



**AN ANALYSIS OF GRAMMAR USED
IN NON ENGLISH IMMERSION CLASSES
BY THE STUDENTS OF SMA NEGERI 1 PATI**

a final project

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan*

in English

by

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2011

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CLASSES BY THE STUDENTS OF SMA NEGERI 1 PATI

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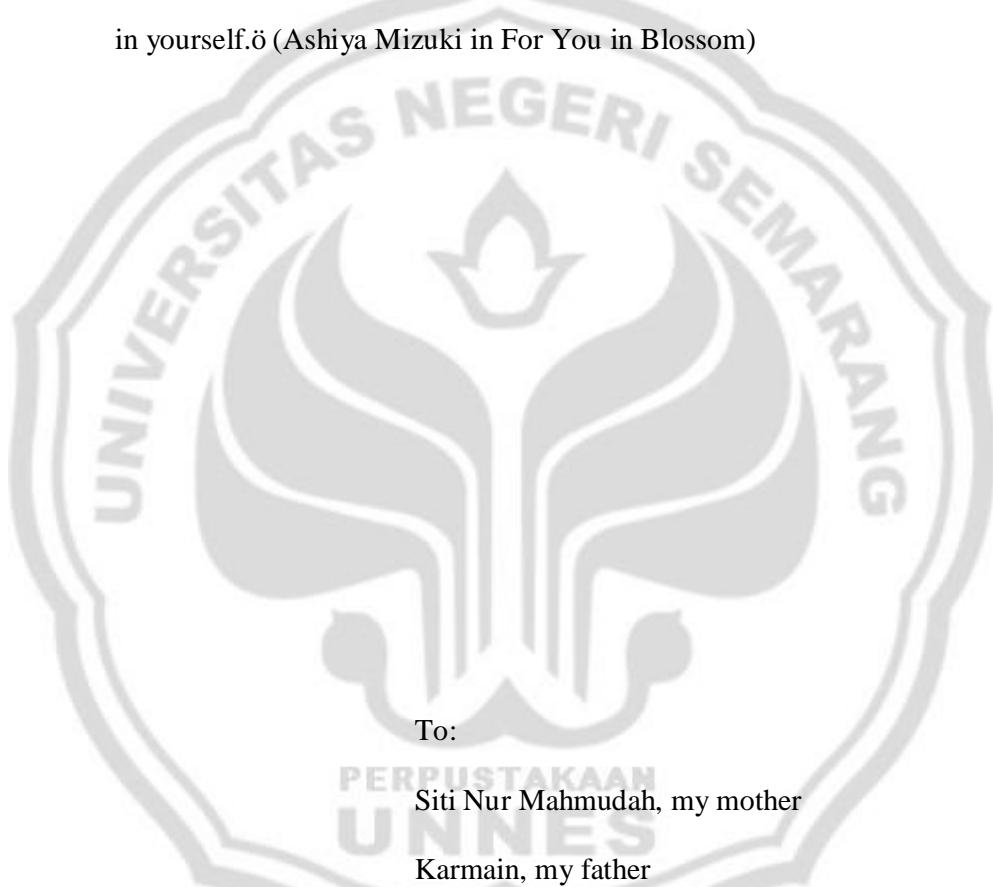
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MOTTO AND DEDICATION

öIf you give up on the most important things in your life you'll
gradually lose your true self.ö

öHard work will definitely be rewarded; the rest is to believe
in yourself.ö (Ashiya Mizuki in For You in Blossom)



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Hopefully, Allah will bless them all for the assistance and guidance which are given to the writer. I expect some criticism and suggestion for the improvement of it. I hope this final project will be useful for the reader.



Semarang, September 2011

The Writer

ABSTRACT

Wahyuningsih, Ratih. 2011. *An Analysis of Grammar Used in Non-English Immersion Classes by the Students of SMA Negeri 1 Pati.* A Final Project, English Education Program, Faculty of Languages and Arts, Semarang State University. Supervisors: I. Drs. Suprapto, M.Hum., II. Intan Permata Hapsari, S.Pd., M.Pd.

Keyword: immersion program, non-English immersion class, error analysis, grammatical error.

This final project is a study about an analysis of the grammatical errors used in non-English immersion classes by the eleventh grade students of social programs at SMA 1 Pati. This study is conducted under the consideration that English has become one of the main subjects to study in every education level. In order to achieve a better comprehension of English for the students, some schools recently have applied a program which is known as immersion program. In this program, all materials of the subject are delivered to the students in English so that the students will get used to it. The purposes of this study are to analyze the communication among students, to find out the grammatical errors that students made during the class and to describe the process of making errors.

The objectives of this study are to analyze the communication in the non-English immersion classes at SMA 1 Pati and to find out the grammatical errors that usually students do during the teaching learning process.

I used qualitative research method in analyzing the data since the study is about finding and describing the process of making errors. Here I took the data by recording 90 minutes of Sociology lesson. Then, I transcribed it into written text by myself and gave mark at the errors that occurred.

To find out the errors, I imitated Richards' table of classifying types of errors. However, I also used the Standard English Grammar. I classified the errors into six groups. They are errors in the use of verbs, errors in the use of noun phrases, errors in the use of pronouns, errors in the use of prepositions, errors in the use of conjunction, and errors in the use of clauses. After found the errors I counted them.

The result showed that 60% from the total finding belongs to errors in the use of verbs, 14,5% errors in the use of noun phrases, 9,1% errors in the use of clauses, 7,3% errors in the use of pronouns, 7,3% errors in the use of prepositions, and 1,8% errors in the use of conjunctions.

After analyzing and counting the data, I found out that the highest frequency of occurring errors was the errors of using verbs, which were dominated by the incorrect use of present form.

TABLE OF CONTENT

APPROVAL	ii
PERNYATAAN	iii
MOTTO AND DEDICATION.....	iv
ACKNOWLEDGEMENT.....	v
ABSTRACT	vii
TABLE OF CONTENT	viii
LIST OF APPENDICES	xi
LIST OF TABLES.....	xii
CHAPTER	
I INTRODUCTION	1
1.1 Background of the Study	1
1.2 Reasons for Choosing the Topic	5
1.3 Statements of the Problem	6
1.4 Objectives of the Study	7
1.5 Significance of the Study	7
1.6 Limitation of the Study	7
1.7 Outline of the Study	8
II REVIEW OF RELATED LITERATURE	9
2.1 Previous Study	9
2.2 Definition of Grammar	11
2.3 Definition of Immersion Program	12

[Click Here to upgrade to
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2.3.1 The Goals of Immersion Program í í ...í í í í	13
2.3.2 Why Immersion is an Effective Second Language Model	14
2.3.3 The Advantages of Applying Immersion Program	15
2.3.4 The Success of Immersion Program	17
2.4 Error Analysis í í í í í í í í í í	18
2.4.1 Errors and Mistakes í í í í í í í í í í	19
2.4.2 Sources of Errors	20
2.5 Grammatical Errors	21
2.6 The Grammatical Errors in Immersion Classes	23
III METHODS OF INVESTIGATION	24
3.1 Design of the Study.....	24
3.2 Subject of the Study	24
3.2.1 The Population	25
3.2.2 Sample of the Study.....	25
3.3 Method of Collecting the Data	26
3.4 Instrument	28
3.4.1 Class Observation	28
3.4.2 Transcription	29
3.4.3 Analyzing the Data from Class Observation	29
3.4.4 Descriptive Analysis	31
3.5 Procedure of Investigation í í	31
IV RESULTS OF THE STUDY í í	35
4.1 Analyzing Errors from the Data	36

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

4.1.1 Analyzing Errors from the Data Based on Frequency Occurrences	35
4.1.2 Analyzing Errors from the Data Based on the Pedagogical Point of View.	42
4.2 Describing the Frequencies of Occurrences í í í í í í í	45
V CONCLUSIONS AND SUGGESTIONS.....	48
5.1 Conclusions.....	48
5.2 Suggestions.....	49
REFERENCES.....	51
APPENDICES	54



[Click Here to upgrade to
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LIST OF APPENDICES

Appendix

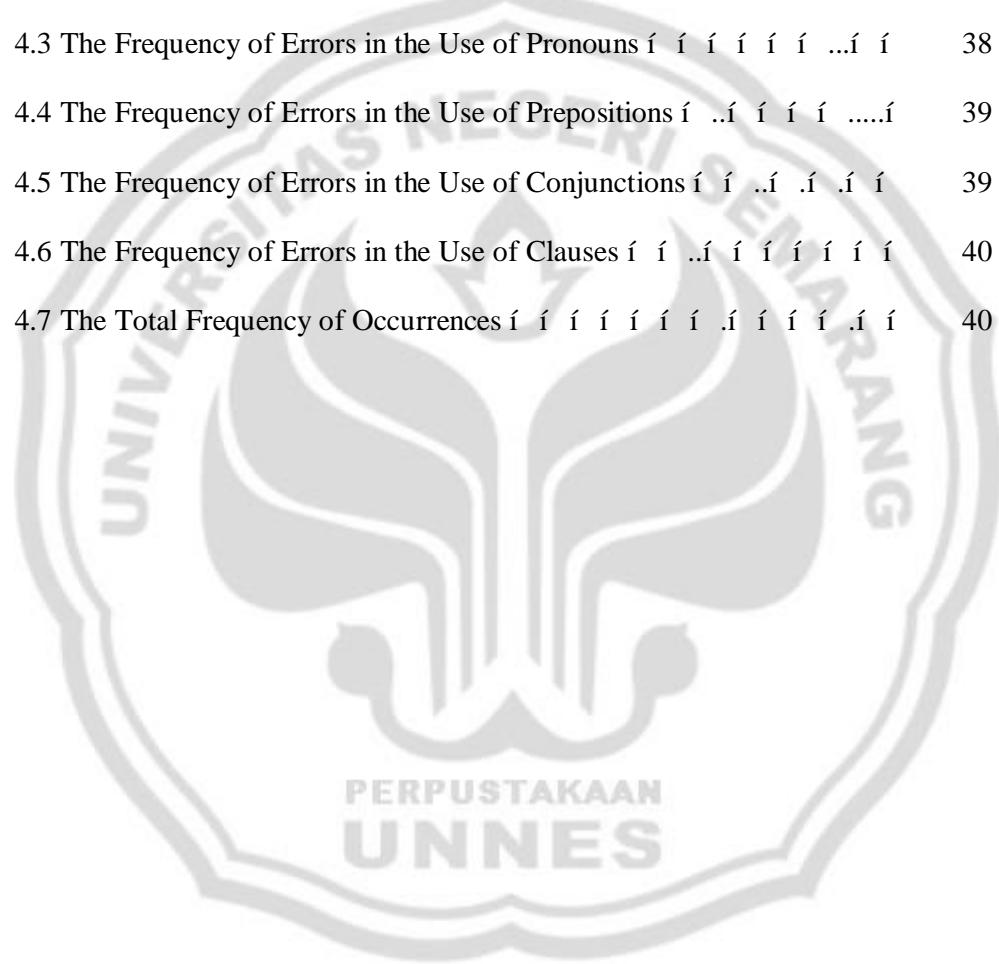
1. Transcript of the Data	54
2. The Analysis and Corrections	61
3. The Matrix of Errors	78
4. The Table of Errors in the Use of Verbs	82
5. The Table of Errors in the Use of Noun Phrases	83
6. The Table of Errors in the Use of Pronouns	84
7. The Table of Errors in the Use of Prepositions	85
8. The Table of Errors in the Use of Conjunctions	86
9. The Table of Errors in the Use of Clauses	87
10. The Table of Total Findings	88
11. The Error Classifications	89
12. Counting the Errors	93

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LIST OF TABLES

Table

3.1 Step to Conduct an Error Analysis Research	30
4.1 The Frequency of Errors in the Use of Verbs	36
4.2 The Frequency of Errors in the Use of Noun Phrases	37
4.3 The Frequency of Errors in the Use of Pronouns	38
4.4 The Frequency of Errors in the Use of Prepositions	39
4.5 The Frequency of Errors in the Use of Conjunctions	39
4.6 The Frequency of Errors in the Use of Clauses	40
4.7 The Total Frequency of Occurrences	40



CHAPTER I

INTRODUCTION

Chapter 1 deals with the introduction of the study. This chapter includes background of the study, reasons for choosing topic, statements of the problem, objectives of the study, significance of the study, limitation of the study, and outline of the study.

1.1 Background of the Study

People depend on each other since they are social being. They have to communicate to express their ideas and convey their messages. What do people use to communicate? The answer is a language. A language is what the members of a particular society speak (Wardhraugh, 1992). Every society has its own language including grammatical rules and speech sound systems. Thus, there are a lot of different languages that are used in the world.

Because of that difference, there should be a standard language that could be used to communicate among different countries. One of these standard languages is English. Many countries choose English as their first foreign language because English gives them an easiest access to the world of scholarship and world trade. Similar with other countries, Indonesia has also chosen English as the first foreign language. Ramelan (2001:1) states that English has been taught in this country as the first foreign language since the proclamation of

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independence on the August, 17th 1945. Recently, English is more socialized in Indonesia. It is because the communication throughout the world has greatly increased and many Indonesians realize that mastering English is very important to take part in international world. Besides, English is seen as an instrument for gaining science, technology, art, and culture with a view to making Indonesians become good, intelligent, and skillful citizen.

Since English is not our own language, mastering English cannot be reached in a short time. It needs a process. Klipple (1984:5) states that "for the learners who are studying English in a non-English speaking setting, it is very important to experience real communicative situation in which they learn to express their own views and attitudes. The learners should involve themselves in the process to get the satisfying result. The learners have to practice English in a systematic and comprehensive way, so that, the new language items can be assimilated by the learners perfectly."

