

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents the research findings that have been carried out after the analysis. In this section, the researcher describes the types of grammatical errors committed by English Education students who have completed their thesis in the field of education. Errors are classified and categorized into four types based on Dulay's taxonomy of surface strategies. Furthermore, in this chapter, the researcher has also analyzed the sources of grammatical errors made by student in writing their thesis.

1.1 Findings

In analyzing the data, the researcher has taken several steps to describe the sentence errors in analyzing the data. The steps include collecting the sentence errors, identifying the grammatical errors in thesis of education, calculating the errors, describing the errors in form, and analyzing the sources of grammatical errors in students' thesis of education. To obtain information about the types and sources of grammatical errors in the data analysis process, ten theses on education written by undergraduate students were collected. Sentence errors are classified based on theory of Dulay (1982) which is divided into four, namely omission errors, addition errors, misformation, and misordering. For sources of error, the researcher used theory of Brown (2000) that divided source of errors into four, such as interlingual transfer, intralingual transfer, context of learning, and communication strategies. Detailed information about the types and sources of grammatical errors made by undergraduate students in their thesis of education is described below.

1.1.1 Types of Grammatical Errors

In this analysis, the data was taken from undergraduate student thesis documents. In classifying the correct sentences found in student writing thesis, a qualitative code-book has been applied. After analyzing the 10 theses of education made by students, it was found that 255 grammatical errors were produced by the data sources provided by the students in writing their thesis. The errors are divided into four categories include the frequency and percentage of each category as follows:

Table 4.1 Types of error in student's thesis of education

No	Types of Error	Frequency		
		N	%	
1	Omission	Omission of article	67	26.2
		Omission of to be	12	4.7
		Omission of preposition	2	1
		Omission of verb	3	1.17
		Omission of plural-s	39	15.2
Omission total		123	48.2	
2	Addition	Double marking	2	1
		Regularization	8	3.13
		Simple addition	50	19.6
Addition total		60	23.7	
3	Misformation	Archi-forms	17	6.6
		Alternating form	51	20

		Regularization error	-	-
Misformation total			68	26.6
4	Misordering		4	1.5
Total Errors			255	100

Table 4.1 shows 255 errors found in the undergraduate students' thesis of education. Omission was found 123 errors (48.2%), by dividing the type of error committed by the students was the omission of articles with amount 67 errors (26.2%), omission of to be about 12 errors (4.7%), omission of preposition about 2 errors (1%), omission of verb was 3 errors (1.17%), and omission of plural-s was 39 errors (15.2%). The next was addition with 60 total errors (23.7%), with the distribution of double marking was 2 errors (1%), regularization with 8 errors (3.13%), and simple addition with 50 errors (19.6%). For the next was misformation with 68 errors (26.6%), with types error archi-forms 17 errors (6.6%) and alternating form 51 errors (20%), but for the regularization error it was found 0 errors (0%). The percentage of grammatical errors is depicted visually in Figure 4.1.

