

AN ANALYSIS OF GRAMMATICAL ERRORS IN THE 1ST YEAR STUDENTS' WRITINGS AT ENGLISH DEPARTMENT, ANDALAS UNIVERSITY

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ABSTRAK

Error analysis merupakan salah satu cara untuk mengetahui kesalahan yang terjadi dalam proses pemerolehan bahasa kedua atau bahasa asing. Dalam skripsi ini, *error analysis* dilakukan untuk mengetahui kesalahan gramatikal yang dilakukan oleh mahasiswa tahun pertama Jurusan Sastra Inggris Universitas Andalas dalam menulis esai berbahasa Inggris karena mahasiswa tahun pertama cenderung kesulitan untuk memahami *grammar*. Data diperoleh dari esai yang ditulis oleh mahasiswa dalam kelas *Essay Writing*. Penelitian dilakukan dengan mengikuti langkah-langkah yang disusun oleh James (1998), yaitu pengumpulan data, pendeteksian kesalahan, penempatan kesalahan, pendeskripsian kesalahan, dan penjelasan kesalahan. Teori yang digunakan adalah teori James (1998), tentang taksonomi kombinasi dari kesalahan dan penyebab terjadinya kesalahan, didukung dengan teori Lado (1957), tentang tipe-tipe interferensi. Hasil analisis data menunjukkan bahwa kesalahan yang paling banyak dilakukan oleh mahasiswa adalah pada penggunaan kata kerja berdasarkan *tense*. Kategori kesalahan yang sering muncul adalah *misinformation* atau kesalahan dalam pemilihan. Faktor penyebab terjadinya kesalahan yang paling dominan adalah faktor *intralingual*.

Kata kunci: *kesalahan gramatikal, intralingual, interlingual*

ABSTRACT

Error analysis is a way to investigate errors in the second or foreign language acquisition. In this thesis, error analysis is conducted to find the grammatical errors committed by the first year students of English Department at Andalas University in writings. The data were collected from the essays written by the students in Essay Writing class. The research is conducted following the steps proposed by James (1998). They are data collection, error detection, locating error, describing error, and diagnosing error. The theory used is James' (1998) about the combined taxonomy of errors and the cause of the errors. It is supported by Lado's theory (1957) about the types of interference. From the analysis of the data, it is found that the most frequent error committed by the students is in verb and tense while the most frequent category of error is misinformation. Furthermore, it is also found that the errors are mostly caused by intralingual factor.

Keywords: *grammatical error, intralingual, interlingual*

1. Introduction

Indonesian learners tend to commit error in both speaking and writing when they use English as the second or foreign language. Basically, error reflects their underlying competence of English because it is related to cognitive process. The learners do not realize when they commit the error because it occurs unconsciously. Hence, when they are asked to

revise the error committed, they cannot self correct it because they do not know the correct rule.

The first year students of English Department, Andalas University, as the foreign language learners, also tend to commit error in their utterance or essay. The error committed by the students can be at the level of grammar, lexical, orthography, pronunciation, and discourse. From the linguistic levels, grammar often causes difficulty for the students in studying English. Though they have studied grammar in class, they still commit grammatical error. Grammatical error is error in combining morphemes into larger unit, such as phrases, clauses, and sentences. An example can be seen in this sentence, *I will explain about this topic*, which is mostly uttered by the students at the beginning of a presentation. In English, the verb *explain* is a transitive verb which should be followed by an object. However, the students apply Indonesian's rule in the use of this verb as in the sentence *Saya akan menjelaskan tentang topik ini*. In Indonesian, the verb *menjelaskan*, which has similar meaning to the verb *explain* in English, is an intransitive verb. In academic writings, grammatical error will cause difficulty for the reader to understand the idea delivered by the writer, especially if it involves a large number of errors. Though the writer has a good idea in his writings, it will be useless.

There are two factors which cause the students to commit error. They are interlingual and intralingual factors. Interlingual factor is related to English grammar which is far different from Indonesian grammar. The complexity of English becomes the restrain for them to master English grammar. An example can be seen from *tense* in English which refers to the aspect of time, whereas in Indonesian, there is no *tense*. Moreover, the interference of Indonesian also affects the students in processing the linguistic input. The students tend to transfer Indonesian's structure, pattern, and rule when they use English.

