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## **Error Analysis on the Use of Subordinating Conjunction Found in the Students' Essay Writing at STKIP PGRI Sidoarjo**

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**Abstract** Error analysis is a systematic method to analyze learners' error in applying linguistics as well as a second and a foreign language. Subordinating conjunction is a conjunction that joins an independent clause and a dependent clause and also introduces adverb clauses. Investigating of error analysis through the students' work is essential research as its aim. This study was conducted by the aims to describe the types of error found in the students' essay writing and the most committed error based on the surface strategy taxonomy made by the 2nd semester students at STKIP PGRI Sidoarjo. Descriptive qualitative method was applied in conducting this study. The subjects of this study were the 2nd semester students at STKIP PGRI Sidoarjo. The instruments of this research were the researcher, documentation and table. The result showed that there were four types of errors found in the students' essay writing based on the Surface Strategy Taxonomy called: (1) omission consisting 9 errors (29.03%), (2) addition consisting 2 times (6.45%), (3) misformation consisting 6 errors (19.36%) and (4) misordering consisting 14 errors (45.16%). Meanwhile, the most type of error was in the form of misformation error found 14 times (45.16%). However, the researcher addresses recommendations to 1) English teachers should be aware on grammatical errors in essay writing, 2) students to explore their writing ability to moderate errors, 3) other researchers to explore the implementation of error analysis in writing.

**Keyword:** *error analysis, subordinating conjunction, students' essay writing*

**Abstrak** Analisis kesalahan adalah metode sistematis untuk menganalisis kesalahan peserta didik dalam menerapkan linguistik serta bahasa kedua dan bahasa asing. Konjungsi subordinatif adalah konjungsi yang menggabungkan klausa independen dan klausa dependen dan juga memperkenalkan klausa kata keterangan. Investigasi analisis kesalahan melalui pekerjaan siswa adalah penelitian penting sebagai tujuannya. Penelitian ini dilakukan dengan tujuan untuk mendeskripsikan jenis-jenis kesalahan yang ditemukan dalam penulisan esai mahasiswa dan kesalahan yang paling banyak dilakukan berdasarkan taksonomi strategi permukaan yang dibuat oleh mahasiswa semester 2 di STKIP PGRI Sidoarjo. Metode deskriptif kualitatif diterapkan dalam melakukan penelitian ini. Subyek penelitian ini adalah mahasiswa semester 2 STKIP PGRI Sidoarjo. Instrumen penelitian ini adalah peneliti, dokumentasi dan tabel. Hasil penelitian menunjukkan bahwa ada empat jenis

*kesalahan yang ditemukan dalam penulisan esai siswa berdasarkan Taksonomi Strategi Permukaan yang disebut: (1) penghilangan terdiri 9 kesalahan (29,03%), (2) penambahan terdiri 2 kali (6,45%), (3) misformation sebanyak 6 error (19,36%) dan (4) misordering sebanyak 14 error (45,16%). Sedangkan jenis kesalahan terbanyak berupa kesalahan formasi yang ditemukan sebanyak 14 kali (45,16%). Namun, peneliti memberikan rekomendasi kepada 1) guru bahasa Inggris harus menyadari kesalahan tata bahasa dalam penulisan esai, 2) siswa untuk mengeksplorasi kemampuan menulis mereka untuk memoderasi kesalahan, 3) peneliti lain untuk mengeksplorasi penerapan analisis kesalahan dalam menulis.*

**Kata kunci:** *analisis kesalahan, konjungsi subordinatif, penulisan esai siswa*

## INTRODUCTION

Writing might be said as an activity of putting ideas or thoughts into written form. In line with Eric & Helen (1996, p.2), “The accuracy of using language and the effective organization are two important factors to be understood in order to make a good writing”. It means in the process of expressing ideas into a written form, it is not simple process because it requires mastery not only grammatical but also conceptual understanding especially in English language. Writing needs various skills for instance the ability to write, to create, to explore the ideas into correct and appropriate sentences which are needed in order to make a good writing, for instance, in English. By using written form, students can communicate through the words or written language being used. But it is difficult because Indonesian students learn English as a foreign language (Novalia, 2018, p.2). Among the four English skills namely: listening, reading, speaking and writing, the writing skill is mostly considered as the difficult task for some college students, for instance, as it burdens them to be more thinking and carefulness for language processing.

