------|-------------|
| 1. | The teacher is giving examples of language use that is not good for **her** students. | The teacher is giving examples of language use that is not good for **their** students. |
| 2. | In **her** research, said that **he** wanted to explain something because… | In **his** research, said that **he** wanted to explain something because… |
| 3. | It can be considered that the **teacher's behavior** is carried out… | It can be considered that the **teachers' behavior** is carried out… |
| 4. | Students **have** a low ability to master.. | Students **has** a low ability to master.. |
| 5. | Research conducted by **researcher** has several differences from previous studies, | Research conducted by **researcher** has several differences from previous studies, |

16. Data from Student 16

## Omission Error

| No | Syntactical Error | The Correct |
|----|-------------------|-------------|
| 1. | They are able to **create appropriate** range and flexibility of vocabulary to deal with the topic. | They are able to **create an appropriate** range and flexibility of vocabulary to deal with the topic. |
| 2. | They are able to communicate effectively and responding **well the** topic. | They are able to communicate effectively and responding **well tto the** topic. |
| 3. | Project-Based Learning is **a method learning** which students can achieve competence in attitudes… | Project-Based Learning is **a method of learning** which students can achieve competence in attitudes… |
| 4. | In addition, **Frank (2003) the** project-based learning approach involves… | In addition, **Frank (2003) said that the** project-based learning approach involves… |

| No | Syntactical Error | The Correct |
|---|---|---|
| 5. | Project-Based Learning is making students as centred in learning activities, *so can* provide a meaningful… | Project-Based Learning is making students as centred in learning activities, *so it can* provide a meaningful… |
| 6. | Second, subjects *of previous* research are Junior high school students and… | Second, subjects *of the previous* research are Junior high school students and… |

## Addition Error

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | *According to Thornbury* (2005) stated "Speaking is a lot of mastery… | *Thornbury* (2005) stated "Speaking is a lot of mastery… |

## Misformation Error

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | Project-Based Learning gives *the students* chances to learn and practice English… | Project-Based Learning gives *the student* chances to learn and practice English… |
| 2. | The aims *are* to make understand the students how to pronounce the text in English with correctly. | The aims *is* to make understand the students how to pronounce the text in English with correctly. |
| 3. | …wants to know the students' *response* about the teacher… | …wants to know the students' *responses* about the teacher… |
| 4. | Second, subjects of previous research *are* Junior high school students and… | Second, subjects of previous research *is* Junior high school students and… |
| 5. | *The differences* between this research and previous research above are on subject research. | *The difference* between this research and previous research above are on subject research. |
| 6. | The differences between this research and previous research above *are* on subject research. | The differences between this research and previous research above *is* on subject research. |

## Misordering Error

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | The reason the teacher implemented the Project-Based Learning method is considered appropriate to the learning conditions *the during* covid-19 pandemic. | The reason the teacher implemented the Project-Based Learning method is considered appropriate to the learning conditions *during the covid-19 pandemic.* |

17. Data from Student 17

## Omission Error

| No | Syntactical Error | The Correct |
|---|---|---|

| 1. | Internal factors are defined because some students need **help understanding** English talk… | Internal factors are defined because some students need **help to understanding** English talk… |
|---|---|---|
| 2. | In point of fact, one **of appropriate** strategies for students' reading… | In point of fact, one **of the appropriate** strategies for students' reading… |
| 3. | In the end **of pandemic** era or post… | In the end **of the pandemic** era or post… |
| 4. | Based of interviews **with English** teacher of SMP N 2 Polokarto.. | Based of interviews **with the English** teacher of SMP N 2 Polokarto.. |

**Addition Error**

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | EFL teaching and the main skill of teaching English as **a a** second language (ESL)… | EFL teaching and the main skill of teaching English as **a** second language (ESL)… |

**Misformation Error**

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | This chapter describes rationale for conducting a study on **teacher's** strategy in Teaching Reading Comprehension… | This chapter describes rationale for conducting a study on **teachers'** strategy in Teaching Reading Comprehension… |
| 2. | Students are expected to **have** abilities to understand some short… | Students are expected to **has** abilities to understand some short… |
| 3. | **The students** should have good reading… | **The student** should have good reading… |
| 4. | to get good score, the students **have** to be able to answer… | to get good score, the students **has** to be able to answer… |
| 5. | to get good score, **the students** have to be able to answer… | to get good score, **the student** have to be able to answer… |
| 6. | So, in Indonesia, English teaching and learning process **is** more focused on reading, especially… | So, in Indonesia, English teaching and learning process **are** more focused on reading, especially… |
| 7. | In the pre-pandemic, learning **activity** also facused on students' character… | In the pre-pandemic, learning **activities** also facused on students' character… |
| 8. | In the pre-pandemic, learning activity also **facused** on students' character… | In the pre-pandemic, learning activity also **focused** on students' character… |
| 9. | The teacher **give** review about the previous materials. | The teacher **gives** review about the previous materials. |
| 10. | Based **of** interviews with English teacher of SMP N 2 Polokarto.. | Based **on** interviews with English teacher of SMP N 2 Polokarto.. |

18. Data from Student 18

**Omission Error**

| No | Syntactical Error | The Correct |
| --- | --- | --- |
| 1. | Internal factors are defined because some students need ***help understanding*** English talk… | Internal factors are defined because some students need ***help to understanding*** English talk… |
| 2. | ***According Sudjana*** (in Wijayanti's paper:2013), learning methods are… | ***According to Sudjana*** (in Wijayanti's paper:2013), learning methods are… |
| 3. | Learning methods are the ways that teachers make ***contact students*** during the learning takes place. | Learning methods are the ways that teachers make ***contact with students*** during the learning takes place. |

## Addition Error

| No | Syntactical Error | The Correct |
| --- | --- | --- |
| 1. | The learners have ***to able*** to choose the word or dictation… | The learners have ***able*** to choose the word or dictation… |

## Misformation Error

| No | Syntactical Error | The Correct |
| --- | --- | --- |
| 1. | The ***learners*** have to able to choose the word or dictation… | The ***learner*** have to able to choose the word or dictation… |
| 2. | The learners ***have*** to able to choose the word or dictation… | The learners ***has*** to able to choose the word or dictation… |
| 3. | Based on the ***researcher's observation*** in the eight… | Based on the ***researcher' observation*** in the eight… |
| 4. | Discovery learning leads students to think actively make ***him*** understand during the process. | Discovery learning leads students to think actively make ***them*** understand during the process. |
| 5. | Essentially the technique of discovery, is that the child generates information on ***his*** own, which he can then check or evaluate the sources.. | Essentially the technique of discovery, is that the child generates information on ***their*** own, which he can then check or evaluate the sources.. |
| 6. | Essentially the technique of discovery, is that the child generates information on his own, which ***he*** can then check or evaluate the sources. | Essentially the technique of discovery, is that the child generates information on his own, which ***they*** can then check or evaluate the sources. |
| 7. | The ***student's*** achievement in making and gaining the information is more than teacher provided. | The ***students'*** achievement in making and gaining the information is more than teacher provided. |
| 8. | The student's achievement in making and gaining the information ***is*** more than teacher provided. | The student's achievement in making and gaining the information ***are*** more than teacher provided. |

| No | Syntactical Error | The Correct |
|---|---|---|
| 9. | Students *have* difficulties in finding vocabulary… | Students *has* difficulties in finding vocabulary… |

### 19. Data from Student 19

**Misformation Error**

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | Second, English is the language used to *deliverer* most information both spoken and writing. | Second, English is the language used to *deliver* most information both spoken and writing. |
| 2. | The *students* have difficulties in learning.. | The *student* have difficulties in learning.. |
| 3. | The student *have* difficulties in learning.. | The student *has* difficulties in learning.. |
| 4. | Smith & Dalton (2005) *states* learning style is.. | Smith & Dalton (2005) *state* learning style is.. |
| 5. | Rita and Kenneth Dunn (1978,1992a,1992b, and Dunn, 1986) described six *factor* that influence.. | Rita and Kenneth Dunn (1978,1992a,1992b, and Dunn, 1986) described six *factors* that influence.. |
| 6. | To support the strengthens this study the researcher found there *is a* previous study that has similarities and differences… | To support the strengthens this study the researcher found there *are some* previous study that has similarities and differences… |
| 7. | The researcher found the identified some *problem* during the… | The researcher found the identified some *problems* during the… |

