CHAPTER IV

FINDINGS AND DISCUSSION

This chapter generally presented the research findings and discussion of an error analysis on the use of past tense in research method chapter of English education student's thesis. The statement of the problem in chapter one became the focus to be answered. In addition, the results of the data analysis were described at this chapter.

4.1 Findings

The statements of the problem in this research were (1) what are the errors found on the use of past tense in research method chapter of English education students' thesis in year 2018? and (2) what are the causes of errors found on the use of past tense in research method chapter of English education students' thesis in year 2018?–The analysis of data collection to find the errors and causes of errors on the use of past tense in Research Method chapter of English Education Students' thesis in year 2018, as follow:

4.1.1 Errors and Causes of Error Classification

In this part, the errors and causes of error classification on the use of past tense in research method chapter of English education students' thesis based on Surface Strategy Taxonomy were classified based on Surface strategy taxonomy proposed by Dulay, Burt, and Krashen in year 1982. Surface strategy taxonomy highlights the ways surface structure are altered in specific and systematic ways.

There are four categorize types of error, namely omission, addition, misformation, and misordering (Umar, 2015). Besides, according to Sari (2019) classified the errors between languages and development errors into four categories. They are overgeneralization, neglecting the constraints of rules, application of incomplete rules, and hypothesis of the wrong concept.

The table 4.1 presented the types of error found and causes of error on the use of past tense in research method chapter of English education students' thesis in year 2018 based on Surface Strategy Taxonomy.

Table 4.1 Types of Error Based on the Surface Strategy Taxonomy and

Causes of Errors

Number of Students Thesis	Sentences	Kind of Errors				Correction	Causes of Errors
		Omission	Addition	Misformation	Misordering		
Thesis 1 R. D	This chapter *presents* information about how this research *will be* conducted.			√		This chapter *presented* the information about how this research *had been* conducted.	Overgeneralization
	It *includes* explanations on the research design, subjects of the research,			√		It **included** explanations on the research design, subjects of the research, source of	Overgeneralization

	Incorrect					Correct	Category
	source of data, instrument, data collection procedure and data analysis.	√		√		data, instrument, data collection procedure and data analysis.	
	The design of this study *is* the descriptive qualitative.			√		The design of this study *was* the descriptive qualitative.	Overgeneralization
	The researcher *intends* to describe the process of using google map picture in teaching speaking asking direction			√		The researcher *intended* to describe the process of using google map picture in teaching speaking asking direction	Overgeneralization
	The researcher *will also investigate* the student' perception after they *are* taught by using google map picture	√	√	√		The researcher *investigated* the students' perception after they *were* taught by using google map picture	Overgeneralization
	The subjects of the research *are* all members involved in the English teaching			√		The subjects of the research *were* all members involved in the English teaching learning processes in	Overgeneralization

	learning processes in grades X TKR 3.				grades X TKR 3.	
	They *are* an English teacher of class X TKR 3 and the students of class X TKR 3 at SMK Antartika 1 Sidoarjo in the academic year 2017/2018.			√	They *were* an English teacher of class X TKR 3 and the students of class X TKR 3 at SMK Antartika 1 Sidoarjo in the academic year 2017/2018	Overgeneralization
	The class *is* consisted of *46 students are 46 male* but the researcher only *takes* 5 students who *will be* the subject.	√	√	√	The class *was* consisted of *46 male students* but the researcher only *took* 5 students who *were* the subject.	Application of incomplete rules
	The students of class X TKR 3 *is* dealing with some issues of learning the speaking skill.			√	The students of class X TKR 3 *was* dealing with some issues of learning the speaking skill.	Overgeneralization
	That the students *have* poor ability in speaking			√	That the students *had* poor ability in speaking	Overgeneralization
	The data			√	The data	Overgeneralization

	investigated *are* classroom activities, teacher's activities, students' activities and teacher's document.				investigated *were* classroom activities, teacher's activities, students' activities and teacher's document.	
	There *are* three kinds of instrument *(…)* used in this study.	√		√	There *were* three kinds of instrument that used in this study	Overgeneralization
	They *are*, 1. Field Note 2. Questionnaire 3. Observation check list.			√	They *were*, 1) Field Note, 2) Questionnaire, 3) Observation check list.	Overgeneralization
	Field note in this study *is* one of the instruments for collecting data.			√	Field note in this study *was* one of the instruments for collecting data.	Overgeneralization
	So, every single thing that researcher sees, hears, and experiences *is* written in the field note.			√	Thus, every single thing that researcher sees, hears, and experiences was written in the field note.	Overgeneralization

	The researcher *uses* questionnaire to collect students' responses as data that *will be annalysed.*			√		The researcher *used* questionnaire to collect students' responses as data that *would analyze*.	Overgeneralization
	In this research, the close – ended questionnaire *is* used *in* collecting the data in order to know the students' responses first researcher *distribut* questionnaire then *ask* them to fill in the form after that the teacher *collect* the answer from them, the teacher *count* and *classify* the answer, the teacher *conclude* the result and *make* a chart.	√	√	√		In this research, the close – ended questionnaire was used *by* collecting the data in order to know the students' responses, first researcher *distributed* questionnaire, then *asked* them to fill in the form, after that the teacher *collected* the answer from them, the teacher *counted* and classified the answer, the teacher *concluded* the result and *made* a chart	Overgeneralization

