AN ANALYSIS ON STUDENTS' ERRORS IN WRITING SENTENCE PATTERNS

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Abstract: *Simple, compound, complex, and compound-complex sentences are sentence patterns which each sentence has different pattern, and it is strongly related to grammatical structure, punctuation marks, and connectors. Due to the complexity, EFL learners often get difficulties in understanding and writing the four sentence patterns. Therefore, the objectives of the research are to classify each type of errors and find out the most and least frequently errors of sentence patterns made by students then identify the occurrence frequency of the errors. This is a descriptive qualitative employed by 30 students from the third semester taking Basic Writing, academic year 2017-2018, at Indraprasta PGRI University. This research concerns on surface strategy taxonomy that analyzes four errors. The results show the errors from the highest to the lowest percentage: misformation (57.6%), omission (27.47%), addition (8.8%), and misordering (6.13%). Dealing with sentence patterns, compound-complex sentence becomes the most difficult sentence pattern writing because the most frequently errors made by students are 44.54%. The second is compound sentence with errors 23.2%. Then followed by complex sentence with the number of errors is 22.13%. The least frequently errors of sentence patterns made by students are simple sentence with errors 10.13%. The occurrence of mistake is from the pattern of compound-complex sentence that is the most complicated of three other sentence patterns. The conclusion is regularization in misformation is the most frequently error made by students which cause is from poor understanding of grammatical structure.*

Keywords: *Error Analysis, Types of Error, Writing, Sentence Patterns*

INTRODUCTION

Sentence patterns consist of simple sentence, compound sentence, complex sentence, and compound-complex sentence. Each sentence has different pattern, and it is strongly related to grammatical structure, punctuation marks, and connectors. Firstly, simple sentence conveys one thought, and it contains one independent clause. Secondly, compound sentence is two simple sentences connected by comma and a coordinating conjunction or by semicolon and comma with conjunctive adverb. Thirdly, complex sentence consists of one independent clause and one dependent clause. The last is compound-complex sentence that involves the complex and simple sentences with coordinating conjunction.

Due to the complexity, EFL learners often get difficulties in understanding and mastering. The problems come up from the confusion to differ connectors (coordinating conjunction or conjunctive adverb) while making a compound sentence. Besides, the ignorance of learners to place the punctuation marks such as comma, semicolon, and period. The inappropriateness to use subordinating conjunction while making a complex sentence. Furthermore, the distinction to combine complex and simple sentence joined by coordinating conjunction and the difficulties to find out ideas while writing compound-complex sentences. These problems are the reasons why students make errors in writing sentence patterns. As a result, the researcher would like to analyze students' errors in writing sentence patterns entitled **"An Analysis on Students' Errors in Writing Sentence Patterns."**

On the basis of background, the research objectives are stated as follows:

1. To classify each type of errors.
2. To find out the most and least frequently errors of sentence patterns made by students and identify the occurrence frequency of the errors.

1. Error Analysis

Error analysis is a way to reveal errors which are found in speaking and writing. According to Taylor (1997 in Alfiyani, 2013: 23-24), error analysis is the study and evaluation of uncertainty in measurement. It implies that

error has a positive role in language learning since it is the sign that a language learner does not learn the rules of the target language effectively.

Erdogan (2005: 263) stated that error analysis deals with learners' performance in terms of the cognitive processes. They make use of recognizing or coding the input that they receive from the target language. As a result, a primary focus of error analysis is on the evidence that learners' error provide with an understanding of the underlying process of second language acquisition.

According to Brown (1994: 2014), error analysis emphasizes the significance of errors in learners' interlanguage system. It is a type of linguistic analysis that focuses on the errors learners make. As the process to observe, analyze, and classify the deviations of the rules of the second language and then reveal the systems operated by learners. Another concept of error analysis stated by Gass and Selinker (2008: 102) that error analysis is a type of linguistic analysis that focuses on the errors learner make.

On the basis of definitions above, it can be assumed that error analysis is a process to observe, analyze, and classify the errors which are always made by learners either in speaking or writing. It also brings information about learners' difficulties in learning speaking or writing especially in English. The errors can help teacher, lecturer or researcher in teaching and learning process to observe the background why learners make the errors.

