

AN ERROR ANALYSIS IN USING MODAL AUXILIARIES MADE BY THE EIGHTH GRADE STUDENTS AT SMP DHARMA WANITA MEDAN

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ABSTRACT

This research method used a case study method. The subject of this included the eighth-grade students at SMP Dharma Wanita in the Academic Year of 2022/2023. Which is comprised of 15 students. In analysis the data the writer collected the data from the students identified error modal auxiliaries. The data by using formula $Q = \frac{X}{Y} \times 100\%$, Q = Percentage, X = Frequency X= Frequency, Y = Total of students' errors. The data was taken from the test: multiple choice test. The result demonstrate that the students' errors can be categorized in to four kinds of errors, which include 6,7% errors of omission, 23,29% errors in addition, 51% errors in malformation and 13% mis ordering. The writer observed 80 total errors. The writer concluded that malformation was the dominant kind of error made by the eighth students of SMP Dharma Wanita Medan. Moreover, other researchers can provide techniques to increase students' mastery of modal auxiliaries.

Kata kunci: *Error Analysis, Modal Auxiliaries*

Introduction

Nowadays, English is a language that must be mastered by the whole world community. The establishment of time pushed the world especially non-English country, to be more active in learning English. Sapir (1921:20) considers language as a purely human and non-instinctive method of communicating emotions and desires by means of a system of voluntarily produce symbols. As we know, that English is an international language. As mentioned in Bieber et al. (2002:10) there are nine central modal verbs in English; can, could, may, might, must, should, will, would, and shall. This study focuses on error analysis on the use of grammatical features of modal auxiliaries only. Based on the background of the study, the problems of this study are: What are the types of errors in using Modal Auxiliaries made by the Eighth Grade Students at SMP Dharma Wanita Medan? And what is the dominant type of errors made by students in using modal auxiliaries?

In connection with the problems of the study above, the objectives of this study are to find out the types of error made by the Eighth Grade Students of SMP Dharma Wanita Medan and to find out the dominant types of errors made by students in using modal auxiliaries.

Error is natural part of language learning. Learning the second language is a process unlike learning the first language. In this new system of language, students will directly connect with such vocabulary, a new grammatical pattern and foreign pronunciation which differ from their first language. It will always occur although the best effort has been done when they try to speak or write the target language; it is inevitable to them to produce many errors.

According to Khansir (2012: 1027) Error Analysis is one of the major topics in the field of second language acquisition research. Errors are an integral part of language learning. The learner of English as a second language is unaware of the existence of the particular system or rule in English language. Herholdt & Sapire (2014:42) Error analysis is the study of errors in learners' work with a view to looking for possible explanations for these errors. James (2013:20) states the aim of error analysis is to gain insights into the nature and sources of errors, as well as their potential implications for language teaching and learning. By

examining errors, researchers and educators can better understand the interlanguage development of learners and the challenges they face in acquiring a second language. According to Yang (2010: 266) error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language. Mahmoud (2013:2) states error analysis (EA) is an everlasting endeavour for the simple reason that first, second or foreign language learners, by definition, will continue to commit errors. According to Huddleston & Pullum (2002: 173) modal is concerned with the speaker's attitude towards the factuality or actualization of the situation expressed by the rest of the clause. Tanvir (2000: 2) states models are verbs used to express the mood or attitude of the speaker. They are used to give advice, seek or give permission, make suggestions, polite request and give invitations. Hongyan (2015:128) states modal auxiliary verbs indicate attitudes of the speaker/writer towards the state or event expressed by another verb, i.e., indicate different types of modalities.

Methods

This is qualitative descriptive research (investigation of phenomena that are systematically described). It is also called as survey research that collects numerical data to answer questions about the correct status of the subject of the study. Qualitative research collects information from existing and potential customers using sampling methods, tests, interviews, questioners, and sending online surveys, online polls or in person if it possible. According to Creswell (2012: 376), that survey research designs are procedures in qualitative research in which investigation administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, characteristics, behaviours of the population. It is concerned with how, what is or what exists is related to some preceding event that had influenced or affected a present condition or event. The measurement procedure is crucial to qualitative descriptive research because it connected empirical observations with of qualitative connections. Qualitative data is represented numerically in the form of statistics, percentages, and other figures..This research study is intended to analyse an errors in using modal auxiliaries. This research will be conducted at SMP SMP Dharma Wanita Medan. It is located at JL. Melati II No 30 Komplek Pemda TK I, Medan Selayang, Kota Medan, Sumatra Utara 20132. The writer chose this location because the writer wants to measure an error analysis in using Modal Auxiliaries. This research will be held in August 2023 in the academic year of 2022\2023 at SMP Dharma Wanita Medan.

Result and Discussion

The data of this research had been gathered by collecting the students' answer sheet based on the research instrument in previous chapter. This research had analyzed the data by analyzing them into four classifications of surface taxonomy including *omission*, *addition*, *misformation*, and *misordering*.

