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	T 7	Ki	Kind of Erro		ors	14	
of Students Thesis	Sentences	Omission	Addition	Misformation	Misordering	Correction	Causes of Errors
Thesis 1	This chapter	15			a-146."	This chapter	1
R. D	presents	-	0	A	K	presented the	
	information about	11:	71	V	- 1	information about	Overgeneralization
	how this research			V	Co. I	how this research	Overgeneranzation
	will be					had been conducted.	
	conducted.						
	It includes					It included	
	explanations on					explanations on the	
	the research			1		research design,	Overgeneralization
	design, subjects					subjects of the	
	of the research,					research, source of	

	source of data,					data, instrument,	
	instrument, data					data collection	
	collection					procedure and data	
	procedure and					analysis.	
	data analysis.						
	The design of this					The design of this	
	study <i>is</i> the			. 1		study was the	
	descriptive	_		V		descriptive	Overgeneralization
	qualitative.		-			qualitative.	
	The researcher		į,		Щ	The researcher	
	intends to	c	T	K	1.2	intended to describe	
/	describe the	2			1	the process of using	
	process of using	go ³	4	V	M	google map picture	Oversenenslinetien
100	google map		ke	V	y.	in teaching speaking	Overgeneralization
115	picture in	49	THE	Ш		asking direction	
115	teaching speaking			Ш		The E	31/
110	asking direction		BT	Hh	18	4	
1	The researcher		15		1	The researcher	11
1	will also	N L	<u> </u>	410	4	investigated the	//
	investigate the		-	State.	-	students' perception	/
	student'	1	2/	2/	0	after they were	Overgeneralization
	perception after	V	V	V	1	taught by using	Overgeneranzation
	they are taught	47	U	13	V	google map picture	
	by using google						
	map picture						
	The subjects of					The subjects of the	
	the research are					research were all	
	all members			√		members involved in	Overgeneralization
	involved in the					the English teaching	
	English teaching					learning processes in	

	learning					grades X TKR 3.	
	processes in						
	grades X TKR 3.						
	They <i>are</i> an					They were an	
	English teacher					English teacher of	
	of class X TKR 3					class X TKR 3 and	
	and the students					the students of class	
	of class X TKR 3		1	$\sqrt{}$		X TKR 3 at SMK	Overgeneralization
	at SMK Antartika		_			Antartika 1 Sidoarjo	
	1 Sidoarjo in the	G_{ij}	E,			in the academic year	
	academic year	-	T	16	1.7	2017/2018	
/	2017/2018.	2		-	15	0	(
	The class is	IV.	÷		-	The class was	
(6)	consisted of 46		¥			consisted of 46 male	
1115	students are 46	48	711	II		students but the	
1 185	male but the	ij.	V		2/	researcher only took	Application of
110	researcher only	1	V	V .	V	5 students who were	incomplete rules
11	takes 5 students		75			the subject.	1/
1	who will be the	1	4	.115	45	man of the	//-
1	subject.			BOXES			/
	The students of	10	10		O.	The students of class	11
	class X TKR 3 is	7	9	1	1	X TKR 3 was	
	dealing with	4/;	7	V	-, \	dealing with some	0
	some issues of	10.00		V		issues of learning the	Overgeneralization
	learning the					speaking skill.	
	speaking skill.						
	That the students					That the students	
	have poor ability			√		had poor ability in	Overgeneralization
	in speaking					speaking	
	The data			1		The data	Overgeneralization
				<u> </u>	<u> </u>		