2. Error Descriptions

According to Dulay, Burt, and Krashen (1982, 146-191 in Alfiyani, 2013: 24-28), there four descriptive classifications to analyze errors: errors in linguistic taxonomy, errors in surface strategy taxonomy, errors in comparative analysis taxonomy, and errors in communicative effect taxonomy. Linguist taxonomy classifies errors based on either or both the language components include phonology, syntax, and morphology, semantic, and lexicon. Surface strategy taxonomy highlights the ways surface structures are altered analyzing omission, addition, misformation, and misordering errors. Comparative taxonomy classifies

errors based on comparison between the structure of language learner errors and certain other types of construction; the examples of the comparative taxonomy are intralingual or developmental errors, interlingual errors, ambiguous errors, and unique errors. Last but not least, communicative effect taxonomy deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication. The taxonomy classifies errors into two: global and local errors. However, this research focuses on analyzing the errors from surface strategy taxonomy.

Errors in surface strategy taxonomy are divided into four categories. The explanation is depicted as follows:

a. Omission errors

An omission is a type of error which is characterized by the absence of an item that must appear in a well-formed utterance. Omission has two types of morphemes that are omitted more than others. They are content and grammatical morphemes. Content words are those that carry the bulk of referential meaning of a sentence such as nouns, verbs, adjectives, adverbs, etc. Grammatical or function words are little words that play a minor role in carrying the meaning of a sentence. They include noun and verb inflection (-s, ed, ing), the article (a, an, the), verb auxiliaries (is, will, may, can, etc), and preposition (in, on, at, etc).

b. Addition errors

Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance. It is usually occurred in the later stages of L2 acquisition or learning when the learner has already acquired some target languages rules. There are three types of addition errors:

1) Double markings

   This error is caused by the failure to delete certain items which are required in some linguistic construction.

   e.g. She didn't went/goed back.

   There is double marking that should be "*She didn't go back.*"

2) Regularization

Regularization error is a type of errors in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker.

e.g. sheeps instead of *sheep*

There is regulariza*tion* error in which regular plural marker.

3) Simple addition

Simple addition errors characterized all addition errors. It is the use of an item which should not be appeared in well-formed utterances.

e.g. The fishes doesn't live in the water.

There is simple addition that should be "*The fish doesn't live in the water."*

c. Misformation errors

Misformation errors are characterized by the use of the wrong form of the morphemes or structure. It is occurred when the learner supplies something although it is incorrect. There are three types of misformation errors:

1) Regularization errors

Regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one.

e.g. runned instead of *run*

There is regularization error that should be *'run"*

2) Archi-forms

Archi-forms errors are the selection of one number of a class of forms to represent others in the class is common characteristic of all stages of second language acquisition.

e.g. Her danced with my brother.

There is archi-forms error that should be *"She danced with my brother."* It is caused when the learner represents the entire class of subject.

3) Alternating forms

Alternating forms error is caused by the learners' vocabulary and grammar development.

e.g. We will eat at the break time when we are study.

The alternating error that should be "*We will eat at the break time after studying.*"

d. Misordering errors

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. It occurs systematically for both L1 and L2 learners in constructions that have already have been acquired.

3. Writing

Writing is very important for those who learn English as a foreign or second language. As one of the four skills, writing is not like reading and listening. Writing skill helps the learners gain independence, comprehensibility, fluency and creativity in writing. If learners have mastered these aspects, they will be able to write so that they are not only able to read what they have written, but other learners learning that language can read and understand it.

Writing is an act of communication. It is an act of making marks on certain surface in a form of graphic presentation to make a meaning. Cohen and Riel (1989: 15 in Hendrawaty & Saraswati, 2016: 12) defined writing as a communicative act, a way of sharing information, observation, thoughts or ideas with ourselves and others. In accordance with this meaning, Ur (1996: 162 in Hendrawaty & Saraswati, 2016: 12) stated that writing is widely used within foreign language course as a convenient means for engaging with aspect of language other than the writing itself. It can be said that writing is a process in which the writer discovers, organizes, and communicates his or her thoughts to the readers by using words and symbols which are put together in the written form.

Writing is a progressive activity. It means that when learners for the first time write something down, learners have already been thinking about what they are going to say and how they are going to say it. Oshima and Hogue (1997: 2) state that writing takes study and practice to develop this skill. For both native speakers and new learners of English, it is important to note that writing is a process not a product. Therefore, writing is never a one-step action; as it is a process that has

several steps. Nunan (2003: 88) defines that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into a good paragraph. A lot of students say that writing is a difficult skill. But it is an actually easy and enjoyable activity if there is an appropriate method and interesting teaching technique.