In studying English, learners always deal with the grammar of this language. Grammar is still regarded as the most difficult part in language use. Many Indonesian learners face problems in using good grammar either in written or in spoken form. It happens because they are afraid of making mistakes and errors. It can be understood that the Indonesians often make grammatical mistakes, especially in tenses, because there are a lot of differences in some features between English and Indonesian.

Grammar has the main place in English learning (Alter 1991: iii). We care for grammar because it is basic to all language learning. Grammar is also

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seen as a handy tool in a language. An understanding of it helps us to understand some ways of using language. It also helps us to choose and use the forms of language which is suitable to each particular situation. Realizing how important grammar is, a learner of English has to learn from the early stage to the higher one and structure should be taught integratedly by the other language skills.

Furthermore, the study focuses on the grammatical analysis. Every people who want to make conversation or to communicate with others need grammatical rules in the language that is used, without following grammatical rules, the sentences or the utterance may not be understandable well.

It is true that learning a foreign language is not as easy as learning a native one. The learners should realize that learning a foreign language completely needs a process that they cannot avoid. They have to pass through the process of acceptance language with the whole things related to it and this is not a thing they should be afraid of.

Language teaching is a complex process involving many interrelated factors. Freeman in Johnson (2002) points out that ölanguage teaching can be summarized into three fields: language learner/learning (how to learn), language/culture (what to learn), and teacher/teaching (how to teach)ö. Since 1960s, the research on classroom discourse has grown rapidly. Before that, teaching methodology has been explored and an effective teaching method is tried to be found. Since teaching methods do not play a decisive role in language classrooms, the focus has shifted from teaching methods to teacherøs talk in language classroom process. The various methods led to very similar patterns of

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classroom communication, with the result that the language learning outcomes were also similar. Having retreated from focus on method, researchers began to hypothesize that classroom interaction was the major variable affecting SLA. An offshoot of the comparative method studies, then, was to direct researchers' attention to the processes of classroom interaction by collecting language data from the classroom itself (Ellis 1985:143).

Ellis (1985:143) states that "classroom process research, as Gairns calls the study of communication in the classroom, has taken different form. The earliest was interaction analysis" an alternative approach focused only on the language used by the teacher when addressing second language learners. It ought to tabulate the adjustment which occurs in teacher talk. Teacher talk is particularly important to language teaching. According to pedagogical theory, "the language that teachers use in classroom determines to a larger degree whether a class will succeed or not" (Cook 2000: 144). Teachers pass on knowledge and skills, organize teaching activities and help students practice through teacher talk. In SSI (International Standard School) classrooms, teachers' language is not only the object of the course, but also the medium to achieve the teaching objective. Both the organization of the classroom and the goal of teaching are achieved through teacher talk.

However, the teacher's attendance does not play an important role in the class nowadays. That is because of the changing of curriculum. The government wants to know the students' progress evidently. This new concept is called contextual teaching and learning. In an article entitled "What is Contextual

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Teaching Learning? which is available at www.cew.wisc.edu/teachnet/ctl, stated that Contextual Teaching and Learning (CTL) helps teachers relate subject matter content to real world situations and motivate students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires. In addition, this concept requires the students' interaction in class actively, both interaction among teacher and students, and interaction among students. Furthermore, this concept prefers the second one, interaction among students, so the presence of teacher in class can be replaced.

In Indonesia, most people learn a foreign language in classroom. Since a better understanding of the important English in a class, government builds an immersion class to achieve the using English actively. The students are not only asked to speak English during the English subject, but also in other subjects, such as biology, physics, chemists, mathematics, history, sociology, etc. Thus, it is necessary to do some research on this field.

In this final project, I try to analyze the grammar used in non-English immersion classes by the students of SMA 1 Pati.

1.2 Reasons for Choosing the Topic

In making something, one cannot always make it perfectly although he is an expert. Even in speaking, one cannot avoid making a mistake although he speaks in his own mother tongue. It is a common phenomenon, talking about mistakes.

Brown (1980:164) states, "Human learning is fundamentally a process that

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involves the making of mistakesí ..learning to swim, to play tennis, to type, or to read all involve a process in which success comes by profiting from mistakes, by using mistakes to obtain feedback from environment and successively more closely approximate desired goalsö

Based on the problem above, I want to analyze the grammar used by the students in non-English immersion classes at SMA 1 Pati. I chose the topic for the following reasons:

- (1) Grammar is very important in English. öIt is said that grammar is the mechanism according to which language worksö (Leech, Deuchar and Hoogenraad 1982).
- (2) In making something, one cannot always make it perfectly although he is an expert. Moreover, making mistake is a common phenomenon.
- (3) Furthermore, I am interested in analyzing this problem because in immersion class, the teaching learning process uses English as the classroom language. Hopefully, I will find more grammatical errors in using English at this class.

1.3 Statements of the Problem

In analyzing the problems, I formulate the research questions as follows:

- (1) What is the result of analyzing communication among students in the non-English immersion classes at SMA Negeri 1 Pati?
- (2) What are the grammatical errors that usually students do?

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1.4 Objectives of the Study

The objectives of the study are:

- (1) to analyze the communication among students in the non-English immersion classes at SMA 1 Pati.
- (2) to find out the grammatical errors that students usually do based on their talks.

1.5 Significance of the Study

This final project is expected to give some benefits for readers and me, as a teacher candidate. After doing the research, I hope that the result of this study will give a useful contribution to English teachers to be aware of the grammatical mistakes which occur during the teaching learning process. In brief, from the study, I hope that the results will encourage students in order to study English harder than before to avoid error occurrences.

1.6 Limitation of the Study

The scope of this research is about the grammatical error analysis of the interaction among students in non-English immersion classes which are using English during teaching learning process at SMA 1 Pati.

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1.7 Outline of the Study

This final project consists of five chapters. Each chapter explains different matters in line with the topic which is discussed.

Chapter one is Introduction. It introduces the significant subject matter of the study. It consists of the Background of the Study, Reasons for Choosing the Topic, Statements of the Problems, Objectives of the Study, Significance of the Study, Limitation of the Study and Outline of the Study.

Chapter two is Review of Related Literature. It talks about the Previous Study, the Definition of Grammar, the Definition of Immersion Program, Error Analysis, Grammatical Errors, and the Grammatical Errors in Immersion Program.

Methods of Investigation are discussed in Chapter Three. It consists of the Design of the Study, Population and Sample, Method of Collecting the Data, Instruments, and Item Analysis.

Chapter four is the most important chapter in this research. It talks about the results and discussions of the research.

The last chapter, chapter five, deals with conclusions and suggestions. It talks about the final findings which are obtained in this research, and some suggestions related to the findings.

CHAPTER II

REVIEW OF RELATED LITERATURE

Based on the topic of the study, I need to explain the theory of this study. This chapter will discuss about the literature used in this research. It talks about the Previous Study, Definition of Grammar, Error Analysis, Grammatical Errors, Definition of Immersion Program, and the Grammatical Errors in Immersion Program.

2.1 Previous Study

To support my study about the grammatical errors in immersion class, I take some studies. One of them is a study which had been done by Farodlilah (2007) entitled An Analysis of Tense Errors Made by the Participants of English Interactive Program -Pro 2 English Timeø on RRI Semarang.

Her study is a study which attempted to examine tense errors made by the participants of English interactive program -Pro 2 English Timeø on RRI Semarang. The objectives of her study are to identify and describe tense errors made by the participants, to find out the classes of errors of each of them are included in, and to identify the psychological explanations of the errors.

In her study, she only took 3 conversations among participants and announcers as the data for her study. The result of her study is there are 33 tense

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errors in 249 total clauses uttered by the participants. The most dominant error is in miss-informative form (23 errors), means that the speakers do not apply the right form of English structures in their utterances. Psychologically, most of those errors are caused by interlingual error, specially, false concepts hypothesized (18 errors) and incomplete application of rules (13 errors)

Kurniawan (2009) in his thesis *-Grammatical Errors in Indonesian-English a Descriptive Text Translation: A Case Study of the Grade Ninth of the Bilingual Students of SMP 18 Semarang in the Academic Year 2009/2010* states that the objective of his research is to identify and describe the kinds of grammar errors in Indonesian- English translation made by the bilingual students of SMP 18 Semarang.

As a result of his study, he found out that many grammatical errors made by the students of SMP 18 Semarang. The dominant errors are in the producing of verb groups (24,8 %) and in the use of articles (24,3%).

He also states that *the errors are caused by the students' weakness in mastering the pattern of English grammar and it is also because they only transferred rules from their mother tongue, they did not really understand their target language.*

Another study which deals with grammatical errors is the study conducted by Maelasari (2009). The topic of her study is Grammatical Errors of Prepositions in Writing Descriptive Text Made by the Second Grade Students of MTsN 1 Brebes in the Academic Year of 2008/2009.

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The objectives of her study are (1) to identify and to describe the common grammatical errors found in the students' descriptive text, and (2) to find out the possible causes of those errors.

The result of her analysis is that there are 120 errors on prepositions. They are errors in prepositions of time (20 errors = 16,7%); prepositions of place (22 errors = 18,3%); prepositions after verbs (23 errors = 19,2%); prepositions after adjectives (25 errors = 20,8%); prepositions after participial adjectives (30 errors = 25%)

Based on the studies above, I view that there is still an area of studies that has not been explored yet that is an analysis of grammar used in non-English immersion classes. Therefore, I initiate to discover more about Analysis of Grammar Used in Non-English Immersion Classes by the Students of SMA Negeri 1 Pati.

2.2 Definitions of Grammar

Many experts define the word *grammar* in several ways and there is no universally accepted definition of it. Based on Cook and Suter (1980: 2), grammar is a written description of the rules of a language. Some grammars are longer, some differ in the ways that rules are stated, but they all attempt to do the same thing to improve a written description of the rules of a language.

Leech et. al. (1982: 3) state that grammar in reference to the mechanism according to which language works when it is used to communicate with other

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people. Without grammar, people would not be understood because the utterances and sentences both spoken and written would give different meaning to the hearers and readers.

Grammar is very important for us to learn in order to know what grammar is used exactly. Smedley (1983: 9) states that “the aims of grammar teaching are to help the learners write correctly in arranging sentences, to help them learn foreign languages and to give them an insight into the way language works.”

From the definitions above, it can be said that grammar is a set of rules of language by which people speak and write. Grammar is also an important knowledge in learning languages to understand the meaning of the words in a sentence.

2.3 Definition of Immersion Program

“Immersion is defined as a method of foreign language instruction in which the regular school curriculum is taught through the medium of language”(Met and Lorenz 1993: 1). “Language immersion is an approach to foreign language instruction in which the usual curricular activities are conducted in a foreign language. This means that the new language is the medium of instruction as well as the object of instruction”(*bi-lingual.com*).

“Generally speaking, at least 50 percent of instruction during a given academic year must be provided through the second language for the program to be regarded as immersion. Programs in which one subject and language arts are

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taught through the second language are generally identified as enriched second language programs. Immersion represents the most intensive form of content-based foreign language instruction (Snow 1986).

In an immersion program, English is not the subject of instruction; rather it is the medium through which a majority of the school's academic content is taught. Typically, in most immersion programs this includes math, science, social studies and other subject areas. According to Hornby (1995: 424), "immersion is absorbing or involve deeply".

Based on the several definitions above, I may conclude that immersion program is a program to provide students with native-like language skills in foreign language by applying the use of language deeply as a medium of teaching in regular school curriculum.

2.3.1 The Goals of Immersion Program

The long-range goals of an immersion program include: (1) developing a high level of proficiency in the foreign language; (2) developing positive attitudes toward those who speak the foreign language and toward their culture(s); (3) developing English language skill equal with experience for students' age and ability; (4) gaining skills and knowledge from the curricular activities of the curriculum in keeping with stated subjectively in these areas.

According to JSIS Guidelines for language immersion program (2005), there are three goals of language immersion program. They include: (1) acquiring

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the immersion language; (2) acquiring the native language; and (3) achieving in the curricular activities.

According to the explanation above, we recognize that immersion program which is applied in some schools is intended to develop students' comprehension about the foreign language they learn and to gain skills and knowledge in the curricular activities of the curriculum.

2.3.2 Why Immersion is an Effective Second Language Model

A great deal of research has centered on foreign language acquisition in various school settings. Over the past thirty years, due in large part to the success of immersion programs, there has been a shift away from teaching language in isolation and toward integrating language and content. This shift is based on four principles:

- (1) Language is acquired most effectively when it is learned in a meaningful social context. For young learners, the school curriculum provides a natural basis for foreign language learning, offering them the opportunity to communicate about what they know and what they want to know, as well as about their feelings and attitudes.
- (2) Important and interesting content provides a motivating context for learning the communicative functions of the new language. Young children are not interested in learning language that serves no meaningful function.

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- (3) First language acquisition, cognition and social awareness go hand in hand in young children. By integrating language and content, foreign language learning, too, becomes an integral part of a child's social and cognitive development.
- (4) Formal and functional characteristics of language change from one context to another. An integrated language and content model in an elementary school setting provides a wide variety of contexts in which to use the foreign language.

