

AN ANALYSIS OF STUDENTS' SENTENCES WITH INVERTED SUBJECTS AND VERBS ERROR FOUND IN TMI'S TOEFL PREPARATION CLASS

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ABSTRACT

The research is to find out the types of error analysis in students' sentences and the most dominant types of error analysis in students' sentences. This research uses qualitative method to look into errors in the second language acquisition and to collect empirical data. This method is applied to get the accurate data collection. The object of the research is students' practice randomly taken from twelve advanced students of TOEFL Preparation Class – The Mushlih Institute (TMI) Surabaya. In acquiring the result of this error analysis, surface strategy taxonomy is applied to investigate more details. It is limited on the students' sentences with inverted subjects and verbs error in their practice consisting of four error types. In summary, the types of sentences with inverted subjects and verbs errors produced by the students are (1) omission appearing 49 times or 79,03% of all, (2) addition appearing 9 times or 14,52% of all, (3) misordering appearing 3 times or 4,84% of all, and (4) misinformation appearing a time or 1,61% of all. According to the research findings, the most dominant type of sentences with inverted subjects and verbs error is omission.

Keywords: *Error Analysis, Writing Practice, Sentences.*

INTRODUCTION

Being the integral part of international language, English is used in every field of life is as the second language in the world. The learners who want to communicate globally must study gradually. The learners have to apply their capability not only in the aspect of writing, reading, and listening but also in speaking aspect. Baker (2001) stated that the four basic language abilities are commonly regarded as speaking, listening, reading, and writing. Listening and reading are defined as the receptive skills. In contrast, speaking and writing are categorized as productive skills used by the learners to produce language.

To learn a language, the writing as defined as productive skill is different from other activities. 'Writing is difficult to learn because authors should utilize a process that includes

planning, organizing, and revising to present meaning in words form' (Palmer, 1994:1). In addition, the entire English skills such as listening, reading, writing, speaking and grammar are unified. All language knowledge and skills must be implied to originate learners writing proficiency. Some students really face some complexities in figuring out English since a number of language features such as sentence construction, vocabulary, grammar, spelling and so forth in their mother tongue are different from those of the target language.

In TOEFL Test especially in Structure and Written Expression Part, the learners asked to demonstrate their ability to recognize grammatically correct English must choose the correct way to complete sentences or to find errors in sentences. To investigate error in the second language, this research applied error analysis. Studying English is intimately connected to the grammatical aspects. In this research, since the usage of Sentences With Inverted Subjects And Verbs is in connection with 'Question', 'Negative', 'Place', 'Condition (No If)', 'Comparison' so it can be closely related to the study of advanced grammar. To be mostly acquainted with the tips and tricks to retrain the proficiency in Test of Foreign English Language (TOEFL) is vitally acquired for those who have a resolute purpose especially in term of Structure and Written Expression. By figuring out the pattern of every single structure and written expression they will familiarize themselves with some both complexities and ways to find the problem solving. To recognize the students' difficulties, the research analyzes errors in Students' sentences with inverted subjects and verbs. A part of an investigation of the process of English language learning is the study of error analysis.

In scientific study of language, Richard (1974: 1) stated that errors analysis is the study and the analysis of errors made by the second or foreign language learners. From the explanation, it can be restated that error analysis is a way to investigate students' error in the second or foreign language acquisition. Further analysis of the research is to find out the types of errors and the most dominant types of errors especially in the aspect of grammar.

According to the Quirk et al. as cited in Kast (2008), they state that aspect refers to grammatical category which describes the verb action which is used in an utterance. It is simply restated that aspect provides a reply of a situation occurs. Writing aspect is applied in this research since it is grammatically more complete than speaking. In writing, the communication can be fully intelligible through the language itself.