Some difficulties may be caused either by lack of experience and writing practice or insufficient language knowledge such as grammar and vocabulary (Ratmo, 2014, p.3). In higher education or universities, especially for English department students, writing is an important skill that every student should be able to deal with in order to be successful in preparing weather their assignments or their final project. Thus, it is unavoidable that the papers should be free from spelling and grammar errors.

The primary purpose for giving students writing tasks is writing for writing which means allowing students to develop their skills to be good writers. In line with (Harmer, 2007, p.112) “The main purpose for activities of writing for writing is that students should become better at writing, anything kind of writing that might be”. In writing, students should be engaged at developing their skills in order to produce well-organized writings such as reports, essay writings and research papers. Error is ungrammatical utterance refers to the language performance (Harmer, 2007). As a result, students might have error in doing their works.

Writing skill is considered as the difficult skill in English language related to the grammar (Novalia, 2018). As the most difficult skill among other English skills, the students should be able to master grammar regarding grammar becomes the essential element of writing to be considered. Students might find many problems to arrange the sentences through their writings without proper understanding of grammar. It can be said that grammar is essential part to be learnt among students in the process of acquiring an English language. Furthermore, grammar is the basic of the language that influences the meaning of context being applied. Concerning to the grammar item, there are sub-fields being involved, such as: tenses, part of speech, types of sentences, conjunctions, and so forth. Conjunction, such as subordinating conjunctions, plays a significant role in communication, either in written or spoken, which acts as a link or connector between the clauses and also chains a set of grammatical functions into larger grammatical units (Pratiwi, 2018, p.1).

Conjunction is considered as one of the items within grammar which means that it is known as word function to link words, phrases, and clauses in the sentences (Novalia, 2018, p.4). In this study, the researcher mainly focuses on the discussion of conjunction called subordinate conjunction. It is as one of the types of conjunctions mostly used in English language. It means the function of subordinating conjunction can be distinguishable become some classes which have a meaning if the conjunction joins with words, sentences, clauses, and phrases.

This study was conducted on the error analysis on the students' essay writing at STKIP PGRI Sidoarjo. This area holds important thing to English lecturers and students in providing learning feedback along with the learning complexity in writing. According to Syarfuni (2013, p.7) “Error

analysis is defined as a type of linguistic field focusing on the errors made by the students that contains of comparison between the errors made in the target language and within that target language itself". Moreover, it is stated that the aims of error analysis can be defined into two objects namely: (1) theoretical object which is to understand what and how a learner learns when he/she studies and (2) applied object which means the way to enable the learner to develop her/his knowledge more efficiently for pedagogical purposes. Thus, it can be assumed that investigating of error analysis through the students' work is essential research as its aims.

Furthermore, students' essay writing is known as a piece of paper of writing explaining what a term or a concept means (Syarfuni, 2013, p.8). It is a highly complex of writing to be understood to fulfill all of the formalities which focuses on composing and developing logical ideas within the works. Thus, the students might have difficulties in their essay writing and making errors are unavoidable part in order to make a good writing such in in the use of subordinating conjunction as the main discussion of the study. Based on the explanations above, the researcher conducted a study entitled: "Error Analysis on the Use of Subordinating Conjunction Found in the Students' Essay Writing at STKIP PGRI SIDOARJO".

## **Research Questions**

Based on the problems above, the researcher formulates the research question of this research as follow:

1. What are the types of errors in the use of subordinating conjunctions in the students' essay writing based on the Surface Strategy Taxonomy at STKIP PGRI Sidoarjo?
2. What is the most committed error made by the students at STKIP PGRI Sidoarjo in using subordinating conjunctions based on the Surface Strategy Taxonomy?

## **Objectives of the Study**

Related to the problems formulated, this study had two purposes:

1. To describe the types of errors in the use of subordinating conjunctions in the students' essay writing based on the Surface Strategy Taxonomy at STKIP PGRI Sidoarjo.
2. To describe the most committed error made by the students at STKIP PGRI Sidoarjo in using subordinating conjunctions based on the Surface Strategy Taxonomy.

## **LITERATURE REVIEW**

### **1. Concept of Error**

In the process of learning, it is unavoidable that students might make error and mistake. In a proper perspective, it is crucial to make distinction between an error and a mistake because it is technically different phenomena. In line with Novalia (2018, p.11) a mistake refers to a performance error that is either the random guess or 'slip', which is failure to utilize a known system correctly. It can be assumed that a mistake is made by learner because he/she does not apply the rules that actually known. Moreover, Brown (2000, p.217) states that an error cannot be self-corrected, while mistakes can be self-corrected if the deviation is emphasized to the speaker. It can be said that when the learners in their production of language make errors it shows their minimum understanding about the rules of language. Learners do not have the knowledge of the target language while the mistake recognizes the learner incapability to perform their language knowledge.