### 20. Data from Student 20

**Omission Error**

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | ..teacher will be have a *lot time* to prepare… | ..teacher will be have a *lot of time* to prepare… |

**Addition Error**

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | There are several differences related to the components in previous *lesson lesson* plan. | There are several differences related to the components in previous *lesson* plan. |
| 2. | Previous study by (Aulia,2021) found *that that* teachers agree.. | Previous study by (Aulia,2021) found *that* teachers agree.. |

**Misformation Error**

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | According to the National Education System Law Number 20 | According to the National Education System Law Number 20 of 2003 *the* education is a conscious… |

| No | Syntactical Error | The Correct |
|----|-------------------|-------------|
| | of 2003 *that* education is a conscious… | |
| 2. | ..improve their *carrers* or work and have a better… | ..improve their *carrer* or work and have a better… |
| 3. | Teaching not only *convey* the subject matter,.. | Teaching not only *conveys* the subject matter,.. |
| 4. | The teacher needs to make a lesson *plans* before the process… | The teacher needs to make a lesson *plan* before the process… |
| 5. | Lessons will not be effective if *a* teacher when teaches without.. | Lessons will not be effective if *the* teacher when teaches without.. |
| 6. | The researcher interested to conducting *his* research at… | The researcher interested to conducting *this* research at… |

21. Data from Student 21

**Omission Error**

| No | Syntactical Error | The Correct |
|----|-------------------|-------------|
| 1. | In addition, reported from *Motorplus-online.com (2012), that* SMK N 2 Karanganyar is a special school | In addition, reported from *Motorplus-online.com (2012), show that* SMK N 2 Karanganyar is a special school |
| 2. | Researcher took a sample of the research that is *class eleven Software Engineering* | Researcher took a sample of the research that is *class eleven of Software Engineering* |

**Misformation Error**

| No | Syntactical Error | The Correct |
|----|-------------------|-------------|
| 1. | The thing that distinguishes this research from other *research*.. | The thing that distinguishes this research from other *researches*... |
| 2. | In addition, *researcher* also made observations.. | In addition, *researcher* also made observations.. |
| 3. | It could be seen based on the *teacher's* observations when.. | It could be seen based on the *teachers'* observations when.. |
| 4. | So, more *research* is needed to find out the extent.. | So, more *researches* is needed to find out the extent.. |
| 5. | ..it can be said that the *student's* motivation is still lacking.. | ..it can be said that the *students'* motivation is still lacking.. |
| 6. | Based on the results of interviews conducted by *researcher*, there were indications | Based on the results of interviews conducted by *researcher*, there were indications |
| 7. | So that, the *researcher* conducted a study with the title… | So that, the *researcher* conducted a study with the title… |

**Misordering Error**

| No | Syntactical Error | The Correct |
|----|-------------------|-------------|

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | However, when face-to-face learning is limited, student attendance is assessed more than when *learning online.* | However, when face-to-face learning is limited, student attendance is assessed more than when *online learning.* |

22. Data from Student 22

**Omission Error**

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | MTs N 1 Surakarta is one of the favorites *school Surakarta* which has.. | MTs N 1 Surakarta is one of the favorites *school in Surakarta* which has.. |

**Addition Error**

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | Those four *are skills* are important to be learned. | Those four *skills* are important to be learned. |
| 2. | They can *also or* write their ideas,… | They can *also* write their ideas,… |

**Misformation Error**

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | But in this study the researcher *intend* to investigate .. | But in this study the researcher *intends* to investigate .. |
| 2. | Writing is a complex process that allows the *writers* to explore.. | Writing is a complex process that allows the *writer* to explore.. |
| 3. | The *students* ususally also like speaking.. | The *student* ususally also like speaking.. |
| 4. | The students *ususally* also like speaking.. | The students *usually* also like speaking.. |
| 5. | Some *characteristic* of classroom activities are.. | Some *characteristics* of classroom activities are.. |
| 6. | …their *tasks* given by the teacher especially… | …their *task* given by the teacher especially… |
| 7. | Gunawan (2012:37) *claim* that the CTL… | Gunawan (2012:37) *claims* that the CTL… |
| 8. | Thus, the *learners* learn the material related to.. | Thus, the *learner* learn the material related to.. |

23. Data from Student 23

**Addition Error**

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | *As for* formal speaking, having a goal.. | *As* formal speaking, having a goal.. |

**Misformation Error**

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | Speaking problems may affect the EFL *student's* grades in a speaking.. | Speaking problems may affect the EFL *students'* grades in a speaking.. |
| 2. | Speaking problems may affect the EFL *students' grades* in a speaking.. | Speaking problems may affect the EFL *students' grade* in a speaking.. |
| 3. | This phenomenon makes *authors* want to find out.. | This phenomenon makes *author* want to find out.. |
| 4. | This phenomenon makes *author want* to find out.. | This phenomenon makes *author wants* to find out.. |

24. Data from Student 24

**Misformation Error**

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | In these sections, the English subject is divided into some *skill*. | In these sections, the English subject is divided into some *skills.* |
| 2. | These *skill* are productive skill.. | These *skills* are productive skill.. |
| 3. | Some *skill* that are categorized… | Some *skills* that are categorized… |
| 4. | All of these *skill* are mutually.. | All of these *skills* are mutually.. |
| 5. | In UU RI number 14 of 2005, chapter 1 article 1 paragraph 1 *is explained* that the teacher is a professional.. | In UU RI number 14 of 2005, chapter 1 article 1 paragraph 1 *explains* that the teacher is a professional.. |
| 6. | Teaching speaking involves some *interaction* between.. | Teaching speaking involves some *interactions* between.. |
| 7. | Some of these problems can be overcome by applying *teacher's* strategies. | Some of these problems can be overcome by applying *teachers'* strategies. |
| 8. | As stated above the *teacher's* strategies in speaking problems.. | As stated above the *teachers'* strategies in speaking problems.. |
| 9. | The *problems* were that sometimes.. | The *problem* were that sometimes.. |
| 10. | Based on the rason above, *researcher* decided to raise the title.. | Based on the rason above, *researcher* decided to raise the title.. |

25. Data from Student 25

**Omission Error**

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | The students *had lack* of attention that eventually result alternating error. | The students *had a lack* of attention that eventually result alternating error. |

## Addition Error

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | Regarding this, it is important to *first* understand the distinction.. | Regarding this, it is important to *understand* the distinction.. |

## Misformation Error

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | Carelessness *referred* to students' motivation in learning English. | Carelessness *referred* to students' motivation in learning English. |
| 2. | Then, first language interference and translation were the other factors that *make* error of misformation.. | Then, first language interference and translation were the other factors that *made* error of misformation.. |
| 3. | The result of study was indicated that sentence made by the students were interfered by the first language (Bahasa Indonesia) and they *tend* to translate the sentence literally. | The result of study was indicated that sentence made by the students were interfered by the first language (Bahasa Indonesia) and they *tended* to translate the sentence literally. |
| 4. | Subject verb concord is believed as one of the major problems *appeard* in English writing produced by EFL… | Subject verb concord is believed as one of the major problems *appear* in English writing produced by EFL… |
| 5. | Straus, Kaufiman, and Stren, (2014) then *formualted* the ten rules of subject verb cocord. | Straus, Kaufiman, and Stren, (2014) then *formulated* the ten rules of subject verb cocord. |
| 6. | Straus, Kaufiman, and Stren, (2014) then formualted the ten rules of subject verb *cocord*. | Straus, Kaufiman, and Stren, (2014) then formualted the ten rules of subject verb *concord*. |
| 7. | ..while errors are the result of *one's systematic* competence (the learner's system is incorrect). | ..while errors are the result of *ones' systematic* competence (the learner's system is incorrect). |
| 8. | …by using the theory of some *linguist* "sources of errors". | …by using the theory of some *linguists* "sources of errors". |