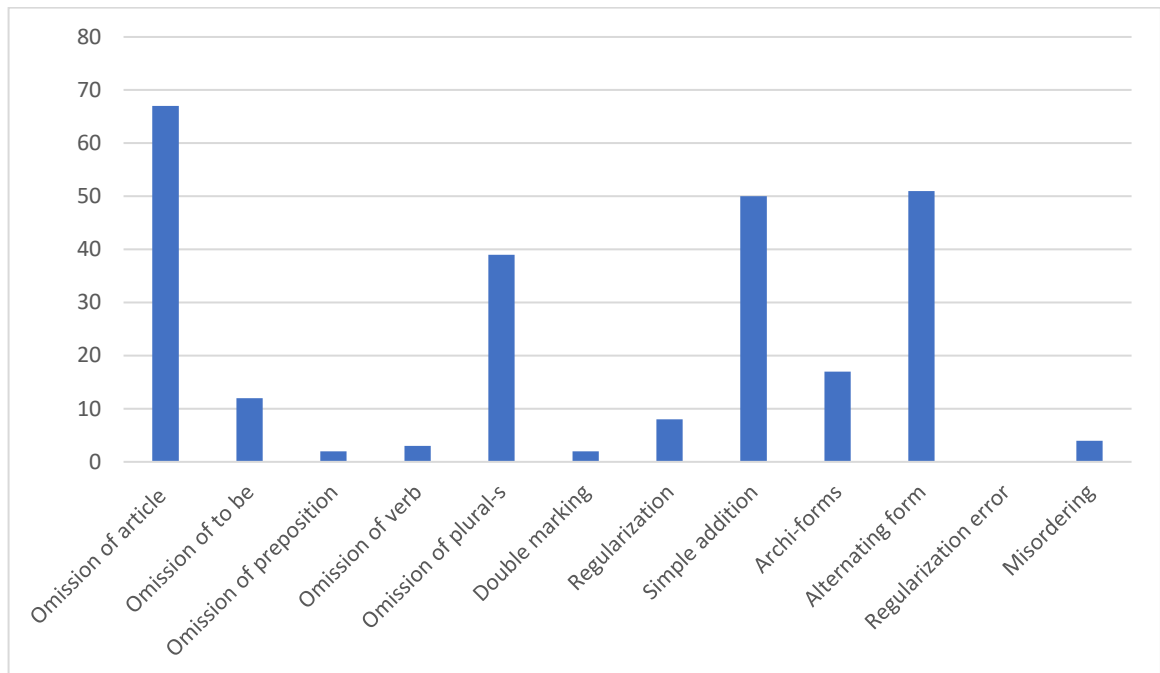


Figure 4.1 Types of Grammatical Errors

Figure 4.1 shows that the most frequent types of errors committed by undergraduate students were the omission of articles with the amount about 67 errors out of all errors. Then, it was followed by the alternating form errors with 51 errors. The third place was simple addition around 50 errors. After that, there was omission of plural-s with 39 errors, archi-forms with 17 errors, and followed by the omission of to be about 12 errors. The less frequent errors belong to the regularization with 8 errors, then it was followed by misordering with 4 errors and omission of verb 3 errors. The next is double marking with 2 errors and followed by the omission of preposition 2 errors. Each of types of errors is described further below to give detailed information about the data.

1. Omission

According to Dulay, Burt, and Krashern (1982), omission is error caused by accidentally omitting one or more linguistic element in a sentence. In this

omission, a simple omission usually occurs, i.e. omitting items that should not have been lost in the composition of the sentence. Related to this, the omission found as many as 123 errors were found in education student thesis. In simplification to indicate an error, the '^' symbol is applied to indicate the type of error. The chart below showed more about the percentage of omission errors.

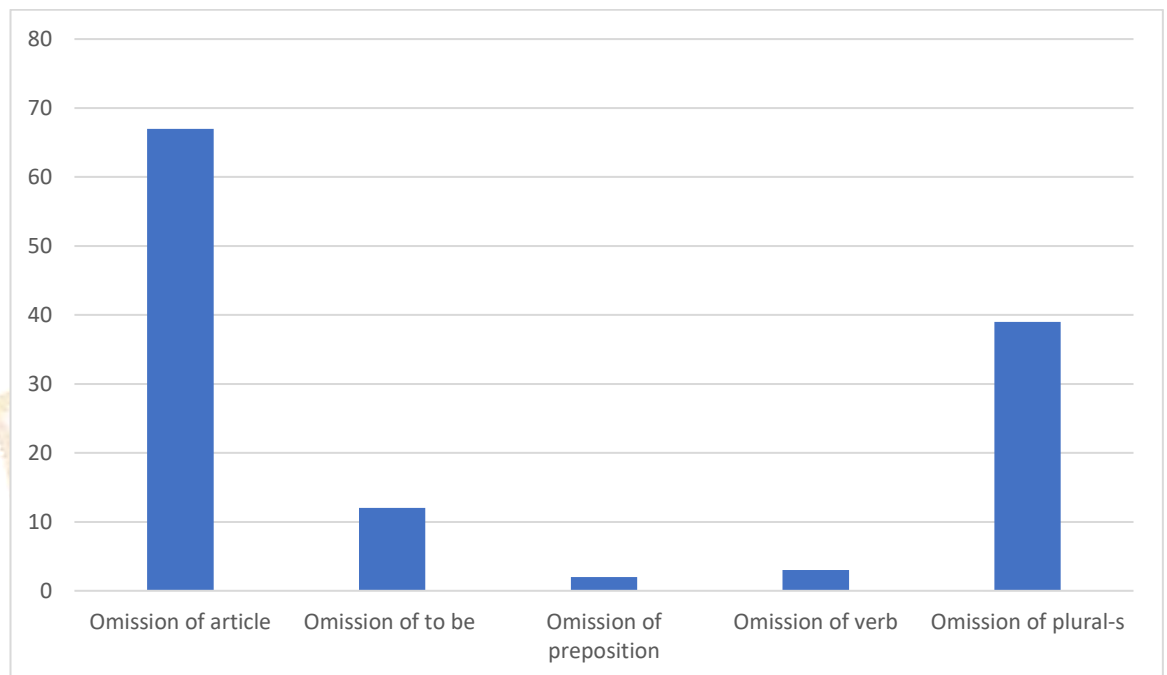


Figure 4.2 The Distribution of Omission Errors

In omission, the highest error occurred in omission of article, followed by the omission of plural-s, omission of to be, omission of verb, and the lowest error was the omission of preposition. Furthermore, below is a detailed description of the types of omission errors.

a. Omission of Articles

Article functions to explain or show nouns in a sentence. In English, there are two types of articles, namely indefinite and definite articles. The definite article consists of 'a and an' while the indefinite article consists of

'the'. Based on the analysis, there were 67 errors or 26.2% in the omission of articles. The data can be seen as below:

1. One of ^animated video-based media that can be used is PowToon.
2. Those instruments were (^observation checklist) assisted by ^questionnaire sheet in investigating student opinions toward Kahoot in the learning process.
3. First, collecting the data by doing ^survey using questionnaires as the instrument.