### **2. Types of Taxonomies in Error Analysis**

Grammar can be defined as a set of shared assumptions about how language works. The assessment whether the learners have mastered some grammatical points should not be based on their ability to state the rules of grammar, but on their ability to use the grammatical points to share their ideas, emotions, feelings, or observations with other people. Significant about how grammar works is to understand more about how grammar is used and misused. It means that there is a possibility of error occurrence in students learning. Some linguists give several theoretical concepts to the types of errors, the errors are classified into 4 categories, namely: linguistic category, comparative taxonomy, communicative effect taxonomy and surface strategy taxonomy. (Dulay, Burt, & Krashen, 1982, pp. 146-170)

This linguistic category taxonomy classifies errors in respect to language component the errors affects. Language component include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). Then, comparative taxonomy is based on comparison between the students of target language (L2) errors certain other types of construction. The errors made by the children learning the target language as their first language and equivalent phrases or sentences in the learners' mother tongue (Indonesia language).

Communicative effect taxonomy deals with errors from the perspective if their effect on the listener or reader. Therefore, the focus is on distinguishing between errors that seem to cause communication focus on aspect errors themselves. A surface strategy taxonomy highlights the way surface structures are transformed learners may omit necessary items or add unnecessary ones; they may omission, addition, misordering and misformation (Dulay, Burt, & Krashen, 1982).

### **3. Types of Errors based on the Surface Strategy Taxonomy**

This taxonomy focusses on the ways in which surface structures are altered. Using the taxonomy proposed by Dulay, et.al. (1982), they divided errors into the following categories namely: (1) omission, (2) additions, (3) misformation, and (4) misordering. Omission is typical for the early stages of L2 acquisition, whereas in the intermediate stages misformation, misordering, or overuse are much more common.

#### **a) Omission**

Omission errors are considered by the absence of an item that must appear in a well-formed utterance. Although any particle or word in a sentence is a potential for omission, some types of items are omitted more than others. Language learners omit grammatical items or function words (e.g. is, the, of, an, etc.) much more frequently than content words (e.g. nouns, verbs, adjectives, adverbs). Example: John the student of STKIP PGRI Sidoarjo. → John *is* the student of STKIP PGRI Sidoarjo..

#### **b) Addition**

Additions are the second category of Surface strategy taxonomy and also the opposite of omission. The existence of an extra item which mustn't be present in a well-formed utterance is representative for additions Dulay divided them into three categories: (a) double markings, as in \*Did you went there? (b) Regularization, e.g. \*childs, \*putted, and (c) simple addition, which contains the rest of additions.

#### **c) Misformation**

Misformation refers to the use of the incorrect form of the morpheme or structure. There are three types as well: (a) In regularizations an irregular marker is substituted by a regular one, as in \*sheeps for sheep. (b) Archi-forms refer to the use of one member of a class of forms rather than using all the members, e.g. using this in the situations when either this or these should be used. (c) Alternating forms are signified by "free alternation of various members of a class with each other", as in \*those dog and this cat used by the same learner.

#### d) Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. The students often do misaddress on the group of morphemes. Misordering when we come through an utterance where a morpheme or a group of them is inaccurately placed, as in \*I get up at 6 o'clock always, where always is misordered form.

#### 4. Error Analysis

The cases which are difficult enough to avoid in foreign language teaching especially in English is an error. In a case, learning is viewed as a habit process done by learners which is formed by means of reinforcement where the learning process being involved (Sari, 2019, p.66). It means that many aspects that can cause the learners of English as a foreign language make errors. As English teacher of English as a foreign language, they should improve the way they teach to minimize the errors which are always made by the learners. Further, it is essential to state that although errors are bad things in learning English as a foreign language, error analysis is beneficial for both learners and teachers. For learners, error analysis is needed to display them in what aspect in grammar which is difficult for them, while for teachers, it is required to evaluate themselves whether they are successful or not in teaching. Thus, error analysis should be neglected in foreign language teaching.