26. Data from Student 26

## Omission Error

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | Teaching learning strategy is a learning activity carried out by teachers *to students* to achieve.. | Teaching learning strategy is a learning activity carried out by teachers *to help students* to achieve.. |

## Misformation Error

| No | Syntactical Error | The Correct |
|---|---|---|
| 1. | Second, writing is used as a *means* to expand and enrich… | Second, writing is used as a *mean* to expand and enrich… |

| 2. | Therefore, the *teacher's* role is needed in helping… | Therefore, the *teachers'* role is needed in helping… |
|----|------------------------------------------------------|------------------------------------------------------|
| 3. | Teachers can make efforts to help their *students* where one way is by… | Teachers can make efforts to help their *student* where one way is by… |
| 4. | Researcher *want* to do research.. | Researcher *wants* to do research.. |
| 5. | Some *information* was obtained… | Some *informations* was obtained… |
| 6. | So that researcher *are* interested to conduct this research with the title… | So that researcher *is* interested to conduct this research with the title… |

### 27. Data from Student 27

**Addition Error**

| No | Syntactical Error | The Correct |
|----|-------------------|-------------|
| 1. | A process of learning a language is *so interaction* in a language school. | A process of learning a language is *interaction* in a language school. |
| 2. | A set of plans and arrangements regarding teaching materials *is what is* called a curriculum. | A set of plans and arrangements regarding teaching materials *is* called a curriculum. |

**Misformation Error**

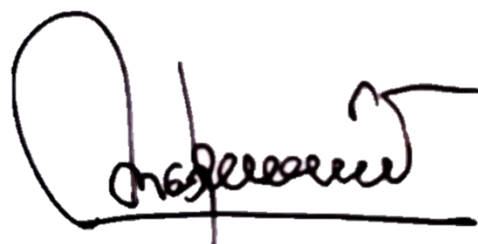| No | Syntactical Error | The Correct |
|----|-------------------|-------------|
| 1. | …to express themselves and share their *ideas*. | …to express themselves and share their *idea*. |
| 2. | People can bridge the gap in their *lives* by.. | People can bridge the gap in their *live* by.. |
| 3. | The teacher *make* initiation when teacher.. | The teacher *makes* initiation when teacher.. |
| 4. | The teacher *give* feedback from the student's response.. | The teacher *gives* feedback from the student's response.. |
| 5. | The teacher give feedback from the *student's* response.. | The teacher give feedback from the *students'* response.. |
| 6. | The *similarities* between this study and other previous studies are in the field research. | The *similarity* between this study and other previous studies are in the field research. |
| 7. | The similarities between this study and other previous studies *are* in the field research. | The similarities between this study and other previous studies *is* in the field research. |

### 28. Data from Student 28

**Addition Error**

| No | Syntactical Error | The Correct |
|----|-------------------|-------------|
| 1. | It is recommended that you wash your hands *properly and properly* according to the steps.. | It is recommended that you wash your hands *properly* according to the steps.. |

| 2. | In these conditions, all teachers or educators are required *to to* replace learning.. | In these conditions, all teachers or educators are required *to* replace learning.. |

**Misformation Error**

| No | Syntactical Error | The Correct |
|----|-------------------|-------------|
| 1. | …the spread of this virus is called *he* global Covid-19 pandemic. | …the spread of this virus is called *the* global Covid-19 pandemic. |
| 2. | … and some *decrease* in the value of some subjects. | … and some *decreases* in the value of some subjects. |

The Validator,

Mr. Dr. Drs. S. Kuncoro. Dsm, M.Pd.

**Appendix 2 Interview Transcripts**

**Student 4**

**Name : AV**

**Time : Saturday, 25 Nov 2023, at 23.09**

*I : Assalammualaikum mba, mohon maaf ya mbak sudah mengganggu waktunya.*

*AV : waalaikumusalam dik, endak kok. Maaf juga ya karena baru ada waktu kosong buat wawancara nih.*

*I : hehe ndak apa-apa mba, kita langsung ke pertanyaan pertama nggih mba? Selama proses penyusunan skripsi berbahasa Inggris, apakah mba merasa kesulitan?*

*AV : Iya saya merasa sedikit kesulitan dik, karena dulu dalam penyusunan skripsi ada beberapa problem baik faktor internal sendiri maupun eskternal yang tidak bisa saya sebutkan hehe.*

*I : baik mba ndak apa-apa kalo memang masalahnya agak sensitif mungkin nggih. Kalau menurut mba, dalam menyusun skripsi itu sendiri, bagian mana yang sulit jika dibandingkan dengan lainnya? Dan menurut mba mengapa bagian tersebut sulit?*

*AV : Dari keseluruhan bagian bab 1 sampai 5 ya mba? Kalau menurut saya itu yang sulit dibagian background bab 1 mba, karena itu paling sering revisi.*

*I : Kalau boleh tau dulu untuk membangun background sampai fix dalam skripsi yang sekarang perlu berapa kali bimbingan mba? Dan kira-kira apakah mba masih ingat dengan masukan yang diberikan oleh dosen pembimbing?*

*AV : Kira-kira perlu dua kali bimbingan mba sebelum semprop baru diacc terus untuk pengajuan munaqosyah dua kali bimbingan, setelah munaqosyah direvisi lagi sama dosen penguji utama sampai dua kali. Kalau ditotalin sekitar enam kali bimbingan lah ya untuk background itu sendiri. Karena saya dulu subject penelitiannya berubah mba setelah semprop.*

*I : Wah perlu effort lebih ya mba kalau begitu. Kemudian, sebagai mahasiswa jurusan bahasa Inggris kurang lebih selama 7 semester, hal apa sih yang masih membuat mba merasa kesulitan?*

*AV : Mungkin lebih ke menerapkan grammatical penulisan skripsinya itu ya mba sama penggunaan tenses, terus cara ngubah kalimat dari active ke passive atau sebaliknya. Karena kan penggunaan tenses sebelum semprop dan setelah penelitian itu berbeda. Kalau masih proposal kan tensesnya masih akan dilakukan, misalnya kita gunain kata "will be" pas mau sempro terus pas udah sempro kita gak gunain kata will lagi mba. Terus untuk yang bagian bab 2 di teori itu crosscheck lagi juga penggunaan past tense nya. Nah yang agak crussial itu bagian background kita itu kaya memposisikan kalimat itu kalimat aktif atau pasif, intinya kalimat yang mana, sekiranya kalau hanya kata keterangan yang tidak begitu digunakan disuruh menghapus, terus penggunaan huruf kapital dan tanda baca juga mba.*

*I : Wah lumayan teliti yah mba. Namun meskipun demikian, sebagai mahasiswi PBI apakah mba juga menerapkan bahasa Inggris dalam kehidupan sehari-hari?*

*AV : ==Jarang mba, paling nerapinnya pas disekolah sama murid-murid gitu switch language dikit-dikit. Karena kalau diterapkan di lingkungan rumah biasanya tetangga menganggapnya over gitu kek lebih sok-sokan gitu anggepannya, jadi saya milih gak menerapkan dalam lingkungan saya karena stigma masyarakat yang beda-beda tadi. Tapi kadang kalau chat sedikit-sedikit pake bahasa English simple aja kaya kata sorry, thanks, I wanna ya semacam itulah mba.==*

*I : Oh iya, berarti dalam keseharian tetep ada penerapan bahasa Inggris ya mba.. baik mba, pertanyaan terakhir. Selama 7 semester dalam proses perkuliahan apakah mba mengalami kesulitan dalam memahami materi?*