2.3.3 The Advantages of Applying Immersion Program

Immersion program is intended to develop students' speaking skill in order to enable them communicate actively in the target language which is applied in the classroom. According to Stein (1999), there are several advantages that could be taken from this program. They are:

2.3.3.1 Developing Nonacademic Vocabulary

While immersion learners' academic vocabulary develops over the years, the development of their non-academic, everyday vocabulary appears to lag behind. Examples of everyday topics are clothing, toys, food, sports, greetings, family, professions, shopping, travel, likes and dislikes, feelings, etc. Tarone and Swain (1995) refer to immersion students' lack of a language to explain the increased use of first language as students' progress through the grade levels. They suggest that the sociolinguistic environment within the immersion classroom might be described as diglossic. A diglossic language context reserves the use of one

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language for certain communicative purposes and the second for others. Students in immersion classrooms have been observed to use the immersion language to communicate about academic topics but to switch to their first language for informal, nonacademic speech.

2.3.3.2 Increasing the Accuracy

The term accuracy relates to correct use of linguistic structures (grammatical accuracy), appropriate use of register (sociolinguistic accuracy), precision of vocabulary (semantic accuracy), and proper use of cohesive devices (rhetorical accuracy) (Omaggio, 1986). Immersion research, which for the most part has concentrated on grammatical and sociolinguistic accuracy, shows that immersion learners fall behind native speakers in both of these types of accuracy.

2.3.3.3 Increasing Ability to Make Form-Meaning Connections

Making form-meaning connections can be described as the language learners' ability to notice the linguistic structure while they interpret or express the meaning of an utterance (Schmidt, 1990). Immersion learners, who process language primarily for meaning, need instruction that includes encouraging the learner to process language for meaning and form at the same time. This does not mean that the learner can explain a linguistic rule such as noun-adjective agreement or talk about nouns, adverbs, etc.

From the explanation above, we notice that there are several advantages can be taken from applying immersion program to the students. Some of them are

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enriching students' vocabulary; increasing students' comprehension about language structure; and increasing their ability to make form-meaning connections.

2.3.4 The Success of Immersion Program

The success of immersion program depends on the strategies which are applied to manage this program. Without correct strategies, it is going to be hard for the schools that apply this program to create a success story about this. Stein (1999) proposes several keys for the teachers to lead their students to gain success in immersion classroom. They are: (1) performing a need analysis; (2) getting familiar with the linguistic structures in the target language (phonology, morphology and syntax); (3) encouraging use of non-academic vocabulary in classroom; (4) including linguistic objective(s) in addition to the lessons objective(s) in lesson plans; (5) encouraging more oral production in class; (6) and encouraging accurate oral production.

From the statements above, I may conclude that to gain success in immersion classroom, teachers should be familiar with linguistic structure in the target language. It means the teachers should have sufficient knowledge about the language they teach. They must also encourage the students to be active in communication in English. In addition, the amount of the class also influences the result in teaching process.

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2.4 Error Analysis

In learning any language, a learner should be involved in a language learning process. The rules that he formulates are proved correct if the form he produces is an acceptable one in the target language, but it needs to be revised if the form is unacceptable. As a result, errors may happen in his performance either in spoken or written form.

ØError is something incorrectly done through ignorance or carelessness.

Error is not only considered as a sign of learning failure that could not be tolerated but also it is a part of learning that cannot be avoided (Dulay, Burt and Krashen 1982). It means that errors that the second language learners commit are the clearest evidence for their developing system.

The study of learners' errors is called error analysis, and in language learning, a learner cannot be free from mistakes. Brown (1980: 164) states that Ølanguage learning is fundamentally a process that involves the making of mistakes. Errors made by learners can be observed, analyzed, and classified to reveal something of the system operating within the learner.

ØLanguage switch also can be seen as the possible cause of errors (Brown 1980: 180). That is, a learner may simply use his native language whether listener knows that native language or not. It happens when the non-native speakers produce English sentences, the grammar of the first language impose themselves on the new language and this leads to faulty grammatical patterns. Before

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analyzing the errors, we have to know the differences between error and mistakes, and also the sources of errors.

2.4.1 Errors and Mistakes

Dealing with an error analysis, I thought that it is essential to make distinction between error and mistake in order to analyze learners' errors properly. According to Norrish (1983: 78), an error is defined as a systematic deviation, when a learner has not learned something and consistently *gets it wrong*.

Brown (1980: 165) points out that an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter-language competence of the learner.

A mistake is defined as the performance error that is either a random guess or a slip, in that it is a failure to utilize a known system correctly. When committing mistakes, one is normally capable of recognizing and correcting it. The mistakes may be caused by temporary lapses of memory, confusion, and slip of the tongue (Brown 1980: 165). The mistake happens when we speak a foreign language, even when we speak our mother tongue.

It is common that all people make mistakes in both native and second language situations. A learner is considered to make mistakes when he is making deviation inconsistently and he is considered to make errors when he is making deviation consistently. Consequently, it is difficult for us to differentiate learners' errors and mistakes while he is speaking.

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2.4.2 Sources of Errors

According to Richards (1974: 124), öthe source of errors in studying a language might be derived from the interference of the learnersø mother tongue and general characteristics of the rule learning. The errors that are caused by the general characteristics of the rule learning are also called the intra-language errors. And the errors which caused by the interference of the learnersø mother tongue are called the inter-language errors.ö

Richards (1974: 124) distinguishes three sources of competence errors:

- (1) Interference errors occur as a result of the use of element from one language while speaking another.
- (2) Intra-lingual errors reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules, and failure to learn conditions under which rules apply.
- (3) Developmental errors occur when the learner attempts to build up hypotheses about the target language on the basis of limited experience.

Richards (1974: 174) also classifies intra-lingual errors into four categories:

- (1) Overgeneralization

It occurs when the learner creates a deviant structure on the basis of other structures in the target language. It generally involves the creation of one deviant structure in place of two target language structures (for example, öHe can singso where English allows öHe can singo and öHe singso).

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(2) Ignorance of the rule restrictions

It involves the application of rules to contexts where they do not apply. An example is \neg He made me to rest \emptyset through extension of the pattern found with the majority of verbs that take infinitival complements (for example, \neg He asked /wanted/invited me to go \emptyset).

(3) Incomplete application of rules

It is typically related to analogy. It involves a failure to fully develop a structure. Thus learners of L2 English have been observed to use declarative word order in questions (for example, \neg You like to sing? \emptyset) in place of interrogative word order (for example, \neg Do you like to sing? \emptyset). This type of intra-lingual error corresponds to what is often referred to as an error of transitional competence (Richards, 1974).

(4) False concepts hypothesized

The last category of intra-language error, that is sometimes called semantic error, may be derived from faulty comprehension in the target language.

2.5 Grammatical Errors

Grammar is the study of the rules by which words change their forms and are combined into sentences. The grammatical errors are the errors that have one or more deviants in grammar. It means that those consist of some failure grammatically. It occurred when preposition, tenses, agreement, pronouns, word

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orders, incomplete structure, negative construction were omitted or misused—
(Ubol, 1981: 67).

Levenston in James (1998: 255) proposes that students' erroneous output
of their composition errors in particular are not one remove, but two removes
from the NS's version. We are not only correcting the errors into what learners
want to say but also correcting the errors into what the native speakers would have
said or written.

He thus challenges Corder's claim that the data of EA are ‐two sentences:
the idiosyncratic sentence [produced by the learner] and a well-formed sentence
[that which the native would have produced]. These two sentences would then be
compared. This is not the case, however. The data of EA comprise not two but
three sentences: (i) what learner said; (ii) what they were attempting to say; and
(iii) what the NSs would have said (or written) (James, 1998: 255).

Moreover Fotos (1993) did an experiment involving noticing. She
hypothesized that noticing would be induced to different degrees by two sorts of
teaching: teacher-formed formal instruction, and doing grammar tasks in groups.
So she gave two matched groups of learners grammar-noticing opportunities
under these two conditions in order to find out which way is the more effective
(James, 1998: 257).

This is why analyzing learners' grammatical errors in learning other
languages would be interesting.

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Learning other language becomes difficult since the target language has different system from the native language. This difference sometimes makes the learners (in this case ó the students) make errors especially in applying the grammar.

2.6 The Grammatical Errors in Immersion Classes

Every student has ever made an error. Here are some grammatical errors that usually made by the students as general:

- (1) errors in the use of verbs,
- (2) errors in the use of noun phrases,
- (3) errors in the use of pronouns,
- (4) errors in the use of adjectives,
- (5) errors in the use of adverbs,
- (6) errors in the use of prepositions,
- (7) errors in the use of determiner,
- (8) errors in the use of conjunctions, and
- (9) errors in the use of clauses

Students in immersion classes are hoped more communicative using English than those who are not in such program. They should be more familiar with English, since they are taught in English language every day. Yet in fact, in using grammar, sometimes students in immersion classes also make errors. Although they are prepared with English environment, grammatical errors cannot be avoided.

CHAPTER III

METHODS OF INVESTIGATION

This chapter discusses about design of the study, the subject of the study, research instrument, and procedure of collecting the data. There are some explanation of the technique and method that I use to collect the data for this study. I use qualitative method to accomplish this study.

3.1 Design of the Study

The objectives in this study are to find, classify, explain the errors made by students, and describe the causes of errors. To achieve the objectives of the study, I need some data. To get empirical data for my study, I administered a classroom observation. The observation was held at some classes of the eleventh grade students. They were supposed to communicate naturally in English to help me classifying the errors occurred.

3.2 Subject of the Study

In this final project, I also gathered supporting data in accomplishing the study from that observation at the eleventh grade students. The reason why I chose the eleventh grade students of SMA Negeri 1 PATI as the subject of the study because it was based on some considerations as follows:

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- (1) The population was homogeneous for the research because they were all the same semester. In addition,
- (2) The students had been prepared with English environment since they were in the tenth year.

Subject of the study discusses about the population and sample of the study. They are:

3.2.1 The Population

Saleh (2001:17) states that öpopulation is a group of people, objects, items, or phenomenon, a group to which the researcher would like the result of the study to be generalized, a group from which information is collectedö. In addition, a population is a set of all elements possessing one or more attributes of interest (Arikunto, 1993: 102).

Based on the topic of the research which study about the use of English grammar in non-English immersion classes, the population of this study was the eleventh grade students of social program at SMA Negeri 1 PATI, which only consists of two classes, and each class has 26 students.

3.2.2 Sample of the Study

Arikunto (1993:104) states that a sample is a part of the population or a representative of the population being studied. Hence, a sample is a part of population which represents the whole population. According to Tuckman (1978:226), ösample is a group that represents the population to serve as respondentsö.

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According to Arikunto (2002:134), if there are too many subject of the study, we can take 10-15% or 20-25% of the whole population as sample of the study. According to Saleh (2001:24) sample must be as many as possible to represent the population. The more sample are used in the study, the better it will be since the degree of representation is higher. Therefore, there is no maximum limit for the sample. But, there are minimum limit that can be used as follows:

Population	Sample
100-less	50%
101-500	30-50%
501-1000	20-30%
More than 1000	15-20% (Saleh, 2001:24)

I chose the sample based on the class. In this study, I used lottery technique. I wrote the names of two classes of social program at SMA Negeri 1 Pati on a piece of paper. Then I closed my eyes and picked one paper which contained the name of the class. It was XI IS 1. The result of the lottery was used as the sample. Since the number of the students in each class fulfilled the criteria of sampling which is stated by Arikunto, so I only took one class.

3.3 Method of Collecting the Data

In the terms of collecting data, some of the data required in writing this research were partly taken from many reference textbooks and websites which were related

to the subject matter. The others were taken from report of the previous studies and researches on the similar topics.

To collect the data, I applied classroom observation since I tried to analyze the students' errors and the concern of this final project is to find out the grammatical errors done by students. I came to the field, listened to the students' communication, recorded, and analyzed them. In this way, I tried to get the data as objective as possible.

To get valid data, the data and information were collected in two ways, namely:

(1) Library Research

I searched some data from the library facilities to support my ideas and strengthen my theoretical foundation.

(2) Field Research

Field research here refers to the activities of recording the teaching learning process on the class chosen as the sample of this study. Then, I transcribed the recording result and analyzed the grammatical errors occurred.

After collecting the data and information from library research, I did an observation, field research, and the last analyzed the data got from the field research.

Moreover, this is the explanation of the steps taken to obtain the empirical data that were needed to answer the problems:

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- (1) Before conducting the research, the instrument was prepared.
- (2) I chose the class for observation using lottery technique. I wrote the names of classes on pieces of paper. Then I closed my eyes and picked one paper which contained the name of one class. The result of the lottery was used as the class observation. The class chosen was XI IS 1.
- (3) After that step, I came to the class and recorded the teaching and learning process.
- (4) The communication occurred was transcribed.
- (5) Afterward the grammatical system of the text was identified and then categorized, so that it would be analyzed.

3.4 Instrument

Instrument is an important device for collecting the data because without data, we cannot draw a conclusion. Saleh (2001:31) states that öinstrument is any device which is used to collect data in a researchö. The instruments which were applied in this study were class observation, transcription, and descriptive analysis.

3.4.1 Class Observation

Here I observed the communication in the class. While recording the teaching and learning process, I also took a note from some errors which occurred during this process. From this process, I got the talks. Using two categories below, I classified the errors into:

- (1) errors that belonged to grammatical errors, and
- (2) errors that did not belong to grammatical errors.

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After classifying the errors based on those two categories, I paid attention only in the errors that belonged to the first category.

The classroom observation was held at XI IS 1, on 27th May, 2011 in the Sociology class. The reason why I chose Sociology class was because the students were expected to use English communicatively in the teaching learning process of this subject. Therefore, I used this class as my research subject.

3.4.2 Transcription

Atkinson (1989) in Nurrachmad (2009) points out that *“data for analysis should be writeable and readable”*. Since the data were taken from recorded verbal communication, I had to transcribe into a kind of verbal text to ease the analysis. After that, I evaluated the students’ communication that had been transcribed into verbal text.