investigated are				investigated were	
classroom				_	
activities,				teacher's activities,	
teacher's				students' activities	
activities,				and teacher's	
students'				document.	
activities and					
teacher's	_		-		
document.					
There are three	6		Ш	There were three	
kinds of	./	TK	1-0	kinds of instrument	01:4:
instrument ()	٧	٧	10	that used in this	Overgeneralization
used in this study.	po ^b	ACC	4	study	
They are, 1. Field		See .	1	They were, 1) Field	
Note 2.	49			Note, 2)	
Questionnaire 3.		1		Questionnaire, 3)	Overgeneralization
Observation	N	ari Ha	79)	Observation check	
check list.		DOD		<mark>lis</mark> t.	
Field note in this	1	4 110	8	Field note in this	1/
study is one of		1.00		study was one of the	
the instruments	10	1	0	instruments for	Overgeneralization
for collecting	~	U.M		collecting data.	
data.	41	11113	W.		
So, every single				Thus, every single	
thing that				thing that researcher	
researcher sees,				sees, hears, and	
hears, and		$\sqrt{}$		experiences was	Overgeneralization
experiences is				written in the field	
written in the				note.	
field note.					
	classroom activities, teacher's activities, students' activities and teacher's document. There are three kinds of instrument () used in this study. They are, 1. Field Note 2. Questionnaire 3. Observation check list. Field note in this study is one of the instruments for collecting data. So, every single thing that researcher sees, hears, and experiences is written in the	classroom activities, teacher's activities, students' activities and teacher's document. There are three kinds of instrument () used in this study. They are, 1. Field Note 2. Questionnaire 3. Observation check list. Field note in this study is one of the instruments for collecting data. So, every single thing that researcher sees, hears, and experiences is written in the	classroom activities, teacher's activities, students' activities and teacher's document. There are three kinds of instrument () used in this study. They are, 1. Field Note 2. Questionnaire 3. Observation check list. Field note in this study is one of the instruments for collecting data. So, every single thing that researcher sees, hears, and experiences is written in the	classroom activities, teacher's activities, students' activities and teacher's document. There are three kinds of instrument () used in this study. They are, 1. Field Note 2. Questionnaire 3. Observation check list. Field note in this study is one of the instruments for collecting data. So, every single thing that researcher sees, hears, and experiences is written in the	classroom activities, teacher's activities, students' activities and teacher's document. There are three kinds of instrument () used in this study. They are, 1. Field Note 2. Questionnaire 3. Observation check list. Field note in this study is one of the instruments for collecting data. So, every single thing that researcher sees, hears, and experiences is written in the

	The researcher	I			Ι ,	The researcher <i>used</i>	
	uses					questionnaire to	
	questionnaire to			ı		collect students'	
	collect students'					responses as data	Overgeneralization
	responses as data					that would analyze.	
	that will be						
	annalysed.						
	In this research,	_				In this research, the	
	the close – ended		m	m		<mark>close – ended</mark>	
	questionnaire is	(6)) Li	-44		questionnaire was	
	used in collecting	c	T	K	10	used by collecting	
/	the data in order	-			1	the data in order to	1
	to know the	po)	-	53.4	M 1	know the students'	
(6)	students'		ke		/1	responses, first	
115	responses first	48	A	li.	1	researcher	
1 188	researcher	ti.		III		d <mark>istr</mark> ibuted	31/
110	distribut	1	= 1	lle		questionnaire, then	37
1	questionnaire		M	4		asked them to fill in	1/
1	then ask them to	V	V			the form, after that	Overgeneralization
	fill in the form	-	1.00	toro		the teacher collected	/
0	after that the	15	i initial		- h	the answer from	
	teacher <i>collect</i>	-	0	A	1	them, the teacher	
	the answer from	4/1	71	E		counted and	
	them, the teacher	-114				classified the	
	count and					answer, the teacher	
	classify the					concluded the result	
	answer, the					and <i>made</i> a chart	
	teacher <i>conclude</i>						
	the result and						
	make a chart.						

This list may					This list <i>had</i> been	
have been					prepared by the	
prepared by the					observer or the	Overgeneralization
observer or the					teacher or both.	
teacher or both.						
The data of this					The data of this	
research are			V		research were	Overson and limiting
collected by	_		·V		collected by doing	Overgeneralization
doing some steps.	8	-			some steps.	
Preparing all of	9	Į,		Щ	Prepared all of the	
the instruments to	U	T	V	1.2	instruments to	Overgeneralization
collect the data.	7		-	7	collect the data.	
The researcher	Įv.	Ŷ.		ч	The researcher	
will observe the	ما	V	-	V.	ob served the	Overgeneralization
situation in the	V	V	11		situation in the class	Overgeneralization
class		Ä	III.	Ť	Ch E	31/
After teaching	Ď			7	After teaching	
learning done, the		100			learning done, the	1/
researcher will	12	V	1	4	researcher gave close	Overgeneralization
give close ended	1	V	V		ended questionnaire	Overgeneralization
questionnaire to	10	10		0	to the students	61
the students	1	4	1	1		
The last, the	4/7	7)	113	· N	The last, the	
researcher will					researcher analyzed	
analize the data					the data to know	
to know whether	ا	V			whether google map	Oversonerslinetier
google map		.V			picture can motivate	Overgeneralization
picture can					them in learning	
motivate them in					speaking asking	
learning speaking					direction or no.	

