GRAMMATICAL ERRORS IN WRITING PROCEDURE TEXT MADE BY THE 9TH GRADE STUDENTS OF MTs UNGGULAN NURIS JEMBER

THESIS

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THESIS

Submitted to State Islamic University of KH Achmad Siddiq Jember
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UNDERGRADUATE THESIS

has been examined and approved as the requirements to obtain
a bachelor's degree of *Sarjana Pendidikan* (S.Pd)
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MOTTO

...وَمَن يَتَّقِ ٱللَّهَ يَجۡعَل لَّهُۥ مَخۡرَجٗا ۝٢ وَيَرۡزُقۡهُ مِنۡ حَيۡثُ لَا يَحۡتَسِبُۚ وَمَن يَتَوَكَّلۡ
عَلَى ٱللَّهِ فَهُوَ حَسۡبُهُۥٓۚ إِنَّ ٱللَّهَ بَٰلِغُ أَمۡرِهِۦۚ قَدۡ جَعَلَ ٱللَّهُ لِكُلِّ شَيۡءٖ قَدۡرٗا ۝٣

"And whoever fears Allah, Allah will appoint a way out for him.
And will provide for him from where he never expected. And whoever puts his trust in Allah, He will suffice him. Allah brings His command to pass. Allah hath set a measure for all things.''

Q.S At-Thalaq: 2-3[1]

[1] Al-Qur'an application, Arabic and English translation, version 1.22

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DEDICATION

I would like to thank to:

1. My Beloved parents, my mother and my father for their prayers, motivation, encouragement, who have allowed me to receive education up to Bachelor's Degree.
2. My big families who have motivated and supported me until I could accomplish my undergraduate thesis.
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ACKNOWLEDGMENT

بِسۡمِ ٱللَّهِ ٱلرَّحۡمَٰنِ ٱلرَّحِيمِ

First of all, I would like to thank Allah, the Most Gracious and the Most Merciful. All praise Allah for the strengths and His blessing for me in completing my thesis entitled ‘’An Analysis of Grammatical Errors in writing Procedure Text Made by Ninth Grade Student of MTs Unggulan Nuris-Jember’’.

Therefore, on this occasion, I would like to express my sincere thanks to:

1. The Rector of State Islamic University UIN KHAS Jember, Prof. Babun Suharto, S.E, M.M as a rector of State Islamic University of KH Ahmad Siddiq Jember who has allowed me to study at this university.
2. The Dean of Tarbiyah and Teacher Training Faculty, Prof. Dr. Hj. Mukni’ah, M.Pd.I who has facilitated me to study at this University.
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May Allah SWT repay all of the kindness of the people who helped me finish this undergraduate thesis. I believe this thesis might have some weaknesses, but I hope this thesis will be helpful for the future researcher

Jember, 10th December 2021

Hilmi Sofia Wildan

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ABSTRACT

Hilmi Sofia Wildan, 2021: *An Analysis of Grammatical Errors in Writing Procedure Text Made by Ninth Grade Students of MTs Unggulan Nuris Jember.*

Key word: error analysis, grammatical error, writing, procedure text

Writing and grammar cannot be separated from each other because grammar is a useful component to make writing well structured. Yet, the fact that the first and foreign languages' rules are dissimilar seems to cause students to still make grammatical errors in English writing. In this research, grammatical errors occur in writing where the grammatical arrangement is not following grammar rules. One way to explore the errors is error analysis (EA). This research aims to highlight the students' grammatical errors in the writing by applying an error analysis approach to classify the errors committed by the learners while they produce the target language.

Furthermore, two research questions were formulated in this research. Those are: 1) what types of grammatical errors are found in writing procedure text made by ninth-grade students of MTs Unggulan Nuris Jember? And 2) what is the most frequent type of grammatical errors found in writing procedure text made by ninth-grade students of MTs Unggulan Nuris Jember? Moreover, the objectives of this research were to reveal 1) the types of grammatical errors at ninth-graders' writing procedure text and 2) the most frequent grammatical errors were found in students' writing procedure text at ninth-graders of MTs Unggulan Nuris.

The research used a qualitative descriptive research design. The data were collected from the original students writing product of procedure text on making a plate of fried rice. The research subject was the students at MTs Unggulan Nuris in the H class of ninth-grade consist of 24 students. The researcher analyzed the types of grammatical errors in students' writing based on Dulay, Burt, and Krashen's theory, whereas the steps of analyzing the errors were adopted from Ellis's theory.

Based on the result of analyzing the data showed that the number of errors that occurred was 112 times. The researcher found the types of grammatical errors in students' writing procedure text made by ninth-grade students were: Omission (44 times), Addition (23 times), Misformation (35 times), Misordering (10 times). The researcher found the most frequent type of grammatical errors made by students' writing procedure text was in the category error of omission. It was obtained from calculating each category of errors type. The results showed that students still tended to make grammatical errors in writing procedure text. Thus, knowing the common types of errors is an important step to inform the teachers where to direct their efforts regarding the most problematic area students face while producing English. It also assists the teachers in devising teaching strategies that might minimize students' errors.

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CHAPTER I

INTRODUCTION

A. Research Background

Language is the human ability to communicate between individuals or groups, and language is used in daily life. Knowing other languages, especially English is important because it will make it easy to communicate with native speakers. Article 33 paragraph 3 of Law Number 20 of 2003 stated, "Foreign languages can be used as the language of instruction in certain educational units to support students' foreign language skills".[2] In Indonesia, the English is still a foreign language and needs to be taught to build the learners easier to communicate with international people in the world. For academic students, there are several reasons to learn English, such as; getting higher education abroad, being participants in international competitions, or getting a job as they finish their studies.[3]

According to the aspect of learning English skills, there are four skills that the learners must master to reach the goal of learning a language. These are: listening, reading, speaking, and writing. Listening and reading are referred to as receptive skills, and it is related to inputs that are comprehended by students when they are learning English. Meanwhile, speaking and writing are referred to as productive skills, it is related to outputs or products that the learners produce after listening and reading activities. However, all of the

[2] Setneg RI, UU No 20 year 2003, article 33.
[3] Rupina Holidazia,*''An Analysis of Grammatical Error in Writing Procedural Text By VIIth Grade Junior High School Students*'', (Thesis University of Mataram, 2016), 4.

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skills are to be improved in teaching and learning English.[4] Among the four skills above, the researcher will focus on writing. Due to this fact, writing is the most challenging skill. As stated by Babala, writing is considered difficult language skill that the learners must learn to convey their ideas.[5] The researcher also supported it when asked to one of the learners in the ninth-grade of MTS Unggulan Nuris. Anin said writing is a difficult activity, she is often confused because Indonesia's grammatical systems and English are different. She said even though she has taken an extracurricular that really guided in the school, but she still felt difficult.[6]

Writing is one way to express ideas, experiences, and feeling in written form. Harmer supports this statement, stated that writing is a form of communication to deliver thought or to express feeling through written form.[7] In concert with Dumais, writing in English is mean to fill the gap between the ability to express ideas, feelings, opinions, and others in Indonesia and the ability to express the same things in written form in English.[8]

In Islam, Allah explained in the Holy Qur'an in surah Al-Qalam verses1st.

نٓ ۚ وَٱلۡقَلَمِ وَمَا يَسۡطُرُونَ ١

The meaning:'' Nun, for pen and what they write''.

[4] Banjar Putri Kumala, ''An Analysis of Grammatical Errors on Students' Writing'', *2nd English Language and Literature International Conference (ELLiC)*, (2018), 144.
[5] Babala,'' Effects of Process Genre Based Approach on the Written English Performance of Computer Science Students in a Nigerian Polytechnic'', *Journal of Education and Practice*,(2012),7.
[6] Anin, interviewed by researcher , Jember, 14 Maret 2021
[7] Jeremy Harmer, *The Practice of English Language Teaching 3rd*, (London:Longan,2001),79.
[8] Wullur Dumais,Writing in English,(Jakarta:Departemen Pendidikan dan Kebudayaan,1988)

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In this verse, Allah informs how glorious and important the pen is, Allah swears by the Qalam (pen), everything he writes to declare that the Qalam is a great blessing that Allah bestows on humans. With Qalam humans can explain things to others and can record all newly discovered knowledge. This verse Allah SWT swears by the benefits and kindness that can be obtained from writing.[9]

In writing, some components of language aspect should be understood. According to Harris, there are five general components of writing, they are; content, form (the organization of the content), grammar, style (the choice of structures and lexical items to give a particular tone or flavor to the writing), and mechanics.[10] In this research, the researcher focused on grammar, because grammar is one of the useful components in process writing. This statement supported by Gerot and Wignell that grammar is theory of a language, of how language is put together and how it works.[11] Harmer defined grammar as how words can change their forms and can be combined into sentences in that language.[12] So, the learners must understand grammar rules correctly to write structured sentences to make it easier for the readers to understand the meaning.

However, as the learners that are impossible to make grammatical errors, especially in the writing process, the learners cannot avoid committing

[9] As-Shabuni, Muhammad Ali,'' Shafwat at-Tafasir Juz 3'',(Libanon : Dar al-Fikr),401.
[10] David Haris, *Testing English as a Second Language*, (New Delhi: Tata Mc Graw-Hill Publishing Company LTD,1969),68-69.
[11] Gerot, L. & Wignell, P,*''Making Sense of Functional Grammar''*, (Sydney: Antipodean Educational Enterprises (AEE),(1994),2.
[12] Harmer, *The Practice of English Language Teaching*, 12.

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errors when trying to arrange the sentences. Corder in Masachika supports the statement by stating, "errors are evidence of the learner's strategies of acquiring the language rather than the signs of inhibition of interference from native language habits''. According to him, learners can make errors when learning a second language. It can happen naturally because second language learners are actively engaged in figuring out the rules for the learning language.[13] Some errors happen when the learners do not understand well about English grammar. To support this statement, in the study of generation university students in the United States, Azar said that the students who had poor grammatical knowledge had difficulties in academic writing even though their speaking and listening skills were described as fluent. They did not understand how a sentence was formed and how sentences were related in a paragraph. On the contrary, the students with good grammatical knowledge understood the meanings behind the sentences with easier. Only a short explanation was enough for them to understand the differences in meanings between "-ing" and "-ed" adjectives as in the sentences "I was really bored" and "I was really boring".[14]

Based on the explanation above, there were types of errors made by the learners. According to Dulay, Burt and Krashen based on the surface strategy taxonomy, there are four types of errors: omission, addition, misformation and misordering.[15]

[13] Masachika Ishida, Error Analysis and its Significance in Second Language Teaching: A Brief Survey of the Theoretical Aspect of Error Analysis, 1982), p. 12.
[14] Azar.B.S,'' *Grammar-Based Teaching : A Practitioner ' s Perspective''*,No.2,(20-7):1-12
[15] Dulay, H., Burt, M. & Krashen, S, *Language Two,(* New York: Oxford University Press,1982).

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Some errors made by second language learners in their learning process can be studied through error analysis. According to Brown, error analysis is the process of observing, analyzing, and classifying the deviations of the second language rules and then revealing the systems operated by learner.[16] By using error analysis, the teacher tried to identify, describe and explain the errors made by the students in the test. It could help the teachers minimize errors in their teaching and learning process. Realizing that error is inevitable in the learning process, the teachers have to pay attention to their student errors. It will help them avoid their students for making the same error by analyzing the student error itself.[17]

Philosophically, the process of analyzing grammatical errors in students' writing is very useful in the learning process. Through analysis the teacher can measure the level of student productivity and could make a final evaluation based on students' writing data. As well as to sociological, this analysis refers to the problems faced by teachers when interacting with students, especially in writing process. Problems experienced by students such as difficulties in translating Indonesian into English, lack of vocabulary and others, it can be helped by the evaluation stage in the analysis steps. Further, in psychological, analysis can make students more aware when writing using the correct grammar. Students try to build and do things better when they produce English writing correctly.

[16] Dauglas Brown, *Principle of Language Learning and Teaching*, (New York: Pearson Education,1980),166.

[17] Evayani, ''An Analysis of Grammatical Errors in Students Recount Text Writing'',(Thesis University of UIN Syarif Hidayatullah, 2013),3.

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According to Ulla, errors and mistakes are different. Errors are a useful or necessary part of language learning. They are the indicators of one's language learning stage or progress. Hence, errors must not be hinder learning progress. They, reveal the strategies and styles that learners devise and use to learn in their struggle to master the language system of the target language. Mistakes are inevitable since learners try different ways to master the language for more effective communication.[18] Norrish said that errors are systematic deviation when a learner has not learnt something and consistently gets it wrong. He added that when a learner of English as a second or foreign language makes an error systematically, it is because he has not learnt the correct form. On the other hand, mistakes are inconsistent deviation. When a learner has been taught a certain correct form, and uses one form sometimes and another at other times quite inconsistently, the inconsistent deviation is called a mistake.[19]

For the research object, the researcher takes the MTs Unggulan Nuris Jember as an institution, because an extracurricular program has been around for a long time and has achieved many achievements. In this extracurricular, there are many fields, such as: m-science, talent, religion, and three languages (English, Arabic, Indonesia). In this research, the researcher focused on English language because all English Language skills such as: Writing, Listening, Reading, and Speaking has been developed in the extracurricular program. In this extracurricular, there is something called SPM (Student

[18] Masriyani Mery Rosmida Silalahi,''Errors Analysis on Grammatical as Found on the Students Writing Text'',*Jurnal Ilmiah Maksitek*3,no.1,(Maret,2018):33.
[19] Norrish, *Language Learner and Their Errors,*109-110.

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Quality Assurance Section). Therefore, all activities and information related to the competition have been arranged and facilitated by this SPM. This extracurricular program can support the potential and achievement of the learners because in this extracurricular it is really sharpened, and they also often participate in high-level competitions. Many accomplishments have been achieved in extracurricular programs, especially in writing, such as; Joint the national level English Olympiad competition, English essay competition, English poetry writing competition, quizzes, TOEFL etc.[20] Therefore, the researcher decide writing than other skills because it outstanding achievement in writing was so prominent.

In addition, this school uses a curriculum 2013 (K13). Based on the curriculum that mentioned in Standard Competence and Basic Competence, five kinds of text learned in Junior High School: narrative, recount, procedure, descriptive, and report text. Among the text above, the researcher decides procedure text as the learner's writing activity because writing procedure text will be easier to understand by the learners. At the same time, they just tell their experience how to make something. Beside that, procedure text also needed because it used as final practical test at the ninth grade.

There was some previous research related to this research. The result of research conducted by Rupina Holidazia (2016) entitled '*''An Analysis of Grammatical Error in Writing Procedural Text by VIIth Grade Junior High School Student''* show that the learners made most errors in 'misformation'

[20] Eliyana, interviewed by researcher, Jember 13 Januari 2021

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which were mostly caused by faulty in teaching and the percentage was 33,2%. Thus, 34 of 35 students made errors in this type of error. The fewest errors were in type of 'addition', the errors were mostly caused by inadequate learning and the percentage was 10,5%. Thus, there were only 19 out of 35 students who made errors in this type. It can be concluded that the learners has difficulties in writing.[21]

Based on the previous studies above, it can be concluded that many learners still face some difficulties and make some grammatical errors in writing text, especially in procedure text.

In line with the result of pre-interview between researcher and English teacher MTS Unggulan Nuris, the teacher said that the learners still have problems in writing skills. When the teacher asked the learners to write procedure text about how to make fruit salad, they still make many errors. Such as adding *s* or *es* in the end of verb, writing irregular verbs, use literally translation, and so on. Even though they are in the ninth grade which is already the highest level, and of course most of them join extracurricular activities in school, but they still have errors in writing.[22]

Therefore, conducting an error analysis is necessary in order to find out the types and to describe the most frequent of errors faced by students in writing. Finally, the researcher interested to conduct the research entilted ***''An Analysis of Grammatical Errors in Writing Procedure Text Made by Ninth-Grade Students of MTs Unggulan Nuris Jember.''***

[21] Rupina Holidazia, ''An Analysis of Grammatical Error in Writing Procedural Text by VIIth Grade Junior High School Students'', (Thesis University of Mataram, 2016)
[22] Eliyana, diwawancara oleh Penulis, Jember 23 Januari 2021.