2. Background of the Research

2.1. Identification of the Problem

In the second or foreign language learning, error can be investigated by doing error analysis (EA). Therefore, I am interested in conducting EA to know the grammatical errors and the possible causes of the errors committed by the first year students of English Department, Andalas University, in their writings.

2.2. Theoretical Framework

2.2.1 Error and Mistake

Error is the systematic deviations done by learners who have not mastered the rules of the target language. It happens repeatedly as an unconscious process. Errors are systematic and predictable (Ellis, 1995: 26). Errors reflect a lack of underlying competence in the language they learn.

Unlike error, mistake is related to language performance. The learners have known the correct rules, but they are unable to perform their competence. Mistakes can be caused by slip of the tongue and physical condition, such as fatigue, lack of attention, and strong emotion. An example of a mistake is the slip of the tongue done by someone when he wants to say *mood* but he wrongly utters the word *moon*.

2.2.2. Grammatical Error

Grammar is a set of language rules governing the sounds, words, sentences, and other elements. In a restricted sense, the term refers only to the study of sentence and word structure (syntax and morphology), excluding lexical and pronunciation. Furthermore, grammatical error is the error in combining words into larger unit, such as phrases, clauses, and sentences. Grammatical error can also be defined as the errors at morphological and syntactical levels. Morphological error is the error which involves a failure to comply with the norm in supplying any part of word classes (James, 1998: 154), noun, verb, adjective, adverb, and preposition. Syntactical error are errors that affect texts larger than word, namely phrase, clause, sentence, and paragraphs (James, 1998: 156). Syntactical errors cover phrase structure error, clause error, and sentence error.

2.2.3. Taxonomies of Error

Taxonomies of error refer to the classification of error according to certain criteria. Dulay, Burt, and Krashen (cited in James, 1998: 48) suggest that there are four kinds of error taxonomy: the linguistic category classification, the surface structure taxonomy, the comparative taxonomy, and the communicative effect taxonomy. The latest two deal with error causes and error gravities.

1. Linguistic Category Classification

This type of taxonomy carries the specification of error in terms of linguistic categories, in terms of where the error is located in overall system of the target language based on the linguistic item which is affected by the error (Dulay *et al.* cited in James, 1998: 105). Linguistic category involves the language levels of the error, its class, its rank, and its grammatical system.

2. The Surface Structure Taxonomy.

This taxonomy is assigned based on the ways surface structures are altered (Dulay, Burt, and Krashen in James 1998: 106).

Category	Description	Example
Omission	the absence of an element that must appear in a well-formed utterance.	She *[...] sleeping.
Addition	the presence of an element that must not appear in a well-formed utterance.	We *didn't went there.
Misformation	the use of the wrong form of the morpheme or structure.	The dog *ated the chicken.
Misordering	the incorrect placement of a morpheme or group of morphemes in an utterance.	What *[daddy is] doing?

Table 1. A surface strategy taxonomy of errors (Dulay et al. in Ellis, 1994: 56)

3. Combined Taxonomies

Combined taxonomies refer to the combination between the two taxonomies. The errors are classified by using linguistic category taxonomy and surface structure taxonomy.

2.2.4. Causes of Error

There are two factors which cause the students to commit error. They are interlingual and intralingual factors.

1. Mother tongue influenced: interlingual errors

Interlingual errors occur when the learner's L1 habits (patterns, systems, or rules) interfere or prevent him/ her from acquiring the patterns and rules of the second language. This kind of transfer is also called interference or negative transfer. Lado (cited in Troike 2006: 35) divides the types of interference into:

- a. Same form and meaning, different distribution.
- b. Same meaning, different form.
- c. Same meaning, different form and distribution
- d. Different form, partial overlap in meaning
- e. Similar form, different meaning

2. Target Language Causes : Intralingual Errors

This is a cognitive point of view of the sources of error. Apart from L1 transfer, the learners can learn the needed item, engage their learning strategies or try to apply by resorting to communication strategies (James, 1998: 184-185). Learning strategies are used for code breaking while communication strategies are encoding and decoding strategies. James (1998: 185-186) explains several learning strategy-based errors:

- a. False analogy

- b. Misanalysis
- c. Incomplete Rule Application
- d. Exploiting redundancy
- e. Overlooking co-occurrence restrictions
- f. Overgeneralization, or system-simplification

2.3. Methodology

The data were taken from the 1st year students' writings of English Department, Andalas University, in essay writing class. This research only focuses on the students who reach mark under 75 because it is the standard mark in the lecturer's evaluation system. Those who cannot reach the standard mark are supposed to have low ability in writing: the content of their writings is not developed well; the idea conveyed is unclear; the writings contain many errors at the level of lexical, grammar, orthography, and discourse; and even some of the errors are difficult to identify because the writer's idea is not clear. Therefore, the subject of this research are only 5 students.

