An Analysis of Grammatical Errors in Academic Essay Written by the Fifth Semester Students of English Education Study Program of UIN Raden Fatah Palembang

UNDERGRADUATE THESIS

Submitted as a fullfilment of requirements to get

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by

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MOTTO AND DEDICATION

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Motto:

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*"… Your love makes me strong, your hate makes me unstoppable ..."*

- Cristiano Dos Santos Aveiro -

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Dedication:

I dedicated this thesis to:

- Allah SWT
- My dearest family, my father (Rahmat), my mother (Indahsah), and my two sisters, Hani Sholihah and Mar'atul Azizah
- All the lecturers in English education study program
- All my classmates in PBI 02, especially Imam, Ahlan, Hizba, and Gani
- All my teammates in Alto Football Club
- And all my friends from PBI 02 2012, PPLK SMP Nurul Iman Palembang, KKN 122 in desa Tanjung tebat, Lahat.

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In the name of Allah the Beneficent, the Merciful

Praise be to Allah, the Lord of the world who gives the writer guidance and strength, so the writer could finish this thesis. Peace and blessing be upon our prophet Muhammad SAW, his family, his companions and his followers.

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Writer

M. Ali Arif Murtadho

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An Analysis of Grammatical Errors in Academic Essay Written by the Fifth Semester Students of English Education Study Program of UIN Raden Fatah Palembang

Abstract

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This research is aimed at finding out: (1) the types the grammatical error written by the fifth semester students in their academic essay, and (2) the most frequent type of grammatical error written by the fifth semester students in their academic essay in the English Education Study Program of UIN Raden Fatah Palembang. The method of this research is a descriptive qualitative method. The data were collected from 75 essays which were written by the students. The researcher used essay writing as the instrument. In this case, all types of grammatical error were classified and described based on taxonomy of grammatical errors regarding noun group, verb group, preposition, sentences structure, and miscellaneous errors. In analyzing students' errors, procedure of error analysis was applied. They were identification, description, and explanation. Based on the result of the analysis, there were 529 grammatical errors found in the students' academic essay. Error regarding noun group occupied the first rank with 212 errors (40%) followed by errors regarding verb group with 171 errors (32.3%), error regarding sentences structure with 74 errors (13.9%), error regarding preposition with 37 errors (6.9%), and the last miscellaneous errors with 35 errors (6.6%).

Key words: *Error analysis, grammatical errors, academic essay.*

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CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) problems of the study, (3) objectives of the study, and (4) significance of the study

1.1 Background

English is positioned as a foreign language in Indonesia. English as a foreign language (EFL) is learned in countries where English is not spoken as an official language (Wold, 2006, p.7). According to Nurhayati, Supriyanti, and Triastuti (2008, p. 3),

> "In some countries like Indonesia, Vietnam and China, English is regarded as a foreign language; therefore, it is common to consider the context of English learning in these places as EFL (English as a Foreign Language) context. People do not use it as lingua franca or the means of communication in several formal situations such as educational activity, governmental activity and law."

In mastering language, learners have to master the language skills including listening, speaking, reading and writing (Purwanti, 2013, p.1). Writing is a basic and very important language skill. Choudhury (2013, p. 27) asserts from the four core language skills of listening, speaking, reading and writing, writing is obviously the most difficult skill for second and foreign language learners to master. It is also supported by Richards and Renandya (2002, p. 303) that writing is the most difficult skill for foreign language learners to master. In line with ideas above, Muslim (2014, p. 13) said that writing is more complicated and

challenging than the other language skills. The main reason for this difficulty is the fact that writing is a very complex process which involves both creating and organizing ideas and translating them into cohesive texts which are readable. Keshavarz, Shahrokhi, and Nejad (2014, p. 78) emphasize that one of the main problems that EFL students is confronting, is how to improve their writing abilities. The college students in Indonesia are also confronting problems about how to make a good writing eventhough they have been in the high level.

One cause of ungrammatical writing is the native language or mother tongue interference. Mother tongue interference occured in when foreign language learners use the only previous language's system which occured in their brain to apply with the target language. As Srichai (2002) in Iamsiu (2014, p.3) explains that learners may make errors because they assume that the target language and their native language are similar which in fact different. It also supported by Myles (2002, p.1) that L1 models of writing instruction and research on composing processes have been the theoretical basis for using the process approach in L2 writing pedagogy. Bahasa Indonesia does not have tenses as such, and a simplified method of talking about different points in time is often attempted in English, for example; *yesterday I go*. The concept of tenses, especially the more complex perfect tenses, is often difficult to grasp for Indonesian students. Similarly, Indonesian English students often have trouble creating sentences with correct word order, again caused by the word order patterns in their first language, for example; *the tree big*. Finally, most Indonesian

words are spelled phonetically, creating problems with learning the inconsistent, almost random way in which many English words are spelled.

According to Brown (2004, p. 219), genre of writing can be devided into three genres; academic writing, job related writing, and personal writing. This study will only focus on academic writing genre. It is because the importance of academic writing is unavoidable for them who are involved in the academic area. Weigle (2005, p. 25) states that the ability to comprehend an academic writing can not be denied any longer as an obligation. A broad definition of academic writing is any writing done to fulfill a requirement of a college or university (Swales and Feak, 2001, p.8).

The college students in Indonesia also apply academic writing in their final requirement which is called thesis. However, in the process of writing an academic writing mostly students deal with some challenges. A person who encounters the necessity of writing an academic writing, often faces a number of problems (Starkey, 2004, p. 86). Starkey added mostly students find the difficulty in thesis statements. A thesis statement explains the main point of writing, without a clear thesis statement it can be more difficult to structure and organize the idea. Because academic writing requires an objective, third person voice that fits the formality of writing (Weigle, 2005, p. 27). Many students struggle with ommiting slang, colloquialisms, and everyday speech patterns. Furthermore, the next students problem in their academic writing is one of the widespread questions which cover all areas activities, including academic writing. Huge challenge of 21th century is plagiarism (Starkey, 2004, p. 86).

Jack and Rodgers (1992, p.6) state that one of dimmensions of communicative competence is grammatical competence refers to what Chomsky called linguistics competence. It is supported by Heaton (1990, p.135) that writing skill is complex and sometimes difficult to teach, requiring mastery not only of grammar but also rhetorical devices. From that statements, it is clear that the learners have to learn linguistic competence to be proficient in English and one of the linguistics competence is grammar.

In mastering target language, grammar undoubtedly has an important part. Lily (1793, p.140) in Brown (2004, p.40) states that grammar is the art of writing and speaking correctly. Every language has its own grammar system. Moreover, every language has different patterns and rules that should be paid attention by the learners. English as a part of its system has English grammar. Grammar consists of tenses, spelling, word choice and etc. Grammar knowledge should be taught appropriately because it is the basic of the language.

However, in the process of mastering grammar, learners often make incorrect construction of structures or break the language rules. Incorrect use of grammar can confuse the person you are speaking to and even change the meaning of what you are communicating (Wilson, 2016, p.1). Braganza (1998, p.14) argues that by breaking the fundamental rules and grammar, our ideas become wrong, the sentences become erroneous and we stand self-condemned. Dekeyser and Sokalski (1996, p. 615) as cited by Shiu (2011, p. 2) consider grammatical difficulty in relation to comprehension and production. They argue that some grammar structures are easy to comprehend, but difficult to produce,

whereas others are easy to produce, but difficult to comprehend. Without knowledge of grammar, the learners will find many difficulties to build up the sentences and to express their ideas in communication among the people. Al-Mekhlafi and Nagaratnam (2011, p. 71) explain that the hard fact that most EFL learners face is that they often find it difficult to make flexible use of the rules of grammar. They may know the rules, but are incapable of applying them in their own use of the language. It can be caused by the influence of their first language. This is empasized by by Cook (1993, p.39) that it has been an axiom that EFL learners have grammars of their own, which Selinker labeled as inter-language. Selinker (1972) as quoted by Ellis (1997, p. 48) states many EFL learners fail to reach the target language competence, as they stop learning when their interlanguage contains at least some rules different from those of the target language system. For example; Japanesse does not have article *I went to cinema yesterday.* Another, Indonesian that does not distinguish between *he*, *she* and *it,* when it comes to third-person singular pronouns, or to distinguish the tenses which is going to have different forms of verbs based on the tense that mostly Indonesian learners make mistake.

Furthermore, making error in learning process is common thing. Ulla (2014, p. 41) argues without committing errors, learning is incomplete and language learning is no exception. Making errors naturally occurs during the process of second language acquisition, in this case concerning to the grammatical error made by Indonesian students. Error is a systematic deviation when a learner has

not learnt something and consistently gets wrong (Norrish, 1983, p. 25). He also states that it is natural for students as human being make errors.

Based on the explanation above, making error is acceptable. When learners of English as second or foreign language make errors systematically, it is because they have not learned the correct form (Norrish, 1983, p. 26). The learners are not aware of making the errors because they do not know correct form. It means that learners' errors provide evidence that teacher must have strategies and do something to avoid students to make error again. The strategy that can prevent the student from making error is error analysis. By using error analysis, the teacher tries to identify, describe, and explain the errors made by students so that it can help the teacher to minimize the students' error in their learning (Ellis, 1997, p.15).

Many language experts believed there are many benefits in analyzing students' error. James (1998) in Brown (2007, p. 282) states that the error which a learner makes in the process of constructing a new system of language need to be analyzed carefully in order to understand to process of language acquisition. It is supported by Richard and Renandya (2002, p. 76) that errors are believed contain valuable information on the strategies that people use to acquire a language. Gass and Silinker (2001, p. 117) state that error is a *red flag* that provide evidence of learners' knowledge. Realizing that error is inevitable in leaning process, the teachers have to pay attention to their students error. It will help them to avoid their student for making the same error by analyzing the students error itself.

In English Education Study Program of UIN Raden Fatah, the students as pre-service teachers are taught many subjects and two of them are grammar and writing. Grammar subject which is called structure, taught from structure 1 till 4 gradually. The other skill that taught is writing. In writing subject, it starts from writing 1 up to writing 4. However, based on informal interview the writer with some students of English education study program UIN Raden Fatah, the writer concludes that the students still admitted about difficulties in learning grammar, some of them argued that one of difficulties is in remembering parts of grammar. After that, the writer also asked about their difficulty in writing process, they were agree that difficulty to construct their idea in their writing is the main problem, whereas the others stated in structure of the text. Those difficulties can be caused by lack of vocabulary or interference of their mother tongue, but still it needs deeper research to prove it.

Some previous studies related to this study have already conducted to find out the errors in grammatical and show many results. A research from Hendriwanto (2013) showed the result that verb tenses occupied the first rank in grammatical error made by first grade students of SMA 6 Yogyakarta. It is supported by Putri and Dewanti (2012) that also conluded that verb group error as the most frequent type in grammatical error. However, Abushihab (2014) and Zeyneb (2014) found that the usage of article as the most frequent type in grammatical error.

Because grammar is very important to be acquired by students in mastering English, it is also to know the capability of grammar knowledge of the fifth

semester students, the researcher is interested to make a research in term of grammar errors. By seeing this fact, an analysis is needed in order to know in what grammatical type the students make errors and in what type they make errors most frequently. The writer considers that by knowing the students' error, it may help to determine which grammatical features that should be more stressed than others. Later, it may also give some contributions on teaching English.

1.2 Problems of the Study

Based on the background of the study above, this study aims at answering the following questions:

1) What are the types of grammatical errors written by the fifth semester students of English Education Study Program of UIN Raden Fatah in their academic essay?

2) What is the most frequent type of grammatical errors written by the fifth semester students of English Education Study Program of UIN Raden Fatah in their academic essay?

1.3 Objectives of the Study

The objectives of this study are:

1) to find out the types of grammatical errors written by the fifth semester students of English Education Study Program of UIN Raden Fatah in their academic essay.

2) to find out the most frequent type of grammatical errors written by the fifth semester students of English Education Study Program of UIN Raden Fatah in their academic essay.

1.4 Significance of the Study

It is hoped that this study will help the students to be aware of their grammatical errors. It is also expected that they will find the correct construction in grammar and they use the language correctly. So they will prevent themselves to make the same errors in the future writing and attempt to use the grammatical correct in their writing products. Next, this study is expected to help the teacher to prepare the English writing material and can be used to give more attention to errors made by the students in learning writing. Then the teacher will explain the grammar comprehensively and find the best method in teaching writing. For other researchers, hopefully, this study will give information and inspiration in conducting the other studies regarding grammatical errors.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) concept of error analysis, (2) concept of grammatical errors, (3) concept of writing, (4) concept of academic essay, and (5) previous related studies.

2.1. Concept of Error Analysis

2.1.1 Definition

In learning and using a foreign language, one of the most inhibiting factors is the fear of making errors. The making of errors is a sign that students have not yet mastered the rules of the language being learned. To solve this problem, one of the strategies widely used by linguist is error analysis. Brown (1980, p.163) states that error analysis is the study of students' error which can be observed, analyzed, and classified to reveal something of the system operating within the learners. James (1998) as cited by Adam, Uthman, and Abdalla (2015, p. 4) state that error analysis is the study of linguistic ignorance which investigates what people do not know and how they attempt to cope with their ignorance. Pit Corder who is called as a *father of error analysis,* he defines error analysis as a procedure used by both researchers and teachers which involves collecting theory and practice in language studies samples of learner language, identifying the errors in the sample, describing these errors, classifying them according to their nature and causes, and evaluating their seriousness (Corder, 1967 in Khider, 2013, p.31). Corder (1967) in Khider (2013, p.31) added that,

> "The purpose of error analysis is to find what the learner knows and does not know, and to ultimately enable the teacher to supply him not just with the information that his hypothesis is wrong, but also, importantly, with the right sort of information or data for him to form a more adequate concept of a rule in the target language."

The ideas mentioned above are supported by Norrish (1983) in Chada (2014, p.22) that,

> "Error analysis can be seen as a useful process for both teachers and researchers. For teacher, they can anticipate the common types of errors that their students will produce and also they will know how their students can avoid errors. As for researchers, various approaches are taken to analyze the type of errors second language learners make."

In line with Norrish (1983), Jabeen, Kazemian, and Mustafai (2015, p.53) explained that error analysis helps teachers in understanding the new ways of teaching by giving the feedback on the errors made by the learners.

From the statements above, it can be said that error analysis is a systematic method to analyze learners' errors in applying linguistics as well as of second and foreign language learning. It consists of a comparison between the errors made in the target language and that target language itself. It also can be summarized that by analyzing the learners' errors, the teacher can know how far the learners have learned or understood the lesson and what items remain for them. Therefore, it is clear that an errors analysis is needed in the process of language learning.

2.1.2 Procedure in Error Analysis

There are good reasons for focussing on errors, beside the students' error can answer the important question of "why do students make errors?" and it is also useful for teachers to know what errors learners make. Furthermore, Ellis (1997, p.15- 19) distinguish three steps in analyzing error analysis, they are:

1) Identifying the Errors

The first step in analyzing the students' error is to identifying them. To identify errors the teachers have to compare the sentence learners produce with what seem to be the normal or correct sentences in the target language which correspond with them. For example, student says: A man and a little boy *was* watching him. It is not difficult to see that the correct sentence should be: A man and a little boy *were* watching him. By comparing the two sentences, it can be seen that student has used *was* instead of *were* where it is error in subject verb agreement.

