

**AN ERROR ANALYSIS ON SUBJECT-VERB AGREEMENT
ON STUDENTS' ESSAY WRITING AT 5TH SEMESTER
OF THE ENGLISH EDUCATION PROGRAM
AT UIN PROFESOR KIAI HAJI SAIFUDDIN ZUHRI
PURWOKERTO**



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(S.Pd) Degree**

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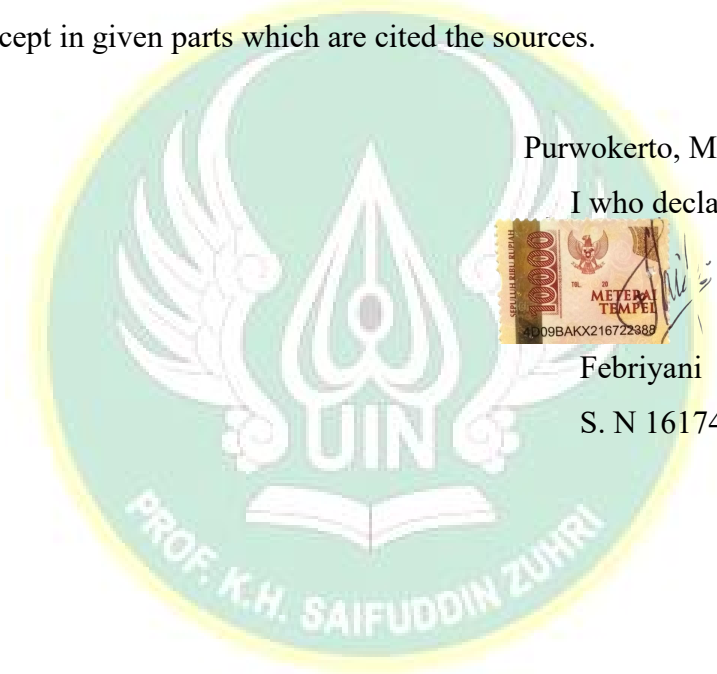
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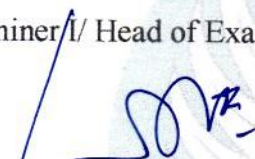
AN ERROR ANALYSIS ON SUBJECT-VERB AGREEMENT ON STUDENTS' ESSAY WRITING AT 5TH SEMESTER OF THE ENGLISH EDUCATION PROGRAM AT UIN PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO

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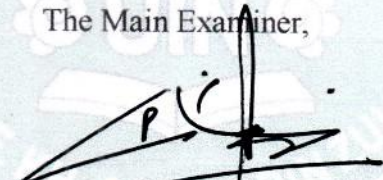
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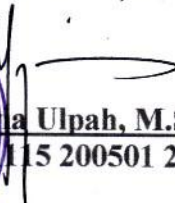
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Assalamu 'alaikum Warahmatullahi Wabarakaatuh

Having guided, analyzed, directed, and corrected the thesis by Febriyani,

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**AN ERROR ANALYSIS OF SUBJECT VERB AGREEMENT
IN SENTENCES WRITTEN BY STUDENTS OF THE ENGLISH
EDUCATION PROGRAM GRADE FIFTH AT
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Wassalamu 'alaikum Warahmatullahi Wabarakaatuh

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MOTTO

Bismillah

You Can If You Think You Can
Be patient, hard work, never give up
Allah SWT with you



DEDICATION

The researcher dedicate this thesis to :

Dear my parents (Sudin and Kirlem)

Dear my sister and brothers (Andriyati, Andriyanto, Wahyu Nanda Saputro)

Dear my niece (Faiza Alya Zahrani)

All of my friends and my family

Dear My Self



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Praise be to the presence of Allah Subhanahu Wa Ta'ala who has bestowed mercy and guidance as well as good health and time, so that the researcher can finish this research. Don't forget shalawat and greetings always bestowed on our prophet, Nabiyullah Muhammad Sallallahu 'Alaihi Wassalam. The prophet who has guided us to today's era.