In sentence (1) what was missing was article “the”. Correcting sentence (1) can be done by inserting article “the” before word ‘animated’. In sentence (2) the definite article ‘an’ is supposed to appear before the noun ‘observation’ and the student missed the definite article ‘a’ before the singular noun ‘questionnaire’. In sentence (3) the definite article ‘a’ is supposed to appear before the singular noun ‘survey’. The correction of those sentences can be seen below:

1. One of **the** animated video-based media that can be used is PowToon.
2. Those instruments were (**an** observation checklist) assisted by **a** questionnaire sheet in investigating student opinions toward Kahoot in the learning process.
3. First, collecting the data by doing **a** survey using questionnaires as the instrument.

- a. Omission of to be

In English there are five types of to be, namely is, am, are, was, and were. To be is a liaison that appears in a sentence arrangement. From this statement, it was found that there were 12 errors in omission of to be. The data can be seen in the following sentences:

1. According to Akrim (2018) the word media ^obtained from the Latin "medius" which means intermediate or introduction.
2. In the first research question, the checklist ^used to check some points on the questions made by the teacher and collected data on questions that have been distributed to students on midsemester tests to find out the types of questions used by teachers in the test.
3. Several kinds of information needed to be obtained in this study, and instruments ^used to collect the data needed.

In the sentence above, there is omitting of to be. In sentence (1) it should be added to be 'is' after the word 'media'. In the sentence (2), after word 'checklist' it should be added to be 'was, and in sentence (3) it should be added to be 'was' after the word 'instruments'. The correct sentences can be seen below:

1. According to Akrim (2018) the word media **is** obtained from the Latin "medius" which means intermediate or introduction.
2. In the first research question, the checklist **was** used to check some points on the questions made by the teacher and collected data on questions that have been distributed to students on midsemester tests to find out the types of questions used by teachers in the test.

3. Several kinds of information needed to be obtained in this study, and instruments **were** used to collect the data needed.

b. Omission of Preposition

A preposition is a preposition that can indicate time, place, direction, and so on in a sentence. According to the analysis carried out, it was found that there were 2 errors in terms of omitting prepositions. The data can be seen in the following sentences:

1. This research was conducted to try to apply a new "Mind Map" based teaching method where this method uses a visualization that is quite interesting, especially ^young learners.
2. Students can be easily distracted due to activities around them, lose ^focus, or other system errors that may appear during the learning process.

The sentences above are sentences that omit preposition. In sentence (1) preposition 'for' should be entered after the word 'especially'. Whereas in sentence (2) preposition 'of' should be added before the word 'focus'. The correct sentence can be seen below:

1. This research was conducted to try to apply a new "Mind Map" based teaching method where this method uses a visualization that is quite interesting, especially **for** young learners.
2. Students can be easily distracted due to activities around them, lose **of** focus, or other system errors that may appear during the learning process.

c. Omission of Verb

In a sentence the verb becomes a very important element because it has meaning as an action. In this case, it was found that there were 3 errors in omitting verb. The data can be seen in the following sentences:

1. The rapidity of technology ^become a new wind to the world of learning in this era.
2. The shift in the role of teachers ^also directly proportional to the demands of the generation of students with good quality and ready to face this 21st-century era.

In sentence above, there is omitting verb. It can be seen in the sentence (1), verb 'has' should be added before 'become' and in the sentence (2), the verb 'is' should be added before word 'also'. The correct sentence of the above sentence can be seen below:

1. The rapidity of technology **has** become a new wind to the world of learning in this era.
2. The shift in the role of teachers **is** also directly proportional to the demands of the generation of students with good quality and ready to face this 21st-century era.

d. Omission of plural-s

Plural-s is used to express an object that has a plural or more than one meaning. In this case, it was found that there were 39 plural-s omission errors. The data can be seen in the following sentences:

1. The researcher uses Pre-Test and Post-Test with 30 item^ of multiple choice to investigate the determine of student capacity.

2. In practice, teachers have also applied the principles contained in assessment[^] in teaching and learning activities in schools.
3. Learning media using technology include videos, films, audiobooks, and so on that require supporting tool[^].
4. This reflected how Indonesia need[^] to increase the quality of English learning for the public.
5. Fourth, the teacher can create a game by writing a good question, answer, and imagery by following the instruction[^] in it.