According to Dullay (in Vethamaiccam & Ganapathy, 2017, p.18), error analysis is defined as the study and examination of the errors made by second and foreign language learners. Based on the statement, error analysis may be carried out in order to catch out how a student learns a language and to find out how well he or she knows a language. Furthermore, an error is a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. An error is the use of a linguistic item (e.g. a word, a grammatical item, a speech, etc.) in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning (Richards, as quoted in Melyane & Kurniasih, 2014, p.2). Sercombe (cited in Vethamaiccam & Ganapathy, 2017) explains that error analysis serves three purposes namely: (1) to notice the level of language aptitude the learner has got, (2) to attain information about common difficulties in language learning, and (3) to find out how people learn a language. Thus, it can be argued that errors as valuable information for three beneficiaries: for teachers, it hints them on the development of the students; for researchers, it delivers evidence as to how language is acquired or learned; for learners, it offers them resources in order to learn (p .18).

#### 5. Concept of Writing

Writing, one of the four skills in English language to be learnt, is a way of knowing what students know as what they put it down not only in the form of words and phrases but of scribbles and drawings, ideas and images and all other ideal stuff in your mind that may only turn into clear as you engage in the procedure of writing it down (Reid, 1993, p.8). It means that writing is the important components in learning English which entails a set of multifaceted skill in English. In writing, the students have to be able in spelling English words, mastering English grammar comprises punctuation rules, and constructing word by word into a sentence and sentence by sentence that become a paragraph. Based on this statement, it can be said that writing is complicated skill that must be learned.

#### 6. Conjunctions

Conjunction is one of the elements in the sentence that should be comprehended in English learning, especially in writing, making sentences and/or making paragraphs or even essay forms. Conjunction has the important role in writing since the conjunction is placed or written in the incorrect order. Melyane & Kurniasih (2014, p. 2) claimed that conjunctions are words used to join clauses together and show the relationship between ideas in the clauses. In addition,

conjunction known as the word that joins words, phrases and/or clauses. There are three types of conjunctions called: coordinate conjunction, subordinate conjunction and correlative conjunction (Melyane & Kurniasih, 2014).

Coordinating conjunctions in words or groups of words of equal parts. Coordinate conjunction joins structural units that are equal grammatically. The conjunction derives before the last unit and is grammatically independent of this unit. Unit joined by a coordinate conjunction are considered compound. Compound units may be classified according to the formal structure of the units (part of speech, phrase, clauses) or according to the function of the units (subject, predicate, modifier, object). Moreover, coordinate conjunction is traditionally said to hold if the units in question are syntactically 'equivalent' which means that they have the same status playing the same role in the given syntactic context such as: and, but, for, or, nor. Exp. My husband *and* I love to go to the movies.

A subordinating clause is a part of a sentence that adds additional information to the main clause. A subordinating conjunction is simply the word/words that is used to join a subordinating clause to another clause or sentence. Subordinating conjunction, also called subordinators, is a conjunction joining an independent clause and a dependent clause, and also introduce adverb clauses. It is known as the most common subordinating conjunctions in the English language (Melyane & Kurniasih, 2014, p.2). On the other hand, subordinating conjunctions join dependent clauses to main clauses for example: if, as, since, because, although, while, so that, when. Thus, a subordinate conjunction introduces a clause that depends on a main or independent clause. The subordinate conjunction is grammatically part of the clause it introduces, it is never separated from its clause by a comma.

Subordinating conjunctions join two clauses so that one clause depends grammatically upon the other (Ohio, 2007, p.8). It may begin with relative pronouns such as that, what, whatever, which, who, whom, as well as with words such as how, when, where, wherever, why. Subordinate conjunction also called subordinator which is conjunctions that join an independent clause and also introduce adverb clause. Complement can be considered to be special subordinate conjunction that introduce complement clause. Examples:

- I wondered *whether* he'll be late. I hope that he'll be on time
- John left the room *because* he was feeling unwell

Correlative Conjunctions are used in pairs, in order to show the relationship between the ideas expressed in different parts of a sentence. They work in pairs to join words and groups of words of equal grammatical weight in a sentence. When and, or, but join coordinate elements, the first item may also be preceded by a conjunction. Such paired conjunctions called correlative conjunction, serve to intensify the coordinate.