*AV : iya ada. Kalau aku lebih susah mahami syntax sih mba. Karena dulu nggak begitu paham sama penjelasan dosennya si, otodidak pun masih ga begitu paham. Rasanya kaya susah aja gitu kalau syntax, apalagi yang pohon nganalisa struktur kalimat itu mba.. susah paham hehe*

*I : Baik mba, terima kasih karena telah bersedia meluangkan waktu nggih mbak. Wassalammualaikum.*

*AV : Waalaikumussalam.*

**Student 21**

**Name : AT**

**Time : Tuesday, 26 Nov 2023, at 10.34**

*I : Assalammualaikum mba, perkenalkan saya Alvina.*

*AT : Waalaikumussalam, halo dik.*

*I : hehe iya mba, sebelumnya mohon maaf karena mengganggu waktunya untuk interview siang ini.*

*AT : iya dik santai saja yaa.*

*I : baik mba, langsung ke pertanyaan pertama nggih. Selama proses penyusunan skripsi berbahasa Inggris apakah mba merasa kesulitan?*

*AT : Gimana ya, kesulitan itu pasti ada namun alhamdulillah bisa teratasi.*

*I : baik mba, menurut mba sendiri dalam penyusunan skripsi, bagian mana yang sulit jika dibandingkan dengan lainnya? Dan menurut mba mengapa bagian tersebut sulit?*

*AT : saya merasakan kesulitan itu ketika bagian awalnya pada saat membuat proposal penelitian, terutama pada saat menentukan teori mana yang efektif untuk dipakai karena pada saat itu saya ganti teori bahkan judul penelitian saya samapai tiga kali dan posisi saya sudah selesai bab satu sampai tiga. Mengapa bagian itu sulit karena apa ya..sebenernya aku itu kan kemarin ambilnya teaching ya, teaching tapi aku dapet dosbing itu yang translation, jadi dosbingnya pun baru belajar memperdalam yang teaching itu, dan akupun juga gitu loh. Jadi sama-sama lagi belajar dibagian itu gitu loh. Jadine emang beberapa kali sempet ganti judul penelitian, bahkan itukan aku udah selesai sampai bab tiga tapi yaa.. alhamdulillahe bisa selesai sih.*

*I : wah lumayan banyak tantangannya ya mba. Kalau boleh tau untuk membangun bagian teori sampe yang ada diskripsi sekarang perlu berapa kali bimbingan dulu mba? Dan kira-kira mba masih ingat dengan masukan yang diberikan dosen pembimbing?*

*AT : Ee.. berapa kaline aku gak terlalu ingat sih. Tapi dari tiap jadwal bimbingan itu kan kaya sisteme itu kan ada grup kan. Nah digrup itu biasanya dari miss nya itu misal kita udah ngasih paper kita kan, kirim ke email terus habis itu anu.. disuruh nunggu maksimal itu dua minggu , setelah dua minggu selesai, maksute kaya.. dan paper udah sampai di kita terus habis itu kita revisi terus habis itu baru kita ketemu jadwal ketemu bimbingan sama dosennya gitu. Berapa kali ya.. mungkin banyak kali ya, soale kan aku ganti sampe tiga kali itu lho, tiga kali dan endingnya baru ke anu oh ini, ini yang cocok gitu. Terus masukan-masukan dari dosbingnya anu sih, ee.. perlu diketahui ya dosbingku itu kan orangnya teliti banget ya jadi kita itu buatnya step per step, semisal dari latar belakang dulu, nanti kalau latar belakang belum fix kamu belum bisa lanjut ke yang bagian selanjutnya gitu. Jadi, tiap part, per part kecilnya itu harus bener-bener fix dan bener dulu gitu. Karena apa, ya karena itu nanti untuk dasar kita buat melanjutkan penelitian kita, gitu sih. Tapi yang aku suka dari dosenku itu sih. Terus masukan-masukane paling ya disuruh cari referensi baik nasional maupun internasional, terus suruh banyak-banyakin baca terus apa lagi ya.. grammarnya sih harus lebih teliti lagi. Seingatku itu sih.*

*I : baik mba, kemudian sebagai mahasiswa jurusan pendidikan bahasa Inggris yang telah menerima materi pembelajaran bahasa Inggris kurang lebih selama 7 semester, hal apa sih yang masih membuat mba merasa kesulitan?*

*AT : penerapan tenses sih, karena kan itu banyak banget rumusnya ya. Jadi aku sendiri masih bingung gimana cara ngebedainnya, gimana cara pemakaiannya gitu hehe. Tapi kalau lihat catatan rumusnya aku bisa aja sih nerapinnya.*

*I : Namun meskipun demikian, sebagai mahasiswa PBI apakah mba menerapkan bahasa Inggris dalam kehidupan sehari-hari?*

*AT :* <mark>*Tergantung si, kalau ada partnernya ya praktek kalau ga ada ya engga.*</mark>

*I : baik mba, pertanyaan terakhir.. selama 7 semester dalam proses pembelajaran dikampus apakah ada materi yang rasanya sulit sekali untuk dipahami?*

*AT : Kalau kesulitan pasti ada, beberapa bisa teratasi dan beberapa lagi masih belum bisa sampe sekarang. Di materi syntax sih, karena dibaca berkali-kali pun tetap nggak paham karena terkadang dosen itumenyampaikannya memang cepat, mungkin karena mau mengejar materi ya.*

**Student 5**

**Name : M**

**Time : Saturday, 23 Nov 2023, at 12.04**

*I : Assalammualaikum mba, bisa kita mulai interviewnya sekarang?*

*M : Waalaikumussalam, bisa silahkan.*

*I : Baik, untuk mempersingkat waktu langsung ke pertanyaan pertama nggih mba. Apakah selama proses penyusunan skripsi mba merasa kesulitan?*

*M : Pastinya ada ya kesulitan, tapi alhamdulillah masih bisa dihandle dek.*

*I : Kemudian, menurut mba dalam penyusunan skripsi itu sendiri, bagian mana yang dirasa paling sulit dibandingkan dengan lainnya? Dan menurut mba mengapa bagian tersebut sulit?*

*M : Kalau menurutku, di skripsi bagian nyusun data sih, dibab 4 karena kan harus teliti dan konkrit datanya jadi harus bener-bener make sure kira-kira data yang kita masukin itu udah sesuai atau belum gitu.*

*I : Pada bagian tersebut apakah mba masih sedikit ingat masukan yang diberikan oleh dosbingnya?*

*M : itu tadi sih lebih disuruh mastiin lagi datanya udah cocok belum sama types dan teori yang kita pakai disitu lumayan struggle sih. Kalo ga salah dulu bimbingan 4 kali untuk memastikan bab tersebut.*

*I : Pertanyaan selanjutnya, sebagai mahasiswa jurusan Pendidikan Bahasa Inggris yang telah menerima materi pembelajaran Bahasa Inggris kurang lebih selama 7 semester, hal apa yang masih membuat mba merasa kesulitan?*

*M : Menurutku yang masih sulit itu tenses, itu kan rumusnya banyak banget ya. Jadi agak sulit untuk ngafalin dan nerapin baik dalam tulisan maupun ucapan. Meskipun dalam praktiknya pun, ucapan nggak begitu memperhatikan penggunaan tenses kita sih ya. Overall aman.*

*I : Kemudian apakah mba juga menerapkan Bahasa Inggris dalam kehidupan sehari-hari?*

*M : Iya aku sering mix languages juga daily nya. Jadi struktur bahasa pake strukturnya bahasa Indonesia tapi vocabnya aku mix sama inggris gitu.*

*I : Baik, pertanyaan terakhir. Selama proses perkuliahan apakah mba mengalami kesulitan dalam memahami suatu amteri atau mata kuliah?*

*M : Alhamdulillah kalau selama waktu kuliah aman-aman aja, tapi kalau phonetic memang agak sulit ya. Soalnya kan harus bener juga pronounce nya kita. Itu aja sih.*