In the sentence above, there is omitting the plural-s. In sentence (1), the plural-s should be added in the word 'item' because the following words mention more than one number. In sentence (2) the plural-s should be added in the word 'assessment'. In sentence (3) and (4) it is necessary to add the plural-s to the word 'tools' and 'need', and in sentence (5) the plural-s should be added in the word 'instruction'. These sentences can be corrected as below:

1. The researcher uses Pre-Test and Post-Test with 30 **items** multiple choice to investigate the determine of student capacity.
2. In practice, teachers have also applied the principles contained in **assessments** in teaching and learning activities in schools.
3. Learning media using technology include videos, films, audiobooks, and so on that require supporting **tools**.
4. This reflected how Indonesia **needs** to increase the quality of English learning for the public.

5. Fourth, the teacher can create a game by writing a good question, answer, and imagery by following the **instructions** in it.

2. Addition

Addition errors are errors that include or add items that do not need to be added to the sentence. According to Dulay, Burt, and Krashen (1982), there are three types of addition errors, namely double marking, regularization, and simple addition. Related to this error, 60 errors were found in student thesis in the field of education. In this research 3 errors of addition were found, namely double marking, regularization, and simple addition. The highest error frequency was simple addition which consist of 50 errors or 19.6%. Then, the second errors found were regularization which consist of 8 error or 3.13%. In addition, there were double marking errors which consist of 2 errors or 1,%. The chart below explained more about the percentage of total addition error:

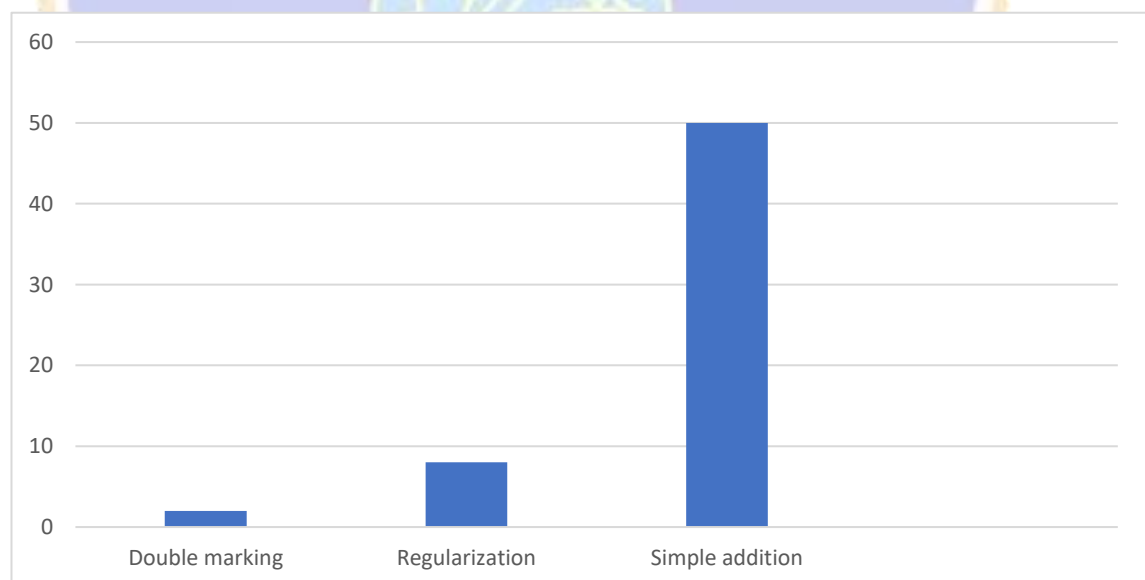


Figure 4.3 The Distribution of Addition of Errors

The symbol ‘{...}’ was used to point out the correct sentences. Further explanation regarding addition errors can be seen as follows:

a. Double marking

Double marking is error made because of putting or adding double markers that have the same meaning in sentences. In this case, the researcher found as many as 2 errors in double marking. The data can be seen as follows:

1. This is not an easy thing to do and this is {a} a big challenge for teachers to be able to create meaningful learning media.
2. {Besides.} Besides, the object that was also explored in this research was the factors that influence the level of assessment literacy of English teachers in Karangasem, Bali.

From the example above, it can be seen that the sentence (1) and (2) added or doubled marked sentence, the sentences uses double articles and prepositions. The sentences are supposed to be:

1. This is not an easy thing to do and this is a big challenge for teachers to be able to create meaningful learning media.
2. Besides, the object that was also explored in this research was the factors that influence the level of assessment literacy of English teachers in Karangasem, Bali.

b. Regularization

This error usually occurs because students add an item into a linguistic form incorrectly, for example adding an item into a regular and irregular form. In this case, 8 errors were found. The data can be seen in the following sentence:

1. In the teaching learning process, young learners love[d] to express themselves freely.
2. Moreover, Wulandari et al. (2021) stated that literacy plays a crucial part especially for language learner because being illiterate means that people seem{s} able to create, understand, comprehend, and communicate whether the information provided is in the form of written, spoken, or even the digital one.