Examples: *Both - and*

- *Both* Helen *and* I will go to the party.
- She is *both* beautiful *and* intelligent

## RESEARCH METHODOLOGY

### 1. Research Design

The researcher applied descriptive qualitative methods for completing this study. The aims of the study are intended to describe the types of errors in the use of subordinating conjunctions in

the students' essay writing and to describe the most committed error made by the second semester students at STKIP PGRI Sidoarjo in using subordinating conjunctions based on the Surface Strategy Taxonomy. This research gives acceptable details answering the two research questions using descriptive qualitative methods. As descriptive qualitative research, this research also used the description of words, phrases and sentences in process of representative the related data evaluated to show the conclusion for this research. According to Sprinthall and Schemutte (1991, p.100), "A qualitative method is described as an approach method to collect the data systematically using a descriptive research which describes the situation as it is". Furthermore, Ary, et.al. (2010, p.130) explains "Descriptive research is designed to gain information focusing the current status of the issues pointed to determining of the nature of situation as it exists at the time of study." This research belongs to descriptive because the objective of the research is to describe the phenomena from the data that are derived from observational situation. The researcher describes the phenomena of the obtained data naturally and objectively.

## **2. Subjects**

A subject is well-recognized as a number of people who have a similar representative elaborating in the qualitative research (Cresswell, 2012, p. 142). The subjects of this study were the second semester students at STKIP PGRI Sidoarjo who are done in the subject of essay writing in this semester. In line with Mason (as quoted by Esch & Esch, 2013, p. 228) claimed that "The smallest acceptable number in qualitative research is 15 out of 100 numbers as the sample of research". There are 40 students involving morning class and evening class in the second semester at STKIP PGRI Sidoarjo. Thus, the researcher decided the subjects of this research are 15 students of the 2nd semester students. The students were considered to be chosen regarding they have done a subject called "Essay Writing". Moreover, they may have totally different results in essay writing. As a result, they might support this study to gain the data required by the researcher.

## **3. Instruments**

Since it is a qualitative research, the primary instrument is the researcher herself. Moleong (2007, p. 121) argues as the main instrument, the researcher plays the essential role as the designer, data collector, data analyst, data interpreter, and reporter of the research findings. In this study, the researcher is the one having necessary part to design the study, to conduct the study, to collect the data, to analyze the data, to interpret the data and also to report the research findings of the study. Secondary instruments used in this study to help the researcher collecting and analyzing data were the documentation of the students' works and the tables. The documentation of students' work was used in the process analysis of the data containing students' error in writing of essay. Meanwhile, the table was used in order to answer the two formulated problems of this study.

## **4. Source of data and data**

Moleong (2007, p. 151) argued "The main data of qualitative research are language and action or behavior". This research applied qualitative approach comprising the form of linguistic information as the data, particularly students' error in the use of subordinating conjunction through the essay writing, which were in the form of words and sentences not in form of numerical. The data in this research were all of the students' writing consisting the errors focusing on the use of subordinating conjunction based on the Surface Strategy Taxonomy of essay writing. Meanwhile, the source of the data in this study was the students' essay writing.

## **5. Data collection procedures**

The data needed in this research are the grammatical errors made by the 2nd semester students at STKIP PGRI Sidoarjo in their writing of the essay. After collecting the data, the next step was data classification and analysis. The following are steps for classifying and analyzing grammatical errors in writing based on the Surface Strategy Taxonomy and the Generic Structure of the invitation card namely: (1) identifying the errors found on every word, phrase or sentence; (2)



classifying the data into the sub category of surface strategy taxonomy and generic structure; (3) interpreting and describing the data which have been classified systematically; (4) analyzing the data based on the results findings and (5) drawing the conclusion of the study.

## 6. Data analysis

Data analysis is the process of systematically examining and organizing the data of the research. The procedure of error analysis proposed by Ellis and Barkhuizen (Alfiyani, 2013, p. 63) explained the following five steps: (1) collection of a sample of learner language; (2) identification of errors; (3) description of errors; (4) explanation of errors and (5) errors evaluation. All of the data in this study were analyzed by using several steps. Firstly, the researcher gained the students' essay writing to be examined according to Dulay's theory. Secondly, the errors were classified into four subcategories of surface strategy taxonomy by selecting and identifying the errors that belong to grammatical structure in students' essay writing. Then, the data were interpreted and described systematically according to the types of errors related to the supported theories. The next step was explaining the errors according to theory of error analysis. The last step was errors evaluation by calculating the errors to get the percentage of each subcategory.