*I : baik mba, terimakasih dan mohon maaf mengganggu waktunya.*

*M : sama-sama dek, semangat yaa!*

**Student 15**

**Name : AR**

**Time : Tuesday, 20 Nov 2023, at 21.21**

*I : Assalammualaikum mba, ngepunten mengganggu waktunya. Apakah kita bisa mulai wawancara sekarang ?*

*AR : Waalaikumussalam, boleh dik.*

*I : Baik mba, langsung ke pertanyaan pertama nggih.. selama proses penyusunan skripsi berbahasa Inggris, apakah mba merasa kesulitan?*

*AR : Kurang lebih ada sedikit kesulitan.*

*I : Baik mba, menurut mba dalam penyusunan itu sendiri, bagian mana yang sulit jika dibandingkan dengan lainnya? Dan menurut mba, mengapa bagian tersebut sulit?*

*AR : Kalau menurut saya bagian tersulit dari pengerjaan skripsi yaitu pada bab 1 bagian latar belakang. Karena dibagian introduction kita harus benar-benar memahami dan menjelaskan secara rinci alasan mengapa kita meneliti judul yang kita ajukan dan memahami problem serta mengetahui urgensi dari penelitian tersebut.*

*I : baik mba, kemudian kalau boleh tau untuk membangun bagian teori sampe yang ada diskripsi sekarang perlu berapa kali bimbingan dulu mba? Dan kira-kira mba masih ingat dengan masukan yang diberikan dosen pembimbing?*

*AR : Untuk bab 1 itu kurang lebih 5 kali bimbingan. Ini yang aku inget aja ya, pertama alasan mengangkat fenomena tersebut, kedua alasan mengapa memilih lembaga sekolah tersebut, ketiga tentang research gapnya.*

*I : baik mba, jadi lebih ke content dari latar belakang itu sendiri ya. Kemudian, sebagai mahasiswa jurusan pendidikan bahasa Inggris yang telah menerima materi pembelajaran bahasa Inggris kurang lebih selama 7 semester, hal apa sih yang masih membuat mba merasa kesulitan?*

*AR : Yang membuat saya kesulitan lebih ke parafrase dalam kalimat karena untuk menghindari dari plagiarisme saya harus lebih banyak cari persamaan kata dalam bahasa Inggris yang sesuai dengan konteks yang dibahas. Karena vocabulary dalam penulisan skripsi itu sangat dibutuhkan.*

*I : Baik mba, kemudian sebagai mahasiswa PBI apakah mba menerapkan bahasa Inggris dalam kehidupan sehari-hari?*

*AR : Kalau menerapkan dalam kehidupan sehari-hari tidak. Namun dalam percakapan bersama teman sesama PBI biasanya saya mencoba tetap menggunakan bahasa Inggris walaupun sedikit-sedikit dalam speaking ya. Kalau konteksnya message aku lebih sering mix Indonesia Inggris.*

*I : Baik mba, pertanyaan terakhir.. selama 7 semester dalam proses pembelajaran dikampus apakah mba mengalami kesulitan dalam memahami materi?*

*AR : Untuk kesulitan kalau saya lebih di morphology dan syntax. Karena dalam materi tersebut kita membahas tentang struktur kata dan kalimat dalam bahasa Inggris jadi perlu*

*pemahaman lebih dalam untuk memahami materi. Alasannya kenapa itu sulit karena waktu itu dapat materi ketika sedang pembelajaran daring jadi tidak terlalu memahami secara detail. Karena saya orangnya tidak bisa hanya belajar lewat audio jadi itu menjadi kekurangan saya mengapa materi tersebut saya mengalami sedikit kesulitan.*

*I : Baik mba, terima kasih atas waktunya. Semoga segala urusannya dipermudah Allah ya mba.*

*AR : Iya dik, nanti misal ada jawaban saya yang kurang jelas bisa tanya lagi aja ya. Saya tutup dulu ya dik, semoga skripsinya lancar. Assammualaikum.*

*I : Iya mba, aamiin. Waalaikumussalam.*

**Student 3**

**Name : IC**

**Time : Tuesday, 20 Nov 2023, at 13.14**

*I : Assalammualaikum mba, apakah sampun siap untuk dimulai interviewnya?*

*IC : Waalaikumussalam, siap dik silahkan.*

*I : Baik mba, langsung ke pertanyaan pertama nggih. Selama proses penyusunan skripsi berbahasa Inggris, apakah mba merasa kesulitan?*

*IC : Jujur saya merasa sedikit kesulitan dik, namun semuanya akhirnya terlalui.*

*I : Baik mba, menurut mba dalam penyusunan itu sendiri, bagian mana yang sulit jika dibandingkan dengan lainnya? Dan menurut mba, mengapa bagian tersebut sulit?*

*IC : Menurut saya dibagian background of study karena saya merasa kurang paham tentang isian dalam background of study dan rasanya perlu belajar sama para researcher seluruh Indonesia maupun luar negeri juga buat diskusi dengan beliau-beliau gitu loh.*

*I : Baik mba, kemudian kalau boleh tau untuk membangun bagian background sampe yang ada diskripsi sekarang perlu berapa kali bimbingan dulu mba? Dan kira-kira mba masih ingat dengan masukan yang diberikan dosen pembimbing?*

*IC : Di bagian bab 1 saya ada 9x bimbingan sama dosen pembimbing saya terus setelah itu lanjut ngerjain bab 2-3 baru bisa acc seminar proposal. Masukannya paling tentang gimana membangun background itu supaya isinya saling berkaitan satu sama lain gitu sih.*

*I : Masyaallah, baik mba kemudian sebagai mahasiswa jurusan pendidikan bahasa Inggris yang telah menerima materi pembelajaran bahasa Inggris kurang lebih selama 7 semester, hal apa sih yang masih membuat mba merasa kesulitan?*

*IC : Menerapkan tata bahasa dengan baik sih. Tapi ya semasa kuliah dulu biasane aku kalau ada kesulitan chat ke dosen mata kuliah tersebut jadi kalau pas kuliah sedikit terbantu lah ya kalau ada problem. Nah kalo sekarang rasanya masih sulit menerapkan itu sih kalau lepas buku ya, kalau liat buku bisa lah.*

*I : Baik mba, kemudian sebagai mahasiswa PBI apakah mba menerapkan bahasa Inggris dalam kehidupan sehari-hari?*

*IC : Iya menerapkan untuk ngajarin adek-adek saya yang belum bisa atau belum paham materi bahasa Inggris aja sih, selama ada modulnya bisa lah. Tapi kalau untuk komunikasi, saya masih sedikit belajar biar bisa komunikasi pakai bahasa Inggris dikit-dikit hehe.*

*I : Baik, pertanyaan terakhir.. selama 7 semester dalam proses pembelajaran dikampus apakah mba mengalami kesulitan dalam memahami materi?*

*IC : Syntax sih menurutku yang rumus tree diagram itu. Jujur ya, syntax rumus tree diagram kayanya belum pernah diajari. Jadi gak tau mengenai pembelajaran itu dik. Soalnya pas waktu itu pembelajarannya serba online semua jadi kurang paham gitu dik.*

*I : Baik mba, sekian interview kita. Terima kasih karena telah meluangkan waktunya mba. Wassalammualaikum*

*IC : Sama-sama dik, waalaikumussalam.*

**Appendix 3 Questionnaire Transcripts**

*Nama Lengkap* *

LDL

*PETUNJUK PENGISIAN KUESIONER*

*1. Membaca semua pertanyaan dengan teliti.*
*2. Jawablah pertanyaan sesuai dengan opini anda.*
*3. Jawaban berupa uraian.*

*1. Bagaimana cara anda menerjemahkan kalimat yang anda susun dari Bahasa Indonesia ke Bahasa Inggris?*

*Menggunakan google translate atau web deepl*

*2. Menurut anda apa yang paling membedakan aturan dalam tata bahasa Bahasa Inggris dan Bahasa Indonesia?*

*susunan katanya*

*3. Menurut anda apa indikator struktur kalimat Bahasa Inggris bisa dikatakan baik dan benar?*