The sentences above contained regularization where in the sentence (1) there is a wrong verb in the word 'love' which is inappropriate. In sentence (2), the word 'seem' should not be added by plural marker. The above sentences can be corrected as follows:

1. In the teaching learning process, young learners love to express themselves freely.
2. Moreover, Wulandari et al. (2021) stated that literacy plays a crucial part especially for language learners because being illiterate means that people seem able to create, understand, comprehend, and communicate whether the information provided is in the form of written, spoken, or even the digital one.

c. Simple addition

This error occurs when students add unnecessary items to a sentence. Of these types of errors, 50 errors were found. The examples of sentences which contain this error are described as follows:

1. It was found that Singaraja Montessori Primary School also contributed to implementing literature-based instruction for {the}

young learners in order to promote their four basics skill in learning English.

2. Triangulation is utilized in order to support the dependability (reliability) and {the} validity of the research.

Those sentences performed errors of simple addition. In sentence (1) the article 'the' is not appropriate to be added after the word 'for'. In sentence (2), the article 'the' is not appropriate to added before the word 'validity'. The correction of those sentences can be seen as:

1. It was found that Singaraja Montessori Primary School also contributed to implementing literature-based instruction for young learners in order to promote their four basics skill in learning English.
2. Triangulation is utilized in order to support the dependability (reliability) and validity of the research.

3. Misformation

According to Dulay et al. (1982), misformation is an error that occurs due to the use of the wrong morpheme structure. In this error there are 3 types, namely regularization errors, archi-form, and alternating forms. After doing the analysis, according to this error found as many as 68 errors. The types of errors found are archi-forms and alternating forms. The highest type of error in misformation is alternating form which contains 51 errors or 20 %. Furthermore, there was archi-forms error which consist of 17 errors or 6,6%. The chart below explained more about the percentage of misformation errors:

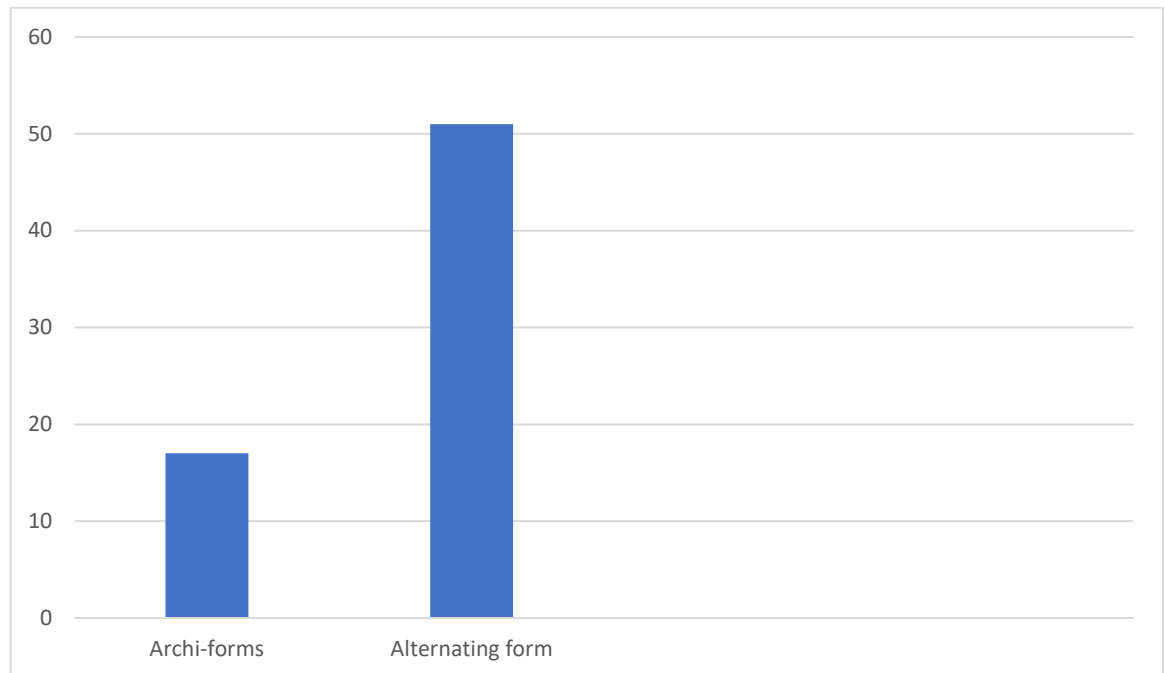


Figure 4.4 The Distribution of Misformation Errors

The symbol ‘[...]’ is used to indicate incorrect sentences. Detailed description of this error is presented below.

a. Archi-forms

This error occurs when students use inappropriate pronouns in a sentence. In this error, found as many as 17 errors. Further, the examples are described below:

1. Therefore, our government takes action to carry out online-based learning activities as a temporary alternative [in] teaching and learning activities.
2. This location was chosen because a problem that was quite prominent and interesting was found [on] the preliminary observation.
3. It meant that there was a significant difference in the results [of] the group of students who received treatment and those who did not.

From example sentences above, in sentence (1) the use preposition 'in' is inappropriate. The correct preposition should be preposition 'to'. In sentence (2) the correct preposition should be preposition 'in' and in sentence (3) the use preposition 'of' can be is changed to 'between' because in the sentence it describes a difference. The correct sentences should be:

1. Therefore, our government takes action to carry out online-based learning activities as a temporary alternative **to** teaching and learning activities.
2. This location was chosen because a problem that was quite prominent and interesting was found **in** the preliminary observation.
3. It meant that there was a significant difference in the results **between** the group of students who received treatment and those who did not.

b. Alternating form

This error occurs when the learner chooses a language and the wrong word form in writing a sentence. Regarding this error, there were 51 errors found. Further, the examples of this error found in student thesis writing are explained as follows:

1. In Indonesia, there [is] many researches on assessment.
2. The findings of this interview were very interesting because they [find] two factors supporting the application of the deep approach.
3. Media in learning is one of the learning support tools that help students get [broaden] information.

4. That is, they understand what is happening quickly, and use logic, what they hear first, [that] means the activity must be done first.
5. The participant of this study was the teachers who [have] the capability and professionalism in English teaching at Singaraja Montessori Primary School.

The sentence above shows that there is an alternating form. In sentence (1), the word 'is' should be 'are'. In sentence (2), the word 'find' is supposed to be 'found'. In sentence (3), the word 'broaden' is supposed to be 'broad'. In sentence (4), the word 'that' should be 'which', and in sentence (5) the word 'have' is supposed to be 'had'. Therefore, all of the sentences above were using the wrong verb and article form. The correction of those sentences can be seen as follow:

1. In Indonesia, there **are** many researches on assessment.
2. The findings of this interview were very interesting because they **found** two factors supporting the application of the deep approach.
3. Media in learning is one of the learning support tools that help students get **broad** information.
4. That is, they understand what is happening quickly, and use logic, what they hear first, **which** means the activity must be done first.
5. The participant of this study was the teachers who **had** the capability and professionalism in English teaching at Singaraja Montessori Primary School.

4. Misordering

This error occurs because students place one or more morphemes in the wrong placement in a sentence. There were 4 misordering errors found. The symbol ‘...’ is applied to indicate misordering error. The examples of this error are presented as follows:

1. Teachers made learning assessment as the first preference, classroom assessment, and classroom assessment as learning and assessment was used to determine 'student final' grades and learning information to administration.
2. This activity ‘occurs repeatedly’ and 20 monotonously so that it makes students bored.

The sentences above shows that there is a misordering. In sentence (1), misordering occurred in the phrase ‘student final’. It is supposed to be ‘final student’. Further, in sentence (2), the phrase ‘occurs repeatedly’ it is supposed to be ‘repeatedly occurs’.

The correct sentences should be:

1. Teachers made learning assessment as the first preference, classroom assessment, and classroom assessment as learning and assessment was used to determine **final student** grades and learning information to administration
2. This activity **repeatedly occurs** and 20 monotonously so that it makes students bored.

1.1.2 Sources of Grammatical Errors

After analyzing the types of grammatical errors, it was continued by analyzing the sources of grammatical errors committed in the thesis of education. The sources of grammatical error were analyzed by using Brown theory. According to Brown (2000), there are four categories of sources of errors in writing. The four categories are interlingual transfer, intralingual transfer, context of learning, and communication strategies. After analyzing the data, the researcher found there were four sources of error in the thesis of education. The results of the analysis related to the sources of grammatical errors in the thesis of education were as follows:

1. Interlingual Transfer

According to Brown (2000) interlingual transfer occurs when the learner is influenced by the mother tongue or first language in using the target language. Interlingual transfer is very common for foreign students when learning a second language because they are not used to using the target language. Regarding to this source of errors, from a student thesis in the field of education there were 123 (48.2%) errors found caused by interlingual transfer. The following are examples of errors because of interlingual transfers committed by students:

1. First, regarding the classroom observation it was found that most school[^] did not have dictionary in their classroom.
2. The researcher uses Pre-Test and Post-Test with 30 item[^] of multiple choice to investigate the determine of student capacity.
3. The classroom management by planning the setting of students' seats and how the teacher would prepare [^]several unexpected cases.