3.4.3 Analyzing the Data from Class Observation

In analyzing the data, I used error analysis method. Corder as quoted by Ellis (1994: 48) suggests the following steps to conduct an error analysis research:

No	Steps	Explanations
1	Collection of samples of learner language	Deciding what samples of learner language to use for the analysis and how to collect these samples
2	Identification of errors	Identifying the errors by underlying the errors the learner made

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3	Classification of errors	Grouping the errors that have been found and stating the classes of the errors
4	Explanation of errors	Explaining the errors by establishing the source of the errors and calculating how often the errors appear
5	Evaluation of errors	Evaluating the errors step involves tabulating the errors and drawing conclusion

Table 3.1 Steps to Conduct an Error Analysis Research

After the errors had been identified, I classified them into six categories, they are:

- (1) errors in the use of verbs,
- (2) errors in the use of noun phrases,
- (3) errors in the use of pronouns,
- (4) errors in the use of prepositions,
- (5) errors in the use of conjunctions, and
- (6) errors in the use of clauses

3.4.4 Descriptive Analysis

Finally, analyzing the data was held through descriptive analysis. Johnson (1987: 116) as quoted by Larasati (2008) states that ðescriptive analysis of the result of a survey is often reported in frequencies (the actual number responding in a

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certain way) and percentages. These descriptive statistics are numbers that summarize the data.

In this final project, I used descriptive qualitative method in analyzing the communication that occurred during teaching learning process in the classroom.

3.5 Procedure of Investigation

Referring to the table of error analysis method above, the data were analyzed as follows:

(1) Identification of errors

In this step, I identified errors as grammatical and ungrammatical errors by underlying the errors. Then I acquired the data and tried to find out the grammatical errors. I tried to analyze the data as objectively as possible.

(2) Classification of errors

Once the errors had been identified, I classified them into 6 categories, they are:

- a. errors in the use of verbs,
- b. errors in the use of noun phrases,
- c. errors in the use of pronouns,
- d. errors in the use of prepositions,
- e. errors in the use of conjunctions, and
- f. errors in the use of clauses

I also elaborated those types of errors in the tables (to see the tables see appendix 4 to appendix 10). Each of them has their sub classification of errors.

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Through the following tables, I counted and showed the frequency of errors in each type.

The first category of errors is *Errors in the Use of Verbs*. Here, the main discussion is about tenses usage such as present, past, participle, future and progressive form. However, I also included the errors of modal auxiliary, passive voice and be form. The last subcategory is the errors of omitting verb form. (To see the table of errors in the use of verbs see appendix 4)

In the next classification, I classified some errors about noun phrases. In here, I divided the problems into two categories; they were incorrect use of singular plural nouns and incorrect use of noun forms. (To see the table of errors in the use of noun phrases see appendix 5)

The definition of pronouns is that they ötake place of nounsö. The following table refers to the errors in the use of pronoun. I could not give the sub classification of these errors because the errors of this type rarely occur. (To see the table of errors in the use of pronouns see appendix 6)

For the preposition category, I chose the errors in the use of prepositions and preposition combinations. (To see the table of errors in the use of prepositions see appendix 7)

The following table refers to the errors in the use of conjunctions. I could not also give the sub classification of these errors because the errors of this type rarely occur. (To see the table of errors in the use of conjunctions see appendix 8)

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The last, classification of clauses consist of noun, adjective and adverbial.

Through the table below, I wanted to show the errors of the clauses briefly. (To see the table of errors in the use of clauses see appendix 9)

In this step, I also calculated the errors in order to know how frequent these errors had been made by the students of immersion class in the eleventh grade of SMA Negeri 1 Pati. In calculating the frequency of each error, I employed the following formula:

$$\% \text{ error} = \frac{\sum n}{N}$$

in which,

% error is the percentage of error at one field

$\sum n$ is the sum of error at one field

N is the whole error that students make

By calculating the frequency of each error, I could identify the most frequent error and the least frequent error made by the students.

(3) Tabelizing the result

Once the errors were calculated and arranged, I tabelized the result of the analysis.

This table is meant to ease the identification of the percentage of each error. Therefore, the result of the analysis of the grammatical errors made by the students of immersion class in the eleventh grade of SMA Negeri 1 Pati is presented in the form of a table.

(To see the table of the total finding see appendix 10)

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(4) Drawing a conclusion

The last step would be drawing a conclusion based on the analysis. In this step, I had to make a valid conclusion in the form of a brief description of the errors. I described those errors not only based on the frequency occurring, but also related to the pedagogical point of view.



CHAPTER IV

RESULTS OF THE STUDY

This chapter discusses in more details the findings of the present study described in the previous chapter. They present the answer of the problems stated in chapter I. They are as follows: (1) what is the result of analyzing communication in the non-English immersion classes at SMA Negeri 1 Pati? (2) what are the grammatical errors that usually students do? Based on those questions, the written text of the students' conversation during the class was analyzed to obtain the answers of the questions.

This chapter is divided into two sub-chapters: analyzing errors from the data and describing the frequencies of occurrences.

4.1 Analyzing Errors from the Data

Here I divided the analysis of errors into two types. First, I analyzed errors based on the frequency of occurrences. And second, I analyzed errors based on the pedagogical point of view.

4.1.1 Analyzing Errors from the Data Based on the Frequency Occurrences

As previously stated in Chapter III, in order to make the analysis briefly and easily understood, the writer classifies the types of errors into six main classes, those are:

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- (1) Errors in the Use of Verbs
- (2) Errors in the Use of Noun Phrases
- (3) Errors in the Use of Pronouns
- (4) Errors in the Use of Prepositions
- (5) Errors in the Use of Conjunctions
- (6) Errors in the Use of Clauses

I also elaborated those types of errors in the tables below. Each of them has their sub classification of errors.

Total errors that occurred are 55 items. Here, I counted the frequency of errors based on the tables using the formula below:

$$\% \text{ error} = \frac{\Sigma n}{N}$$

Where:

% error is the percentage of error at one field

Σn is the sum of error at one field

N is the whole error that students make

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Table 4.1

The Frequency of Errors in the Use of Verbs

No	Errors in the Use of Verbs	Frequency	%
1	Incorrect Use of Present Form	19	34,5 %
2	Incorrect Use of Past Form	3	5,5 %

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3	Incorrect Use of Progressive Form	1	1,8 %
4	Incorrect Use of Be Form	4	7,3 %
5	Incorrect Use of Passive Voice	3	5,5 %
6	Incorrect Use of Modal Auxiliary	2	3,6 %
7	Incorrect Use of Omitting Verb Form	1	1,8 %
	Total	33	60 %

In the analysis I did not find any errors in the use of participle and future forms made by the students, so I omitted them from the table 4.1.

From the table above, incorrect use of present form is the most frequently occurred in the classification. More than one third of the total finding deals with it. The incorrect use of present form occurs 19 times, 3 errors are found as incorrect use of past form, 1 error is classified as incorrect use of progressive form, 4 errors are found as incorrect use of be form, 3 errors are found as incorrect use of passive voice, 2 errors are found as incorrect use of modal auxiliaries, and 1 error is found as incorrect use of omitting verb form. What I meant by incorrect use of omitting verb form is in that sentence the verb does not occur, so I classified that error into its type.

Table 4.2

The Frequency of Errors in the Use of Noun Phrases

No	Errors in the Use of Noun Phrases	Frequency	%
1	Incorrect Use of Singular Plural Nouns	1	1,8 %

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2	Incorrect Use of Noun Forms	7	12,7 %
	Total	8	14,5 %

From the table 4.2, incorrect use of noun forms is the most frequently occurred in this classification. 7 error items are found as incorrect use of noun forms, and 1 item is found as incorrect use of singular and plural noun. The incorrect use of noun phrases occurs 8 times, this is 14,5 % from the total finding.

Table 4.3

The Frequency of Errors in the Use of Pronouns

No	Errors in the Use of Pronouns	Frequency	%
1	Incorrect Use of Pronouns	4	7,3 %
	Total	4	7,3 %

I did not make any sub classification of this field because I did not find specific classification of it. Incorrect use of pronouns mostly deals with the antecedent of one noun.

From the table 4.3, 4 error items are found and all of them deal with pronoun *-itø* which should be refer to a singular noun, yet the students use it as the antecedent of a plural noun.

Table 4.4

The Frequency of Errors in the Use of Prepositions

No	Errors in the Use of Prepositions	Frequency	%
1	Incorrect Use of Prepositions	2	3,6 %
2	Incorrect Use of Preposition Combinations	2	3,6 %
	Total	4	7,3 %

From the table 4.4, 2 errors belong to incorrect use of prepositions. In this case, the preposition was not used while it was needed. 2 errors are found as incorrect use of preposition combinations, the preposition combination should be "between" and yet the students use "between" with 7,3 % from the total finding deals with errors in the use of prepositions.

Although the percentage is lower than error in the use of verbs and noun phrases, this error should also be noticed.

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Table 4.5
The Frequency of Errors in the Use of Conjunctions

No	Errors in the Use of Conjunctions	Frequency	%
1	Incorrect Use of Conjunctions	1	1,8 %
	Total	1	1,8 %

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From table 4.5, I did not make any sub classification of this field because I only found one error in this field. This error is using double conjunction in inappropriate places. The double conjunction that found was placed in the same part of the sentence, if only because the person who started from west, í ö

Although only 1,8 % from the total finding, this error should also be noticed.

Table 4.6
The Frequency of Errors in the Use of Clauses

No	Errors in the Use of Verbs	Frequency	%
1	Incorrect Use of Noun Clauses	5	9,1 %
	Total	5	9,1 %

I did not give sub classification of this field because the errors occurred are only in the noun clause. If I gave sub classification, I was afraid that misunderstanding would happen.

From table 4.6, incorrect use of noun clauses occurs 5 times. All of them deal with error in the use of which clause. 9,1 % from the total finding deals with this classification.

Table 4.7
The Total Frequency of Occurrences

No	Types of Errors	Frequency	%
1	Errors in the Use of Verbs	33	60 %

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2	Errors in the Use of Noun Phrases	8	14,5 %
3	Errors in the Use of Pronouns	4	7,3 %
4	Errors in the Use of Prepositions	4	7,3 %
5	Errors in the Use of Conjunctions	1	1,8 %
6	Errors in the Use of Clauses	5	9,1 %
	Total	55	100%

The total error items that are found from the communication in class are 55 items.

I divided them into 6 main classifications, they are (1) errors in the use of verbs, (2) errors in the use of noun phrases, (3) errors in the use of pronouns, (4) errors in the use of prepositions, (5) errors in the use of conjunction, and (6) errors in the use of clauses.

From table 4.7, 33 items are classified into errors in the use of verbs, 8 items are classified into errors in the use of noun phrases, 4 items are classified into errors in the use of pronouns, 4 items are classified into errors in the use of prepositions, 1 item is classified into errors in the use of conjunction, and 5 items are classified into errors in the use of clauses.

In addition, 60 % from the total finding belongs to errors in the use of verbs, 14,5 % from the total finding belongs to errors in the use of noun phrases, 7,3% from the total finding belongs to errors in the use of pronouns, 7,3% from the total finding belongs to errors in the use of prepositions, 1,8% from the total finding belongs to errors in the use of conjunctions, and 9,1% from the total finding belongs to errors in the use of clauses.

4.1.2 Analyzing Errors from the Data Based on the Pedagogical Point of View

There are lots of factors that cause errors in producing utterances. At least, four factors may influence, there are:

- (1) Language Transfer
- (2) Intralingua Interferences
- (3) Sociolinguistic Situation
- (4) Age

Table 4.1 shows us that some errors are classified into incorrect use of present form, past form, progressive form, and be form. One of them is when the speaker said öThe characteristics of modern individual which shown above more commonly belongs to westerners.ö Based on one of the English rules in constructing a sentence, the singular nouns need singular verbs, and the plural nouns need plural verbs. This error can be classified as the errors of intralingua interferences because the speaker ignores the rule that should be obeyed in constructing the second language utterances. It can also be classified as errors in the sociolinguistic situation because the speaker also gets influences from the Indonesian language. In Indonesian, there is no difference in the verb form, whether in present, past, or future.

The other errors are related to passive voice, modal auxiliary, and omitting verb form. One of the sentences that belongs to this error is öModernization can be define as a process of changing society from traditional into modern, especially, related to technology and social organizations.ö Here the error can be

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classified as errors in language transfer and interlingua interferences. That is because, when producing that sentence, the speaker did not obey the rule in constructing passive voice. He also made error while transferring utterance from Indonesian into English. His attention is accepted in Indonesian language, but not in English.

From table 4.2 we can see that the incorrect use of singular plural nouns occur once, when the speaker said öThe characteristics of modern society, giving definitions or boundaries of the citizen is not easy, many aspect have to be concerned and could become basic of restriction.ö Here, -aspectø is a singular noun, yet -manyø should be followed by a plural noun. This error occurs because the speaker thinks that there is no difference between singular and plural form from the word -aspectø as at Indonesian equivalent.

Besides, the incorrect use of noun forms occurs seven times. One of them is when the speaker said öModernization does not equal westernization, but more or less modernization imitates the product westernization, for example: the internet.ö In this case, the speaker still used Indonesian grammatical form to construct nouns. Product westernization sounds Indonesian, to make it sounds English, the speaker should follow the English rules to construct noun (noun phrase) by adding -ofø after the word product or interchanging the word product and westernization.