*baik dan benar menurut aturan bahasa inggris*

*4. "In UU RI number 14 of 2005, chapter 1 article 1 paragraph 1 is explained that the teachers is an professional profession."*

*Berdasarkan kalimat diatas, apakah kalimat tersebut sudah benar? Berikan alasannya.*

*benar*

*5. Apakah anda kesulitan dalam menerapkan struktur Bahasa Inggris sesuai kaidah? Berikan alasannya.*

*iya, karna berbeda dg susunan kata bahasa indonesia*

*6. Menurut anda apa yang menyebabkan kalimat Bahasa Inggris sulit untuk diterjemahkan?*

*karna kurangnya kosa kata yg diketahui*

*7. Menurut    anda    apa    kekurangan    menerjemahkan    dengan    mesin    terjemah?*
*kurang akurat*

*8.    Apa yang sering membuat anda merasa kesulitan untuk menuangkan ide dalam tulisan berbahasa                                                                                                                Inggris?*
*kurangnya kosakata*

*9.    Menurut anda apakah penting memberikan detail kepenulisan seperti tanda baca dalam suatu karya tulis? Sebutkan alasannya.*

*penting, karna mempengaruhi arti kalimatnya*

*10.    Dalam menyusun karya tulis, apakah anda menggabungkan kalimat-kalimatnya  dari berbagai sumber?*

*iya*

*11.    Apakah kita perlu memberikan pendapat kita untuk mendukung pernyataan dari sumber lain? Berikan alasannya*

*iya, agar terlihat akurat*

*12.    Apakah anda menerjemahkan menggunakan mesin penerjemah?*

*iya*

*13.    Apakah anda mengecek ulang terjemahan dari mesin penerjemah?*

*iya*

*14.    Apakah anda selalu menggunakan mesin penerjemah?*

*tidak selalu, tapi sering*

*15.    Apakah anda merasa kesulitan mengingat dan menerapkan semua aturan tenses?*

*iya*

*16.    Apakah anda merasa kesulitan untuk memahami aturan yang ada dalam penulisan Bahasa Inggris?*

*iya*

*17.    Apakah anda meminta pendapat ahli untuk mengoreksi tulisan anda?*

*iya terkadang*

*18.    Menurut anda apakah menerjemahkan kata demi kata dalam sebuah kalimat itu efektif? Berikan alasannya.*

*tidak karna akan memakan waktu yang lama*

*19. Apakah anda merasa kesulitan mengungkapkan beberapa kata dalam bahasa Inggris?*

*iya*

*20. Apakah anda sering menerapkan bahasa Inggris dalam kehidupan sehari-hari?*

*Terkadang*


*Nama Lengkap* *

NS

**PETUNJUK PENGISIAN KUESIONER**

*1. Membaca semua pertanyaan dengan teliti.*
*2. Jawablah pertanyaan sesuai dengan opini anda.*
*3. Jawaban berupa uraian.*

*1. Bagaimana cara anda menerjemahkan kalimat yang anda susun dari Bahasa Indonesia ke Bahasa Inggris?*

*Saya menerjemahkannya perkata dengan memperhatikan grammar, kalau ada kata yang tidak saya mengerti apa bahasa inggrisnya maka saya akan mencarinya di kamus.*

*2. Menurut anda apa yang paling membedakan aturan dalam tata bahasa Bahasa Inggris dan Bahasa Indonesia?*

*Menurut saya aturan yang paling membedakan terletak pada waktu, dalam aturan Bahasa Indonesia kata kerjanya tidak berubah hanya menambahkan keterangan seperti kemarin atau besok namun dalam bahasa Inggris kata kerjanya harus disesuaikan dengan kejadiannya sekarang, nanti, atau kemarin.*

*3. Menurut anda apa indikator struktur kalimat Bahasa Inggris bisa dikatakan baik dan benar?*

*Menurut saya bahasa Inggris yang baik itu yang dapat memahamkan karena sejatinya bahasa itu alat komunikasi, namun bahasa Inggris bisa dikatakan baik dan benar tentu saja yang grammarnya tepat.*

*4. "In UU RI number 14 of 2005, chapter 1 article 1 paragraph 1 is explained that the teachers is an professional profession."*

*Berdasarkan kalimat diatas, apakah kalimat tersebut sudah benar? Berikan alasannya.*

*Menurut saya kalimat tersebut kurang tepat. Kalau di depan ada "In" maka "is explained that"nya bisa dihilangkan atau langsung saja "UU RI number bla bla bla explained that" dan kata "the teachers" seharusnya "a teacher"*

*5. Apakah anda kesulitan dalam menerapkan struktur Bahasa Inggris sesuai kaidah? Berikan alasannya.*

*Terkadang saya masih kesulitan karena praktek saya dalam struktur masih lemah dan ketika sudah mempelajaripun sering lupa.*

*6. Menurut anda apa yang menyebabkan kalimat Bahasa Inggris sulit untuk diterjemahkan?*

*Menurut saya kelemahan dalam kosa kata yang menyebabkan kalimat bahasa Inggris sulit diterjemahkan, jika tidak tau grammar namun tau kosa katanya maka masih bisa menerjemahkan.*

*7. Menurut anda apa kekurangan menerjemahkan dengan mesin terjemah?*
*Mesin terjemah tidak memahami konteks sehingga terkadang tidak nyambung namun itu semua tergantung juga struktur kalimat kita, semakin baik struktunya maka semakin akurat jawabannya.*

*8. Apa yang sering membuat anda merasa kesulitan untuk menuangkan ide dalam tulisan berbahasa Inggris?*
*Kesulitan dalam kosa kata sangat berpengaruh dalam menuangkan ide dalam bahasa Inggris*

*9. Menurut anda apakah penting memberikan detail kepenulisan seperti tanda baca dalam suatu karya tulis? Sebutkan alasannya.*

*Menurut saya itu sangat penting karena salah tanda baca bisa menyebabkan seseorang salah memahami karya tulis tersebut.*

*10. Dalam menyusun karya tulis, apakah anda menggabungkan kalimat-kalimatnya dari berbagai sumber?*

*Ya, saya membaca berbagai sumber lalu menggabungkannya dan mengubahnya dalam bahasa saya sendiri.*

*11. Apakah kita perlu memberikan pendapat kita untuk mendukung pernyataan dari sumber lain? Berikan alasannya*

*Ya, kita perlu memberikan pendapat kita berdasarkan sumber sumber yang ada karena dalam menulis kita tidak bisa hanya mengutip berbagai sumber saja kita harus menuangkan isi pikiran kita atas pernyataan sumber sumber tersebut.*

*12. Apakah anda menerjemahkan menggunakan mesin penerjemah?*

*Ya, terkadang saya menggunakannya jika kalimatnya sulit dimengerti.*

*13. Apakah anda mengecek ulang terjemahan dari mesin penerjemah?*

*Ya, tentu saja saya memahami bahwa mesin penerjemah tidak akurat sehingga perlu mengecek ulang.*

*14. Apakah anda selalu menggunakan mesin penerjemah?*

*Tidak selalu namun sering, karena menurut saya lebih baik mencobanya sendiri terlebih dahulu..*

*15. Apakah anda merasa kesulitan mengingat dan menerapkan semua aturan tenses?*

*Ya, saya berulang kali mempelajarinya namun terkadang tidak ada satu bulan sudah lupa.*

16.    Apakah anda merasa kesulitan untuk memahami aturan yang ada dalam penulisan Bahasa Inggris?

Tidak, untuk memahaminya tidak sulit, yang sulit dalam hal mengingat dan menerapkannya.

17.    Apakah anda meminta pendapat ahli untuk mengoreksi tulisan anda?

Ya, terkadang saya meminta pendapat teman saya tentang tulisan saya.

18.    Menurut anda apakah menerjemahkan kata demi kata dalam sebuah kalimat itu efektif? Berikan alasannya.

Menurut saya itu efektif namun disesuaikan konteks karena ada idiom, frasa, atau ungkapan yang tidak bisa diterjemahkan perkata.