2) Describing the Errors

Describing learner's errors involves specifying how the forms are produced by the learner. It focuses on the surface properties of learner's utterances. Once all of the errors have been identified, they can be described into type. There are two ways of doing this. The first way is describing errors into grammatical categories. All of the errors are gathered and identified based on the different kind of errors. The second way is identifying general ways in which the learners' errors differ from the reconstructed target language sentence. These ways include omission

(leaving out an item that is required for an utterance to be considered grammatical), misinformation (using one grammatical form in place of another grammatical form), and misordering (putting the words errors. The writer applied the first way, which states the types of errors into grammatical categories.

3) Explaining the Errors

The last step in analyzing the learners' errors is explaining the different types of errors. There are three ways in explaining the learners' errors in terms of grammatical analysis. The first is stating the grammatical rule which has been violated. The second is stating the correct form to show contrast with inappropriate form. The third is giving examples which show the rule in action. The errors explanation of this study is explained in grammatical terms.

2.1.3 Errors and Mistakes

In order to analyze learners' errors in a proper perspective, it is important to make a distinction between mistakes and errors. According to Brown (2004, p. 282),

> "these two distinctions are technically very different phenomena. A mistake refers to a performance error that is either a random guess or a slip, while an error refers to idiosyncrasies in the interlanguage of the learner that are direct manifestation of a system within which a learneris operating at that time… Put in another way, an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner."

For example, if a learner of English asks, *Does John can sing?* he is probably reflecting a competence level in which all verbs require a pre-posed do

auxiliary for question formation. He has committed an error, most likely not a mistake, rather, it reveals a portion of his competence in the target language.

Corder (1967) in Brown (2004, p. 282) also points out that mistakes are deviations due to performance factors such as memory limitations, spelling, pronunciation, fatigue, and emotional strain. On the other hand, he said errors are systematic consistent deviances characteristic of the learner's linguistic system at a given stage of learning (Corder 1967 in Brown 2004, p. 282). Keshavarz (1993, p. 49) points out that errors may be seen as rule-governed and systematic in nature and as such indicative of the learner's linguistic system at a given stage of language learning and systematic errors reveal something about the learner's underlying knowledge of the target language to date. Norrish (1983, p.25) states that errors are systematic deviation when a learner has not learned something and consistently gets it wrong, whereas mistakes are inconsistent deviations. It means that sometimes the learner gets it right, but sometimes he or she makes a mistake and uses the wrong form. While Ngara (1983, p. 35) looks at errors and mistakes as the following,

> "Error and mistakes as competence errors and performance errors. Errors can be seen as the limit of the learner's competence in using the target language. In contrast, mistakes are performance errors which can be easily eliminated by emphasis on accuracy and carefulness. This is because the learner makes this error not because he does not know the language, but because he is in a hurry, he is writing or speaking under stress, or is forgetful or simply careless."

It can be summarized from the explanations to distinct between error and mistake that when native speakers make mistakes, they can identify and correct them

immediately because they have almost full knowledge of the linguistic structure of the language. Second and foreign learners not only make mistakes, they also commit errors and as they have only an incomplete knowledge of the target language, they are not always able to correct the errors that they make. Thus the learners' errors reflect a lack of underlying competence in the language that they are learning.

2.2 Concept of Grammatical Error

2.2.1 Definition

Nordquist (2006, p. 28) defines grammatical error as a term used in perspective grammar to describe an instance of faulty, unconventional, or controversial usage. While Jabeen et al, (2015, p.55) see grammatical error as a misuse of the mechanics of a language often intentionally but somtimes by errors or mistakes. However, Chada (2014, p.15) states that grammatical error is grammatical deviation from the norms of the target language. He added that in language acquisition, an error is a systematic failure to conform to a rule of the language being learned. Therefore, the grammatical errors is kind of important to be considered by the learners. The English learners have to be able to understand what the grammatical rules of English and how to apply them well, especially in writing. The grammatical errors found in students' text writing sometimes will influence the meaning of the text. Therefore, learning the grammatical errors enables the students to produce a good writing. In the process of knowing the students' grammatical errors, the students must consider an important thing in editing of their works in the part of grammatical error. Harris and Rowan (1989, p. 21) proposed some steps in editing grammatical error. They said that editing for

grammatical errors is not a one-step process, but a complete series of steps which involve detecting a problem (finding a mistake), diagnosing the error (figuring out what is wrong), and rewriting (composing a more acceptable version). Skilled writers do not always conciously need to move through all of those steps, but most students do.

In short, grammatical error is an error which is not suitable to the grammatical rules that make sentence become not good. Just like another errors that students make in the process to comprehend target language, by knowing their grammatical errors, it also gives a profit for the students. The students can measure their knowledge in grammar skill and as a evaluation of their works. Undeniable, it will make them to be aware to their error in the future.

2.2.3 Classification of Grammatical Errors

In classifying the grammatical errors in students' academic essay, grammatical error classification of Ho (2005) taxonomy will be applied in this research. The classification of those errors are drawn in table below.

Table 1.
Classification of Grammatical Errors Based on Ho (2005) Taxonomy

No.	Types of Errors
1.	**Errors regarding noun group** a. Unnecessary insertion /Overgeneralization of plural marker –s b. Omission of plural marker –s (Under-marking of plural)

	c. Inappropriate selection/usage of quantifier/ article/ determiner
	d. Inappropriate combination of subject and verb
2.	**Errors regarding verb group** a. Omission of suffix –s/ -es/ -ed/ -ing b. Omission of –ed participle after a form of the verb be c. Inappropriate form after modal verb (unnecessary insertion/ overgeneralization of suffix –s, -ed, -ing, infinitive to d. Inappropriate form after modal verb (Omission of suffix –ed, past perfect form) e. Omission of direct object f. Omission of infinitive to g. Omission of –ing participle h. Omission of auxiliary verb
3.	**Errors regarding preposition** a. Omission of preposition b. Unnecessary insertion of preposition c. Inappropriate selection or usage of preposition
4.	**Errors regarding sentence structure** a. Dagling modifier b. Squinting modifier c. Jumbled-up or illogical sentence d. Incomplete or fragmented sentences e. Run-on sentence f. Inappropriate coordinating conjunction g. Inappropriate subordinating conjunction h. Inappropriate correlative conjunction

There are four classifications based on Ho's taxonomy. They are errors regarding noun group, errors regarding verb group, errors regarding preposition and errors regarding sentence structure. However, if there is a grammatical error that cannot be classified by using Ho's taxonomy, it will be included in fifth type of grammatical error named miscellaneous errors (Putri & Dewanti, 2012, p. 3).

2.3 Concept of Writing

2.3.1 Definition

Writing is an important skill in language learning. For a learner, writing is also an opportunity to convey something, to communicate ideas to people beyond their immediate vicinity, to learn something that they do not know yet, and to reach other purposes. Cox (2007, p. 56) states that writing is a way of knowing, of discovering what is known as what putted it down not only in the form of words and phrases but of scribbles and drawings, ideas and images and allother wonderful stuff in mind that may only become clear engage inthe process of writing it down. Cox (2007, p. 56) added that writing is a progressive activity. It means that when a writer first write something down, he have already been thinking about what he is going to say and how he is going to say it. Then after he finished writing, he reads over what he have written and make changes and corrections. Therefore, Harmer (2004, p. 4) states that writing is never one- step action; it is a process that has several steps. However, according to Heaton (1990, p. 13), writing skills are complex and sometimes difficult to teach, requiring

mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.

Based on the opinion above, it can be stated that writing skill is an ability to express an idea, opinion, feeling, or experience that somebody has heard in written form. It can begin from a simple piece of writing to a more advanced level.

2.3.2 Process of Writing

Harmer (2004, p. 4) explains that writing is never one- step action; it is a process that has several steps. Harmer stated that there are four main stages of the process of writing, that is, prewriting, writing, revising, and rewriting.

1) Prewriting

Prewriting is the time spent developing ideas before making an attempt to put them on paper formally. At this point, the student has an opportunity not only to generate ideas but also to review vocabulary and language patterns before attempting to use those same elements in written language, just as the student phrases ideas during discussion before dictation a story.

2) Writing

The first writing step is actually a beginning rather than the end of the composing process. This is "getting it down" in rough form the ideas stimulated by the prewriting activity. It is not a time to worry about correct form, spelling, or

other mechanical elements. Students need to write their first thoughts, knowing that effort will not be evaluated or criticized.

3) Revising

Many times writing program focus in revising but inappropriately emphasize correcting mechanical errors. Writing is emphasized as an act of communication when a clear audience is provided for helping revision. Students should be given many opportunities to share and discuss their writing with other students and to hear and react to what peers have written. These sessions help the students identify aspect of their writing which are particularly effective as well as those which need further word.

4) Rewriting

The final step, rewriting, is just that, a new writing, not just a copying over in ink. Rewriting is time for incorporating suggestions from peers and for producing a final copy. At this point students should be urged to produce their best possible work, the most effective and correct that they can manage.

The definitions above show that writing is a productive language skill. The process of writing includes prewriting, writing, revising, and rewriting. Planning in writing is very important in the writing process. Thus, writing needs process and skills that really involves students into some stages before going to any written product.

In relation to the writing process, Gower, Philips and Walters (2008, p. 115) divide guidelines for a process writing activity into six. The first is

introduction. In this process, the teachers need to stimulate interest through a listening or reading text and create a situation where a piece of writing is required. It is also important to discuss the text type and think about the reader, and etc. The second is working with ideas. The teachers get ideas from the students through brainstorming, mind maps, etc, note down ideas, develop ideas, and order the ideas. The third is planning. The teachers remind the students of the typical features and structure of the text type they are writing and help the students to use this knowledge to make a plan, dividing their ideas into paragraphs. The fourth is drafting. In this process, the students write a second draft, perhaps in pairs, from their note or plan. The fifth is reviewing or editing. Here, the students correct and improve their second draft looking at content, language accuracy, organization, style, etc. at this stage; the teacher can take their work in and make comments. Then, the last is re-writing. The students write out the final version and then give it to the intended reader or teacher. The teacher has to decide what form feedback is going to take and to what extent and how to correct the text.

2.4 Concept of Academic Essay

2.4.1 Definition

Starkey (2004, p. 12) defines an academic essay as a document that has a defined structure - an introduction, a body and a conclusion. While Andersson and Beveridge (2007, p.2) explain that academic essay is a piece of structured writing usually written in formal academic writing. A broad definition of academic essay describes how important this kind of writing is, especially in academic world.

Academic essay have become major part of a formal education. Essay are often used by universities to judge the mastery and comprehension of material. Students are asked to explain, comment, or assess a topic of study in the form of an essay. Academic essays used academic writing rules, as Trzeciak and Mackay (2012, p.111) explain that academic writing is mainly presented in the third person with a formal style that reflects a logical pattern of reasoning for the main argument of the text.

Effectively writing different types of essay has become critical to academic succes. Academic essay writing is common in school assignment, a part of standardized test, and a requirement on a college applications. However, there is no universally accepted for the types of academic essay itself, so it is easy to get confused. Furthermore, Starkey (2004) distinguished the types of academic essay into four types, they are:

1) Descriptive Essay

The aim of descriptive essay is to provide a vivid picture of a person, location, object, or event. It will offer details that will enable the reader to imagine the item described.

2) Narrative Essay

The aim of a narrative essay is to describe a course of events from a subjective vantage point, and may be written in first person present or first person past tense. The focus is often to more clearly identify the point of view of the narrator.

3) Persuasive Essay

In a persuasive essay, the writer tries to persuade the reader to accept an idea or agree with an opinion. The persuasive essay should be written in a style that grabs and holds the reader's attention, and the writer's opinion should be backed up by strong supporting details.

4) Argumentative Essay

Argumentative essays are most often used to address conntroversial issues, i.e. serious issue over which there is some evident disagreement. An argument is a position combined with its supporting reasons.

For many reason, an academic essay has become very essential in the academic area. It is a kind of writing style that use academeic writing rules, eg., it uses third person singular view, avoiding colloquial words and expression, most of them have references to support its claim, and etc. Students are expected understand the rules of academic writing intent on to apply them in their academic essay. When students have improved their academic writing skills, they will eventually learn to think naturally in a logical and objective manner.

2.5 Previous Related Study

The first research related to this research was from Hendriwanto and Sugeng (2013) in their journal article entitled *An Analysis of the Grammatical Errors in the Narrative Writing of the First Grade Students of SMA 6 Yogyakarta.* They classified the grammatical error through fourteen types of error. This research showed that verb tenses occupied the first rank with 24.47%, followed by

the pronoun error with 11.56%. The similarity between this study and writer's study is that both the research focus to find out grammatical errors. The difference between this study and writer's study is on the kind of paragraph that is tested. This study used narrative text whereas the writer's study used the text in the form academic essay.

The second study related to this study comes from Iamsiu (2014) entitled *An Analysis of Grammatical Errors in Srinakharinwirot University Students' Writing.* The sample of this study was 20 second year students at Srinakarinwirot University. This study found that the sample made errors in word choice (41.13%), error in sentence structure (36.17%), subject verb agreement (13.48%) word order (10.64%), and the last error in connecting word (0.35%). The similarities this study with writer's study are both studies use college students as the sample and writing test as the instrument. The difference is showed in the classification of grammatical errors that is used.

The third comes from Abushihab (2014) in his journal article entitled *An Analysis of Grammatical Errors in Writing Made by Turkish Learners of English as a Foreign Language.* The classification of grammatical error got from a dialog with the subject, and found five categories, they are: errors in tenses, in the use preposition, in the use of articles, in the use of active and passisve, and morphological errors. The result of this study showed that participant made 179 grammatical errors which is 27 errors in tenses, 50 errors in the use preposition, 52 errors in the use of article. The similarity of this study with the writer's study is

both studies try to figure out grammatical error. The difference is showed in the way to classify grammatical error.

The fourth previous study is from Zeyneb (2014) in his journal article with a title *An Analysis on Grammatical Errors of Turkish EFL Students' Written Texts.* She found that error in use of articles become the first rank which is 42,7%, followed by error of preposition 33,0%, error in spelling 13,5%, and error in morphology 10,6%. The similiarity of this study with the writer's study is that this study tries to find out students' grammatical error. The difference is showed in the subject of the study.

The next study comes from Putri and Dewanti (2012) entitled *An Analysis of Grammatical Errors in Writing Narrative Texts Done by the Second Semester Students at the Diploma Program English Department in Airlangga University Surabaya.* Their reseach classified the grammatical error by using Ho's taxonomy. The data was taken from the result of students' narrative text. The result errors regarding verb-verb groups are the most dominant errors (39.07 %), with the biggest number of errors are in omission of suffix –s/ -es/ -ed/ -ing (18.19 %). Then it is followed by the miscellaneous errors which cannot be analyzed by using Ho's taxonomy (32.11 %). The similiarities with the writer's study is that this study try to figure out the grammatical error in students' text and both studies use Ho's taxonomy to classify the errors. The difference is that this study uses a narrative text while the writer's study used an academic essay to find out the grammatical errors.

The last study related to this study is from Puspitasari (2013) with the title *Grammatical Errors Made by the Second Semester Students in Writing II Subject in the English Education Department of Yogyakarta State University*. This study used grammatical error classification based on Politzer and Ramirez on theory of linguistics category that was devided into morphological area and syntax area. This study found that 27 (14.06%) error in morphological area and 165 (85.94%) in syntax area. The similiarities come from the method that is used which is descriptive qualitative. The differences are in the subject of the study, the instruments, and error classification.