This kind of error occurs more often because when constructing a noun or noun phrase, Indonesian speakers are still influenced by Indonesian grammar.

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Negative transfers from Indonesian into English often occur, in this case, because in Indonesian, there is no difference in the pluralism.

Table 4.3 shows us that 4 error items are found and all of them deal with pronoun *-itø* which should refer to a singular noun, yet the students use it as the antecedent of a plural noun, for example öYes indeed our beloved country is modern, so there will not be any westernization, as you say, but it was the implications of modernization, because there were modern, so we follow it.ö This type of error belongs to sociolinguistic situation and language transfer. The speakerøs attention is acceptable whether in English or Indonesian, but he makes errors in the way he transfers that utterance, especially in choosing the word.

From the table 4.4, I divided the errors into two categories, incorrect use of prepositions and preposition combinations. One of the errors is öHere, I can conclude that it's different between modernization with westernization.ö From the pedagogical point of view, I assumed that the errors can be categorized as errors in sociolinguistic situation and language transfer. In Indonesia, the equivalent of this sentence can be accepted because the meaning of this sentence is accepted in Indonesian social life. Yet in English it cannot be accepted because English has a rule in combining prepositions.

In Indonesian, there are no specific preposition combinations, so in transferring the equivalent utterance, the speaker guesses the appropriate preposition to combine with the word *-between*ø

Table 4.5 shows us that only one error occurs in this field. The speaker made an error when he said öIf only because the person who started from west,

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trus dijadiin property or trademark of the westerns?ö Here I concluded that from the pedagogical point of view, this error belongs to language transfer. The speaker transferred language from Indonesian to English literally. In Indonesian, combining two conjunctions is permitted, but in English it sounds weird.

From table 4.6, incorrect use of noun clauses occurs 5 times. All of them deal with error in the use of which clause. From the pedagogical point of view, this type of errors can be classified as error in language transfer and intralingua interferences. These errors are classified as interlingua interferences because the speakers did not obey the rule in constructing which clause. Besides, it is also classified as error in language transfer because while transferring from Indonesian, the speaker made errors in constructing sentences.

It goes without saying that mother tongue gives many influences in studying other languages. The students must aware of this phenomenon, and try to correct their errors.

4.2 Describing the Frequencies of Occurrences

I divided errors that occur in the communication in the class into 6 main classifications, they are (1) errors in the use of verbs, (2) errors in the use of noun phrases, (3) errors in the use of pronouns, (4) errors in the use of prepositions, (5) errors in the use of conjunction, and (6) errors in the use of clauses.

The most frequently occurred is the errors in the use of verbs which reach 60% from the total finding. The second, errors in the use of noun phrases reach 14,5% from the total finding. Errors in the use of clauses get the third position,

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they reach 9,1% from the total finding. The fourth position belongs to errors in the use of pronouns and errors in the use of prepositions which reach 7,3% from the total finding. And the last position belongs to errors in the use of conjunction which only reach 1,8% from the total finding.

The percentages are found from the production of data that students freely produce. Consequently, it will be different from the percentages that occur from the data where the students ask to produce.

From that analysis, I can conclude that the students mostly make errors in the use of verb, continued by the use of noun phrases and clauses. As the teachers, they should be aware of this phenomenon. The lowest frequency of errors does not always show that the students master the field, the highest frequency of errors does not always show the students' incompetence of one part. Sometimes students avoid one part because they are not sure with it. It is usually called as avoidance strategy.

From the pedagogical side, the errors mostly happen are errors in language transfer from Indonesian to English, and errors in interlingua interferences. That is common for the students to make errors in language transfer, because sentences in the target language may exhibit interference from the mother tongue. From the total errors that student made, almost two third could be attributed to language transfer.

Besides interlingua interference which I meant refers to errors that involve ignorance of the rules in the target language, and incomplete application of rules;

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these error types occur because the students have limit knowledge about English rules and English structures.

Most the students are still influenced by Indonesian grammar. In addition, in Indonesian, there is no difference in the pluralism and also in the verb form, whether in present, past, or future. Sometimes, this case makes Indonesian learners confused while constructing sentences especially in spoken form.



CHAPTER V

CONCLUSIONS AND SUGESTIONS

For the ending of this study, I present my conclusions and suggestions in this chapter. I want to give general conclusions and suggestions of *An Analysis of Grammar Used in Non-English Immersion Classes by the Students of SMA Negeri 1 Pati.*

5.1 Conclusions

This study concerns on the grammatical errors. Here, I used the combinations of Richards's theory and the Standard English Grammar. Based on Richards's error analysis, I took a look the way of classifying errors. Richards had a very good way of classifying the types of errors. Since the analysis was about error, I did not imitate all categories of Richards's table of classifying the errors. I combined the classifications with the Standard English Grammar. The elements of the table mostly based on Standard English Grammar, particularly the points of part of speech.

Moreover, I also used Coder's opinion about errors. While doing the analysis, I realized that I got more understanding of English by learning the errors. If the learner finds an error and can make a correction of the error, it means that he has an ability to understand the correct one.

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In this analysis, I classified the errors into six main types of errors: (1) errors in the use of verbs, (2) errors in the use of noun phrases, (3) errors in the use of pronouns, (4) errors in the use of prepositions, (5) errors in the use of conjunction, and (6) errors in the use of clauses.

In addition, 60 % from the total finding belongs to errors in the use of verbs, 14,5 % from the total finding belongs to errors in the use of noun phrases, 7,3% from the total finding belongs to errors in the use of pronouns, 7,3% from the total finding belongs to errors in the use of prepositions, 1,8% from the total finding belongs to errors in the use of conjunctions, and 9,1% from the total finding belongs to errors in the use of clauses.

From the result of the analysis, I found out that the most frequent error that occurs is the errors in the use of verbs particularly in the use of present form. Followed by the errors in the use of noun phrases, which reaches 14,5%. The third one is the errors in the use of clauses. Then the errors of the use of pronouns and prepositions have the same percentage of frequencies, that is 7,3 %. Finally, the smallest number of errors occurs in the errors in the use of conjunctions which is only 1,8%.

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5.2 Suggestions

Furthermore, before ending this study, I want to contribute some suggestions for further research on error analysis.

- (1) The coming researchers might investigate the other kinds of errors such as Phonological or Semantic Study. Since during the analysis, I only focused

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on the Grammatical Errors, while there are other kinds of errors that can be analyzed.

- (2) The students should have more exercises and should encourage themselves in using correct grammar.
- (3) Teachers should be more aware of students' errors and help them solve their errors.
- (4) Finally, I hope that this study can give a useful contribution to the study of error analysis.



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Appendix 1

TRANSCRIPT OF THE DATA

Student 1: Assalamualaikum wr. wb. Good morning friends, today is my group's turn to give presentation, and our theme is modernization is not westernization. Well, miss iva the time is yours.

Student 2: Thank you. Modernization can be define¹ as a process of changing society from traditional into modern, especially, related to technology and social organizations. This theory is built on assumptions and concepts of evolution that the changing society is linier², progressive and takes³ a long time, which carrying⁴ people from primitive to more modern. So that, people can be called modern if they live with the way of thinking, feeling, and acting, technology, and new social organization which according⁵ to today's movement. The example of modern society is a citizen. The characteristics of modern society, giving definitions or boundaries of the citizen is⁶ not easy, many aspect have⁷ to be concerned and could become basic of restriction. One society can be declared as a citizen because of its social life, culture, economic life, government, or the number of population density. the characteristics of modern individual, as follows: First, having a mind or state of mind which are open⁸ to new experiences; second, has⁹ the ability to form and appreciate the opinions; oriented¹⁰ to the future; conduct¹¹ planning; believe¹² in science; having a belief that

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everything can be taken into account; respect¹³ others because of his achievements; have¹⁴ attention to political issues community; and the last, pursuing fact and information.

Student 3: Modern individual is identic to western. Westernization led to identification and imitation of western culture, but modernization is not westernization. The fact that modernization is equal with westernization are¹⁵ views that are not easily avoided; that is because the history of modernization is the history of the westerns society, in this case, Western Europe and North America. The characteristics of modern individual that shown¹⁶ above more commonly belongs¹⁷ to westerners¹⁸. However, modernization and westernization can still be distinguished because it¹⁹ is different. As mentioned before, the central of modernization process is on technology and social organization. Thus, westernization is become²⁰ westerners in total, without any reserves, from the view of religion life, secularism, feminism, humanism, etc. up to his lifestyle casual sex and living together without marriage, model clothes²¹ that do not close or even accentuate the nakedness, drug, gangster, and so on.

Student 4: I think modern means high technologies.

Student 5: Waalaikumsalam. Well, I agree with your group opinion. If only because²² the person who started from west, trus dijadiin²³ property or trademark of the westerns? If the presenter's intentions are modernization abal-abal²⁴, may be true.

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Student 6: In my opinion, modernization is often interpreted westernization because it came Western²⁵. Well, I mean, we just see western countries, super sophisticated and modern, right? Although in Asia, we've got Singapore, Taiwan, Japan, South Korea, China, so, it also depend²⁶ on the sense of the word of modernization itself, would be taken in the sense of real or just a fake.

Student 7: Yes, who initiated the modern is westerner, but, modern people must be called westernization²⁷? Oh no....

Student 8: Modernization does not equal westernization²⁸, but more or less modernization imitate²⁹ the product westernization³⁰, for example: the internet.

Student 4: Yes I agree western³¹ didn't always show modernization.

Student 9: The essence is true. Modernization does not always have to fully with western culture. It come³² mostly from western technology. Addition, a mindset that we think "the neighbor's grass is always greener", which means we are absorbing western culture without any restrictions, should be changed.

Student 5: That is way I say before, if they only follow western-style, that name became plagiarism not modernization.

Student 10: First, presenter's statement are³³ the implications of modernization is westernization. May I add? To modernize itself is the impact of globalization.

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Student 11: Modernizing the way of thinking, should not always lead to a lifestyle.

Student 7: But the way of thinking eventually lead³⁴ to a lifestyle itself, doesn't it?

Student 11: Yee. You are right, but modernization which exist³⁵ nowadays is from western. From technology, style, and culture, western³⁶ is the former. If we follow their technology in case to become more modern, we should not also follow their lifestyle.

Student 12: Yes indeed our beloved country is modern, so there will not be any westernization, as you say, but it was the implications of modernization, because there were modern, so we follow it³⁷.

Student 13: Yes, but when we follow it³⁸, don't kebablasan³⁹. Remains that we still have our fundamental culture.

Student 14: In addition, change the poor culture, and the good must be continued.

Student 13: That's what I mean, but check them before we accept it⁴⁰. We have to see them from receiver point of view.

Student 7: I think the problem of modernization cannot sort out which one is⁴¹ good and bad.

Student 15: I think westernization is not modernization. It is one of social deviation. Modern people think a head, without mixing it with western culture.

Student 3: Actually, it depends on individual mindset. It doesn't mean leaving our culture, if you maintain your culture and not became modern? That's wrong.

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Student 14: Sorry, based on the previous discussion, did teacher say that culture is one result of mindset? Different mindset produce⁴² different culture, isn't it?

Student 3: Yes, I agree with you. Different mindsets produce different cultures.

Student 16: I think everything modern can be our lifestyle. For example a mobile phone, at first, it became outcome of technology or we can say modernization product, but now, we can see that almost everyone here have mobile phone. It become⁴³ lifestyle, no phone no cool.

Student 10: Modernization that you mean is also called westernization, why? because many western products impact⁴⁴ Indonesian lifestyle.

Student 17: Well here, I want to give question for presenter. In what area this modernization belong⁴⁵ to science, technology or impact of western culture in our culture? Modernization which is followed by Indonesian is modernization which gives advantages for us. Then, why we blame western⁴⁶ for bad modernization? Just take a look at South Korea, Japan and Singapore, they can develop their country. One of the reason is they follow the development of western modernization. They use the modernization for developing technologies, promoting their own culture and became⁴⁷ popular.

Student 3: Well, thank you miss. What we mean by modernization here is modernization whether it's in science, technology or cultural point of views.

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Student 18: Okay then I agree, westernization is not modern, but plagiarism.

Modern should be in the sense of developing the way of thinking, lifestyles and the way of responding the development. We also have lots of cultural patterns here, why should we follow the western lifestyle? but there needs to be underlined; modernization in Indonesia could not be separated from cultural factors, Indonesia only needs to change the orientation of modernization itself.

Student 17: Yes that I mean. We should not follow western style. We do need to show the nation's culture. But I feel better if we could show them according to our ideology.

Student 19: I agree that we need to show up our cultures. And I want to give any addition, science or education is one indicator that a country can be called little bit modern. Example: a farmer with new knowledge can gained⁴⁸ 3 or 4 times harvest in a year. In Indonesia there are hundreds of tribes, nations and languages, in the presence of Indonesian education can all put together, It modernzation⁴⁹.

Student 20: Well, yes. Just take a look that fact only east country give⁵⁰ the label of "westernization".

Student 1: Okay friends, that is our presentation. If you still have question, you can directly asked⁵¹ to Our teacher. Here, I can conclude that it's different between modernization with⁵² westernization. Our society's mindset make⁵³ the modernization look⁵⁴ like westernization because our mindset directs to western countries, as if the westerners more

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modern, as discussed at the beginning of the difference between modernization with⁵⁵ westernization. This can happen due to several factors:

1. the lack of a sense of knowing more about our own culture,
2. our tendency to think out and expanded.

Thank you for your attention and participation, and for the last
wassalamualaikum wr. wb



Appendix 2

THE ANALYSIS AND CORRECTIONS

1. Modernization can be define¹ as a process of changing society from traditional into modern, especially, related to technology and social organizations.