It is a precious thing that the researcher finally accomplishes my thesis *entitled "An Error Analysis On Subject Verb Agreement on Students' Essay Writing at 5th Semester OF The English Education Program at UIN Professor Kiai Haji Saifuddin Zuhri Purwokerto"*. It is presented to the faculty of Tarbiya and Teacher Training, in a partial fulfillment of the requirements for the degree of S.Pd. (S-1) in English Education.

In this occasion, as the researcher I would like to express my deepest appreciation to my dear parent Sudin and Kirlem who never get tired of giving researcher encouragement, motivation, advice, support, and and the most importantly prayer while completing this research. In addition, the researcher would like to express the sincere thanks to the advisor Desi Wijayanti Ma'rufah, M. Pd. who are always patient in guiding the researcher, never get tired of giving advice, motivation and help during the process of completing this research. The researcher also would like to give appreciation to:

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Purwokerto, March 24, 2023

The Researcher,

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ABSTRACT

This research is written to achieve some of the following objectives : (1) to analyze the type of error in subject-verb agreement done by the fifth semester of English Department students, (2) to find out the most common errors in using subject-verb agreement. The method that the researcher used in this research is descriptive qualitative method and the procedure used error analysis procedure. The subjects of this research are forty five English Education Program students of UIN Professor Kiai Haji Saifuddin Zuhri Purwokerto. The technique of data collection is documentation, where the instrument used to collect the data was essay writing. The procedure that researcher used in this research are : collecting the data, findings out the errors, classifying into categories, analyze the errors, and the last calculate the total error in percentage. The research finding shows there are four kind of errors students made. Those are omission, addition, misformation, and misordering error. The percentage of each error are, omission 87 (54.75%), addition 10 (6.25%), misformation 61 (38.125%), and misordering 2 (1.25%) The most common error that the students made in subject-verb agreement is omission error.

Keyword : Error Analysis, Subject-Verb Agreement, Essay Writing

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CHAPTER I INTRODUCTION

A. Background of The Problem

English is international language. Where it used to communicate with other people in the world. However, English is not mother language or first language in each countries in the world. Not every one can communicate in English, either orally or in writing. For people who do not use English as mother language so they said English is foreign language. In order to keep up with the time, people are required to master this foreign language. There are many ways to master English. One of them is by including it as one of the subjects in school and college.

In the school and college students learning English as foreign language. They learn some skills in order to master English language. When learning English, students should focus on four skills. They are able to read, write, listen, and speak. According to Dewi (2016), it is divided into two parts. These include both productive (speaking and writing) and receptive skills (listening and reading). Writing is the most difficult skill to learn because it requires great vocabulary when writing elements as well as correct grammar to understand along with other writing rules. Dewi (2016) aims to write communication. People can express their feelings, thoughts, experiences and desires in writing. Writing is a powerful tool for getting things done and a language skill for imparting knowledge and information. Writing lets people know what the author wants to share with the reader. Writing skills can also tell how well they understand a language by looking at their hand writing.

Students, especially English students, are constantly given writing assignments and must learn grammar rules. Sentences should be appropriate and grammatically correct. As an English language student department, we are required to master all four skills. However, students should be aware that, as an English subject, writing is an important skill that necessitates special consideration because many students struggle with

it. Writing may serve as a way to assess a student's understanding of what they hear and read. In many other words, writing can be the outcome of other technological developments. As a outcome, being able to write in any format has numerous advantages in a student's life, including academic success.

Subject-verb agreements are required in almost every sentence in English. According to Lane and Lange (1993), subject-verb mismatches occur when the verb form does not grammatically match the subject. This research was conducted to identify the kinds of subject-verb agreement errors and the most common student errors in used subject-verb agreement on students' essay writing written by English department students of UIN Professor KH. Saifuddin Zuhri Purwokerto.