There is a previous study related to the error analysis. The research is conducted by Kadiatmaja (2021) entitled Error Analysis in Students' Writing Composition. The research was written to recognize the students' Passive Voice complexity. That research found errors in Students' writing composition of Passive Voice: (1) omission that occurred 24 times or 51,06% of

all, (2) addition that occurred 15 times or 31,96% of all, (3) misordering that occurred 5 times or 10,64% of all, and (4) misinformation that occurred 3 times or 6,38% of all. Based on the research findings, the most dominant type of passive voice error is omission.

Based on the explanation above, the researcher is interested in the same study about error analysis but different data of the study entitled “An Analysis of Students’ Sentences with Inverted Subjects and Verbs Error Found in TMI’s TOEFL Preparation Class”. Practicing the TOEFL skills by producing some sentences with inverted subjects and verbs is conducted as a part of a scientific research of the process of English language learning. This research discusses the inverted sentences consisting of ‘Question’ (by inverting the subject and verb with question words), ‘Negative’ (by inverting the subject and verb with negatives), ‘Place’ (by inverting the subject and verb with place expression), ‘Condition (No If)’ (by inverting the subject and verb with conditionals), and ‘Comparison’ (by inverting the subject and verb with comparisons).

RESEARCH METHOD

Best (1959: 117) states ‘document analysis which is called content analysis is a kind of research method that deals with records or documents as the research data’. According to his definition, one purpose of document analysis is to analyse the types of errors in students’ work. So, the writer uses the qualitative method to obtain the data collection in students’ sentences errors of their practice. Moreover, Ary, Jacobs, & Razavieh (2002) state that document analysis ‘focus more on analyzing and interpreting recorded materials within its own context. The research method was carried out to get the data on students’ practice of inverted sentences in Advanced English course. Yin (2015) states ‘qualitative research deals more with words rather than with number and symbols’. So, one of the research method applying document analysis is included in the qualitative research.

This research was conducted at The Mushlih Institute Surabaya close to Airlangga University, by focusing on second level Advanced English students writing practice of inverted sentences as the research respondents. The source of research data were taken from TMI Advanced English Class. There are twelve respondents. The researcher took some random students’ writing practice due to the fact that they were still in proficient degree of learning.

Related to two research questions, the writer uses some techniques to collect the data. The data collection is taken from students’ structure and written expression TOEFL Practice composed as the written skills. To acquire and detect the students’ errors in their writing practice the writer applies writing comprehension. The researcher investigates the data collection of sentences with

inverted subjects and verbs by taking from twelve students' writing practice as the object of the research.

To get the data collection, some ways are applied to obtain the data. Meanwhile, the accomplished process of the data collecting technique can be recognized; first, the instrument is prepared to investigate the students' errors in inverted sentences in their writing practice. In addition, the ways to conduct the written simulation test are explained. And then duration of the simulation test is informed to the students. Lastly, the students' writing practice is entirely gathered to be completely observed.

Some ways are applied to analyze data by using a written simulation test. To begin with, the researcher asks the students to do a writing practice, and to choose the correct way to complete sentences, to find errors in sentences, and to revise the errors by rewriting the good inverted sentences as the problem solving. After finishing some steps to do, the student's writing practice are collected. Each of their revised sentences containing of the inverted sentences were classified by putting on the table and given note whether the data are correct or wrong. If the data wrong, it will be given a short description and the correction. Next, the data are identified by identifying and choosing the types of errors that frequently appear in the student's writing practice. The following steps are classifying the sentence errors that are found into some types of errors. The researcher uses the theory of Dulay et al. (1982) stating four type error in writing namely omission, addition, misformation, and misordering to analyze and correct the incorrect inverted sentences based on the correct grammatical of sentences with subjects and verbs formula. Furthermore, counting all errors in order to find the most dominant errors the students produced. In conclusion, the researcher formulates data interpretation and the conclusion after finishing data analysis process.

FINDINGS

The results of the research related to the documents analysis will serve the two problems formulation of the research. Furthermore, the findings of students' grammatical errors in their writing practice focusing on sentences with inverted subjects and verbs are completely presented in the research by talking about six most important sections. Those are: (A) Data Findings of Sentences with Inverted Subjects and Verbs Usage, (B) Types of error in the inverted sentences with Question Words, (C) Types of error in the inverted sentences after Negative Expression, (D) Types of error in the inverted sentences after some Place Expressions, (E) Types of error in the inverted sentences with after some Conditionals, and (F) Types of error in the inverted sentences after some Comparisons.

Data Findings of Inverted Sentences Usage

1. The Total Number of the Sentences

Many kinds of the inverted sentences usage as in each document the students commit consist of (1) Inverted sentences with *question words*, (2) Inverted sentences with *negative expressions*, (3) Inverted sentences with *place expressions* (4) Inverted sentences with *conditionals* and (5) Inverted sentences with *comparisons*. Furthermore, the researcher counted the whole students' inverted sentences which were examined. The following table of analysis provides the number of inverted sentences consisting of all usage of the inverted sentences. Those are inverted sentences with *question words*, inverted sentences with *negative expressions*, inverted sentences with *place expressions*, inverted sentences with *conditionals* and inverted sentences with *comparisons*.

Table 1. The Number of Written Sentences in the Usage of the Inverted Sentences

THE USAGE OF THE INVERTED SENTENCES	NUMBER	PERCENTAGE (%)
Inverting the subjects and verbs with <i>question word</i>	55	14,32%
Inverting the subjects and verbs with <i>negative expressions</i>	22	5,73%
Inverting the subjects and verbs with <i>place expressions</i>	248	64,58%
Inverting the subjects and verbs with <i>conditionals</i> (no "If")	44	11,46%
Inverting the subjects and verbs with <i>comparisons</i>	15	3,91%
Total of sentences	384	100%

The researcher found some factual data after calculating and identifying students' inverted sentences. There were wholly 384 sentences committed by 12 students based on the data. Furthermore, 248 inverted sentences with place expressions were productively written. Some other facts being the most dominant usage of inverted sentences is inverted sentences with place expressions. The percentage of the inverted sentences with place expressions category is 64,58%. Thus, the use of the inverted sentences with place expressions category was dominantly written by the students in the writing practice. Considering inverted

sentences committed by the students, the researcher found 55 inverted sentences with question word or approximately 14,32% of all sentences, 44 inverted sentences with conditionals or 11,46% of all sentences, 22 inverted sentences with negative expression or 5,73% of all sentences, and 15 inverted sentences with comparisons or 3,91%. The researcher focuses on discussing the usage of *sentences with inverted subjects and verbs* in all details.

2. Classifications According to the Types of Error

To count and present the total number of the usage of inverted sentences, the researcher classifies the inverted sentences into each type of error called *omission, addition, misformation, and misordering*. The results of the sentence classification could be fully analyzed in the following table and diagram analysis.

Table 2. The Frequency and Percentage of *Sentences with inverted subjects and verbs* Types of Error in Surface Strategy Taxonomy and Each Categories

No.	Types of Errors in Surface Strategy Taxonomy		Number of Each Errors	Frequency of Errors	Percentage (%) of Errors
1.	Omission		49	49	79,03%
2.	Addition	Regularizations	0	9	14,52%
		Double marking	9		
		Simple Addition	0		
3.	Misformation	Regularizations	0	1	1,61%
		Archi-form	0		
		Alternating form	1		
4.	Misordering		3	3	4,84%
Total			62	62	100%

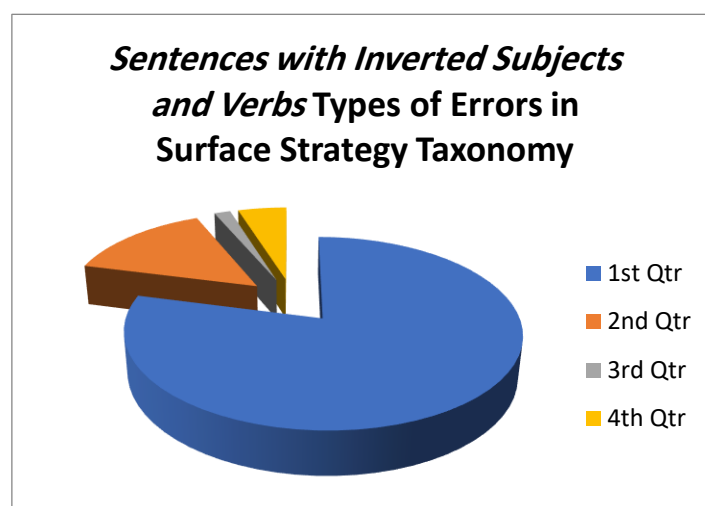


Figure 1. The Distribution of Students' Sentences with Inverted Subjects and Verbs Error on Surface Strategy Taxonomy

Based on the table and diagram analysis, the researcher reports that the first position or most dominant types of errors in the students' writing compositions were *omission*. It occurs 49 times or approximately 79,03 % emerged in the data. The second top position was *Addition*. It occurs 9 times or 14,52 % of all errors found in the data. *Addition* error is classified into three parts: *Regularizations*, *Double-Marking*, and *Simple Addition*. The only error appearance was *Double-Marking Error*. No *Regularizations* and *Simple Addition* errors occurred.

Furthermore, the following position right after *omission* and *addition errors* exactly found are *misordering* and *misformation*. *Misordering error* emerged 3 times of occurrences or 4,84 % of all errors. Then, *misformation errors* occurred once or 1,61 % of the entire error data. Eventhough *Misformation error* has three categories: *regularizations (no error)*, *Archiform (no error)*, and *alternating form (one time of error)*, the type of *misformation sentences with inverted subjects and verbs error* in the students' writing practice was the fewest of all.

DISCUSSION

1. Types of Sentences with Inverted Subjects and Verbs Errors in Place Expressions

After the sentences errors committed by 12 students are identified and classified, the researcher applies Dulay's theory to analyse and classify the errors. According to the theory as presented in the previous chapter, there are four types of errors dealing with the data analysis. Those are the errors of *omission*, *addition* *misformation*, and *misordering*. The

number of sentences with subject and verbs errors in *place expression* could be investigated in the following table.

Table 3. The Number of Sentences with Inverted Subjects and Verbs Errors in *place expressions*

<i>Sentences with Inverted Subjects and Verbs</i>							
Types of Inverted Subjects and Verbs Errors with <i>Place Expressions</i>							
O	A			MF			MO
	Reg	DM	SA	Reg	A- f	Alt	
45	1	0	0	0	0	0	0

Sentences errors with inverted subjects and verbs errors in place expressions were discussed further. The sentences error presented below were based on the data findings as provided in the Appendix A.

a. Omission

There are 45 times occurrences of *omission* errors of sentences with inverted subjects and verbs usage. As investigated in the above table analysis, the omission error was the most frequent students' sentences errors. Several random elements of *omission* on students' sentence errors as follows.

1.b. **In the repository her articles.* (omission error: missing verb)

3.a. **In the Morgan Library in NewYork City a solicitation of Renaissance manuscript.* (omission error: missing verb)

Based on the above random errors, those sentences are classified as *omission errors*. The students omitted the significant points that should be in the sentence. In addition, the sentence is grammatically incorrect because of the *omission*. In the first data, (1) the *omission* occurred once. The error was in the inverted subject and verb. The inverted sentences are supposed to be corrected by inverting the subject and verb in place expression. After ideas, prepositional phrase expressing place, the subject and the verb sometimes invert in English. The central part of inverted subjects and verbs with *place expressions* is **Place (Necessary) + Verb + Subject; Place (Extra), Subject +Verb**. In line with the case (1.b), it is identified as inverted subjects and verbs with place expression that there is no verb in the first sentence. To compose an appropriate sentence

the students should pay attention to the subject-verb agreement. Since “*Place Expression*” used in the beginning of the sentence is to complete the sentence so the verb should be available. In the similar case of the next finding (3.a), the student has put no verb in the use of sentence with inverted subject and verb applied. The following are the possible correction of those sentences.

1.b. *In the repository were her articles.*

3.a. *In the Morgan Library was in NewYork City a solicitation of Renaissance manuscript.*

b. Addition

The other types of errors which were mostly committed by the students were the error of *addition*. *Addition errors* can be defined as ‘the presence of an item which must not appear in a well-formed utterance’ (Dulay et. al. 1982). After the data analysis of the research is observed, the researcher found some *addition* errors committed by the students. The *addition errors* as categorized into three parts called *Double marking*, *Regularizations*, and *Simple Addition* occurred 9 times.

Related to the *addition error* parts, there was only a time of *regularization error*, while *double-marking* error, and *simple additions error* has not been found.

*3.i. **there are four curriculums in his institution.* (addition: regularization error)

The sentence above is gramatically incorrect. In line with the sentences (3.i), the irregular plural of nouns “*curriculums*” applied by the student in the sentence is an incorrect irregular plural noun. The irregular plural noun of *curriculum* should be *curricula*.

3.i. *There are four curricula in his institution.*

2. Types of Sentences with Inverted Subjects and Verbs Errors in Negatives

As discussed in the previous study, four types of errors are *omission*, *addition*, *misformation*, and *misordering*. Nonetheless, the researcher found the sentences with inverted subjects and verbs in *negative expressions*. In the following table were only two types of errors: *omissions* and *additions*.

Table 4. The Number of Sentences with Inverted Subjects and Verbs Errors in negatives

<i>Sentences with Inverted Subjects and Verbs</i>							
Types of Inverted Subjects and Verbs Errors with <i>negatives</i>							
O	A			MF			MO
	Reg	DM	SA	Reg	A- f	Alt	
3	8	0	0	0	0	0	0

Omission and Addition error occurred once, while *Misformation* and *Misordering* were not found. Nevertheless, the following were two types of inverted subjects and verbs errors with *negatives* made by the students that will be discussed in all details.

a. Omission

The inverted subjects and verbs errors with *negatives* errors produced by the students in the table analysis were *omission*. Three times occurrences of *omission* errors were produced in students' writing practice. One of the three errors is discussed below.

8.f. **Only once in the class gone she to her teacher to ask for going home.*

Based on the data, the researcher classified the sentence as *omission errors*. As discussed in the review of the related theory, sentences with inverted subjects and verbs in *negative expressions* is applied after certain negatives and analogous expressions. When negative expressions, such as *no*, *not*, or *never*, come at the beginning of a sentence, the subject and verb are inverted. Certain words in English such as *hardly*, *barely*, *scarcely*, and *only*, act like negatives. If one of these words comes at the beginning of a sentence, the subject and verb are also inverted. In line with the student's sentences with inverted subjects and verbs error (8.f), after putting the inverted past participle "gone" the students assumed that it was a right inverted verb. Nevertheless, the fundamental accurate verb that should be well-inverted was available. The sentences with inverted subjects and verbs in *negative expressions* must be in the appropriate form (*negatives expression + verb + subject*). The following is the possible correction of the sentence error.

8.f. *Only once in the class has she gone to her teacher to ask for going home.*

b. Addition

Based on the classification of *addition error*, there were 8 times of *regularization error*, while *double-marking error*, and *simple additions error* has not been found. One of the random data of addition error is discussed as follows.

*6.a. * *Seldom have her two criterions been made uneasy to achieve*. (addition: regularization error)

The sentence above is gramatically incorrect. In line with the sentences (6.a), the irregular plural of nouns “criterions” applied by the student in the sentence is an incorrect irregular plural noun. The irregular plural noun of *criterion* should be *criteria*.