This sentence is error in combining words especially in its verbs. Based on the meaningfulness and speaker's intention, the verb should be in passive voice. In addition, the pattern of passive voice is **be + past participle**, so, it becomes can be defined. The sentence will be "Modernization can be defined as a process of"

2. This theory is built on assumptions and concepts of evolution that the changing society is linier², progressive and takes a long time, which carrying people from primitive to more modern.

The word linier is not English word. The word linier belongs to Indonesian equivalent of word linear, so the sentence becomes "the changing society is linear, progressive and takes a long time"

3. This theory is built on assumptions and concepts of evolution that the changing society is linier, progressive and takes³ a long time, which carrying people from primitive to more modern.

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This sentence is also error in combining verbs. If *linear, progressive and takes a long time* became complement subject of the changing society, the word **takes** should be in term of adjective form. Consequently, the sentence becomes óí the changing society is linear, progressive and take a long time í

4. This theory is built on assumptions and concepts of evolution that the changing society is linier, progressive and takes a long time, which carrying⁴ people from primitive to more modern.

This sentence uses which clause, but in using which clause, the speaker made an error. This sentence should use **which + be + present participle**, so, it becomes which is carrying. The sentence will be óí which is carrying people fromí ö

5. So that, people can be called modern if they live with the way of thinking, feeling, and acting, technology, and new social organization which according⁵ to today&s movement.

This sentence also uses which clause, this sentence should use **which + be + present participle**, and so, it becomes which is according. The sentence will be óí which is according to today&s movement.ö

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6. The example of modern society is a citizen. The characteristics of modern society, giving definitions or boundaries of the citizen is⁶ not easy, many aspect have to be concerned and could become basic of restriction.

This sentence is error in subject verb agreement. Definitions or boundaries are in plural forms, these form also needs a plural verb. So, the sentence becomes öí giving definitions or boundaries of the citizen are not easy, ö

7. The example of modern society is a citizen. The characteristics of modern society, giving definitions or boundaries of the citizen is not easy, many aspect have⁷ to be concerned and could become basic of restriction.

This sentence is error in combining word, especially in making noun phrase. **Many should be followed by countable noun plural form**, so, it becomes many aspects. The sentence becomes öí many aspect have to be concerned í ö

8. First, having a mind or state of mind which are open⁸ to new experiences; second, has the ability to form and appreciate the opinions; oriented to the future; conduct planning; believe in science; having a belief that everything can be taken into account; respect others because of his achievements; have attention to political issues community; and the last, pursuing fact and information.

This sentence is also error in using which clause in term of passive voice, this sentence should use **which + be + past participle** and, it is also error

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in using subject verb agreement **singular noun should be followed by**

singular verb form. So, it becomes which is opened. The sentence will be

óí having a mind or state of mind which is opened to new experiences

í ö

9. First, having a mind or state of mind which are open to new experiences; second, has⁹ the ability to form and appreciate the opinions; oriented to the future; conduct planning; believe in science; having a belief that everything can be taken into account; respect others because of his achievements; have attention to political issues community; and the last, pursuing fact and information.

Based on the parallelism structure, the word **has** needs to have same pattern with the previous one ('**having** a mindí '). The sentence becomes óFirst, having a mind or state of mind which is opened to new experiences; second, having the ability to form and appreciate the opinions; í ö

10. First, having a mind or state of mind which are open to new experiences; second, has the ability to form and appreciate the opinions; oriented¹⁰ to the future; conduct planning; believe in science; having a belief that everything can be taken into account; respect others because of his achievements; have attention to political issues community; and the last, pursuing fact and information.

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The reason is same with the number 9. So, the sentence will be ñí ;
orienting to the future; í ö

11. First, having a mind or state of mind which are open to new experiences;
second, has the ability to form and appreciate the opinions; oriented to the
future; conduct¹¹ planning; believe in science; having a belief that
everything can be taken into account; respect others because of his
achievements; have attention to political issues community; and the last,
pursuing fact and information.

The reason is same with the number 9. So, the sentence will be ñí ;
conducting planning; í ö

12. First, having a mind or state of mind which are open to new experiences;
second, has the ability to form and appreciate the opinions; oriented to the
future; conduct planning; believe¹² in science; having a belief that
everything can be taken into account; respect others because of his
achievements; have attention to political issues community; and the last,
pursuing fact and information.

The reason is same with the number 9. So, the sentence will be ñí ;
believing in science; í ö

13. First, having a mind or state of mind which are open to new experiences;
second, has the ability to form and appreciate the opinions; oriented to the

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future; conduct planning; believe in science; having a belief that everything can be taken into account; respect¹³ others because of his achievements; have attention to political issues community; and the last, pursuing fact and information.

The reason is same with the number 9. So, the sentence will be öí ; respecting others because of his achievements; í ö

14. First, having a mind or state of mind which are open to new experiences; second, has the ability to form and appreciate the opinions; oriented to the future; conduct planning; believe in science; having a belief that everything can be taken into account; respect others because of his achievements; have¹⁴ attention to political issues community; and the last, pursuing fact and information.

The reason is same with the number 9. So, the sentence will be öí ; having attention to political í ö

15. The fact that modernization is equal with westernization are¹⁵ views that are not easily avoided.

In this sentence, error in subject verb agreement occurs. The fact is uncountable noun; the uncountable nouns need singular verbs. So, the sentence should be öThe fact that modernization is equal with westernization is views that are not easily avoided.ö

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16. The characteristics of modern individual which shown¹⁶ above more commonly belongs to westerners.

This sentence is also error in using that clause in term of passive voice, this sentence should use **that + be + past participle**, that are shown. The sentence will be öThe characteristics of modern individual that are shown above í ..ö

17. The characteristics of modern individual which shown above more commonly belongs¹⁷ to westerners.

In this sentence, error in subject verb agreement occurs. The characteristics are plural noun; the plural nouns need plural verbs. So, the sentence should be öThe characteristics of modern individual that are shown above more commonly belong to í ..ö

18. *The characteristics of modern individual which shown above more commonly belongs to westerners*¹⁸.

If we see this sentence from another point of view, we can give another alternative to revise it. If ömore commonly belong to westernersø becomes complement subject, we need a linking verb to make a link between subject and its complement, the appropriate linking verb is öbeö. So, the sentence will be öThe characteristics of modern individual that are shown above are more commonly belong to westernersö

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19. However, modernization and westernization can still be distinguished because it¹⁹ is different.

This error is about reference. The word **it** refers to modernization and westernization, besides, **it** represents singular noun and **modernization and westernization** represent plural noun. To correct them we should change the word **it** become **they**. In addition, the verb should also be changed. The sentence will be öí modernization and westernization can still be distinguished because they are different.ö

20. Thus, westernization is become²⁰ westerners in total, without any reserves.

To correct this error, we can use many alternatives. First, based on the pattern of continuous tense, **be + present participle**, the sentence become is becoming; second, both of verbs that are used are linking verbs, so we can omit one of them. The more suitable omitting **be**, the sentence become öThus, westernization become westerners in total, without any reserves.ö

21. í , model clothes²¹ that do not close or even accentuate the nakedness í This sentence did not sound English, because the speaker uses Indonesian equivalent, or wrong diction. The sentence should be öí , clothes styles that do not close or even accentuate the nakedness í ö

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22. If only because²² the person who started from west, trus dijadiin property or trademark of the westerns?

In this sentence, the speaker uses double conjunctions. To correct it, we should omit one conjunction, we can erase if only.so, the sentence will be ñbecause the person who started from the west,í .ö

23. If only because the person who started from west, trus dijadiin²³ property or trademark of the westerns?

Well, here, the speaker uses Indonesian languages. To correct them, we should look for the English equivalent of that word. The sentence will be ñ , then become property or í .ö

24. If the presenter's intentions are modernization abal-abal²⁴, may be true.

The reason is same with the number 23. So, the sentence will be ñ a fake modernizationí .ö

25. In my opinion, modernization is often interpreted westernization because it came Western²⁵.

The word ñcomeø is usually followed by a preposition which can be ñin, from, at, to, forward, on, etc.ö Based on the speakerøs intention, the sentence should have ñfromø after the verb ñcameø so, the sentence will be ñ because it came from westerní .ö

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26. So, it also depend²⁶ on the sense of the word of modernization itself

In this sentence, error in subject verb agreement occurs. It is singular pronoun; the singular pronouns need singular verbs. So, the sentence should be í so, it also depends on the sense í .ö

27. Yes, who initiated the modern is westerner, but, modern people must be called westernization²⁷?

Westernization is a noun, but it cannot replace people. The speaker was wrong in choosing diction of this word. The word should be people in the westø or -westernerø Consequently, the sentence will be óí modern people must be called westernerí . ö

28. Modernization does not equal westernization²⁸, but more or less modernization imitate the product westernization

To correct this error, we should know the speakerøs intention first. His intention is -modernization is not same as westernizationø so, we can change the sentence to be -Modernization does not equal with westernization, í ø or, ómodernization and westernization are not equal, í ö.

29. Modernization does not equal westernization, but more or less modernization imitate²⁹ the product westernization

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In this sentence, error in subject verb agreement occurs again.

Modernization is uncountable noun; the uncountable nouns need singular verbs. So, the sentence should be öí modernization imitates the product westernizationö

30. Modernization does not equal westernization, but more or less modernization imitate the product westernization³⁰

This sentence did not sound English, because the speaker uses wrong diction in arranging it. To correct it, we should add -ofø after product, or choose other words that are suitable with her intention. The sentence should be öí modernization imitates the product of westernizationø or öí modernization imitates the western productö

31. Yes I agree western³¹ didnøt always show modernization.

Western is not a noun, it is an adjective. The adjective cannot become a subject. We should add another noun after the word -westernø or change it.

The sentence become öí western people didnøt always show modernization.ø or öí westerners didnøt always show modernization.ö

32. It come³² mostly from western technology.

Error in subject verb agreement occurs again. It is singular pronoun; the singular pronouns need singular verbs. So, the sentence should be öIt comes mostly from western technologyí ö

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33. First, presenter~~s~~ statement are³³ the implications of modernization is westernization.

The reason is almost same with the number 32. Singular nouns need singular verbs, and plural nouns need plural verbs. So, we can correct the sentence to be ~~Á~~ presenter~~s~~ statement is the implications í ø or, õí presenter~~s~~ statements are the implications í ö

34. But the way of thinking eventually lead³⁴ to a lifestyle itself, doesn~~t~~ it?

The reason is as same as the number 33. So, the sentence will be õí the way of thinking eventually leads to a lifestyle í

35. You are right, but modernization which exist³⁵ nowadays is from western.

This sentence also uses which clause; it should use **which + present/past verbs**, remembering subject verb agreement, the sentence will be õí but modernization which exists nowadays is from westerní ö

36. From technology, style, and culture, western³⁶ is the former.

Western is not a noun, it is an adjective. The adjective cannot become a subject. We should add another noun after the word ~~western~~ or change it. The sentence become ~~Á~~ western person is the former...ø or õí westerner is the former...ö

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37. as you say, but it was the implications of modernization, because there were modern, so we follow it³⁷.

This error is about reference. The word **it** refers to there, besides, \neg it \emptyset represents singular noun and \neg there \emptyset represent plural noun. To correct it we should change the word \neg it \emptyset become \neg them \emptyset . The sentence will be \neg í because there were modern, so we follow them. \emptyset

38. Yes, but when we follow it³⁸, don \emptyset t kebablasan.

The reason is as same as number 37. The sentence becomes \neg í but when we follow themí . \emptyset

39. Yes, but when we follow it, don \emptyset t kebablasan³⁹.

Well, here, the speaker uses Indonesian languages. To correct them, we should look for the English equivalent of that word. The sentence will be \neg í do not too far í \emptyset

40. That \emptyset s what I mean, but check them before we accept it⁴⁰.

This error is also about reference. The word **it** refers to them, besides, \neg it \emptyset represents singular noun and \neg them \emptyset represent plural noun. To correct it we should change the word \neg it \emptyset become \neg them \emptyset . The sentence will be í but check them before we accept themí \emptyset

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41. I think the problem of modernization cannot sort out which one is⁴¹ good and bad.

Good and bad have opposite meaning. The sentence should be öí which one is good, and which one is bad.ö

42. Different mindset produce⁴² different culture, isn't it?

Singular nouns need singular verbs, and plural nouns need plural verbs.

So, we can correct the sentence to be öí Different mindset produces different culture í ø or, öí Different mindsets produce different culture í ö

43. It become⁴³ lifestyle í

The reason is as same as number 42, singular nouns need singular verbs.

The sentence will be öIt becomes lifestyle í ö

44. Because many western products impact⁴⁴ Indonesian lifestyle.

This sentence needs a verb, because öimpactø is not a verb, so, we should put the verb before the word öimpactø The sentence becomes öí because many western products give impact for Indonesian lifestyle.ö

45. In what area this modernization belong⁴⁵ to science, í

The reason is as same as number 42, singular nouns need singular verbs.

The sentence will be öIn what area this modernization belongs to í ö

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46. í why we blame western⁴⁶ for bad modernization?

Western is not a noun, it is an adjective, what we need is a noun. We should add another noun after the word →westernø or change it. The sentence become →í why we blame western people for bad modernization?ø or õí why we blame westerners for bad modernization?ö

47. í developing technologies, promoting their own culture and became⁴⁷ popular.

Based on the parallelism structure, the word **became** needs to have same pattern with the previous one. The sentence becomes õí developing technologies, promoting their own culture and becoming popular.ö

48. í a farmer with new knowledge can gained⁴⁸ 3 or 4 times harvest in a year.