According to Ellis in Juliant (2022), the procedure of error analysis entails collecting a sample of the learner's language, identifying the errors in the sample, describing these errors, categorizing them according to their hypothesized causes, and assessing their seriousness. Error analysis is a method of researching second language acquisition that focuses on learning errors and provides insights into how learning errors aid in understanding the processes underlying second language acquisition. Students see the benefits of this research as an important equipment for students and teachers to oversee the learning process and students' learning strategies as a result of this error analysis. Student mistakes can be discovered, interpreted, and categorized to reveal information about the learner's operating system., causing waves in the research of student errors, known as 'errors' analysis. (Brown, 2006). In accordance with the earlier explanation, the Researcher decided to discuss about analyzing students' errors in subject-verb agreement by the title, **“An Error Analysis on Subject-Verb Agreement on Students' Essay Writing at 5th Semester of The English Education Program at UIN Professor Kiai Haji Saifuddin Zuhri Purwokerto”**.

B. Conceptual Definition

1. Error Analysis

Error analysis, according to Richard in Emmaryana (2010), can be used to determine how well someone speaks a language, how well someone is learning a language, and to gain insights into general language learning difficulties. Languages to help with language learning. Teach or create instructional materials. Brown introduces yet another error analysis concept (2006). He defined error analysis as the process of observing, analyzing, and categorizing deviations from the rules of the second language, followed by the discovery of the learner's systems.

2. Subject-verb Agreement

There are numerous meanings for subject-verb agreement terms. Referring to Arlove in Firdaus (2020), a single verb is required for a single subject and a plural verb is required for a plural subject. When the subject is single, the verb must also be single. If the subject is plural, the verb must also be plural. The verb must be in the same person as the subject if it is in the first, second, or third person.

3. Essay Writing

According to Coulmas (2003), there are six distinct definition of writing: First, there is a system for recording speech with visual or tactile cues. The second activity is that of commissioning such a system. Third, consider the outcome of such activity. Fourth, the specific form of such notation results in a writing style similar to capital letters. Fifth, there is artistic creation. Sixth, this is a professional position.

An essay is a short piece of writing which is set around a specific topic or subject. According to Alice and Ann (2007), an essay is consists of three parts. The first part is introduction, second is body, third is conclusion. The introduction is the first paragraph of an essay. It tells what the essay is about. It consists of general statements and

thesis statement. The body part consists of one or more paragraphs. These paragraphs explain about the topic or subject and its subdivision. The conclusion is the summary of the body part. An essay has unity and coherence which can be realized by connecting paragraph with transition signals.

4. English as Foreign Language

English as foreign language (EFL) is term used to explain the research of English by non-native speakers in countries where English is not the first language. According to Broughton et al. (2003) English is a foreign language, because it is just taught in school or college, or often widely, but it does not play an essential role in national or social life. In other word English is only studied but not directly applied in real life every day. English is still only used by certain people in certain activities.

C. Research Question

According to the background of the research, the research questions are :

1. What kinds of subject-verb agreement errors did the students make?
2. What are the most common errors students make when using subject-verb agreement?

D. Objectives and Significance of the Research

The following are the objective and the significance of this research :

1. Objectives of the research
 - a. To analyze the kind of error in subject-verb agreement done by the fifth semester of English Department students
 - b. To find out the most common errors in using subject-verb agreement

2. Significance of the Research

a. Theoretical Significance

The findings of this research should be able to classify student errors and identify any issues that may affect how well they learn a foreign language. So that we can figure out what the next step is to correct the errors.

b. Practical significance

1) For students

It was expected that the students, who were the subject of the research, would benefit from the findings.

2) For English Students

Language teachers can benefit from analyzing student errors. This is due to the fact that mistakes reflect students' ability to master the English language. Teachers can identify problems and restructure the teaching and learning process as a result of error analysis. While it can be used to assess student skills and thus what needs to be mastered.

3) For others

The researcher hopes this research gives some information and will be useful as reference.