CHAPTER III

METHOD AND PROCEDURE

This chapter discusses (1) method of research, (2) operational definitions, (3) subject of the study, (4) data collection, and (5) data analysis.

3.1 Method of Research

In this research, descriptive qualitative method was conducted. Descriptive qualitative method was designed to obtain information to determine the nature of a situation and to describe what exists in a current study objectively. According to Lans and Voordt (2002, p.53),

> "In principle, descriptive research is not aiming at forming hypotheses or development of theory. Another characteristic of descriptive research is objectivity or neutrality. Descriptive research is about describing how reality *is*. In this regard descriptive research differs from prescriptive research that is primarily concerned with the question how the reality *should be*. Descriptive research is making inventories; prescriptive research is normative"

Ary, Jacobs, and Sorenson (2010, p. 256) supported that descriptive qualitative are designed to obtain information concerning the current status of phenomena. They are directed toward determining the nature of situation, as it exists at the time of study. The main point of descriptive method is to describe situation while the research is done to examine the reason of certain phenomenon. In descriptive qualitative, there is no control or treatment as in experimental study (Danurwindo, 2014, p.2).

To analyzing the students' grammatical errors, the writer used the procedure error analysis based on Ellis (1997, p.15- 19). There are four steps in analyzing the errors, they are: identification, description, explanation, and evaluation of the errors. However, to know the most frequent types of students' grammatical errors and to answer the second question of this research, the counting part was added.

3.2 Operational Definitions

The title of this study is *An Analysis of Gramatical Errors in Academic Essay Written by The Fifth Semester Students of English Education Study Program UIN Raden Fatah Palembang*. To avoid misconceptions and misunderstanding that would happen related to this study. The researcher provides operational definition of: (1) error analysis, (2) grammatical errors, and (3) academic essay.

3.2.1 Error Analysis

Error analysis is an activity to identify, classify and interpreted or describe the errors made by someone and it is carried out to obtain information on common difficulties faced by someone in sentences.

3.2.2 Grammatical Errors

Grammatical error is a term used in perspective grammar to describe an instance of faulty, unconventional, or controversial usage. In this research, the researcher only focuses on the types of grammatical errors based on Ho's taxonomy (2005), they are: error regarding noun group, error regarding verb group, error regarding preposition, error regarding sentences structure. However,

if there is grammatical error that can not be classified by Ho's taxonomy, the error will be included in miscelleneous errors.

3.2.3 Academic Essay

Academic essay is a piece of writing that is written and designed by students in order to analyse and evaluate a topic or issue to get an academic opinion on a particular matter by applying an academic writing rules. In this study, the subject was free to choose types of academic essay. However, the number of words, topic, and time allocation were decided by researcher.

3.3 Subject of the Study

The subject of this study is 103 students in the fifth semester of English education study program UIN Raden Fatah which is devided into four classes PBI-A, PBI-B, PBI-C, and PBI-D. The writer's consideration in choosing the fifth semester students as the subject of this study are; the first, the fifth semester students have been passed their writing and grammar 1 until 4 subjects because this study will focus in grammatical errors and writing in form of academic essay. The second, the higher semesters, like the seventh semester have PPLK subject and the ninth semester or higher that have been focussed on their research. The last, the importance of academic writing, not only for thesis but also any kinds of writing that have correlation with a scientific writing should apply an academic writing rules.

Table 2.
The Subject of the Study

No	Class	Number of Students
1	PBI-A	26
2	PBI-B	22
3	PBI-C	26
4	PBI-D	29
Total		**103**

(Source : English Education Study Program of UIN)

3.4 Data Collection

To collect the data, a writing test was conducted as the data collection. The students were asked to make essay paragraph in 250 to 300 words. The topics that were given: education in Indonesia, globalization, and the use of technology in daily life. From those three topics the students have to choose a topic, and 60 minutes for the time. The instruction, content, topics, and time allocation were validited by experts validation to know wheather they were appropriate or not to used in this study. Academic essay was used to find out the grammatical errors.

3.5 Data Analysis

The technique that was conducted in this research was descriptive analysis. It means that the data was analyzed and described in details, in this case to know the grammatical errors made by the students in their academic essay. It was descriptive since the errors will be identified and described in the form of category, in this case the type of grammatical errors.

In analyzing the data, the procedures of error analysis based on Ellis (1997) was conducted. The procedures as follows:

3.5.1 Identification of Errors

After collecting the data, the data was identified the sentences that contain errors, by following steps:

1) Read every the students' academic essay carefully

2) Give number for every sentence

3) Mark each grammatical errors based on the classification of grammatical errors taxonomy by Ho (2005)

4) Selecting the sentences which contain grammatical errors in the students' academic essay, and then underlining them.

3.5.2 Description of Errors

After all of the errors have been identified, they described into types based on Ho's taxonomy, by following steps:

1) Rewrite down the errors in the table and compered them with the reconstructed sentences

2) Determining the error based on category by Ho's classification on the such following table.

Table 3.
Description of Grammatical Error Based on Ho's Taxonomy
(2005)

NO.	Erroneous Sentences	Reconstructed Sentences	Types of Error				
			Noun Group	Verb Group	Prepos ition	Sentences Structure	Miscell aneous
1.							

3.5.3 Counting of the Errors

After the data was identified and described the type of errors, the last procedure was counting. The errors were counted by following steps:

1) Counting the total of each type of grammatical errors from the identification table.

2) Counting the total number of all types grammatical errors.

3) Making percentage each type of grammatical error, in order to know the most frequent type grammatical error, it was done by dividing the total number of each type by the total number of all types grammatical errors and then multiplying with one hundred.

$$\frac{\text{Total of a type grammatical errors}}{\text{Total number of all type grammatical errors}} \text{ X } 100$$

(adapted from Ali, 1993, p.186)

By using the formula above, the researcher could find out the frequency percentage of each grammatical error types more clearly.

The classification and counting of those errors figure out in table such below:

Table 4.
The Percentages of Grammatical Error

No.	Types of Error	Number of Errors	Percentage (%)
1.	**Errors regarding noun- noun groups**		
	a. Unnecessary insertion /Overgeneralization of plural marker –s		
	b. Omission of plural marker –s (Under-marking of plural)		
	c. Inappropriate selection/usage of quantifier/ article/ determiner		
	d. Inappropriate combination of subject and verb		
2.	**Errors regarding verb- verb groups**		
	a. Omission of suffix –s/ -es/ -ed/ -ing		
	b. Omission of –ed participle after a form of the verb be		
	c. Inappropriate form after modal verb (unnecessary insertion/ overgeneralization of suffix –s, -ed, -ing, infinitive to		
	d. Inappropriate form after modal verb (Omission of suffix –ed, past perfect form)		

	e. Omission of direct object		
	f. Omission of infinitive to		
	g. Omission of –ing participle		
	h. Omission of auxiliary verb		
3.	**Errors regarding preposition**		
	a. Omission of preposition		
	b. Unnecessary insertion of preposition		
	c. Inappropriate selection or usage of preposition		
4.	**Errors regarding sentence structure**		
	a. Dagling modifier		
	b. Squinting modifier		
	c. Jumbled-up or illogical sentence		
	d. Incomplete or fragmented sentences		
	e. Run-on sentence		
	f. Inappropriate coordinating conjunction		
	g. Inappropriate subordinating conjunction		
	h. Inapprpopriate correlative conjunction		
5.	**Miscellaneous errors**		
	Total		

The aim of counting was to know the most frequent types of grammatical error in students' academic essay, and it was also used to answer the second questions of this research.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter discusses: (1) research findings, and (2) discussion of the findings.

4.1 Findings

The findings presented the grammatical errors in the fifth semester students English education study program UIN Raden Fatah Palembang in their academic essay. There were total 75 academic essays that the researcher got from the subject. The researcher identified all the grammatical errors found in students' essay by using the taxonomy of grammatical error which was suggested by Ho (2005). In analyzing the grammatical errors, the researcher applied the procedure in analyzing error analysis based on Ellis (1997).

4.1.1 Identification of the Errors

After collecting the data from the students, researcher identified all the sentences by giving the number for every sentence in students' academic essay and then underlined the sentences that contained the grammatical errors that was suggested by Ho's taxonomy. The result of identification found that there were 529 grammatical errors in 455 sentences that contain grammatical errors that could be found in students' academic essay.

4.1.2 Description of the Errors

In the description part, the researcher rewrote the sentences that contained grammatical errors into table and then compared the sentences that contained grammatical error with the reconstructed sentences, as suggested by Ellis (1997). By doing this step, the sentences that contained grammatical errors could be seen clearly. After finishing those steps, the reseracher decided what type of grammatical error they were. However, the researcher also found double or more errors in a sentence. The description of errors was divided in each student (see appendix 1)**.**

4.1.3 Counting of the Errors

After the data were identified and described into table, the next step was counting. The aim of counting was to know the most frequent type of grammatical error in students' academic essay and to answer the second question of this research. The frequency and percentage of each types of grammatical error were as follows:

Table 5.

The Frequency and Percentage of Grammatical Errors

No.	Types of Error	Frequency	Percentage
1.	Error Regarding Noun Noun Group	212	40 %
2.	Error Regarding Verb Verb Group	171	32.3 %
3.	Error Regarding Preposition	37	6.9 %
4.	Error Regarding Sentences Structure	74	13.9 %
5.	Miscellanous Errors	35	6.6 %

Figure 1.

The Distribution of Errors Percentage
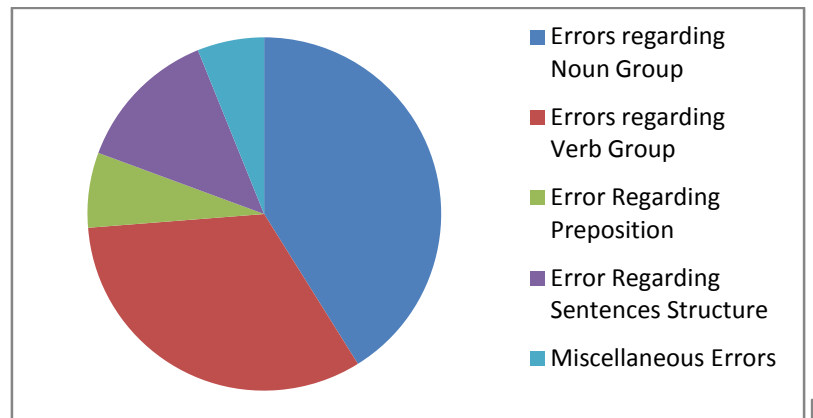
1. Errors Regarding Noun Group = 212 X 100 / 529 = 40 %
2. Errors Regarding Verb Group = 171 X 100 / 529 = 32.3 %
3. Errors Regarding Preposition = 37 X 100 / 529 = 6.9 %
4. Errors Regarding Sentences Structure = 74 X 100 / 529 = 13.9 %
5. Miscellaneous Errors = 35 X 100 / 529 = 6.6 %

As seen in the text above, there are 529 grammatical errors in 75 academic essays that could be found by the researcher from the fifth semester students of English education study program of UIN Raden Fatah Palembang. However, the reseracher also found many errors in a sentence. From the result of counting, errors regarding noun group became the most frequent type of errors with 212 errors (40%). In the type of error regarding noun group, most students made the errors in the combination of subject and verb. It was found total 94 errors or 17.9% and become the most frequent type of error in this research. The second error was errors regarding verb group with 171 errors (32.3%). The students mostly made the error in the omission of suffix –s/ -es/ -ed/ -ing, especially in

verb of present tense. The third was errors regarding sentences structure with 74 errors (13.9%). Error in incomplete sentence became the most dominant type of this error with total 25 errors (4.6%) the fourth was errors regarding preposition 37 errors (6.9%). In this type of error, most students were lack of knowledge in the usage of preposition, and it found 17 errors (3.1%). The last was miscellanous errors with 35 errors (6.6%).

4.1.4 Explanation of the Errors

In this case, there were thirty types of grammatical error that were recommended by Ho (2005). There were four types in the category of error regarding noun group, they were: unnecesarry insertion/ overgeneralization of plural marker –s, omission plural marker –s, inappropriate selection/ usage of article/ quantifier/ determiner, and inapprpopriate combination of subject and verb. There were nine types of grammatical error in the category of error regarding verb group, they are: omission of suffix –s/ -es/ -ed/ -ing, omission of – ed participle after a form of the verb be, inappropriate form after modal verb (unnecessary insertion / overgeneralization of suffix –s, or -ed, -ing, infinitive to), inappropriate form after modal verb (omission of suffix –ed, past perfect form), omission of direct object, omission of infinitive to, omission of –ing participle, omission of auxiliary verb, inversion of verb-subject in indirect question. There were three types in the category of error regarding preposition, they are: omission of preposition, unnecessary insertion of preposition, inappropriate selection or usage of preposition. There were eight types in the category of error regarding sentences structure, they are: dagling modifier, squinting modifier, jumbled- up or

illogical sentence, incomplete or fragmented sentences, run- on sentences, inappropriate coordinating conjunction, inappropriate subordinating conjunction, inappropriate correlative conjunction. The last is miscellaneous errors.

a. Error Regarding Noun Group

The researcher found 212 grammatical errors in students' academic essays or 40 % in this type of the grammatical errors. This type of error became the most frequent type of error in this study. The distribution of errors in this type of error as follows:

Figure 2.

The Distribution of Errors in Noun Group
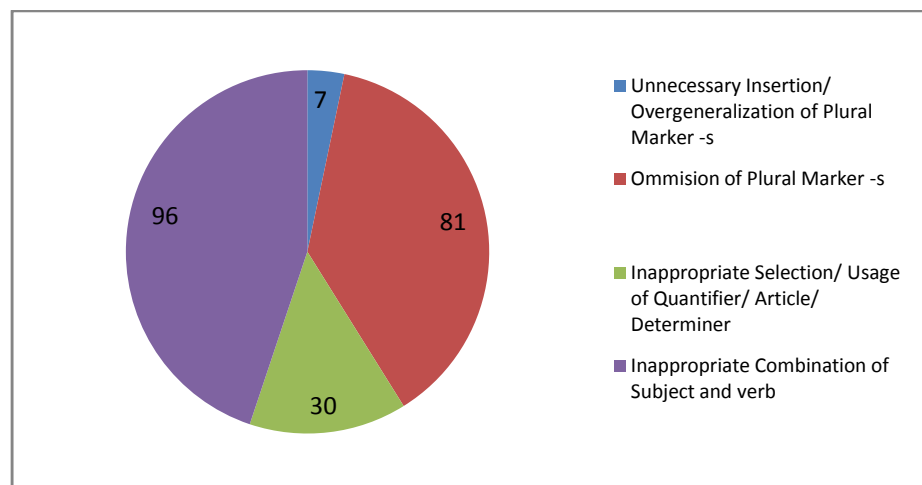
From the distribution above, error in combination of subject and verb was in the first rank of this type (17.7%). It was followed by error in omission of plural marker –s (15.3%), and then errors in the usage of quantifier/ article/ determiner (5.6%), and the last error was errors in unnecesarry insertion/ overgeneralization of plural marker –s (1.3%).

1. Unnecesarry Insertion/ Overgeneralization of Plural Marker –s,

The total errors of unnecesarty insertion/ overgneralization of plural marker –s were 7 errors (1.3 %).