The data of this research are grammatical errors committed by the participants in passive voice, verb and tenses, and subject-verb agreement. This is due to the language features of an argumentative essay which require the using of timeless present tense, passive voice, and inclusive and exclusive pronouns which is related to subject-verb agreement (Rojas, 2002: 1-3). Moreover, noun phrase article, preposition, and singular and plural noun are chosen because they mostly appear in every sentence. Hence, the data are 24 sentences containing grammatical errors.

The research was conducted by following the steps proposed by James (1998):

1. Data Collection

For collecting the data, I met the lecturer who taught this class to ask his permission to copy the essays written by the students.

2. Error Detection

This step refers to the activity of detecting the errors. To prove whether the deviations made by the students can be categorized as errors, questionnaires were designed. The questionnaires contain all deviations that the students produced in their essay. They were asked to revise the deviations they committed in their essays.

3. Locating Error

This step refers to analyzing the result of the questionnaires. After detecting the errors, the remained sentences to be analyzed are 30 sentences. After that, all errors in passive

voice, verbs and tenses, subject-verb agreement, article, preposition, noun phrase, coordinating conjunction, and singular and plural noun were listed on a table.

4. Describing Error

This step refers to error classification and description. The errors were classified based on the combined taxonomy proposed by James (1998). The description of the errors and the correction were made referring to some grammar books written by Alexander (1988), Azar (1992), Eastwood (2002), Broukal (2010) and Greenbaum and Nelson (2002). For getting reliable data, a native speaker was also consulted to check the revision.

5. Diagnosing Error

At this step, the causes of the errors were explained based on the theory proposed by James (1998), about the causes of error, supported by the theory proposed by Lado (1957), about the types of interference of the first language.

Furthermore, the result of analysis is presented in two ways, formal and informal methods. The formal method is used for presenting the result of the analysis by using table and diagram. The informal method is used for presenting the analysis by using word or statement (verbal language).

3. Review of Literature

There are some previous studies reviewed in order to support this research. These previous studies are also intended to show a straight distinction to the object of the study. They were taken from the journal articles dealing with language error analysis.

Purwati (2011) conducted a research to investigate errors in articles dealing with the language error analysis on students' writings. The research was aimed to investigate the categories of linguistic errors and the stages of the errors made by the 1st year students of English Department at Jenderal Sudirman University, Purwokerto, in English writings skills. The theories used were proposed by Politzer and Ramirez, Burt and Kiparsky, about Linguistic Category Taxonomy, to analyze the categories of linguistic error, and Comparative Taxonomy, to explain the stages of errors made by the students in their writings. There were 10 students' writings used as the data sources of this research. The writings were in the form of paragraph with different topic and different length. The data were analyzed by using descriptive-qualitative method. The finding pointed to 142 errors. 132 of the total errors were included in the Politzer and Ramirez; Burt and Kiparsky categories of errors in their Linguistic Category Taxonomy. Based on Comparative Taxonomy, developmental error was the biggest error made by the students.

Mungungu (2010) also conducted the similar research. This study investigated common English language errors made by Oshiwambo, Afrikaans and Silozi first language speakers. The reason of conducting the research was based on the complains about the poor English results of Grade 12 students from the public, the Ministry of Education and even the teachers in schools all over Namibia. The blame was either placed on teachers, for not being competent enough to teach the language properly; learners, who do not want to take their learning seriously; or the education system which was perceived to be ineffective. Some people in Namibia, such as parents and work providers, blamed this lack of English proficiency on the problem that English is not widely spoken in the communities, at home, or in public places. Poor English language proficiency was believed to be the major cause of the overall poor 12 performance of Namibian students in schools. These observations are confirmed by English examiners' reports every year. In this case, the study examined errors in a corpus of 360 essays written by 180 students. Errors were identified and classified into various categories. The research findings pointed to the fact that there were four most common errors committed by the students. They were tenses, prepositions, articles and spelling. The study was important to educators and study material developers who should become aware of the kind of errors that their target learners make, so that they were in a better position to put appropriate intervention strategies into place. For learners, error analysis is important as it shows the areas of difficulty in their writing.