E. Review Relevant Studies

Based on the various kinds of research related to this research, the researcher presents some of the past research which are related to this research. First, a thesis entitled “An Error Analysis of Subject Verb Agreement in Narrative Writing of the Tenth Semester Students of Madrasah Aliyah Negeri 2 Palembang” by Tama Aprezki Anantri (12 25 0140) from UIN Raden Fatah Palembang. The similarity of this research and the present research are : 1) It conducted by applying a descriptive qualitative research design which was describing the reality behind phenomenon deeply and descriptively. 2) The research objectives are to

find out what are the kinds of error students made and to find out what is the most frequent kind of error of subject-verb agreement. The differences of this research and the present research are the research site and participants. This research took students of senior high school as the participants, the present research take university students as the participants. The findings of this research showed that there are three errors students made in narrative writing. Those errors are misformation, omission, and addition. The most frequent kind of error students made of subject verb agreement in narrative writing was misformation.

Second, a thesis entitled “An Error Analysis of Subject-Verb Agreement on Students’ Descriptive Paragraph Writing at Babussalam Junior High School Pekanbaru” by Abdul Rahman Firdaus (11414103062) from UIN Sultan Kasim Syarif Riau. The objectives of this research are to know kind of errors of subject-verb agreement in descriptive paragraph writing made by students and to know what is the most frequent kind of error of subject verb agreement in descriptive paragraph writing. The findings of this research explained that there are four kinds of errors on students’ descriptive paragraph writing. There are error of omission, misformation, addition, and misordering. The most frequent kind of error is misformation. The similarity of this research and the present research is the objective of the research. The objective of the research are to know the kind of errors and which the most frequent error made by students on subject verb agreement. The differences of this research and the present research are the subject of the research and type of writing the researcher used. This research took junior high school students as the research subject, the present research take university students as the research subject. The type of writing used in this research was descriptive paragraph writing and the type of writing use in the present research is essay writing.

Third, a thesis entitled “An Error Analysis on Subject-Verb Agreement in Writing English Business Letter (A Case research at D3 Secretary of Pamulang University)” by Agustin Wahyuni

(11170140000036) from UIN Syarif Hidayatullah Jakarta. The objectives of this research are to know how many error made by student, what are the types of error that commonly students made in using subject verb agreement in writing English business letter, and what are the causes of error. The findings of this research showed that there are 28 errors found in students business letter. The type of error students made are omission, addition, and misformation. The most common error students made is omission. The similarity of this research and the present research are the object of the research, subject of the research and the second objective of the research. The research focuses on error analysis on subject verb agreement. The second objective of the research is to know what is the most common error made by students. The researcher take university students as the subject of the research. The differences of this research and the present research is beside examined the type of error students made on subject verb agreement, this research also examined the causes of students error. Whereas the present research only examine the type of error students make without find out the causes of students error.

F. Structure of the Research

To conduct a systematic research, it is necessary to classify the structure of this research. This research is organized into five chapters, which will be explained below.

Chapter I provides an introduction that includes the research background, operational definition, research question, objective and significance of the studies, literature review, research methods, and research structure.

Chapter II provides a review of the literature that is relevant to the theoretical research. This chapter describes the theories of an error analysis on subject verb agreement in sentences written by students of Professor Kiai Haji Saifuddin Zuhri Purwokerto's English Education Program Semester Fifth.

Chapter III presents the method of the research which deals with the research design, sources of data, technique of collecting data, technique of analyzing data.

Chapter IV describes the findings of the research which consists of presenting the data of error analysis on subject verb agreement in essay made by students of the English Education Program 5th semester at UIN Professor Kiai Haji Saifuddin Zuhri Purwokerto

Chapter V presents conclusion, limitation and suggestion of the research. In this chapter, the researcher draws conclusions, limitation and presents some research suggestion.



CHAPTER II

LITERATURE REVIEW

A. Error Analysis

1. Definition of Error Analysis

Experts have offered numerous definitions of error. These definitions essentially have the same meaning; the only distinction is how they are expressed. Because of this, the researcher conducting this research only offers two definitions of error. These two criteria are sufficient to highlight the errors found in written documents.