## RESEARCH FINDINGS AND DISCUSSION

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

### 1. The Types of Error Found on the Students' Essay Writing Based on the Surface Strategy Taxonomy

All of the data in this study were analyzed based on Dulay's theory called the Surface Strategy Taxonomy concerning on omission, addition, misformation, and misordering. To find out the types of errors and how many errors on those components, the researcher documented the students' writing. Then, the percentage of each category of errors in their writings was counted. In making the analysis systematic, the researcher did some steps on describing the students' errors namely: (1) collecting the data, (2) calculating the errors in the form numerical data, (3) presenting the data in the form of tables and (4) describing the data examined in the description of discussion. All of the results findings are presented as the table and figure below:

Table 1 Frequency of Types of Error Based on the Surface Strategy Taxonomy

No	Types of Error	Frequency	Percentage
1	Omission	9	29.03 %
2	Addition	2	6.45 %
3	Misformation	6	19.36 %
4	Misordering	14	45.16 %
<b>Total</b>		<b>31</b>	<b>100.00%</b>

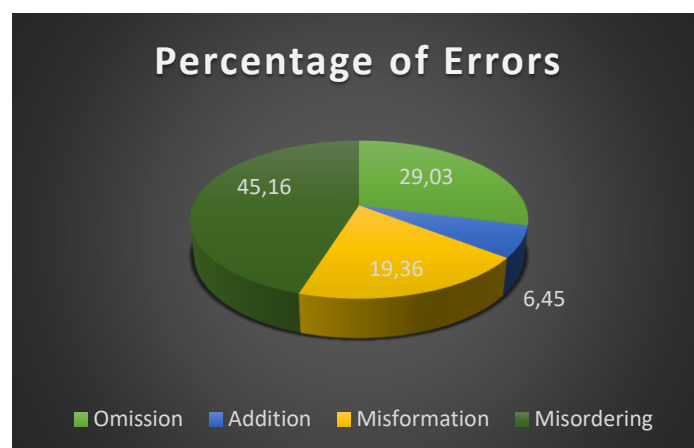


Figure 1 Percentage of Errors based on the Surface Strategy Taxonomy

Table 1 and figure 1 noticeably showed there were 31 numbers of errors based on the surface strategy taxonomy found on the students' essay writing at STKIP PGRI Sidoarjo. The total numbers of omission error were found 9 times (29.03%). Then, addition errors were found 2 times (6.45%). Meanwhile, misformation errors were 6 times (19.36%). Lastly, there were 14 times of error in the category of misordering (45.16%). From those result, it can be said that misordering is the highest percentage of students' errors made in essay writing of addition is the lowest number of percentages of error made by students. Based on the result findings of this study, it is clearly the most committed error found on the students' essay writing is misordering error which is found 14 times (45.16%).

a) Omission

The first type of error based on the surface strategy taxonomy is omission error. An omission is well-known as a type of error which is considered by the nonappearance of an item that must appear in a well-formed of sentences used (Dulay, Burt, & Krashen, 1982). In addition, the type of this error mostly about the deletion or missing items of correct linguistic words, morphemes, and phrases. From the data of students' essay writing examined in this study, the researcher found that there were 7 students made this type of error which was happened 9 times (29.03%). They were student 2, student 3, student 5, student 8, student 9, student 10 and student 11. All of the results findings are presented as below:

*“Even though in reality the ways they do are less effective for some people.” (Student 2)*

The datum shows ‘*even though*’ as a subordinating conjunction has a function to connect the following words to construct the proper sentence. Based on the datum mentioned, there was a punctuation of comma that missing. The sentence became unproper. It should be written “*Even though, in reality, the ways they do are less effective for some people.*” to make a good sentence. In line with Dulay, Burt, & Krashen (1982), error is classified into omission when it is made by deleting item within the sentence. Thus, it is clearly argued the datum above is classified into omission of error based on the surface strategy taxonomy.

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

The student 3 also made 1 error in the category of omission. It was viewed in the datum above. It is considered as the omission error because the sentence is incomplete. There is missing one

element of conjunction namely 'how'. The sentence becomes a good sentence when it is written "More problem of this method is how they have to use another language as their tools to communicate." As it is argued that omission is classified as error in missing of element in the sentence. Concerning to the datum, it is said that the datum is classified into omission of error.

*"You have to motivate your students to prepare their homework."*  
**(Student 9)**

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

*"Although, both are work help us for learning English and improving our vocabulary."* **(Student 11)**

There was one missing of subordinating conjunction found. It was 'how'. As it is seen on work of the student 9, it should be written "You have to motivate your students how to prepare their homework." to make appropriate sentence. Then, on the student 10, it was found one punctuation of comma missing after subordinating conjunction 'whenever' + S + V. It became a good sentence when it is written "So, wherever we learn, we must have a strong determination to be skilled in English." Lastly, student 11 also made one error of omission. The sentence made should be written "Although, both of them are work to help us for learning English and improving our vocabulary." In order to build a well-formed of sentence. According to Alfiyani (2013), omission error is known as the nonexistence of some items which must appear in the sentences. It usually occurs in the first stages in second language acquisition of the referential meaning of a sentence, these are nouns, verbs, adjectives, adverbs. So, it can be said that those errors are categorized as the omission error found on the students' essay writing of the 2nd semester students at STKIP PGRI Sidoarjo.