The above are examples of sentences caused by an interlingual transfer, in which the application of making sentences is still based on their native language. In sentence (1), it is necessary to add plural-s, because the sentence is a plural sentence that requires the presence of a plural-s in the word 'school'. However, the application of plural-s was not carried out by students because the rules used by students were the language rules, namely Indonesia which did not require plural-s to make a sentence. This error indicated that students were still influenced by their mother's language or interlingual transfer. Furthermore, in sentence (2) the same as sentence (1), there should use the correct rules in making sentences where in each sentence could be added the plural-s in sentences that state something more than one, namely the word 'item'. In sentence (3), students do not use the correct rules in making sentences which should have applied the preposition 'for' before the word 'several'. This is shown that the student's first language affected way students writing. The correct sentences can be seen as below:

1. First, regarding the classroom observation it was found that most **schools** did not have dictionary in their classroom.
2. The researcher uses Pre-Test and Post-Test with 30 **items** of multiple choice to investigate the determine of student capacity.
3. The classroom management by planning the setting of students' seats and how the teacher would prepare **for** several unexpected cases.

2. Intralingual Transfer

According to Brown (2000) intralingual transfer occurs because students learn the target language but are still unable to understand the new

rules used. Therefore, students try to apply the rules to other rules so that the sentences made by students have errors. Regarding to this source of errors, from a student thesis in the field of education there were 122 (47.8%) errors found caused by the intralingual transfer. The following are examples of errors because of intralingual transfers committed by students:

1. The student {was} showed their interest in the appearance of Kahoot.
2. Students {was} easily [get] the answer.

The sentences above reflected errors caused by intralingual transfer. It can be seen that the students applied inappropriate rule tense. In sentence (1), the student adds to be 'was' to the verb 'showed' which should not need to be added to be. In sentence (2), students also add to be 'was' which should not be necessary and in the verb 'get' students should change to 'got' because the sentence is past tense. The sentences can be corrected as below:

1. The student showed their interest in the appearance of Kahoot.
2. Students easily **got** the answer.
3. Context of Learning

Context of learning occurs because of explanations when the teacher teaches, learning materials, lesson materials, or the students themselves (Brown, 2000). In this case, sometimes teachers and students have different perceptions. For example, the teacher explains the material is not following the context that comes from the study book so the teacher uses language that is difficult to understand in explaining a material, on the other hand students have their own understanding of the teacher's explanation of the material, so from here sometimes students make mistakes in writing a sentence or

paragraphs. From the explanation regarding the context of learning, from a student thesis in the field of education there were 8 (3%) errors found caused by the context of learning. The following are examples of errors because of the context of learning committed by students:

1. Teachers need to work with many objects, visuals, and image^ so that everything around the school is available.
2. Learning media using technology include videos, films, audiobooks, and so on that require supporting tool^

The sentences above reflected errors caused by context of learning because the students did not use proper markers for plural nouns. It can occur due to the lack of students' familiarity with plural nouns. The sentences are supposed to be written as follows:

1. Teachers need to work with many objects, visuals, and **images** so that everything around the school is available.
2. Learning media using technology include videos, films, audiobooks, and so on that require supporting **tools**.

4. Communication strategy

According to Brown (2000) errors due to communication strategies occur because students have a style of learning the language. Learners usually try to find ways to convey messages orally or in writing in their style, but the strategies students have sometimes make them make mistakes in the process. Regarding to this source of errors, from a student thesis in the field of education there were 2 (1%) errors found caused by communication strategy. The

following are examples of errors because of the communication strategy omitted by the students:

1. In the first research question, the checklist ^used to check some points on the questions made by the teacher and collected data on questions that have been distributed to students on midsemester tests to find out the types of questions used by teachers in the test.

The sentence above is error caused by communication strategy. The students tried to deliver their message by using their strategy. The sentence above can still be understood even though there is an item that is omitted, namely to be 'was'. The meaning of the sentence can still be understood, this is a way for students to convey the message or opinion they have.

1.2 Discussion

1.2.1 Types of Grammatical Errors

Based on the findings and analysis described in the previous section, it can be seen that there are still many students who experience difficulties in the process of writing in a good form and way. Learners use writing to know grammar but there are still some errors made due to lack of understanding itself. From the results of the analysis above, students have not been able to use plural-s, article, preposition, to be, verb properly and correctly resulting in errors. Students misuse more and lose some items in writing. In addition, in their writing students also add a lot of morphemes or items that don't need to be in their writing. As a result of this lack of understanding, the writings in the thesis contain errors. Based on the findings and analysis, the researcher found that student still made errors in writing their thesis of education, such as error of omission, addition, misformation, and misordering.