There are two definitions of error. The first is a systematic deviation, which occurs when a learner does not understand something and consistently gets it wrong (Norrish in Hasyim, 2002). Second, systematic deviations from the norms of the language being learned constitute errors (Cunningworth in Hasyim, 2002). The term "systematic deviation" appears to be a critical term that can be understood as the deviation that appears frequently in these definitions.

Error analysis is a process used by researchers or instructors that requires collecting a sample of language learners, recognizing error, categorizing errors, categorizing them according to kind and cause, and assessing their significance (Mohammad Keshavarz, 2012). Beside Brown (2002), error analysis is defined as the process of observing, analyzing, and categorizing deviations from the rules of the second language and then revealing the learner's systems. The fact that learners make mistakes and that these mistakes can be observed, analyzed, and classified to reveal something about the system operating within the learners has increased the number of mistakes made by learners, a phenomenon known as error analysis. Error analysis is defined as a research that collects student work and identifies, describes, categorizes, and evaluates errors.

2. The Differences Between Error and Mistake

When trying to tell the difference between an error and a mistake, some people frequently get it wrong and misunderstand. We are aware that the terms "error" and "mistake" are similar in meaning. Abnormalities in language use can be distinguished from error and mistake.

According to Susan and Larry in Firdaus (2022), mistakes are a slip of the tongue and are not systematic, whereas errors demonstrate systematic and rule-based grammar. Otherwise, errors are caused by competency factors. This indicates that students do not understand the linguistic structure of the language. These errors are usually consistent.

3. Kinds of Error

There are four categories of errors based on surface strategy taxonomy by Dulay cited in (Irawansyah, 2017). Those kinds of errors will be used as a reference in this research. Those errors are explained below :

a. Omission

An omission error is one that is distinguished by the lack of mention of a component that should appear in a properly constructed representation. For example "My name Febriyani." The proper sentence is "My name is Fabriyani." The student don't mention auxiliary verb *is*.

b. Addition

Addition is a kind of error characterized by the presence of unnecessary elements. It is the opposite of error of omission. This usually happens when the student is too loyal to use certain rules and makes errors. There are two kinds of addition errors: double marking and simple addition.

- Double marking : "He **is** makes a cup of coffee." It should be "He makes a cup of coffee."
- Regularization : where there is an addition of suffix -ed for irregular verb. "I dranked milk tea last night." Verb "drink" is irregular verb. It should be "I drank milk tea last night."

- Simple addition : 1) “Your friends is preparing your Birthday party.” It should be “Your friend is preparing your Birthday party.” 2) “We goes to school every day.” It should be “We go to school every day.”

c. Misformation

Misformation is the use of the incorrect form of a structure or morpheme. In misformation error, the student supplies an item although it is still incorrect, there are three kinds misformation error. Those are :

- Regularization error: using a regular verb marker (suffix -ed) on an irregular verb with a significant change from present to past verb. Shows an example : “ Julia geted high score.” It should be “Julia got high score. ”
- Archie-forms : selecting one item to represent other, using the item for all the sentences. The example is “She was not have money anymore.” It should be “She didn’t have money anymore”.
- Alternative form : an error where the used form is not truly into the form of target language. The example is” I go to market yesterday.” It should be “ I went to market yesterday.”

d. Misordering

Misordering is the misplacement of word in a sentence. It happens when approaching primary and secondary language learning in previously acquired constructions, such as” I do not know what is my friend doing.” The proper sentence is, "I do not know what my friend is doing."

4. Procedure of Error Analysis

There are a few steps to follow when analyzing student errors. A lot of linguists have already talked about how to look at mistakes made by students in their books. Ellis in Anantri (2017) suggests four steps for analyzing student error. Error identification, error description, error explanation, error evaluation.

1) Identifying errors

This step requires the researcher to identify data collection errors. Researchers must compare student-created sentences with correct sentences in the secondary language to identify errors. Example: Nina and Dika was Anan's stepsisters. The correct format in the target language is: Nina and Dika were Anan's stepsisters. Comparing the two sentences, you can see that if the student used the single verb was instead of the plural verb were for the plural subjects (Nina and Dika), the student would produce a subject-verb mismatch error.