	asking direction						
	or no.					The data and	
	The data analyzes					The data analyzes	
	using descriptive					using descriptive	
	qualitative <i>will</i> be			,		qualitative were	
	described the			V		described the	Overgeneralization
	implementation					implementation of	
	of teaching	-				teaching speaking.	
	speaking.		m	m			
	The steps are:		6			The steps were: First	
	First step is	c	T	V	1:2	step was discovery	Overgeneralization
_/	discovery	-		-		10	
	Second steps is	IM,	Y.	.1	М	Second step was	01:4:
100	coding	1	Sec.	1	×.	coding	Overgeneralization
1118	Third steps is	Y.	眉	112		Third step was	
115	discounting the			II)E	3	discounting the data	91/
110	data which is	N	51	√	7	which was	Overgeneralization
77	considering the		16			considering the	//
1	context	1 =	4	118	5	context	//
Thesis 2	There are some				7	There were some	/-
Н. Е. Р	steps in this	10	10		0	steps in this chapter	61
	chapter that the	~	4		1	that the researcher	0 1' '
	researcher <i>choose</i>	417	11	V	-, 1	chose to solve the	Overgeneralization
	to solve the					problem	
	problem						
	The researcher					The researcher <i>used</i>	
	use non					non participant	
	participant					observation because	Overgeneralization
	observation					the researcher did	
	because the					not take in part the	

	researcher did not					teaching learning	
	take in part the					process.	
	teaching learning						
	process.						
	and the last					and the last	
	meeting the					meeting the	
	researcher give					researcher gave the	
	the questionnaire					questionnaire to gain	
	to gain the	1	-			the information did	Oversenenslinetien
	information does	1) id	V		the students like or	Overgeneralization
	the students like	c	T	K	1.7	dislike, interest or	
/	or dislike, interest	2		-	1.5	not when the <i>learned</i>	
	or not when the	ges ³	-0	d	4	English	
(6)	learn English	1	k	8		A	
113	The instrument of	y#	H	lī		The instrument of	
1 188	this study are	ti.		III.		t <mark>his</mark> study were	31 / 1
110	observation	1	51	$\sqrt{}$	79	observation	Overgeneralization
1	checklist, and		72	4	1	checklist, and	//
1	questionnaire.		4	1K	علا	questionnaire.	
	The researcher					The researcher	/
0	analysed all the	10	100		O.	analyzed all the	6.1
	activity in the	~	9		1	activity in the class	0 1: .:
	class during the	4/7	73	1	-, 1	during the teaching	Overgeneralization
	teaching learning			-		learning process.	
	process.						
	The first analysis					The first analysis	
	will take					took information	
	information from					from the teacher.	Overgeneralization
	the teacher after					After that, took form	
	take form					questionnaire.	
	<u> </u>]			<u> </u>		

	questionnaire.						
	The researcher					The researcher <i>could</i>	
	can find whether					find whether the	
	the media that the					media that the	Overgeneralization
	teacher is good or			V		teacher was good or	Overgeneranzation
	not and <i>drawing</i>					not and <i>drew</i>	
	conclusion.					conclusion.	
	Research method	_				Research method	
	becomes		-	-		became necessary	
	necessary aspect	(5)	à	$\sqrt{}$	4.7	aspect in conducting	Overgeneralization
	in conducting this	c	T	K	1:0	this research.	
/	research.	~				0	
Thesis 3	It shows the	No.	Υ.		М	It showed the	
S. C. N. I	strategy of how		be:	1	1	strategy of how the	Overgeneralization
TIS.	the study	Y	淐	ľ		study happens.	Overgeneranzation
115	happens.	II.			1	1/2 E	9 /-
1/10	Each of them is				7/	Each of them was	
1	presented in the		D	1		presented in the	Overgeneralization
1	following	11 11	4	'	45	following	Overgeneranzation
	discussion.		-	836		discussion.	/
- 3	The research used	10	10	A	Q.	The research used	111
	descriptive	-	~	.^_	1	descriptive	
	qualitative	4/7	(1)	13	7.5	qualitative research,	
	research, in					in which the method	
	which the method	V		V		was used to collect	Overgeneralization
	are used to	\ \ \		V		the data, <i>classified</i>	Overgeneranzanon
	collect the data,					and <i>analyzed</i> them,	
	<i>classifie</i> and					and then <i>drew</i> the	
	analyze them,					conclusion from the	
	and then <i>draw</i> the					analyzed data.	