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B. Research Question

Based on the background above, the researcher analyzed of grammatical errors in writing procedure text made by ninth grade students of MTS Unggulan Nuris Jember. So the researcher formulated the following research question that would be answered in the result of this research:

1. What are the types of grammatical errors found in writing procedure text made by ninth-grade students of MTs Unggulan Nuris Jember?
2. What is the most frequent type of grammatical errors found in writing procedure text made by ninth-grade students of MTs Unggulan Nuris Jember?

C. Research Scope

1. The scope of the research was H class students of ninth-grade MTs Unggulan Nuris-Jember consist of 24 students.
2. In terms of error explanation, the researcher does not explain the source of the error, but only stops at the possible source of the error based on Dulay's theory.

D. Research Objective

Based on the research question above, the objective of this study are:

1. To find out the types of grammatical errors in writing procedure text made by ninth-grade students of MTs Unggulan Nuris Jember.
2. To describe the most frequent type of grammatical errors found in writing procedure text made by ninth-grade students of MTs Unggulan Nuris Jember.

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E. Research Significance

By doing this research, the researcher hoped that the result would be helpful to provide:

1. English Teacher

   The result of this research is expected to give inputs to the English teacher to give more intention in this problem. Knowing the common types of errors is an important step to inform the teachers where to direct their efforts regarding the most problematic area students' face while producing English. It also assists the teachers in devising teaching strategies that might minimize students' errors.

2. Other researcher

   Hopefully this research could be a reference if there were any other researcher who want to conduct the same issue but with different point of view.

F. Definition of Key Term

The following definition gives the readers have the same understanding or perception for some terms used in this research. They are also intended to avoid ambiguity or misunderstanding in this research. The term provided as follows:

Grammatical Error in Writing Procedure Text

Errors made by the learners where the grammatical arrangement is not following grammar rules, in this context of grammar errors that occur in writing. The errors based on surface strategy taxonomy are classified into 4

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types, including: Omission, Addition, Misinformation, and Misordering. It could be concluded that grammatical errors occur in writing procedure text when the students did some deviations from grammar rules.

G. Structure of The Report

There were four chapters in this research and each chapter had several sub-chapters having relevance to each other. Generally, research had three parts. They were initial part, core part, and final part that would be explained as follows:

The first was initial part. It included the research title, approval sheet, ratification sheet, motto, dedication, acknowledgement, abstract, table of content, and list of table.

The second was core part that included:

1. **Chapter I** contains the introduction of thesis, such as: research background, research question, research objective, research significance, definition of key term, research methodology, and structure of the report.
2. **Chapter II** contains review of related literature, such as: previous research and theory of research related with the research conducted by the researcher.
3. **Chapter III** contains findings and discussion. The data in this research is about grammatical errors found in students writing procedure text.
4. **Chapter IV** contains conclusions and suggestion of this research.

The third was final part including references, statement of authenticity of writing, and appendices consisting of research matrix, bibliography of

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research, declaration sheet, research journal, code of data, and sheets of analysis.

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CHAPTER II

RELATED OF LITERATURE REVIEW

A. Previous Research

In the purpose of composing this proposal, it is necessary to find some references or similar studies related to the tittle and have field of the study problem. It is useful as the guidance to succed the study and evaluated wisely the strenght as well as the weakness of other studies.

1. **A Thesis written by Aini Murthofi'ah (2019)[23] entitled ''An Analysis of Grammatical Errors in Students Narrative Paragraph of the Fourth Semester Student of English Department of IAIN Salatiga in the Academic Year 2019/2020''**.

   The result of this research found that the most common types of errors made by students are past tense, especially in the verb with the number of errors are 50.00% and the modal with the number error are 48,41%. The source of errors identified in this study is verb in the formula of past tense. The lowest of the sources of errors made by students are past continues tense with the number of errors are 4 or 1.59%. The sources of errors idetify in this study is form of past continues tense. Sometimes, the students forget with the form from that. The form is: S + to be (was, were) + verb I Ing + Object. It shows that the usage of the grammatical writing is

[23] Aini Murthofi'ah,''An Analysis of Grammatical Errors in Students Narrative Paragraph of the Fourth Semester Students of Englisg Department IAIN Salatiga in the Academic Year 2019/2020',(Thesis, IAIN Salatiga,2019)

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difficult for the students. The research subject in this research are 31 students of IAIN Salatiga the fourth semester.

2. **A thesis written by Muhammad Naufal Izzuda (2019)[24] entitled ''Grammatical Error Analysis on Students' Recount Texts (A case study of the tenth-grade students of SMK Texmaco Semarang in the Academic Year 2017/2018)''.**

   The result of this research found that the total number of grammatical errors made by the students in their recount texts is 620 errors. These errors consist of 242 omission errors, 99 addition errors, 184 misformation errors, and 95 misordering errors. Accordingly, the most frequent error is omission which corresponds to 39.03% of the total error. Then, it is followed by omission error (29.68%), addition error (15.97%), and misordering error (15.32%). Furthermore, this study also revealed that most of the errors are caused by interlingual transfer (441 errors or 71.13% of the total error). Meanwhile, 179 errors or 38.87% of the total error are caused by intralingual transfer. Based on these result, it can be concluded that the students have some difficulties in applying English grammar rules in their writings. The subject of this study is the tenth-grade students of SMK Texmaco Semarang in the academic year 2017/2018 which consists of 30 students.

[24] Muhammad Naufal Izzuda,''Grammatical Error Analysis on Students' Recount Texts (A case study of tenth-grade students of SMK Texmaco Semarang in the Academic Year 2017/2018)'',(Thesis, Universitas Negeri Semarang, 2019)

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3. **A thesis written by Surta Deviana Pasaribu (2018)[25] entitled ''Students Grammatical Errors in Writing Procedural Text: A Case Study in SMA Yayasan Perguruan Tri Sakti Laguboti''**

   The result of this research found that kinds of errors there were 170 grammatical errors made by the students which are classified into twelve types of grammatical errors, they are: 41 errors in the use of tenses, 26 errors in the use of prepositions, 26 errors in the use of articles, 1 error in the use of active and passive voice, 7 errors in the use of relative clauses and relative pronoun, 53 errors in the use of part of speech, and 15 errors of typical Bahasa Indonesia-English structure. Based on the data above, the researcher concluded that the dominant kinds of error is in the use of part of speech (53 errors) and the dominant causes of error was false concept hypothesis, fossilization, overgeneralization, and simplification.

4. **A thesis written by Jamilah (2019)[26] entitled '' Grammatical Error Analysis on the Final Examination of Academic Writing Produced by the Fourth Semester of English Education Department Students of IAIN Jember".**

   The result of this research found that the most frequent type of grammatical error the students made in their writings was omission errors. It emerged six hundred and thirty eight (638) times. Then, there were

[25] Surta Deviana Pasaribu,''Students Grammatical Errors in Writing Procedural Text: A Case Study in SMA Yayasan Perguruan Tri Sakti Laguboti'',(Thesis, University of Sumatra Utara Medan,2018)

[26] Jamilah,''Grammatical Error Analysis on the Final Examination of Academic Writing Produced by Fourth Semester of English Education Department Students of IAIN Jember'', (thesis, IAIN Jember,2019).

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addition errors in which appeared one hundred and ninety two (192) times; made it into the second most frequent grammatical errors type after omission. Misformation errors which happened to be in the third place were occurred one hundred and sixty four (164) times. Then there were misordering errors which showed up thirty four (34) times resulting in it as the least grammatical errors type made by the students.

5. **A Thesis written by Lulu Meilina Alfiyanti (2018) entitled ‘’An Analysis of Grammatical Errors in Writing among the Second Semester Students of English Department of Yogyakarta State University in the Academic Year 2017/ 2018.’’**

The result of this research found that there are four types of errors were found. These four errors are as follows. Omission error was found 281 times, misformation error was committed 119 times, addition error occurred 189 times, and misordering errors 6 times in the analysis. As for the sources of errors, four types of errors affected the occurence of students’ errors. These four errors are as follows. Developmental error was found 302 times, ambiguous error occurred 294 times, interlingual error was produced 191 times, and unique error was found 52 times.

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Table 2.1
The Similarities and Differences
Previous Research and this Research

No	Researcher's Name and Title	Similarities	Differences
1	**2**	**3**	**4**
1	Aini Murthofi'ah(2019) entitled ''An Analysis of Grammatical Errors in Students Narrative Paragraph of the Fourth Semester Student of English Department of IAIN Salatiga in the Academic Year 2019/2020''	a. Both researchers analyze about grammatical errors. b. Both researcher focuses on finding the types of grammatical errors. c. Both researchers use descriptive qualitative research design.	a. The object of both research are different, Aini Murthofi'ah uses Narrative Paragraph, while this research uses Procedure Text. b. Aini Murthofi'ah was used Betty Schrampfer Azzar's theory to find the types, while this research uses Dulay's theory. c. The subject of Aini Murthofi'ah's research was students of English Department, while this research uses Junior High School.
2	Muhammad Naufal Izzuda (2019) entitled ''Grammatical Error Analysis on Students' Recount Texts (A case study of the tenth-grade students of SMK Texmaco Semarang in the Academic Year 2017/2018)''	a. Both researchers analyze about grammatical errors. b. Both researchers use Dulay's theory to find out the types of errors. c. Both researchers use descriptive qualitative research design.	a. The object of research Muhammad Naufal Izzuda used Recount Text, while this research uses Procedure Text. b. Muhammad Naufal Izzuda focus on 3 research questions: types of grammatical errors, most frequent errors, and the sources of errors, while this research focus on types and most frequent errors.

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1	2	3	4
3	Surta Deviana Pasaribu (2018) entitled ‘’Students Grammatical Errors in Writing Procedural Text: A Case Study in SMA Yayasan Perguruan Tri Sakti Laguboti’’	a. Both researchers analyze about grammatical errors in writing procedure text. b. Both researchers use descriptive qualitative research design.	a. The subject of Surta Deviana Pasaribu’s research was student of Senior High School, while this research uses students of Junior High School. b. Surta Deviana Pasaribu uses Keshavarz’s theory to find types of error. While this c. The researcher uses Dulay’s theory to find the types of errors. d. Conducted in SMA Yayasan Perguruan Tri Sakti Laguboti, while this research in MTS Unggulan Nuris Jember.
4	A thesis written by Jamilah (2019) entitled ‘’ Grammatical Error Analysis on the Final Examination of Academic Writing Produced by the Fourth Semester of English Education Department Students of IAIN Jember”.	a. Both researchers analyze about grammatical errors. b. Both researchers focus on types and the most frequent of grammatical errors. c. Both researchers use Dulay’s theory to find out types of errors. d. Both researchers use descriptive qualitative research design.	a. Jamilah research focus on the final examination of academic writing, while this research focus on writing procedure text. b. Conducted at English Education of IAIN Jember , while this research in MTS Unggulan Nuris Jember.
5	A Thesis written by Lulu Meilina Alfiyanti (2018) entitled ‘’An Analysis of Grammatical Errors in Writing among the Second Semester	a. Both researchers analyze about grammatical errors. b. Both researchers focus on types of grammatical errors.	a. Lulu Meilina for the research focus on the writing among second semeter , while this research focus on writing procedure text. b. Lulu Meilina uses two

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	Students of English Department of Yogyakarta State University in the Academic Year 2017/ 2018.''		kinds of data: quantitative and qualitative, while this research only uses one data that is qualitative. c. Lulu Meilina conducted at English Departmen of Yogyakarta, while this research in MTs Unggulan Nuris Jember.

Based on the explanation above, it could be seen that all of the researchers have their own theory to analyze their research. Each analyzed different kinds of objects with different steps and theories. The previous research was use Betty Schrampfer Azzar's and Keshavarz's theory. This research, the researcher was use document analysis in collecting the data. The grammatical errors analyzed based on surface strategy taxonomy theory with steps adopted from Ellis. Further, this research is a qualitative descriptive research and analyzed collegians' writings as the data.

B. Theoretical Framework

This research was necessary to consult any theories in order to support many statements used by the researcher. In this research, the researcher will discuss the theories about Error Analysis, Writing, Grammar, and Procedure Text.

1. Error Analysis

Definition of Error Analysis

Error analysis is the process to analyze and investigate students learning process to know the errors that students made. In the learning of

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process, students often made the errors. The students made the errors because some factors.

According to Brown stated that the definition about error analysis is as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner.[27]

Moreover, Keshavarz stated that error analysis emerged as a reaction to the view of second-language learning proposed by constrative analysis theory, which saw language transfer as the central process involved in second and foreign language learning. Error analysis tries to account for learner performance in terms of the cognitive processes learners make use of in reorganizing the input they receive from the target language.[28]

Based on statements above, the researcher can conclude that error analysis is an activity to reveals errors found in writing. Error analysis may be carried out in order to find out how well someone knows a language, to find out how a person learns a language, and to obtain information in common difficulties in language learning, as can help in teaching learning process.

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[27] Brown, H. Douglas, *Principles of Language Learning and Teaching Fifth Edition*,(United State of America: Pearson Education,2007),16

[28] Keshavarz, Mohammad Hossein,*Contrastive Analysis and Error Analysis*,(Iran: Rahmana Press, 2012),66

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a. Differences between Error and Mistake

Keshavarz, stated that Errors are considered to be systematic, governed by rule, and appear because a learners' knowledge of the rules of target language is incomplete. Thus, they are indicative of the learners' linguistic system at a given stage language learning. They are likely occurs repeatedly and not recognized by the learner. In contrast to errors, mistake are random deviations, unrelated to any system, and instead representing the same types of performance mistakes that might occur in the speech or writing of native speakers, such as slips of tongue or pen, false starts, lack of subject-verb agreement in a long complicated sentence, and the like.[29]

In addition, Ellis (2008:17) stated that errors are reflects gaps in a learners' knowledge, they occur because the learner does not what is correct. In contrast to errors, mistakes are reflects occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what she or he knows.[30]

It can be concluded that error and mistake are different. Error occurs as a result of lack of knowledge. While the mistake as a performance because the native speaker forget the correct form

[29] Keshavarz,6
[30] Ellis, *Second Language Acquisition*,(New York: Oxford University Press,2008),17.

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b. Types of Errors

According to Dulay, he classified error into four types; error based in linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.[31]

1) linguistic category

Linguistic category classifies errors according to either or both the language component and the particular linguistic constituent the error affects. Language components include phonology, syntax and morphology, semantic and lexicon, discourse.

2) Error based on surface strategy taxonomy

This type of error has four subtypes. They are:

a) Omission

It is an error which happens because a learner absence of an item that must appear in a well-formed utterance. Content morphemes carry the bulk of the referential meaning of a sentence: nouns, verb, adjective, adverbs. For example:

(1) -The boy a student (the boy is a student).

(2) The food ready to serve (the food is ready to serve)

b) Addition

This type of error is the opposite of omission. The character of the error is known by the presence of an item,

[31] Heidi Dulay, et al,*Language Two*,(New York: Oxford University Press, 1982), 146-189.

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which must not appear in a well-formed utterance. There are three types of addition errors have been observed in the speech of both L1 and L2: double markings, regularizations, and simple addition. Here is the explanation:

(1) Double marking, many addition errors are more correctly described as the failure to delete certain items which are required in some linguistic constructions, but not in others. Example:

- He doesn't knows my name (He doesn't know my name)
- A glasses of tea (a glass of tea)

(2) Regularization or overgeneralization, It is typically added to linguistic items, such as the class of main verbs or the class of noun. There are both regular and irregular forms and constructions in language. Example:

- The verb "eat" does not become "eated" but "ate"
- The noun ''sheep'' is also sheep in the plural, not ''sheeps''

(3) Simple addition, errors are ''grab bag" subcategory of addition. If an addition error is not double marking or regularization, it is called as simple addition. There are not particular feature, which can characterize simple addition

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other than those not appear in a well-formed utterance. Example: “grab bag”.

c) Misformation

This error is characterized by the use of wrong form of the morpheme or structure. In this error the learner supplies something although it is incorrect. There are three types of misinformation, they are: regularization errors, archi-forms, and alternating forms.

(1) Regularization errors

It is characterized which learner fail to choose or to select a proper word form. Example:

- Regular past: I falled (fell)
- Plural : gooses (geese)

child (children)

(2) Archi-forms

It is defined as the selection of one member of a class of forms to represents others in the class. Example:

- That dogs (those dogs)
- Me hungry (I am hungry)

(3) Alternating forms

It is defined as fairly free alternation of various members of a class with each other. Example:

- Those dog (those dogs)

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d) Misordering

Error of misordering is the error where the learner put item incorrect placement. For example:

- What Daddy is doing? (What is Dady doing?)
- Please, pick up me (please, pick up me)

From the example above, the items are correct, but learner doesn't put the items in the appropriated form.

3) Error types based on comparative taxonomy

The classification is made based on the comparisons between the structure of L2 errors and certain others types of construction. To this classification of error, there are four types of error.

a) Developmental errors

Developmental errors are errors similar to those made by children learning the target language as their first language, e.g. "Cat eat it".

b) Interlingual errors

Interlingual errors are errors similar in structure to a semantically equivalent phrase or sentence in learner's native language. Interlingual errors simply refer to L2 errors that reflect native language structure, regardless of the internal processes or external conditions that spawned them.

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c) Ambiguous error

Ambiguous errors are those that could be classified equally well as developmental or interlingual. It is because these errors reflect the learner‘s native language structure, and at the same time, they are of the type found in the speech of children acquiring a first language., e.g. “I no go to school”.

d) Other error

Other error is error that is caused by the learner’s native language since the learner used it on their second language form, e.g. “She do hungry”.

4) Error types based on communicative effect taxonomy

The communicative effect taxonomy concerned with the error from the perspective of their effect on the listener or reader. The focuses are on distinguishing errors that seem to cause miscommunication from those that do not. Error based on communicative effect taxonomy is divided into two parts.

a) Global error

Global error hinders communication; it prevents the learners from comprehending some aspect of messages. For example: “English language use many people” (Many people use English language).

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b) Local error

Local error does not interfere with understanding of an **utterance**, usually it can be comprehended by the hearer or reader by guessing the intended meaning because there is only a minor violation in a part of the sentence. For example: I hungry (I'm hungry).

c. Procedure of Analyzing Error

Some steps of stages of procedural conducting error analysis. Ellis, states that there are some procedures in error analysis, such as:[32]

1) Identifying Errors

The first step in analyzing learner's errors is to identify the errors. This is in fact easier said than done. To identify error we have to compare the sentence learner produce with that seem to be normal or 'correct' sentence s in the target language which correspond with them.

2) Describing Errors

Once all the errors have been identified, they can be described and classified into types. In this research, to present the percentage of the results, the data from types of errors are calculated and drawn up in the table.

[32] Rod Ellis, *Second Language Acquisition*,(New York: Oxford University Press,2008),15.

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3) Explaining Errors

The identification and description of errors are preliminaries to the much more interesting task of trying to explain why they occur.

4) Error Evaluation

Where the purpose of the error sanalysis is to help learners learn L2, there is a need to evaluate errors. Some errors can be considered more serious than others because they more likely to interfere with the intelligibility of what someone says. Teachers will want to focus their attention on these.

In this research, the researcher used type of error based on surface strategy taxonomy in analyzing the types of grammatical errors on students writing. Because it can provides an overview of the grammatical errors made by students. With an explanation of the errors such as: Omission, Addition, Misformation, and Misordering, those could be obtained through the surface strategy taxonomy, it will be easy to know the extent of students' ability in understanding the grammatical language in leaning process.

2. Writing

a. Definition of Writing

Writing has an important function as a tool of communication in written form to express our ideas, to share knowledge and to exchange of information.

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Richards&Renandya states that this is due not only to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also to turn such ideas into a readable text.[33]

Nunan, defines writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a paragraph. It will be clear to understand by readers. That demands to the writer to organize a good composition of writing in order to make the reader understand.[34]

It can conclude that writing is an activity to express the content of writing into a good composition by considering the aspect of the writing.

b. Process of writing activities

1) Pre-writing activities, prepare learners for a final writing task and activate, review or build sub-skills that prepare the learner for completing the main writing task. They usually focus on the audience, the content, and the vocabulary necessary for the task. These are typically word and phrase level activities.
2) During-writing activities, engage learners in recursive writing, self-editing and revisions. As the students are guided through

[33] Jack Richard C and Willy A Renandya,*Methodology in Language Teaching: An Anthology of Current Practice*,(Cambridge University,2002),303.
[34] Nunan,*Practical English Language Teaching*,(New York: The Mc. Graw Hill Companies In,2005),45.

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writing and re-writing, the teacher should guide them through other areas such as syntax.

3) Post-writing activities help learners reflect on and revise their writing based on feedback from an audience, such as peers and/or an instructor.

c. Types of Writing

Determining the type of writing students need to do, help students determine their topic or subject. Based on Dody, A., Sugeng, A.etc, there are several types of writing:[35]

1) Recount

Recount provides information about what it happened, when it happened, where it happened and who was involved. Recount has a social function to retell events for the purpose of informing or entertaining the reader. The schematic structure of recountis:

a) Orientation: provides the setting and introduces participants. Usually use descriptive words to give detail information about who, when, where, why and what.

b) Events: tell what happened, in what sequence.

c) Re-orientation: optional-closure of events.

2) Narrative

Narrative has social function to amuse, entertain and to deal with actual vicarious experience in different ways, narrative deal

[35] Dody, A., Sugeng, A., & Effendi,''*Developing English Competencies: for Senior High School Grade X (1st ed.)''*,(Jakarta: Pusat Perbukuan, DepartemenPendidikanNasional,2008),98.

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with problematic events hich lead to a crisis or turning point of some kind, which in turn finds a resolution. There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience.

3) Procedure

Procedure is written to help us how to do a task or make something. They can be a set of instructions or directions.

4) Descriptive

Description deals with perceptions, most commonly visual perceptions. Its central problem is to arrange what we see into a significant pattern. Unlike the logic of exposition, the pattern is spatial: above/below, before/behind, right/left, and so on.

5) Explanation

Explanation has social function to present (at least many different aspects of an issue and to explain the processes involved in the information or workings of natural or socio-cultural phenomena.

6. Exposition

Expository writing is writing that is designed to convey information or to explain what is difficult to understand.

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d. Aspects of Writing

In writing process, the student should pay attention to the aspects of writing in order that they are able to write well. The students' writing performance can be seen from the aspects of writing. According to Cohen, there are five aspects of writing, they are: [36]

1) Content: main ideas stated clearly and accurately, chance of opinion very clear.
2) Organization : coherent and logical
3) Vocabulary : choices of words, use of idioms, and word forms
4) Grammar: control of structure.
5) Mechanics: mastery of spelling and punctuation.

3. Grammar

a. Definition of Grammar

Tony & Kenneth (2013:04) grammar is mean as the rule system of the language, but it is also useful to think of it as a resource for expressing meaning. Then Tony and Kenneth said that thinking grammar as primarily rules tends to make people think there is a one-to-one relationship between grammar and meaning. From the statement, grammar is power of good language. When we will talk with English language we use grammar. So, the grammar is important in a language.[37]

[36] Cohen, A. D,*Assessing Language Ability in the Classroom*,(Boston: Heinl&Heinle Publishers,1994)32.
[37] Tony, Lynch & Kenneth Anderson,*English language teaching*, (centre University of Edi N Burgh,2013),4.

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Additionaly, According to Swan in Fauziati, grammar is the rules that show how words are combined, arranged or changed to showcertain kinds of meaning.

From all statements above, the researcher may state that the grammar is a structure in linguistics that has important functions to organize the sentence well.

b. Grammatical Error

According to Smith and Wilson (1979), grammatical errors are deviations from the appropriate linguistic convention or usages which contravene the established and acceptable rules of a given language. In other words, grammatical errors occurred when someone does not follow the rules or grammar which is acceptable and actually used by the native speakers in producing the language. It can be concluded that grammatical error is the grammatical arrangement not suitable with the grammatical rules.

In this research, focus on analyze the grammatical error because the researcher wants to know the grammatical errors that made by Ninth students of MTS Nuris Jember.

4. Procedure Text

a. Definition of Procedure Text

Procedure text is a text that explains how people make or do something step by step.[38]

[38] Nur Zaida,*Practise Your English Competence*,(Jakarta: Penerbit Erlangga,2013),33.

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b. Functions of Procedure Text

The social function of procedure texts is to inform ways or instruction for making or doing something completely.

c. The Generic Structure of Procedure Text:

1) Goal/aim, example: how to make instant noodle.
2) Materials, example: oil, salt, onion, garlic, etc.
3) Steps: what to do, example: first, prepare the frying pan, second wash the vegetable, etc.

d. Language Feature

The language features of procedure Text use the following indicators:

1) Use imperative sentence, such as: cut the onion, put the seasoning on the plate, don't mix, stir well etc.
2) Using action verbs such as: stir, slice, take, put, mix, etc.
3) Using temporal conjunction, such as: first, second, third, the last, then, after that, finally.
4) Using adverbials (Adverb) to express detail time, place, manner accurate, such as: For five minute, 2 hours, etc.
5) Using Simple Present Tense (V1)

e. Example of Procedure Text

How to Make a Glass of Pineapple Juice

1) First, cut up a pineapple
2) Then, put the pineapple into the blender.

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3) Pour a half glass of water into the blender. Add a spoonful of sugar.
4) Add some ice cubes into the blender.
5) Turn on the blender, wait for several minutes.
6) Now, your juice is ready to serve

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CHAPTER III

RESEARCH METHODS

A. Research Design

In this research, the researcher used qualitative descriptive as the research design. The researcher used this design to systematically describe grammatical errors in writing procedure text made by ninth grade students of MTs Unggulan Nuris Jember.

B. Research Location

This research was conducted in MTs Unggulan Nuris Jember located at Antirogo, Sumbersari Sub-district, Jember Regency. The researcher chose this location because this school has an English extracurricular program that has been established for a long time and has often participated in writing competitions such as: English grammar Olympiad, essays, writing English poetry etc. Many achievements in writing skills are obtained from this extracurricular program. So the researcher was interested in choosing this location as a research location.

C. Research Object

To determine of the informant in this research was purposive sampling to find the research subject. In this research, the researcher used the purposive sampling technique because there were many classes in ninth grade, which divided into 8 classes A, B, C, D, E, F, G and H. The researcher took a class to conduct the research that was the H class of ninth-grade consists of 24

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students. The researcher has chosen this class because most of them join the extracurricular program and this class easier to coordinate than other classes.

D. Technique of Data Collection

The technique of data collection was obtained by reviewing the document is the pure result of the H of ninth class practical exam about writing a text on how to make fried rice. To increase the reliability coefficient in checking students' writing errors, the researcher used an intra-rater. In this research, the researcher duplicated 2 documents by repeatedly observing students writing to find normal and truly accurate.

Furthermore, to find the most frequent type of grammatical errors in students writing, the researcher calculated each error type's frequency.

E. Data Analysis

After collecting the data, the researcher analyzed the grammatical errors found in students' writings to find the first research question. The grammatical errors were analyzed based on the surface strategy taxonomy theory stated by Dulay et.al.

In analyzing the errors found, the researcher only focused on the grammatical error. Any other errors as in errors in the writing aspects were excluded. The researcher analyzed the grammatical errors based on the instrument which were already validated. The instrument was based on Dulays theory and was presented in appendix 4.

Moreover, the data analysis was done using some steps adopted from Ellis. Ellis proposed four steps in analyzing learners' errors. They were

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identifying the errors, describing the errors, calculating the errors, and explanation the errors. They were explained as follows:

1. Identifying errors

   In identifying errors, we have to compare the sentences learners produce with what seem to be the normal or correct sentences in the target language which correspond with them.[39] In this study, the researcher identified the grammatical errors made by ninth-grade H class students of MTS Unggulan Nuris. The researcher identified the erroneous by underlining every part of the error.

2. Describing errors

   Once the errors learners produced had been identified, they were classified into types. Ellis stated that describing errors can help us diagnose learners' learning problems at any one stage of their development and plot how changes in error patterns occur over time.[40]

   In this step, the researcher classified the errors found based on Dulay's theory; surface strategy taxonomy, including omission, addition, misformation, and misordering then put into table. The table was drawn as follow:

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[39] Ellis,16.
[40] Ellis, 18.

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Table 3.1
Table for classifying the errors

No	Students	Erroneous	Corrected	Code of errors
1	**2**	**3**	**4**	**5**

3. Explaining the errors

I was explaining errors by analyzing errors into four types of grammatical errors omission, addition, misformation, and misordering. It only a number of errors from each error subtype that analyzed. This was because the sameness of errors the learners made.

4. Evaluating the errors

Some errors could be considered more severe than others. Teachers should focus their attention on these. While the error analysis will help learners, it will need to evaluate errors.

Furthermore, to answer the second research question to find the most frequent error types by calculating the errors and the total number of grammatical errors the learners made. The calculation of each error will draw on the table as bellow:

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Table 3.2
Table for the Frequency of Students' Errors

No	Types of Errors	Subtypes	Frequencies	Total
1	Ommission			
2	Addition			
3	Misformation			
4	Misordering			
TOTAL				

F. Validity of Data

In terms of checking the data validation, the researcher used an investigator triangulation. The investigator triangulation involves the use of multiple researchers in an empirical study. Investigator triangulation involves using more than one independent investigator in the research. In this research, two English lecturers that are considered capable on the field were politely asked to check the result of this research. They are asked to check the results of the analysis process that the researcher has done.

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G. Research Stage

In this section, the research implementation plan carried out by researcher, starting from preliminary research, design development, and writing reports.

The research stages consist of pre-field stages, field work stages, and data analysis stage.

1. Pre-field stage

   The pre-field stage is the stage where it is determined what must be done before a researcher enters the field of study object.

   a. Develop research design

      In compiling this plan the researcher establishes the following: the title of the research, the reasons for the research, the focus of research, the purpose of research, the object of research, and method used.

   b. Choosing research fields

      Before conducting research, researcher has to choose a research field. The chosen research field is at MTS Unggulan Nuris Jember.

   c. Permit processing

      Before conducting research, the researcher takes care of licensing in advance to school. Thus researcher can immediately carry out the stages of research after getting permission to conduct research.

   d. Assess the state of the field

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After given the permission, researcher began to explore and assess the field to know the background of the research object better. This was done in order to make it easier for researcher to dig up data.

e. Prepare research equipment

After all is done, the researcher prepare the equipment needed in the study before plunging into the field starting from preparing notebook, papers, etc.

2. Field work stages

After all preparations are considered mature, the next step is to carry out research. In carrying out this stage, the researcher collets the data needed.

3. Data analysis stage

After all the data is collected, analyze it, then describe it in a report and consult with the supervisor. This activity continues to be carried out by the researcher so that the supervisor states that the research ready to be test.

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CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Types of Grammatical Error

The types of grammatical errors found in practical examination of ninth-grade students of MTs Unggulan Nuris Jember. After collecting the twenty four (24) students writing procedure text from H class of Ninth-grade students' final practical examination, the researcher analyzed the grammatical errors based on the surface strategy taxonomy theory stated by Dulay et.al. There were omission, addition, misformation, and misordering.[41] Then, to analyze the data, the researcher was done by using 4 steps from Ellis. They are identified the errors, described the errors, explained the errors, and evaluated the error.[42]

a. Identifying the error

In the first step of analyzing the grammatical errors, the researcher tried to find the grammatical error by underlying the error. The researcher started identifying the sentence which produced an error, by underlining every part of the sentence such as word, phrase, clause or even the sentence itself (see appendix 5). This process was to identify the location of errors in the sentence that has classified the errors into 4 types: omission, addition, misformation, and misordering.

[41] Dulay, Burt, and Krashen, *Language Two*, 150.
[42] Ellis, 15

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Finally, all error sentences were put in a list in order to make it systematic and easy to analyze.

b. Describing the error

The second step in analyzing the grammatical errors is describing the error. The researcher, described student errors as determining how the learner forms did not conform to English grammar rules. Then the researcher classified the errors based on the Surface Strategy Taxonomy to know whether these errors involve 4 types, including: omission, addition, misformation, and misordering. Here is the explanation:

1. Omission

The first error type made by the students was the omission of error. Intent of the omission is the students remove one of the items that should be required in good writing, such as: omission of articles (1a), morphemes (1b), verbs (1c), preposition (1d), subject of the sentence (1e). Each subtype of omission errors was coded based on the coding guide in appendix 3. Some of the erroneous from each subtype made by H class of ninth-grade students' MTs Unggulan Nuris were presented in the table below.

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Table 4.1
The data findings are about omission error and its subtypes[43]

No	Students Initial	Erroneous	Corrected	Code of errors
1	**2**	**3**	**4**	**5**
1	AS	5 Chili_	5 Chili**es**	1b
		2 Garlic_	2 Garlic**s**	1b
		2 Sausage_	2 Sausage**s**	1b
2	DKG	3 clove_ of onion	3 clove_ of onion	1b
		2 clove_ of garlic	2 clove_ of garlic	1b
		Many chili_	Many chili**es**	1b
		2 plate_ of white rice	2 plate**s** of white rice	1b
3	DAM	Two egg	Two eggs	1b
		Give 2 egg_ and stir	Give 2 eggs and stir	1b
4	FNI	2 Garlic_	2 Garlic**s**	1b
		4 Onion_	2 Garlic**s**	1b
5	NVM	_Egg	An egg	1a
		_chili	A chili	1a
6	RF	It_hot	It **is** hot	1c
		Fried rice_ready to eat	Fried rice **is** ready to eat	1c
7	SAN	2 onion_	2 onion**s**	1b
		2 chili_	2 chili**es**	1b
		2 sausage_	2 sausage**s**	1b
8	SSAM	3 onion_	3 onion**s**	1b
		4 garlic_	4 garlic**s**	1b
9	SN	3 garlic_	3 garlic**s**	1b
		2 onion_	2 onion**s**	1b
		First, slice the garlic_ and onion_	First, slice the garlic**s** and onion**s**	1b

[43] Collected the data, 25 May 2021

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1	2	3	4	5
10	SZUN	3 onion_	3 onions	1b
		2 chili_	2 chilies	1b
		Put the oil until_is hot	Put the oil and wait until **it** is hot	1e
		Wait until_ look cook	Wait until **it** looks cooked	1e
11	UK	2 onion_	2 onion**s**	1b
		2 garlic_	2 garlic**s**	1b
		2 minute_	2 minute**s**	1b
12	ZMS	2 small garlic_	2 small garlics	1b
		Heat the oil, about 2 minute_	Heat the oil, for about 2 minute**s**	1b
		2 small white onion_	2 small white onion**s**	1b
		2 cup_	2 cup**s**	1b
		2 cup_cooked rice	2 cup **of** cooked rice	1d
		Don't forget_slice	Don't forget **to** slice	1d
13	ZJT	3 garlic_	3 garlic**s**	1b
		2 onion_	2 onion**s**	1b
		2 chili_	2 chili**es**	1b
		2 egg_	2 egg**s**	1b
		How_ make a fried rice	How **to** make a fried rice	1d
		The step of how _make	The step of how **to** make	1d
		Took_plate and put rice it on	Take **a** plate and put rice on it	1a
		Prepare for _ingredients	Prepare for **the** ingredients	1a

Based on the table 4.1 above, it can be seen that from 24 students there were 15 students identified to do the errors in omission. In detail: 2 students (NVM and ZJT) had made grammatical errors in the subtype of article omission (1a) 4 times.

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10 students (AS, DKG, FNI, SAN, SSAM, SN, SZUN, UK, ZMS, ZJT) had made grammatical error in subtypes of omission of a morpheme (1b) 32 times. There were 1 student (RF) had made grammatical error in subtypes of omission of verb (1c) 2 times. 2 students (ZMS and ZJT) had made grammatical error in subtypes of omission of prepositions (1d) 4 times. And 1 student (SZUN) had made grammatical error in subtypes of omission of subject of a sentence (1e) 2 times. It could be concluded that most of students did the grammatical error in omission of morpheme (1b).

2. Addition

The second error type made by the students was the addition of error. Errors of addition are the opposite of omission, the students add items that should not appear in writing. There were several subtypes of addition of grammatical errors that found in student's writing H class of Ninth grade MTs Unggulan Nuris, and they were: addition of articles (2a), addition of morphemes (2b), and addition of conjunction (2c). Some erroneous from each subtype of addition errors made by student's writing H class of ninth-grade MTs Unggulan Nuris were also coded as below:

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Table 4.2
The data findings are about addition error and its subtypes[44]

No	Students Initial	Erroneous	Corrected	Code of errors
1	**2**	**3**	**4**	**5**
1	ADW	**A** rice	**Rice / a plate of rice**	2a
		A salt	**Salt/ 1 teaspoon of salt**	2a
		Pu**ts** the rice and stir	**Put** the rice and stir	2b
		Give**s** a little tomato sauce	Give a little tomato sauce	2b
2	DAM	Rice**s**	**Rice / 2 plates of rice**	2b
		Then, add the rice**s**	Add the **rice**	2b
3	IIH	Egg**s**	Egg**s**	2b
		Chili**s**	Chili	2b
4	MNA	Crush the onion **and** garlic, **also** chili	Crush the onion, garlic**, also** chili	2c
		Don't forget to add **also** chili	Don't forget to add chili	2c
5	NRAZ	Cut chili **and** onion **and** garlic	Cut the chili, onion, **and** garlic	2c
		After it heated enough, add the garlic, **and** onion, **and** chili	After it heated enough, add the garlic, onion**, and** chili	2c
6	SAN	Rice**s**	**Rice / a plate of rice**	2b
		Salt**s**	**Salt / 3 teaspoon of salt**	2b
		Oil**s**	**Oil / 3 tablespoon of oil**	2b

[44] Collected the data, 25 May 2021

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1	2	3	4	5
7	SSAM	One egg**s**	One **egg/ an egg**	2b
		One chili**es**	One **chili/ a chili**	2b
8	UK	1 egg**s**	1 **egg**	2b
		Put**s** a frying pan in the stove	**Put** a frying pan on the stove	2b
		Give**s** the rice in the frying pan	**Give** the rice into frying pan	2b
9	ZMS	Giving rice and vegtable in the frying **the** pan	Give rice and vegtable in the **frying pan**	2a
		Stir all of that on the frying **the** pan	Stir all of that on the **frying pan**	2a

According to the table 4.2, it could be seen from 24 students there were 9 students do the errors in addition. In detail, there were 2 students (ADW and ZMS) had made grammatical errors in the subtypes of addition of article (2a) as much as 4 times. 6 students (ADW, DAM, IIH, SAN, SSAM, and UK) had made grammatical errors in the subtypes of addition of morpheme (2b) 15 times. And 2 students (MNA and NRAZ) had had made grammatical errors in the subtypes of addition of conjunction (2c) as much as 4 times. It could be concluded that the most of students did grammatical error in addition of morpheme (2b).

3. Misformation

The third type of grammatical error which the students made was misformation of error. Misformation of error is where

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the students used the wrong morpheme or structure. As in omission and addition of errors, misformation also has number of subtypes; they are: misformation of articles (3a), misformation of verbs (3b), misformation of pronouns (3c), and misformation of preposition (3d). Some erroneous from each subtype of addition errors made by student's writing H class of ninth-grade MTs Unggulan Nuris were also coded as below:

Table 4.3
The data findings are about misformation of error and its subtypes[45]

No	Students Initial	Erroneous	Corrected	Code of errors
1	2	3	4	5
1	ADW	**A** egg	**An** egg	3a
		A onion	**An** onion	3a
		Heating by use a medium flame	**Heat by using** a medium flame	3b
		If **you have seen** the fried rice is cooked, put it into plate	If **you see** the fried rice is cooked, put it into plate	3b
2	AS	Wait the frying pan until it **have** hot	Wait the frying pan until it **is** hot	3b
		Fried rice **ready to eaten**	Fried rice **is ready to eat**	3b
3	DAM	Wait**ing** for a minute	Wait**ing** for a minute	3b
		Wait for a minute until you feel it **has warmed**	Wait for a minute until it feels warm	3b
		Stir until the color **have changed** become yellow	Stir until the color **change** become yellow	3b
		No forget to stir	**Don't** forget to stir	3b

[45] Collected the data, 25 May 2021

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1	2	3	4	5
4	DKG	Wait**ing** for a minute	Wait for a minute	3b
		Prepare a frying pan and giv**ing** oil	Prepare a frying pan and give oil	3b
		Put the egg, don't forget to give vegetable, and mix**ed** all	Put the egg, don't forget to give vegetable, and mix all	3b
5	IIH	**An** garlic	**A** garlic	3a
		A onion	**An** onion	3a
6	NK	Wait**ing** it, until your frying pan feel warm	**Wait** it, until your frying pan feel warm	3b
		Wait**ing** until the oil is hot	**Wait** until the oil is hot	3b
7	RMH	Don't forget give **a** rice	Don't forget to give **the** rice	3a
		Give an egg into **a** pan	Give **the** egg into **the** frying pan	3a
8	SN	Fourth, put the rice and fry**ing** together	Fourth, put the rice and **fry** together	3b
		Fifth, add the salt, fry**ing** again until the rice is ripe	Fifth, add the salt, and **fry** again until the rice is look ripe	3b
9	SZUN	After that, put a frying pan **in** the stove	After that, put a frying pan **on** the stove	3d
		Put oil **in** the pan	Put the oil **into** the pan	3d
10	SAN	Give **several** oil	Give **a little oil**	3c
		Adding **some** salt and fry it again	Add **a little of** salt and fry it again	3c
11	UK	Put the frying pan **in the stove**	Put the frying pan **on the stove**	3d
		Heat the oil **in the** frying pan	Heat the oil **into** the frying pan	3d
		After that, it up **in the** plate	After that, up it **into** the plate	3d

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1	2	3	4	5
12	ZJT	And then **gave** a little salt	And then **give** a little salt	3b
		Took plate and put rice on it	**Take** a plate and put rice on it	3b
13	ZMS	Second, put the frying pan **in the** stove	Second, put the frying pan **on the** stove	3d
		Giving rice and vegtable **in the** frying pan	Giving rice and vegtable **into the** frying pan	3d
		Giv**ing** little salt	Giv**e** a little salt	3b
		Add**ing** the egg	Add the egg	3b
		Giv**ing** the rice and vegetable	Giv**e** the rice and vegetable	3b

Based on the table 4.3 above, it could be seen that from 24 students there were 13 students have error in misformation of error. 3 students (ADW, IIH, and RMH) had grammatical errors in the subtype of misformation of article (3a) as much as 6 times. Next grammatical error in the subtype of verb (3b) represented by 8 students (ADW, AS, DAM, DKG, NK, SN, ZJT and ZMS) as much as 20 times. Then, 1 student (SAN) also got the grammatical errors in the misformation subtype of pronoun (3c) 2 times. Further, there were 3 students (SZUN, UK, and ZMS) got grammatical errors in the misformation subtype of preposition (3d) as much as 7 times. It could be concluded that most of student did the grammatical error in misformation of verb (3b).

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4. Misordering

The last grammatical error type is misordering error. Misordering is the error where the students put incorrect placement. There were the grammatical errors of misordering that found in student's writing H class of ninth-grade MTs Unggulan Nuris. Some of erroneous made by H of ninth-grade students MTs Unggulan Nuris have been presented in the table below:

Table 4.4
The data findings are about misordering errors [46]

No	Students Initial	Erroneous	Corrected
1	2	3	4
1	UK	You only **for wait** about 2 minutes	You only **wait for** about 2 minutes
		It up into a plate	**Up it** into a plate
2	NRAZ	And mix until **is it** cooked	And mix until **it is** cooked
		After **is it** hot enough, add the garlic and onion	After **it is** hot enough, add the garlic and onion
3	NK	**Slice small** the onion	**Slice** the onion into **small piece**
		After it mixed all, taste it	**After all is mixed**, taste it
4	SZUN	Prepare a plate and put **it on**	Prepare a plate and put **on it**
		Put the rice and stir until **all mix**	Put the rice and stir until **mix all**
5	ZJT	**You prepare only for** the ingredients	**You only prepare for** the ingredients
		Take a plate and put the rice **it on**	Take a plate and put the rice **on it**

[46] Collected the data, 25 May 2021

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According to the table 4.4, it could be seen that from the 24 students, there were 5 students did the error in misorderng. In detail, 5 students (UK, SZUN, NK, NRAZ, and ZJT) made the grammatical error of misordering as much as 10 times.

c. Explaining the error

Furthermore, the third step of analyzing the grammatical errors is explaining the errors. The researcher explained errors made by students by connecting the source related with Dulay et.al theory. The errors obtained from the students writing of the ninth-grade H were identified based on the surface strategy taxonomy that Dulay stated: Omission, Addition, Misformation, Misordering. Then the researcher classified into many subtypes of these error categories. The researchers divided subtypes based on the findings that have been found in Dulay's theory, such as: Omission of the article, omission of the verb, omission of the morphemes, omission of the preposition, omission of the subject sentence, addition of the article, addition of the morpheme, addition of congjunction, misformation of article, misformation of verb, misformation of pronoun etc. Furthermore, in terms of the four types of grammatical errors: omission, addition, misformation, and misordering were proven in this research. A details explanation of the errors will be explained in the discussion.

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2. The most frequent of grammatical errors that made by the students in writing procedure text made by H class of ninth-grade MTs Ungguan Nuris Jember.

After identifying and classifying the grammatical errors found in the students writing procedure text made by H class of ninth-grade MTs Unggulan Nuris, the researcher calculated the frequency of each error type to know the most frequent type of it. Previously, it was mentioned that the types of errors the students made were omission error, addition error, misformation error, misordering error. Below was presented the calculation of each error and its subtypes:

Table 4.5
Table for the Frequency of Students' Errors

No	Types of Errors	Subtypes	Frequencies	Total
1	Ommission	1a	4	44
		1b	32	
		1c	2	
		1d	4	
		1e	2	
2	Addition	2a	4	23
		2b	15	
		2c	4	
3	Misformation	3a	6	35
		3b	20	
		3c	2	
		3d	7	
4	Misordering	-	10	10
TOTAL				**112**

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Based on table 4.5 above, it can be seen that the most frequent type of grammatical errors found in writing procedure text made by H class of ninth-grade students of MTs Unggulan Nuris that the most dominant error was the omission of error. It emerged forty-four times (44). Then, there were addition errors in which appeared twenty-three (23) times. Misformation errors occurred thrity-four (34) times. Then there were misordering errors that showed up ten (10) times, resulting in the students' least grammatical errors type. Furthermore, the most grammatical errors viewed from each subtypes were omission of morpheme (1b). It emerged thirty-two (32) subtypes.

After the researcher has through the identification, description, and explanation step in the analysis process, the researcher will continue with the last analysis step, which is evaluating the errors. In this step, the researcher evaluate by looking at the frequency of errors that have been presented in the form of the table 4.5. This evaluation has shown that, the researcher found out that in student writing procedure text made by ninth-grade students was produced more omission errors than the other types of grammatical errors. Dulay et. al. said that language learners omit grammatical morphemes much more frequently than content word. Omission errors are found in greater abundance and across a greater variety of morphemes during the early stages of L2 acquisition. In higher stages, when learners have been exposed to more of the language, the other errors

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are more likely to occur.[47] The highest number of student errors was shown the prominent difficulties faced by students in constructing clause or sentence. In addressing this, teachers are expected to be more serious in teaching activities especially in the writing process.

The finding was showed that many students H class of Ninth-grade Mts Unggulan Nuris still tended to make the grammatical errors in their writing. The finding was relevant with the data interview that obtained through an English teacher of MTs Unggulan Nuris. The data interview showed that the students still have problems in grammatical errors in the students' writing procedure text on how to make fruit salad. [48]

B. Discussion

This section discussed the finding that was combined with the theoretical framework in chapter 2. The finding showed that after analyzing the students' writings based on surface strategy taxonomy theory, the researcher found four types of grammatical errors made by the students. The researcher explained the error properly by considering the source of errors based on Dulay's theory.

1. The types of grammatical errors

   a. Omission error

      The first type of grammatical error the students' made in their writings was an omission error. Dulay mentioned that omission errors are characterized by the absence of an item that must appear in a well-

[47] Dulay, Burt, and Krashen, *Language Two*, 154.
[48] Eliyana, interviwed by the researcher, Jember 13 Januari 2021

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formed utterance.[49] The students make several kinds of omissions in their writings. There was the omission of morphemes, verbs, prepositions, subjects. Below were the analyses of some erroneous in the students' writings:

1) Data AS (1b)

In writing student AS has 3 errors in grammar of morpheme, in the sentence *5 chili_* , 2 sausage, *and 2 garlic_* was incorrect because it left out the important parts of -s, the correct sentence was *5 Chilies , 2 sausages*, and *2 garlics or 2 cloves of garlic*. The reason why the sentence above should added by s because in making the plural form of nouns, add –s after noun. The error was in line with the research conducted by Jumilah (2019)[50] that the omission of the morpheme -s as a sign of the plural form of the noun. This error has also been relevant by the Dulay theory that the error of omission made by L2 because absence of an item that must appear in a well-formed utterance, such as the omission of morpemes (the -s in birds) play a minor role in conveying the meaning of a sentences. Dulay stated this error is usually occasioned by a lack of vocabulary, and students indicate their awareness of the missing constituent.[51]

[49] Dulay, Burt, and Krashen, *Language Two*, 154.
[50] Jumilah, ''An Analysis of Grammatical Errors in Final Examination of Scientific Writing Students of the Engish Department of IAIN Jember''(Thesis, IAIN Jember, 2019), 45.
[51] Dulay, Burt, and Krashen, 155.

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2) Data DKG (1b)

In writing student DKG has 4 errors in the grammar of morpheme, in the sentence of *3 clove_ of onion*, *2 clove_ of garlic*, and *2 plate_of white rice.* There were omit of morpheme -s. The correct sentence was: *3 cloves of onion, 2 cloves of garlic,* and *2 plates of white rice*. Those sentences should be added by -s because in making the plural form of nouns, add –s after the noun.

The next incorrect sentence was *many chili_*. Many are quantifiers with many meanings, which are used to indicate the quantity of things. And in the use of many has the formula: Many + Plural nouns.[52] Hence, the correct sentence was *many chilies.3.* This error has also been relevant by the Dulay theory that the error of omission made by L2 because absence of an item that must appear in a well-formed utterance, such as the omission of morpemes (the -s in birds) play a minor role in conveying the meaning of a sentences. Dulay stated this error is usually occasioned by a lack of vocabulary, and students indicate their awareness of the missing constituent.[53]

3) Data DAM (1b)

In writing, student DAM has 2 errors in the grammar of morpheme. In the sentence of *two egg, give 2 egg and stir,* there was omit of morpheme –s. The correct sentence was: *two eggs, give*

[52] Mien Kasmini and Siwi Kadarmono, Pocket Book Grammar,232.
[53] Dulay, Burt, and Krashen, 155.

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2 eggs and don't forget to stir. Those sentences should be added by -s because in making the plural form of nouns, add –s after the noun.

This error has also been relevant by the Dulay theory that the error of omission made by L2 because absence of an item that must appear in a well-formed utterance, such as the omission of morpemes (the -s in birds) play a minor role in conveying the meaning of a sentences. Dulay stated this error is usually occasioned by a lack of vocabulary, and students indicate their awareness of the missing constituent.[54]

4) Data FNI (1b)

In writing, student FNI has 2 errors in grammar of morpheme, in the sentence of *2 garlic_ , 4 onion_* there were omit morpheme -s. The correct sentences were: *2* garlics*, 4 onions***.** The reason the sentence above should be added by -s because in making the plural form of nouns, add –s after the noun.

This error has also been relevant by the Dulay theory that the error of omission made by L2 because absence of an item that must appear in a well-formed utterance, such as the omission of morpemes (the -s in birds) play a minor role in conveying the meaning of a sentences. Dulay stated this error is usually

[54] Dulay, Burt, and Krashen, 155.

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occasioned by a lack of vocabulary, and students indicate their awareness of the missing constituent.[55]

5) Data NVM (1a)

In writing student NVM have 2 errors in grammar of article, in the sentence of *egg* and *chili* there were omit of article a/an. The correct sentences were: *an egg,* and *a chili***.** Those sentences above should be added by article a/an because a + singular noun beginning with a consonant while article an + singular noun beginning with a vowel: an.

Article *a/an* is used for those who have not been identified yet. The nouns are nonspecific in the sense that its references are not yet established: it could refer to anyone or anything. Singular countable nouns always follow *A/an.* As Murphy said that we cannot use singular countable nouns alone.[56]

6) Data RF (1c)

In students' writing RF there were 2 errors in grammar of verb, in the sentence it_hot, and fried rice_ready to eat were incorrect because they omit of verb.

Verbs are an obligatory component in sentences. They carry an important burden of meaning.[57] Verbs can be classified into two groups. They are auxiliary verbs and lexical verbs. Auxiliary verb

[55] Dulay, Burt, and Krashen, 155.
[56] Raymond Murphy, *English Grammar in Use, 3rd Edition* (UK: Cambridge university press, 2004). 138.
[57] Scoot, *An A*-Z, 237.

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used to “help out”. That is why sometimes they are called helping verbs. Some of them are *is, has, does, did, must, will, can, should* etc. Lexical verbs describe the action that is taking place. They can act as the main verbs in clauses and have “dictionary meaning”.[58] The above sentence omitted the verb. The word “is” was an auxiliary verb. Its role was to help the missing main verb. As a result, that sentence did not make any sense because as mentioned before, it left out the verb to complete the meaning. The suitable word (verb) to take the role and fill the place was “*is*”. Hence, the correct was*: wait until it is hot, and fried rice is ready.*

This error has also been relevant by the Dulay theory that the error of omission made by L2 because absence of an item that must appear in a well-formed utterance.

7) Data SAN (1b)

In the writing, students SAN, there was 3 grammatical errors in morpheme. The clause of *2 onion_, 2 chili_, and 2 sausage_* was incorrect because student omited of –s. the correct were *2 onions, 2 chilies, and 2 sausages.* The reason the sentence above should be added by -s because in making the plural form of nouns, add –s after the noun.

This error has also been relevant by the Dulay theory that the error of omission made by L2 because absence of an item that

[58] Teschener and Evans, *Analyzing the Grammar*, 8.

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must appear in a well-formed utterance, such as the omission of morpemes (the -s in birds) play a minor role in conveying the meaning of a sentences. Dulay stated this error is usually occasioned by a lack of vocabulary, and students indicate their awareness of the missing constituent.[59]

8) Data SSAM (1b)

In the student's writing SSAM there were 2 grammatical errors. In the sentence *3 onion_ and 4 garlic_*, these sentences omitted of –s. The reason why it was incorrect because *2 garlic and 4 onion* was plural noun. So the sentence above should be added by -s because in making the plural form of nouns, add –s after the noun. Hence, the correct sentence were : *3 onion**s** and 2 garlic**s***.

This error has also been relevant by the Dulay theory that the error of omission made by L2 because absence of an item that must appear in a well-formed utterance, such as the omission of morpemes (the -s in birds) play a minor role in conveying the meaning of a sentences. Dulay stated this error is usually occasioned by a lack of vocabulary, and students indicate their awareness of the missing constituent.[60]

9) Data SN (1b)

In writing, student SN has 2 errors in grammar of morpheme and verb. In the incorrect sentence *3 garlic_, 2 onion_*. The

[59] Dulay, Burt, and Krashen, 155.
[60] Dulay, Burt, and Krashen, 155.

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sentence above should be added by -s it because in making the plural form of nouns, add –s after the noun. Thus, the correct sentence was: *3 garlics, 2 onions.*

This error has also been relevant by the Dulay theory that the error of omission made by L2 because absence of an item that must appear in a well-formed utterance, such as the omission of morpemes (the -s in birds) play a minor role in conveying the meaning of a sentences. Dulay stated this error is usually occasioned by a lack of vocabulary, and students indicate their awareness of the missing constituent.[61]

10) Data SZUN (1b,1e)

In student writing SZUN there was 4 errors. First error in omit of morpheme –s, example: *3 onion_, 2 chili_,* instead of *3 onions, 2 chilies*. The sentence above should be added by -s it because in making the plural form of nouns, add –s after the noun. Next errors was subject sentence, in the sentence *put oil into pan until_is hot* and *wait until_look cook* was incorrect because it left out the important parts of the subject.

A sentence, put oil into pan contains of a subject and a predicate. A subject always has a noun phrase (np) while a predicate always has a verb phrase. A noun phrase may consist of a noun alone, an adjective + noun, a determiner + noun +adjective), or a

[61] Dulay, Burt, and Krashen, 155.

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pronoun alone. A verb phrase consists of the main verb and any auxiliaries that precede it.[62]

To complete the above sentence in order to be a correct sentence, we need subject or what we called imperative *"it"* as the noun phrase; and one verb (*to be*) *"are"* as the verb phrase. The correct form of the sentence above was: *Put oil into pan until it is hot* and *wait until it looks cook.*

11) Data UK (1b)

In student writing WAMU there was 3 error in grammar morpheme, in the word of *2 chili_ , 2 garlic_, 2 minute_*was incorrect because it left out the important parts of –s. The correct form was *2 chilies, 2 garlics, 2 minutes.* The reason the sentence above should be added by -s because in making the plural form of nouns, add –s after the noun.

This error has also been relevant by the Dulay theory that the error of omission made by L2 because absence of an item that must appear in a well-formed utterance, such as the omission of morpemes (the -s in birds) play a minor role in conveying the meaning of a sentences. Dulay stated this error is usually occasioned by a lack of vocabulary, and students indicate their awareness of the missing constituent.[63]

[62] Teschener and Evans, *Analyzing the Grammar*, 2.
[63] Dulay, Burt, and Krashen, 155.

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12) Data ZMS (1b, 1d)

In student's writing ZMS there were 6 errors. First, there were 4 errors in omit of morpheme –s, such as: *2 small garlic_, Heat the oil about 2 minute_, 2 onion_, and 2 cup_.* The correct were *2 small garlics, Heat the oil about 2 minutes, 2 onions, and 2 cups.* Second, there 2 error in using preposition, for example *2 cup_cooked* rice and *don't forget_slice*. Prepositions are "short" or "little" words. They typically precede noun phrases. Thus, the preposition and noun phrase combination is called a prepositional phrase. There are twenty highly frequent preposition; *at, about, above, against, around, before, below, between, by, for, from, in, of, on, over, through, to, toward(s), under*, and *with.*[64] Hence, the correct were: *2 cups of cooked rice and don't forget to slice.*

This error has also been relevant by the Dulay theory that the error of omission made by L2 because absence of an item that must appear in a well-formed utterance, such as the omission of morpemes (the -s in birds), preposition (in, on, under) play a minor role in conveying the meaning of a sentences. Dulay stated this error is usually occasioned by a lack of vocabulary, and students indicate their awareness of the missing constituent.[65]

[64] Teschener and Evans, *Analyzing the Grammar*, 14-15.
[65] Dulay, Burt, and Krashen, 155.

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13) Data ZJT (1b, 1d, 1a)

In the student's writing ZJT. 8 grammatical errors that have found by the researcher, there were 4 errors in morpheme, 2 errors in preposition, and 2 errors in using of article. First, errors in morpheme in clause *3 garlic_, 2 onion_, 2 chili_and 2 egg_*. In these clause was error because the student omit of _s. the student have to add –s in the form of plural noun. The correct were *3 garlics, 2 onions, 2 chilies and 2 eggs.* The second incorrect sentences were *how_make fried rice, the step of how_make. These sentencs was incorrect because student omit of preposition –to.* The correct sentences were *how to make a fried rice, the step of how to make.*

Third, incorrect sentence were *took_plate and put rice on it, prepare for _ingredients,* these sentences was incorrect because the students did not put the article -a in sentence *took_plate and put rice on it,* instead of *took a plate and put rice on it,* there was error in grammar article because the students did not use definite article. The correct sentences must be added indefinite article "a". Next sentence was *prepare for _ingredients* instead of *prepare for the ingredients,* in this sentence there was errors in grammar article ''the'' because the sentences use definite article.

The error that made by students AS, DKG, DAM, FNI, NVM, SSAM, SN, SAN, SZUN, UK, ZMS, and ZJT was accordance with

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Dulay's theory that the characteristics in error omission is when the students absence of item that should be appear in a well-formed, such as the omission of morpemes (the -s in birds), omission of preposition (in, on), omission of article (a, an, the) etc.

In line with the research conducted by Jamilah (2019)[66] that the omission of the article happened in the sentence "English is an international language'', omission of morpheme -s as a sign of plural form of the noun, Omission of verb occurred in the sentence "The teacher must have a strategy to solve the problem." And omission of preposition is the sentence "Direct method is very helpful for the teachers". It has also been relevant by the Dulay theory that the error of omission made by L2 such as the omission of morpemes (the -s in birds) play a minor role in conveying the meaning of a sentences. Dulay stated this type of omission of error is usually occasioned by lack of vocabulary, and students indicate their awareness of the missing constituent.[67]

b. Addition error

Addition error was the second grammatical error type the students' made in their writings. Dulay et.al mentioned that addition errors are the opposite of omissions. They are characterized by the presence of an item which must not appear in a well-formed utterance.[68]

[66] Jumilah, ''An Analysis of Grammatical Errors in Final Examination of Scientific Writing Students of the Engish Department of IAIN Jember''(Thesis, IAIN Jember, 2019), 45.
[67] Dulay, Burt, and Krashen, 155.
[68] Dulay, Burt, and Krashen, *Language Two,* 156.

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There were several kinds of additions the students made. They were addition of articles, morphemes, and addition of conjunctions. The researcher analyzed some erroneous in the students' writing of grammatical errors in H class of ninth-grade MTs Unggulan Nuris as follow:

1) Data ADW (2a, 2b)

In writing student ADW has 4 errors in grammar article and morpheme. The sentence *a rice, a salt* was incorrect sentence because considered containing addition error because there was definite article –a. Rice and salt were uncountable noun. Uncountable nouns are things we cannot count, uncountable noun has only one form (rice), we can not say one rice, two rices etc. Thus, the correct sentence were: *Rice, Salt* or we can use measure of this noun: *a plate of rice,1 teaspoon of salt.*

Next incorrect sentence were *puts the rice and stir, gives a little tomato cause.* Both sentences were incorrect because added by –s. Morpheme –*s* is said to be highly productive because it involves six separate functions in English grammar. One of them is to mark a verb form as a third person singular present tense.[69] It meant that except the subject was the 3rd person singular; he, she, it, the morpheme cannot be used or attached to the verbs of procedure text. The above data had no subject pronoun which was out of the

[69] Teschener and Evans, *Analyzing the Grammar*, 25.

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criterion. In procedure text imperative sentence are used. Hence, it was incorrect to add morpheme *–s* to the verb. Thus, the correct form of the sentence above was: *put the rice* and *stir, give a little tomato cause.*

This error was in line with Surta Deviana (2018)[70] thesis that error in addition of morpheme in the sentence *puts a noodle on the pan.* The students add morpheme–s in the end of verb. Further, Dulay stated that the use of item which should not appear in well-formed utterances is called simple addition. Simple addition observed in both L1 and L2 child speech such as linguistic item added article a, preposition, 3rd person, and past tense (irregular).[71]

2) Data DAM (2b)

In writing student DAM has 2 errors in grammar addition of morpheme. In the sentence*: rices, then add the rices* were incorrect because the student add in morpheme -s. Rice was uncountable noun. Uncountable nouns are things we cannot count, uncountable noun has only one form (rice), we can not say rices, two rices etc. Thus, the correct sentence *rice, then add the rice.*

This error was in line with thesis conducted by Surta Deviana (2018) thesis that the error in addition of morpheme in the sentence *add an eggs* was incorrect. Further, Dulay stated that the use of item which should not appear in well-formed utterances is

[71] Dulay, Burt, Krashen, Language Two, 158

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called simple addition. Simple addition observed in both L1 and L2 child speech such as linguistic item added article a, preposition, 3rd person, and past tense (irregular).[72]

3) Data IIH (2b)

In writing student IIH has 2 errors in grammar of morpheme, in the word *eegs* and *chilis* was incorrect because the students did not write how many eggs and chili were used, so it could be *an egg* and *a chili.* Dulay stated that the use of item which should not appear in well-formed utterances is called simple addition. Simple addition observed in both L1 and L2 child speech such as linguistic item added article a, preposition, 3rd person, and past tense (irregular).[73]

4) Data MNA (2c)

In student writing MNA has 2 errors in grammar conjunction. In the sentence *crush the onion and garlic, and chili* and in the sentence *don't forget to add also rice* were incorrect because in this sentence the students made addition error of conjunction ''and, also''. When a coordinating conjunction connects several clauses it is usually only preceded by a comma, but when it is at the end of a sequence word, -and can be used.[74] Thus, the correct sentence was *Crush the onion, garlic, and chili,* And *don't forget to add rice.* Acccording to Dulay, students who had ad

[72] Dulay, Burt, Krashen, Language Two, 158
[73] Dulay, Burt, Krashen, Language Two, 158
[74] Kasmini and Siwi, Pocket Book: Grammar, 98

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two items rather that one are marker for the same feature as in data above is called Double Marking.

5) Data NRAZ (2c)

In student writing NRAZ has 2 error in grammar conjunction. In the sentence *Add the garlic and onion and chili* and the sentence of *cut chili and onion and also garlic* were incorrect because learner made addition error of conjunction ‘’and’’. When a coordinating conjunction connects several clauses it is usually only preceded by a comma, but when it is at the end of a sequence word, -and can be used. Thus, the correct sentence was *Add the garlic, onion and chili* and *cut chili, onion and also the garlic.* Acccording to Dulay, the students had added two items rather that one are marker for the same feature as in data above. This type of addition errors has been called Double Marking.[75]

6) Data SAN (2b)

In writing student SAN has 3 errors in grammar of morpheme. In the word of *rices, salts, oils* were incorrect because those word is uncountable noun. Uncountable nouns are things we cannot count, uncountable noun has only one form such as rice, salt, oil. we can not say rices, salts, oils. Thus, the correct word : *rice, salt, oil* or we can use measure of this noun: *a plate of rice, a teaspoon of salt, 3 tablespoon of oil.*

[75] Dulay, Burt, Krashen, Language Two, 156

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In line with Dulay stated that the use of item which should not appear in well-formed utterances as in data above is called Simple Addition. Simple addition observed in both L1 and L2 child speech such as linguistic items added article a, -s, preposition, 3rd person, and past tense (irregular).[76]

7) Data SSAM (2b)

In student writing SSAM has 2 errors in grammar morpheme. In the sentence *one eggs, one chilies* were incorrect. The reason it is inccorect because it was singular noun ‘’egg’’, so we dont need to put suffix –s. The correct was one *egg or an egg.* In line with Dulay stated that the use of item which should not appear in well-formed utterances as in data above is called Simple Addition. Simple addition observed in both L1 and L2 child speech such as linguistic items added article a, -s, preposition, 3rd person, and past tense (irregular).[77]

8) Data UK (2b)

In student’s writing UK has 3 errors in grammar of morpheme. For example *1 eggs* was incorrect because it was singular noun ‘’egg’’, so we dont need to put suffix –s. The correct was one *egg or an egg*. Other incorrect sentence such as: *puts a frying pan in the stove, gives the rice in the frying pan.* In this sentence the learner add morpheme *-s* in the end of verb, the learner

[76] Dulay, Burt, Krashen, Language Two, 158
[77] Dulay, Burt, Krashen, Language Two, 158

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put unappropriate tense ‘‘gives’’ that is not compatible with present tense as the language feature of procedure text. In procedure text use the imperative sentence which used V1, such as, put, give, cut etc. The correct sentences were: *put a frying pan in the stove, give the rice in the frying pan.*

This error was in line with thesis conducted by Surta Deviana (2018)[78] that error in addition of morpheme in the sentence *puts a noodle on the pan.* The students add morpheme–s in the end of verb. Further, Dulay stated that the use of item which should not appear in well-formed utterances is called simple addition. Simple addition observed in both L1 and L2 child speech such as linguistic item added article a, preposition, 3rd person, and past tense (irregular).[79]

9) Data ZMS (2a)

In writing student ZMS has 2 errors in grammar of article and grammar of morpheme. 2 sentences were incorrect in addition of article, such as: *giving rice and vegetable in the frying the pan, stir all of that on the frying the pan.* These sentences were incorrect because added item rather that one are marker for the same feature as in data above is called Double Marking. Thus, right sentences were *give rice and vegetable in the frying pan, stir all of those on the frying pan.* According to Dulay et.al addition errors usually

[78] Surta Deviana,’’Students Grammatical Errors IN Writing Procedural Text: A Case Study in SMA Yayasan Tri Sakti Laguboti’’,(Thesis of Sumantera Utara, 2018), 51.
[79] Dulay, Burt, Krashen, Language Two, 158

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occur in the later stage of L2 acquisition when the learner has already acquired some target language rules. [80]

c. Misformation error

Misformation error was the third grammatical error type the students' made in their writings. Dulay et.al mentioned that misformation errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors the item is not supplied at all, in misformation errors the learners supply something, although it is incorrect.[81] The researcher found out that the students made some kinds of misformation error. They were misformatio of articles, misformation of verbs, misformation of pronouns, and misformation of prepositions. Below was the analysis of some misformation errors in the students' writings of H class at ninth-grade MTs Unggulan Nuris :

1) Data ADW (3a, 3b)

In student's writing ADW has 4 error in grammar article and verb. In the word *a egg* and *a onion* was incorrect. The differences between articles *a* and *an* is in the use of them in which *an* is used for nouns with initial vocals (*a, i, u, e, o*) whereas *a* is used for noun with initial consonants. There is exception for words such as honor, hour, etc. where the initials are silent. Those words use *an*. The

[80] Dulay, Burt, and Krashen, *Language Two*, 156.
[81] Dulay, Burt, and Krashen, *Language Two*, 158.

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same goes to words such as *university*, it uses the article *a* since we pronounce the first syllable "yu".[82]

The word *egg* in the sentence above was started with vocal alphabet'' *e''*. While the word onion in the word above was started with vocal ''o''. Therefore, the article should have been *an* yet again the learner used *a* which was ungrammatical. Hence, the correct form of the above sentence was *an egg and an onion.*

Next sentence was *Heating by use a medium flame*, in this sentnece was incorrect because the form -ing is used as a gerund. The form -ing used after prepositions (in, on, after, before, by, instead of, without, upon) and after certain adjectives. In sentence above –ing used after preposition ''by''. Thus, the correct sentence was *Heat by using a medium flame.*

Further, next sentence *If you have seen the fried rice cooked* was incorrect because misformation of to be. In procedure text we used present tense (S+V1+O). The correct sentence was *If you see the fried rice cooked.*

The error in line with the thesis conducted by Surta Deviana (2018)[83], the result found that misformation of article and verb occur in the sentence *''Second, fried the onions and garlics''* and *''an noodle''*. Further, based on Dulay et.al error in selection forms such as the use of article selection a/an as in data above error in an

[82] Murphy, Raymond, English Grammar in Use, (Cambridge university press)
[83] Surta Deviana,''Students Grammatical Errors,'' 34.

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election forms such as the use of article selection a/an including category Archi-Form.[84] Whereas the misformation of error verb as in sentence *Heating by use a medium flame* was include in category regularization. It permits an interpretation which is typical for such a construction. The erroneous interpretation occur when student are still treating the exceptions as if they were regular, as in data above the sentence which in misintrepreted[85].

2) Data AS (3b)

In student's writing AS has 2 errors in grammar verb and pronoun. In the sentence *wait the frying pan until it have hot* was incorrect because misformation of to be have. In procedure text we need to put present tense (S+To be + Ajd), the sentence above was nominal sentence, so we need to use to be ''is''. The correct sentence was *Until it is hot.* Next incorrect sentence was *Fried rice ready to eaten*, the reason why this sentence was incorrect because eaten is V3. The correct sentence was *Fried rice is ready to eat.*

The error in line with the thesis conducted by Lulu Meilina(2018)[86], the result found that misformation of verb in the sentence *He has worked in the high company* instead *He works in the high company.* The student did a regular past, while procedure text uses present tense. From the misinformation errors made by

[84] Dulay, Burt, and Krashen, *Language Two*, 156.
[85] Dulay, Burt, and Krashen, 160.
[86] Meilia, Lulu,''An Analysis of Grammatical Errors in Writing among the Second Semester of English Department,'' (Thesis: University of Yogyakarta, 2017), 69

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these students, based on the theory, the researcher estimates that this error is included in the Regularization category.

3) Data DAM (3b)

In student's writing DAM has 4 errors in grammar of misformation verb. In sentence *It has warmed* was incorrect because the verb that used is V3, whereas in procedure text we use present tense V1, so the correct form was *it is warm.* Next sentence was *Until the color have changed become yellow.* In this sentence the learner used present perfect (S+V3+O) while the tenses that must be used is present tense(S+ To be + Adj). So, the correct form was *Until the color is change become yellow.* Next incorrect sentence was *Waiting for a minute* instead *wait for a minute*. According to theory, the errors that occur in data above are likely Regularization. It permits an interpretation which is typical for such a construction. The erroneous interpretation occur when student are still treating the exceptions as if they were regular, as in data above the sentence which in misintrepreted[87].

Next incorrect sentence was *no forget to stir* instead *don't forget to stir.* Accordin to Dulay theory, the error as in this data was categorize Archi-Form. It supported by Dulay that L2 learners use *don't* as well as no and not to express negation in the first phase of learning English negation, whereas L1 learners have been observed

[87] Dulay, Burt, and Krashen, 160.

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to use *no* and *not*, producing *don't* only in the second stage. The more mental apparatus of older learners than young learners probably allows them to process more information than younger learners in a given period time.[88]

4) Data DKG (3b)

In writing student DKG has 3 grammatical errors in misformation of verb. As in the sentence *waiting for a minute* and *prepare a frying pan and giving the oil* is incorrect because the student did a regular past, while procedure text uses present tense. From this type of error made by students, according to the theory of guessing they are in accordance with Regularization.[89]

5) Data IIH (3a)

In writing student IIH has 2 errors in grammar of article and verb. In the sentence *an garlic* and *a onion* was incorrect because misformation of article –a/an. Article *an* is used for nouns with initial vocals (*a, i, u, e, o*) whereas *a* is used for noun with initial consonants.The word *garlic* in the sentence above was started with vocal alphabet'' *g''*. While the word *onion* in the word above was started with vocal ''o''. Therefore, the correct form of the above sentence was *a garlic and an onion.*

[88] Dulay, Burt, and Krashen, 162.
[89] Dulay, Burt, and Krashen, *Language Two*, 160

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Based on Dulay et.al, it possible to correspond to error in selection forms such as the use of article selection a/an as in data above that includes in category Archi-Form.[90]

6) Data NK (3b)

In writing student NK has 2 grammatical errors in misformation of verb. In the sentence, *waiting it until a little warm* were incorrect because of using verb ing while in the present tense uses present tense (V1). According to theory, the errors that occur in data above are likely Regularization. It permits an interpretation which is typical for such a construction. The erroneous interpretation occur when student are still treating the exceptions as if they were regular, as in data above the sentence which in misintrepreted[91].

7) Data RMH (3a)

In student's writing RMH has 2 errors in grammar of misformation article. In sentence *don't forget to give a rice* and *give an egg into a pan* were incorrect sentence because misform of using article a/an/the. Articles in English are *the* and *a/an.* Articles belong to the word class of determiners.[92] They appear right before nouns and thus "determine" things about them. As for articles, they tell us simply whether the thing that is referred to is identified (definite) or not identified yet.

[90] Dulay, Burt, and Krashen, *Language Two*, 156.
[91] Dulay, Burt, and Krashen, 160.
[92] Scoot, *An A*-Z, 16.

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Article *the* is used for nouns that have been identified while *a/an* is used for those that have not been identified yet. The nouns are nonspecific in the sense that its references are not yet established: it could refer to anyone or anything. *A/an* are always followed by singular countable nouns. As Murphy said that we cannot use singular countable nouns alone.[93]

The sentence above should have used a definite article *an* was because the noun that followed it was mention for the first time. Therefore, it was not compatible to use the definite article *the.* The correct form of that sentence was: *don't forget to give the rice* and *give the egg into the frying pan.*

Further, based on Dulay et.al error in selection forms such as the use of article selection a/an as in data above error in an election forms such as the use of article selection a/an including category Archi-Form.[94]

8) Data SN (3b)

In student's writing SZUN has 2 errors in grammar verb. As in the sentence *Fourth, put the rice and frying together* and the sentence *fifth, add a little salt and frying again until the rice looks ripe.* These sentences were incorrect because the students' misformation the verb -ing, whereas the procedure text uses present tense V1. The correct sentence were *Fourth, put the rice and fry*

[93] Raymond Murphy, *English Grammar in Use, 3rd Edition* (UK: Cambridge university press, 2004). 138.
[94] Dulay, Burt, and Krashen, *Language Two*, 156.

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together and the sentence *fifth, add a little salt and fry again until the rice looks ripe.*

The error in line with the thesis conducted by Surta Deviana (2018)[95], as in the result of her sentence there was an error in using grammar simple presents. In sentences *Try adding 1 egg*, there is errors in grammar verb because the sentences use verb ing. The correct sentences must be added verb I "add" such as Try add1 egg. According to theory, the errors that occur in data above are probably includes category of Regularization. It permits an interpretation which is typical for such a construction. The erroneous interpretation occur when student are still treating the exceptions as if they were regular, as in data above the sentence which in misinterpreted.[96]

9) Data SAN (3c)

In student's writing SAN has 2 errors in grammar of pronoun. In the sentences *give several oil, adding several salt and fry it again* was incorrect. Oil and salt were uncountable noun it can use several, the correct was *give a little oil, add a few/ a little salt and fry it again.* According to theory, the errors that occur in data above are probably includes category of Alternating Forms. Dulay stated that as the learner's vocabulary grow, theuse of archi-forms

[95] Surta Deviana,''Students Grammatical Errors,'' 37.
[96] Dulay, Burt, and Krashen, 160.

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often gives way to the apparently fairly free alternation of various members of a class with each error.[97]

10) Data SZUN (3d)

In writing student SZUN has 2 errors in misformation of preposition. In the 2 sentences *After that, put a frying pan in the stove* and *put oil in the pan* were incorrect because th students misformation of preposition in. Preposition in means that when talking about location, time, being included, or other situations where you are not physically surrounded.[98] Thus, the correct were: *After that, put a frying pan on the stove* and *put oil into the pan*. According to theory, the errors that occur in data above are probably includes category of Alternating Forms. Dulay stated that as the learner's vocabulary grow, theuse of archi-forms often gives way to the apparently fairly free alternation of various members of a class with each error.[99]

11) Data UK (3d)

In student's writing UK has 3 errors in grammar of preposition. As in the sentence : *put the frying pan in the stove, heat the oil in the frying pan, after that, it up in the plate.* These sentences were incorrect because using preposition in. Preposition in means that when talking about location, time, being included, or

[97] Dulay, Burt, and Krashen, 161.
[98] Mien Kasmini and Siwi Kadarmono, Pocket Book: Grammar,234.
[99] Dulay, Burt, and Krashen, 161.

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other situations where you are not physically surrounded.[100] The correct sentences were: *put the frying pan into the stove, heat the oil into the frying pan,* and *after that, it up into the plate.* The reason it should be use ‘’into’’ because into implies movement or transformation.

According to theory, the errors that occur in data above are probably includes category of Alternating Forms. Dulay stated that as the learner’s vocabulary grow, theuse of archi-forms often gives way to the apparently fairly free alternation of various class members with each error.[101] . It permits an interpretation which is typical for such a construction. The erroneous interpretation occur when student are still treating the exceptions as if they were regular, as in data above the sentence which in misinterpreted.[102]

12) Data ZJT (3b)

In student’s writing ZJT has 2 errors in grammar of verb. In 2 sentences: *and then gave a little salt, tool plate and put rice on it* were incorrect because misplacement of verb ‘’gave and took’’. In procedure text used present tense (V1) as the language feature. So, the correct sentence were ‘’*and then give a little salt, take a plate and put rice on it.’’*

[100] Mien Kasmini and Siwi Kadarmono, Pocket Book: Grammar,234.
[101] Dulay, Burt, and Krashen, 161.

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The error in line with thesis that conducted by Surta Deviana (2018)[103], as in the result has errors in using simple presents grammar. In sentences *Heat s frying pan and gave two tea spoons oil*, there is errors in grammar verb because the sentences use verb II. The correct sentences must be added verb I *"give".* Based on the theory of the misinformation errors made by these students, based on the theory the researcher estimates that this error is included in the Regularization category.

13) Data ZMS (3d, 3b)

In student's writing ZMS has 4 errors in grammar of preposition. In the sentence ‘*'second, put the frying pan in the stove, giving rice and vegetable in the frying pan*, These sentences were incorrect because misformation of preposition ‘'in''. The correct were: ‘*'second, put the frying pan on the stove* and *giving rice and vegetable into the frying pan*. And for the next incorrect sentence were: *adding the egg, giving the rice and vegetable*, and *giving a little salt*. These sentences were incorrect because did not put inappropriate verb. The correct sentences were: *add the egg, give the rice and vegetable*, and *give a little salt*. In this case, the students generalize each verb –ing, whereas in procedure text used present tense (V1) as the language feature. Thus, according to Dulay

[103] Surta Deviana,''Students Grammatical Errors,'' 49.

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et.al, as in the data above the student had the errors in category Alternating-Form and Regularization.

d. Misordering error

The fourth grammatical error types found in students' writing was misordering error. Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.[104] The researcher found out that the students produced some kinds of misordering error. They misplacement of adjectives or determiners, adverbs, misordered in forming genitive case, and misordered in forming relative clauses. Some of erroneous clauses regarding misordering error were analyzed as follow:

1) Data NRAZ

In student's writing NRAZ has 2 error in the sentence *and mix until is it cooked, after is it hot enough, add the garlic and onion.* The sentences were incorrect because the student was twisted position of verb. The correct sentence s was *and mix until it is cooked, after it is hot enough, add the garlic and onion.*

This error is in accordance with Dulay's theory that the characteristics of errors in misordering are students put items incorrect placement, for example: what Daddy is doing?[105]

[104] Dulay, Burt, and Krashen, *Language Two*, 162.
[105] Dulay, Burt, and Krashen, *Language Two*, 162.

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2) Data NK

In student's writing NK has 2 errors. In the sentence *slice*, small *the onion and after it all mix, taste it.* It was incorrect because there was twisted position of verb. The correct sentence were *slice the onion into small slice and after it mix all, taste it.*

This error is in accordance with Dulay's theory that the characteristics of errors in misordering are students put items incorrect placement, for example: what Daddy is doing?[106]

3) Data SZUN

In student's writing SZUN has 2 grammatical errors. In the sentence *prepare plate and put rice it on and put the rice and stir until all mix* was incorrect because there was twisted position of verb. The correct sentence was *prepare plate and put rice on it and stir until mix all.*

This error is in accordance with Dulay's theory that the characteristics of errors in misordering are students put items incorrect placement, for example: what Daddy is doing?[107]

4) Data ZJT

In student's writing RF has 2 errors. In the sentence *Prepare a plate and put it on and you prepare only for the ingredients* was incorrect because there was twisted position of

[106] Dulay, Burt, and Krashen, *Language Two*, 162.
[107] Dulay, Burt, and Krashen, *Language Two*, 162.

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preposition . The correct sentence was *Prepare a plate and put on it.and you only prepare for the ingredients.*

This error is in accordance with Dulay's theory that the characteristics of errors in misordering are students put items incorrect placement, for example: what Daddy is doing?[108]

5) Data UK

In student's writing UK there were 2 grammatical errors. As in sentence *you only for wait about2 minute*, this sentence was incorrect because the student ignore the preposition of verb. The correct sentence was *you only for wait about2 minute.* Next incorrect sentence was *it up into a plate*, it was incorrect because the student twisted position of verb. The correct was *up it into a plate.*

The error that made by students NRAZ, NK, SZUN, UK, and ZJT in their writing was in line with the research conducted by Jamilah (2019)[109]. In her thesis found that misordering error was truly happened. For the example in the sentence *"We look only for a specific fact"* instead "*We only look for a specific fact.* This error also in accordance with Dulay's theory that the characteristics of errors in misordering are students put items incorrect placement, for example: what Daddy is doing?[110]Dulay also supports that student sources can produce

[108] Dulay, Burt, and Krashen, *Language Two*, 162.
[109] Jumilah, ''An Analysis of Grammatical Errors'' , 67.
[110] Dulay, Burt, and Krashen, *Language Two*, 162.

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erroneous writing errors which are word-for-word translations of native language the surface structures.[111]

2. The most frequent type of grammatical error found in student's writing procedure text made by H class of ninth-grade MTs Unggulan Nuris

In the finding, after calculating the erroneous in student's writing, the researcher found out that the most frequent of grammatical error type the students' made was omission of error. It emerged forty-four (44). The student's omit the items in various ways. The details were as follows:

Omission of articles (1a) occurred four (4) times, omission of morphemes (1b) occurred thirty-two (32) times, omission of verbs (1c) occurred two (2) times, omission of pronouns (1d) occurred four (4) times, and omission of preposition (1e) occurred two (2) times.

Based on the result above, the researcher conclude that the H class of ninth-grade students MTs Unggulan Nuris in their writing procedure text produced more omission errors than the other types of grammatical errors. Dulay et. al. said that omission errors are found in greater abundance and across a greater variety of morphemes during the early stages of L2 acquisition. In higher stages, when learners have been exposed to more of the language, the other errors are more likely to occur.[112]

[111] Dulay, Burt, and Krashen, *Language Two*, 163.
[112] Dulay, Burt, and Krashen, *Language Two*, 154.

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CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

According to the result of the data analysis in the previous chapter, the researcher concluded that:

1. The types of grammatical errors found in students' writing procedure text made by ninth-grade students of MTs Unggulan Nuris were four categories: Omission, Addition, Misformation, Misordering.
2. The most frequent type of grammatical error the students found in students' writing procedure text made by ninth-grade students of MTs Unggulan Nuris was category error of omission.

B. Suggestion

After drawing the conclusion, the researcher would like to deliver some suggestions directing to the English teacher and other researchers interested in conducting the same research.

1. For English teachers, the researcher suggests that English teachers are more aware and pay more attention to students' writing errors. Knowing the types of errors is an important step in directing efforts to problems students face when producing English. It also assists the teachers in devising teaching strategies that might minimize students' errors.
2. For other researchers, the researcher suggests analyzing further and a better technique. The researcher suggests using interviews to find the sources of students' errors. Because in this study, the researcher only

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analyzed the types of grammatical errors and the most frequent ones. They can also use this research as a reference in conducting related research.

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Appendix 1 Declaration of Authenticity

The undersigned below:

Name	: Hilmi Sofia Wildan
NIM	: T20176062
Study Program/Major	: English Education Departmen
Faculty	: Tarbiyah and Teacher Training
Institution	: UIN Kiai Haji Ahmad Siddiq Jember
Place and Date of Birth	: Banyuwangi, June 6th 1999
Address	: Sembulung-Cluring-Banyuwangi

Hereby declares that the content of the thesis entitled **''An Analysis of Grammatical Errors in Writing Procedure Text Made by Students of MTs Unggulan Nuris Jember''** is the result of my research/work, except in referred by the source.

Jember, 10th December 2021

Stated by

Hilmi Sofia Wildan

NIM. T20176007

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Appendix 2

RESEARCH MATRIX

Name : Hilmi Sofia Wildan
Class/NIM : TBI2/T20176062
Tittle : An analysis of grammatical errors in writing procedure text made by ninth grade students of MTS Unggulan Nuris Jember

Title	Variable	Indicators	Source of Data	Research Method	Focus of Research
An analysis of grammatical error in writing procedure text made by ninth grade students of MTS Unggulan Nuris Jember	Grammatical errors in writing procedure text	Types of grammatical errors : a. Addition b. Omission c. Misformation d. Misordering	- Students writing of ninth grade at MTS Unggulan Nuris	- Research Approach : Qualitative approach - Research Design : Descriptive Qualitative - Technique of data collecting: Writing test - Research participant : Purposive sampling technique - Technique of data analysis : Based on Dulay's theory with steps from Ellis: 1. Identifying 2. Classifying 3. Calculating 4. Explaining - Validity of data : Investigator triangulation	- What are the types of grammatical errors found in writing procedure text made by ninth grade students of MTS Unggulan Nuris Jember? - What is the most frequent type of grammatical errors found in writing procedure text made by ninth grade students of MTS Unggulan Nuris Jember?

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Appendix 3 : Declaration Sheet

Nama : Mega Fariziah Nur Humairoh, M.Pd.
NIP : 19900032020190320l0

Petunjuk Pengisian:
- Bapak/Ibu dimohon untuk memberikan tanda centang (√) pada kolom yang tersedia untuk menanggapi kesesuaian antara hasil dan dokmen yang telah di review.
- Bapak/Ibu mohon berkenan untuk memberikan saran mengenai hal-hal yang kurang dalam menganalisa data.
- Bapak/Ibu dimohon memberikan catatan tambahan berupa masukan/saran.

No	Aspek	Kesesuaian	
		Iya	Tidak
1	Kelengkapan dokumen yang telah di review	✓	
2	Kesesuaian antara jenis text yang digunakan dengan dokumen yang telah di review	✓	
3	Kesesuaian antara aspek yang digunakan dengan dokumen yang telah di review	✓	
4	Kelengkapan coding tabel sesuai dengan indikator yang di analisis	✓	
5	Kesesuaian antara analisis dokumen dengan aspek jenis-jenis grammatical errors: a. Omission b. Addition c. Misformation d. Misordering	✓	

Catatan/Saran:

Dengan ini menyatakan bahwa analisis data yang dilakukan oleh **Hilmi Sofia Wildan** dalam penelitian yang berjudul ***"An Analysis of Grammatical Errors in Writing Procedure Text Made by Ninth Grade Students of MTS Unggulan Nuris"*** (telah sesuai/~~tidak sesuai~~/~~sesuai dengan catatan~~) dengan aspek indikator analisis yang digunakan.

Jember, 10 Desember 2021

Mega Fariziah Nur Humairoh, M.Pd
NIP. 990003202019032010

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Nama : Nina Hayuningtyas, M.Pd.
NIP : 198108142014112003

Petunjuk Pengisian:
- Bapak/Ibu dimohon untuk memberikan tanda centang (√) pada kolom yang tersedia untuk menanggapi kesesuaian antara hasil dan dokmen yang telah di review.
- Bapak/Ibu mohon berkenan untuk memberikan saran mengenai hal-hal yang kurang dalam menganalisa data.
- Bapak/Ibu dimohon memberikan catatan tambahan berupa masukan/saran.

No	Aspek	Kesesuaian	
		Iya	Tidak
1	Kelengkapan dokumen yang telah di review	✓	
2	Kesesuaian antara jenis text yang digunakan dengan dokumen yang telah di review	✓	
3	Kesesuaian antara aspek yang digunakan dengan dokumen yang telah di review	✓	
4	Kelengkapan coding tabel sesuai dengan indikator yang di analisis	✓	
5	Kesesuaian antara analisis dokumen dengan aspek jenis-jenis grammatical errors: a. Omission b. Addition c. Misformation d. Misordering	✓	

Catatan/Saran:

Dengan ini menyatakan bahwa analisis data yang dilakukan oleh **Hilmi Sofia Wildan** dalam penelitian yang berjudul ***"An Analysis of Grammatical Errors in Writing Procedure Text Made by Ninth Grade Students of MTS Unggulan Nuris"*** (telah sesuai/~~tidak sesuai/sesuai dengan catatan~~) dengan aspek indikator analisis yang digunakan.

Jember, 10 Desember 2021

Nina Hayuningtyas, M.Pd.
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Appendix 4: Research Instrument

Table of Coding Scheme Based on Dulay et. al. Theory

No	**Types of errors**		**Coding scheme**	
1	**2**	**3**	**4**	**5**
1.	**Omission error**		**1**	
	A. Omission of article	a/an, the		a
	B. Omission of morphemes	*–s, -ing, -ed, -ly, -ful, -ian, -ment, -some*		B
	C. Omission of verbs	To be, lexical verb, auxiliary verb, modal verb		C
	D. Omission of pronouns	That, which, who(m)		D
	E. Omission of adverbs	Only, also etc.		E
	F. Omission of prepositions	On, in, at, to etc.		F
	G. Omission of subject of a sentence			G
2.	**Addition error**		**2**	
	A. Addition of article	a/an, the		A
	B. Addition of morphemes	*–s, -ing, -ed, -ly*		B
	C. Addition of verbs	To be, lexical verb, auxiliary verb, modal verb		C
	D. Addition of pronoun	Which, that, who(m)		D
	E. Addition of preposition	To, in, etc.		E
	F. Addition of subject sentence			F
	G. Redundancy	e.g different word with same meaning etc.		G

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	H. Conjunction	And, but, yet, because, etc.		H
3.	**Misformation error**		**3**	
	A. Misformation of articles	a/an, the		A
	B. Misformation of verb	To be, lexical verb, auxiliary verb, modal verb		B
	C. Misformation of pronoun	All, each, much, many, a lot of, my, their, her, themselves, myself, there, which, who(m)		C
	D. Misformation prepositions	In, on, at etc.		D
	E. Misformation of adjective	e.g*Important* instead of *importance* etc.		E
	F. Misformation of noun	e.g*Communication* instead of *communicate*		f
1	**2**	**3**	**4**	**5**
	G. Misformation of conjunction	And, but, yet, because, etc.		G
4.	**Misordering error**		**4**	
	-	-	**-**	-

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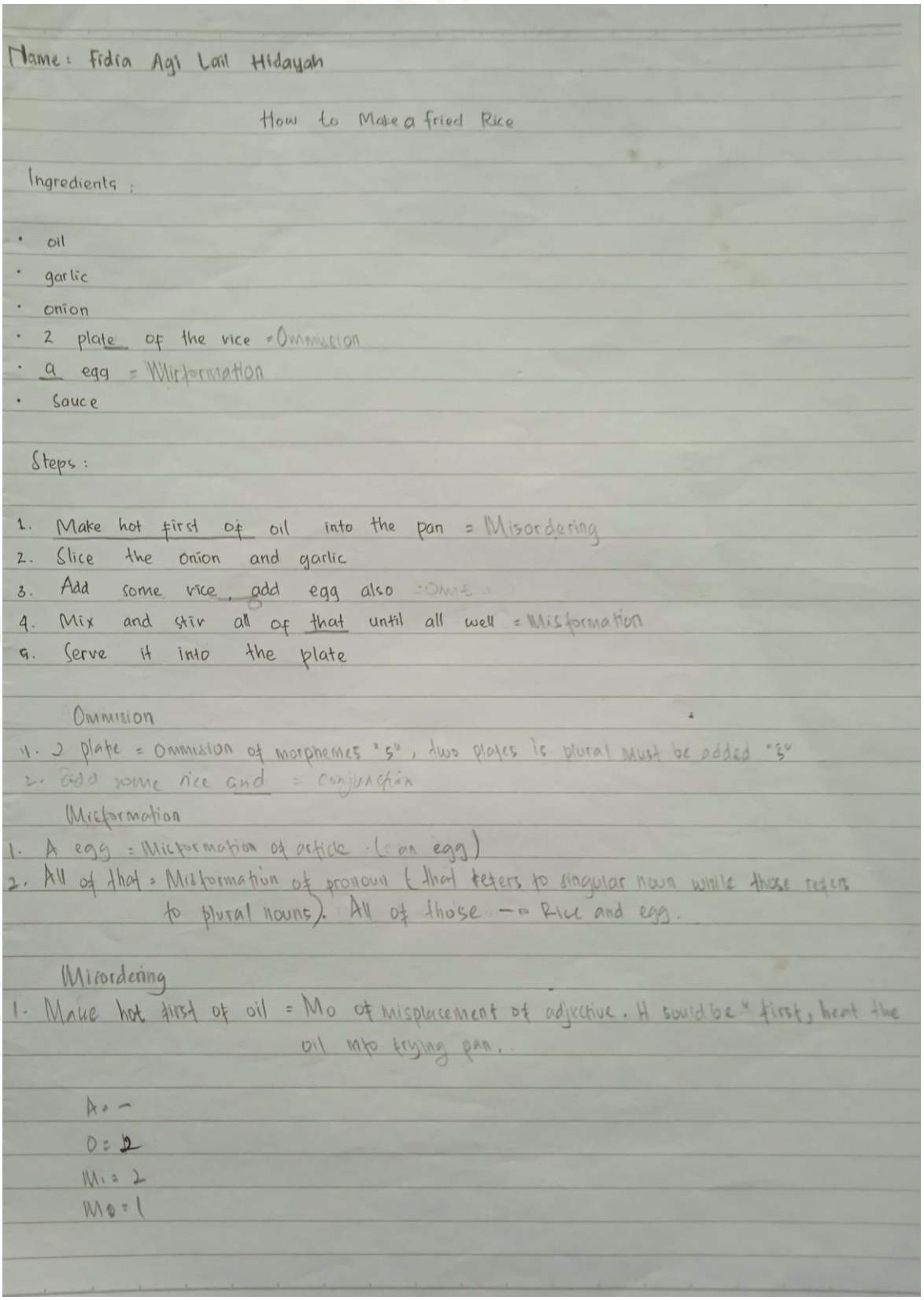
Appendix 5 Students' Worksheet



Name : Fidia Agi Lail Hidayah

How to Make a fried Rice

Ingredients :

- oil
- garlic
- onion
- 2 plate of the vice = Ommission
- a egg = Misformation
- Sauce

Steps :

1. Make hot first of oil into the pan = Misordering
2. Slice the onion and garlic
3. Add some vice, add egg also = Omit
4. Mix and stir all of that until all well = Misformation
5. Serve it into the plate

Ommision

1. 2 plate = Ommision of morphemes "s", dwo plates is plural must be added "s"
2. add some rice and = Conjunction

Misformation

1. A egg = Misformation of article (can egg)
2. All of that = Misformation of pronoun (that refers to singular noun while those refers to plural nouns). All of those → Rice and egg.

Misordering

1. Make hot first of oil = Mo of misplacement of adjective. It sould be " first, heat the oil into frying pan.

A : -
O : 2
Mi : 2
Mo : 1

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Nama : Ika Ismatul Hawa

"How to Make Fried Rice"

- Ingredients :
  - An garlic = M_1
  - A onion = M_1
  - Oils = A
  - Rice
  - Salt
  - Sauce
  - 2 egg = O

- Steps :
  - First, smally slice the garlic and onion. = M_0
  - Second, heat the oil with a frying the pan. = A
  - Third, put the garlic and onion into frying pan.
  - Fourth, put the rice and the egg, and then mix.
  - Fifth, add little salt.
  - Frying until the rice is hot. = A
  - Finally, fried rice already served. = M_1

Addition

1. Oils → Addition of morpheme (oil is uncountable noun, tidak perlu ditambah s)
2. frying the pan → Addition of article "the"
3. frying → Addition of morphemes Ving (in procedure tense uses present tense V_1)

Misformation

1. An garlic → Misformation of articles (Garlic is word that begin with consonant sound) = a garlic
2. A onion → Mi of article (onion is a word that begin with vowel sound) = an onion
3. Already served → M_1 of verb (in procedure text uses present tense already serve)

Misordering

1. Smally slice the garlic and onion → Misplacement of adverb = Slice the garlic and onion smally.

A = 3 M_1 = 3

O = — M_0 = 1

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Appendix 6: Data Sheets of Grammatical Errors in the Students' Writing Procedure Text

No	Students	Erroneous	Corrected	Types of Errors			
				O	A	Mi	Mo
1	ADW	**A** rice	**Rice**		√		
		A salt	**Salt**		√		
		Puts the rice and stir	**Put** the rice and stir		√		
		Gives a little tomato sauce	**Give** a little tomato sauce		√		
		A egg	**An** egg			√	
		A onion	**An** onion			√	
		And then, **heating by use** a medium flame	And then, **heat by using** a medium flame			√	
		If **you have seen** the fried rice is cooked, put it into plate	If **you see** the rice has cooked, put it into plate			√	
2	AS	5 Chili_	5 Chili**es**	√			
		2 Garlic_	2 Garlic**s**	√			
		2 Sausage_	2 Sausage**s**	√			
		Wait the frying pan until it **have** hot	Wait the frying pan until it **is** hot			√	
		Fried rice **ready to eaten**	Fried rice **is ready to eat**			√	
3	DKG	3 clove_ of onion	3 clove**s** of onion	√			
		2 clove_ of garlic	2 clove**s** of garlic	√			
		Many chili_	Many chili**es**	√			
		2 plate_ of white rice	2 plate**s** of white rice	√			
		wait**ing** for a minute	**wait** for a minute			√	
		Prepare a frying pan and giv**ing** oil	Prepare a frying pan and **give** a little oil			√	
		Put the egg, don't forget to give	Put the egg, don't forget to give vegetable and			√	

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		vegetable and mix**ed** all	**mix** all				
4	DAM	Two egg	Two egg**s**	√			
		Give 2 egg_ and stir	Give 2 egg**s** and stir	√			
		Rice**s**	**Rice / 2 plates of rice**		√		
		Then, add the rice**s**	Add the **rice**		√		
		wait**ing** for a minute	**wait** for a minute			√	
		Wait for a minute until you feel it **has warmed**	Wait for a minute until **it feels** warm			√	
		Stir until the color **have changed** become yellow	Stir until the color **change** become yellow			√	
		No forget to stir	**Don't** forget to stir			√	
5	FNI	2 Garlic_	2 Garlic**s**	√			
		4 Onion_	2 Garlic**s**	√			
6	IIH	Egg**s**	**Egg**		√		
		Chili**s**	**Chili**		√		
		An garlic	**A** garlic			√	
		A onion	**An** onion			√	
7	MNA	Crush the onion **and** garlic, **also** chili	Crush the onion, garlic**, also** chili		√		
		Don't forget to add **also** chili	Don't forget to add chili		√		
8	NRAZ	Cut chili **and** onion **and** garlic	Cut the chili, onion, **and** garlic		√		
		After it heated enough, add the garlic, **and** onion, **and** chili	After it heated enough, add the garlic, onion**, and** chili		√		
		And mix until **is it** cooked	And mix until **it is** cooked				√
		After **is it** hot enough, add the garlic and onion	After **it is** hot enough, add the garlic and onion				√

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9	NK	Wait**ing** it, until your hand on the pan feel warm	**Wait** it until your hand on the pan feel warm			√	
		Wait**ing** it until little warm	**Wait** it until little warm			√	
		Slice small the onion	**Slice** the onion into **small piece**				√
		After it mixed all, taste it	**After all is mixed**, taste it				√
10	NVM	_Egg	**An** egg	√			
		_chili	**A** chili	√			
11	RMH	Chop**ed** onion and garlic	**Chop** the onion and garlic			√	
		Give**s** egg into the pan, mix all	**Give** egg into the pan, mix all			√	
12	RF	It_hot	It **is** hot	√			
		Fried rice_ready to eat	Fried rice **is** ready to eat	√			
13	SSAM	3 onion_	3 onion**s**	√			
		4 garlic_	4 garlic**s**	√			
		One egg**s**	One **egg**		√		
		One chili**s**	One **chili**		√		
14	SN	3 garlic_	3 garlic**s**	√			
		2 onion_	2 onion**s**	√			
		First, slice the garlic_ and onion_	First, slice the garlic**s** and onion**s**	√			
		Fourth, put the rice and fry**ing** together	Fourth, put the rice and **fry** together			√	
		Fifth, add the little salt, fry**ing** again until the rice is ripe	Fifth, add the little salt, **fry** again until the rice looks cooked			√	
15	SAN	2 onion_	2 onion**s**	√			
		2 chili_	2 chilie**s**	√			

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		2 sausage_	2 sausage**s**	√			
		Rice**s**	**Rice / a plate of rice**		√		
		Salt**s**	**Salt / 3 teaspoon of salt**		√		
		Oil**s**	**Oil / 3 tablespoon of oil**		√		
		Give **several** oil	Give a little oil			√	
		Adding **some** salt and fry it again	Add **a little of** salt and fry it again			√	
16	SZUN	3 onion_	3 onions	√			
		2 chili_	2 chilies	√			
		Put the oil until_is hot	Put the oil and wait until **it** is hot	√			
		Wait until_ look cook	Wait until **it** looks cooked	√			
		After that, put a frying pan **in** the stove	After that, put a frying pan **on** the stove			√	
		Put oil **in** the pan	Put the oil **into** the pan			√	
		Prepare a plate and put **it on**	Prepare a plate and put **on it**				√
		Put the rice and stir until **all mix**	Put the rice and stir until **mix all**				√
17	UK	2 onion_	2 onion**s**	√			
		2 garlic_	2 garlic**s**	√			
		2 minute_	2 minute**s**	√			
		1 egg**s**	1 **egg**		√		
		Put**s** a frying pan in the stove	**Put** a frying pan on the stove		√		
		Give**s** the rice in the frying pan	**Give** the rice into frying pan		√		
		Put the frying pan **in the stove**	Put the frying pan **on the stove**			√	
		Heat the oil **in the** frying pan	Heat the oil **into** the frying pan			√	
		After that, it up **in the** plate	After that, up it **into** the plate			√	
		You only **for wait** about 2 minutes	You only **wait for** about 2 minutes				√
		It up into a plate	**Up it** into a plate				√

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	ZMS	2 small garlic_	2 small garlics	√			
		Heat the oil, about 2 minute_	Heat the oil, for about 2 minute**s**	√			
		2 small white onion_	2 small white onion**s**	√			
		2 cup_	2 cup**s**		√		
		2 cup_cooked rice	2 cup **of** cooked rice		√		
		Don't forget_slice	Don't forget **to** slice		√		
		Add**ing** the egg	**Add** the egg			√	
		Giv**ing** rice and vegtable	**Give** rice and vegtable			√	
		Giv**ing** a little salt	**Give** a little salt			√	
		Giving rice and vegtable in the frying **the** pan	Give rice and vegtable in the **frying pan**		√		
		Stir all of that on the frying **the** pan	Stir all of that on the **frying pan**		√		
		Second, put the frying pan **in the** stove	Second, put the frying pan **on the** stove			√	
		Giving rice and vegetable **in the** frying pan	Giving rice and vegetable **into the** frying pan			√	
19	ZJT	3 garlic_	3 garlic**s**	√			
		2 onion_	2 onion**s**	√			
		2 chili_	2 chili**es**	√			
		2 egg_	2 egg**s**	√			
		How_ make a fried rice	How **to** make a fried rice	√			
		The step of how _make	The step of how **to** make	√			
		Took_plate and put rice it on	Take **a** plate and put rice on it	√			
		Prepare for _ingredients	Prepare for **the** ingredients	√			
		And then **gave** a little salt	And then **give** a little salt			√	
		Took plate and put rice on it	**Take** a plate and put rice on it			√	
		You prepare only for the ingredients	**You only prepare for** the ingredients				√
		Take a plate and put the rice **it on**	Take a plate and put the rice **on it**				√

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Note:

a. Omission : An error which happens because a learner does not put the needed morpheme in their sentence.
b. Addition : An error which happens because a learner added items that should not appear in writing.
c. Misformation : An error is characterized by the use of wrong form of the morpheme or structure.
d. Misordering : An error happens where the learner put incorrect placement of a morpheme

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Appendix 7 Data Recapitulation of Students' error

The recapitulation on students writing errors

No	Students	Omission	Addition	Misformation	Misordering	Total
1	ADW	-	4	4	-	8
2	AAIA	-	-	-	-	-
3	AS	3	-	2	-	5
4	CRA	-	-	-	-	-
5	DKG	4	-	3	-	7
6	DAM	2	2	4	-	8
7	FALH	-	-	-	-	-
8	FNI	2	-	-	-	2
9	IIH	-	2	2	-	4
10	MNA	-	2	-	-	2
11	NRAZ	-	2		2	4
12	NK	-		2	2	4
13	NVM	2	-	-	-	2
14	RM	-	-	-	-	-
15	RMH	-		2	-	4
16	RF	2	-	-	-	2
17	SSAM	2	2	-	-	4
18	SN	3	-	2	-	5
19	SAN	3	3	2	-	8
20	SZUN	4	-	2	2	8
21	UK	3	4	3	2	12
22	WAMU	-	-	-	-	-
23	ZMS	6	2	5	-	13
24	ZJT	8	-	2	2	12
	TOTAL	**44**	**23**	**35**	**10**	**112**

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Appendix 8 Research permission letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No.1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos : 68136
Website : www.http://ftik.iain-jember.ac.id e-mail : tarbiyah.iainjember@gmail.com

Nomor : B. 1755/In.20/3.a/PP.00.9/08/2021 13 Agustus 2021
Sifat : Biasa
Lampiran : -
Hal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs Unggulan Nuris
Plinggan, Antirogo, Kec. Sumbersari, Kabupaten Jember, Jawa Timur 68125

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama	:	Hilmi Sofia Wildan
NIM	:	T20176062
Semester	:	IX
Prodi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai ***An Analysis of Grammatical Errors in Writing Procedure Text Made by Ninth Grade Students of MTs Unggulan Nuris Jember*** selama **14 (empat belas)** hari di lingkungan lembaga wewenang Bapak/Ibu Hasanatul Khalidiyah, S.Pdi, M.Pdi.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

Guru Bahasa Inggris

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

Jember, 13 Agustus 2021
a.n. Dekan
Wakil Dekan Bidang Akademik,

Mashudi

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Appendix 9 Research Finishing Letter

MADRASAH TSANAWIYAH
MTs UNGGULAN NURIS JEMBER
TERAKREDITASI "A"
NSM. 121 235 090 137 NSPN: 20581594
Jl. Pangandaran 48 Antirogo – Jember 68125 Telp. (0331) 335389 Jember
Email : mtsunggulannuris@gmail.com

SURAT KETERANGAN SELESAI PENELITIAN
Nomor : 193 / MTs.UN – Jbr / M / 08 / 2021

Yang bertanda tangan dibawah ini:

Nama	:	Hasanatul Khalidiyah, M.Pd.I.
Jabatan	:	Kepala Madrasah MTs Unggulan Nuris

Menerangkan bahwa :

Nama	:	Hilmi Sofia Wildan
NIM	:	T20176062
Program Studi	:	TADRIS BAHASA INGGRIS
Judul Penelitian	:	***"An Analysis of Grammatical Errors in Writing Procedure Text Made by Ninth Grade Students of MTs Unggulan Nuris Jember"***

Benar-benar telah melakukan penelitian di lembaga kami mulai tanggal pada tanggal 14 April 2021 s/d 28 April 2021.

Demikian surat keterangan selesai penelitian dibuat untuk digunakan sebagaimana mestinya.

Jember, 27 Agusutus 2021
Kepala Madrasah

Hasanatul Khalidiyah, M.Pd.I.

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Appendix 10

JOURNAL OF RESEARCH ACTIVITIES

Name : Hilmi Sofia Wildan

NIM : T20176062

Title : An Analysis of Grammatical Error in Writing Procedure Text Made by Ninth-Grade Students of MTs Unggulan Nuris-Jember.

No	Time	Activities	Initials
1	April, 14th 2021	The researcher given research permission to conduct this research	
2	April, 17th 2021	Pre-interview with English teacher how student's ability in writing	
3	May , 25th 2021	Collecting student's writing procedure text as the data	
4	July, 18th 2021	Duplicate the data (intra-rater)	
5	July, 20th 2021	Coding the data	
6	July, 21th 2021	Analyzing the data	
7	August, 2th 2021	Analyzing the data	
8	August, 1th 2021	Representing the data	
9	December, 10th 2021	Validation of Data	
10	December, 13th 2021	Conclusion the data based on the result	

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Appendix 11

CURRICULUM VITAE

Personal Information

Full Name	: Hilmi Sofia Wildan
NIM	: T20176062
Gender	: Female
Place, Date of Birth	: Banyuwangi, June 6th 1999
Address	: Sembulung-Cluring-Banyuwangi
Religion	: Islam
Department/Major Course	: Language Education English Department
Email Address	: shofiawildan123@gmail.com

Educational Background

1. TK Dharma Wanita
2. SD 1 Sembulung
3. SMP Plus Darul Hikmah Gembolo
4. SMA Al-Hikmah Muncar
5. UIN Kiai Haji Ahmad Siddiq Jember

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