2) Describing errors

After identifying the error, the next step is to describe the error. In this step, all detected errors are classified into error kinds including omission, addition, misformation, and misordering.

3) Explaining errors

This step explains why errors occur. This explanation is about sources of errors. Based on the example above, the researcher may assume that the student is making a subject verb agreement error by using the verb was single for the plural subject (Nina and Dika) instead of were because of inter-linguistics, learning contexts, or communication strategies.

4) Evaluating errors

The researcher must define the criteria for the errors to be corrected in this step, because some errors are more serious than others. The goal of error evaluation is to identify errors that must be corrected..

Therefore, based on the preceding explanation, the researcher followed the error analysis procedures. These procedures are based on the idea of Ellis, who suggested roughly four steps for analyzing errors. The researcher first identified the data collection errors, which they then described or categorized into various error categories. The researcher went over the mistakes and the final step in the third step; the errors were tested by the researcher.

B. The Nature of Writing

1. Definition of Writing

Writing is a skill that has numerous definitions. Furthermore, Brown (2006) asserts that writing is an expression of spoken language, that written language is nearly identical to spoken language, and that the difference is the power of written language expressed graphically. Brown also stated that written products are the outcome of thought, design, and review processes that necessitate specialized written language skills, and that not all speakers develop naturally.

Heaton (1990), on the other hand, believes that the skills required for good writing can be divided into five general components or major areas: Second, mechanical skills: the ability to correctly use specific written language conventions. Punctuation and spelling are important. Third, there is content management, which is the ability to think creatively and develop thinking by eliminating all irrelevant information. Fourth, stylistic abilities: the ability to manipulate sentences and paragraphs and effectively use language. Fifth, judgment: the ability to write for a specific purpose with a specific reader in mind, as well as the ability to select, organize, and arrange relevant information.

2. Process of writing

According to John Langan in Emmayarna (2010), there are four foundations to effective writing on paper: unity, support, coherence, and sentence skills.

1) Unity

To finish the integration, include all of the thesis-related details as well as the three supporting topic sentences. Whenever you consider including something in your thesis, consider whether it is relevant to your thesis and your arguments.

2) Support

When you realize the significance of certain supporting details, you should include them in every document.

3) Coherence

All ideas and supporting sentences in the thesis must be coherently structured. Clear methods of organization (such as chronological order or order of emphasis), transitions, and other connecting words are important techniques for tying material together in a document.

4) Sentence Skills

Examples of sentence description errors include: quotation marks, capital letters, single-plural, parallelism, sentence fragments, misspellings, tenses, apostrophes, and so on.

C. Subject-verb Agreement

1. Definition of the Subject-verb Agreement

There are several definitions of subject-verb agreement. Subject verb agreement is a snazzy phrase for a simple concept: the subject and verb must collaborate (Sprak in Anantri ,2017). Meanwhile, according to Straus (2014), subject verb agreement occurs when a single subject requires a single verb and a plural subject requires a plural verb. Also, according to Umstatter (2007, p. 171), a subject that represents a single people, location, or object agrees with a single verb, whereas a subject that represents multiple people, locations, or objects agrees with a plural verb.

2. Rules of Subject Verb Agreement

1) Rules of Subject Verb Agreement proposed by Sparks in Anantri (2017)

- a) When information is placed between the subject and the verb, the information can cause confusion. Example: a set of instructions to be checked (requirement, requirements). Although we may believe that instructions are a requirement, the set of requirements is correct. The prepositional phrase "instructions" cannot be used as a subject.
- b) Second, when uncommon words without an 'S'

Many words form plurals that do not end in 'S'. Some examples include children, women, and teeth. These plurals are used so often that they are easy to understand, but when a wrong word forms a plural without adding an "S", We frequently mistreat it as a single noun. Example: The data is... (correct). