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In collaboration with:



PROCEEDINGS

The 2nd UAD TEFL International Conference

New Paradigms in Teaching English
as a Foreign Language

October 13 - 14, 2012

Reviewers

Dr. Dat Bao (Monash University, Australia)

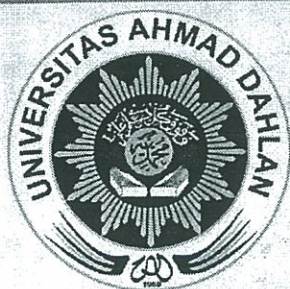
Dr. Abdul Malik Mohamed Ismail (USM, Universiti Sains Malaysia)

Prof. Dr. Bustami Subhan, M.S. (University of Ahmad Dahlan, Indonesia)

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Welcome Speech from the Rector of UAD

Assalamu'alaikum w.w.

Ladies and gentlemen, good morning

First of all, let us thank Allah, the Almighty, for blessing and guiding us into the right path, and for granting all means and opportunities together here to attend this very meaningful occasion.

On behalf of the University of Ahmad Dahlan, we are greatly honored and pleased to welcome you all to the Second UAD TEFL International Conference on "New Paradigms in Teaching English as a Foreign Language". As we know, Teaching English as a Foreign Language in Indonesia has become an issue which is dynamic, progressive and always worth discussing. English professors, teachers, experts and practitioners have always been very keen on conducting both academic discussions and researches in order to find new ideas, strategies, methods, approaches and paradigms in teaching English as a foreign language in Indonesia.

However, plenty of the people practicing in teaching English as a foreign language in Indonesia are not aware of them. Many issues concerning teaching English as a foreign language in Indonesia still remain unclear and need to be disclosed. To raise awareness of the paradigms in teaching English as a foreign language in Indonesia, English Education Department of University of Ahmad Dahlan holds this conference to offer you a unique opportunity to share ideas and experiences and to discuss evolving paradigms in TEFL in Indonesia, which we definitely hope to result in the improved practice of teaching English as a foreign language in Indonesia.

We would also like to extend our gratitude especially to Dr. Dat Bao and Ilia Leikin of Monash University Australia, Professor Abdul Rashid Mohammed, Ph.D. and Dr. Shaik Abdul Malik Mohamed Ismail of Universiti Sains Malaysia, Eran Williams, M.A. of Regional English Language Office, U.S. Embassy, Professor Irene A. Largo, Ph.D. of University of Nueva Caceres, Philippine and Professor Bustami Subhan M.S. of University of Ahmad Dahlan who have accepted our invitation to become the invited speakers of today's Conference.

Ladies and gentlemen, finally allow me on behalf of the big family of University of Ahmad Dahlan to wish you a fruitful and pleasant international conference.

Wassalamu'alaikum w.w.

Yogyakarta, October 2012

Drs. Kasiyarno, M.Hum.
Rector of UAD

The Speech of the Committee Chairman

Assalamualaikum w.w.

First of all, let's thank Allah SWT, the God, the most Gracious, the most merciful. *Sholawat* and *salam* may Allah give to the greatest prophet Muhammad SAW.

On behalf of the committee, I would like to welcome you all to the 2nd UAD TEFL International Conference under the core theme of "*New Paradigms in Teaching English as a Foreign Language*". We're very glad to inform you all that this conference has attracted many practitioners in TEFL in Indonesia, including researchers, English lecturers and teachers. The participants of the conference come from national and international institutions. And there were around 120 abstracts reaching the committee desk. Unfortunately, because of the limited time and venue, we could only accept 100 abstracts. These 100 papers plus 5 papers from the invited speakers will be presented in 4 plenary sessions and 4 parallel sessions.

Ladies and gentlemen,

Allow me to express my deepest gratitude to those who have made this conference possible. My thanks go to the Rector of UAD, the Dean of *FKIP* (Faculty of Teacher Training and Education), and the Head of English Education Study Program for their support. I would also like to thank the invited speakers: Dr. Dat Bao and Ilia Leikin from Monash University, Australia, Dr. Abdul Malik Mohamed Ismail from Universiti Sains Malaysia, Eran Williams, M.A. from RELO, the U.S. Embassy, Prof. Dr. Bustami Subhan, M.S. from University of Ahmad Dahlan, Indonesia, Prof. Irene A. Largo, Ph.D. from University of Nueva Caceres, Philippine for accepting our invitation and giving lectures in the conference. Next, my thanks also go to all presenters and participants of this conference and to all sponsors as well.

I do hope this conference can be one of the ways to provide a wider horizon to develop new paradigms in Teaching English as a Foreign Language.

Thank you

Wassalamualaikum w.w.

Yogyakarta, October 2012

R. Muhammad Ali, S.S., M.Pd.
Chairman

Foreword

We would like to welcome you to 2012 UAD TEFL International Conference “New Paradigms in Teaching English as a Foreign Language”, the second conference on Teaching English as a Foreign Language held by English Education Department University of Ahmad Dahlan, Yogyakarta. It is an exciting time to be involved in the world of TEFL in Indonesia as the area of discussion is getting larger and more dynamic. This year, the conference attracts more people both as presenters or participants, coming from national and international institutions. This has been reflected in the record number of abstract submissions received for UAD TEFL International Conference: 120 in total. This is an extremely time consuming and energy demanding process and we are grateful to the reviewers for all their work. At the review meeting 100 abstracts were accepted for parallel presentation session. However, among these abstracts senders, not all of them submitted their full paper version up to the deadline, so, there are 62 out of 100 papers which are made available in the conference proceedings.

We would like to thank Dr.Dat Bao of Monash University, Australia; Dr. Shaik Abdul Malik Mohamed Ismail of University Sains Malaysia, Malaysia; Professor Bustami Subhan, M.S. and Drs. Surono, M.Hum of University of Ahmad Dahlan, Indonesia, for their help, and guidance during the reviewing and editing processes. It’s a privilege for us to have them as the board of the reviewers for the conference proceedings. In addition, we would also like to appreciate many people who have helped in preparing and organizing the conference including preparing the printed proceedings.

The absence of the guidelines of this publication has caused to different types of paper styles. While most of the papers in this publication follow the regular standards of academic writing – including abstract, keywords and references - , there are few of them do not. We keep them as what they are.

We hope that you enjoy reading the conference proceedings and find it an inspiring and enlightening one.

Editors

Yogyakarta, October 2012

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**An Error Analysis On Thesis Draft Writing
Performed By Students Of English Education Study Program
Of Faculty Of Languages And Arts Of State University Of Yogyakarta**

Margana
State University of Yogyakarta

Abstract

Writing thesis in English is one of the compulsory subjects that must be taken by students of English Education Study Program (EESP) of the Faculty of Languages and Arts of State University of Yogyakarta to complete their study after they have already taken 100 credits. It aims to provide students with knowledge and skills of thesis writing. In writing their thesis drafts, however, students of EESP perform a lot of errors as found on their thesis drafts. Such evidence is ridiculous because they have learned English for 14 years at least. Added to this, they have learned English intensively as English becomes their main interest. This suggests that they should not have performed significant errors when they are engaged in writing their thesis drafts.

In reference to the above issue, this study deals with an analysis of errors as performed by students of EESP when they write their thesis drafts. It aims at documenting the categories and the possible sources of errors. To achieve the objective, the writer took 5 thesis drafts written by students of EESP. A note-taking technique was employed to get the data. The gathered data were then classified, coded, and analyzed according to the two issues above with the use of a descriptive qualitative method.

With regard to the data analysis, this study reveals two main findings. First, the errors are classified into four categories, which include (1) deletion, (2) addition, (3) mis-formation, and (4) mis-ordering. Of the three types of errors, mis-formation shows the various aspects of grammatical errors. Second, there are three sources of errors. They are (1) inter-lingual, (2) intra-lingual, and (3) developmental issues. Of three sources of errors, intralingual tends to be the most frequent one. This implies that students of EESP have to take into account for these findings to minimise their errors when they write their thesis drafts. Also, the thesis supervisors should give an emphasis on the aspects of the grammatical errors as documented on this study.

Keywords: Error,s interlingual, intralingual

A. Background of the Study

Students of English Study Program as abbreviated EESP of Faculty of Languages and Arts of State University of Yogyakarta are demanded to take and write the thesis project to complete their study. It aims to provide students with experience of how to write scientific work as reflected in their thesis writing. It can also be a medium to perform students' writing abilities with the use of English as a means of expressing their ideas and opinions related to what they investigate. In addition to this, students can improve their writing ability and apply their knowledge that they have got from lecturing practices such as Structure 1, 2, 3, and 4; Writing I, II, III, and IV; Lexico-grammar, Syntax, Semantics, and other subjects which are relevant to what they write on their theses. Ideally, students of EESP who take the thesis project have no problems in terms of grammatical issues. in particular as they have learned some core subjects from semester 1 onwards. In shorts, students of EESP should not have got problems with grammatical issues when they write their thesis drafts

As a matter of fact, the thesis drafts which are made by students of EESP are categorised into an unsatisfactory category. This refers to the results of supervisions conducted by the writer when he was involved in supervising students' thesis projects. Most students under his supervisions performed many grammatical issues on their writing drafts. Very often, they made many errors which should not happen for them because they have studied English for many years. These preliminary findings are supported by some claims as presented by second supervisors who

personally shared their supervising experience with the writer. They stated that students who wrote thesis writing still made a great number of errors on their thesis drafts. This is very ridiculous evidence as they have been in high semester, at least semester eight.