For example:

a. Sentence 3 in student 31, *Internet is a *tools where we can anything from there*

This sentence has an error in word *tools,* which was inserted –s in the noun that did not need –s because there was article *a* before, and indicated that it was singular. Therefore, the correction for this sentence is supposed to be *Internet is a tool where we can do anything from there*

b. Sentence 10 in student 31, *In there, we can get a new *friends*

Error was found in word **friends* in this sentence. This sentence indicated as a singular since it has article *a* before. Therefore, in the sentence the correct form should be *In there, we can get a new friend.*

2. Omission Plural Marker –s

The researcher found 81 errors (15.3%) in omission plural marker –s which become the second rank of type that contained grammatical errors.

For example:

a. Sentence 9, in student 5, *we can spend many *time*

This sentence contained grammatical error in word *time* that was omit –s to indicate that it was plural. However, the correct sentence should be *we can spend many times*.

b. Sentence 8, in student 6, *There are three *benefit of technology*

Word *three* in this sentence indicated a plural form. In other word, the word *benefit* was omit –s to show that it was plural form. The correct one must be *there are three benefits of technology*

3. Inappropriate Selection/ Usage of Article/ Quantifier/ Determiner

The researcher found 30 errors or 5.6% in inappropriate selection/ usage of article/ quantifier/ determiner.

For example:

a. Sentence 8 in student 19, *Environment problem that caused by technological expansion is *result of mismanagement*

In this sentence, the student omitted article *the* in word result. Article *the* is requierd to the specific thing or action. However, this sentence also omitted auxiliary verb. The reconstraction of this sentence must be *Environment problem that is caused by technological expansion is the result of mismanagement*.

b. Sentence 12 in student 71, *and they need a *number of money to buy pulse*

This sentence has an error in inappropriate selection of quantifier. A quantifier is a word which is used before a noun to indicate the amount or quantity. *Money* is categorizeds as an uncountable noun. However, the use of

number is for a noun that can be counted while *amounts* is for uncountable noun. So the correction of this sentence should be *and they need amounts of money to buy pulse.*

4. Inappropriate Combination of Subject and Verb.

There are 94 errors or 17.7 % that could be found by researcher in the type of inappropriate combination of subject and verb. This type of grammatical error became the most frequent type of error.

For example:

a. Sentence 28 in student 4, *technology also *have negative impact*

This sentence contained an error in inappropriate combination of subject and verb. *Have* is used to subject in plural noun (students, people, etc) and some pronouns (I, we, you, they). On the other hand, *Has* is used to subject in singular noun (a student, a man, etc) and some pronouns (he, she, it). The correct form of this sentence must be *technology also has negative impact.*

b. Sentence 12 in student 1, *Everyone *have to know about technology*

This sentence has an error in the combination of subject and verb which is not apporropriate. The key word to look for in *everyone* is *every* or *each* which implies *each single one* or usually called as a plural noun. *Everyone, everything, and etc* are indifinite pronoun which refer to non specific person. Diana (2015, p. 123) said that most indifinite pronouns are singular. Therefore, the correct form should be *Everyone has to know about technology.*

b. Error Regarding Verb Group

The researcher found 171 grammatical errors or 32.3% from the total number of errors in this study, and become the second rank of error that could be found by researcher in this research. The distribution of this type of error as follows:

Figure 3.

The Distribution of Error Regarding Verb Group
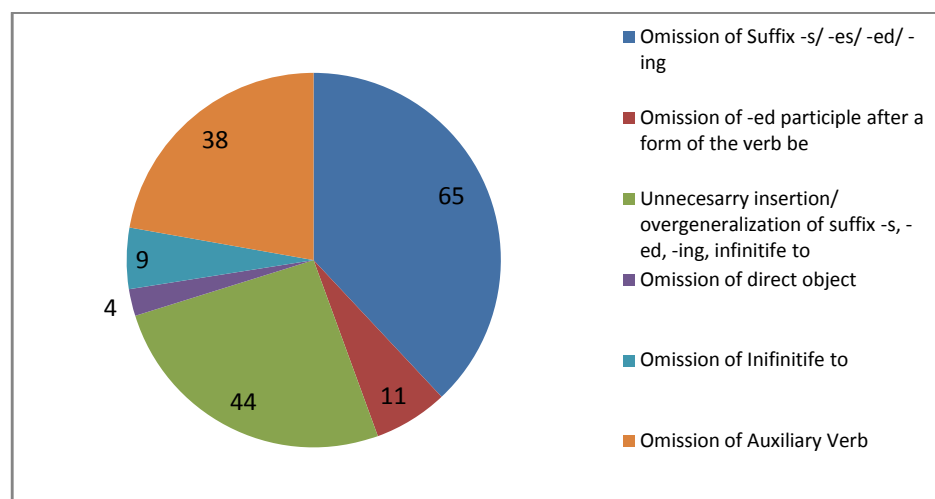
From the distribution of errors regarding verb group above could be concluded that error in omission of suffix –s/ -es/ ed/ ing become the first rank in this type with 12.2%, followed by error in inappropriate form after modal verb with 8.3 %, errors in omission of auxiliary verb 7.1%, omission –ed participle after verb be 2.0 %, omission of infinitive to 1.7%, and the last error in omission of direct object 0.7%.

1. Omission of Suffix –s/ -es/ -ed/ -ing

There are 65 grammatical errors or 12.2% that can be found by the researcher in this type of grammatical error in students' academic essay. Mostly students omit suffix –s/-es in the verb present tense in their sentences.

For example:

a. Sentence 16 in student 6, *Teacher *give student email or send email to answer question*

The sentence indicates a tense in simple present, and the verb of singular noun in simple present tense should be added suffix –s/ es. However, this sentence omits suffix –s in word *give,* and the correction of this verb must be *Teacher gives student email or send email to answer question.*

b. Sentence 15 in student 24, *They can build a relation with the *other*

In this sentence, student 24 omitted suffix –s in word *other.* Instead the student could use *other,* if it is followed by noun or pronoun, for example *other person.* The correct form must be *They can build a relation with the others.*

2. Omission of –ed Participle after a Form of The Verb be

In this type of grammatical error, the researcher found 11 errors or 2.0% that have done by the students in their academic essay.

For example:

a. Sentence 7 in student 15, *There are three problems that must be *solve by indonesia*

This sentence contained grammatical error in omitting –ed. The correct form of this sentene must be *There are three problems that must be solved by indonesia.*

b. Sentence 3 in student 22, *Handphone also can *use to communication*

The student 22 has omitted suffix –ed in word *use* to form passive sentence. The correction must be *Handphone also can be used to communication .*

3. Inappropriate Form after Modal Verb (unnecessary insertion / overgeneralization of suffix –s, or -ed, -ing, infinitive to)

In this type of grammatical errors, the researcher has found 44 errors or 8.3% in students' academic essay.

For example:

a. Sentence 18 in student 22, *they can *watching video in youtube*

This sentence has an error in unnecesarry insertion of suffix –ing in word **watching*. In this sentence suffic –ing in word *watching* is not necessary. Then, the correct one is *they can watch video in youtube.*

b. Sentence 14 in student 8, *the goverment must *to solve the problem*

This sentence contained an error in unnecesary insertion of infinitive to. It is something forbidden when modal verb is followed by infinitive to because it

can disturb its meaning. However, infinitive to in this sentence must be omitted, and the correct form of this sentence is *the goverment must solve the problem.*

4. Omission of Direct Object

This type of error found total 4 errors or 0.7% from all the grammatical errors that could be found by researcher.

For example:

a. Sentence 7 in student 75, *Many websites share* to them in internet*

This sentence contained an omission direct object that make sentence become incomplete. Direct object is a noun or pronoun that receives an action of a verb in the sentences. This sentence must have a noun or pronoun to receives an action of verb *share.* The correct form should be *Many websites share information to them in internet.*

b. Sentence 6 in student 2, *Most teacher do not have enough professionalism to carry out their **

The student omitted an object after a possesive adjective *their.* The student must include an object to complete that sentence. The correction of this sentence is *Most teacher do not have enough professionalism to carry out their materials.*

5. Omission of Infinitive to

The type of this grammatical error was found total 9 errors or 1.7% that could be found by the researcher.

For example:

a. Sentence 18 in student 17, *it also can give them * know about the news easily*

This sentence contained grammatical error in omitting *infinitive to*. *Infinitive to* in this sentence is needed to connect the two sentences. So the correct sentence must be *it also can give them to know about the news easily.*

b. Sentence 8 in student 42, *People use technology *know the new information and * get many important information*

Infinitive to was needed in this sentence to make the sentence clear. On the other hand, the sentence must be *People use technology to know the new information and to get many important information.*

6. Omission of Auxiliary Verb

An auxiliary verb is used before a main verb, it can be *be, have, do, can, must will, etc.* Errors in omission of auxiliary verb have occured in the students' academic essay. They are 38 errors or 7.1%.

For example:

a. Sentence 6 in student 4, *people * easy to get information*

In English, the condition to make a sentence minimal must have subject and verb. Sentence 6 in student 4 needs a auxiliary verb to complete the sentence, and the appropriate auxiliary verb must be *are*. Furthermore, the correct sentence must be *people are easy to get information.*

b. Sentence 10 in student 4, *it * because many people share everything*

This sentence omitted auxiliary verb *is* to complete the sentence. Word *because* is a subordinating conjunction. However, auxiliary verb *is* must be added. They will be *it is because many people share everything.*

c. Error Regarding Preposition

Total errors in this type of grammatical error was 37 errors (6.9%) and became the most infrequent type of error in this research. The distribution of errors of this type as follows:

Figure 4.

The Distribution Errors Regarding Preposition
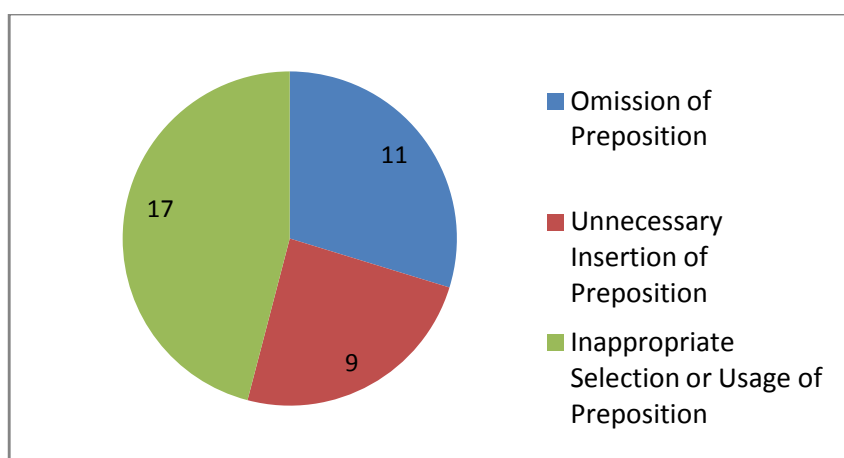
It can be seen from the distribution above that the highest frequency of errors regarding preposition happened in inappropriate selection or usage of preposition with 17 errors or 3.2%, the second was error in omission of preposition with 11 errors or 2.0%, and the last was error in unnecesarry insertion of preposition with 9 errors or 1.7%.

1.Omission of Preposition

Total errors of this type of grammatical errors were 11 errors or 2.0% from the whole errors that could be found by researcher.

For example:

a. Sentence 4 in student 2, *Education * Indonesia has problems*

This sentence required a *proposition* to connect word education and Indonesia. The most appopriate preposition for this sentence is *in.* So the sentence will be *Education in Indonesia has problems.*

b. Sentence 5 in student 25, *It depend * what the information that we want to read*

The student 25 omitted a *proposition* after word *depend.* The preposition after word *depend* is *on*. The only time we can omit *on* after *depend* is when we use the fixed expression, for example: *how much will the trip cost? I'm not sure, it depends* (Turton, 1995, p.111). student 25 also omits suffix –s after verb *depend.* Furthermore, the correct sentence must be *It depends on what the information that we want to read.*

2. Unnecesarry Insertion of Preposition

The researcher found 9 errors or 1.7% in unnecesarry insertion of prepostion.

For example:

a. Sentence 1 in student 29, *Almost all *of people using internet.*

Preposition *of* after word people in unnecesarry and it makes sentence become unclear. However preposition *of* in this sentence must be omitted and the correct sentence must be *Almost all people use internet.*

b. Sentence 11 in student 34, *Many *of teachers do not have the good qualification*

The correct form of this sentence should be *Many teachers do not have the good qualification.*

3. Inappropriate Selection or Usage of Preposition

This type of error was found total 17 errors or 3.2% from the whole grammatical errors that could be found by researcher in students' academic essay.

For example:

a. Sentence 3 in student 42, *we can increase our ability from bad *to better*

The sentence contained an inappropriate selection of preposition. The most appropriate preposition to make the sentence correct is preposition *into. Into* normally expresses movement or a change of state, for example: *the water had turned into ice* (Turton, 1995, p.184). However, the correct sentence must be *we can increase our ability from bad into better.*

d. Error Regarding Sentences Structure

The grammatical error regarding sentences structure were found total 74 errors or 13.9%. This type of error occupied the third rank in this research. The ditribution of errors in this type as follows:

Figure 5.

The Distribution of Errors Regarding Sentences Structure
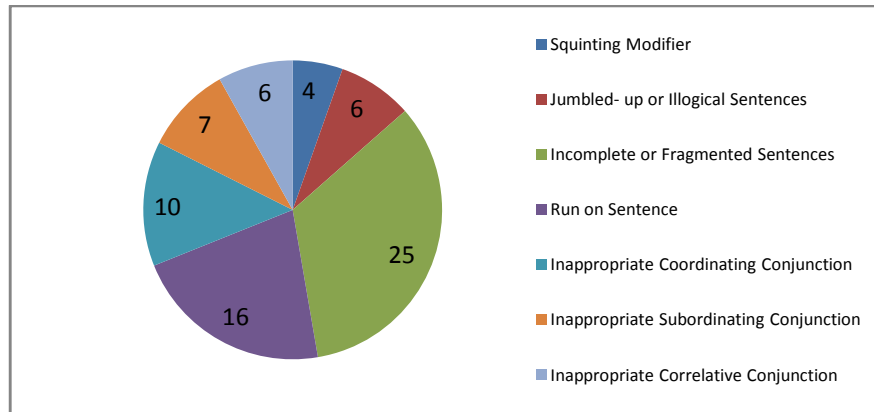
As seen in the distribution above that error in incomplete or fragmented sentence became the most frequent type in this type of error with total 4.7%, followed by error in run- on sentence 23.0%, error in coordinating conjunction 1.8%, error in subordinating conjunction 1.2 %, error in correlative conjunction 1.1%, jumbled up or illogical sentence 1.1 %, and the last was squinting modifier 0.7 %.

1. Squinting Modifier

Errors in squinting modifier were found total 4 errors or 0.7 %. Squinting modifier is a word that describes something but that is out of place, and it can change the meaning of sentence.

For example:

a. Sentence 1 in student 69, *Technology *nowadays develop in many aspects*

The word *nowadays* in the sentence was a squinting modifier. A squinting modifier could be fixed by changing its position. However, the appropriate location of word *nowadays* is *Nowadays, technology develops in many aspects.*

b. Sentence 7 in student 72, *People make *usually a call by using telephone*

Most of squinting modifier is an adverb, because adverb can be putted in the beginning, the end or sometimes it is putted in the middle, as long as it does not make the sentence become unclear, for example: *student easily can find the information in internet.* But it this case, the word *usually* was putted in the position that makes the sentence become not good. It should be putted after word *people*, and the sentence will be *people usually make a call by using telephone.*

2. Jumbled- up or Illogical Sentences

The researcher found total 6 errors or 1.1 % in the type of jumbled- up or illogical sentences.

For example:

a. Sentence 9 in student 6, *Educate is a goverment for facilitate to civilization.*

This sentence has an unclear meaning. Furthermore, the researcher suggests the student to change it become *education is an important thing for civilization.*

b. Sentence 17 in student 10, *Children and televisin attachment is as old as the fire.*

Unfortunatelly, the researcher could not define the meaning of this sentence. Furthermore, the sentence also contains error in the combination of subject and verb.

3. Incomplete or Fragmented Sentences

This type of grammatical error was found total 25 errors or 4.7% in all students' academic essay.

For example:

a. Sentence 1 in student 8, *Educatin is the most important * for people*

The sentence was incomplete. After word *important* must be included a word to make the sentence complete, and the appropriate one is a noun. Then, the sentence will be *Education is the most important thing for people.*

b. Sentence 10 in student 29, *if he/ she * funny videos he/she will happy*

This is incomplete sentence since it has no verb. The appropriate verb to complete the sentence is *watches*. However, the sentence also omits a comma that makes the sentence contains error in run-on sentence. The correct sentence should be *if she/he wathces funny videos, he/she will be happy.*

4. Run- on Sentences

There are 16 errors or 3.0% that could be found by researcher it this type of grammatical error.

For example:

a. Sentence 4 in student 31, *if we use internet * we can get many benefits*

The best way to fix run- on sentences error is by adding comma between two sentences to make break between them. The sentence will become *if we use internet, we can get many benefits.*

b. Sentence 21 in student 43, *by technology our will be more effective*

This sentence did not only contain run-on sentence error but also incomplete sentence. The sentence must be *by using technology, our times will be more effective.*

5. Inappropriate Coordinating Conjunction

The researcher found total 10 errors or 1.8% in the type of coordinating conjunction it students' academic essays.

For example:

a. Sentence 2 in student 62, *From a kid, teenager, adult,* even elderly are using technology*

This sentence omitted coordinating conjunction *and* after word *adult.* The correct sentence must be *From a kid, teenager, adult, and even elderly are using technology*

b. Sentence 2 in student 63, *This process has effect on the invorenment, culture, political, economic, * technology around the world*

Coordinating conjunction is used to correlate words or sentences that have the same degree. They could be *for, and, or, nor, but, yet,* and *so.* However the sentence 2 must be *This process has effect on the invorenment, culture, political, economic, and technology around the world.*

6. Inappropriate Subordinating Conjunction

There were total 7 errors or 1.2% in subordiating conjunction errors that could be found in students' academic essays.

For example:

a. Sentence 15 in student 71, *The students can not understand the material since the teacher do not have a good qualification*

These sentences should be connected by using subordinating conjunction *because.* Subordinating conjunction is a word such as while, whether, where, how, because, until, since, as, etc whch joins a subordinate clause to a main clause. These two sentence show *cause and effect* sentence. The sentence should be *The students can not understand the material because the teacher do not have a good qualification*.

b. Sentence 27 in student 4, *No matter * many positif impact but technology also *have negative impact*

The sentence omitted a subordinating conjunction *how*. This sentence also contains an error in the combination of subject and verb. However, the sentence

must be *No matter how many positif impact but technology also has negative impact.*

7. Inappropriate Correlative Conjunction

There were 6 errors or 1.1% in the type of this grammatical error that could be found by reseacher.

For example:

a. Sentence 7 in student 26*, handphone is easier to bring to anywhere*

Coorelative conjunction is used to correlate the substances of sentence between word and word, phrase and phrase, and clause and clause. They are *not anly and but also, neither and nor, either and or, not and but, etc.* However the sentence 7 in student 26 must be *handphone is easier to bring to anywhere than telephone.*

b. Sentence 7 in student 5, *Technology not only give us the positive impact but * give us negative impact*

Beside contained correlative conjunction error, this sentence also has an error in the combination of subject and verb. The sentence should be *Technology do not only give us the positive impact but also negative impact*.

e. Miscellaneous Errors

This type of grammatical error was the type that could not be analyzed using grammatical error taxonomy by Ho. There are 35 errors or 6.6% that could

be found by reseacrher in the student's academic essays. However, mostly students made errors in the part of speech and comparison.

For example:

a. Sentence 7 in student 4, *if people use it wise*, it gives benefit*

The student made an error in form of adjective in word *wise* that should be in form of adverb *wisely.* The student also omitted auxiliary verb *will* after word *it.* However, the correct sentence must be *if people use it wisely, it will give benefit*

b. Sentence 6 in student 7, *people can get the information more faster from everywhere and everytime*

In English grammar, only an adjective that has more than one syllable that needs *more* to form comparison. However, word *fast* only has one syllable, so it no needs *more* to form comparison word. The correct one must be *people can get the information faster from everywhere and everytime.*

4.2 Discussions

The discussion discusses the summarizing of the data in the finding and interpretation related to the findings.

4.2.1 Summarizing

After conducting the steps in analyzing error analysis based on Ellis (1994) to find grammatical errors in students' academic essay, all the data summarized in the table as follows:

Table 6.

Summarizing of Research Findings

No.	Types of Error	Number of Errors	Percentage (%)
1.	**Errors regarding noun group**		
	a. Unnecessary insertion /Overgeneralization of plural marker –s	7	1.3 %
	b. Omission of plural marker –s (Under-marking of plural)	81	15.3 %
	c. Inappropriate selection/usage of quantifier/ article/ determiner	30	5.6 %
	d. Inappropriate combination of subject and verb	94	17.7 %
	Total	**212**	**40 %**
2.	**Error regarding erb group**		
	a. Omission of suffix –s/ -es/ -ed/ -ing	65	12.2 %
	b. Omission of –ed participle after a form of the verb be	11	2.0 %
	c. Inappropriate form after modal verb (unnecessary insertion/ overgeneralization of suffix –s, -ed, -ing, infinitive to)	44	8.3 %
	d. Inappropriate form after modal verb (Omission of suffix –ed, past perfect form)		
	e. Omission of direct object	4	0.7 %
	f. Omission of infinitive to	9	1.7 %
	h. Omission of auxiliary verb	38	7.1 %
	Total	**171**	**32.3 %**
3.	**Errors regarding preposition**		
	a. Omission of preposition	11	2.0 %
	b. Unnecessary insertion of preposition	9	1.7 %
	c. Inappropriate selection or usage of preposition	17	3.2 %
	Total	**37**	**6.9 %**

4.	**Errors regarding sentence structure**		
	a. Dagling modifier		
	b. Squinting modifier	4	0.7 %
	c. Jumbled-up or illogical sentence	6	1.1 %
	d. Incomplete or fragmented sentences	25	4.7 %
	e. Run-on sentence	16	3.0 %
	f. Inappropriate coordinating conjunction	10	1.8 %
	g. Inappropriate subordinating conjunction	7	1.2 %
	h. Inapprpopriate correlative conjunction	6	1.1 %
	Total	**74**	**13.6%**
5.	**Miscellaneous errors**	**35**	**6.6%**
	Total	**529**	**100 %**

As seen in table above (table 6), there are 529 grammatical errors that could be found by researcher. Error regarding noun group become the most frequent type of error in this research with the total error 212 errors (40 %), the proportion of this error is 7 errors in unnecessary insertion/ overgeneralization of plral marker –s (1.3%), omission of plural marker –s 81 errors (15.3%), inappropriate selection/ usage of quantifier/ article/ determiner 30 errors (5.6%), and the last error in inappropriate combination of subject and verb 94 errors (17.7%).

Next, error regarding verb group was found total 171 errors (32.3%), and become the second rank of error after noun group. The proportion of this error is 65 errors   (12.2%) in omission of suffix –es/-s/ -ed/ -ing, omission of –ed participle after a form of the verb be 11 errors (2.0%), innappropriate form after

modal verb (unnecessary insertion/ overgeneralization of suffix –s/-ed/-ing, infinitive to) 44 errors (8.3 %), omission of direct object 4 errors (0.7 %), omission of infinitive to 9 errors (1.7 %), omission of auxiliary verb 38 errors (7.1%).

Further, error regarding preposition was found 37 errors (6.9 %). This type of error become infrequent type in this research. The proportion of this type is 11 errors (2.0 %) in omission of prepositions, 9 errors (1.7 %) in unnecessary insertion of preposition, and 17 errors (3.2 %) inappropriate selection or usage of preposition.

Next, error regarding sentence structure was found 74 errors (13.9 %). The proportion of this type of error is 4 errors (0.7 %) in squinting modifier, 6 errors (1.1%) in jumbled- up or illogical sentences, 25 errors (4.7 %) in incomplete or fragmented sentences, run on sentence 16 errors (3.0 %), in appropriate coordinating conjunction 10 errors (1.8 %), inappropriate subordinating conjunction 7 errors (1.2 %), and the last is inappropriate correlative conjunction 6 errors (1.1%).

The last is misscellaneous errors. The researcher classified this type of error into two types, they are error in inappropriate of comparison and inappropriate form of part of speech. The reseracher found total 35 errors (6.6 %) from these two type of errors.

4.2.2 Interpretations

Interpretations are presented as the way to discover the ideas related to the findings, previous study, and correlated theories. The finding shown that the fifth semester students of English Education Study Program UIN Raden Fatah Palembang made grammatical errors in their academic essay. Cook (1993, p.39) said that it has been an axiom that EFL learners have grammar of their own.

From the findings, it was known that error regarding noun group became the most frequent type of error in this research with 212 errors (40 %). From the total 212 errors in noun group, inappropriate combination of subject and verb took 94 errors and became the most frequent type of error. For example, *Children who *was spent their times*, another it *is also help teacher*. In line with researcher's finding, the study from Victorya (2009) also concluded that error in noun group become the most frequent type with 40%. Furthermore, it can be assumed that the fifth semester students made error in subject verb agreement because they ignored the limitation of the existing structure and apply wrong structure, it is called as *ignorance of rules restriction*. Richard (1980, p. 174) said that *ignorance of rule restrictions* involves the application of rules to context where they do not apply.

While, some students also have an confussion to decide whether indifinite pronoun which refer to non specific person such as *everyday, everyone, every school* are pronoun in singular form or plural form. Diana (2015, p. 123) said that most indifinite pronouns are singular, for example, *Everyone *have to know about technology.* The key word to look for in *everyone* is *every* or *each* which

implies each single one or usually called as a singular noun. It could be caused by the interference of their mother tongue, because in Bahasa Indonesia there is no agreement between subject and verb. In line with it, Ellis (1994) there are some words that inappropriate in target language, but it is acceptable or appropriate in native language.

Next, the result of the findings also shown that there were many errors regarding verb group in students' academic essay, especially in omission of suffix –es/-s/-ed/-ing. For example, *technology also *help the advertisement*. Mostly students omitted suffix –s in verb. Since the subject is singular (only one person), the verb should be in singular also (Turton, 1995). This finding was consistent with Hemchua and Schmitt (2006), their findings suggested that the students can give more attention, they remained a serious problem in the Thai students' writing.

In addition, as seen in the findings, the researcher conclusively presented the fifth type of grammatical error in this research that was called miscellaneous errors. From the result of identification, mostly students made failure to make a good part of speech in their academic writing. For example, *if people use * wise, it will give benefit* or **Educate is an important thing to facilitate civilization*. While, the researcherp also found many students made errors to build a comparison. For example, *Technology can make our life *more easy.*

From all discussions above, it can be summarized that the fifth semester students of English education in UIN Raden Fatah who learn English as a foreign

language tend to make grammatical errors, especially error in subject and verb agreement because they are probably lack of competence in producing English. Therefore, they are unable to determine what the constructions are because they think that their utterances are what they intend to do. However, as mentioned before that Making error in learning process is common thing, it is because the learner have not learnt the correct form that makes it acceptable.Since the learners are usually not able to make any corrections of their errors by themselves. Therefore, they need teachers to correct their grammatical errors.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discusses: (1) conclusions, and (2) suggestions.

5.1 Conclusions

After conducting the research, doing the analysis, and presenting the results, the researcher could draw some conclusions. The conclusions of this study presented as follows:

1. Based on the finding of the analysis, it can be seen that the students written a total of 529 grammatical errors which consist of 212 (40%) errors regarding noun group, 171 (32.3%) errors regarding verb group, 37 (6.9%) errors regarding preposition, 74 (13.9%) errors regarding sentence structure, and 35 (6.6%) in miscellaneous errors which consist of error in part of speech and comparison.

2. The findings shown that errors regarding noun group is the most frequent type of errors with 212 errors (40%) followed by error regarding verb group with 171 errors (32.2%), error regarding sentences structure with 74 errors (13.9%), error regarding preposition with 37 errors (6.9%), and the last is miscellaneous errors with 35 errors (6.6%).

5.2 Suggestions

The researcher would like to propose some suggestions. It is expected that the result of this study will hopefully give a new idea for a better teaching and learning process especially in teaching writing in the English Education Program of UIN Raden Fatah Palembang.

1. For lecturers

   The researcher suggested the lecturers of English education study program to pay more attention of their students' grammatical errors, especially in the part of noun group error. The fifth semester students of English education study program of UIN Raden Fatah mostly have known the correct form of the grammar rules, but because some factors like stress so they could not apply the correct form. The lecturer can use interesting technique in teaching process so it can decrease students' stress by expecting they will more focus in writing. The researcher also suggests the lecturers to give more exercises in noun group not only by giving the theory. However, based on the results most students seem not quite understand how to form the correct form of noun group.

2. For students

   As the students still make grammatical errors in their writings, especially in noun group error, they have to learn more about grammar rules by reading more materials in order to improve their English grammatical ability. However, based on the researcher's observation, the students have to enjoy the writing process first so that they can apply the correct

grammar rules in their writing, by expecting they will not make the same grammatical errors in the future.

3. For the future researchers

It is expected that the result of this study can give an informative input to the future researchers who want to conduct similar research. As noun group error is the first rank of error in this study, it is believed that there are still many phenomena that can be revealed in this research, such as deeper research to find out the source why students written noun group errors in their academic essay or deeper research in each type of grammatical error itself.