	conclusion from						
	the analyzed data.						
	The object of this					The object of this	
	study will					study <i>focused</i> on the	
	focused on the					illocutionary acts	
	illocutionary acts					used by the main	
	used by the main		√			character, Bella	Overgeneralization
	character, Bella	_				Swan, in "Twilight"	
	Swan, in		-			movie.	
	"Twilight"	37) id		LE.	Mills	
	movie.	c	T	16	1:2		
/	The script is	2				The script was taken	
	taken from the	ger)	, A	V	М	from the internet.	Overgeneralization
100	internet.		ke		1	A 18	
115	The data of the	Y.	H			The data of the study	
115	study are Bella's	ij.		Ш	3.	were Bella's	31/
110	sentences of	Ż	ΞĪ	Hh	79	sentences of	
1	statement or		100			statements or	1/
1	utterances related	N Aug	<u></u>	V	1	utterances related to	Overgeneralization
	to the		-	V		the illocutionary acts	Overgeneranzation
	illocutionary acts	10	10	×	0	taken from movie	61
	taken from movie		4	1	1	and script of	
	and script of	1/1	0	13	- 3	Twilight movie.	
	Twilight movie.						
	Because those					Because that actor	
	actor is often			V		was often appearing	Overgeneralization
	appearing in the			"		in the movie.	Overgeneranzanon
	movie.						
	The several steps			V		The several steps to	Overgeneralization
	to collect the			\ \		collect the researcher	Overgeneranzation

	researcher					watched the movie,	
	watching the					read script,	
	movie, <i>reading</i>					underlined a code of	
	script, underlying					the scripts and	
	an code of the					classified the	
	scripts and					utterance with a	
	classifying the					table.	
	utterance with an	_					
	table.	đ	-	-	ĸ.		
	The researcher	(5)	į,		Щ	The researcher acted	
	will only act as	c	T	K	1:2	as an observer that	
/	an observer that	ما			7	attentively watched	Overgeneralization
	attentively watch	V	, A	V	r	and <i>listened</i> to the	Overgeneranzation
	and <i>listen</i> to the		ke		y,	movie.	
115	movie.	18	H			Yh E	
115	There are four	1			4	There were four	
110	steps which are	Ż		Ш	18	steps which were	
1	applied in data		To	V		applied in data	Overgeneralization
1	collecting	* 1	5	110	5	collecting	//
	procedures.		-	8.00		procedures.	/
	There are 50	10	10	Α	Ø.	There were 50	
	minutes to	-	4	1	1	minutes to download	Overgeneralization
	download this	4/7	U		, V	this movie and	Overgeneranzation
	movie and script.					script.	
	<i>Watch</i> the movie	V				Watched the movie	Overgeneralization
	After					After downloading,	
	downloading, the					the video played and	
	video played and		V			<i>read</i> the script in	Overgeneralization
	<i>reading</i> the script					order to know the	
	in order to know					whole of speech.	
	<u>I</u>	l	<u> </u>		I	I	

	the whole of						
	speech.						
	The researcher					The researcher	
	needs more than			V		needed more than	Overgeneralization
	two times to			\ \		two times to watch	Overgeneranzation
	watch it.					it.	
	Collecting					Collected Bella's	
	Bella's utterances	_				utterances from	
	from dialogues		m	V		dialogues on the	Overgeneralization
	on the script by	£12	ئنل	V		script by underlying	Overgeneralization
	underlying the an	c	T	K	1.2	the code.	
/	code.	2				10	
	Sorting the	IV.	Y.	V	4	Sorted the Bella's	Overgeneralization
100	Bella's utterances		k	V		utterances	Overgeneranzation
US	After collecting	YE.	Ä			After collecting the	
115	the Bella's	H.		III.		Bella's utterance, the	91
1	utterance, the	Ż	ΞĪ	H	39	researcher sorted her	
1	researcher sorting		P.O.			utterances which	1/
1	her utterances	N 810	-	V		contained of	Overgeneralization
	which <i>contain</i> of			8.00	-	illocutionary acts as	/
- 3	illocutionary acts	10	10	Α.	0	stated by Searle's	61
	as stated by	-	4	1	1	theory.	
	Searle's theory.	4/7	U	13	- 1		
	In this research,					In this research, the	
	the researcher					researcher analyzed	
	will analyze					utterances of main	
	utterances of			$\sqrt{}$		character which was	Overgeneralization
	main character					just illocutionary	
	which is just					acts.	
	illocutionary acts.						