Omission errors became the most errors committed by student in writing the thesis. The finding is in line with the other research, such as by Sinaga & Ramadhani (2020), who found 30.9% omission error conducted by the students, Shofiroh (2021) who found 61.5% omission errors committed by students, and by Huan et al., (2021). The frequency of the present research's error was omission error with 123 error or 48.2%. Yet, the finding is different from other researches, such as Royani & Sadiyah (2019) who found that verb agreement 41% becomes the dominant error committed by students. Moreover, some researchers found different results, especially in the higher education context, the students mostly committed misinformation types of grammatical errors. In detail, Putri (2020) found that 66% percentage of the students committed misinformation, Özkayran & Yılmaz (2020) found 50.39 %, and Shinta (2021) found 58,8%.

In detail, the omission of the article took the first place as the highest frequency of errors ommitted by the students, it was about 67 or 26.2% out of the total in general. Then, it was followed by alternating form with 51 errors or 20%. The next was simple addition with 50 errors or 19.6%, followed by omission of plural-s with 39 or 15.2% errors found. The next was archi-forms with 17 errors or 6.6%, followed by the omission of to be with 12 errors or 4.7%, regularization with 8 errors or 3.13%, omission of verb about 3 or 1,17%. Next was misordering with 4 errors or 1.5%, omission of preposition with 2 errors or 1%/ The last was double markinh with only 2 or 1 % errors. From all of the omission error found, the omission of article was the first highest types of error produced and followed by the omission of plural-s as the second highest type of error produced by the students.

The second highest frequent error made by the students was misformation error. There were 68 or 26.6% errors. Further, for types of error, alternating form became the most error found in the undergraduate student thesis about 51 or 20% errors. After that, it was followed by regularization with 8 or 3.13% errors and the lowest was double marking with only 2 or 1% errors. The last was regularization error, there was no one committing this error in the student thesis in the field of education. Therefore, alternating form was the second highest type of error produced by the students after omission of article. Some researchers found in the higher education context; the students mostly committed misinformation types of grammatical errors. In detail, Putri (2020) found that 66% percentage of the students committed misinformation, Özkayran & Yılmaz (2020) found 50.39 %, and Shinta (2021) found 58,8%. The next frequent error was addition errors. There were 60 or 23.7% errors discovered. Simple addition became the highest error occurred in addition with 50 or 19.6 % errors found. Then, regularization with 8 or 3.13% errors. The last was double marking error, there was 2 or 1% error found. Other research have proven that addition took the second and third most committed grammatical errors. Huan et al (2021) placed the addition error in the second place after the misinformation, Özkayran & Yılmaz (2020) found 65 addition errors, and Shinta (2021) found addition 19,6%,

The lowest frequent types of error produced by students was misordering error. After analyzing the undergraduate student's thesis in education, there were only 4 or 1,5% errors found that belonged to this category. This error occurs because of the inappropriate placement carried out by students when writing, so the resulting

sentence is wrong. Other researchers also found the number of error committed by the students is low (Putri (2020); Özkayran & Yılmaz (2020); and Shinta (2021)).

1.2.2 Sources of Grammatical Errors

Referring to the types of errors found in the student's thesis and then analyzing the sources of these errors is carried out. It was found that four kinds of sources of errors that cause students make errors in writing based on Brown's theory, namely; interlingual transfer, intralingual transfer, context of learning, and communication strategy. In the interlingual transfer found 123 (48.2%) errors. Then, the intralingual transfer with 122 (47.8%) errors, learning context 8 (3%) errors, and communication strategy only found 2 (1%) errors. Differing from the results of previous studies on sources of error, Dinamika (2021) conducted a study of grammatical errors of undergraduate thesis abstracts, in the study found that 2 sources of grammatical errors namely interlingual and intralingual transfer, the highest frequency of the source of intralingual transfer transfer with 296 (88%) errors and the interlingual transfer only 4 (12%) errors. Therefore, the results of this studies are different from previous studies in terms of types of grammatical errors and sources of erros.

1.3 Implications

This study aims to identify and explain the types of grammatical thesis errors made by students in writing in the field of education and to analyze the sources of these errors. The results of this study explain that in the process of conveying something in written form, students often make errors, especially in omitting grammatical items. Errors in thesis writing made by students have benefits and significance for lecturers in the future. The results of the research will assist

lecturers in knowing understanding and helping students with writing problems so that later lecturers can use an appropriate learning method in teaching writing.

The results of this research not only have benefits for lecturers but this research can be used as input for teachers to pay attention to the importance of mastering grammar in English. Using the right learning methods and techniques will help students be more active and be able to improve the skills students have, besides that this will also help overcome the problem of grammatical errors in writing. In terms of writing, the lecturer or teacher will have to be able to create a new writing learning technique that is able to pay attention to the grammar of a piece of writing, not only the content of the writing that is made. Using appropriate and new learning methods will help students more easily understand and understand aspects of grammar so that the resulting writing does not encounter errors.

Due to the limitations of this study, future researchers hope to be able to conduct research on grammatical errors in subjects or objects using different theories so that mastery of grammar will increase and understanding of grammar will be better.