Table 4.1.1 Analysis of Omission Error

| Instrument Code | Omission Error | Frequency | Description | Error Type |
|-----------------|--------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| 5.A | I will go to movie | 2 | In the sentence "I will go to movie," there is an omission error. The correct version of the sentence would be: "I will go to watch movie." Original Sentence: "I will go watch movie." Corrected Sentence: "I will go to watch a movie." The absence of the preposition "to" before the verb "watch" constitutes | Preposition Omission |

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| | | | the original sentence's omission error. In English, the preposition "to" is typically used before the verb when expressing the intention to carry out an action. The preposition "to" is used in the corrected version of the sentence to connect the action of going and the verb "watch" appropriately. | |
| 11.D | I will buy orange today | 1 | In the sentence "I will buy orange today," there is an omission error involving the word "an." The correct version of the sentence would be: "I will buy an orange today." Original Sentence: "I will buy orange today." Corrected Sentence: "I will buy an orange today." Explanation: The omission error in the original sentence is the absence of the indefinite article "an" before the noun "orange." In English, when referring to a singular countable noun like "orange," an article like "an" is often required. The addition of "an" in the corrected sentence makes the sentence grammatically correct and conveys the intended meaning that the speaker plans to buy a single, unspecified orange. | Article Omission |
| 18.D | We will go zoo tomorrow | 3 | In the sentence "We will go zoo tomorrow," there is an omission error involving the word "to." The correct version of the sentence would be: "We will go to the zoo tomorrow." Original Sentence: "We will go zoo tomorrow." Corrected Sentence: "We will go to the zoo tomorrow." Explanation: The omission error in the original sentence is the absence of the preposition "to" before the definite article "the" and the noun "zoo." In English, when indicating a destination or place, the preposition "to" is typically used. In this case, "to" is necessary to indicate that the intended action is going to the zoo. Additionally, the definite article "the" is also necessary before "zoo" to specify a particular zoo. | Preposition Omission |
| Frequency of Omission Error | | 6 | | |

Table 4.1.2 Analysis of Addition Error

| Instrument | Addition | Frequency | Description | Error Type |
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| Code | Error | | | |
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| 3.A | I will to go to the hospital | 2 | <p>In the sentence "I will to go to the hospital," there is an addition error involving the word "to." The correct version of the sentence would be: "I will go to the hospital."</p> <p>Original Sentence: "I will to go to the hospital."</p> <p>Corrected Sentence: "I will go to the hospital."</p> <p>Explanation: The addition error in the original sentence is the unnecessary inclusion of the word "to" before the verb "go." In English, the infinitive form of the verb ("to go") is typically used after modal verbs like "will." Therefore, the addition of an extra "to" creates redundancy. The corrected sentence removes the redundant "to," resulting in a grammatically correct and coherent sentence.</p> <p>Addition errors like this can occur when there's confusion about the appropriate usage of words or when trying to conform to grammatical structures from other languages. It's important to pay attention to the correct structure of sentences to ensure accurate and clear communication.</p> | Redundant Addition |
| 4.B | Can you to help me to bring my bag | 3 | <p>In the sentence "Can you to help me to bring my bag," there are two addition errors involving the word "to." The correct version of the sentence would be: "Can you help me bring my bag."</p> <p>Original Sentence: "Can you to help me to bring my bag."</p> <p>Corrected Sentence: "Can you help me bring my bag."</p> <p>Explanation: The addition errors in the original sentence involve the unnecessary inclusion of the word "to" before both the verbs "help" and "bring." In English, after modal verbs like "can," the base form of the verb is used without the infinitive marker "to." Additionally, using "to" before "bring" is also redundant, as the verb "bring" doesn't require an additional "to" before it. The corrected sentence removes these redundancies, resulting in a more concise and grammatically accurate sentence.</p> | Redundant Additions |

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| | | | Addition errors like these can stem from attempting to overuse certain words or following grammatical patterns from other languages. To write effectively in English, it is important to understand the appropriate use of words and structures in context. | |
| 7.B | We could is visit the hospital two days later. | 1 | <p>In the sentence "We could is visit the hospital two days later," there is an addition error involving the word "is." The correct version of the sentence would be: "We could visit the hospital two days later."</p> <p>Original Sentence: "We could is visit the hospital two days later." Corrected Sentence: "We could visit the hospital two days later." Explanation: The addition error in the original sentence is the inclusion of the verb "is" after "could." In English, after modal verbs like "could," the base form of the verb is used without any additional auxiliary verbs. The verb "is" is unnecessary in this context and disrupts the grammatical structure of the sentence. The corrected sentence removes the unnecessary "is," resulting in a grammatically accurate sentence.</p> <p>Addition errors like this can occur due to misunderstandings of sentence structure or when trying to conform to grammatical patterns from other languages. It's important to accurately apply the rules of English grammar to ensure clear and effective communication.</p> | Verb Addition |
| 7.D | We could to visit the hospital two days later | 3 | <p>In the sentence "We could to visit the hospital two days later," there is an addition error involving the word "to." The correct version of the sentence would be: "We could visit the hospital two days later."</p> <p>Original Sentence: "We could to visit the hospital two days later." Corrected Sentence: "We could visit the hospital two days later." Explanation: The addition error in the original sentence is the unnecessary inclusion of the word "to" after "could." In English, modal verbs like "could" are typically followed directly by the base form of the verb, without</p> | Infinitive Addition |