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The Description of Grammatical Errors

Student 1

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	The internet as *sources of information	The internet as a source of information	X		X																						
2.	Kidnapp and robber are the *kind of negative effect	Kidnapp and robber are the kinds of negative effect	X																								
3.	Internet is *important thing for our life	Internet is an important thing for our life			X																						
4.	Google, opera web, uc browser, * chrome are the searcher system	Google, opera web, uc browser, and chrome are the searcher system																							X			

No.	Erroneous sentences	Reconstructed sentences	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	Miscellaneous errors
5.	We must *be pay attention to this	We must pay attention to this					X																					
	TOTAL		2		2		1																	1			

Student 2

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	Education *defined as a plan	Education is defined as a plan				X																						
2.	Education *indonesia has problems	Education in indonesia has problems														X												
3.	The student *there is no *motivated to get achievement	The student do not have motivation to get achievement																			X							X
4.	Education *defined as plan to development	Education is defined as plan to development				X																						

No.	Erroneous sentences	Reconstructed sentences	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	Miscellaneous errors
5.	Most teacher do not have enough professionalism to carry out their *	Most teacher do not have enough professionalism to carry out their materials									X																
6.	The quality of education in indonesia *still very low when * compared the quality of education in other states	The quality of education in indonesia is still very low when it is compared the quality of education in other states												X							X						
	TOTAL					**2**					**1**			**1**		**1**				**1**	**1**						**1**

Student 3

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	The bussinessman can use * to promote the product	The bussinessman can use it to promote the product																				X					

2.	Gadget is one of electronic devices that *have multiple function	Gadget is one of electronic devices that has multiple functions					X																					
	TOTAL						1														1						

Student 4

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	It always *develop become better	It always develops become better					X																					
2.	Technology *give many benefits	Technology gives many benefits					X																					
3.	It *give negative effect too	It gives negative effect too					X																					

No.	Erroneous	Reconstructed	Errors regarding Noun-Noun groups	Errors regarding Verb-Verb groups	Errors regarding preposition	Errors regarding sentence structure	Miscell

	sentences	sentences	1. a	1. b	1. c	1. d	2. a	2. b	2. c	2. d	2. e	2. f	2. g	2. h	2.i	3. a	3. b	3. c	4. a	4. b	4. c	4. d	4. e	4. f	4. g	4. h	aneous errors
4.	People *easy to get information	People are easy to get information												X													
5.	It *because many people share everything	It is because many people share everything												X													
6.	Google *provide website for people	Google provides website for people					X																				
7.	Technology *help us in communication	Technology helps us in communication					X																				
8.	Many *company share job information *online, such as share in google, facebook, * etc.	Many companies share job information via online, such as google, facebook, and etc.		X																		X		X			
9.	No matter * many positif impact but technology also *have negative impact	No matter how many positive impacts but technology also has negative impact				X																			X		

No.	Erroneous sentences	Reconstructed sentences	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	Miscellaneous errors
10.	People must *wise * use it	People must be wise to use it								X												X					

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
11.	People must be wise *use it	People must be wise to use it										X															
12.	Technology can help us *to learning process	Technology can help us in learning process																X									
13.	People can search job *easy	People can search job easier																									X
14.	There are many benefits * we can get by * technology	There are many benefits that we can get by using technology																				X			X		

No.	Erroneous sentences	Reconstructed sentences	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	Miscellaneous errors
15.	But if people use * wise, it * gives benefit such as easy to learning process, communication, and human source	But if people use it wisely, it will give benefit such as easy in learning process, communication, and human source											X														X
	TOTAL			1		1	5				2	3			1			3		1	2						2

Student 5

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	Technonoly *improve follow the need of people	The improvement of technology follows the need of people					X																					X
2.	Technology *give us	Technology gives us					X																					

No.	Erroneous	Reconstructed					X																										
3.	Technology like gadget *give us the easy way	Technology like gadget gives us the easy way					X																										
4.	Technology *not only give us the positive impact but *usually give us negative impact	Technology does not only give us the positive impact but also negative impact											X																			X	
5.	We can *spent many *time	We can spend many times		X				X																										
6.	Technology *give us easy way to get information	Technology gives us easy way to get information					X																										
7.	As a person that *use the technology	As a person that uses the technology					X																										
	TOTAL			1			5	1						1																			1	1

Student 6

No.	Erroneous	Reconstructed	Errors regarding Noun-Noun groups	Errors regarding Verb-Verb groups	Errors regarding preposition	Errors regarding sentence structure	Miscell

	sentences	sentences	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	aneous errors
1.	Some *technology can make people	Some technologies can make people		X																							
2.	Handphone is one of *from technology	Handphone is one of technology															X											
3.	Positive and negative effetc of technology *is depends on the users	Positive and negative effetc of technology depend on the users				X																						
4.	There are three *benefit of technology *by users such as in *educate, * worker	There are three benefits of technology for users such as for education and worker		X																					X X			X
5.	Student who *learn in a educate*	Student who learns in an education			X		X																					X
6.	Teacher *give students email	Teacher gives students email					X																					

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
7.	People part of their job *using technology	People part of their job use technology				X																						
8.	There are many *benefit	There are many benefits		X																								
9.	In *educate, teacher and student *easy to communicate	In education, teacher and student are easy to communicate												X														X
10.	*Educate is a goverment *for facilitate to civilization	Education is an important thing to facilitate civilization																				X						X
11.	*which one I have only *mention two	Where I have only mentioned two						X																		X		
	TOTAL			3	1	2	2	1						1			1				1		1	2	1		4

Student 7

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	Students *easy to get information	Students are easy to get information												X													
2.	People can get the information more *faster from everywhere * everytime	People can get the information faster from everywhere and everytime																						X			X
3.	It also *support people	It also supports people					X																				

No.	Erroneous sentences	Reconstructed sentences	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	Miscellaneous errors
4.	And also from it * we can sell the things	And also from it, we can sell the things																					X				
5.	If we feel bored * we can use technology	If we feel bored, we can use technology																					X				
6.	Technology is the one* of things that *really necesarry for people nowadays	Technology is one of things that is really necesarry for people nowadays			X									X													
	TOTAL				1	1								2									2	1		1	

Student 8

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	*Important things *is when we have a lot of	The important things are when we have a lot of knowledge			X	X																					

No.			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
	knowledge																													
2.	We can *easy to *found a job	We can be easy to find a job							X																					
3.	We can *found like violences	We can find violences				X																								
4.	their do violence with their teachers	They do violence with their teachers																												X
5.	The goverment must *to solve this problem	The goverment must solve this problem							X																						
6.	The facilities *is not fair	The facilities are not fair				X																									
7.	The govermnent must *to solve the problem	The goverment must solve the problem							X																						
8	We know *using drugs many from teenager	We know that most of the user of drugs are teenager																												X
9.	Just *think	Just thinking					X																								

	about drugs	about drugs																									

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
10.	The goverment must *to solve problems	The goverment must solve problems							X																		
11.	Education is the most important * for people	Education is the most important thing for people																					X					
	TOTAL				1	3	1		4													1					2

Student 9

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	Many people *using technology	Many people use technology				X																						

No.	Erroneous sentences	Reconstructed sentences	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	Miscellaneous errors
2.	They always playing game everyday	They always play game everyday			X																						
3.	There are two bad *effect	There are two bad effects	X																								
4.	Their characeristics *to bad	Their characteristics into bad																X									

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
5.	There are two bad *effect	There are two bad effects	X																								
6.	They always *playing games	They always play games				X																					
	TOTAL		2			3												1									

Student 10

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups	Errors regarding Verb-Verb groups	Errors regarding preposition	Errors regarding sentence structure	Miscellaneous

No.	Erroneous sentences	Reconstructed sentences	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	errors
1.	It can make all *of people	It can make all people															X										
2.	Television is one of modern *technology	Television is one of modern technologies		X																							
3.	Children who *was spent their *time	Children who spent their times		X		X																					
4.	Children often *watching entertainment	Children often watch entertainment				X																					

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	

No.	Erroneous sentences	Reconstructed sentences	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	Miscellaneous errors
5.	Children and television attachment *is as old as the *fire	Children and television attachment are as old as the fire			X															X							
6.	The parent must *protected their children	The parent must protect their children					X																				
	TOTAL		2		3		1									1				1							

Student 11

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	Internet *so easy to access	Internet is so easy to access												X													
2.	We can find anykind of *information	We can find anykind of informations		X																							
3.	Internet *very useful	Internet is very useful												X													
4.	Communicate with *other from around the	Communicate with others from around the world		X																							

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
	world																											
5.	Learn some *lesson	Learn some lessons		X																								
6.	Internet *have also disadvantages	Internet has also diadvantages				X																						
7	There are so many criminal *case	There are so many criminal cases		X																								
8.	That is easy to be *download	That is easy to be downloaded						X																				
9.	Internet *is depend on yourself	Internet depends on yourself				X																						
10.	*Are we want to use it for bad way or good way?	Do we want to use it for bad way or good way?				X																						
11.	We use internet *with wise	We use internet wisely																										X

	TOTAL		**4**		**3**		**1**					**2**															**1**

Student 12

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	Technology is one of the *product	Technology is one of the products		X																								
2.	Not only *about handphone	Not only handphone																X										
3.	The product *from technology	The product of technology																	X									

No.	Erroneous sentences	Reconstructed sentences	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	Miscellaneous errors
4.	TV can make students *to learn from educate program	TV can make students learn from education program					X																				X
5.	Every school *have already had computer	Every school has already had computer			X																						
6.	Teacher also can *using it	Teacher also can use it					X																				
7.	We *can just need some minutes	We just need some minutes			X																						
	TOTAL		1		2		2									1	1										1

Student 13

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	It *help people in communicat	It helps people in communication					X																				

No.	Error	Correction																														
	ion																															
2.	Smartphone *provide some applications	Smartphone provides some applications					X																									
3.	It *help people in learning process	It helps people in learning process					X																									
4.	People can *easy get the new informations	People can easily get the new informations																														X
5.	Students * easy to *finding their materials	Students are easy to find their materials							X					X																		
6.	It *is also help teacher	It also helps teacher				X																										
7.	It *help people in bussiness	It helps people in bussiness					X																									
	TOTAL					1	4		1					1																		2

Student 14

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	What *the happen in the world	What happen in the world			X																						
2.	Technology can make *be easy the job of people	Technology can make the people's job become easy																									X
3.	There are many information *	There are many informations		X																							
4.	Televisi always *give a news	Television always gives news					X																				
5.	Technology can make be easy the job for students	Technology can help the students' job become easy																				X				
6.	The student always *use laptop	The student always uses laptop					X																				
7.	The students *always technology to send email	The students always use technology to send email												X													

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
8.	Not only the student *using technology but * there are many people using technology	Not only the student that uses technology but also there are many people using technology				X																					X	
9.	Technology always needed by people	Technology is always needed by people				X																						
	TOTAL			1	1	2	2							1													1	1

Student 15

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	Education is *important part of human	Education is an important part of human			X																						

No.	Erroneous sentences	Reconstructed sentences	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	Miscellaneous errors
2.	Three problems that must be *solve by indonesia	Three problems that must be solved by indonesia						X																			
3.	Teacher is someone *how can change the education	Teacher is someone who can change the education																						X			
4.	But teacher sometimes *be problem of education	But teacher sometimes becomes problem of education				X																					

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
5.	Some teachers in indonesia leave *they job	Some teachers in indonesia leave their job																									X
6.	When the teacher *teach students	When the teacher teaches students					X																				

	TOTAL			1	1	1	1																					1		1

Student 16

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	Some *information	Some informations		X																								
2.	Information and bussiness are the part of importance that *can people get from technology	Information and bussiness are the part of importance that people can get from technology																										X
3.	They can also make a bussiness*for get *the its benefit	They can also make a bussiness to get its benefit			X							X																
	TOTAL			1	1							1																1

Student 17

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	Technology is *the one thing	Technology is one thing			X																						
2.	All of the inventions of technology *gives so many benefit	All of the inventions of technology give so many benefits				X																					
3.	Technology can *be educate	Technology can educate							X																		
4.	Technology *is can give the people news	Technology can give the people news				X																					
5.	It also can give them give *know about the news	It also can give them to know about the news										X															
6.	It *is depend *with the way they use it	It depends on the way they use it				X																					

			Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								
	TOTAL			1	3			1			1																

Student 18

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	Education is one of the *power of *country	Education is one of the powers of the country		X	X																							
2.	Education should *given from the child	Education should be given from the child																					X					
3.	The goverment *provide the biggest influence	The goverment provides the biggest influence					X																					
4.	Teacher only *give material	Teacher only gives material					X																					
5.	Student also *influence	Student also influences																										

No.	Erroneous sentences	Reconstructed sentences	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	Miscellaneous errors
	many things	many things				X																					
6.	Student *lazy to study	Students is lazy to study												X													
7.	The education *caused by their economy	The education is caused by their economy			X																						
8.	*Facilitation also *improve the education	Facility also improves the education			X																						X

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
9.	So many *facilitation	So many facilities																									X
10.	There are many *school	There are many schools		X																							
11.	There are many aspect*	There are many aspects		X																							

No.	Erroneous sentences	Reconstructed sentences	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	Miscellaneous errors
12.	Education *improve the strength of country	Education improves the strength of a country				X																					
13.	There are many *aspect * will make education run well	There are many aspects that will make education run well	X													X											
14.	Low economy *make them feel work is better than study	Low economy makes them feel work is better than study				X																					
15.	Education should * given from the child until end of life	Education should be given from the child until the end of life																				X					
	TOTAL		4	1	1	6			1				1	1		1						2					2

Student 19

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	There are two *major	There are two majors negative																									

No.	Erroneous sentences	Reconstructed sentences																										Miscellaneous errors
	negative effect	effect	X																								
2.	Water and soil are the key *component	Water and soil are the key components	X																								
3.	Environment problem that *caused by technological expansion is *result of mismanagement	Environment problem that is caused by technological expansion is the result of mismanagement		X	X																						
	TOTAL		2	1	1																						

Student 20

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	Technology always *develop every time	Technology always develops every time					X																					
2.	It *is become	It become popular				X																						

	popular																											

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
3.	Technology *is also has benefit	Technology also has benefit				X																						
4.	The researcher *using technology to find or to solve the problem	The researcher uses technology to find or to solve the problem				X																						
	TOTAL					3	1																				

Student 21

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	The internet as *sources	The internet as a source of			X																							

No.	Erroneous sentences	Reconstructed sentences	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	Misc
	of information	information																									
2.	Kidnapped and robber are *the kind of negative effect	Kidnapped and robber are the kinds of negative effect		X																							
3.	Internet is *important thing for our life	Internet is an important thing for our life														X											

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
4.	The negative *effect of internet are,	The negative effects of internet are,		X																								
5.	Negative effect of internet is * it can increase cyber crime	Negative effect of internet is, it can increase cyber crime																					X					
	TOTAL			2	1												1							1				

Student 22

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	Handphone also can *use to communication	Handphone also can be used to communication						X																			
2.	If people want to see their friend's face *they can use video call	If people want to see their friend's face, they can use video call																						X				

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
3.	They can *searching in google	They can search in google				X																					

No.	Erroneous sentences	Reconstructed sentences	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	Misc
4.	They can *using online magazine	They can use online magazine							X																		
5.	They can *watching video	They can watch video							X																		
6.	Listening *music and read the lyric *to in dropbox	Listening to music and read the lyric in dropbox							X			X															
7.	Handphone has some functions * are to save files, pictures, phone number, etc	Handphone has some functions, they are to save files, pictures, phone number, etc																					X				
	TOTAL				1		1		3			1											2				

Student 23

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	People *diverse in culture and	People are diverse in culture and												X													

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
	perception	perception	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
2.	People must be educated *people to get the best job	People must be educated by people to get the best job																				X					
3.	They *concern with the best job	They are concern with the best job												X													
4.	Not many people can be educated *people	Not many people can be educated by people																				X					
5.	People who *graduate from their university must fight *to the other people	People who graduated from their university must fight with the other people					X									X											
	TOTAL						1							2		1						2					

Student 24

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	Everyone *have to know about technology	Everyone has to know about technology				X																						
2.	Everyday, people *used gadget for a pleasure	Everyday, people use gadget for a pleasure				X																						