The modal/auxiliary verbs are not followed by **past participle**. To correct it, we should change the past participle to be a bare verb. The sentence becomes õí a farmer with new knowledge can gain 3 or 4 times harvest in a year.ö

49. Indonesian education can all put together, it modernization⁴⁹

This sentence needs a verb, because →modernizationø is not a verb, so, we should put the verb before the word →modernizationø. The sentence

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becomes öIndonesian education can all put together, it calls modernization.ö

50. Just take a look that fact only east country give⁵⁰ the label of *westernization*.

Singular nouns need singular verbs, and plural nouns need plural verbs.

So, we can correct the sentence to be öJust take a look that fact only east country gives the label of *westernization*.ö or, öJust take a look that fact only east countries give the label of *westernization*.ö

51. í you can directly asked⁵¹ to Our teacherí

The modal/auxiliary verbs are not followed by **past participle**. To correct it, we should change the past participle to be a bare verb. The sentence becomes öí you can directly ask to Our teacherí ö

52. í different between modernization with⁵² westernization í

The word between have special pattern **between ... and** So, the sentence becomes öí different between modernization and westernization í ö

53. Our society's mindset make⁵³ the modernization look like westernization becauseí

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The singular nouns need singular verbs, and plural nouns need plural verbs. So, we can correct the sentence to be "Our society's mindsets make the modernization look like westernization because"

54. Our society's mindsets make the modernization look⁵⁴ like westernization because

The reason is as same as number 53, so, the sentence became "Our society's mindset make the modernization looks like westernization because"

55. í the difference between modernization with westernization.

The reason is as same as number 52. The sentence will be "í the difference between modernization and westernization."

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Appendix 3

THE MATRIX OF ERRORS

NO	ERROR IDENTIFIED	ERROR GROUPS	GRAMMATICAL/ UNGRAMMATICAL ERRORS
1	í which <u>carrying</u> ⁴ people from í	which clause	Grammatical Error
2	í which <u>according</u> ⁵ to today's movement.	which clause	Grammatical Error
3	í having a mind or state of mind <u>which are open</u> ⁸ to new experiences í	which clause	Grammatical Error
4	The characteristics of modern individual which <u>shown</u> ¹⁶ above í	which clause	Grammatical Error
5	í but modernization which <u>exist</u> ³⁵ nowadays is from westerní	which clause	Grammatical Error
6	<i>If only because</i> ²² the person who started from westí	conjunction use	Grammatical Error
7	í <u>many aspect</u> ⁷ have to be concerned í	singular-plural noun	Grammatical Error
8	í modern people must be called <u>westernization</u> ²⁷ í .	noun form	Grammatical Error
9	í modernization imitates the <u>product westernization</u> ³⁰	noun form	Grammatical Error
10	í <u>western</u> ³¹ didn't always show modernization.	noun form	Grammatical Error
11	í <u>western</u> ³⁶ is the former í	noun form	Grammatical Error
12	í <u>Different mindset produce</u> ⁴² different culture í	noun form	Grammatical Error
13	í why we blame <u>western</u> ⁴⁶ for bad modernization?	noun form	Grammatical Error
14	Just take a look that fact only east <u>country give</u> ⁵⁰ the label of <u>westernization</u> .	noun form	Grammatical Error

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15	í because <u>it came Western</u> ²⁵ í .	preposition use	Grammatical Error
16	Modernization <u>does not equal westernization</u> ²⁸ , í	preposition use	Grammatical Error
17	í different <u>between modernization with</u> ⁵² westernization í	preposition combination	Grammatical Error
18	í the difference <u>between modernization with</u> ⁵⁵ westernization.	preposition combination	Grammatical Error
19	...modernization and westernization can still be distinguished because <u>it</u> ¹⁹ is different.	pronoun use	Grammatical Error
20	í because <u>there</u> were modern, so we follow <u>it</u> ³⁷ .	pronoun use	Grammatical Error
21	í but when we follow <u>it</u> ³⁸ í .	pronoun use	Grammatical Error
22	í but check <u>them</u> before we accept <u>it</u> ⁴⁰ í	pronoun use	Grammatical Error
23	Modernization can <u>be define</u> ¹ as a process offí	passive voice	Grammatical Error
24	í the changing society <u>is linear, progressive and takes</u> ³ a long time í	present form	Grammatical Error
25	í giving <u>definitions or boundaries of the citizen is</u> ⁶ not easy, í	be form	Grammatical Error
26	í having a mind or state of mind <u>which are open</u> ⁸ to new experiences í	passive voice	Grammatical Error
27	First, having a mind or state of mind which is opened to new experiences; second, <u>has</u> ⁹ the ability toí	present form	Grammatical Error
28	... ; <u>oriented</u> ¹⁰ to the future; í	past form	Grammatical Error
29	í ; <u>conduct</u> ¹¹ planning; í	present form	Grammatical Error

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30	í ; <u>believe</u> ¹² in science; í	present form	Grammatical Error
31	í ; <u>respect</u> ¹³ others because of his achievements; í	present form	Grammatical Error
32	í ; <u>have</u> ¹⁴ attention to political í	present form	Grammatical Error
33	<u>The fact that modernization is equal with westernization are</u> ¹⁵ views that are not easily...	be form	Grammatical Error
34	The characteristics of modern individual which <u>shown</u> ¹⁶ above í	passive voice	Grammatical Error
35	The characteristics of modern individual that are shown above more commonly <u>belongs</u> ¹⁷ to í .	present form	Grammatical Error
36	Thus, westernization <u>is become</u> ²⁰ westerners in total, without any reserves.	progressive form	Grammatical Error
37	í so, <u>it also depend</u> ²⁶ on the sense í	present form	Grammatical Error
38	í <u>modernization imitate</u> ²⁹ the product westernization	present form	Grammatical Error
39	<u>It come</u> ³² mostly from western technologyí	present form	Grammatical Error
40	í <u>presenter& statement are</u> ³³ the implications í	be form	Grammatical Error
41	í the way of thinking eventually <u>lead</u> ³⁴ to a lifestyle í	present form	Grammatical Error
42	í but modernization which <u>exist</u> ³⁵ nowadays is from westerní	present form	Grammatical Error
43	í which one <u>is</u> ⁴¹ good and bad.	be form	Grammatical Error
44	í <u>Different mindset produce</u> ⁴² different culture í	present form	Grammatical Error
45	It <u>become</u> ⁴³ lifestyle í	present form	Grammatical Error
46	í because many western products <u>impacts</u> ⁴⁴ Indonesian	present form	Grammatical Error

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	lifestyle.		
47	In what area <u>this modernization belong</u> ⁴⁵ to science, í	present form	Grammatical Error
48	í developing technologies, promoting their own culture and <u>became</u> ⁴⁷ popular.	present form	Grammatical Error
49	í a farmer with new knowledge <u>can gained</u> ⁴⁸ 3 or 4 times harvest in a year.	past form	Grammatical Error
50	Indonesian education can all put together, <u>it modernization</u> ⁴⁹	verb form	Grammatical Error
51	í you <u>can directly asked</u> ⁵¹ to Our teacherí	past form	Grammatical Error
52	Our society's <u>mindset make</u> ⁵³ the modernization look like westernization becauseí	present form	Grammatical Error
53	Our society's mindsets make the <u>modernization look</u> ⁵⁴ like westernization because í	present form	Grammatical Error
54	... the changing society is <u>linier</u> ² , progressive and takes a long time ...	using another language	Ungrammatical Error
55	..., <u>model clothes</u> ²¹ that do not close or even accentuate the nakedness ...	using another language	Ungrammatical Error
56	..., <u>trus dijadiin</u> ²³ property or ...	using another language	Ungrammatical Error
57	... modernization <u>abal-abal</u> ²⁴ ...	using another language	Ungrammatical Error
58	... don't <u>kebablasan</u> ³⁹	using another language	Ungrammatical Error

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Appendix 4

THE TABLE OF ERRORS IN THE USE OF VERBS

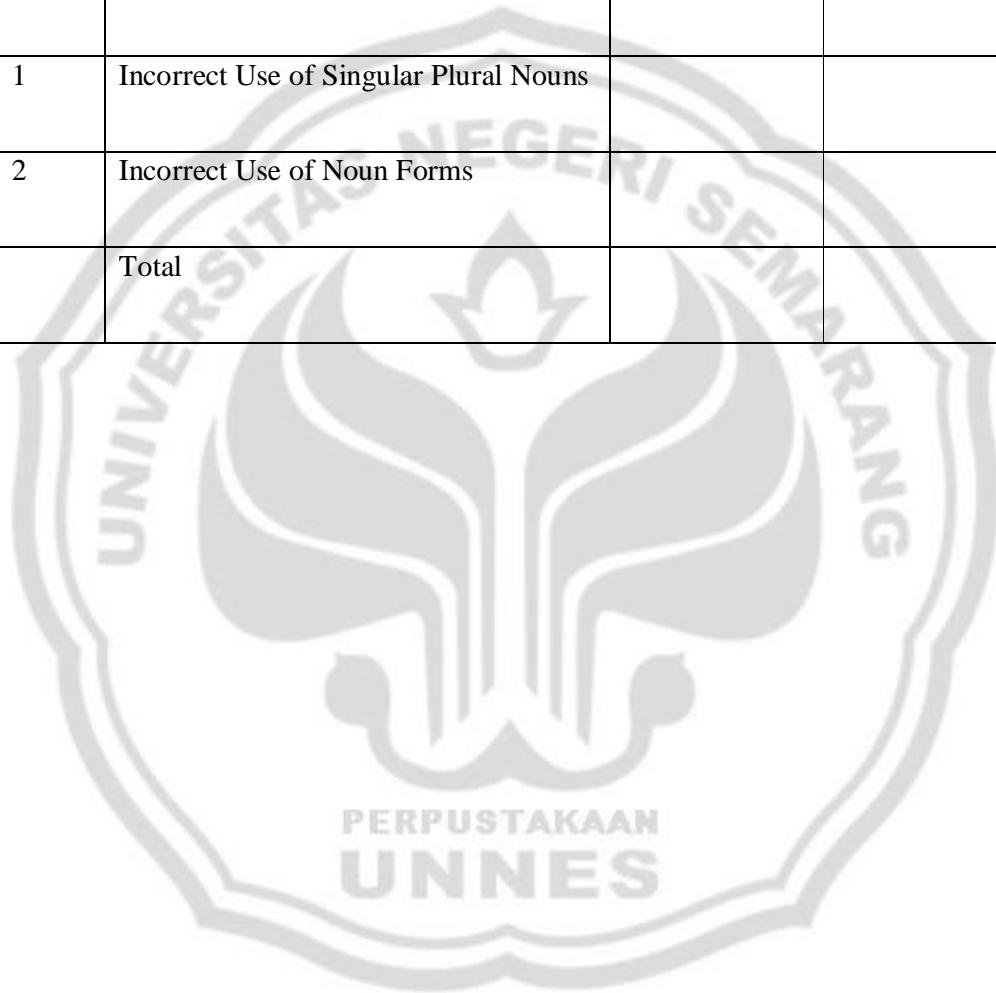
No	Errors in the Use of Verbs	Frequency	%
1	Incorrect Use of Present Form		
2	Incorrect Use of Past Form		
3	Incorrect Use of Participle Form		
4	Incorrect Use of Future Form		
5	Incorrect Use of Progressive Form		
6	Incorrect Use of Be Form		
7	Incorrect Use of Passive Voice		
8	Incorrect Use of Modal Auxiliary		
9	Incorrect Use of Omitting Verb Form		
	Total		

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Appendix 5

THE TABLE OF ERRORS IN THE USE OF NOUN PHRASES

No	Errors in the Use of Noun Phrases	Frequency	%
1	Incorrect Use of Singular Plural Nouns		
2	Incorrect Use of Noun Forms		
	Total		

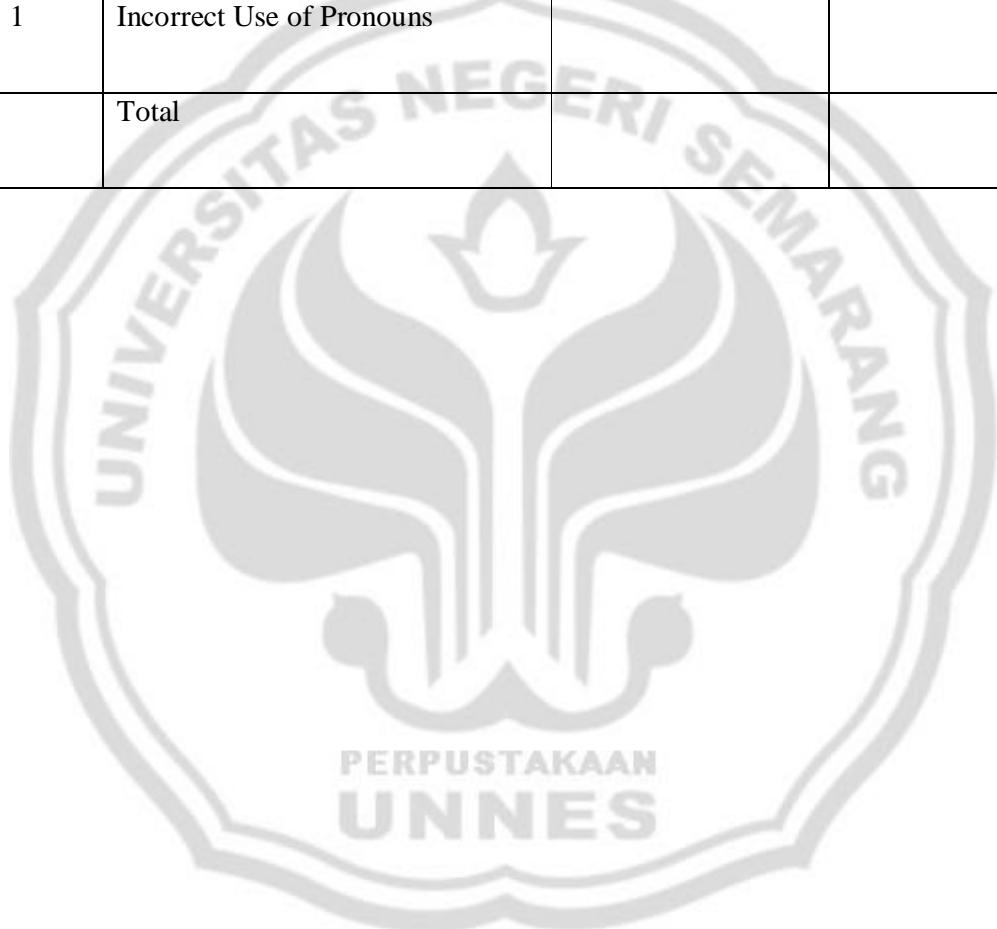


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Appendix 6

THE TABLE OF ERRORS IN THE USE OF PRONOUNS

No	Errors in the Use of Pronouns	Frequency	%
1	Incorrect Use of Pronouns		
	Total		