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| | | | <p>the use of the infinitive marker "to." The corrected sentence removes the redundant "to," resulting in a grammatically accurate sentence.</p> <p>Addition errors like this can occur when trying to apply grammatical rules from one's native language or due to confusion about the correct structure in English. To write effectively in English, it's essential to understand the proper usage of words and structures.</p> | |
| 10.C | My sister got the winner because she would to swim faster than other yesterday | 1 | <p>In the sentence "My sister got the winner because she would to swim faster than other yesterday," there is an addition error involving the word "to." The correct version of the sentence would be: "My sister became the winner because she would swim faster than the others yesterday."</p> <p>Original Sentence: "My sister got the winner because she would to swim faster than other yesterday." Corrected Sentence: "My sister became the winner because she would swim faster than the others yesterday."</p> <p>Explanation: The addition error in the original sentence is the unnecessary inclusion of the word "to" after "would." In English, the verb "would" is used as a modal auxiliary verb and is typically followed by the base form of the main verb without the infinitive marker "to."</p> <p>Additionally, the original sentence lacks proper noun agreement and uses "other" instead of "the others" to indicate a specific group. The corrected sentence removes the redundant "to," includes the proper form "the others," and provides a more grammatically accurate and coherent sentence.</p> <p>Addition errors like this can result from misunderstandings of grammar rules or from attempts to apply grammatical structures from other languages to English. It's crucial to follow the correct syntax and usage of words in English sentences to convey the intended meaning accurately.</p> | Verb Addition |
| 14.A | I will to go | 1 | In the sentence "I will to go to the | Infinitive |

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| | to the market at 10.00 AM | | <p>market at 10.00 AM," there is an addition error involving the word "to." The correct version of the sentence would be: "I will go to the market at 10.00 AM."</p> <p>Original Sentence: "I will to go to the market at 10.00 AM."</p> <p>Corrected Sentence: "I will go to the market at 10.00 AM."</p> <p>Explanation: The addition error in the original sentence is the inclusion of the word "to" after "will." In English, the modal verb "will" is followed directly by the base form of the main verb, without the use of the infinitive marker "to." The corrected sentence removes the unnecessary "to," resulting in a grammatically accurate sentence. Addition errors like this can occur due to misunderstandings of grammar rules or attempts to apply structures from one's native language to English. To convey the intended meaning accurately, it's important to adhere to the proper usage of words and grammatical structures in English sentences.</p> | Addition |
| 14.B | I will goes to to the market at 10.00 AM | 1 | <p>In the sentence "I will goes to to the market at 10.00 AM," there are two addition errors involving the word "to." The correct version of the sentence would be: "I will go to the market at 10.00 AM."</p> <p>Original Sentence: "I will goes to to the market at 10.00 AM."</p> <p>Corrected Sentence: "I will go to the market at 10.00 AM."</p> <p>Error Types: Infinitive and Subject-Verb Agreement Additions Explanation: The first addition error is the inclusion of the word "to" after "goes." The verb "goes" is incorrect here; the correct form is "go," which matches with the subject "I." The correct base form of the verb should be used after "will." The corrected sentence uses "will go" to ensure proper subject-verb agreement and usage of the modal verb. The second addition error is the unnecessary repetition of the word "to" before "the market." The corrected sentence removes the redundant "to," resulting in a</p> | <p>Infinitive Addition</p> <p>Redundant Addition</p> |

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| | | | grammatically accurate sentence. Addition errors like these can occur due to misunderstandings of verb conjugation, subject-verb agreement, and proper usage of prepositions. To write grammatically correct sentences, it's important to follow the appropriate grammar rules and use words correctly in their context. | |
| 15.A | My youngest sister can to sing a classic song beautifully | 2 | <p>In the sentence "My youngest sister can to sing a classic song beautifully," there is an addition error involving the word "to." The correct version of the sentence would be: "My youngest sister can sing a classic song beautifully."</p> <p>Original Sentence: "My youngest sister can to sing a classic song beautifully." Corrected Sentence: "My youngest sister can sing a classic song beautifully."</p> <p>Explanation: The addition error in the original sentence is the inclusion of the word "to" after "can." In English, the modal verb "can" is followed directly by the base form of the main verb, without the use of the infinitive marker "to." The corrected sentence removes the unnecessary "to," resulting in a grammatically accurate sentence. Addition errors like this can stem from misunderstandings of grammar rules or attempts to apply structures from other languages to English. To write effectively in English, it's important to adhere to the correct syntax and usage of words.</p> | Infinitive Addition |
| 15.C | My youngest sister can for sing a classic song beautifully | 1 | <p>In the sentence "My youngest sister can for sing a classic song beautifully," there is an addition error involving the word "for." The correct version of the sentence would be: "My youngest sister can sing a classic song beautifully."</p> <p>Original Sentence: "My youngest sister can for sing a classic song beautifully." Corrected Sentence: "My youngest sister can sing a classic song beautifully."</p> <p>Explanation: The addition error in the original sentence is the inclusion of the word "for" before the verb "sing." In this context,</p> | Redundant Addition |