#### b) Addition

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

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

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

The data above showed that the student put additional item on the first sentence called 'that' after the word 'what' as the subordinating conjunction. It was used as double of conjunctions applied. In regard, it made a sentence became unwell-formed. It should be written as "From dictionary, you'll know what it means "a person who investigates crimes." in order to make a good criterion of sentence. Next sentence was written by adding an item or a conjunction 'but' instead of 'unless' that have similar meaning (Oxford Advanced Learner's Dictionary, 2002). It is better to be deleted one item to make a good sentence. It became a correct sentence when it is written "Unless you see it, it can be easy to forget." Based on the explanation mentioned, the data above were categorized as addition of error regarding to the surface strategy taxonomy because the student added the items which should not be written to make a suitable sentence (Dulay, Burt, & Krashen, 1982).

c) Misformation

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

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

The datum above showed the subordinating conjunction ‘why’ is followed by S + V as the independent clause within the sentence. The sentence is incorrect one because after the subject ‘many of us’ should be followed by singular verb. The sentence becomes proper when it is written “*This explains why many of us flock in English speaking universities in order to improve our English.*” Then, there was one item of sentence which written in the incorrect form. It was ‘inorder’ instead of ‘in order’. Concerning to the types of errors made by student 1, the error was categorized as misformation error. In line with Dulay, Burt, & Krashen, (1982), when the grammatical errors applied in the sentences, the types of errors were classified into misformation of error.

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

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

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

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

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

*matter of mutual action in which there is a relationship between students and teachers to achieve a goal.*” Two data showed the identification of grammatical error made by the students. Thus, it is clearly argued the data above can be categorized of error in the form of misformation because the students wrote the sentences incorrect-form of grammatically.

d) Misordering

Based on the results findings in this study, misordering error was the highest frequency happened. It was found 14 times (45.16%). There were 10 students made errors in the form of misordering. They were student 3, student 6, student 7, student 8, student 10, student 11, student 12, student 13, student 14 and student 15. Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance that it occurs systematically for both L1 and L2 learners in constructions that have already been acquired (Alfiyani, 2013, p. 28). The following data were presented in case of misordering error.

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

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

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

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

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

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

Moreover, there were errors in the category of misordering made by student 7 and student 8. They wrote the sentences on their essay writing incorrectly in case of inaccurate place. In line with Dulay, Burt, & Krashen, (1982), “Misordering is clasification of error where a morpheme or a group of them is inaccurately placed”. The first datum written by student 7 becomes well-formed

if it is written *“Why we say learning English can get big benefits? Because you might become an international person and can communicate with any people in the world.”* The use of subordinating conjunction ‘because’ should be written once regarding it connects the independent clause and dependent clause on it. Then, the datum by student 8 should be formed *“After comparing, it turns out learning English using songs making your English better.”* or *“After comparing, it turns out learning English using songs that makes your English better.”* Thus, the use of coordinate conjunction ‘after’ will be appropriately placed. It is clear that the data from student 7 and student 8 were classified into misordering error because the students made errors in case of disarrangement of sentences.

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

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

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

Lastly, there were three errors of misordering made by student 15 in regard the use of coordinating conjunctions ‘when’, ‘after’, and ‘because’. The data were in the form of incorrect arrangements. The use of subordinating conjunctions should be followed by the rules of grammar in English to make a good sentence (Brown, 2000). On the other hand, miswritten was also as a consideration of incorrect arrangement. The data become properly and should be written *“When moral values derive from society and government of necessity, they may change as the laws and morals may be seen in the case of marriage vs living together.”*; *“After moments of the baby was born, his mother just left him.”* and *“Film analysis is the process in which a film is analyzed, which one way in the theory of film/film studies, to express meaning and one of the most common ways to analyze films shot-by-shot analysis because this section can be the best cover detailed aspects of the film.”* In line with Dulay, Burt, & Krashen (1982), “Misordering errors are occurred when they come through a sentence where a morpheme or a group of them is inaccurately placed”. Thus, it can be concluded the data mentioned were categorized as misordering error regarding the students wrote the sentences in the form incorrectly.