No.	Erroneous sentences	Reconstructed sentences	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	Misc
3.	Beside gadget can give an addict for people* it is also gives negative effect for them	Beside gadget can give an addict for people, it also gives negative effect for them.				X																	X				
4.	A relation with the *other	A relation with the others		X																							
5.	They can *used gadget	They can use gadget							X																		
6.	People can call the *other	People can call the others		X																							
	TOTAL			**2**		**3**			**1**														**1**				

Student 25

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	

No.	Incorrect	Correct	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.	There are 3 *benefit	There are 3 benefits	X												
2.	First is *find information	First is to find information									X				
3.	There are so many *information	There are so many informations	X												
4.	It *depend what the information that we want	It depends on what the information that we want				X									X
5.	We can read it in *internet	We can read it in the internet		X											
6.	Their *teacher ask the student to do *assignment	Their teachers ask the student to do the assignment	X	X											
7.	The student *need to find some *information	The student needs to find some informations	X			X									
8.	And give many *information	And give many informations	X												
	TOTAL		5	2		2					1				1

Student 26

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	Handphone is one of *technology	Handphone is one of technologies		X																								
2.	Handphone *have many features and *the handphone is easier to bring to anywhere *	Handphone has many features and handphone is easier to bring to anywhere than telephone			X	X																					X	
3.	Handphone *have music player	Handphone has music player				X																						
4.	Message that will help people to *communicating	Message that will help people to communicate																										X

No.	Erroneous sentences	Reconstructed sentences	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	Miscellaneous errors
5.	It *easier to bring anywhre	It is easier to bring anywhre												X													
6.	This aspect *make people	This aspect makes people				X																					
7	Handphone *have many features	Handphone has many features			X																						
	TOTAL		1	1	3	1								1												1	1

Student 27

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	Every country *have different education	Every country has different education				X																					
2.	The goverment *have announced	The goverment *has announced				X																					

No.	Erroneous sentences	Reconstructed sentences	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	Misc
3.	It will not *gives	It will not give							X																		
4.	The curriculum in indonesia will give some *effect	The curriculum in indonesia will give some effects	X																								
5.	The goverment should *observation	The goverment should make observation																									X
	TOTAL		1		2				1																		1

Student 28

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	

No.	Erroneous sentences	Reconstructed sentences	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	Miscellaneous errors
1.	*Their busy to promote themselves in goverment	They busy to promote themselves in goverment																									X
2.	They *defeated *from people that prefer their position	They are defeated by people that prefer their position							X								X										
	TOTAL								1								1										1

Student 29

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	Almost all *of people *using internet	Almost all people use internet							X								X										
2.	Internet can help someone when he/ she *have problem	Internet can help someone when he/ she has problem				X																					

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
3.	*This is three *benefit	These are three benefits		X	X																						
4.	If he /she *funny videos he/she will *happy	If he /she watches funny videos he/she will be happy																				X					
5.	If he/she do not know	If he/she does not know				X																					
6.	So many *information in google	So many informations in google		X																							
7.	If he/ she *want *know about something	If he/ she wants to know about something					X					X															
8.	It *is depend *with users	It depends on the users				X												X									
9	The users	The users																				X					

			Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
	should careful	should be careful																										
	TOTAL		2	1	3	1		1			1			1		1	1				3						

Student 30

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	Several *restaurant	Several restaurants		X																								

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
2.	Communication is one of *thing that *changed by technology	Communication is one of things that is changed by technology		X		X																						
3.	People should not depend *with telephone	People should not depend on telephone																X										
4.	Information	Information is												X														

No.	Erroneous sentences	Reconstructed sentences	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	Misc
	*easily to get	easy to get																									
5.	People *too lazy to read a book	People are too lazy to read a book												X													
6.	Technology will give *best if we use it wisely	Technology will give the best if we use it wisely		X																							
	TOTAL		2	1	1									2		1											

Student 31

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	Internet is a *tools	Internet is a tool	X																								

No.	Erroneous	Reconstructed																									
2.	If we use the internet * we can get many benefits	If we use the internet, we can get many benefits																			X						
3.	The other benefit is *with internet,	The other benefit of internet is,															X										
4.	We can get a new *friends	We can get a new friend	X																								
5.	Find the information *with visiting the websites	Find the information by visiting the websites															X										
	TOTAL		2														2				1						

Student 32

No.	Erroneous	Reconstructed	Errors regarding Noun-Noun	Errors regarding Verb-Verb groups	Errors regarding	Errors regarding sentence structure	Miscell

	sentences	sentences	groups				2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	preposition			4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	aneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	We will feel handphone as a *needed	We will feel handphone as a need							X																		
2.	So many bad *impact	So many bad impacts		X																								
3.	Some *site	Some sites		X																								
4.	Only *a little children got controll by the parents another children *are not	Only a few children got controll by the parents another children do not			X	X																						
5.	It *also cause of advertisement	It is also caused by advertisemtn				X										X												
	TOTAL			2	1	2			1							1											

Student 33

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	People in all around the world *uses handphone	People in all around the world use handphone					X																				
2.	As long as people *has connection	As long as people have connection				X																					
3.	Girls *watches the make up tutorial	Girls watch the make up tutorial				X																					
	TOTAL					2	1																				

Student 34

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups	Errors regarding Verb-Verb groups	Errors regarding preposition	Errors regarding sentence structure	Miscellaneous

No.	Erroneous sentences	Reconstructed sentences	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	errors
1.	Indonesia also holds so many *problem	Indonesia also holds so many problems		X																							
2.	This essay will tries* to explain	This essay will try to explain							X																		

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
3.	Many *of teachers do not have *the good qualification	Many teachers do not have a good qualification			X												X											
	TOTAL			1	1				1								1											

Student 35

No			Errors regarding Noun-Noun	Errors regarding	Errors regarding	Errors regarding	

.	Erroneous sentences	Reconstructed sentences	groups				Verb-Verb groups									preposition			sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	All people in the world *using things	All people in the world use things				X																					
2.	It *because the engineer	It is because the engineer												X													
3.	Technology has two good *impact	Technology has two good impacts		X																							
4.	It *help us to can see clearly	It helps us to see clearly					X																					
5.	Technology also *help the advertisement	Technology also helps the advertisement					X																					
6.	About ten *year ago	About ten years ago		X																								
No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors

No.	Erroneous sentences	Reconstructed sentences	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
7.	We can buy *by online	We can buy via online																X									
8.	Technology can make our life *more easy	Technology can make our life easier																									X
9.	And also be *smart than technology	And also be smarter than technology																									X
	TOTAL			2		1	2							1				1									2

Student 36

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	Such as can *to help us to make something easier	Such as can help us to make something easier							X																			
2.	And can *to get information	And can get information faster							X																			

No.	Erroneous sentences	Reconstructed sentences	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	Miscellaneous errors
	faster																										
3.	We can *used iron	We can use iron							X																		
4.	Something * we can *to do	Something that we can do							X							X											

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
5.	Almost all people *needed.	Almost all people need it.																									X
6.	Benefits of technology *is depends on users	Benefits of technology depends on users				X																					
	TOTAL					1			4							1											1

Student 37

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous
			1.	1.	1.	1.	2.	2.	2.	2.	2.	2.	2.	2.	2.	3.	3.	3.	4.	4.	4.	4.	4.	4.	4.	4.	aneous

	Erroneous sentences	Reconstructed sentences	a	b	c	d	a	b	c	d	e	f	g	h	i	a	b	c	a	b	c	d	e	f	g	h	errors
1.	Education *uses to help young generation	Education is used to help young generation				X																						
2.	Young child usually *start from elementary school	Young child usually starts from elementary school					X																					
3.	Education *have to appropriate	Education has to appropriate				X																						
4.	The other hand * benefit of education for senior high school	The other hand, the benefit of education for senior high school			X																			X				

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
5.	Education for senior high school * usually system education	Education for senior high school is usually system education												X													
6.	It can help *as to improve our	It can help to improve our knowledge																							X		

		1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
	knowledge																										
	TOTAL		1	2	1								1								1			1		

Student 38

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	Education in indonesia like English * very important	Education in indonesia like English is very important												X														
2.	Education about english * very popular	Education about English is very popular												X														
3.	We also to help when we in the college	It is also to help us when we are in the college																			X							

No.	Erroneous	Reconstructed	Errors regarding Noun-Noun groups	Errors regarding Verb-Verb groups	Errors regarding preposition	Errors regarding sentence structure	Miscell

	sentences	sentences	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	aneous errors
4.	Many *benefit *with we know about english	Many benefits by knowing about English		X														X									
5.	We can *to ditribute	We can distribute							X																		
6.	We can use * very easier	We can use it very easier																				X					
7	This is the reason why english language *very important	This is the reason why English is very important												X													
8.	Almost all the aspects * about english	Almost all the aspects are about English												X													
9.	That is why english knowledge * always useful	That is why English knowledge is always useful												X													
	TOTAL			1					1					5				1			1	1					

Student 39

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	Technology is *a important thing	Technology is an important thing			X																						
2.	Technology is very useful in daily life *for make *easier	Technology is very useful in daily life to make something easier																	X				X					
3.	Your mom *want to wash the clothes	Your mom wants to wash the clothes					X																					
4.	If the teacher *want to explain the material	If the teacher wants to explain the material					X																					

No.	Erroneous sentences	Reconstructed sentences	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	Miscellaneous errors
5.	Technology has improved and *show the new things	Technology has improved and shown the new things			X																						
6.	If we want *to watching movie	If we want watching movie					X																				
	TOTAL			1	1	2	1									1				1							

Student 40

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	Higher education is *continuation	Higher education is a continuation			X																						
2.	Academic *are *higher education institution	Academic is the higher education institution			X	X																					
	TOTAL				2	1																					

Student 41

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	It is caused * so many things	It is caused by so many things														X											
2.	It *make the learning process	It makes the learning process					X																				
3.	There are many *problem	There are many problems		X																							
4.	It *come from the quality that is not same	It comes from the quality that is not same					X																					
5.	The three main *problem are uniformity, rules, and tools	The three main problems are uniformity, rules, and tools					X																					
	TOTAL			1			3										1											

Student 42

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	From bad *to better	From bad into better																	X									

No.	Erroneous	Reconstructed	Errors regarding Noun-Noun groups	Errors regarding Verb-Verb groups	Errors regarding preposition	Errors regarding sentence structure	Miscell
2.	Most of people use*of tecnology	Most of people use technology			X		
3.	Technology *make people *more smart and creative	Technology makes people smarter and more creative	X				X
4.	Technology has many positive *effect	Technology has many positive effects	X				
5.	People use technology to know the new information and * get many important *information	People use technology to know the new information and to get many important informations	X	X			
6.	The learner *use handphone as their facilities	The learner uses handphone as their facilities	X				
7.	People can create communication *more easier	People can create communication easier					X

No.	Erroneous sentences	Reconstructed sentences	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	Miscellaneous errors
8.	The positive effect of technology *divided *until 2	The positive effect of technology is divided into 2				X												X									
	TOTAL			2		1	2					1					1	2									2

Student 43

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	Technology can not *separated from human life	Technology can not be separated from human life																				X					
2.	Technology become *the one of part	Technology become one of part			X																						
3.	Every aspect of human life *have	Every aspect of human life has				X																					

No.	Erroneous sentences	Reconstructed sentences	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	Miscellaneous errors
	relation	relation																									
4.	Technology *have * role in our daily life	Technology has a role in our daily life			X	X																					

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
5.	People usually do it *in manually	People usually do it manually															X										
6.	Through these *application	Through these applications		X																							
7.	It *take much time	It takes much time					X																				
8.	Technology already *give * good contribution	Technology has already given a good contribution			X	X																					

No.	Erroneous sentences	Reconstructed sentences	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	Misc
9.	By technology * our * will be more effcetive	By using technology, our time will be more effective																					X	X			
10.	Technology can *fullfilled human *needed	Technology can fulfill human need						X																			
	TOTAL		1	3	3	1		1								1						1	1	1			

Student 44

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	Technology *make by human to help *they	Technology is made by human to help their life				X																					X

No						X																X					
	*live																										
2.	The technology that *made *help all aspects	The technology that is made by human can help all aspects				X																X					
3.	Laptop is slim * computer	Laptop is slimer than computer																					X					
4.	The *using of computer *usually used in permanent place	The use of computer is usually used in permanent place						X				X															
5.	Transportation *help people to move	Transportation helps people to move					X																					
6.	Transportation that * often use by people	Transportation that is often used by people				X	X																					
7.	Technology *have different functions	Technology has different functions				X																						
	TOTAL					4	1	2	1				1									2				X

Student 45

No			Errors regarding Noun-Noun		Errors regarding			Errors regarding	Errors regarding	

.	Erroneous sentences	Reconstructed sentences	groups				Verb-Verb groups									preposition			sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	The negative effect of globalization * inevitably going to hit	The negative effect of globalization is inevitably going to hit												X														
2.	We must *to wary *of globalization	We must be wary about globalization							X									X										
3.	It can give many bad *influence for us	It can give many bad influences for us		X																								
4.	It * so contrary to our culture	It is so contrary to our culture												X														
	TOTAL			1					1					2				1									

Student 46

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	

No.	Erroneous sentences	Reconstructed sentences	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	Miscellaneous errors
1.	People in different fields can *used the telephone	People in different fields can use the telephone					X																				
2.	People in the world *needs telephone	People in the world need telephone				X																					

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
3.	Those are benefits * can get through some *application	Those are benefits that can get through some applications		X												X											
	TOTAL			1		1	1									1											

Student 47

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	

No.	Erroneous sentences	Reconstructed sentences	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	Misc
1.	Educational system is bad * compared to other countries	Educational system is bad if it is compared to other countries																		X								
2.	The goverment is *of central importance in regulating	The goverment is central importance in regulating															X											
	TOTAL																1				1							

Student 48

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	Education is one of important part*	Education is one of important parts		X																							
2.	Facilities *is the tools	Facilities are the tools				X																						

No.	Erroneous sentences	Reconstructed sentences	Noun-Noun groups	Verb-Verb groups	preposition	sentence structure	Miscellaneous errors
3.	Facilities in indonesia *is not complete	Facilities in indonesia are not complete		X			
4.	Facilities and motivation *is different thing	Facilities and motivation are different thing		X			
5.	That should *give by teacher to learner	That should be given by teacher to learner				X	
6.	There are two big *part	There are two big parts	X				
	TOTAL		2	3		1	

Student 49

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups	Errors regarding Verb-Verb groups	Errors regarding preposition	Errors regarding sentence structure	Miscellaneous errors

			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	Everyone *use internet in their activity	Everyone uses internet in their activity					X																				
2.	Every activity *use internet	Every activity uses internet					X																				
3.	When they want * go to somewhere	When they want to go to somewhere							X																		
4.	So many *activity in their daily life	So many activities in their daily life		X																							
5.	Sometime we *getting forget	Sometime we are getting forget												X													
6.	We can *lost our culture	We can lose our culture							X																		
7.	We must *smart	We must be smart																				X					
8.	Don't be someone *can control the internet use	Do not be someone that can not control the use of internet																				X					
	TOTAL			1			2		2					1								2					

Student 50

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	Many *childrens that all *of age already *know about technology	Many children in all age have already known about internet	X											X				X									
2.	Especially for students who *needs internet	Especially for students who need internet				X																					
3.	Many people who *has blog	Many people who have blog				X																					
4.	They *sure to take the tinformation	They are sure to take the information												X													
5.	Online magazine are some recommended *website	Online magazine are some recommended websites		X																								

No.	Erroneous sentences	Reconstructed sentences	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	Misc
6.	Those *website can be practical sources	Those websites can be practical sources		X																								
	TOTAL		1	2		2									2			1										

Student 51

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	In operating these system is that not only adults can do it but also children	Not only adults that can operate these systems but also children																			X						
2.	People can *educated their children	People can educate their children							X																			
	TOTAL								1													1					

Student 52

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	Technology *is become something very important	Technology has become something very important				X																					
2.	Everyone all *depend on technology	Everyone depends on technology					X																					

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
3.	*use technology in what ever we do is very important	Using technology in whatever we do is very important					X																					

	TOTAL				1	2																							

Student 53

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	It can be *use in daily life	It can be used in daily life						X																				
2.	There are some benefit* of* use technology	There are some benefits by using technology		X														X										
3.	To get more *information	To get more informations		X																								
4.	It * easy to get more hot news	It is easy to get more hot news												X														
5.	Technology can make many *useful for the people	Technology can make many benefits for the people																										X
	TOTAL			2				1						1				1										1

Student 54

No.	Erroneous	Reconstructed	Errors regarding Noun-Noun		Errors regarding Verb-Verb groups			Errors regarding		Errors regarding sentence structure		Miscell

	sentences	sentences	groups												preposition										aneous errors
			1. a	1. b	1. c	1. d	2. a	2. b	2. c	2. d	2. e	2. f	2. g	2. h	2. i	3. a	3. b	3. c	4. a	4. b	4. c	4. d	4. e	4. f	4. g	4. h	
1.																											
	TOTAL																										

Student 55

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1. a	1. b	1. c	1. d	2. a	2. b	2. c	2. d	2. e	2. f	2. g	2. h	2. i	3. a	3. b	3. c	4. a	4. b	4. c	4. d	4. e	4. f	4. g	4. h	
1.	Teacher and learner *is the most often *user in education	Teacher and learner are the most often users in education				X																						
2.	The technology that usually *used by them	The technology that is usually used by them		X										X														
3.	They can browse some *informatio	They can browse some informations		X																								

n																										
	TOTAL		**2**		**1**								**1**													

Student 56

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	Students can get many *information	Students can get many informations		X																							
2.	Technology *is not only help students	Technology does not only help students				X																					
3.	The teacher *do not come to the class	The teacher does not come to the class				X																					
4.	The people *is separated with their family	The people are separated with their family				X																					

No.	Erroneous sentences	Reconstructed sentences	1.a	1.b	1.c	1.d	...
5.	Technology *provide many facilities to the board	Technology provides many facilities to the board	X				
	TOTAL		2	3			

Student 57

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	Technology *developing in everywhere	Technology is developing in everywhere												X													
2.	It can *helps people in many *aspect	It can help people in many aspects		X					X																		

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.	1.	1.	1.	2.	2.	2.	2.	2.	2.	2.	2.	2.	3.	3.	3.	4.	4.	4.	4.	4.	4.	4.	4.	
3.	There are negative *effect of technology	There are negative effects of technology	X																								
4.	People have to *using technology wisely	People have to use technology wisely					X																				
5.	Some *technology have negative *effect	Some technologies have negative effects	X																								
			X																								
6.	There are some negative *effect	There are some negative effects	X																								
7.	User * too busy with her gadget	User is too busy with her gadget																		X								
8.	He always *use his gadget	He always uses his gadget				X																						

No.	Erroneous sentences	Reconstructed sentences	a	b	c	d	a	b	c	d	e	f	g	h	i	a	b	c	a	b	c	d	e	f	g	h	
9.	There are many positive *effect from gadget	There are many positive effects from gadget		X																							
10.	It *is depend on user	It depends on user				X																					
11.	He *have to * *wisely	He has to be wise				X																X					X
	TOTAL			6		2	1		2					2								1					1

Student 58

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
	TOTAL																										

Student 59

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1. a	1. b	1. c	1. d	2. a	2. b	2. c	2. d	2. e	2. f	2. g	2. h	2. i	3. a	3. b	3. c	4. a	4. b	4. c	4. d	4. e	4. f	4. g	4. h	
1.	Technology *have become *need for people	Technology has become a need for people			X	X																					
2.	Because of many *technology	Because of many technologies		X																							
3.	Television *have benefits for people	Televison has benefits for people				X																					
4.	Many *handphone are cheap	Many handphones are cheap		X																							
	TOTAL			2	1	2																					

Student 60

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	Internet is *sophisticated technology	Internet is a sophisticated technology			X																							
2.	Internet *provdie google as application	Internet provides google as application					X																					
3.	Internet *prepare everything	Internet prepares everything					X																					
	TOTAL				1		2																				

Student 61

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	From those various *field	From those various fields		X																								
2.	Here are some *advantage of technology	Here are some advantages of technology		X																								
3.	It can be * tool for teacher	It can be a tool for teacher			X																							

No.	Erroneous sentences	Reconstructed sentences	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	Misc
4.	Technology *make students easy to find source	Technology makes students easy to find source					X																				
5.	Internet *provide a wide range	Internet provides a wide range					X																				
6.	Technology can *raises school standard	Technology can raise school standard							X																		
7.	School who *are use technology	School who uses technology				X																					
8.	Technlogy should be *use in education	Technlogy should be used in education						X																			
	TOTAL			2	1	1	2	1	1																		

Student 62

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	

No.	Erroneous sentences	Reconstructed sentences																														
1.	From a kids*, teenager, adult, * even elderly are using technology	From a kid, teenager, adult, and even elderly are using technology	X																										X			
2.	People now *are can't live without their gadget	People now can not live without their gadget				X																											
3.	The writer *want to explain	The writer wants to explain					X																										
	TOTAL		1			1	1																						1			

Student 63

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups	Errors regarding Verb-Verb groups		Errors regarding preposition	Errors regarding sentence structure	Miscellaneous

			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	errors
1.	This process has effect on the invorenment, culture, political, economic, * technology around the world	This process has effect on the invorenment, culture, political, economic, and technology around the world																						X			
2.	*Are two *impact of globalization that influence the daily activity of human life	There are two impacts of globalization that influence the daily activity of human life		X																		X					
3.	Handphone, computer, * internet which can send message fast	Handphone, computer, *and internet which can send message fast																						X			
4.	The western culture *influence the culture of people	The western culture influences the culture of people					X																				
	TOTAL			1			1															1		2			

Student 64

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	We can know * development * a country	We can know the development of a country			X											X											
2.	Because it's* can determine	Because it can determine				X																					
3.	There are many *change	There are many changes		X																							
4.	The role of teacher * not only give the material	The role of teacher do not not only give the material																				X					
5.	Because in this era * attitude is the important material	Because in this era, attitude is the important material																					X				
6.	The goverment *have a good plan	The goverment has a good plan																									
7.	The goverment must * aware for the teacher and learner	The goverment must be aware for the teacher and learner							X																		

No.	Erroneous sentences	Reconstructed sentences	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	Miscellaneous errors
8.	There are some *reason may be when *goverment *change all of the *rule of education	There are some reasons why the goverment changes all of the rules of education	X X	X		X																					
9.	We hope that our education * better than before	We hope that our education can be better than before												X													
	TOTAL		3	2	1	1								1		1							1	1			

Student 65

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	The using* of technology is usual thing	The use of technology is usual thing							X																		
2.	The using* of smartphone is very popular	The use of smartphone is very popular							X																		
3.	Technology *give benefit to both teachers and	Technology gives benefit to both teachers and students					X																				

No.	Erroneous sentences	Reconstructed sentences	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	Miscellaneous errors
	students																										
4.	It will * more attractive for them	It will be more attractive for them																									X
	TOTAL						1		2																		1

Student 66

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	It is related with a telephone like *if we want * ask friend to go *to and then we will call *first	It is related with a telephone like when we want to ask friend to go and then we will call them first							X			X										X			X		

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
2.	If *a people work in the office * so they * need a	If people work in the office, they will need phone cell			X									X								X					

No.																															
	phone cell																															
3.	If they want to meet * to client	If they want to meet client								X																						
4.	They can call the client first or * for to know meeting	They can call the client first or to know meeting													X																	
5.	Almost * every student * phone cell is very important thing for them	Almost every student considers phone cell is very important thing for them																			X											
6.	So many student* are still teenager	So many students are still teenager	X																													
7.	Phone cell is not *use to *calling someone but also *using to build *communicate with other people	Phone cell is not only used to call someone but also it uses to build communication with other people					X	X X																								X
8.	Student *using a phone cell to *searching *a assignment from their teacher	Student uses a phone cell to search *a assignment from their teacher			X	X		X																								
9.	Social media like *a instagram, facebook, and etc.	Social media like an instagram, facebook, and etc.			X																											

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
11.	Many people *using phone cell	Many people use phone cell				X																					
12.	Because phonecell *it give so many information	Because phonecell gives so many information				X																					
13.	We can using* technology	We can use technology							X																		
14.	Opposite *advantages *is make a student *more easier to do the assignment	Opposite advantages in using phone cell is, it makes a student easier to do the assignment																					X	X				X
	TOTAL			1	3	3		1	5			2		2			1					3	2		1		2

Student 67

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	*automaticly make *we think about many *aspect that goverment *have to solve in order to build the high quality of education	automatically make us think about many aspects that goverment has to solve in order to build the high quality of education		X		X																						X X
2.	I will talk about three problem*	I will talk about three problems		X																								
3.	Many school* in indonesia	Many schools in Indonesia		X																								
4.	But there some *teacher in junior or senior	But there some teachers in junior or senior		X																								

No.	Erroneous sentences	Reconstructed sentences	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	Miscellaneous errors
5.	They might just come to the class * give task	They might just come to the class and give task																						X			
6.	If * access is hard to find, it will be * effect to the the process of study	If the access is hard to find, it will effect to the process of study			X		X																				
	TOTAL		4	1	1		1																	1			2

Student 68

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	Students who use gadget *usually will get bad grade in the school	Students who usually use gadget will get bad grade in the school																		X							
2.	Technology can give bad habit * we use it too often	Technology can give bad habit if we use it too often																					X				

No.	Erroneous sentences	Reconstructed sentences	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	Miscellaneous errors
3.	Students *uses gadget only for pleasure	Students use gadget only for pleasure			X																							
4.	There are two negative effect of internet * will give many *disadvantage	There are two negative effect of internet that will give many disadvantages	X																					X				
	TOTAL		1		1												1							2				

Student 69

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	

No.	Erroneous sentences	Reconstructed sentences	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	Miscellaneous errors
1.	Technology *nowadays *develop in many aspects	Nowadays, technology develops in many aspects				X														X							
2.	Students must* careful *by it	Students must be careful of it																X			X						
3.	It can *entertainment them	It can entertain them																									X
	TOTAL					1												1		1	1						1

Student 70

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	It can be used as * source	It can be used as a source			X																						
2.	User will *getting many *advantage	User will get many advantages		X					X																		
3.	They *easily can finish their jobs	They can finish their jobs easily																		X							
	TOTAL			1	1				1											1							

Student 71

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	Education is the important thing *where every people need it	Education is the important thing which every people need it																								X		
2.	They prefer do it in the school. *	They prefer do it in the school than in home																									X	
3.	They * need education in future	They will need education in future												X														
4.	The poor children *or the rich children have the same right	The poor children and the rich children have the same right																							X			
5.	The students can not understand the material since the teacher *do not have a good	The students can not understand the material because the teacher do not have a good qualification				X																				X		

qualification					
	TOTAL		1	1	1 2 1

Student 72

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	Gadget *have many influences	Gadget has many influences				X																						
2.	Students can *using their smartphone to find material	Students can use their smartphone to find material							X																			
3.	People make *usually a call by using telephone	Usually people make a call by using telephone																			X							

No.	Erroneous sentences	Reconstructed sentences	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	Misc
4.	Gadget *very useful to help people	Gadget is very useful to help people				X																					
5.	Students can use * to *finding out the material	Students can use it to find out the material							X												X						
6.	The businessman can use to *promotion the product	The businessman can use to promote the product																									X
7.	Gadget can influence all aspect*	Gadget can influence all aspects		X																							
8.	Technology can make * easy to get information	Technology can make everyone easy to get information																			X						
9.	Other important thing of technology *for business	Other important thing of technology is for business												X													
	TOTAL			1		2			2					1					1		2						1

Student 73

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	

No.	Erroneous sentences	Reconstructed sentences	1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	Miscellaneous errors
1.	People needs education to improve their life	People need education to improve their life			X																						
2.	That *are the problem in indonesia	That is the problem in indonesia			X																						
3.	It happen* in indonesia	It happens in indonesia				X																					
		TOTAL			2	1																					

Student 74

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	It *help people in communication	It helps people in communication					X																					
2.	Not only talk through the voice, they can make a video call to see each other	Not only talk through the voice, but also make a video call to see each other																									X	

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
3.	The application also *provide some applications	The application also provides some applications					X																					
4.	It *is also help teacher	It also helps teacher				X																						
5.	It *make people happy	It makes people happy					X																					
6.	People can *easy get the many *information	People can easily get many informations		X																								X
	TOTAL			1		1	3																			1	1

Student 75

No.	Erroneous sentences	Reconstructed sentences	Errors regarding Noun-Noun groups				Errors regarding Verb-Verb groups									Errors regarding preposition			Errors regarding sentence structure								Miscellaneous errors
			1.a	1.b	1.c	1.d	2.a	2.b	2.c	2.d	2.e	2.f	2.g	2.h	2.i	3.a	3.b	3.c	4.a	4.b	4.c	4.d	4.e	4.f	4.g	4.h	
1.	The students always use laptop *in make the task	The students always use laptop to make the task															X										
2.	The students *using technology	The students use technology				X																					
3.	And they need a *number of money to buy pulse	And they need amounts of money to buy pulse			X																						
4.	Many websites share* to them in internet	Many websites share the information to them in internet																				X					
	TOTAL				1	1											1					1					

Table Information:

Error Regarding Noun- Noun Group: **Error Regarding Preposition**

1.a: Unnecessary insertion /Overgeneralization of plural marker –s

1.b: Omission of plural marker –s (Under-marking of plural)

1.c: Inappropriate selection/usage of quantifier/ article/ determiner

1.d: Inappropriate combination of subject and verb

Error Regarding Verb- Verb Group

2.a: Omission of suffix –s/ -es/ -ed/ -ing

2.b: Omission of –ed participle after a form of the verb be

2.c: Inappropriate form after modal verb (unnecessary insertion

/ overgeneralization of suffix –s, -ed, -ing, infinitive to)

2.d: Inappropriate form after modal verb (Omission of suffix –ed)

2.e: Omission of direct object

2.f: Omission of infinitive to

2.g: Omission of –ing participle

2.h: Omission of auxiliary verb

3.a: Omission of preposition

3.b: Unnecessary insertion of preposition

3.c: Inappropriate selection or usage of preposition

Error Regarding Sentence Structure

4.a: Dagling modifier

4.b: Squinting modifier

4.c: Jumbled-up or illogical sentence

4.d: Incomplete or fragmented sentences

4.e: Run-on sentence

4.f: Inappropriate coordinating conjunction

4.g: Inappropriate subordinating conjunction

4.h: Inappropriate correlative conjunction

Miscellaneous errors