	Then the				Then the researcher	
	researcher will		V	V	classified into six	Overgeneralization
	classify into six		\ \	V	steps	Overgeneralization
	steps					
	Watching the				Watched the movie	
	movie and focuse				and <i>focused</i> to the	
	to the main	V		V	main character	Overgeneralization
	character	V		V	utterance in the	Overgeneralization
	utterance in the		-		movie.	
	movie.	(5)	li1	-	The same	
	Browsing and	c	T	K	Browsed and then	
	then <i>reading</i> the	2			read the movie scrip	I .
	movie script to	ges?	4	V	to observing Bella's	Overgeneralization
100	observing Bella's	0	ke	V	utterance in this	Overgeneralization
100	utterance in this	YP.	THE		movie.	
110	movie.	1		III E	The E	- 31/
110	After reading the		51		After reading the	1
1	script the		To.	6.88 COD	script the researcher	1/
1	researcher code	N Au	-	110	code underlined	1/
	<u>underly</u> ed			$\sqrt{}$	contain the type of	Overgeneralization
	contain the type	10	10	Α.	illocutionary act.	/
	of illocutionary		4	1		
	act.	41	0	13	70 31	
	Classifying				Classified Bella's	
	Bella's utterances				utterances found in	
	found in the			V	the movie based on	Overgeneralization
	movie based on			V	the types of	Overgeneralization
	the types of				illocutionary acts.	
	illocutionary acts.					
	After put in the	1		V	After put in the	Overgeneralization

	table, the					table, the researcher	
	researcher <i>draw</i>					drew conclusion,	
	conclusion					explained the result	
	explain the result					of the research and	
	of the research					added the percentage	
	and added the					of type of	
	percentage of					illocutionary acts.	
	type of	_				-	
	illocutionary acts.						
	The last,	5			Ц	The last, calculated	
	calculating the	c	T	K	1:2	the percentage each	
/	percentage each	-		ما	7	of type of	Overgeneralization
	of type of	go)	Α.	٧	'n	illocutionary acts	Overgeneralization
100	illocutionary acts	W	ķ	=	y,	and <i>made</i> a chart.	
TIS.	and <i>make</i> a chart.	49	H	П		Yh E	
115	This chapter					This chapter	91/-
1/10	presents the	Š		H	14	presented the	
1/4	purpose of this		Ħ			purpose of this study	1/
1	study is to	11 11	5	110	5	was to describe the	//
	describe the use		-	100		use of WhatsApp	/
- 3	of WhatsApp	10	0	V	O.	application to	Overgeneralization
	application to		4	^	-	teaching writing	Overgeneranzation
	teaching writing	4/7	11		· V	recount text to tenth	
	recount text to					grade students of	
	tenth grade					SMA PGRI 5	
	students of SMA					Sidoarjo	
	PGRI 5 Sidoarjo						
Thesis 4	This lesson uses					This lesson used	
N. I. P	WhatsApp					WhatsApp method	Overgeneralization
	method to learn					to learn to written	

	to written the					the tenth grade of	
	tenth grade of					SMA PGRI 5	
	SMA PGRI 5					Sidoarjo	
	Sidoarjo						
	One of the					One of the	
	qualitative design					qualitative design	
	features of			V		features of writing	Overson analization
	writing English,	1		V		English, there was	Overgeneralization
	there is no control	Œ	H	-	-	no control as an	
	as an experiment.	6	انا	4	ú,	experiment.	
	That is, this	c	T	K	1:1	That was, this	
/	research rewrites	7			1	research <i>rewrote</i> the	
	the events that	gs.	P	224	М	events that <i>had</i> been	
100	have been		ke	2/	М.	experienced or past,	Overgeneralization
113	experienced or	erienced or				such as vacations,	Overgeneranzation
110	past, such as			III.	3	experiences, etc.	91/
110	vacations,	7	31	11/2	79	4	
	experiences, etc.		Page D			/s. 12	//
1	The subject of	1	1	110	3	The subject of this	1/
	this study will be		-	8.00		study were the	/
8	the englishand	10	10	V	Q.	English and students	Overgeneralization
	students of X at	ŀ	9	- ^ -		of X at SMA PGRI 5	Overgeneranzation
	SMA PGRI 5	45	U	ijΞ	7	Sidoarjo	
	Sidoarjo.						
	The source of the					The source of the	
	data in this					data in this research	
	research will be		V	V		was in the form of	Application of
	in the form of		•	`		data that was	incomplete rules
	data that will be					produced by the	
	produced by the					English teacher of	

	English teacher					tenth grade of SMA	
	of tenth grade of					PGRI 5 Sidoarjo and	
	SMA PGRI 5					the students of XII	
	Sidoarjo and the					class.	
	students of XII						
	class.						
	The researcher					The researcher	
	will collect the	_				collected the data by	
	data by observing	œ.				observing how to	
	how to teach	\mathcal{E}_{i}		4	ĽŽ.	teach English	
	English recount	c	T	16	1.2	recount text using	
/	text using	ما	ما	-	1.5	WhatsApp	Overgeneralization
	WhatsApp	٧	V		М	application by the	Overgeneralization
100	application by the			-	1	teacher in the	
115	teacher in the	YP.				classroom during the	
115	classroom during	ij.		III.	3:	English lesson.	31 /-
110	the English	V		Ш	74	4	
1	lesson.					/ 2	//
1	The researcher	*1.	÷	110	3	The researcher also	//
	will also observed			8.810	-	observed the	/
	the participation	10	0	Α.	0	participation of the	61
	of the students of	~	$\sqrt{}$	1	1	students of XII class	Overgeneralization
	XII class during	4/;	7	13	-, V	during the English	
	the English					lesson.	
	lesson.						
	The data that will					The data that used in	
	be used in this					this study were	
	study <i>are</i>			1		primarily acquired	Overgeneralization
	primarily					from the observation	
	acquired from the					of teaching writing	

	observation of					by using WhatsApp	
	teaching writing					application at XII	
	by using					grade through	
	WhatsApp					observation field	
	application at XII					note.	
	through						
	observation field						
	note.	_			_		
	The second data			-		The second data was	
	will be taken	(5)	Į,	1/4	Ú.	taken from students'	
	from students	c	T	16	1-2	score on teaching	
/	score on teaching	2			1.5	writing by using	Overgeneralization
	writing by using	po ³	, A	504	M	WhatsApp	
	WhatsApp		ke		y.	application.	
110	application.	YP.	H	Ш		Yh E	
115	The researcher	1		Ш		The researcher	
110	will stay at the	2/	V	Ш	19	stayed at the back	Overgeneralization
1	back side of the	V	V			side of the class.	Overgeneranzation
1	class.	N Aug	5	110		and the same of the	//
	All activities					All activities <i>had</i>	/-
	done by teacher	10	10	Α.	C)	been done by	0.1
	will be observed	V	4	1	1	teacher was	Overgeneralization
	and will be	4	U	Ť	- 1	observed and written	Overgeneranzation
	written on the					on the field note.	
	field note.						
	The researcher					The researcher	
	will record of all					recorded of all	
	activities <i>done</i> in					activities <i>that had</i>	Overgeneralization
	the classroom and					been done in the	
	present the result					classroom and	

	in pictures.					presented the result	
						in pictures.	
	The researcher					The researcher <i>used</i>	
	use well-					well-structured	
	structured					question multiple	
	question multiple					choice that were	
	choice that are					used for data	
	used for data	V		V		collection tools	Overgeneralization
	collection tools	V	-	V	-	through surveys, so	Overgeneralization
	through surveys	(6)	lit	-44	ĽŽ.	that researcher knew	
	so that researcher	c	T	16	1:2	how much appealed	
/	know how much	2		-	10	that students	
	appeal students	go.	, A-		М	followed.	
100	follow.		ke	-	V.	A S	
115	In order to collect	Y.	誾			In order to collect	
115	the data, the			III.	3	the data, the	31/
110	observation field		ΞĪ	H	79	observation field	
1	notes will be used		75	$\sqrt{}$		notes had been used	Overgeneralization
1	to write down all	11	<u> </u>	. 115	4	to write down all	//
	activities in the			8.810		activities in the	/
	classroom.	10	10	×	0	classroom.	1
	The material that	-	~			The material that	
	will be given by	4/7	$\sqrt{}$	$\sqrt{}$	-, \	was given by the	Overgeneralization
	the teacher.					teacher.	
	After collecting					After <i>collected</i> the	
	the data, the					data, the researcher	
	researcher			V		analyzed the data	Overgeneralization
	analyzed the data			٧		obtained from	Overgeneralization
	obtained from					observation results,	
	observation					field note cameras,	
		[l	<u> </u>	<u> </u>	

	results, field note					and questionnaire	
	cameras, and					sheets.	
	questionnaire						
	sheets.						
	The researcher					The researcher also	
	also <i>make</i>					made documentation	
	documentation on					on all activities	
	all activities	_	1		-	happened on	
	happened on		_			teaching writing	
	teaching writing	(e_i)	1	$\sqrt{}$		recount text using	Overgeneralization
	recount text using	c	T	K	1:2	WhatsApp	
/	WhatsApp	-			1	application that had	
	application done	po.	Š		M	been done by	
100	by teacher and		X		V.	teacher and the	
113	the students.	48	711	Ш		students.	
1 185	Then the result of			Ш	3	Then the result of	31 /-
1/0	observation field	N		116	19	observation field	
1	note and students		y s			notes and students'	//
1	questionnaire are	1	4	√	45	questionnaire were	Overgeneralization
1	analyzed by the			B a C	-	analyzed by the	/
-	researcher than	10	0		0	researcher than	61
	make a chart.	1	2	^		made a chart.	
	The researcher	11;	(/)	13	J.	The researcher	
	will described all					described all the	Overgeneralization
	the data.					data.	
Thesis 5	The researcher					The researcher	
R. H	always brought					brought field note	Hypothesis of the
	field note because					because it completed	
	it completed the					the researcher's	wrong concept
	researcher's					observation based on	

observation based					the fact without any	
on the fact					manipulation.	
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:

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

Notes

P = the percentage of student errors

F =frequency of errors based on surface strategy taxonomy

N = number of case (total of frequency)

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

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

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

Misordering
$$=\frac{1}{109} X 100\% = 0.9\%$$

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	CTVID	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:

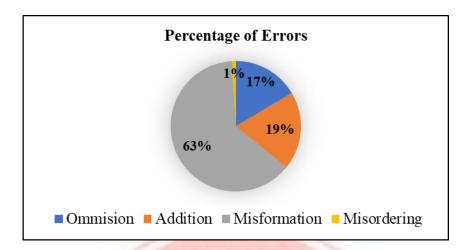


Figure 4.1 Graph of Percentage Errors in Research Method Chapter of
Thesis Made by English Education Students of STKIP PGRI Sidoarjo in
Year 2018

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.

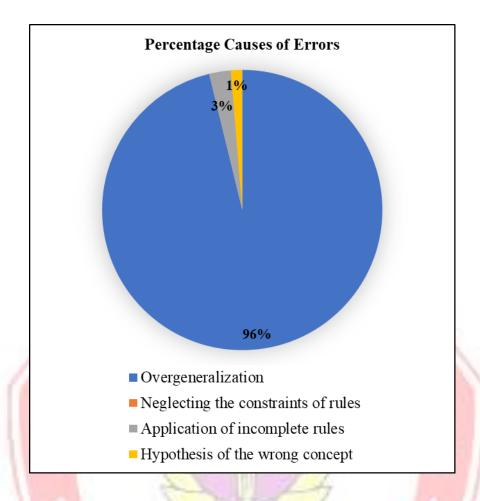


Figure 4.2 Graph of Percentage Causes Error in Research Method Chapter of Thesis Made by English Education Students of STKIP PGRI Sidoarjo in

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 <i>observe</i> the situation in the class
2.	The researcher will only act as an observer that
Ĭ	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
	CIVID

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 <i>is</i> the descriptive qualitative.
2.	The researcher <i>intends</i> to describe the process of using
	google map picture in teaching speaking asking direction
3.	That is, this research <i>rewrites</i> the events that <i>have</i> been
	experienced or past, such as vacations, experiences, etc.
4.	This chapter <i>presents</i> 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
Š	5 Sidoarjo.
5.	The researcher also make documentation on all activities
	happened on teaching writing recount text using
	WhatsApp application <i>done</i> 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 <i>takes</i> 5 students who <i>will be</i> 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".