In reference to the above problem, this study attempts to portray the grammatical errors which are commonly made by students of EESP when they write their thesis drafts. Such grammatical errors are inevitable in the process of thesis writing. Corder in Ellis (2003) states making an error seems to be a common phenomenon when someone learns the target language. In support of this, Ancker (2000) urges that making mistakes or errors is a natural process of learning the target language. Therefore, errors should be regarded as part of cognition. Weireesh (1991) also advocates that learners' errors are of particular importance as it can be a device of the learners in order to further learn the target language. This suggests that thesis supervisors should not view errors negatively as errors are common phenomena in the acquisition of the target language. In support of this, Stark (2001: 19) urges that errors should be positively viewed and should not be regarded as the learners' failure to grasp the rules and structures. Such views rely on the fact that errors made by students of EESP are not randomly done. They have particular patterns that can be explained with the use of some perspectives one of which is an error analysis (EA).

According to Richards (1997), EA refers to the study of errors made by the second language learners. More clearly, Brown in Hasyim (2002:63) states that error analysis is a process of observing, analysing, and classifying the violation of the rules of the target language which is followed by patterning errors with regard to the prescribed linguistic rules of the target language. The definition is in line with Crystal (1987:112) who states that error analysis is a way to identify, classify and systematically interpret the fault forms made by second language learners with the use of the particular principles and procedures.

The use of EA to deal with errors on students' thesis writing is fruitful in nature on the grounds that it can be used to categorise the types of errors and possible causes of errors. Knowing the two issues, thesis supervisors and students may get some descriptions of the type of common errors and the source of the errors. This can drive the thesis supervisors to find some efforts to minimise the grammatical errors made by their students. The study of errors is also important to students who take the thesis project as it provides them with the areas of the grammatical errors that students should take into account to achieve the appropriate and acceptable theses, in terms of grammatical issues.

In support of the above statements, Erdogan (2005) advocates that the study of students' errors can facilitate second language teachers or lecturers to seek out the categories and sources of errors and to capture the pedagogical precautions from them. Added to this, the identification of errors can assist lecturers to provide second language learners with appropriate feedback, which is targeted to minimise the errors when they are involved in writing their thesis drafts. This statement is supported by Corder in Ellis (2003:48) who claims that there are, at least, three benefits of studying errors which include (1) conferring information of the students' achievement of learning the target language, (2) giving evidence of how students learn the target language, and (3) serving as a device how students find the prescribed rules of the target language.

With regard to the above issues, the study of students' errors as reflected in their thesis writing with the utilization of EA is of great urgency as it provides students and thesis supervisors with valuable information of the students' academic writing ability to generate professional English education graduates. In addition, information of errors can be used by thesis supervisors to provide efficient and effective feedback to students who write thesis drafts. This can facilitate students to produce excellent thesis reports which are readable and understandable by the readers and to finalise their thesis writing in reasonable time.

B. Theoretical Review

The term *error* has similar meaning to *interlanguage* which is introduced by Selinker in Ellis (2003). Corder in Ellis (2003) uses the term *idiosyncratic dialect or transitional competence*. It refers to the systematic knowledge of a second language which is different to the rules of the first language (L1) and second language (L2). In shorts, *error* means breaking the linguistic rules of any language. According to *Dictionary of Language Teaching and Applied Linguistics* (1992), an error refers to the use of linguistic items in a way that performs an incomplete form according to the

rules of the target language, for example English as a second language. It is called an error because the second language learner does not know what the correct form is. Added to this, he/she could not correct the violating form by herself/himself (Corder in Ellis, 2003). On the other hand, a mistake occurs because the L2 learner lacks attention, fatigue, carelessness, or some other aspects of performance. Such a mistake can be self-corrected after the L2 learner realises the incomplete form. Norrish (1983:8) defines a mistake as an inconsistent deviation of a construction of the target language. The inconsistency can be seen from the language form, which sometimes gets right but it sometimes gets wrong. Corder as quoted by Ellis (2003) adds that an error deals with competence while a mistake is concerned with performance.

In lieu with the above explanation, it is not easy to differentiate an error and mistake as comprehensive interviews with second language learners should be conducted to trace whether the deviation of the rules of the target language is classified an error or a mistake. For such a reason, the analysis of the gathered data in this study takes a framework that the terms *mistake* and *error* are interchangeably used to refer to any deviation of the linguistic rules of the target language. Added to this, this study focuses on the analysis of grammatical errors under the issue of non-mechanical errors. This means that this study excludes the punctuation issues as part of mechanical errors.

In terms of the types, Corder in Ellis (2003:56) categorises errors into three categories. They are (1) presystemic errors, (2) systemic errors, and (3) post-systemic errors. The first type refers to an error generated by second language learners because they lack awareness of the existence of a particular system of the target language. In this type, the second language learners have no idea why a particular form is selected. The second type is defined as an error that happens although the second language learners have already known the rule but they apply the wrong one. In this case, second language learners could not correct the error but they can explain the employed mistaken rules. The last type of error is an error, which is inconsistently made by second language learners, but they know how to correct it because they know the rule of the target language. In this category, L2 learners are able to explain the rule of the target language which is normally utilised. Those categories of errors seem to be difficult to analyse as the researchers have to conduct interviews with the learners to classify errors according their categories.

An error may occur in many aspects which include a phoneme, a morpheme, a word, a phrase, a clause, a sentence or even a paragraph. Due to this fact, errors can be explored as being either *global* or *local* (Brown, 2000). A global error is a type of errors that hinders communication. For example, the construction of **She is a sofiland girl* is confusing in nature as it deals with the content. On the other hand, a local error does not lead to the confusion on the part of the hearer or reader because there is only a minor violation of one segment of a sentence that can be guessed through the context. For example, the construction of **If I have a car, I will marry with her* can be easily grasped.

Different to the above category of errors, Dulay, Burt, and Krashen in Ellis (2003:56) list four types of errors. They include (1) omissions, (2) additions, (3) mis-formations, and (4) mis-ordering. Omissions refers to omitting a certain linguistic item that must exist in a well-formed construction. Additions deal with adding a certain linguistic item that is not required in a well-formed construction. Mis-formations refer to employing the wrong linguistic items in a series of the target language construction. Mis-ordering is defined as arranging of linguistic items which are not accepted in the target language constructions. The following presents the examples of each category of errors.

Table 1: The Examples of Errors in Four Categories

No.	Types of Errors	Examples	Reference
01.	Omission	(1) *She (is) sleeping. (2) Another problem is insufficient number of rubbish *bin (<i>Sing/Plural</i>) around the canteen compound.	Ellis (2003) (Darus & Subramaniam, 2009)
02.	Addition	(1) We didn't *went (go) there. (2) * The books is here.	Ellis (2003) Erdogan (2005:264)
03.	Mis-formation	(1) The dog *ated (ate) the chicken. (2) This is due to the irresponsible attitude of the canteen *staff.	Ellis (2003) (Darus & Subramaniam, 2009)
04.	Mis-ordering	(1) *What daddy is doing? (2) We don't know *why are we facing these problems.	Ellis (2003) (Darus & Subramaniam, 2009)

In lieu with errors, a great number of experts attempt to reveal the source of errors made by second language learners. For example, Abbot in Ellis (2003) proposes psycholinguistic sources of errors. According to him, errors are caused by three factors, namely (1) interlingual (negative transfer or interference), (2) intra-lingual (overgeneralization and transitional competence), (3) unique (induced). Ellis (2003) uses induced error referring to an error which occurs because of the wrong instruction made by the target language teachers. On the other hand, mistakes are influenced by the way of processing the language construction and communication strategies. Similarly, Richards in Ellis (2003) categorises the source of errors into three. They include interlingual, intralingual, and developmental errors. Interlingual refers to the application of the L1 rule in constructing the target language. Intralingual occurs when second language learners make errors as a result of their own creativity. Developmental errors happen when second language learners try to hypothesise the rule of the target language with the use of insufficient experience.

Of the three sources of errors, the intralingual seems to be widely acknowledged by many experts. This source of errors is reasonable in nature as second language learners apply their creativity to generate language constructions, which to some extent violate the rules of the target language. In relation to this, Richards in Ellis (2003) proposes four subtypes of intralingual errors which include (1) overgeneralization, (2) ignorance of rule restrictions, (3) incomplete application of rules, and (4) false concepts hypothesised. The following presents the examples of intralingual errors which are taken from Ellis (2003:59).

Table 2: The Examples of the Intralingual Errors

No.	Intralingual Errors	Source	Errors
01.	Overgeneralization	He sings weil. He can sing well.	*He cans sing well *He can sings well.
02.	Ignorance of rule restriction	He asked me to.	*He made me to rest.
03.	Incomplete application of rules	Do you like to sing? Why do like English?	*You like to sing? *Why you like English?
04.	False concepts hypothesised	It was last Sunday.	*It was happened last Sunday.

In reference to the source of errors, this study applies the theory as proposed by Richards in Ellis (2003) who identifies the source of errors into three as explored above. The three sources of errors are used to analyse the gathered data obtained from the thesis drafts made by students of EESP as the participants of this study.

The study of error analysis was widely conducted by many experts in 1970s (Corder, Dulay and Burt in Ellis, 2003:19). It was used to counter the Contrastive Analysis Hypothesis (CAH) which claimed that the errors made by second language learners or foreign language learners were merely due to the negative transfer or interference from the first language to the target language (Lado in Ellis, 2003:43). Such assumption relies on the behaviouristic theory which

views that the learning of the target language is a kind of establishing “habits” as the results of imitation, repetition, and reinforcement (Skinner in Schmitt, 2002:118). This suggests that the errors made by the second language learners were primarily caused by transferring native language habits into the target language learning. Therefore, in order to succeed in learning the target language, learners are encouraged to search out the linguistic gaps between their first language and the target language (Lado in Ellis 2003:47).

The above CAH was argued by Lee in Ellis (2003:48) who claimed that there was something wrong with the methodological issue and the framework of the analysis of errors on the grounds that a great number of errors made by second language learners were not successfully explained by the CA. In other words, the errors were not due to the interference of the first language to the target language. A great number of errors are believed to be the learners’ creativity in producing some utterances or sentences. This refers to the theory of constructivism, which advocates that learners are creative in nature. They are able to produce unlimited number of utterances or sentences with the use of very limited language properties (Chomsky in Schmitt, 2002:116). For example, the construction of *The students runned all the way* is not caused by the negative transfer from the first language to the target language. Such an error is caused by overgeneralization practised by the second language learners. In reference to this, error analysis to some extent seems to be appropriate to explain the errors made by second language learners. It is supported by Weireesh (1991) who states that errors made by second language learners could be comprehensively explained with the use of EA as it plays an important role to describe difficulties faced by learners. Also, EA could serve as a reliable feedback to improve the ability to speak and write the target language.

C. Research Method

This study is categorised as qualitative research as it aims to describe the errors made by students of EESP, FBS UNY when they wrote their thesis drafts. There were 5 participants of this study. They are students of EESP who have been writing their thesis drafts under the supervision of the writer. Three students were registered in 2007. The two other students were registered in 2005 and 2006.

To collect the data, the writer asked the participants to submit their thesis drafts that consist of five chapters. Those thesis drafts are in the review stage after they finalised their consultations with their second supervisors who spent their time to deal with language use. The data were in the form of words, phrases, clauses, and sentence, which were obtained through the utilization of two techniques, namely reading and note-taking. The gathered data were then classified, coded, and analyzed with the use of a referential method with regard to the theory of the error analysis. Triangulation was achieved through applying multiple techniques and asking for a prominent lecturer to validate the activated data.

D. Finding and Discussion

With regard to the data analysis, it is evident that students of EESP tend to make errors when they are involved in writing their theses. The errors can be categorised into four which include (1) omission, (2) addition, (3) mis-formation, and (4) mis-ordering. Each category of the error is discussed below.

1. Types of errors

As previously mentioned, this study applies four categories of errors to analyse the data gathered from the thesis drafts. Each is presented below.

a. Omission

As clearly defined in the theoretical review, omission is one of the error categories which refers to deleting a linguistic feature in a series of English constructions. The following table exemplifies the examples of omission practices carried out by students of EESP in their thesis drafts.

Table 3: The Examples of Omission Found on Students' Thesis Drafts

Data Code	Aspects of Errors	Samples of Data
05/C-1/Hrd/SMK 06/C-2/Rdg/SMA 07/C-1/Wrt/SMP	Article	(01) English is one of (the) *powerful language in universe... (02) Cooperative learning is believed to give (a) *chance for students to be involved in discussions. (03) Writing is one of (the) *four prominent skills that has much significance when people learn a language, especially a foreign one.
05/C-1/Hrd/SMK 05/C-3/Hrd/SMK	Pluralisation	(04) Some cultures are alive in Indonesian archipelagos, which are come from many ethnics, as *one of essential heritage(s) that have to be kept their lasting life. (05) In triangulation process, there are *observation(s), questionnaires, and *depth interview(s) on which make some students are considered as sample to hold the research.
07/C-1/Wrt/SMP 07/C-1/Wrt/SMP 06/C-3/Rdg/SMP	Sub-clause marker (that, which)	(06) The first indicator was (that) *some of the students did not capitalise what should have been capitalised. (07) The second characteristic is (that) *portfolio gives a chance of conferencing. (08) The treatment (which) *was given is six meetings.
07/C-2/Wrt/SMP 06/C-2/Rdg/SMP	S+V agreement	(09) Besides, Brown (2004: 221) *state(s) that there are also six macro skills of writing. (10) In class, the teacher *use(s) individual work during the English lesson.
07/C-4/Rdg/SMP 05/C1/Rdg/SMA	Noun/Noun Phrases	(11) The groups *that arranged (jumbled sentences) into a good order for the fastest could get points. (12) The subject teacher *will get (benefits) since she is actively involved in the research.
07/C-4/Wrt/SMP 07/C-5/Wrt/SMP 07/C-5/Wrt/SMP	Prepositions	(13) Besides, the researcher asked the collaborator *to respond (to) the action reviews or reflections. (14) The students had develop the vocabulary range. They did not * depend (on) the sample stories to find the appropriate words needed (15) Based on the reason above, the researcher decides *to focus (on) the use of interactive activities to improve reading comprehension to Grade 8 th students of SMPN 14 Yogyakarta.

Table 3 shows that students of EESP made some errors which are categorised as the omission category. In this case, students tend to delete some grammatical aspects which include (1) the absence of articles *the* or *a*, (2) the absence of the inflectional feature of pluralisation, (3) the omission of sub-clause makers such as *that* and *which*, (4) the inflectional feature of singular subject-verb agreement, (5) the absence of nouns as the objects of the transitive verbs, and (6) the omission of preposition. This finding implies that the thesis supervisors are encouraged to give an emphasis on those aspects of the grammatical errors when they supervise their students.

b. Addition

Addition refers to adding a linguistic feature in a series of English constructions. The following table presents the examples of addition practices made by students of EESP in their thesis writing.

Table 4: The Examples of Addition Found on Students' Thesis Drafts

Data Code	Aspects of Errors	Samples of Data
05/C-1/Hrd/SMK 07/C-4/Wrt/SMP 07/C-1/Wrt/SMP 07/C-1/Wrt/SMP	Preposition	(16) This study research discusses *about language awareness... (17) This task was designed to make the students understand *about how to collect the ideas to write. (18) The last factor was about the lack of the school facility uses. (19) After some minutes, a short discussion about the text was conducted, emphasising on the way the writer used the connecting words to relate the sentences.
07/C-2/Wrt/SMP 07/C-2/Wrt/SMP	Article	(20) In the same spirit, *a portfolio research equipped with reflective activities was also conducted by Sharifi and Hassaskhah (2011). (21) After responding, there is revising as the fourth stage. *The people revise by reviewing the feedback given in the responding stage. (22) Both *the students and the teacher were interviewed to know the teaching and learning process on writing, also the problems encountered.
07/C-1/Wrt/SMP 07/C-3/Rdg/SMP	Connector <i>that</i> or <i>which</i>	(23) *The last indicator, that was about paragraphing. (24) Validity which is related to the extent which raises questions about the process of conducting the research.
05/C-1/Rdg/SMA	Pronoun	(25) Therefore, this research only focuses on the problem that *it relates to teaching method used by the teacher in reading class. (26) It described the part of the text which *it consists of the newsworthy events, background event, and the source.
07/C-1/Wrt/SMP 07/C-2/Wrt/SMP	S+V agreement	(27) Anderson, Herr, and Nihlen (2007: 40-43) *gives five of them. (28) Davies and Le Mahieu (2003: 5) *explains that portfolio assessment can be implemented to yield the students' optimum understanding towards the materials.

In reference to Table 4, students of EESP made some errors in the form of the addition category. In this case, students tend to add some grammatical aspects in a series of the language constructions. The addition include some aspects of linguistic features, namely (1) the addition of unnecessary preposition, (2) the presence of the unnecessary article *a* or *an* for uncountable nouns, (3) the presence of the unnecessary relator of *that* or *which*, (4) the presence of the unnecessary pronoun, and (5) the addition of the inflectional feature of verb forms. This finding provides thesis supervisors and students who write thesis drafts with information of the aspects of the grammatical errors. In other words, they have to account for those aspects.

c. Mis-formation

Mis-formation refers to selecting the inappropriate form of a linguistic feature. This category is the most crucial problems made by students when they write their thesis drafts. The following table presents the example of mis-formation found on the thesis drafts

Table 5: The Examples of Mis-formation Found on Students' Thesis Drafts

Data Code	Aspects of Errors	Samples of Data
07/C-1/Wrt/SMP 07/C-4/Wrt/SMP 07/C-5/Wrt/SMP 07/C-2/Wrt/SMP 07/C-2/Wrt/SMP	Tenses	(29) The research only *focused (focuses) on the urgent problems that *were (are) related to the students' problems on five aspects on writing. (30) Considering the problems, portfolio assessment *had-been applied (is applied) in the writing class as the solution. (31) The students * had-develop (developed) the vocabulary range. (32) Besides, they *had not (have no) much understanding about English writing yet. (33) The portfolio used *had-made (made) the assessment easier by considering the students' progress.
07/C-2/Rdg/SMP	Verbs	(34) In this case, the negotiation of a meaning *effects (affects) on students' motivation.
07/C-2/Rdg/SMP	Noun	(35) Students usually enjoy their study in groups rather *than individually individual .
07/C-2/Wrt/SMP 06/C-2/Rdg/SMP	Adjective	(36) This makes their works *more-easily (easier) to assess both by the teacher and the students themselves, as stated also by Peñalflorida in Richards and Renandya (2002: 347). (37) Reading cannot be done in seramble scrambled ways.
07/C-2/Rdg/SMP	Adverb	(38) Being able to summarize information *effective effectively is an invaluable skill for readers of all ages.
07/C-2/Wrt/SMP 07/C-2/Wrt/SMP	Preposition	(39) Davies and Le Mahieu (2003: 5) explain that portfolio assessment can be implemented to yield the students' optimum *understanding towards (of) the materials. (40) Besides, they have no much *understanding about (of) English writing yet.
07/C-2/Wrt/SMP 07/C-4/Wrt/SMP	Negation	(41) Besides, they * had not (have no) much understanding about English writing yet. (42) In addition to the previous plan, the other researcher's plan was making sure that there was not any portfolio lost before she distributed them to the students.
07/C-3/Wrt/SMP 07/C-3/Wrt/SMP	Relative Pronoun	(43) They say that the qualitative data analysis consists of three flows of activities * that-are (which include) data reduction, data display, and conclusion drawing and verification. (44) The researcher made some plans of actions * that (which) were applied in order to improve the conditions.
06/C-1/Rdg/SMP 07/C-4/Wrt/SMP	Pronoun	(45) *There (They) are listening, speaking, writing, and reading. (46) When the class was over, all the students' materials with their works were put into the portfolios. * Those (They) were taken by the researcher.
06/C-1/Rdg/SMP	Modal auxiliary	(47) The problems * maybe (may be) related to the teacher, the students, the materials, media, and methods and techniques.

With regard to Table 5, students of EESP made some errors which are categorised as mis-selection of words. The mis-formation errors embody some grammatical aspects which include (1) tenses, (2) verb, (3) noun, (4) adjective, (5) adverb, (6) preposition, (7) relative pronoun, (8) pronoun, and (9) modal auxiliary verbs. This finding implies that thesis supervisors and students who write thesis drafts should pay attention to the grammatical aspects of the mis-formation errors.

d. Mis-ordering

The type of this error deals with the way of arranging The words, which violates the rules of the target language. This type is also found on the thesis drafts made by students of EESP.

Table 6: The Examples of Mis-formation Found on Students' Thesis Drafts

Data Code	Aspects of Errors	Samples of Data
07/C-1/Wrt/SMP	Noun Phrases	(48) How could portfolio assessment be implemented in *recount teaching (teaching recount texts) and learning process to improve the 8 th grade students' writing ability at SMPN 14 Yogyakarta in the academic year of 2011/2012?

Table 6 shows that students of EESP made some errors which are categorised as the mis-ordering category in the form of a noun phrase. This error happens because the student applies the rule of their first language to the target language.

2. The Sources of Errors

In terms of the source of errors, this study takes three sources of errors to analyse the errors made by students of EESP when they were involved in making the thesis drafts. The source of errors are (1) interlingual, (2) intralingual, and developmental errors. Each is presented below.

a. Interlingual

Interlingual is one of the sources of errors which can be referred to the rule of the students' first language. The following presents the interlingual sources of errors made by students of EESP on their thesis drafts.

(49) Activity is the element that ***emphasize on communication and meaning.** (07/C-2/Rdg/SMP)

(50) It is showed when the teacher asked the students to work in groups ***to discuss about some detail information and the organization of the text.** (05/C-1/Rdg/SMA).

(51) ***Besides about the five components writing,** the other problem encountered ***was about the students' low motivation.** (07/C-4/Wrt/SMP)

(52) How could portfolio assessment be implemented in ***recount teaching (teaching recount texts)** and learning process to improve the 8th grade students' writing ability at SMPN 14 Yogyakarta in the academic year of 2011/2012? (07/C-1/Wrt/SMP)

In reference to Data (49) and (50), students of EESP attempt to apply the rule of their first language through translating the forms of *menekankan pada* (**'*emphasize on'**) and *untuk meendiskusikan tentang* (**'*to discuss about'**) into English. This suggests that students transfer their first language rule to the target language rule. Data (51) and (52) also perform the result of the negative transfer from the rule of the first language to the target language on the grounds that the rules of the first language apply the construction of a modified-modifying pattern while the target language applies a modifying-modified pattern. This hinders students to generate the correct language constructions.

b. Intralingual

Intralingual can be the source of errors made by students of EESP as performed in their thesis drafts. The examples of the intralingual are presented as follows.

Table 7: The Examples of the Source of Intra-lingual Found on Students' Thesis Drafts

Types of Intralingual Errors	Code of Data	Errors
Overgeneralization	06/C-2/SMP/Rdg 05/C-1/Rdg/SMA	(52) The advantages of group work is that it *can generates interactive language since small groups provide opportunities for student initiation. (53) Therefore, in implementing story related activities in reading class the teacher *could needs to do that within the scope of reading group.
Ignorance of rule restriction	07/C-5/SMP/Rdg 07/C-3/Rdg/SMP 07/C-4/Rdg/SMP 07/C-5/Rdg/SMP 05/C-1/Rdg/SMA	(54) Besides, the reading materials and tasks are also important *in helping the students comprehending the reading text. (55) To improve the students reading comprehension through a Jigsaw technique in SMP 1 Wonosobo, the researcher and the collaborator *is going to conduct a collaborative work. (56) The activities made the text easier * to comprehend by the students. (57) It implies that *interactive activities is highly suggested to be applied by the English teacher. (58) In reference to the problem above, the researcher intended *to help the students in maximizing their comprehension ability in reading process.
Incomplete application of rules	07/C-3/SMP/Rdg 06/C-2/Rgd/SMP	(59) Both first and second cycle were done in three meetings. (60) *With regarded to those kinds of activities presented above, group work activities basically enable *the students to deal with themselves as individual learner and community member.
False concepts hypothesized	07/C-5/SMP/Wrt 07/C-1/SMP/Rdg 07/C-2/SMP/Rdg	(61) The students' motivation *had improved since they had been active in the class. (62) *Two significances are expected in this research. (63) Based on the explanation above, *there are several researches which prove the benefits of interactive activities for reading comprehension.

In reference to Table 7, the errors made by students of EESP are generated from the intra-lingual source in the sense that the errors occur because of the complexity of the rules of target language which have not been acquired by students of EESP. The intralingual errors embody (1) over-generalisation, (2) ignorance of rule restriction, (3) incomplete application of rules, and (4) false concepts hypothesized. Each sub-category of the intralingual errors is supported by sufficient data from the field as shown in Table 7.

c. Developmental

Developmental can be the source of errors made by students of EESP as performed in their thesis drafts. The following presents the source of errors of developmental.

(64) Writing is ***one of (the) *four prominent skills that has** much significance when people learn a language, especially a foreign one. (07/C-1/Wrt/SMP)

(65) *There are two significances of a research. They are theoretical and practical significance. (05/C-1/Rdg/SMA)

Data (64) and (65) perform that students make some errors by making a hypothesis which is not supported by sufficient knowledge of rules of the target language. With regard to Data (64), the student has an assumption that the construction of **one of four prominent skills** does not break the rule of the target language as she puts skills in the plural form. However, she has no sufficient knowledge that after the construction: **one of**, the definite article (**the**) must exist according to the rule of the target language. Data (65) show that the student has insufficient knowledge of the words *significance* and *research* as she assumes that both are categorised as countable nouns. Therefore, she uses a plural form of significance and put an article *a* in front of research. He has not acquired that both are categorised as uncountable nouns which do not need to be added by the inflectional feature of *-s* and the article of *a*.

E. Final Remarks

In reference to the above findings, two final remarks are made. First, there are four types of errors, which include (1) deletion, (2) addition, (3) mis-formation, and (4) mis-ordering. Second, there are three sources of errors. They include (1) interlingual, (2) intralingual, and (3) developmental issues. The first finding suggests that students of EESP who take a thesis project should take into account of those categories when they are involved in writing thesis reports. In other words, they have to pay attention to such errors when they render their words to form sentences and paragraphs of each part of the thesis. More importantly, students should give an emphasis on the coherence, cohesion, and unity of their writing beside the grammatical errors as explored above. The second finding implies that students should be aware of the source of the errors. Such awareness is fruitful to minimise the possible errors that they make. Added to this, supervisors are encouraged to disseminate such types of errors to their students in order that they are able to revise their own errors. This is of great importance for students and thesis supervisors to minimise time-consuming of the thesis writing.

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