*6.a. *Seldom have her two criteria been made uneasy to achieve*

3. Types of Sentences with Inverted Subjects and Verbs Errors in Conditionals

The researcher found the sentences with inverted subjects and verbs in *conditional (No If)*. In the following table were the *misordering* errors.

Table 5. The Number of Sentences with Inverted Subjects and Verbs Errors in Conditionals (No If)

<i>Sentences with Inverted Subjects and Verbs</i>							
Types of Inverted Subjects and Verbs Errors with <i>conditionals (No If)</i>							
O	A			MF			MO
	Reg	DM	SA	Reg	A-f	Alt	
0	0	0	0	0	0	0	3

The *misordering* error in the sentences with inverted subjects and verbs presented below was based on the data findings.

Misordering

The only type of errors emerging is *misordering*. The researcher found 3 times of *misordering* errors occurrences students made in the use of sentences with inverted subjects and verbs in *conditionals (No If)*. By stating that *misordering errors* is ‘the incorrect

placement of a morpheme or group of morphemes in an utterance', this kind of sentence error identification can be literally analysed. The following is one of the three random sentences with inverted subject and verb errors.

10.f. * *If should she visit this town again, I would be delighted to show her around.*

From the above-mentioned sentence error, it can be observed that the sentence was grammatically incorrect. Based on the sentence (10.f.), the incorrect placement of connector "If" in the beginning of the utterance is made by the student. The connector "If" should be unavailable, so it should not be put in where it should be. The following sentence below is the possible correction of the above *misordering* errors.

10.f. * *Should she visit this town again, I would be delighted to show her around.*

4. Types of Sentences with Inverted Subjects and Verbs Errors in Question Words

The researcher found a sentence with inverted subjects and verbs in *question words*. In the following table were the *omission* errors. As elaborated in the review of the related theory, Philips (2001) stated that there is some confusion about when to invert the subject and verb after question words. In the following table was only a type of error: *omissions*.

Table 6. The Number of Sentences with Inverted Subjects and Verbs Errors in question words

<i>Sentences with Inverted Subjects and Verbs</i>							
Types of Inverted Subjects and Verbs Errors with <i>question words</i>							
O	A			MF			MO
	Reg	DM	SA	Reg	A-f	Alt	
1	0	0	0	0	0	0	0

Omission occurred once, while *Addition*, *Misformation* and *Misordering* were not found. Nevertheless, the following was the only type of sentence with inverted subjects and verbs errors in *question words* that will be discussed in all details.

Omission

The inverted subject and verb error with *question words* error produced by the student in the table analysis was *omission*. A time occurrence of *omission* errors were produced in students' writing practice as discussed below.

11.a. **How long it been since they arrive in Surabaya?*

From the sentence above, the researcher classified it as *omission errors*. As elaborated in the review of the related theory, sentences with inverted subjects and verbs in *question words* is easily applied when to invert the subject and verb after question words such as *what*, *when*, *where*, *why*, and *how*. There are two different functions in a sentence. First, they can introduce a question and in the certain case the subject and verb that follow are inverted, such as *what is the task?*, *when can I start listening?*, and *where is he going?*. By contrast, when these words can join together two clauses, and in this case the subject and the verb that follow are not inverted, such as *I do not know what the task is*, *when I can start listening*, *I will predict the best multiple choice answer*, and *do you know where he is going*.

In line with the student's sentence error as stated (11.a), the sentences with inverted subjects and verbs in *question words* must be in the appropriate form (*question word* + verb + *subject*). The following is the possible correction of the sentence error.

11.a. *How long has it been since they arrive in Surabaya?*

5. Types of Sentences with Inverted Subjects and Verbs Errors in Comparisons

The last usage of sentence with inverted subject and verb in comparison was to identify and to classify is the error types. In the following table, there was only a *misformation* error. As elaborated in the review of the related theory, Philips (2001) stated that an inverted subject and verb may also occur after comparison. The right form of inverted subjects and verbs with comparisons is *Subject + Verb + Comparison (such as: more prepared than) + Verb + Subject*. In the following table was only a type of error: *misformation*.

Table 7. The Number of Sentences with Inverted Subjects and Verbs Errors in comparisons

<i>Sentences with Inverted Subjects and Verbs</i>							
Types of Inverted Subjects and Verbs Errors with <i>comparison</i>							
O	A			MF			MO
	Reg	DM	SA	Reg	A-f	Alt	
0	0	0	0	0	0	1	0

Misformation

The last types of sentence error with inverted subject and verb in *comparisons* committed by the students were the error of *misformation*. There is a time occurrence of *misformation error*. It can be identified as the error if the sentence does not have correct form of morpheme or structure. It has three categories: *Regularization errors*, *Archi-forms*, *alternating forms*. The following sentence of student's *misformation errors* is discussed in all details.

3.j. **She scored more points in yesterday's badminton final than have any other player in history.*
(*Misformation: Alternating forms error*)

From the above-mentioned error sentence, it can be observed that those sentences were grammatically incorrect. In the previous theory, it was stated that '*Altenating forms error is caused by the learners' vocabulary and grammar development*'. In line with the error (3.j), the students do the alternation in the sentence structure. The sentence error with inverted subject and verb in *comparisons* verbs in the sentence can be catagorized *alterning forms errors*. In the first (3.a) the student is supposed to use the past perfect modal verb '*had*' instead of '*have*' to be relavant in the right sentence with inverted subject and verb in *comparisons*. The following sentence below is the possible correction of the above *misformation (alternating forms)* error sentence.

3.j. *She scored more points in yesterday's badminton final than had any other player in history..*

CONCLUSIONS

The researcher analysed the data based on the surface strategy taxonomy proposed by Dulay, Burt and Krashen. The objective of the study is to describe the type of sentences error with subjects and verbs and to recognize the most dominant type of error found in the students' writing practice. Based on the result of this research, the first conclusion is related to the types of sentences errors with inverted subjects and verbs. Then, the second one is related to the most dominant types of

sentences errors with inverted subjects and verbs found in the students' writing practice. Document analysis method was taken on the data analysis owing to the fact that the research dealt with error analysis. The data were taken from Advance students of TOEFL Preparation Class in THE MUSHLIH INSTITUTE (TMI) SURABAYA. The data were handed in as written practice. In the process of collecting the data, the researcher, the students' TOEFL Instructor in that class, is exclusively responsible for conducting some asking and giving information. The students could consult their analogous essay before handing it in. Kadiatmaja (2021) stated that one of the factors is the process of writing establishing the value of a good writing including the use of grammar. Bram (1995) stated that a good writing cannot only be seen semantically but also grammatically correct. Then, based on the theory applied, the researcher analysed and classified the data. From the results, there were four types of errors of sentences with inverted subjects and verbs. Those were the omission, addition, misformation and misordering errors. Based on those four types of errors, (1) omission appearing 49 times or 79,03% of all, (2) addition appearing 9 times or 14,52% of all, (3) misordering appearing 3 times or 4,84% of all, and (4) misformation appearing a time or 1,61% of all. Thus, it could be concluded that the four types of errors analogous to the theory emerged in Inverted Sentences of students' writing practice. Those are the omission, addition, misformation and misordering errors. Furthermore, to be analogous to the second objective of the study, it can also be concluded that the omission error was the most frequent or dominant sentences errors with inverted subjects and verb according to the research findings and data analysis. Moreover, another fact inferred according to the data findings is that the students tend to produce omission and addition errors in the usage of sentences with inverted subject and verbs. The misformation was the fewest errors of all eventhough misordering errors appeared in the data were lower than omission and addition errors.

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