## **2. The Most Committed Error found on the Students’ Essay Writing**

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

Based on the data examined and the results of this study, the researcher found the total of errors based on the surface strategy taxonomy were 31 errors covering four categories of omission, addition, mirformation and misordering. First, there were 9 omission error were found on the students’ essay writing. Second, there were found 2 types of error in the category of

addition. Third, there were 6 misformation of error found. Fourth, there were 14 errors of misordering.

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

Based on the results seen on the table 4.2 and figure 4.1 remarkably showed there were 31 numbers of errors based on the surface strategy taxonomy found on the students' essay writing at STKIP PGRI Sidoarjo. The total numbers of omission error were found 9 times (29.03%). Then, addition errors were found 2 times (6.45%). Meanwhile, misformation errors were 6 times (19.36%). Lastly, there were 14 times of error in the category of misordering (45.16%). From those result, it can be said that misordering is the highest percentage of students' errors made in essay writing of addition is the lowest number of percentages of error made by students. The second was omission error found 9 times (29.03%) and followed by misformation error which occurred 6 times (19.36%). And the lowest error was in the form of addition error which was found 2 times (6.45%). Based on the result findings of this study, it is clearly the most committed error found on the students' essay writing is misordering error which is found 14 times (45.16%).

## CONCLUSION AND SUGGESTION

### 1. Conclusion

Related to the findings and discussion on this study enlightened on the previous chapter, the result of the first research question consisted of the types of errors based on the Surface Strategy Taxonomy, there were four types of errors based on the surface strategy taxonomy in case of the use of subordinating conjunctions on the students' essay writing. Those four types of errors based on the Surface Strategy Taxonomy called: (1) omission, (2) addition, (3) misformation and (4) misordering. The total of errors based on the surface strategy taxonomy were 31 errors. First, there were 9 omission error were found on the students' essay writing. Then, there were 2 types of error in the category of addition. After that, there were 6 misformation of error found. Lastly, there were 14 errors of misordering.

From the result findings and the discussion, showed that there were 31 numbers of errors based on the surface strategy taxonomy found on the students' essay writing at STKIP PGRI Sidoarjo. The total numbers of omission error were found 9 times (29.03%). Then, addition errors were found 2 times (6.45%). Meanwhile, misformation errors were 6 times (19.36%). Lastly, there were 14 times of error in the category of misordering (45.16%). From those result, it can be said that misordering is the highest percentage of students' errors made in writing of the invitation cards and addition is the lowest number of percentages of error made by students. The second was omission error found 9 times (29.03%) and followed by misformation error which occurred 6 times (19.36%). And the lowest error was in the form of addition error which was found 2 times (6.45%). It is clearly concluded the most committed error found on the students' essay writing is misordering error which is found 14 times (45.16%).

## 2. Suggestion

This part presented some suggestions that will hopefully give a new idea to provide better understanding in the thesis writing directed to:

### a. Teachers

This study can provide English teachers with a clear description of error analysis, especially in the students' essay writing for the university level. After knowing the results of this study, absolutely, it can be suggested that English teachers should be aware on grammatical errors in writing especially the use of subordinating conjunctions and their types of errors based on the surface strategy taxonomy, thus they can identify their students' difficulties in writing so they will pay more attention to the errors made by the students. Knowing the problem will make it easier for teachers to solve the problem faced in the learning process especially on the essay writing. The result of the study will evaluate English teachers whether they are successful or not in teaching English especially in writing skill which implemented on essay writing.

### b. Students

Related to the results findings of this study, mostly related to grammatical errors, it is suggested to English students the result of the study will show them in what aspect in grammar which is difficult to be solved. By paying more attention, the students are expected to improve their knowledge on the English grammar especially the use of subordinating conjunctions and their types of errors based on the surface strategy taxonomy, so they will be aware of the errors they make in essay writing. The students are expected to explore their writing proficiency to eliminate or at least reduce those errors.

### c. Other Researchers

It is expected that the result of the study can give positive information about grammatical error analysis or other topics related to errors and also the results of this study can give clear information to the other researchers so that this study can be used as one of the references to enrich conducting further researches related to similar topic to explore the existing study. However, this study still had limited discussions that need to be evaluated. This study was conducted by using descriptive qualitative method. It is suggested that other researchers can explore this study by using other methods such as descriptive quantitative method. Then, it is suggested that other researchers can also conduct the similar research by investigating the relationship between the improvement areas of the students' writings and the problems faced by the students in the writing proses of essay writing.

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