19.    Apakah anda merasa kesulitan mengungkapkan beberapa kata dalam bahasa Inggris?

Saya tidak merasa kesulitan namun juga tidak merasa lancar dalam mengungkapkannya.

20.    Apakah anda sering menerapkan bahasa Inggris dalam kehidupan sehari-hari?

Iya, namun pasif. Saya suka membaca cerita dalam bahasa inggris namun untuk percakapan sehari hari saya belum menerapkannya

Nama Lengkap *

RI

**B. Pertanyaan Penelitian**

***PETUNJUK PENGISIAN KUESIONER***

*1. Membaca semua pertanyaan dengan teliti.*
*2. Jawablah pertanyaan sesuai dengan opini anda.*
*3. Jawaban berupa uraian.*

*1. Bagaimana cara anda menerjemahkan kalimat yang anda susun dari Bahasa Indonesia ke Bahasa Inggris?*

menggunakan kamus manual dan juga bantuan dari google translate

*2. Menurut anda apa yang paling membedakan aturan dalam tata bahasa Bahasa Inggris dan Bahasa Indonesia?*

mulai dari hal sederhana, seperti Verb itu yerbagi menjafi 2 bentuk, regular dan irregular verb, contohnya, ketika kita ingin mengekspresikan saya akan makan atau saya telah makan dalam bahas aindonesia kita menggunakan "makan" sebagai kata kerja, tetapi dalam bahasa inggris kita merubahnya, seperti contoh saya akan makan: i will eat, saya telah makan:i have eaten.

*3. Menurut anda apa indikator struktur kalimat Bahasa Inggris bisa dikatakan baik dan benar?*

*sesuai dengan pattern tenses yg digunakan, kemudian verb yg digunakan sesuai maka kurang lebih itu sudah bisa dikatakan baik dan benar*

*4. "In UU RI number 14 of 2005, chapter 1 article 1 paragraph 1 is explained that the teachers is an professional profession."*

*Berdasarkan kalimat diatas, apakah kalimat tersebut sudah benar? Berikan alasannya.*

*menurut saya sudah benar karena uud tersebut ditulis pd puluhann tahun yg lalu kemudian kalimat tersebut sudah mnggunakan tenses yg tepat yaitu simple past*

*5. Apakah anda kesulitan dalam menerapkan struktur Bahasa Inggris sesuai kaidah? Berikan alasannya.*

*sedikit iya, karena kadang masih susah untuk menentukan tenses mana yg harus digunakan*

*6. Menurut anda apa yang menyebabkan kalimat Bahasa Inggris sulit untuk diterjemahkan?*

*kurangnya pemahaman dan juga penguasaan kosakata yg lebih luas*

*7. Menurut    anda    apa    kekurangan    menerjemahkan    dengan    mesin    terjemah?*
*kurang valid*

*8.    Apa yang sering membuat anda merasa kesulitan untuk menuangkan ide dalam tulisan berbahasa                                                                                                     Inggris?*
*kemalasan dan juga mood yang sering berubah rubah sehingga terkadang ide yg sudah ada didalam otak tiba tiba hilang disaat mood berubah*

*9.    Menurut anda apakah penting memberikan detail kepenulisan seperti tanda baca dalam suatu karya tulis? Sebutkan alasannya.*

*sangat penting, agar kita bisa mengetahui maksud dan tujuan dari si penulis untuk pembaca*

*10.    Dalam menyusun karya tulis, apakah anda menggabungkan kalimat-kalimatnya  dari berbagai sumber?*

*iya, untuk mnjadi penguat dari karya tulis yg kuta buat*

*11.    Apakah kita perlu memberikan pendapat kita untuk mendukung pernyataan dari sumber lain? Berikan alasannya.*

*iya, agar menjadi pendukung bahwa kita setuju dgn pernyataan tersebut*

*12.    Apakah anda menerjemahkan menggunakan mesin penerjemah?*

*terkadang saya menggunakan kamus manual maupun mesin penerjemah*

*13.    Apakah anda mengecek ulang terjemahan dari mesin penerjemah?*

*iya, agar kalimatnya tertata dengan rapi dan jelas*

*14.    Apakah anda selalu menggunakan mesin penerjemah?*

*tidka selalu*

15. *Apakah anda merasa kesulitan mengingat dan menerapkan semua aturan tenses?*

*untuk tenses yg tidak familiar jujur saya agak kebingungan tetapi kalau tenses yg sering digunakan saya sering menerapkannya*

16. *Apakah anda merasa kesulitan untuk memahami aturan yang ada dalam penulisan Bahasa Inggris?*

*sedikit demu sedikit*

17. *Apakah anda meminta pendapat ahli untuk mengoreksi tulisan anda?*

*iya, agar tulisan saya lebih benar dan tertata rapi*

18. *Menurut anda apakah menerjemahkan kata demi kata dalam sebuah kalimat itu efektif? Berikan alasannya.*

*tidak, karena terkadang tidak sesuai dengan kaidah tenses*

19. *Apakah anda merasa kesulitan mengungkapkan beberapa kata dalam bahasa Inggris?*

*tidak*

20. *Apakah anda sering menerapkan bahasa Inggris dalam kehidupan sehari-hari?*

*iya*

**Appendix 4 Background of the Study Sections**

The Correlation Between Students' Motivation and Grammar Mastery Toward  Their Speaking Ability at the Tenth Grade of SMA Negeri Colomadu Karanganyar in academic year 2022/2023

By RIZ

Speaking has significant role in communication, because spoken is a basic form of communication. According to Nunan in Walidun (2019) states that the productive spoken skill is speaking and it consist of making verbal word that are systematic to convey the meaning. It means speaking is the way to show and to deliver their feeling and ideas though the language. To be able  to communicate well with others, people should properly and effectively. According to Harmer in Putra (2017) the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot. Furthermore, having good speaking skill is very important to use in daily communication.

Grammar knowledge is different for each student. Students who speak up will have different ability in grammar knowledge. Sometimes the student who has good ability in grammar knowledge will speak up fluently, but students who have less ability in grammar will do poorly on speaking. Moreover, many students have difficulties in speaking because of their less ability in grammar knowledge such as understanding the use of tense, the pronoun, the appropriate conjunction, and the others. Many students want to speak English but can't do it. It's caused they think grammar is hard to understand even though they have a lot of vocabulary in their memory. The mindset factor is that to be able to speak English the most important thing is mastering vocabulary rather than using grammar. According to Guntur (2015) state that the quality of one's language skills depends on the quantity and quality of the use of grammar, the better the grammar we have, the greater the like hood that we are skilled in language, we need to be aware and understand that class increases students in schools are determined by the quality of their language skills.

Complicated problem in Grammar. Students need to learn the tense, use the appropriate pronoun and conjunction to perform well in monologue text. Hence, to overcome this problem, students need to manage their willingness to speak up or to be brave and more talkative as the extrovert ones and expand the grammar knowledge to have good speaking ability.

In improving speaking ability, student motivation has an important role in making students successful in learning a new language. Mai and Tuan (2015: 8) state that students' motivation to speak English is thought to be one of the factors that influences their speaking performance. The motivation of students to learn English can become an important factor in assisting them in doing so. According to Nasution in Marpaung (2017), motivation encompasses all power that motivates an individual to take action. The student who is highly motivated will focus more. Furthermore they can understand easily more than the other student with low motivation. By the student motivation, they can improve their speaking skills and become more successful as a result.

The reason of researcher choose this tittle is because researcher realize the important of student motivation and grammar mastery toward speaking ability for student. Most students still felt difficulties in learning to speak, such as vocabulary, grammar, pronounciation, and fear wrong. There are still many students who lack motivation of teachers in the classroom. Therefore, grammar mastery must be priority in english language teaching. Without mastering grammar, student would be difficult to master the other language skill such as speaking skill. The researcher will focus to knowing the correlation between student motivation in learning english and grammar mastery toward their speaking ability.