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| | | | the word "for" is unnecessary and disrupts the grammatical structure of the sentence. The corrected sentence removes the redundant "for," resulting in a grammatically accurate sentence. Addition errors like this can occur when trying to include unnecessary words or phrases in sentences. It's important to ensure that each word contributes to the sentence's meaning and follows the appropriate grammar rules. | |
| 16.A | He said that he would is sleep | 1 | <p>In the sentence "He said that he would is sleep," there is an addition error involving the word "is." The correct version of the sentence would be: "He said that he would sleep."</p> <p>Original Sentence: "He said that he would is sleep." Corrected Sentence: "He said that he would sleep."</p> <p>Explanation: The addition error in the original sentence is the unnecessary inclusion of the word "is" after "would." When using the modal verb "would," the following verb should be in its base form, without any additional auxiliary verbs like "is." The corrected sentence removes the redundant "is," resulting in a grammatically accurate sentence.</p> <p>Addition errors like this can stem from misunderstandings of grammar rules or attempts to apply structures from other languages to English. To write effectively in English, it's important to understand the correct syntax and usage of verbs in different contexts.</p> | Verb Addition |
| 16.C | He said that he would will sleep | 1 | <p>In the sentence "He said that he would will sleep," there is an addition error involving the word "will." The correct version of the sentence would be: "He said that he would sleep."</p> <p>Original Sentence: "He said that he would will sleep." Corrected Sentence: "He said that he would sleep."</p> <p>Explanation: The addition error in the original sentence is the inclusion of the word "will" after "would." When using the modal verb "would," which indicates a conditional action or intent in the</p> | Verb Addition |

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| | | | <p>past, there's no need to add "will" again. The corrected sentence removes the unnecessary "will," resulting in a grammatically accurate sentence.</p> <p>Addition errors like this can occur due to misunderstandings of verb usage or the incorrect application of modal verbs. To write accurately in English, it's important to understand how different modal verbs work and their appropriate usage in sentences.</p> | |
| 17.A | I can to swim very well | 1 | <p>In the sentence "I can to swim very well," there is an addition error involving the word "to." The correct version of the sentence would be: "I can swim very well."</p> <p>Original Sentence: "I can to swim very well." Corrected Sentence: "I can swim very well."</p> <p>Explanation: The addition error in the original sentence is the inclusion of the word "to" after "can." In English, the modal verb "can" is followed directly by the base form of the main verb, without the use of the infinitive marker "to." The corrected sentence removes the unnecessary "to," resulting in a grammatically accurate sentence.</p> <p>Addition errors like this can occur when trying to apply grammatical patterns from one's native language to English or due to misunderstandings of verb usage. To write effectively in English, it's important to adhere to the proper grammar rules and usage of words in context.</p> | Infinitive Addition |
| 18.A | We will to go to zoo tomorrow | 1 | <p>In the sentence "We will to go to zoo tomorrow," there is an addition error involving the word "to." The correct version of the sentence would be: "We will go to the zoo tomorrow."</p> <p>Original Sentence: "We will to go to zoo tomorrow." Corrected Sentence: "We will go to the zoo tomorrow."</p> <p>Explanation: The addition error in the original sentence is the inclusion of the word "to" after "will." In English, after modal verbs like "will," the base form of the verb is used directly, without the infinitive marker "to."</p> | Infinitive Addition |

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| | | | <p>Additionally, the word "the" is missing before "zoo." The corrected sentence removes the unnecessary "to" and includes the proper article "the," resulting in a grammatically accurate sentence. Addition errors like this can stem from misunderstandings of grammar rules or the incorrect application of modals and prepositions. To write accurately in English, it's essential to understand the proper usage of words and structures in sentences.</p> | |
| 19.D | She cannot join with a beauty club | 4 | <p>In the sentence "She cannot join with a beauty club," there is an addition error involving the word "with." The correct version of the sentence would be: "She cannot join a beauty club."</p> <p>Original Sentence: "She cannot join with a beauty club."</p> <p>Corrected Sentence: "She cannot join a beauty club."</p> <p>Explanation: The addition error in the original sentence is the inclusion of the preposition "with" after "join." In this context, the word "with" is unnecessary and disrupts the sentence's grammatical structure. The corrected sentence removes the redundant "with," resulting in a grammatically accurate sentence.</p> <p>Addition errors like this can occur when trying to include unnecessary prepositions or other words that do not fit the intended sentence structure. It's important to ensure that each word contributes to the sentence's meaning and follows the appropriate grammar rules.</p> | Preposition Addition |
| Frequency of Addition Error | | 23 | | |

Table 4.1.3 Analysis of Misformation Error

| Instrument Code | Misformation Error | Frequency | Description | Error Type |
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| 1.A | My father will speaks English fluently | 6 | In the sentence "My father will speaks English fluently," there is a misformation error involving the word "speaks." The correct form of the verb in this context | Subject-verb Agreement |

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| | | | <p>should be "speak," not "speaks."</p> <p>Original Sentence: "My father will speaks English fluently." Corrected Sentence: "My father will speak English fluently."</p> <p>Explanation: The error lies in the subject-verb agreement. In English, when using the modal verb "will" to indicate a future action, the base form of the main verb should be used after it. The base form of the verb "speak" is "speak," not "speaks." "Speaks" is the third-person singular form of the verb, which is not appropriate in this context. Misformation errors like this occur when the correct form of a verb is not chosen based on the subject's grammatical number and the tense being used. It's important to ensure proper subject-verb agreement and verb forms to create grammatically accurate sentences.</p> | |
| 2.B | My teacher can speaks English well | 6 | <p>In the sentence "My teacher can speaks English well," there is a misformation error involving the word "speaks." The correct form of the verb in this context should be "speak."</p> <p>Original Sentence: "My teacher can speaks English well."</p> <p>Corrected Sentence: "My teacher can speak English well."</p> <p>Explanation: The error is a subject-verb agreement issue. The subject "teacher" is singular, and the verb "speak" should match the singular form. The correct form of the verb in the base form is "speak," not "speaks."</p> <p>Misformation errors like this occur when there's a mismatch between the subject and the verb in</p> | Subject-verb Agreement |

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| | | | terms of grammatical number and tense. In this case, the verb form "speaks" is not compatible with the singular subject "teacher." To write accurately, it's important to ensure that verbs agree with their subjects in terms of both number and tense. | |
| 3.B | I will goes to the hospital | 4 | <p>In the sentence "I will goes to the hospital," there is a misformation error involving the word "goes." The correct form of the verb in this context should be "go."</p> <p>Original Sentence: "I will goes to the hospital."</p> <p>Corrected Sentence: "I will go to the hospital."</p> <p>Explanation: The error is related to subject-verb agreement and verb tense. The subject "I" requires the verb form "go" in the base form, not "goes." The correct structure is "will go" to indicate future action.</p> <p>Misformation errors like this occur when there's a mismatch between the subject and the verb in terms of grammatical number and tense. In this case, the verb form "goes" is not compatible with the subject "I." To write accurately, it's important to ensure that verbs agree with their subjects in terms of both number and tense.</p> | Subject-verb Agreement |
| 3.D | I will going to the hospital | 2 | <p>In the sentence "I will going to the hospital," there is a misformation error involving the word "going." The correct form of the verb in this context should be "go."</p> <p>Original Sentence: "I will going to the hospital."</p> <p>Corrected Sentence: "I will go to the hospital."</p> <p>Explanation: The error is related to verb tense and structure. The verb "going" is not the</p> | Subject-verb Agreement |

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| | | | <p>appropriate form to use after the modal verb "will." Instead, the base form of the verb "go" should be used. The correct structure is "will go" to indicate a future action.</p> <p>Misformation errors like this occur when the incorrect verb form is used in a sentence. In this case, using "going" instead of the correct form "go" disrupts the grammatical structure. To write accurately, it's essential to use the appropriate verb forms based on tense and context.</p> | |
| 6.B | We will goes to America tomorrow | 4 | <p>In the sentence "We will goes to America tomorrow," there is a misformation error involving the word "goes." The correct form of the verb in this context should be "go."</p> <p>Original Sentence: "We will goes to America tomorrow."</p> <p>Corrected Sentence: "We will go to America tomorrow."</p> <p>Explanation: The error is related to subject-verb agreement and verb tense. The verb "goes" is incorrect in this sentence because it does not agree with the subject "We." The correct form is "go," which matches the subject. Additionally, the correct structure is "will go" to indicate a future action. Misformation errors like this occur when the verb form does not agree with the subject or when the wrong tense is used. To write accurately, it's important to ensure proper subject-verb agreement and to use the appropriate verb forms based on context.</p> | Subject-verb Agreement |
| 7.C | We could visits the hospital two days later | 1 | <p>In the sentence "We could visits the hospital two days later," there is a</p> | Subject-verb Agreement |

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| | | | <p>misformation error involving the word "visits." The correct form of the verb in this context should be "visit."</p> <p>Original Sentence: "We could visits the hospital two days later." Corrected Sentence: "We could visit the hospital two days later."</p> <p>Explanation: The error is related to subject-verb agreement. The verb "visits" is incorrect in this sentence because it does not agree with the subject "We." The correct form is "visit," which matches the subject. Additionally, the correct structure is "could visit" to indicate a conditional action in the past.</p> <p>Misformation errors like this occur when the verb form does not agree with the subject. To write accurately, it's important to ensure proper subject-verb agreement and to use the appropriate verb forms based on context.</p> | |
| 9.C | My mother will going to Jakarta | 1 | <p>In the sentence " My mother will going to Jakarta," there is a misformation error involving the word "going." The correct form of the verb in this context should be "go."</p> <p>Original Sentence: " My mother will going to Jakarta." Corrected Sentence: " My mother will go to Jakarta."</p> <p>Explanation: The error is related to subject-verb agreement. The verb "going" is incorrect in this sentence because it does not agree with the subject "my mother." The correct form is "go," which matches the subject. Additionally, the correct structure is "will go" to indicate a conditional action in the future.</p> <p>Misformation errors like</p> | Subject-verb Agreement |

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| | | | this occur when the verb form does not agree with the subject. To write accurately, it's important to ensure proper subject-verb agreement and to use the appropriate verb forms based on context. | |
| 9.D | My mother will goes to Jakarta | 1 | <p>n the sentence " My mother will goes to Jakarta," there is a misformation error involving the word "goes." The correct form of the verb in this context should be "go."</p> <p>Original Sentence: " My mother will goes to Jakarta." Corrected Sentence: " My mother will go to Jakarta."</p> <p>Explanation: The error is related to subject-verb agreement. The verb "goes" is incorrect in this sentence because it does not agree with the subject "my mother." The correct form is "go," which matches the subject.</p> <p>Additionally, the correct structure is "will go" to indicate a conditional action in the future.</p> <p>Misformation errors like this occur when the verb form does not agree with the subject. To write accurately, it's important to ensure proper subject-verb agreement and to use the appropriate verb forms based on context.</p> | Subject-verb Agreement |
| 10.B | She would swims faster than other | 5 | <p>In the sentence "She would swims faster than other," there is a misformation error involving the word "swims." The correct form of the sentence would be: "She would swim faster than others."</p> <p>Original Sentence: "She would swims faster than other." Corrected Sentence: "She would swim faster than others."</p> <p>Explanation: The error in this sentence is the incorrect conjugation of</p> | Conjugation of the Verb |

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| | | | <p>the verb "swim." In English, when using the modal verb "would," the following verb should be in its base form (infinitive form) without any additional conjugations. The correct base form of the verb is "swim," not "swims."</p> <p>Misformation errors like this occur when incorrect verb forms are used, leading to grammatical inaccuracies. To write correctly, it's important to use the appropriate verb forms that match the intended tense and structure of the sentence.</p> | |
| 11.A | I will buy a orange | 2 | <p>In the sentence "I will buy a orange," there is a misformation error involving the word "a." The correct form of the sentence would be: "I will buy an orange." Original Sentence: "I will buy a orange." Corrected Sentence: "I will buy an orange."</p> <p>Explanation: The error in this sentence is the incorrect use of the indefinite article "a" before the word "orange." When the noun that follows begins with a vowel sound, the appropriate indefinite article to use is "an" instead of "a." In this case, "orange" begins with a vowel sound, so the correct form is "an orange."</p> <p>Misformation errors like this occur when articles are not used correctly with nouns, leading to grammatical inaccuracies. To write correctly, it's important to use the appropriate articles that match the sound of the following noun.</p> | Article |
| 17.B | I can swimming very well | 2 | <p>In the sentence "I can swimming very well," there is a misformation error involving the word</p> | Verb Modal |

| | | | | |
|------|--------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| | | | <p>"swimming." The correct form of the sentence would be:</p> <p>"I can swim very well."</p> <p>Original Sentence: "I can swimming very well."</p> <p>Corrected Sentence: "I can swim very well."</p> <p>Explanation: The error in this sentence is the incorrect form of the verb "swim." In English, after the modal verb "can," the base form of the main verb should be used, without the -ing form ("swimming"). The correct form is "swim." Modal verbs like "can" are always followed by the base form of the verb. Misformation errors like this occur when verbs are not conjugated correctly based on the tense or modal verb being used. To write accurately, it's important to use the appropriate verb forms in accordance with the sentence structure and tense.</p> | |
| 19.C | She cannot joins a beauty club | 3 | <p>In the sentence "She cannot joins a beauty club," there is a misformation error involving the word "joins." The correct form of the sentence would be: "She cannot join a beauty club."</p> <p>Original Sentence: "She cannot joins a beauty club."</p> <p>Corrected Sentence: "She cannot join a beauty club."</p> <p>Explanation: The error in this sentence is the incorrect conjugation of the verb "join." In English, when using the verb "cannot" (which is the contraction of "can not"), the base form of the verb should be used immediately after it. The correct form is "join," not "joins." The base form of the verb is used regardless of the subject (e.g., she,</p> | Conjugation of the Verb |

| | | | | |
|---------------------------------|-----------------------------------|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| | | | he, they) that follows the modal verb "can/cannot." Misformation errors like this occur when verbs are not conjugated correctly based on the subject and modal verb being used. To write accurately, it is important to use the appropriate verb forms in accordance with the sentence structure and tense. | |
| 20.D | My friend will makes juice for me | 4 | In the sentence "My friend will makes juice for me," there is a misformation error involving the word "makes." The correct form of the sentence would be: "My friend will make juice for me." Original Sentence: "My friend will makes juice for me." Corrected Sentence: "My friend will make juice for me." Explanation: The error in this sentence is the incorrect conjugation of the verb "make." When using the modal verb "will," the base form of the main verb should be used immediately after it. The correct form is "make," not "makes." The base form of the verb is used regardless of the subject (e.g., he, she, they) that follows the modal verb "will." Misformation errors like this occur when verbs are not conjugated correctly based on the subject and modal verb being used. To write accurately, it's important to use the appropriate verb forms in accordance with the sentence structure and tense. | Conjugation of the Verb |
| Frequency of Misformation Error | | 41 | | |

Table 4.1.4 Analysis of Misordering Error

| Instrument Code | Misordering Error | Frequency | Description | Error Type |
|-----------------|--------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 5.D | I will go to movie watch | 3 | <p>In the sentence "I will go to movie watch," there is a misordering error involving the words "movie" and "watch." The correct order should be "I will go to watch a movie."</p> <p>Explanation: The misordering error in this sentence is the incorrect placement of the words "movie" and "watch." In English, the usual word order is to place the verb before the object. The corrected sentence reorders the words to "I will go to watch a movie," where the verb "watch" comes before the object "a movie."</p> <p>Misordering errors can occur when words are placed in an unnatural or incorrect sequence within a sentence. To write effectively in English, it's important to follow the standard word order to ensure clear and accurate communication.</p> | Word Order |
| 6.C | We will to go America tomorrow | 1 | <p>In the sentence "We will to go America tomorrow," there is a misordering error involving the words "to" and "go." The correct order should be "We will go to America tomorrow."</p> <p>Explanation: The misordering error in this sentence is the incorrect placement of the words "to" and "go." In English, the verb "go" should come after the modal verb "will," and the preposition "to" should come before the destination "America." The corrected sentence reorders the words to "We will go to America tomorrow," following the appropriate word order.</p> <p>Misordering errors can occur when words or phrases are placed in an unnatural or incorrect sequence within a sentence. Following the standard word order helps ensure clear and accurate communication in English writing.</p> | Word Order |
| 9.A | My mother will to go Jakarta | 2 | <p>In the sentence "My mother will to go Jakarta," there is a misordering error involving the words "to" and "go." The correct order should be "My mother will go to Jakarta."</p> <p>Explanation: The misordering error in this sentence is the incorrect placement of the words "to" and "go." In English, the verb "go" should come after the modal verb "will," and the preposition "to" should come before the destination "Jakarta." The corrected sentence reorders the words to "My mother will go to Jakarta," following the appropriate word order.</p> <p>Misordering errors can occur when words or phrases are placed in an unnatural or incorrect sequence within a sentence.</p> | Word Order |

| | | | | |
|------|----------------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| | | | Following the standard word order helps ensure clear and accurate communication in English writing. | |
| 12.C | My sister can beautiful make a picture | 1 | <p>In the sentence "My sister can beautiful make a picture," there is a misordering error involving the words "beautiful," "make," and "a." The correct order should be "My sister can make a beautiful picture."</p> <p>Explanation: The misordering error in this sentence is the incorrect placement of the words "beautiful," "make," and "a." In English, the adjective "beautiful" should come before the noun it modifies, so it should be placed before "picture." The verb "make" should come after the adjective, and the article "a" should precede the noun "picture." The corrected sentence reorders the words to "My sister can make a beautiful picture," following the appropriate word order.</p> <p>Misordering errors can lead to confusion and affect the clarity of a sentence. It's important to follow the standard word order to convey the intended meaning accurately in English writing.</p> | Word Order |
| 12.D | My sister can make beautiful a picture | 2 | <p>In the sentence "My sister can make beautiful a picture," there is a misordering error involving the words "beautiful," "make," and "a." The correct order should be "My sister can make a beautiful picture."</p> <p>Explanation: The misordering error in this sentence is the incorrect placement of the words "beautiful," "make," and "a." In English, when describing the appearance of an object, the adjective "beautiful" should come before the noun it modifies, which is "picture" in this case. The verb "make" should follow the adjective, and the article "a" should precede the noun "picture." The corrected sentence reorders the words to "My sister can make a beautiful picture," adhering to the appropriate word order.</p> <p>Misordering errors can impact the clarity and coherence of a sentence. Following the standard word order helps ensure effective communication in written English.</p> | Word Order |
| 18.C | We will to go zoo tomorrow | 1 | <p>In the sentence "We will to go zoo tomorrow," there is a misordering error involving the words "to" and "go." The correct order should be "We will go to the zoo tomorrow."</p> <p>Explanation: The misordering error in this sentence is the incorrect placement of the words "to" and "go." In English, after modal verbs like "will," the base form of the verb ("go" in this case) should follow directly, without the placement of "to" in between. Additionally, the correct phrasing is "go to the zoo," where "to the zoo" indicates the destination. The corrected</p> | Word Order |

| | | | | |
|--------------------------------|--|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | | | sentence reorders the words to "We will go to the zoo tomorrow," following the standard word order for modal verbs and prepositions. Misordering errors can impact the clarity and accuracy of a sentence. Adhering to the appropriate word order is essential for effective communication in written English. | |
| Frequency of Misordering Error | | 10 | | |

The analysis conducted in this research provides a comprehensive exploration of grammatical errors in English sentences and their corresponding corrections, using real-world samples to illustrate each point. By categorizing errors into misinformation, misordering, and addition errors, the study offers valuable insights into the nuances of English grammar that learners often struggle with.

One striking example from the analysis is the misinformation error, where a sentence lacks grammatical correctness due to the misuse of articles. The sentence " I will buy a orange " is highlighted as an instance where the indefinite article should have been used, resulting in the correct sentence, "I will buy an orange." This example underscores the significance of articles in English sentence structure, prompting the need for learners to grasp these fundamental rules.

Another illustrative case is the misordering error, as demonstrated by the transformation of "I can speak English not fluently" to the correct "I can speak English but not fluently." This alteration emphasizes the impact of word order on meaning and the crucial role that conjunctions play in constructing coherent sentences.

Perhaps the most instructive are the addition errors, such as the erroneous sentence " We will to go to zoo tomorrow " The analysis effectively showcases how the addition of just one word disrupts the entire sentence structure. The corrected sentence reads, " We will go to zoo tomorrow," exemplifying how even a minor addition can lead to a major grammatical discrepancy.

Moreover, the analysis delves into the influence of native languages on learners' English proficiency, elucidating how linguistic patterns from one's mother tongue can result in misinformation errors. For instance, the sentence "He is in the school" may arise from a direct translation of a similar construction in the learner's native language. This emphasizes the need for targeted instruction to address language transfer issues.

From the analysis, this research found 6 errors in omission, 23 errors in addition, 41 errors in misinformation, and 10 errors in misordering. In sum, there were 80 errors found from the students' worksheet which consist of 300 items of instrument. The most frequent error was dominated by misinformation error. The error clasification was presented in the following chart.

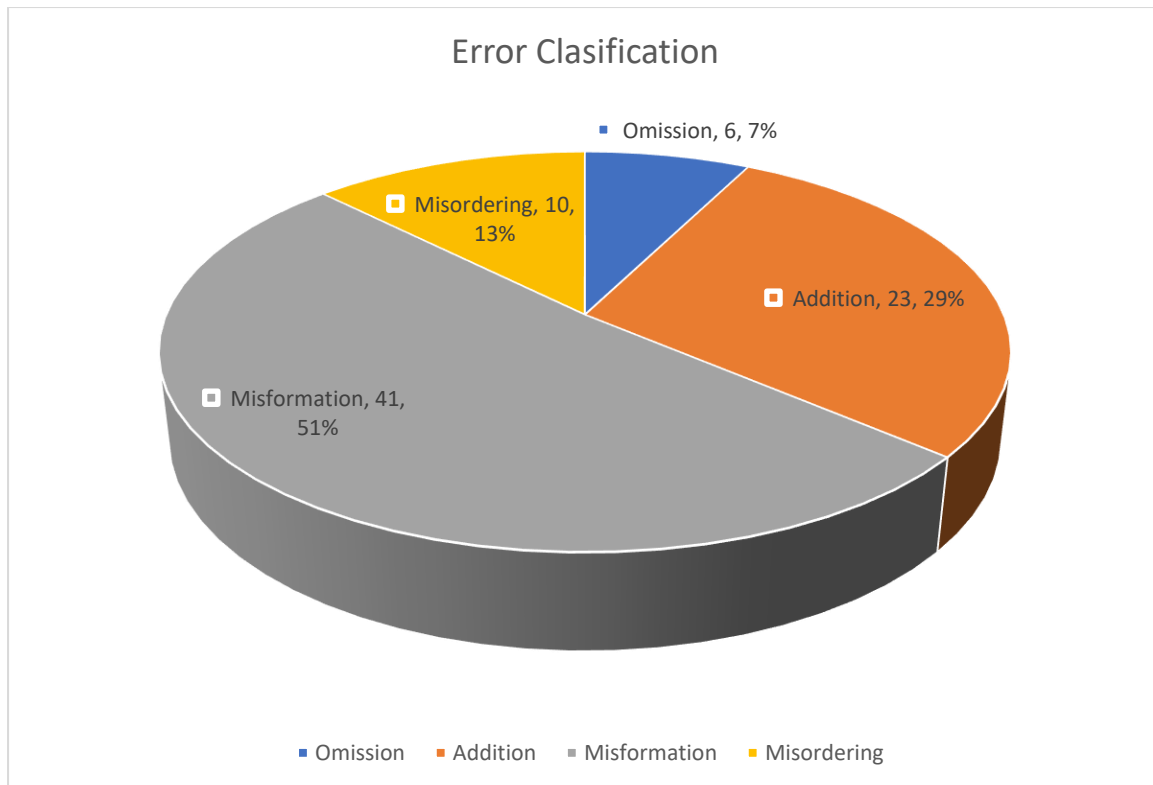


Chart 4.2 Error Clasification

In conclusion, the analysis serves as a valuable resource for English language learners, educators, and curriculum designers by offering tangible examples of errors and their corrections. This approach moves beyond conventional grammar instruction methods, fostering a deeper understanding of grammar through practical application. As English continues to be a global lingua franca, this analysis bridges the gap between theoretical grammar concepts and real-world language use, facilitating more effective language acquisition strategies.

While this analysis provides a robust exploration of grammatical errors, there is room for future research. Expanding the scope to include various error types, such as tense agreement errors and subject-verb agreement errors, could offer a more comprehensive understanding. Additionally, longitudinal studies could assess the long-term impact of error analysis on learners' language proficiency and the durability of the knowledge gained. Overall, this analysis not only enhances our understanding of English grammar intricacies but also informs pedagogical approaches for educators seeking to empower language learners with effective communication skills.

Conclusion

Based on the analysis and findings on the previous chapter, this research made some conclusion to answer the prior research questions which eventually the main reason of the making of this research. The conclusions were as follows.

1. This research concluded that in *omission* errors, there were preposition *omission* and article *omission* made which affected the modal auxiliaries in each instrument. There were redundant *addition*, verb *addition*, infinitive *addition*, and preposition *addition* found from the *addition* errors. In *misformation* errors, there were subject-verb agreement *misformation*, article *misformation*, verb conjugation *misformation*, and modal auxiliaries *misformation* found. Lastly in *misordering*, there was word order *misordering* found.

2. This research concluded that the students made errors in the four aspects of error analysis namely *omission*, *addition*, *misformation*, and *misordering*. From the analysis in the previous chapter, it was found out that there were 6 omission errors (7%), 23 addition errors (29%), 41 misformation errors (51%), and 10 misordering errors (13%). From the data, misformation error was the most dominant error found.

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