	This list may *have* been prepared by the observer or the teacher or both.		√		This list *had* been prepared by the observer or the teacher or both.	Overgeneralization
	The data of this research *are* collected by doing some steps.		√		The data of this research *were* collected by doing some steps.	Overgeneralization
	Preparing all of the instruments to collect the data.		√		*Prepared* all of the instruments to collect the data.	Overgeneralization
	The researcher *will observe* the situation in the class	√	√		The researcher *observed* the situation in the class	Overgeneralization
	After teaching learning done, the researcher *will give* close ended questionnaire to the students		√	√	After teaching learning done, the researcher *gave* close ended questionnaire to the students	Overgeneralization
	The last, the researcher *will analize* the data to know whether google map picture can motivate them in learning speaking	√	√		The last, the researcher *analyzed* the data to know whether google map picture can motivate them in learning speaking asking direction or no.	Overgeneralization

	asking direction or no.						
	The data analyzes using descriptive qualitative *will* be described the implementation of teaching speaking.			√		The data analyzes using descriptive qualitative *were* described the implementation of teaching speaking.	Overgeneralization
	The steps *are*: First step *is* discovery			√		The steps *were*: First step was discovery	Overgeneralization
	Second steps *is* coding			√		Second step *was* coding	Overgeneralization
	Third steps *is* discounting the data which *is* considering the context			√		Third step *was* discounting the data which *was* considering the context	Overgeneralization
Thesis 2 H. E. P	There *are* some steps in this chapter that the researcher *choose* to solve the problem			√		There *were* some steps in this chapter that the researcher *chose* to solve the problem	Overgeneralization
	The researcher *use* non participant observation because the	√				The researcher *used* non participant observation because the researcher did not take in part the	Overgeneralization

	researcher did not take in part the teaching learning process.					teaching learning process.	
	… and the last meeting the researcher *give* the questionnaire to gain the information *does* the students like or dislike, interest or not when the *learn* English	√		√		… and the last meeting the researcher *gave* the questionnaire to gain the information *did* the students like or dislike, interest or not when the *learned* English	Overgeneralization
	The instrument of this study **are** observation checklist, and questionnaire.			√		The instrument of this study *were* observation checklist, and questionnaire.	Overgeneralization
	The researcher *analysed* all the activity in the class during the teaching learning process.			√		The researcher *analyzed* all the activity in the class during the teaching learning process.	Overgeneralization
	The first analysis *will* take information from the teacher after take form		√	√		The first analysis *took* information from the teacher. After that, took form questionnaire.	Overgeneralization

			√			
	questionnaire.					
	The researcher *can* find whether the media that the teacher *is* good or not and *drawing* conclusion.			√		The researcher *could* find whether the media that the teacher *was* good or not and *drew* conclusion.	Overgeneralization
	Research method *becomes* necessary aspect in conducting this research.			√		Research method *became* necessary aspect in conducting this research.	Overgeneralization
Thesis 3 S. C. N. I	It *shows* the strategy of how the study happens.			√		It *showed* the strategy of how the study happens.	Overgeneralization
	Each of them *is* presented in the following discussion.			√		Each of them *was* presented in the following discussion.	Overgeneralization
	The research used descriptive qualitative research, in which the method *are* used to collect the data, *classifie* and *analyze* them, and then *draw* the	√		√		The research used descriptive qualitative research, in which the method *was* used to collect the data, *classified* and *analyzed* them, and then *drew* the conclusion from the analyzed data.	Overgeneralization

	conclusion from the analyzed data.					
	The object of this study *will focused* on the illocutionary acts used by the main character, Bella Swan, in "Twilight" movie.	√			The object of this study *focused* on the illocutionary acts used by the main character, Bella Swan, in "Twilight" movie.	Overgeneralization
	The script *is* taken from the internet.		√		The script *was* taken from the internet.	Overgeneralization
	The data of the study *are* Bella's sentences of statement or utterances related to the illocutionary acts taken from movie and script of Twilight movie.		√		The data of the study *were* Bella's sentences of statements or utterances related to the illocutionary acts taken from movie and script of Twilight movie.	Overgeneralization
	Because those actor *is* often appearing in the movie.		√		Because that actor *was* often appearing in the movie.	Overgeneralization
	The several steps to collect the		√		The several steps to collect the researcher	Overgeneralization

researcher *watching* the movie, *reading* script, *underlying* an code of the scripts and *classifying* the utterance with an table.					*watched* the movie, *read* script, *underlined* a code of the scripts and *classified* the utterance with a table.	
The researcher *will only act* as an observer that attentively *watch* and *listen* to the movie.	√		√		The researcher *acted* as an observer that attentively *watched* and *listened* to the movie.	Overgeneralization
There *are* four steps which *are* applied in data collecting procedures.			√		There *were* four steps which *were* applied in data collecting procedures.	Overgeneralization
There *are* 50 minutes to download this movie and script.			√		There *were* 50 minutes to download this movie and script.	Overgeneralization
Watch the movie	√				*Watched* the movie	Overgeneralization
After downloading, the video played and *reading* the script in order to know		√			After downloading, the video played and *read* the script in order to know the whole of speech.	Overgeneralization

	the whole of speech.						
	The researcher *needs* more than two times to watch it.			√		The researcher *needed* more than two times to watch it.	Overgeneralization
	Collecting Bella's utterances from dialogues on the script by underlying the an code.			√		*Collected* Bella's utterances from dialogues on the script by underlying the code.	Overgeneralization
	Sorting the Bella's utterances			√		*Sorted* the Bella's utterances	Overgeneralization
	After collecting the Bella's utterance, the researcher *sorting* her utterances which *contain* of illocutionary acts as stated by Searle's theory.			√		After collecting the Bella's utterance, the researcher *sorted* her utterances which *contained* of illocutionary acts as stated by Searle's theory.	Overgeneralization
	In this research, the researcher *will analyze* utterances of main character which *is* just illocutionary acts.	√		√		In this research, the researcher *analyzed* utterances of main character which *was* just illocutionary acts.	Overgeneralization

	Then the researcher *will classify* into six steps		√	√	Then the researcher *classified* into six steps	Overgeneralization
	Watching the movie and *focuse* to the main character utterance in the movie.	√		√	*Watched* the movie and *focused* to the main character utterance in the movie.	Overgeneralization
	Browsing and then *reading* the movie script to observing Bella's utterance in this movie.			√	*Browsed* and then *read* the movie script to observing Bella's utterance in this movie.	Overgeneralization
	After reading the script the researcher code *underlyed* contain the type of illocutionary act.			√	After reading the script the researcher code *underlined* contain the type of illocutionary act.	Overgeneralization
	Classifying Bella's utterances found in the movie based on the types of illocutionary acts.			√	*Classified* Bella's utterances found in the movie based on the types of illocutionary acts.	Overgeneralization
	After put in the	√		√	After put in the	Overgeneralization

	table, the researcher *draw* conclusion *explain* the result of the research and added the percentage of type of illocutionary acts.			√		table, the researcher *drew* conclusion, *explained* the result of the research and added the percentage of type of illocutionary acts.	
	The last, *calculating* the percentage each of type of illocutionary acts and *make* a chart.			√		The last, *calculated* the percentage each of type of illocutionary acts and *made* a chart.	Overgeneralization
	This chapter *presents* the purpose of this study *is* to describe the use of WhatsApp application to teaching writing recount text to tenth grade students of SMA PGRI 5 Sidoarjo			√		This chapter *presented* the purpose of this study *was* to describe the use of WhatsApp application to teaching writing recount text to tenth grade students of SMA PGRI 5 Sidoarjo	Overgeneralization
Thesis 4 N. I. P	This lesson *uses* WhatsApp method to learn			√		This lesson *used* WhatsApp method to learn to written	Overgeneralization

	to written the tenth grade of SMA PGRI 5 Sidoarjo			√		the tenth grade of SMA PGRI 5 Sidoarjo	
	One of the qualitative design features of writing English, there *is* no control as an experiment.			√		One of the qualitative design features of writing English, there *was* no control as an experiment.	Overgeneralization
	That is, this research *rewrites* the events that *have* been experienced or past, such as vacations, experiences, etc.			√		That was, this research *rewrote* the events that *had* been experienced or past, such as vacations, experiences, etc.	Overgeneralization
	The subject of this study *will be* the englishand students of X at SMA PGRI 5 Sidoarjo.			√		The subject of this study *were* the English and students of X at SMA PGRI 5 Sidoarjo	Overgeneralization
	The source of the data in this research *will be* in the form of data that *will be* produced by the		√	√		The source of the data in this research *was* in the form of data that *was* produced by the English teacher of	Application of incomplete rules

	English teacher of tenth grade of SMA PGRI 5 Sidoarjo and the students of XII class.				tenth grade of SMA PGRI 5 Sidoarjo and the students of XII class.	
	The researcher *will collect* the data by observing how to teach English recount text using WhatsApp application by the teacher in the classroom during the English lesson.	√	√		The researcher *collected* the data by observing how to teach English recount text using WhatsApp application by the teacher in the classroom during the English lesson.	Overgeneralization
	The researcher *will* also observed the participation of the students of XII class during the English lesson.		√		The researcher also *observed* the participation of the students of XII class during the English lesson.	Overgeneralization
	The data that *will be* used in this study *are* primarily acquired from the		√	√	The data that used in this study *were* primarily acquired from the observation of teaching writing	Overgeneralization

	observation of teaching writing by using WhatsApp application at XII through observation field note.					by using WhatsApp application at XII grade through observation field note.	
	The second data *will be* taken from students score on teaching writing by using WhatsApp application.		√	√		The second data *was* taken from students' score on teaching writing by using WhatsApp application.	Overgeneralization
	The researcher *will stay* at the back side of the class.	√	√			The researcher *stayed* at the back side of the class.	Overgeneralization
	All activities *done* by teacher *will be* observed and *will be* written on the field note.	√		√		All activities *had been done* by teacher *was* observed and written on the field note.	Overgeneralization
	The researcher *will record* of all activities *done* in the classroom and present the result	√	√			The researcher *recorded* of all activities *that had been done* in the classroom and	Overgeneralization

	in pictures.				presented the result in pictures.	
	The researcher *use* well-structured question multiple choice that *are* used for data collection tools through surveys so that researcher *know* how much *appeal students follow.*	√		√		The researcher *used* well-structured question multiple choice that *were* used for data collection tools through surveys, so that researcher *knew* how much *appealed that students followed*.	Overgeneralization
	In order to collect the data, the observation field notes *will be* used to write down all activities in the classroom.			√		In order to collect the data, the observation field notes *had been used* to write down all activities in the classroom.	Overgeneralization
	The material that *will be* given by the teacher.		√	√		The material that *was given* by the teacher.	Overgeneralization
	After *collecting* the data, the researcher analyzed the data obtained from observation			√		After *collected* the data, the researcher analyzed the data obtained from observation results, field note cameras,	Overgeneralization

	results, field note cameras, and questionnaire sheets.					and questionnaire sheets.	
	The researcher also *make* documentation on all activities happened on teaching writing recount text using WhatsApp application *done* by teacher and the students.		√	√		The researcher also *made* documentation on all activities happened on teaching writing recount text using WhatsApp application that *had been done* by teacher and the students.	Overgeneralization
	Then the result of observation field note and students questionnaire *are* analyzed by the researcher than *make* a chart.			√		Then the result of observation field notes and students' questionnaire *were* analyzed by the researcher than *made* a chart.	Overgeneralization
	The researcher *will* described all the data.		√			The researcher *described* all the data.	Overgeneralization
Thesis 5 R. H	The researcher *always* brought field note because it completed the researcher's		√			The researcher brought field note because it completed the researcher's observation based on	Hypothesis of the wrong concept

	observation based on the fact without any manipulation.				the fact without any manipulation.	
Total Errors		18	21	69	1	

4.1.2 Percentage of Errors

The calculation of percentage of error showed the percentage of each type of errors that was undertaken by the students in writing Research Method Chapter of thesis. This used to know the frequency errors that made by the students based on the data analysis. The percentage of each type of errors from the data was calculated by using the formula below:

$$P = \frac{F}{N} \text{ X } 100\%$$

Notes :

P = the percentage of student errors

F = frequency of errors based on surface strategy taxonomy

N = number of case (total of frequency)

Omission $= \frac{18}{109} \text{ X } 100\% = 16{,}5\%$

Addition $= \frac{21}{109} \text{ X } 100\% = 19{,}3\%$

Misformation $= \frac{69}{122} \text{ X } 100\% = 63{,}3\%$

Misordering $= \frac{1}{109} \text{ X } 100\% = 0{,}9\%$

Table 4.2 Frequency of Students' Errors found on the use of past tense in research method chapter of English education students' thesis

Kind of Errors	Number of Errors	Percentage of Errors
Omission	18	16,5%
Addition	21	19,3%
Misformation	69	63,3%
Misordering	1	0.9%
Total	**109**	**100%**

The errors found on the use of past tense in Research Method Chapter of English education Students' Thesis in year 2018 are 109 errors from the 5 samples data. Those errors classified into four subcategorize such as 18 errors found in omission, 21 errors found in addition, 69 errors found in misformation, and 1 error found in misordering. From the total of errors result in the form of percentage, the researcher found 16,5% errors in omission, 19,3% errors in addition, 63,3% errors in misformation, and 0,9% errors in misordering.

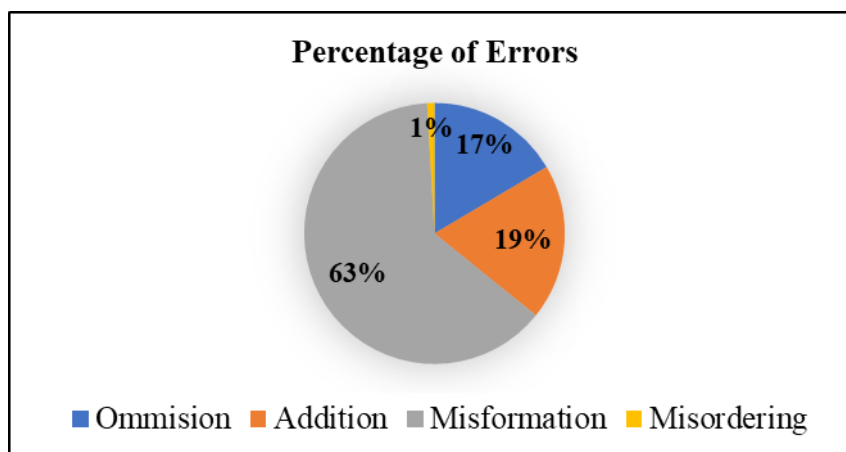The percentage of errors on the use of past tense based on Surface Strategy can be described in following figure:

Figure 4.1 Graph of Percentage Errors in Research Method Chapter of Thesis Made by English Education Students of STKIP PGRI Sidoarjo in Year 2018

From the total of errors result percentage, it can be concluded that the highest frequency of errors is misformation. For the reason that, the English students used wrong form of the morpheme of structure on the use of past tense in Research Method Chapter of their thesis. The lowest frequency of errors is misordering. There were some errors on the placement of morphemes or group of morphemes produced by English students. Thus, it can be interpreted that the students still have a serious problem in writing the second language, especially in determining a suitable form of the word and spelling word.

4.1.3 Percentage Causes of Errors

The calculation of percentage of error used to know the frequency errors that made by the students based on the data analysis. It showed the percentage of each causes of errors that was undertaken by the students in writing Research

Method Chapter of thesis. The percentage of each causes of errors from the data was calculated by using the formula below:

$$P = \frac{F}{N} \ X \ 100\%$$

Notes :

P = the percentage causes of errors

F = frequency causes of errors based on surface strategy taxonomy

N = number of case (total of frequency)

Overgeneralization $= \frac{75}{78} \ X \ 100\% = 96,2\%$

Neglecting the constraints of rules $= \frac{0}{78} \ X \ 100\% = 0\%$

Application of incomplete rules $= \frac{2}{78} \ X \ 100\% = 2,5\%$

Hypothesis of the wrong concept $= \frac{1}{78} \ X \ 100\% = 1,3\%$

Table 4.3 Frequency causes of errors found on the use of past tense in research method chapter of English education students' thesis

Kind of Errors	Number of Errors	Percentage of Errors
Overgeneralization	75	96,2%
Neglecting the constraints of rules	0	0%
Application of incomplete rules	2	2,5%

Hypothesis of the wrong concept	1	1,3%
Total	**78**	**100%**

Based from the total causes of errors result percentage, the causes of errors on the use of past tense in Research Method Chapter of English education Students' Thesis in year 2018 are 78 errors from the 5 samples data. Those causes of errors were classified into four subcategorize such as 75 causes of errors in overgeneralization, 0 causes of errors in neglecting the constraints of rules, 2 causes of errors in application of incomplete rules, and 1 causes of errors in hypothesis of the wrong concept. From the total causes of errors result in the form of percentage, the researcher found 96,2% causes errors in overgeneralization, 0% causes of errors in neglecting the constraints of rules, 2,5% causes of errors in application of incomplete rules, and 1,3% causes errors in hypothesis of the wrong concept.
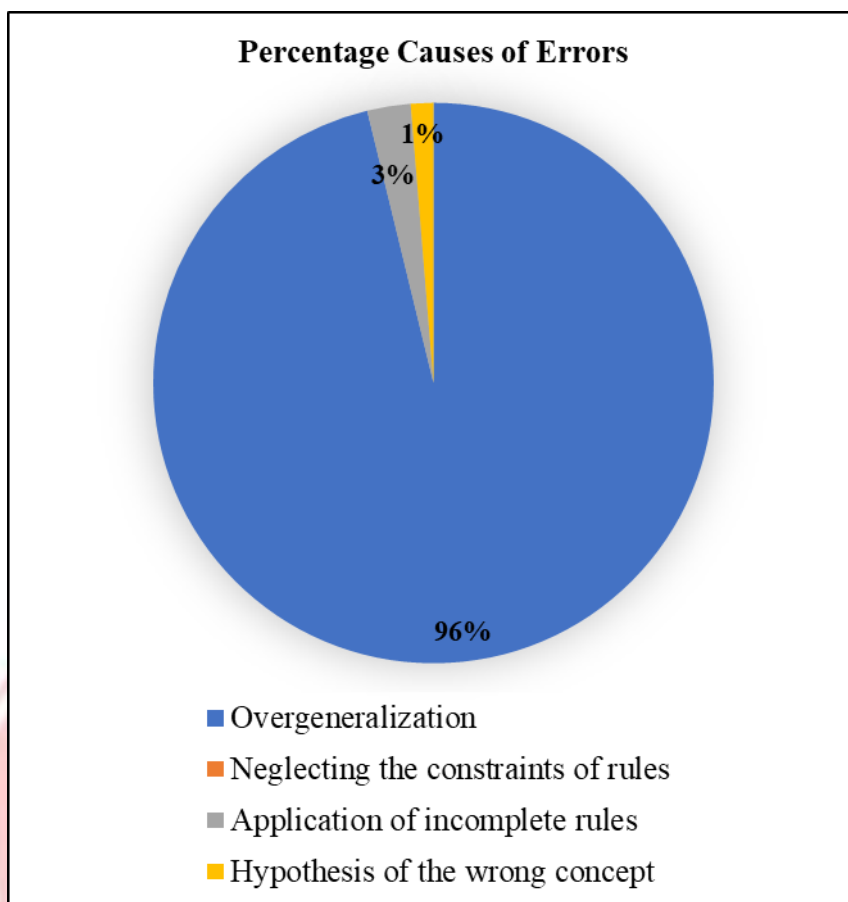
Figure 4.2 Graph of Percentage Causes Error in Research Method Chapter of Thesis Made by English Education Students of STKIP PGRI Sidoarjo in Year 2018

The highest frequency cause of the students' error is overgeneralization. Factor that caused overgeneralization in student's errors was the students lacked of paying attention to realizing the context to which it can be applied. However, it was not totally the students' fault. Sometimes, it was followed by neglecting the constraints of rules, application of incomplete rules, and hypothesis of the wrong

concept. Besides, hypothesis of the wrong concept is the lowest frequency the causes of errors that made by the students.

4.2 Discussion

The data was taken from the English education students' thesis in year 2018. After analyzed the data, some errors were found in English education students' thesis on the use of past tense in research method chapter. The description of the types of errors and causes of errors on the use of past tense in Research Method Chapter of English education students' thesis in year 2018 as follow.

4.2.1 Types of Errors Description

The Research Method of Thesis was analyzed and some errors were found by analyzing based on surface strategy taxonomy theory. Surface strategy taxonomy highlights the ways surface structure are altered in specific and systematic ways. Dulay categorize errors into four types, namely omission, addition, misformation, and misordering (Umar, 2015). It shows the cognitive process that underlined the learner's reconstruction of the language learned.

4.2.1.1 Omission

Omission errors is mostly committed by the students. It happened when the students write a sentence which is not in a well-formed utterance. According to Umar (2015) omission error is characterized by the absence of an item that must be appear in a well-formed utterance. It indicates that the content or

grammatical morpheme, did not appear in a well-formed utterance. On the other hand, it must be constructed content and grammatical morpheme to carry understandable meaning.

From the data that was analyzed, there were 18 or 16,5% errors found in omission. The following sentences were presented as examples of the omission errors that were made by the students.

Table 4.4 Sample Sentences of Students' Omission Errors

No.	Sentences
1.	The researcher will ***observe*** the situation in the class
2.	The researcher will only ***act*** as an observer that attentively ***watch*** and ***listen*** to the movie.
3.	There are three kinds of instrument *(…)* used in this study.

From the first sample sentence "*The researcher will **observe** the situation in the class*", the omission error can be identified from the word "observe". The word omitted suffix -ed each verb. Because the sentence was categorized form of simple past tense. Thus, the verb used V2 (past tense) should be added by the suffix -ed to the form of regular verb. Therefore, the sentence supposed to be *"The researcher observed the situation in the class"*.

Second types of omission error were made by the student in the second sample sentence. The omission error of suffix –ed such as *"The researcher will*

*only **act** as an observer that attentively **watch** and **listen** to the movie"*. The omission error could be identified from the word "act", "watch" and "listen". The words omitted suffix -ed each verb. Because the sentence was categorized form of simple past tense. Generally, the form of V2 (past tense) by adding the suffix -ed to the following form of regular verb. Thus, the sentence supposed to be *"The researcher acted as an observer that attentively watch and listen to the movie".*

The third sample sentence *"There are three kinds of instrument (…) used in this study".* This kind of errors happened because the students did not appear as a grammatical morpheme, so it should be added "that". Moreover, the sentence categorized noun clause. Thus, the correct sentence should be *"There were three kinds of instrument that used in this study".*

4.2.1.2 Addition

In contrast with omission errors that curtain item disappears. Addition errors is errors categorize that certain item appears in learners' sentences production. Umar (2015) termed such errors, as addition errors that are presence if item must not appear in a well-formed utterance. The students did error addition because the word was written by did not appear in a well-formed utterance. It means that the presence of an unnecessary item which appeared in a well-formed sentence.

From the data that was analyzed, there were 21 or 19,3% errors found in addition. The following sentence were presented as examples of the addition errors that made by the students.

Table 4.5 Sample Sentence of Students' Addition Errors

No.	Sentence
1.	After teaching learning done, the researcher ***will*** *give* close ended questionnaire to the students
2.	After downloading, the video played and ***reading*** the script in order to know the whole of speech.
3.	The researcher ***will*** described all the data

From the first sample sentence *"After teaching learning done, the researcher **will** give close ended questionnaire to the students"*, the students made an addition error. It showed that adding a word "will" was an unnecessary word because simple past tense is tense that indicates that an activity or situation began and ended at a particular time in the past (Azar, 2006), "will" indicated an activity that will be in progress at a time in the future. The students should omit inappropriate preposition that is on. Thus, the correct sentence supposed to be *"After teaching learning done, the researcher gave close ended questionnaire to the students"*

The second sample sentence was the addition error could be identified from the sentence *"After downloading, the video played and **reading** the script in order to know the whole of speech"*. Because the sentence categorized form of simple past tense. The word "reading" categorize irregular verb. Then, the V2 (past tense) must be "read" by omit the suffix -ing. Thus, the sentence supposed to

be *"After downloading, the video played and read the script in order to know the whole of speech"*.

The third sample sentence *"The researcher **will** described all the data"*, the students made an addition error. It showed that adding a word "will" was an unnecessary word because simple past tense is tense that indicates that an activity or situation began and ended at a particular time in the past (Azar, 2006), "will" indicated an activity that will be in progress at a time in the future. The students should omit inappropriate preposition that is on. Thus, the correct sentence supposed to be *"The researcher described all the data"*.

4.2.1.3 Misformation

Misformation error becomes the most frequent error happened by the students in their thesis writing. On the other words, students commonly make misformation error in their thesis. According to Umar (2015), misformation errors are characterized by the use of wrong form of the morpheme of structure. The students committed this error because they did not write an appropriate form of morpheme or structure.

From the data that was analyzed, there were 69 or 63,3% errors found in misformation. The following sentence were presented as examples of the misformation errors that made by the students.

Table 4.6 Sample Sentence of Students' Misformation Errors

No.	Sentence
1.	The design of this study *is* the descriptive qualitative.
2.	The researcher *intends* to describe the process of using google map picture in teaching speaking asking direction
3.	That is, this research *rewrites* the events that *have* been experienced or past, such as vacations, experiences, etc.
4.	This chapter *presents* the purpose of this study *is* to describe the use of WhatsApp application to teaching writing recount text to tenth grade students of SMA PGRI 5 Sidoarjo.
5.	The researcher also *make* documentation on all activities happened on teaching writing recount text using WhatsApp application *done* by teacher and the students.

From the first sample sentence *"The design of this study **is** the descriptive qualitative"*. This occurred in word "is". Miformation error was occurred because of an inappropriate word. The error in word "is" should be modified to "were" because it was a verb that should be changed to the past tense. Therefore, the correct sentence should be "The design of this study was the descriptive qualitative".

Then, from the second sample sentence *"The researcher **intends** to describe the process of using google map picture in teaching speaking asking*

direction". This occurred in word "intends". Misformation error was occurred because of an inappropriate word. The error in word "intends" should be modified to "intended" because it was a verb that should be changed to the past tense. Therefore, the correct sentence should be *"The researcher intended to describe the process of using google map picture in teaching speaking asking direction"*.

Third, the sample sentence *"That is, this research **rewrites** the events that **have** been experienced or past, such as vacations, experiences, etc"*. This committed a misformation error that happened twice in the sentence. Those occurred in words "rewrites" and "have". Misformation error was occurred because of an inappropriate word. The error in word "rewrites" should be modified to "rewrote". Besides, the error in word "have" should be modified to "had". because those were a verb that should be changed to the past tense. Thus, the sentence should be *"That is, this research rewrote the events that had been experienced or past, such as vacations, experiences, etc"*.

The fourth sample sentence *"This chapter **presents** the purpose of this study **is** to describe the use of WhatsApp application to teaching writing recount text to tenth grade students of SMA PGRI 5 Sidoarjo"*. This occurred in word "presents". Misformation error was occurred because of an inappropriate word. The error in word "presents" should be modified to "presented" because it was a verb that should be changed to the past tense. Therefore, the correct sentence should be *"This chapter presented the purpose of this study is to describe the use of WhatsApp application to teaching writing recount text to tenth grade students of SMA PGRI 5 Sidoarjo"*.

Later, the fifth sample sentence *"The researcher also **make** documentation on all activities happened on teaching writing recount text using WhatsApp application done by teacher and the students"*. This occurred in words "make". Misformation error was occurred because of an inappropriate word. The error in word "make" should be modified to "made" because those were a verb that should be changed to the past tense. Thus, the sentence should be *"The researcher also made documentation on all activities happened on teaching writing recount text using WhatsApp application that had been done by teacher and the students"*.

4.2.1.4 Misordering

Misordering error is low frequently happened by the students in students' thesis. Language learners sometimes make errors on the placement of morphemes or group of morphemes in the sentence they produce (Umar, 2015). Misordering error is kind of errors occurred when the students did not place a morpheme or group of morphemes correctly in an utterance.

From the data that was analyzed, there were 1 or 0,9% errors found in misordering. The following sentence were presented as examples of the misordering errors that made by the students.

Table 4.7 Sample Sentence of Students' Misordering Errors

No.	Sentence
1.	The class *is* consisted of *46 students are 46 male* but the researcher only *takes* 5 students who *will be* the subject.

From the first sample sentence *"The class is consisted of **46 students are 46 male** but the researcher only takes 5 students who will be the subject"*. It showed that committed mis-ordering which "46 students are 46 male". Moreover, it should "46 male students". This error occurred because morpheme or group of morphemes was incorrectly in an utterance. Thus, the sentence should be *"The class was consisted of 46 male students but the researcher only took 5 students who were the subject"*.

4.2.2   Causes of Error Description

4.2.2.1 Overgeneralization

Overgeneralization cause when learners tend to use their common senses and come to generalization of certain sets of grammatical rules. In simple terms, there are two reasons of overgeneralization errors: (1) the learner's creation of one deviant structure in place of two regular structures. (2) the result of the second language learners' attempts to decrease or reduce their linguistic burden. From the data that were analyzed by the researcher, there were 75 or 96,2% causes errors found in overgeneralization. The following sentence were presented as examples of the overgeneralization errors caused that made by the students.

Table 4.8 Sample Sentence of Overgeneralization Error Causes

No.	Sentence
1.	They are, 1. Field note 2. Questionnaire 3. Observation

	check list.	
2.	Preparing all of the instruments to collect the data.	
3.	Second steps is coding.	

First, the sample sentence *"They are, 1. Field note 2. Questionnaire 3. Observation check list"*. The student used of form or construction in others context where it should not apply. To be "are" indicated as the form of the infinitive. The sentence should be changed into V2 (past tense). The sentence supposed to be *"They were, 1.) Field note 2.) Questionnaire, and 3.) Observation check list"*.

Then, the second sample sentence *"Preparing all of the instruments to collect the data"*. The student used of form or construction in others context where it should not apply. The verb "preparing" indicated as the form of the progressive tenses. The sentence should be changed into V2 (past tense). The sentence supposed to be *"Prepared all of the instruments to collect the data"*.

From the third sample sentence *"Second steps is coding"*. The student used of form or construction in others context where it should not apply. There was an over form of a structure of word *steps* becomes *step*. Besides, the sentence should be changed into V2 (past tense). The sentence supposed to be *"Second step was coding"*. There is an over form of a structure of word *steps* becomes *step*.

4.2.2.2 Neglecting the constraints of rules

This cause appears when it was closely related to the generalization of deviant structures which learners failed to observe the restriction of existing structure. Consequently, the application of rules to context where they did not apply. From the data that was analyzed by the researcher, there were 0 or 0% errors cause found in neglecting the constraints of rules.

4.2.2.3 Application of Incomplete Rules

This cause happens when learners did not apply all the rules they have learned, which is due to incomplete learning. In other words, they do not completely master the rules and their application, and therefore they do not implement those rules in accordance with the circumstances. From the data that was analyzed by the researcher, there were 2 or 2,5% errors cause found in application of incomplete rules. The following sentence were presented as examples of the application of incomplete rules errors caused that made by the students.

Table 4.10 Sample Sentence of Application of Incomplete Rules Error Causes

No.	Sentence
1.	The class is consisted of 46 students are 46 male but the researcher only takes 5 students who will be the subject.
2.	The subject of this study will be the English and students of X at SMA PGRI 5 Sidoarjo.

3.	The source of the data in this research will be in the form of data that will be in the form of data that will be produced by the English teacher of tenth grade of SMA PGRI 5 Sidoarjo and the students of XII class.

From the first sample data *"The class is consisted of 46 students are 46 male but the researcher only takes 5 students who will be the subject"*, instead *"The class was consisted of 46 male students but the researcher only took 5 students who were the subject "*. The student made incomplete application of rules can be also named as failure to achieve complete knowledge of the second language in grammatical rules. Thus, the student faced a difficulty in formulating correct sentence.

Then, from the second sample data *"The subject of this study will be the English and students of X at SMA PGRI 5 Sidoarjo"*, instead *"The subject of this study were the English and students X grade of SMA PGRI 5 Sidoarjo"*. The student made incomplete application of rules can be also named as failure to achieve complete knowledge of the second language in grammatical rules. Thus, the student faced a difficulty in formulating correct sentence.

The third sample sentence *"The source of the data in this research will be in the form of data that will be in the form of data that will be produced by the English teacher of tenth grade of SMA PGRI 5 Sidoarjo and the students of XII class"*, Instead *"The source of the data in this research was in the form of data that was produced by the English teacher of tenth grade of SMA PGRI 5 Sidoarjo*

and the students of grade XII". The student made incomplete application of rules. It can be also named as failure to achieve complete knowledge of the second language in grammatical rules. Thus, the student faced a difficulty in formulating correct sentence.

4.2.2.4 Hypothesis of The Wrong Concept

The students might form hypotheses about some grammatical rules of the second language. Hypothesis of the wrong concept that is deviation that occurs because of wrong knowledge about the rules of the second language (Sari, 2019). From the data that was analyzed by the researcher, there were 1 or 1,3% errors cause found in hypothesis of the wrong concept. The following sentence were presented as examples of the hypothesis of the wrong concept errors caused that made by the students.

Table 4.11 Sample Sentence of Hypothesis of the Wrong Concept Error Causes

No.	Sentence
1.	The researcher always brought field note because it completed the researcher's observation based on the fact without any manipulation.

From the first sample sentence showed wrongly sentence because the form of the sentence was past tense. The word "always" used to express habitual or every day activities. The wrong concept of deviation was made by student. Thus,

the correct sentence supposed to be *"The researcher brought field note because it completed the researcher's observation based on the fact without any manipulation"*.