There are several previous studies that researchers use as a references, the first is a study conducted by Walidun Busro (2019) entittled "A Correlation Between Students' Learning Motivation and Students' Speaking Skills at The Eight Grade of SMPN 1 Ngemplak Boyolali". The conclusion of the study is there is a positive correlation between students' learning motivation (X1) and students' speaking skill (Y) at the eight grade of SMPN 1 Ngemplak in the academic year 2018/2019. The result of analysis shows that at the level of significance α= 0.05 for N=34 with the r-table (0.329). for the hypothesis, there is a positive correlation between students' motivation (X1) and speaking skill
(Y). It is because r0btained is higher than r-table (0.493> 0.329).

The second is a research by Nerfi Istianti (2013) entitled "The Correlation Between Students' Motivation in Learning Speaking And Their Speaking Ability in The Second Grade of SMA Darussalam Ciputat". The conclusion of the study is there is a positive correlation between students' motivation in learning speaking and their speaking ability. It is proved by the rxy (0.555) is bigger than r-table in

the degree significance 5% (0.349) and 1% (0.449).

Based on the explanation above, the researcher want intends to study the correlation between student motivation, grammar mastery and speaking ability. From this idea, the researcher decided to create a topic entitled "The Correlation Between Students' Motivation and Grammar Mastery Toward Their Speaking Ability at the Tenth Grade of SMA Negeri Colomadu Karanganyar in academic year 2022/2023".

Improving English Vocabulary Mastery Through Pictures Media and Number Head Together Method for The Eighth Grade Students at SMP Negeri 24 Surakarta Academic Year 2023/2024
By ANAF

Vocabulary is one of the most crucial aspects of learning English. Students must learn words as they learning grammar and practicing pronunciation. Students who have a good vocabulary find it simpler to grasp what their teachers are saying and it also helps them develop four language skills. They are speaking, reading, writing and listening. Knowledge of vocabulary is frequently regarded as a crucial asset for students learning a second language. This indicates that vocabulary is extremely important in their field of study.

In the teaching-learning process, teachers play a key role in improving student achievement. Teachers report to being confused about how to present the material to the students and still confuse on which media to use as learning media. They only use the same learning media over and over, which makes the learning process boring. So, in order for a student to stay focused and interested in the course of the lesson while participating in learning process, teachers must take extra care in choosing methods and media that are effective for improving students' abilities. There are a variety of techniquesand media that can help students become more willing to follow the lesson, especially in learning new vocabulary, for example by the use of games, illustration, etc. Students will be more active and excited to participate in English class if they are connected to appealing methods, techniques and media.

Clouston (2013), teaching vocabulary helps students in understanding and communicate with others using the English language. In teaching vocabulary, the teacher must be able to create ways in teaching vocabulary so that students can learn vocabulary effectively considering the facts in the fieldthat many students find difficult to learn English due to the lack of vocabulary.In addition, students' disinterest in English and their mindset about "English is difficult" also cause the difficulty in mastering English. Teacher efforts to teach vocabulary for students in the classroom well. Teacher uses media in order to the students are interesting. Teacher can use pictures in teaching vocabulary in the classroom. Students are not boring. They are easier to understand that their teacher explain in the classroom.

Ibrohim, Septianti, & Sadikin (2018), some students think that memorizing English vocabulary is difficult because they are not interested and rarely use English vocabulary in daily life. The students speak Indonesian or Javanese in communication in the school and at home. Teacher must speak English in the classroom everyday. The students effort to speak English.

Students are not afraid to speak English with their teacher. The students communicate their friends using English in the classroom. So, the students are not difficult to memorize English vocabulary.

Reskiana, haryanto, & Weda (2020) "A Study on Vocabulary Teaching Strategy for Students with Hearing Impairment at Special EducationSchool , Makassar, Indonesia". The finding is teacher used five strategies in teaching vocabulary to students with hearing impairment at special education schools such as rehearsal, gesture, sign language, writing a language, and discussion. The teacher was combined all of the strategies. In rehearsal strategy,teacher explain many vocabularies to the students in the classroom. Teacher gives exercises to the students. They finish the exercises in their book. One of the students writes the exercises on the whiteboard. Teacher and the students discuss the exercises. In gesture strategy, teacher teaches the vocabulary using gesture. Teacher explains a vocabulary "write" so he holdouts pen and writes something on the paper. In sign language strategy, teacher teaches a vocabulary "sleep" so he close both of his eyes. In writing a language strategy, teacher teach a vocabulary "letter" so he gives a letter to the students. They can look at the writing in the letter. In discuss strategy, teacher makes groups in the classroom. Then teacher gives the questions to the groups. Each of groups discuss to answer the questions. One of groups write the answers on the whiteboard. The teacher and students discuss about answers of the questions.

Junior High Schools in Indonesia were started applying English as a compulsory Lesson, including in Surakarta. In this case, the researcher chooses SMP Negeri 24 Surakarta. Students in this school come from various regions in Surakarta. Starting from students who come from remote rural areas, and urban areas, students who come from the border between cities and villages, and from another city like Surakarta. Because of these differences, they have different backgrounds especially in learning English as a foreign language.

Besides that, the reason why the researcher choses SMP Negeri 24 Surakarta as the subject of the research is SMP Negeri 24 Surakarta has "A" accreditation (from Badan Akreditasi Nasional Sekolah). It means that this school is a good school. The school that has a good accreditation score, means that the school has quality. The reasons why the researcher chooses grade 8A students at SMP Negeri 24 Surakarta as an example in the research. Because the students came from different school backgrounds (Elementary Schools) and were collected into one class. Some of them already like and arerich in vocabulary. However, most of them lack on vocabulary.

This is in line with the results of the pre-research that has been carriedout by the researcher on April 4, 2023 . Based on pre-research, one of the main obstacles faced by teachers in teaching English in this school is most students find it difficult to understand English because of the lack of vocabulary. One of the English teachers in that school says that some studentsstill often asked her about the meaning of words or the context of a sentence.Besides that, students at the school also had difficulty constructing a sentence.In their minds, they already thought about what to say, but have difficulty composing sentences due to the student's lack of vocabulary. It can be concluded that the lack of vocabulary becomes a problem when teaching English. According to the teacher, the lack of vocabulary in children can occur because students are lazy to read.

Meanwhile, the other teacher said that she applied several ways in teaching vocabulary, namely through drilling and pictures media. According to other teacher, drilling is the most effective way than others to improve

students' vocabulary. This is because, by drilling, there will be the repetition of vocabulary. Something repetitive will make it easier for students to remember. Teacher teaches students using pictures media in the classroom. The students are interesting to observe the pictures. They are easier to understand that
their teacher says. They can mastery English vocabulary.

There are previous studies that support this research. These studies were carried out by Vivi Lelyta Riyani and Rahmadilla. Research is written by Vivi Lelyta Riyani, the title "A Correlative Study between Student's Self-Convidence and VocabularyMastery toward Their Speaking Skillat The Eleventh Grade of SMA Muhammadyah 1 Sragenin The Academic year of 2018/2019". The result shows vocabulary mastery can improve speaking skill.

Research is written by Rahmadilla, the title "A Correlation Study between Vocabulary Mastery and Academic Self Management Towards Reading Comprehension Among The Eight Grade Students of MTsN Surakarta II in The Academic Year 2028/2019". The result shows vocabulary mastery can improve reading comprehension. The differences of research with the other researches that the researcher uses picture and number head together media to improve English vocabulary mastery.

Based on the various problems related to vocabulary that has beenexplained above, the role of the teachers in the classroom in applying pictures and number head together medias in teaching vocabulary are very important. Based on this background, the researcher finally made the title " **Improving English Vocabulary Mastery Through Pictures Media and Number Head Together Method for The Eighth Grade Students at SMP Negeri 24 Surakarta Academic Year 2023/2024**".

**Appendix 5 Documentation**