

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter consists of two parts called findings and discussion. The first part as called the research findings presents the results of the data analysis of the types of error and the most committed error made by the students at STKIP PGRI Sidoarjo in using subordinating conjunctions based on the Surface Strategy Taxonomy. The second part called as the discussion presents detailed analysis and description of the findings supported by some related theories.

4.1 RESEARCH FINDINGS

The researcher conducted this study containing the formulated problems called the types of error and the most committed error made by the students at STKIP PGRI Sidoarjo in using subordinating conjunctions based on the Surface Strategy Taxonomy. Answering the formulated problems of this study, the researcher did next step called an analyzing process based on the data examined. Then, interpreting all collected data by providing the detail information of the types of error found and the most committed error in the students' essay writing supported by some related theories and the previous studies involved.

4.1.1 The Types of Error Found on the Students' Essay Writing Based on the Surface Strategy Taxonomy

Answering the first formulated problem consisting the types of error on the students' essay writing, all of the data in this study were analyzed based on Dulay's theory (1982) called the Surface Strategy Taxonomy relating to four categories namely: (1) omission, (2) addition, (3) misformation, and (4)

misordering. In order to find out the types of errors and the most committed error made by students on their works regarding on those components, the researcher documented the students' essay writing. The data were identified based on the related theories of Surface Strategy Taxonomy. Then, the percentage of each category of errors in their writings was counted. In making the analysis systematic, the researcher did some steps on describing the students' errors namely: (1) collecting the data, (2) calculating the errors in the form numerical data, (3) presenting the data in the form of tables and (4) describing the data examined in the description of discussion.



Table 4.1 Types of Error Based on the Surface Strategy Taxonomy

No	Number of Students	Sentences	Kind of Errors				Correction
			Omission	Addition	Misformation	Misordering	
1	Student 1	This explains <u>why many of us flocks</u> in English speaking universities <u>inorder</u> to improve our English.			√		This explains <u>why many of us flock</u> in English speaking universities <u>in order</u> to improve our English.
2	Student 2	<u>Even though in reality</u> the ways they do are less effective for some people. They are too fixated on the rules of using the correct English.				√	<u>Even though in reality the ways they do are less effective for some people,</u> they are too fixated on the rules of using the correct English.
3	Student 3	<u>The sentences they made may be have a lot of mistakes but if</u> they train their speaking skill, they will have a lot vocabularies from their speaking partner.				√	The sentences they made may have a lot of mistakes. <u>If they train</u> their speaking skill, they will have a lot of vocabularies from their speaking partner.
		More problem of <u>this method is they</u> have to use another language as their tools to communicate.	√				More problem of <u>this method is how they</u> have to use another language as their tools to communicate.
		Second, learning new language with those method will be useful for a new learner <u>if they</u>			√		Second, learning new language with those methods will be useful for a new learner <u>if</u>

		make a good choice to basic skill <u>they</u> have.				<u>he/she</u> makes a good choice to basic skill <u>he/she</u> has.
4	Student 4	From dictionary, you'll know <u>what that it</u> means "a person who investigates crimes".		√		From dictionary, you'll know <u>what it means</u> "a person who investigates crimes".
		<u>But unless</u> you see it, it can be easy to forget		√		<u>Unless</u> you see it, it can be easy to forget
		As you can guess, <u>the how is often</u> more important <u>than the what</u> to English people.			√	As you can guess, it is more important <u>than do</u> English people.
5	Student 5	It also can create the Learning English habit to them. <u>So, eventually</u> they will be comfortable using English in their daily lives.	√			It also can create the Learning English habit to them. <u>So that</u> , they will be comfortable using English in their daily lives.
		<u>But, aside from</u> the positive effect of <u>Learning</u> English by using Mobile Apps, <u>It</u> also has the negative effect.			√	<u>In order that</u> of the positive effect of learning English by using Mobile Apps, it also has the negative effect.
6	Student 6	And the second cause is <u>judgement are</u> <u>surrounding. because</u> we live in Indonesia <u>doesn't mean</u> English isn't that unimportant.			√	And the second cause is <u>judgment of</u> <u>surrounding because</u> we live in Indonesia <u>doesn't mean</u> English isn't that unimportant.
		And the effect of noob of how we learn in <u>english is</u> we have so much wasted time <u>wich</u> <u>that course might be learned not as long as we</u> <u>we have taken.</u>			√	And the effect of noob of how we learn in English is we have so much wasted time <u>since</u> that course <u>might not be learned</u> as long as we have taken.