Jayasundara and Premarathna (2011) analyzed linguistic errors in English committed by undergraduates. This study was conducted to examine errors committed in writing and speaking performances by the first year undergraduates of UvaWellasa University. To achieve the objectives, they observed 23 male and female undergraduates. Written compositions and oral test were implemented as research instruments while manipulating the statistical software Minitab 14 for analytical purposes. They used the procedures explained by Corder in 1974 to conduct EA and identified errors through written compositions and oral test. The errors were classified into eight main categories: grammar, syntactic, semantic, lexical, orthography, morphology, phonology and other, in both written and spoken aspects. Hence, the study had explored grammar as the greatest category that undergraduates commit errors in both speaking and writing.

4. Analysis/Findings and Discussion (choose one suited your field)

After conducting error analysis in the first year students' writing at English Department, Andalas University, there are 30 students' sentences that contain grammatical

errors. It is figured out that there are 52 errors in passive voice, verb and tense, subject-verb agreement, article, preposition, noun phrase, conjunction, and singular and plural form committed by the five participants. The highest frequency of occurrence is error in verb and tense. This fact shows that verb and tense cause the biggest difficulties to the students when they study grammar. It may be caused by the existence of various kinds of verb in English, such as auxiliary verb, modal auxiliary, present participle, past form, past participle and infinitive, which make the students confused to choose the correct form. Furthermore, from the description of each error, the pattern of grammatical errors committed by the students who have low ability in writings can also be found.

To deal with their ignorance in grammar, they apply addition, omission, misinformation, and misordering strategy. The strategy which is mostly used is misinformation, especially in the using of verb and tense. The students often choose the incorrect morpheme or structure in their sentence. Moreover, omission gets the second rank, followed by addition and omission in the third and fourth rank in the surface strategy taxonomy.

The errors are mostly caused by intralingual factor. It is related to the complexity of English which is far different from bahasa Indonesia. The type of the learning strategy which is mostly applied by the students is incomplete rule application. It can be inferred that the students already know some components of a specific grammar rule, but the application is incomplete. Furthermore, the causes of error for specific grammatical system seem to have a pattern. It can be seen from the same causes of error among the students.

The patterns and the causes of error are discussed below:

1. The Patterns of Error

a. Passive Voice

For passive voice, there are two patterns of error that can be found in the students' writings. The first one is omission of auxiliary verb *be* in a passive construction. As have been known, auxiliary verb *be* plays an important role in the passive voice. It functions as a passive marker. However, the students tend to omit it when they construct a passive sentence. The example can be seen in the sentence written by participant 5 in the datum 2 (see appendix).

The second one is misinformation of verb. In this case, the students tend to use of bare infinitive instead of past participle after *be* in a passive construction. In a passive construction, auxiliary verb *be* should be followed by past participle, not bare

infinitive. The example can be seen in the sentence written by participant 4 in the datum 4 (see appendix).

b. Verb and Tense

In the using of verb related to tense, the students commit 3 patterns of error. They are misinformation of verb because of using the incorrect tense, omission of auxiliary verb in a nominal sentence, and addition of auxiliary verb because of using the incorrect tense. The misinformation of verb can be seen in the datum 4 from participant 5 (see appendix). Omission of auxiliary verb *be* in a nominal sentence can be found in the datum 1 from participant 2 (see appendix). The addition of auxiliary verb because of using the incorrect tense can be seen in the datum 4 from participant 3.

c. Subject Verb Agreement

There are two patterns of error found in subject verb agreement. They are misinformation of auxiliary verb and omission of suffix *-s* which should be attached to the verb. The misinformation of auxiliary verb can be seen in the use of auxiliary *have* for singular subject rather than the correct one, *has*, as in datum 2 from participant 4 (see appendix). The omission of suffix *-s* which should be attached to the verb can be seen in datum 2 from participant 1 (see appendix).

d. Article

In the using of article, there are three patterns of error found. They are addition of article, omission of article, and misinformation of article. The example can be seen in datum 1 from participant 1 and datum 2 from participant 2 (see appendix).

e. Preposition

There are 3 patterns of error found in the use of preposition. They are addition, misinformation, and omission. The example can be seen in datum 4 from participant 1 (see appendix) and datum 4 from participant 2.

f. Coordinating Conjunction

In coordinating conjunction, the patterns of error are omission and misinformation of coordinating conjunction. The students tend to omit it or use the incorrect form in a sentence. The example can be seen in datum from participant 1(see appendix) and in datum 4 from participant 3 (see appendix).

g. Noun Phrase

In noun phrase, the pattern of error is the misordering of modifier and head. The students tend to put the modifier to the head position and the head in modifier position. The example can be seen in datum 3 from participant 1 (see appendix).

h. Singular and Plural Noun

In the using of singular and plural noun, the patterns of error are omission of suffix –s for the plural noun as found in datum 3 from participant 2 (see appendix) and misinformation of plural form as in datum 1 from participant 1 (see appendix) .

As the result, the pattern of error can be simplified as in the following table:

Table 2. The Patterns of Error

Grammatical System	Error Pattern
Passive Voice	Omission of auxiliary verb <i>be</i> in a passive construction
	Misinformation of verb (the use of bare infinitive instead of past participle after <i>be</i> in a passive construction)
Verb and Tense	Misinformation of verb because of using the incorrect tense
	Omission of auxiliary verb in a nominal sentence
	Addition of auxiliary verb because of using the incorrect tense
Subject-Verb Agreement	Misinformation of auxiliary verb
	Omission of suffix –s which should be attached to the verb
Article	Addition of article
Preposition	Addition of preposition
	Misinformation of preposition
	Omission of preposition
Noun Phrase	Misordering of modifier and head in the noun phrase
Conjunction	Omission of coordinating conjunction
	Misinformation of coordinating conjunction
Singular and Plural Noun	Omission of suffix –s for the plural noun
	Misinformation of plural noun

2. Causes of Error

Besides having the same pattern for specific grammatical system, the errors also have the same causes. It can be seen in the table:

Table 3. The Causes of Error

Grammatical System	Error Cause	Cause Type
Passive Voice	Intralingual	Incomplete rule application
Verb and Tense	Interlingual	Same meaning, different form and distribution
		Transfer of L1's structure and rule
	Intralingual	Incomplete rule application
		Overlooking co-occurrence restriction
		Overgeneralization

Table 3. The Causes of Error (Cont.)

Grammatical System	Error Cause	Cause Type
Subject-Verb Agreement	Interlingual	Same meaning, different form and distribution
	Intralingual	Overlooking co-occurrence restriction
Article	Interlingual	Transfer of L1's structure and rule
	Intralingual	overgeneralization
Preposition	Interlingual	Same meaning, different form
	Intralingual	Overlooking co-occurrence restriction
Noun Phrase	Interlingual	Same meaning, different form, and distribution
Conjunction	Intralingual	Incomplete rule application
Singular and Plural Noun	Intralingual	Overlooking co-occurrence restriction

In relation to Indonesian influence, the types of interference that can be found are same meaning, different form; same meaning, different form and distribution; and transfer of L1's structure. For intralingual factor, the types of the cause which appear in the students' writings are incomplete rule application, exploiting redundancy, overlooking co-occurrence restriction, and overgeneralization. From the table, it can be seen that intralingual factor, especially incomplete rule application factor, seems to be the biggest influence for the students to commit error. It is related to the complexity of English which is far different from Indonesian.

5. Conclusion

It can be concluded that the most frequent error is in the use of the correct verb and tense. It can be concluded that verb and tense cause the biggest difficulty for the students when they study grammar. It may be caused by the existence of various kinds of verb in English, such as auxiliary verb, modal auxiliary, present participle, past form, past participle and infinitive, which make the students confused to choose the correct form. Based on the combined taxonomy, it is found out that the errors have a pattern. For specific grammatical system, the students apply certain strategies which have similarity among them. For passive voice, they apply omission and misinformation strategy. For verb and tense, they apply misinformation, omission, and addition strategy. For subject-verb agreement, they apply misinformation strategy. For noun phrase, they apply misordering strategy.

The errors are mostly caused by intralingual factor. It is related to the complexity of English which is far different from bahasa Indonesia. The type of the learning strategy which is mostly applied by the students is incomplete rule application. It can be inferred that the students already know some components of a specific grammar rule, but the application is

incomplete. Furthermore, the causes of error for specific grammatical system seem to have a pattern. It can be seen from the same causes of error among the students.

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7. Appendix

Table 4. Data Recapitulation

Participant		Datum	Correct Form
1	1	But, I think that should not happen. Because woman must live at home, give an education for her children, provides food for their family.	But, I think it should not happen because women must live at home, give education to their children, and provide food for their family.
	2	If woman delve into politics, it would be so hard.	If women delved into politics, it would be so hard.
	3	...our room meeting can more be fresh, because of woman manage it.	...our meeting room can be more fresh, because women manage it.
	4	At the end of the crucial issues that woman faced will be automatically resolved.	At the end, the crucial issues that women face will be automatically resolved.
2	1	I think Indonesia must have strong military, why I said that?	I think Indonesia must have a strong military. Why do I say that?
	2	Terrors that threaten the nation of Indonesia come from all area or sector, and type also varied.	The terrors that threaten the nation of Indonesia came from all areas or sectors and the types are also varied.
	3	They only do their job just with use muscle and violence, but they not use their brain to think more critical and realistic.	They only do their job by using muscle and violence, but they do not use their brain to think more critically and realistically.

Table 4. Data Recapitulation (Cont.)

Participant		Datum	Correct Form
2	4	If Indonesian military's thoughts and ideas had been advanced, definitely coming terror can already minimized.	If the Indonesian military's thoughts and ideas have been advanced, the coming terror could be minimized.
	5	Our military must need more skill in technology advanced field.	Our military must need more skills in the advanced technological field.
	6	And I think that things already exists on the "Komando Pasukan Khusus", that is force elite from Indonesia.	I think that skill already exists on the "Komando Pasukan Khusus", which is an elite force from Indonesia.
	7	Kopassus able to answer all doubt.	Kopassus is able to answer all doubt.
3	1	Many people are judging women ability in politics but some of them need women in politics.	Many people judge women's ability in politics, but some of them also need women.
	2	Indonesian government have given a chance for women to go into politics.	The Indonesian government has given a chance for women to go into politics.
	3	It means that Indonesia need women in politics.	It means that Indonesia needs women in politics.
	4	They might be focus on one thing and neglect other things.	They may focus on one thing, but neglect the other things.
	5	Women are always mixed up things with their emotion because women are emotional creature.	Women always mix things up with their emotion because they are emotional creatures.
	6	If women allowed their emotion to solve problem or to make a decision it will be ruined.	If women allowed their emotion to solve problem or to make a decision, it would be ruined.
4	1	Indonesia has a large area and consist of various island, each of it has many military forces.	Indonesia has a large area and consists of various islands . Each of them has many military forces.
	2	In Indonesia, military have been exercised with very good.	In Indonesia, the military has been exercised well.
	3	Indonesian national army as a patron and a protector of Indonesian nation from threats which come from outside or inside is appropriate given the equipment and the budget sufficient to support the operation.	The Indonesian national army as a patron and a protector of Indonesian nation from threats which come from outside or inside is appropriate to be given the equipment and the sufficient budget to support the operation

Table 4. Data Recapitulation (Cont.)

Participant	Datum		Correct Form
4	4	And at the combat equipment can more be complete because except we need the power of military, we must have the complete equipment.	The combat equipment can be more complete since we need the power of military.
5	1	People should change their perspective about how supposedly characteristic features of a good leader that Indonesian will be better anyway.	People should change their perspective about how supposedly the features of a good leader so that Indonesian will be better anyway.
	2	Angry leader needed to eradicate corruption in this country.	Angry leader is needed to eradicate corruption in this country.
	3	A leader who has a fear is a leader who felt that he was walking alone in leading the country.	A leader who has a fear is a leader who feels that he walks alone in leading the country.
	4	Threats from other countries not only in the form of terrors but also an offer to sell state assets, either land or state enterprises.	The threats from the other countries are not only in the form of terrors, but also an offer to sell the state's assets, either lands or enterprises.
	5	A great leader will not be tempted by the offer such amount of money without thinking about the future.	A great leader will not be tempted by the offer of such amount of money without thinking about the future.
	6	Our lives as citizens will safe, peaceful, and serene.	Our lives as the citizens will be safe, peaceful, and serene.