Writing is a complex activity since it requires learner's comprehensive abilities such as mastering grammar, vocabulary, and punctuation. Besides, to write well, the learner is expected to be able to present his or her ideas in the written form as writing is a means of indirect communication. According to Linse (2006: 98), writing is a combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible to readers. Thus, it is stated that writing is one of language skills which combines to process and productive skill that can be used to preserve thoughts, ideas, and speech sounds.

Based on the theories above, writing is an act of putting letters, symbols, numbers, or words on paper or a computer screen which is used to express and explain ideas. Specifically, writing is the expression of language in the form of symbols, letters, or words. The primary function of writing is to communicate the writers' ideas to their readers (Hendrawaty & Saraswati, 2016: 12-13).

4. Sentence Patterns

Every sentence pattern describes a different way to combine clauses. If learners favor one particular pattern, their writing might be kind of boring if every sentence has exactly the same pattern. The explanations related to four sentence patterns are depicted below (Sundari, Febriyanti, and Hendrawaty, 2017: 22-59).

   a. Simple Sentence

   It is a sentence that has one subject-verb pair. It also contains one independent clause which conveys one thought.

   e.g. They reached home late.

b. Compound Sentence

A compound sentence is two simple sentences connected by a comma and a coordinating conjunction so called fanboys (for, and, nor, but, or, yet, so).

e.g. My family goes camping every summer, and we usually have fun.

Besides, compound sentence can be with a conjunctive adverb. The conjunctive adverb is usually placed between two independent clauses following a semicolon and followed by a comma.

e.g. The weather is beautiful; therefore, I think I will ride my bicycle today.

c. Complex Sentence

A complex sentence contains an independent clause and at least one dependent clause. An independent clause can stand alone as a sentence and makes a complete thought, but a dependent clause cannot stand alone even though it has a subject and a verb. Noun clause, adjective clause, and adverb clause are parts of complex sentence.

e.g. Noun clause as a subject: Whoever sent us this letter should have signed his or her name?

Noun clause as an object: Do you know who the designer of this application is?

Adjective clause or relative pronoun: The man who stands in front of the store is my brother.

Adverb clause: Sam finished the work so quickly that every worker appreciates him.

d. Compound-Complex Sentence

A compound-complex sentence is exactly what its name states. It is a compound sentence. One or both of the independent clauses will have a dependent clause. This makes the sentence complex as well. The complex and simple sentences are joined by a coordinating conjunction such as for, and, nor, but, or, yet, so.

e.g. Although I like to go camping, I haven't had the time to go lately, and I haven't found anyone to go with.

The dog barked when he saw the cat, and the cat ran away until she was safe.

Furthermore, Langan (2010, 195-203), sentences are traditionally described as simple, compound, complex, or compound-complex.

a. The Simple Sentence

A simple sentence has a single subject-verb combination.

e.g. Children played.

A simple sentence may have more than one subject:

e.g. *Lola* and *Tony* drove home.

or more than one verb

e.g. The children *smiled* and *waved* at us.

or several subjects and verbs

Manny, Kira, and Jack *lubricated* my car, *replaced* the oil filter, and *cleaned* the spark plugs.

b. The Compound Sentence

A compound, or 'double,' sentence is made up of two (or more) simple sentences. The two complete statements in a compound sentence are usually connected by a comma plus a joining word (and, but, for, or, nor, so yet). A compound sentence is used when you want to give equal weight to two closely related ideas. The technique of showing that ideas have equal importance is called coordination.

e.g. The rain increased, so the officials canceled the game.

c. The Complex Sentence

A complex sentence is made up of a simple sentence (a complete statement) and a statement that begins with a dependent word. A complex sentence is used when you want to emphasize one idea over another in a sentence.

e.g. While Aisha was having breakfast, she began to feel sick.

d. The Compound-Complex Sentence

A compound-complex sentence is made up of two (or more) simple sentences and one or more dependent statements.

e.g. When the power line snapped, Jack was listening to the stereo and Linda was reading in bed.