7	Student 7	Why we say learning English can get big benefits? <u>Because</u> you can become an international person, <u>because</u> you can communicate with any people in the world.				√	Why we say learning English can get big benefits? Because you might become an international person and can communicate with any people in the world.
8	Student 8	<u>after comparing</u> it turns out learning English using songs makes your English better				√	<u>After comparing</u> , it turns out learning English using songs making your English better. <u>After comparing</u> , it turns out learning English using songs that makes your English better.
		<u>You will learn more</u> about the rhythm of sentences and how to link your words together when you speak.	√				<u>You will how to learn more</u> about the rhythm of sentences and how to link your words together when you speak.
		Listening to music <u>will help you to learn</u> more vocabulary quickly.	√				Listening to music <u>will help you how to learn</u> more vocabulary quickly.
		You might think that grammar needs to be learnt in a very structured way but listening to music <u>will help you to remember grammar patterns and learn how to use grammar</u> correctly in everyday conversation.	√				You might think that grammar needs to be learnt in a very structured way but listening to music <u>will help you how to remember grammar patterns and learn how to use grammar</u> correctly in everyday conversation.
9	Student 9	You have <u>to motivate your students to prepare</u> their homework.	√				You have <u>to motivate your students how to prepare</u> their homework.

10	Student 10	<u>Wherever we study both domestically and abroad we must have a strong determination to learn English, <i>although</i> learning English abroad looks more profitable <u>with an English speaking environment that support</u> But also to <u>be balanced</u> with strong determination.</u>				√	<u>Wherever we study both domestically and abroad, we must have a strong determination to learn English.</u> <u>Although learning English abroad looks more profitable <u>with an English speaking environment that support</u>, it also need to be <u>balanced</u> with strong determination.</u>
		<u>So <i>wherever</i> we learn we must have a strong determination to be skilled in English.</u>	√				So, <u>wherever we learn, we must have a strong determination to be skilled in English.</u>
11	Student 11	<u>Learning English through story and You Tube Videos are both work <i>if you start to learning</i> English. <i>Because</i> these are really famous nowadays.</u>				√	<u>Learning English through story and You Tube videos are both work <i>if you start to learn</i> English <i>because</i> these are really famous nowadays.</u>
		<u>Learning English through story is the best way <i>if you are interesting in reading</i>.</u>				√	<u>Learning English through story is the best way <i>if you are interested in reading</i>.</u>
		<u>YouTube learning English also help us to improving our vocabulary. <i>Although</i>, both are work help us for learning English and improving our vocabulary.</u>				√	<u>YouTube learning English also help us to <u>improve our vocabulary</u>, <i>Although</i> both of them are work to help us for learning English and improving our vocabulary.</u>
12	Student 12	<u>If you want to get a scholarship, <u>the best</u></u>				√	<u>If you want to get a scholarship, <u>the best</u></u>

		<u>method for learning English is by using explicit methods or learning grammar. Because you will be faced</u> with an English test.				<u>method for learning English is by using explicit methods or learning grammar because you will face</u> with an English test.
13	Student 13	<u>Motivation to learn students</u> also need to <u>tkae</u> action to achieve certain goals <u>If</u> the teacher cannot interact well, students will not have good goals.			√	<u>Students' motivation to learn</u> also need to <u>take</u> action to achieve certain goals. If the teacher cannot interact well, students will not have good goals.
		<u>If</u> associated with the teaching and learning <u>process, then</u> interaction is a matter of mutual action in which there is a relationship between students and teachers to achieve a goal.			√	<u>If it is associated with the teaching and learning process, interaction</u> is a matter of mutual action in which there is a relationship between students and teachers to achieve a goal.
14	Student 14	We cannot even escape from <u>what is called language</u> .			√	We cannot even escape from <u>what language is called</u> .
		There are many benefits actually. <u>In the long run, studying the nature of language will give a strong basis in learning and understanding any language</u> and <u>when become a teacher, be a knowledgeable teacher who know</u> not only practical but also the theory under the practical stuff.			√	There are many benefits actually. <u>In order that, studying the nature of language will give a strong basis in learning and understanding any languages</u> and <u>when becoming a teacher, be a knowledgeable teacher who knows</u> not only practical but also the theory under the practical stuff.

15	Student 15	<u>When moral values derive from society and government they, of necessity, may change</u> as the laws and morals may be seen in the case of marriage vs living together.				√	<u>When moral values derive from society and government of necessity, they may change</u> as the laws and morals may be seen in the case of marriage vs living together.
		<u>Moments after the baby was born</u> , his mother just left him.				√	<u>After moments of the baby was born</u> , his mother just left him.
		Film analysis is the process in which a film is analyzed, which one way in the theory of film/film studies, <u>to epress</u> meaning and one of the most common ways to analyze films shot-by-shot analysis, <u>because</u> this section can best cover detailed aspects of the film.				√	Film analysis is the process in which a film is analyzed, which one way in the theory of film/film studies, <u>to express</u> meaning and one of the most common ways to analyze films shot-by-shot analysis <u>because</u> this section can be the best cover detailed aspects of the film.
Total Errors			7	2	6	16	
			31				

Based on the table 4.1, it shows that there are four categories of errors found on the students' essay writing they made. Concerning to the main discussion as it is stated on the formulated problems of this study, those four types of errors based on the Surface Strategy Taxonomy called: (1) omission, (2) addition, (3) misformation and (4) misordering. The total of errors based on the surface strategy taxonomy was 31 errors. First, there were 7 omission error were found on the students' essay writing. Then, there were 2 types of error in the category of addition. After that, there were 6 misformation of error found. Lastly, there were 16 errors of misordering.

There were 5 numbers of students made error in the category of omission. They were student 3, student 5, student 8, student 9, and student 10. In the category of addition error, it was found 2 times which made by student 4. Then, there were 6 students made error in the category of misformation. They were student 1, student 3, student 4, student 5, student 11 and student 13. Lastly, there were 11 students made error in the category of misordering. They were student 2, student 3, student 6, student 7, student 8, student 10, student 11, student 12, student 13, student 14 and student 15.

4.1.2 The Most Type of Committed Error Found in the Students' Essay Writing

To gain the data consisting the types of error found in the students' essay writing based on the generic structure, the researcher employed the table as the secondary instrument in order to identify and classify the types of error, the researcher documented the students' writings that have already been made by the

students of the 2nd semester at STKIP PGRI Sidoarjo. Dulay, Burt, & Krashen (1982) defined “An omission error is an error which is characterized by the missing of an item that must appear in a well-formed of sentence being used”. Addition error is identified by the presence of an item which must not appear in a well-formed sentence. Meanwhile, misformation error is considered by the use of the wrong form of the morphemes or structure within the sentences used”. Lastly, misordering error is known an error and identified by the incorrect placement of a morpheme or group of morphemes in the sentences”. Focusing on the results findings in this study, all of the types of errors were examined and classified into the percentage of errors as the table 4.2 below:

Table 4.2 Frequency of Types of Error Based on the Surface Strategy Taxonomy

No	Types of Error	Frequency	Percentage
1	Omission	7	22.58 %
2	Addition	2	6.45 %
3	Misformation	6	19.36 %
4	Misordering	16	51.61 %
Total		31	100.00%

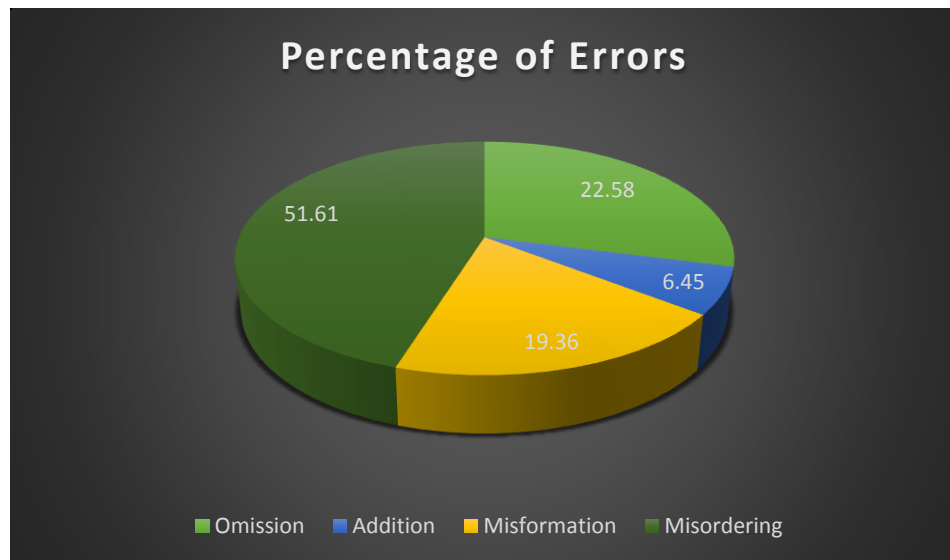


Figure 4.1 Percentage of Errors

Table 4.2 and figure 4.1 noticeably showed there were 31 numbers of errors based on the surface strategy taxonomy found on the students' essay writing at STKIP PGRI Sidoarjo. The total numbers of omission error were found 7 times (22.58%). Then, addition errors were found 2 times (6.45%). Meanwhile, misformation errors were 6 times (19.36%). Lastly, there were 16 times of error in the category of misordering (51.61%). From those result, it can be said that misordering is the highest percentage of students' errors made in essay writing of addition is the lowest number of percentages of error made by students. Based on the result findings of this study, it is clearly the most committed error found on the students' essay writing is misordering error which is found 16 times (51.61%).

4.2 DISCUSSION

In this part of this study, the researcher discussed the types of error found in the students' essay writing made by the 2nd semester students at STKIP PGRI Sidoarjo. The types of errors are categorized into the types of errors in making the

essay focusing on the Surface Strategy Taxonomy covering: (1) omission, (2) addition, (3) misformation, and (4) misordering.

Dulay (in Alfiyani, 2013, p. 25) argued that “An omission is a type of error which is characterized by the absence of an item that must appear in a well-formed utterance”. Then, “Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance”. Meanwhile, “Misformation errors are characterized by the use of the wrong form of the morphemes or structure”. Lastly, “Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance”. Surface strategy taxonomy points out the ways surface structures are re-formed. Alfiyani (2013, p. 25) argued that “Analyzing errors from a surface strategy perspective holds much promise for researchers concern to identifying cognitive processes that underlie the learner’s reconstruction of the new language”.

4.2.1 Discussion of the Types of Error Found on the Students’ Essay Writing Based on the Surface Strategy Taxonomy

Answering the formulated problems of this study focusing on the types of errors found on the students’ essay writing to the 2nd semester students at STKIP PGRI Sidoarjo, the researcher presented the data based on the results findings in the frequency and percentage of the occurrences as the errors found based on the Surface Strategy Taxonomy supported by Dulay’s theory.

Error is assumed to reflect in a systematic way, the level of competence achieved by learner (Crystal, 2008, p.173). It means, the students make errors by performance limitation that they are not be able to correct the errors. It is noticeable to put the two phenomena that error is direct manifestation of a system

which a learner is operating at the time, while mistake refers to failure to utilize system correctly. Concerning to the definition mentioned, it is clear that error is result from lack of knowledge of the rules of language. The students do not know their errors because they do not know they have done something wrong (Crystal, 2008).

The classification of errors are divided into four areas called omission, addition, misformation and misordering (Dulay, Burt, & Krashen, 1982). Furthermore, errors based on the Surface Strategy Taxonomy which are made by students are to recognize the learner's target language which are seen through the students' writing. As a result, it can show the teacher should manage the urgency throughout the class discussion in order to avoid the errors in the future.

Based on the results findings as seen on the table the types of error based on the surface strategy taxonomy and their frequencies, it clearly shows the types of errors found on the students' essay writing are omission containing 7 times (22.58%), addition containing 2 times (6.45%), misformation containing 6 times (19.36%) and misordering 16 time (51.61%).

4.2.1.1 Omission

The first type of error based on the surface strategy taxonomy is omission error. An omission is well-known as a type of error which is considered by the nonappearance of an item that must appear in a well-formed of sentences used (Dulay, Burt, & Krashen, 1982). In addition, the type of this error mostly about the deletion or missing items of correct linguistic words, morphemes, and phrases. From the data of students' essay writing examined in this study, the researcher

found that there were 5 students made this type of error which was happened 7 times (22.58%). They were student 3, student 5, student 8, student 9, and student 10. All of the results findings are presented as below:

“More problem of this method is they have to use another language as their tools to communicate.”
(Student 3)

The student 3 also made 1 error in the category of omission. It was viewed in the datum above. It is considered as the omission error because the sentence is incomplete. There is missing one element of conjunction namely ‘how’. The sentence becomes a good sentence when it is written *“More problem of this method is how they have to use another language as their tools to communicate.”* As it is argued that omission is classified as error in missing of element in the sentence. Concerning to the datum, it is said that the datum is classified into omission of error.

The following data were categorized as omission of errors found on the students’ essay writing of the 2nd semester at STKIP PGRI Sidoarjo. They were classified into omission regarding there were missing items found in the sentences used. The researcher presented the data as below:

“So, eventually they will be comfortable using English in their daily lives.” **(Student 5)**

“You will learn more about the rhythm of sentences and how to link your words together when you speak.” **(Student 8)**

“Listening to music will help you to learn more vocabulary quickly.” **(Student 8)**

“You might think that grammar needs to be learnt in a very structured way but listening to music will

help you to remember grammar patterns and learn how to use grammar correctly in everyday conversation.” (Student 8)

Based on the data mentioned, student 5 made one error of omission because it is found the incomplete subordinating conjunction used to make a good sentence. The word ‘*so*’ should be written ‘*so that*’ as subordinating conjunction and it should be written “*So that, they will be comfortable using English in their daily lives.*” Student 8 made three errors of omission found on the data examined because some items or elements on the sentences were missing. The three sentences become proper when they are written “*You will how to learn more about the rhythm of sentences and how to link your words together when you speak.*”; “*Listening to music will help you how to learn more vocabulary quickly.*”; and “*You might think that grammar needs to be learnt in a very structured way but listening to music will help you how to remember grammar patterns and learn how to use grammar correctly in everyday conversation.*”

“You have to motivate your students to prepare their homework.” (Student 9)

“So wherever we learn we must have a strong determination to be skilled in English.” (Student 10)

There was one missing of subordinating conjunction found. It was ‘*how*’. As it is seen on work of the student 9, it should be written “*You have to motivate your students how to prepare their homework.*” to make appropriate sentence. Then, on the student 10, it was found one punctuation of comma missing after subordinating conjunction ‘*whenever*’ + S + V. It became a good sentence when it is written “*So, wherever we learn, we must have a strong determination to be*

skilled in English.” In order to build a well-formed of sentence. According to Alfiyani (2013), omission error is known as the nonexistence of some items which must appear in the sentences. It usually occur in the first stages in second language acquisition of the referential meaning of a sentence, these are nouns, verbs, adjectives, adverbs. So, it can be said that those errors are categorized as the omission error found on the students’ essay writing of the 2nd semester students at STKIP PGRI Sidoarjo.

4.2.1.2 Addition

Addition error is well-known as the type of error which characterized by the presence of an item which must not appear in a well-formed utterance (Dulay, Burt, & Krashen, 1982, p. 156). There was one student who had this the error of addition which happened 2 times in this study (6.45%). It was done by student 4. Concerning on the data examined, they were described as follow:

*“From dictionary, you’ll know what that it means
“a person who investigates crimes’.” (Student 4)*

*“But unless you see it, it can be easy to forget.”
(Student 4)*

The data above showed that the student put additional item on the first sentence called ‘*that*’ after the word ‘*what*’ as the subordinating conjunction. It was used as double of conjunctions applied. In regard, it made a sentence became unwell-formed. It should be written as “*From dictionary, you’ll know what it means “a person who investigates crimes’.”* in order to make a good criteria of sentence. Next sentence was written by adding an item or a conjunction ‘*but*’ instead of ‘*unless*’ that have similar meaning (Oxford Advanced Learner’s Dictionary, 2002). It is better to be deleted one item to make a good sentence. It

became a correct sentence when it is written “*Unless you see it, it can be easy to forget.*” Based on the explanation mentioned, the data above were categorized as addition of error regarding to the surface strategy taxonomy because the student added the items which should not be written to make a suitable sentence (Dulay, Burt, & Krashen, 1982).

4.2.1.3 Misformation

One of the types of errors based on the surface strategy taxonomy is misformation error. Misformation error is considered by the use of the incorrect form of the morphemes or structure and it is concerned on the grammatical function used in the sentence (Alfiyani, 2013, p. 27). In this study, the researcher found some of students made errors in the category of misformation. It was done by the students 6 times (19.36%) out of 31 total number of the grammatical errors. There were 6 students who made errors among the 15 students of the 2nd semester at STKIP PGRI Sidoarjo as the samples of this study. They were student 1, student 3, student 4, student 5, student 11 and student 13. The distribution of error in the form of misformation are presented below:

“This explains why many of us flocks in English speaking universities inorder to improve our English.” (Student 1)

The datum above showed the subordinating conjunction ‘why’ is followed by S + V as the independent clause within the sentence. The sentence is incorrect one because after the subject ‘*many of us*’ should be followed by singular verb. The sentence becomes proper when it is written “*This explains why many of us flock in English speaking universities in order to improve our English.*” Then, there was one item of sentence which written in the incorrect form. It was

'inorder' instead of *'in order'*. Concerning to the types of errors made by student 1, the error was categorized as misformation error. In line with Dulay, Burt, & Krashen, (1982), when the grammatical errors applied in the sentences, the types of errors were classified into misformation of error.

“Second, learning new language with those method will be useful for a new learner if they make a good choice to basic skill they has.” (Student 3)

Student 3 made error on the grammatical form of *'they'* on the sentence mentioned. The word *'they'* on the sentence refers to *'a new learner'* which is identified as a singular subject. Thus, the correct word to substitute of *'they'* is a singular subject namely *'he'* or *'she'*. The sentence made by the student 3 became correct when it is written *“Second, learning new language with those method will be useful for a new learner if he/she makes a good choice to basic skill he/she has.* It is clearly assumed the datum above is classified into misformation of error based on the surface strategy taxonomy because the student wrote the sentence incorrectly on the form of incorrect grammatical function (Dulay, Burt, & Krashen, 1982).

“As you can guess, the how is often more important than the what to English people.” (Student 4)

“But, aside from the positive effect of Learning English by using Mobile Apps, It also has the negative effect.” (Student 5)

Student 4 wrote a sentence on the datum analyzed in this study incorrectly. It was written *'.... Than the what....'* *'Than'* as subordinating conjunction was followed by *'the what'* making incorrect form of sentence. The sentence became proper-constructed when it is written *“As you can guess, it is more important than do English people.”* Then, the error of misformation also found on the student 5.

The first introductory phrase of ‘But, aside from’ made a sentence written incorrectly. In order to construct the proper sentence, the datum above should be written *“In order that of the positive effect of learning English by using Mobile Apps, it also has the negative effect.”* As a result, the sentence becomes meaningful and well-formed. Regarding to the explanation or error, the data mentioned were classified into misformation of error because the student wrote the sentences in the form of incorrect grammatical procedure. Misformation errors are characterized by the use of the wrong form of the morphemes or structure (Alfiyani, 2013, p. 27). In a short, it can be concluded the two data from student 4 and student 5 were categorized as misformation error based on the surface strategy taxonomy.

“Learning English through story is the best way if you are interesting in reading.” (Student 11)

“If associated with the teaching and learning process, then interaction is a matter of mutual action in which there is a relationship between students and teachers to achieve a goal.” (Student 13)

Based on the data mentioned, student 11 and student 13 made errors in the form of misformation. On the first sentence, student 11 wrote misformed of grammatical sentence after subordinating conjunction ‘if’. The subordinating conjunction ‘if’ was followed by S + active form instead of passive form. The sentence should be written *“Learning English through story is the best way if you are interested in reading.”* Meanwhile, student 13 wrote incorrectly. It should be written properly as *“If it is associated with the teaching and learning process, interaction is a matter of mutual action in which there is a relationship between students and teachers to achieve a goal.”* Two data showed the identification of

grammatical error made by the students. Thus, it is clearly argued the data above can be categorized of error in the form of misformation because the students wrote the sentences incorrect-form of grammatically.

4.2.1.4 Misordering

Based on the results findings in this study, misordering error was the highest frequency happened. It was found 16 times (51.61%). There were 11 students made errors in the form of misordering. They were student 2, student 3, student 6, student 7, student 8, student 10, student 11, student 12, student 13, student 14 and student 15. Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance that it occurs systematically for both L1 and L2 learners in constructions that have already been acquired (Alfiyani, 2013, p. 28). The following data were presented in case of misordering error.

“Even though in reality the ways they do are less effective for some people they are too fixated on the rules of using the correct English..” (Student 2)

“The sentences they made may be have a lot of mistakes but if they train their speaking skill, they will have a lot vocabularies from their speaking partner.” (Student 3)

“And the second cause is judgement are surrounding. because we live in Indonesia doen’t mean English isn’t that unimportant.” (Student 6)

“And the effect of noob of how we learn in english is we have so much wasted time wich that course might be learned not as long as we we have taken.” (Student 6)

Based on the data above, student 2 made one error of misordering. The sentence was unwell-constructed. “Even though” as subordinating followed by

S+V it should be given comma. it should be written *“Even though in reality the ways they do are less effective for some people, They are too fixated on the rules of using the correct English”*.

Student 3 made one error in the form of misordering. The sentence was made in unwell-constructed. Arrangement of the grammar elements was inaccurate placed. The sentence would be better if it is divided into two sentences instead of single one. Thus, the meaning would be clear by separating the element of subordinating conjunction ‘*if*’ and followed by the main clause. It should be arranged *“The sentences they made may be have a lot mistakes. If they train their speaking skill, they will have a lot vocabularies from their speaking partner.”* Then, student 6 also made this kind of error. In the two data, they had similar error of arrangement the use of subordinating conjunction ‘*because*’. The arrangement of this subordinating conjunction made the sentences written by student 6 inadequate. The two sentences become a good sentences when they are written *“And the second cause is judgment of surrounding because we live in Indonesia doesn’t mean English isn’t that unimportant.”* and *“And the effect of noob of how we learn in English is we have so much wasted time since that course might not be learned as long as we have taken.”* The data above were incorrect arrangement and they were considered as error in the form of misordering because the students wrote the sentences incorrectly in case of arrangement.

“Why we say learning English can get big benefits? Because you can become an international person, because you can communicate with any people in the world.” (Student 7)

“after comparing it turns out learning English using songs makes your English better.” (Student 8)

Moreover, there were errors in the category of misordering made by student 7 and student 8. They wrote the sentences on their essay writing incorrectly in case of inaccurate place. In line with Dulay, Burt, & Krashen, (1982), "Misordering is classification of error where a morpheme or a group of them is inaccurately placed". The first datum written by student 7 becomes well-formed if it is written "*Why we say learning English can get big benefits? Because you might become an international person and can communicate with any people in the world.*" The use of subordinating conjunction 'because' should be written once regarding it connects the independent clause and dependent clause on it. Then, the datum by student 8 should be formed "*After comparing₂ it turns out learning English using songs making your English better.*" or "*After comparing₂ it turns out learning English using songs that makes your English better.*" Thus, the use of coordinate conjunction '*after*' will be appropriately placed. It is clear that the data from student 7 and student 8 were classified into misordering error because the students made errors in case of disarrangement of sentences.

"Wherever we study both domestically and abroad we must have a strong determination to learn English, although learning English abroad looks more profitable with an English speaking environment that support But also to be balanced with strong determination." **(Student 10)**

The datum from student 10 showed, error in the form of misordering appeared. The use of subordinating conjunctions 'wherever' and 'although' were arranged inaccurate place. The use of punctuation 'comma' should be involved to make a good sentence. The datum should be separated into two sentences so their meanings would be clear. The use 'but' was not necessary because 'although' as

subordinating conjunction makes the meaning clearly. Thus, it should be written *“Wherever we study both domestically and abroad, we must have a strong determination to learn English. Although learning English abroad looks more profitable with an English speaking environment that support, it also need to be balanced with strong determination.”* Concerning to the explanation mentioned, it is clear the datum from student 10 was classified into misordering error regarding it was written in the form of incorrect arrangement.

“Learning English through story and You Tube Videos are both work if you start to learning English. Because these are really famous nowadays.” (Student 11)

“YouTube learning English also help us to improving our vocabulary. Although, both are work help us for learning English and improving our vocabulary.” (Student 11)

“If you want to get a scholarship, the best method for learning English is by using explicit methods or learning grammar. Because you will be faced with an English test.” (Student 12)

There were three errors of misordering made by student 11 and student 12 which was incorrect in the use of subordinating conjunction ‘*if*’. The sentences became inappropriately formed regarding the misplaced of arrangement and the use of following phrases. The data would be good sentences when they were written *“Learning English through story and You Tube videos are both work if you start to learn English because these are really famous nowadays.”* The second error in student 11 was in subordinating conjunction “Although”. The sentence became inappropriately formed regarding the misplaced of arrangement. It should be written *“YouTube learning English also help us to improving our*

vocabulary, Although both are work help us for learning English and improving our vocabulary.”

and *“If you want to get a scholarship, the best method for learning English is by using explicit methods or learning grammar because you will face with an English test.”* These kind of errors were assumed as the misordering error because the students wrote the sentences in the form of incorrect arrangement. As it is argued by Alfiyani (2013), misordering error is known as an error of misform in arrangement of sentences.

“Motivation to learn students also need to tkae action to achieve certain goals If the teacher cannot interact well, students will not have good goals.”
(Student 13)

“We cannot even escape from what is called language.” **(Student 14)**

“There are many benefits actually. In the long run, studying the nature of language will give a strong basis in learning and understanding any language and when become a teacher, be a knowledgeable teacher who know not only practical but also the theory under the practical stuff.” **(Student 14)**

Concerning to the data mentioned, there were some arrangements of sentences incorrectly. Student 13 wrote the subordinating conjunction ‘*if*’ which was followed by phrases inappropriately. The word ‘*tkae*’ was wrong and should be ‘*take*’. Subordinating conjunction ‘*if*’ should be written in the lowercase. Thus, the sentence should be written *“Students’ motivation to learn also need to take action to achieve certain goals. If the teacher cannot interact well, students will not have good goals.”* Meanwhile, student 14 also made an error of misordering. There were items in the misplaced formation. It was seen after the use of coordinating conjunctions ‘*what*’ and ‘*when*’. The sentences become a good

sentence if they are written as *“We cannot even escape from what language is called.”* and *“There are many benefits actually. In order that, studying the nature of language will give a strong basis in learning and understanding any languages and when becoming a teacher, be a knowledgeable teacher who knows not only practical but also the theory under the practical stuff.”* Regarding to the explanation above, the data were classified into misordering error based on the surface strategy taxonomy because the students made error in case of incorrect form. (Alfiyani, 2013).

“When moral values derive from society and government they, of necessity, may change as the laws and morals may be seen in the case of marriage vs living together.” (Student 15)

“Moments after the baby was born, his mother just left him.” (Student 15)

“Film analysis is the process in which a film is analyzed, which one way in the theory of film/film studies, to epress meaning and one of the most common ways to analyze films shot-by-shot analysis, because this section can best cover detailed aspects of the film.” (Student 15)

Lastly, there were three errors of misordering made by student 15 in regard the use of coordinating conjunctions ‘*when*’, ‘*after*’, and ‘*because*’. The data were in the form of incorrect arrangements. The use of subordinating conjunctions should be followed by the rules of grammar in English to make a good sentence (Brown, 2000). On the other hand, miswritten was also as a consideration of incorrect arrangement. The data become properly and should be written *“When moral values derive from society and government of necessity, they may change as the laws and morals may be seen in the case of marriage vs living together.”*; *“After moments of the baby was born, his mother just left him.”* and *“Film*

analysis is the process in which a film is analyzed, which one way in the theory of film/film studies, to express meaning and one of the most common ways to analyze films shot-by-shot analysis because this section can be the best cover detailed aspects of the film.” In line with Dulay, Burt, & Krashen (1982), “Misordering errors are occurred when they come through a sentence where a morpheme or a group of them is inaccurately placed”. Thus, it can be concluded the data mentioned were categorized as misordering error regarding the students wrote the sentences in the form incorrectly.

4.2.2 Discussion of the Most Committed Error found on the Students’ Essay Writing

In this part of discussion, the researcher presented the explanation of the most type of error found in the students’ essay writing of the 2nd semester students at STKIP PGRI Sidoarjo. An error is a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. An error is the use of a linguistic item (e.g. a word, a grammatical item, a speech, etc.) in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning (Richards, in Melyane & Kurniasih, 2014, p.2). In this study, the researcher focused only on the types of errors based on the surface strategy taxonomy as the second formulated problem. This taxonomy focusses on the ways in which surface structures are altered. Using the taxonomy proposed by Dulay, et.al. (1982), they divided errors into the following categories namely: (1) omission, (2) additions, (3) misformation, and (4) misordering.

Based on the data examined and the results of this study, the researcher found the total of errors based on the surface strategy taxonomy were 31 errors covering four categories of omission, addition, misinformation and misordering. First, there were 7 omission error were found on the students' essay writing. Second, there were found 2 types of error in the category of addition. Third, there were 6 misinformation of error found. Fourth, there were 16 errors of misordering.

Among the 15 students of the 2nd semester as the samples of this study, the frequencies of errors were done by 5 numbers of students made error in the category of omission. They were student 3, student 5, student 8, student 9, student 10 and student 11. Meanwhile, in the category of addition error, it was found 2 times which made by student 4. After that, there were 6 students made error in the category of misinformation. They were student 1, student 3, student 4, student 5, student 11 and student 13. Lastly, there were 11 students made error in the category of misordering. They were student 2, student 3, student 6, student 7, student 8, student 10, student 11, student 12, student 13, student 14 and student 15

Based on the results seen on the table 4.2 and figure 4.1 remarkably showed there were 31 numbers of errors based on the surface strategy taxonomy found on the students' essay writing at STKIP PGRI Sidoarjo. The total numbers of omission error were found 7 times (22.58%). Then, addition errors were found 2 times (6.45%). Meanwhile, misinformation errors were 6 times (19.36%). Lastly, there were 16 times of error in the category of misordering (51.61%). From those result, it can be said that misordering is the highest percentage of students' errors made in essay writing of addition is the lowest number of percentage of error made by students. The second was omission error found 7 times (22.58%) and

followed by misformation error which occurred 6 times (19.36%). And the lowest error was in the form of addition error which was found 2 times (6.45%). Based on the result findings of this study, it is clearly the most committed error found on the students' essay writing is misordering error which is found 16 times (51.61%).