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Appendix 7

THE TABLE OF ERRORS IN THE USE OF PREPOSITIONS

No	Errors in the Use of Prepositions	Frequency	%
1	Incorrect Use of Prepositions		
2	Incorrect Use of Preposition Combinations		
	Total		



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Appendix 8

THE TABLE OF ERRORS IN THE USE OF CONJUNCTIONS

No	Errors in the Use of Conjunctions	Frequency	%
1	Incorrect Use of Conjunctions		
	Total		

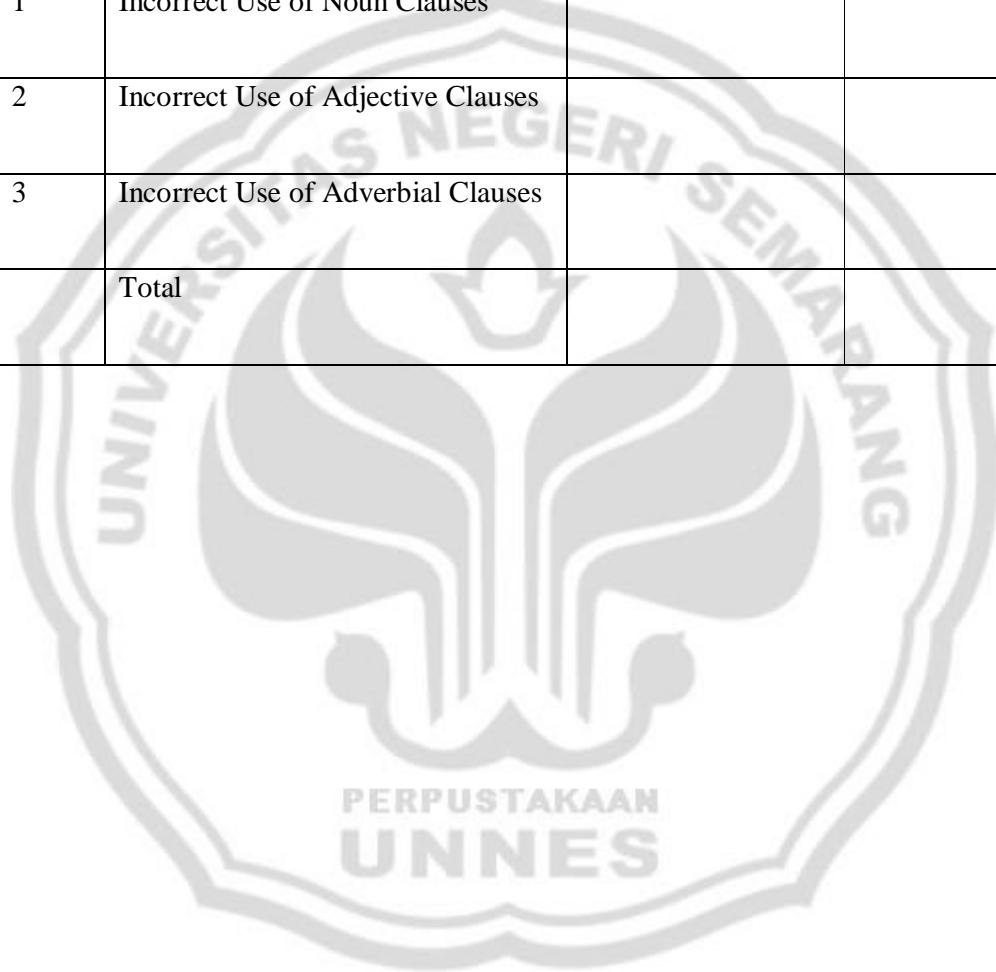


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Appendix 9

THE TABLE OF ERRORS IN THE USE OF CLAUSES

No	Errors in the Use of Clauses	Frequency	%
1	Incorrect Use of Noun Clauses		
2	Incorrect Use of Adjective Clauses		
3	Incorrect Use of Adverbial Clauses		
	Total		



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Appendix 10

THE TABLE OF THE TOTAL FINDINGS

No	Types of Errors	Frequency	%
1	Errors in the Use of Verbs		
2	Errors in the Use of Noun Phrases		
3	Errors in the Use of Pronouns		
4	Errors in the Use of Prepositions		
5	Errors in the Use of Conjunctions		
6	Error in the Use of Clauses		
	Total		

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Appendix 11

THE ERROR CLASSIFICATIONS

NO	ERROR IDENTIFIED	ERROR GROUPS	MAIN CLASSIFICATION	COUNT
1	í which <u>carrying</u> ⁴ people from í	which clause	Error in the Use of Clauses	5
2	í which <u>according</u> ⁵ to today's movement.	which clause	Error in the Use of Clauses	
3	í having a mind or state of mind <u>which are open</u> ⁸ to new experiences í	which clause	Error in the Use of Clauses	
4	The characteristics of modern individual which <u>shown</u> ¹⁶ above í	which clause	Error in the Use of Clauses	
5	í but modernization which <u>exist</u> ³⁵ nowadays is from westerní	which clause	Error in the Use of Clauses	
6	<u>If only because</u> ²² the person who started from westí	conjunction use	Error in the Use of Conjunctions	1
7	í <u>many aspect</u> ⁷ have to be concerned í	singular-plural noun	Error in the Use of Nouns	8
8	í modern people must be called <u>westernization</u> ²⁷ í .	noun form	Error in the Use of Nouns	
9	í modernization imitates the <u>product westernization</u> ³⁰	noun form	Error in the Use of Nouns	
10	í <u>western</u> ³¹ didn't always show modernization.	noun form	Error in the Use of Nouns	
11	í <u>western</u> ³⁶ is the former í	noun form	Error in the Use of Nouns	
12	í <u>Different mindset produce</u> ⁴² different culture í	noun form	Error in the Use of Nouns	
13	í why we blame <u>western</u> ⁴⁶ for bad modernization?	noun form	Error in the Use of Nouns	
14	Just take a look that fact only east <u>country give</u> ⁵⁰ the label of <u>westernization</u> .	noun form	Error in the Use of Nouns	

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15	í because <u>it came Western</u> ²⁵ í .	preposition use	Error in the Use of Prepositions	4
16	Modernization <u>does not equal westernization</u> ²⁸ , í	preposition use	Error in the Use of Prepositions	
17	í different <u>between modernization with</u> ⁵² westernization í	preposition combination	Error in the Use of Prepositions	
18	í the difference <u>between modernization with</u> ⁵⁵ westernization.	preposition combination	Error in the Use of Prepositions	
19	...modernization and westernization can still be distinguished because <u>it</u> ¹⁹ is different.	pronoun use	Error in the Use of Pronouns	4
20	í because <u>there</u> were modern, so we follow <u>it</u> ³⁷ .	pronoun use	Error in the Use of Pronouns	
21	í but when we follow <u>it</u> ³⁸ í .	pronoun use	Error in the Use of Pronouns	
22	í but check <u>them</u> before we accept <u>it</u> ⁴⁰ í	pronoun use	Error in the Use of Pronouns	
23	Modernization can <u>be define</u> ¹ as a process off	passive voice	Error in the Use of Verbs	33
24	í the changing society <u>is</u> linear, progressive and <u>takes</u> ³ a long time í	present form	Error in the Use of Verbs	
25	í giving <u>definitions or boundaries of the citizen is</u> ⁶ not easy, í	be form	Error in the Use of Verbs	
26	í having a mind or state of mind <u>which are open</u> ⁸ to new experiences í	passive voice	Error in the Use of Verbs	
27	First, having a mind or state of mind which is opened to new experiences; second, <u>has</u> ⁹ the ability to í	present form	Error in the Use of Verbs	33
28	... ; <u>oriented</u> ¹⁰ to the future; í	past form	Error in the Use of Verbs	
29	í ; <u>conduct</u> ¹¹ planning; í	present form	Error in the Use of Verbs	

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30	í ; <u>believe</u> ¹² in science; í	present form	Error in the Use of Verbs
31	í ; <u>respect</u> ¹³ others because of his achievements; í	present form	Error in the Use of Verbs
32	í ; <u>have</u> ¹⁴ attention to political í	present form	Error in the Use of Verbs
33	<u>The fact that modernization is equal with westernization are</u> ¹⁵ views that are not easily...	be form	Error in the Use of Verbs
34	The characteristics of modern individual which <u>shown</u> ¹⁶ above í	passive voice	Error in the Use of Verbs
35	The characteristics of modern individual that are shown above more commonly <u>belongs</u> ¹⁷ to í .	present form	Error in the Use of Verbs
36	Thus, westernization <u>is become</u> ²⁰ westerners in total, without any reserves.	progressive form	Error in the Use of Verbs
37	í so, <u>it also depend</u> ²⁶ on the sense í	present form	Error in the Use of Verbs
38	í <u>modernization imitate</u> ²⁹ the product westernization	present form	Error in the Use of Verbs
39	<u>It come</u> ³² mostly from western technologyí	present form	Error in the Use of Verbs
40	í <u>presenter& statement are</u> ³³ the implications í	be form	Error in the Use of Verbs
41	í the way of thinking eventually <u>lead</u> ³⁴ to a lifestyle í	present form	Error in the Use of Verbs
42	í but modernization which <u>exist</u> ³⁵ nowadays is from westerní	present form	Error in the Use of Verbs
43	í which one <u>is</u> ⁴¹ good and bad.	be form	Error in the Use of Verbs
44	í <u>Different mindset produce</u> ⁴² different culture í	present form	Error in the Use of Verbs
45	It <u>become</u> ⁴³ lifestyle í	present form	Error in the Use of Verbs

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46	í because many western products <u>impacts</u> ⁴⁴ Indonesian lifestyle.	present form	Error in the Use of Verbs	
47	In what area <u>this modernization belong</u> ⁴⁵ to science,í	present form	Error in the Use of Verbs	
48	í developing technologies, promoting their own culture and <u>became</u> ⁴⁷ popular.	present form	Error in the Use of Verbs	
49	í a farmer with new knowledge <u>can gained</u> ⁴⁸ 3 or 4 times harvest in a year.	past form	Error in the Use of Verbs	
50	Indonesian education can all put together, <u>it modernization</u> ⁴⁹	verb form	Error in the Use of Verbs	
51	í you <u>can directly asked</u> ⁵¹ to Our teacherí	past form	Error in the Use of Verbs	
52	Our society's <u>mindset make</u> ⁵³ the modernization look like westernization becauseí	present form	Error in the Use of Verbs	
53	Our society's mindsets make the <u>modernization look</u> ⁵⁴ like westernization because í	present form	Error in the Use of Verbs	
54	í you <u>can directly asked</u> ⁵¹ to Our teacherí	modal aux	Error in the Use of Verbs	
55	í a farmer with new knowledge <u>can gained</u> ⁴⁸ 3 or 4 times harvest in a year.	modal aux	Error in the Use of Verbs	

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Appendix 12

COUNTING THE ERRORS

$$\%error = \frac{\Sigma n}{N}$$

Where:

%error is the percentage of error at one field

Σn is the sum of error at one field

N is the whole error that students make

1. Errors in the Use of Clauses

$$\%error = \frac{\Sigma n}{N} \times 100\% = \frac{5}{55} \times 100\% = 9,1\%$$

2. Errors in the Use of Conjunctions

$$\%error = \frac{\Sigma n}{N} \times 100\% = \frac{1}{55} \times 100\% = 1,8\%$$

3. Errors in the Use of Nouns

$$\%error = \frac{\Sigma n}{N} \times 100\% = \frac{8}{55} \times 100\% = 14,5\%$$

4. Errors in the Use of Prepositions

$$\%error = \frac{\Sigma n}{N} \times 100\% = \frac{4}{55} \times 100\% = 7,3\%$$

5. Errors in the Use of Pronouns

$$\%error = \frac{\Sigma n}{N} \times 100\% = \frac{4}{55} \times 100\% = 7,3\%$$



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6. Errors in the Use of Verbs

$$\%error = \frac{\Sigma n}{N} \times 100\% = \frac{33}{53} \times 100\% = 60\%$$