DISCUSSIONS

This research was carried out at Indraprasta PGRI University in Basic Writing class semester III, academic year 2017/2018 consisting of 30 selected students from two classes. Corder (1981 in Firdausi, 2014: 10-12) suggested five steps in analyzing students' errors, they are collection of sample of learner language, identification of errors, description of errors, explanation of errors, and evaluation of errors.

1. Collection of Sample of Learner Language

    The researcher has to decide a number of students which is being sample for the research.

2. Identification of Errors

    The researcher has to identify the errors from the data collection by comparing the sentence that was produced by students to the correct sentence in the target language.

3. Description of Errors

    The researcher has to classify the errors based on the surface strategy taxonomy which are divided into four namely omission, addition, misformation, and misordering.

4. Explanation of Errors

    The researcher has to consider the sources of errors and explain them properly.

5. Evaluation of Errors

    The frequency of errors is identified, and the number of errors is presented in the forms of tables. The formula of the percentage is presented in the following table:

Table 1. The Formula of Percentage of the Type of Errors

% type of errors = ∑ student's errors on each category X 100%

_____

∑ student's errors

This research concerns on surface strategy taxonomy that analyzes omission, addition, misformation, and misordering errors. To classify each type of errors and find out the most and least frequently mistakes of sentence patterns. Data analysis of students' sentence patterns writing are presented below.

Table 2. Errors on Surface Strategy Taxonomy

No.	Surface Strategy Taxonomy	Number of Errors	Percentage (%)
1	Misformation	216	57.6 %
2	Omission	103	27.47%
3	Addition	33	8.8%
4	Misordering	23	6.13%
Total		**375**	**100%**

It can be seen that the highest is misformation with errors 216 out of 375 or 57.6%. The second is omission with errors 103 out of 375 or 27.47%. The third is addition with errors 33 out of 375 or 8.8%. The last percentage is misordering with errors 23 out of 375 or 6.13%. The next step is to find out the most and least frequently mistakes of sentence patterns made by students. After that is to identify the occurrence frequency of the mistakes. The detailed discussions are depicted below.

Table 3. Errors on Students' Sentence Patterns

No.	Sentence Patterns	Number of Errors	Percentage
1	Compound-Complex	167	44.54%

	Sentence		
2	Compound Sentence	87	23.2%
3	Complex Sentence	83	22.13%
4	Simple Sentence	38	10.13%
	Total	**375**	**100%**

On the basis of table 3, it indicates that compound-complex sentence becomes the most difficult sentence patterns writing because the most frequently mistakes made by students with errors are 44.54%. The second is compound sentence with errors 23.2%. Then followed by complex sentence with the number of errors is 22.13%. The least frequently mistakes of sentence patterns made by students are simple sentence with errors 10.13%. Compound-complex sentence is the most frequently mistakes compared to three other sentence patterns. The highest and lowest percentage errors of surface strategy taxonomy are misformation, omission, addition, and misordering. Table 4 shows the result and discussion. Further detail on compound-complex sentence errors is depicted below.

Table 4. Errors of Compound-Complex Sentence

No.	Surface Strategy Taxonomy	Sub category	Number of Errors	Percentage (%)
1	Misformation	a. Regularization	57	53.77%
		b. Alternating	29	27.36%
		c. Archi-form	20	18.87
	Total		**106**	**63.47%**
2	Omission		**44**	**26.35%**
3	Addition	a. Simple addition	6	50%
		b. Double	3	25%
		markings	3	25%
		c. Regularization		
	Total		**12**	**7.19%**

4	Misordering	5	2.99%
	Total	**167**	**100%**

1. Misformation

   Misformation errors are characterized by the use of the wrong form of the morphemes or structure. Three sub categories of misformation from the most to least frequently errors are regularization, alternating, and archi-forms.

   a) Regularization

      The cause is mostly from poor understanding of tenses; for example, *I **leaved** my wallet when I was out of the class, and when I **come** back, my wallet **is** lost.* There is no leaved for the past verb. Then ….I come back, my wallet is lost is wrong since this is an affirmative past tense. *The correct sentence is "I **left** my wallet when I was out of the class, and when I **came** back, my wallet **was** lost."*

   b) Alternating

      The causes are from the inappropriate selection of conjunction, subordinating conjunction, grammar, vocabulary, and derivation. One example of the inappropriate selections of conjunction is *"The girl was cheating in exam because she didn't study hard, **and** her score didn't reach the average."* The use of and is inappropriate as its function is to add information; therefore, so is appropriate as it is used to show the effect of a cause-effect relationship. The correct sentence is *"The girl was cheating in exam because she didn't study hard, **so** her score didn't reach the average."*

   c) Archi-form

      The causes are from the inappropriate selection of noun or pronoun, preposition, and grammar. One example of the inappropriate selections of noun is *"**Some student** was cheating in exam because she didn't study hard, so her score didn't reach the average."* The verb is singular (was) and pronoun is she; as a result, some student is replaced with the girl. The correct sentence is *"**The girl** was cheating in exam because she didn't study hard, so her score didn't reach the average."*

2. Omission

The causes are from punctuation mark, pronoun, grammar, article, apostrophe, etc. One example of punctuation and pronoun mark omission errors is *"Although the exam was very difficult we passed it, **and got high scores**."* After the dependent clause, comma is inserted after independent clause. Besides, after and…. subject pronoun (we) is needed to make a compound sentence. The correct sentence is *"Although the exam was very difficult**,** we passed it, **and we got high scores**."*

3. Addition

The addition errors consist of three sub categories. The causes are from double complex sentence and grammar. Three sub categories of addition from the most to least frequently errors are simple addition, double markings, and regularization.

a) Simple addition

The causes are from article and punctuation marks. One example of letter addition errors is *"My grandma always cooks **a cookies** if she is in my house, for it is her hobby."* The error addition comes from article (a) but the noun is plural; therefore, the correct sentence is *""My grandma always cooks **cookies** if she is in my house, for it is her hobby."*

b) Double markings

One example of complex sentence double markings errors is *"When I delivered the newspaper, I met my old friend, and we talked about our past when we were still at junior high school **although it is short it makes me happy**."* The sentence is correct if although…..is omitted; therefore, the correct sentence is *"**When I delivered the newspaper, I met my old friend, and we talked about our past when we were still at junior high school**."*

c) Regularization

The cause of regularization errors is from singular and plural noun. One of the examples is *"When I stood at the station, I met my old **friends**, and she has looked so pretty from the past until now."* The incorrect word is friends (plural noun) but the subject pronoun is

she (singular); therefore the revised sentence is "*When I stood at the station, I met my old* **friend***, and she has looked so pretty from the past until now.*"

4. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. "*I asked* **where do you live***, and he answered he lives in Bekasi.*" The sentence is incorrect because after I asked is followed by affirmative not interrogative sentence, for it is an object noun clause. As a result, the correct sentence is "*I asked* **where you live***, and he answered he lives in Bekasi.*"

Compound sentence is the second frequently mistakes compared to two other sentence patterns. The highest and lowest percentage errors of surface strategy taxonomy are misformation, omission, addition, and misordering. Table 5 shows the result and discussion. Further detail on compound sentence errors is depicted below.

Table 5. Errors of Compound Sentence

No.	Surface Strategy Taxonomy	Sub category	Number of Errors	Percentage (%)
1	Misformation	a. Regularization	20	46.51%
		b. Alternating	14	32.56%
		c. Archi-form	9	20.93%
	Total		**43**	**49.43%**
2	Omission		**26**	**29.89%**
3	Addition	a. Regularization	5	45.45%
		b. Simple addition	4	36.37%
		c. Double markings	2	18.18%
	Total		**11**	**12.64%**
4	Misordering		**7**	**8.04%**
	Total		87	100%

1. Misformation

   Misformation errors are characterized by the use of the wrong form of the morphemes or structure. Three sub categories of misformation from the most to least frequently errors are regularization, alternating, and archi-form.

   a) Regularization

   It is caused by mostly poor understanding of tenses. For example is *"The concert **is make** me bored, for it is not interesting."* There is no be followed by simple verb; as a result, the correct sentence is *"The concert **makes** me bored, for it is not interesting."*

   b) Alternating

   The cause of alternating errors is from connector, vocabulary, and grammar. One example of connector errors is *"Lala likes chocolate, **nor** she cannot eat it too much."* Nor is used to tell what something is not or remove alternative, but this sentence shows contrast. The right sentence is *"Lala likes chocolate, **but** she cannot eat it too much."*

   c) Archi-form

   Its causes are from the inappropriate selection of preposition, article, pronoun, and grammar. One example of inappropriate selections of preposition is *"Rudy is good **in** speaking, in addition, he is good **in** listening, too."* Good is followed by preposition at; therefore, the correct sentence is *"Rudy is good **at** speaking, in addition, he is good **at** listening, too."*

2. Omission

   The causes are from punctuation mark, grammar, connector, pronoun, article, preposition, and apostrophe. One example of punctuation marks is *"I will go to the cinema and my father will go to his office."* Comma is inserted to separate two simple sentences; therefore, the correct sentence is *"I will go to the cinema**,** and my father will go to his office."*

3. Addition

   Three sub categories of addition from the most to least frequently errors are regularization, simple addition, and double markings.

a) Regularization

The causes of regularization are from preposition, singular-plural noun and grammar. One example of both preposition and singular-plural noun regularization errors is "*My family goes **to** camping every **months**, and we usually have fun.*" Because of verb-ing form after goes, so to must be omitted. Then every must be followed by singular noun. As a result, the correct sentence is "*My family goes camping every **month**, and we usually have fun.*"

b) Simple addition

The cause is from the addition of article. One example is "*I want to buy **an ice cream**, on the other hand, I have **a sensitive teeth**.*" There is no an addition of article a or an for uncountable and plural noun; therefore, the correct sentence is "*I want to buy **ice cream**, on the other hand, I have **sensitive teeth**.*"

c) Double markings

The causes of double markings are from grammar and conjunctive adverb. The example of grammar double marking errors is "*April doesn't like baseball, nor does Siti **likes**.*" Because of nor and does, the verb is not added with s. Therefore, the correct sentence is "*April doesn't like baseball, nor does Siti **like**.*"

4. Misordering

Its causes are from the inappropriate pattern of compound sentence, tenses, subject pronoun, and a series of words. One of examples is "*The cake is delicious; in addition, **cake is sweet, many fruit, and look beautiful.***" The wrong order is the use of subject pronoun and a series of words. Therefore, the correct sentence is "*The cake is delicious; in addition, **it is sweet, fruitful, and beautiful.***"

Complex sentence is the third frequently mistakes. The highest and lowest percentage errors of surface strategy taxonomy are misformation, omission, misordering, and addition. Table 6 shows the result and discussion. Further detail on complex sentence errors is depicted below.

Table 6. Errors of Complex Sentence

No.	Surface Strategy Taxonomy	Sub category	Number of Errors	Percentage (%)
1	Misformation	a. Regularization	30	68.18%
		b. Alternating	8	18.18%
		c. Archi-form	6	13.64%
	Total		**44**	**53.01**
2	Omission		**22**	**26.51%**
3	Misordering		**10**	**12.05%**
4	Addition	a. Simple addition	5	71.43%
		b. Double markings	2	28.57%
		c. Regularization	0	0%
	Total		**7**	**8.43%**
	Total		**83**	**100%**

1. Misformation

   Misformation errors are characterized by the use of the wrong form of the morphemes or structure. Three sub categories of misformation from the most to least frequently errors are regularization, alternating, and archi-form.

   a) Regularization

   It is caused mostly from poor at understanding of grammar. The example of regularization errors is "*My sister knocked the bathroom while* **I take a bath.**" While must be followed by the past progressive tense; therefore, the correct sentence is "*My sister knocked the bathroom while* **I was taking a bath.**"

   b) Alternating

   Its caused is from subordinating conjunction and vocabulary. One example of subordinating conjunction and vocabulary alternating errors is "*The man* **whose** *always* **ride** *Lamborghini is William.*" To show a person as a subject the subordinating conjunction is who

since whose is used to indicate possession. Lamborghini is a car not a motorcycle or bike, as a result, the proper word is drive. The revised sentence is "*The man **who** always **drives** Lamborghini is William.*"

c) Archi-form

Its causes are from the inappropriate selection of pronoun, grammar, and preposition. The example of the inappropriate selection of pronoun archi-form errors is "*Rina who makes the cake and sells **the cake** is my cousin.*" The bolded words must be changed with object pronoun to avoid redundancy, therefore, the correct sentence is "*Rina who makes the cake and sells **it** is my cousin.*"

2. Omission

The causes are from grammar, article, subject, preposition, and vocabulary. The example of grammar omission errors is "*I was reading a novel while **my sister** watching TV.*" There is no be before watching TV, therefore, the correct sentence is "*I was reading a novel while **my sister was** watching TV.*"

3. Misordering

The cause is from the wrong order of a complex-sentence pattern, object noun clause , and grammar. One of examples is "**Rino is my brother whose a big bag.**" The correct order of complex sentence is "**Rino who has a big bag is my brother.**"

4. Addition

The errors are from simple addition and double markings.

a) Simple addition

The example of simple addition errors is "*Cindy broke the glass**,** so that she had to clean it.*" Since so that is the subordinating conjunction put in the midd*le* of two clauses without comma; therefore, the correct sentence is "*Cindy broke the glass so that she had to clean it.*"

b) Double markings

One example of double markings addition errors is *"Why was she dead is still **be** a mystery."* The correct sentence is *"Why was she dead is still a mystery."*

Simple sentence is the least frequently mistakes made by students. The highest and lowest percentage errors of surface strategy taxonomy are misformation, omission, addition, and misordering. Table 7 shows the result and discussion. Further detail on simple sentence errors is depicted below.

Table 7. Errors of Simple Sentence

No.	Surface Strategy Taxonomy	Sub category	Number of Errors	Percentage (%)
1	Misformation	a. Regularization	14	60.87%
		b. Alternating	7	30.43%
		c. Archi-form	2	8.70%
	Total		**23**	**60.53%**
2	Omission		**11**	**28.95%**
3	Addition	a. Simple addition	3	100%
		b. Double markings	0	0%
		c. Regularization	0	0%
	Total		**3**	**7.89%**
4	Misordering		**1**	**2.63%**
Total			38	100%

1. Misformation

   Misformation errors are characterized by the use of the wrong form of the morphemes or structure. Three sub categories of misformation from the most to least frequently errors are regularization, alternating, and archi-form.

a) Regularization

It is caused mostly from poor at understanding of grammar. One example of regularization errors is *"She **made** her dress **tomorrow**."* Because of the time signal tomorrow indicating a simple future tense, the correct sentence is *"She **will make** her dress tomorrow."*

b) Alternating

The cause is from the inappropriate use of vocabulary. The example is *"That guy gave his girlfriend **a bucket of flowers**."* Bouquet is appropriate instead of a bucket of flowers; therefore, the correct sentence is *"That guy gave his girlfriend **a bouquet**."*

c) Archi-form

It is caused by the inappropriate selection of pronoun and preposition. The example is *"His songs have made **he** famous."* After the verb, the pronoun must be object not subject; therefore, the correct sentence is *"His songs have made **him** famous."*

2. Omission

The causes are from article, verb, and noun. One example of article omission errors is *"Namjeong is **good-looking boy**."* Since the existence of adjective and noun, article a is needed. Therefore the correct sentence is *"Namjeong is **a good-looking boy**."*

3. Addition

The errors are from simple addition. The example is *"The teacher gave the students **a homework**."* Homework is an uncountable noun, so article a must be deleted. Therefore, the correct sentence is *"The teacher gave the students **homework**."*

4. Misordering

The cause is from the wrong position between adjective and noun. The example is *"The **Olympiad international** has made the boy successful."* The right order is adjective then followed by noun; therefore, the correct sentence is *"The **international Olympiad** has made the boy successful."*

CONCLUSION

Based on analysis and interpretation of research, it can be concluded that errors in surface strategy taxonomy can be classified into four: omission, addition, misformation, and misordering. Research findings shows that the highest is misformation with errors 216 out of 375 or 57.6%. The second is omission with errors 103 out of 375 or 27.47%. The third is addition with errors 33 out of 375 or 8.8%. The last percentage is misordering with errors 23 out of 375 or 6.13%.

Dealing with sentence patterns, compound-complex sentence becomes the most difficult sentence patterns writing because the most frequently errors made by students with errors are 44.54%. The second is compound sentence with errors 23.2%. Then followed by complex sentence with the number of errors is 22.13%. The least frequently errors of sentence patterns made by students are simple sentence with errors 10.13%. The occurrence of error is from the pattern of compound-complex sentence that is the most complicated of three other sentence patterns. In addition, the most and least frequently errors in writing compound-complex, compound, and simple sentences are misformation, omission, addition, and misordering, whereas in complex sentences are misformation, omission, misordering, and addition. The conclusion is regularization in misformation is the most frequently error made by students which cause is from poor understanding of tenses and grammar.

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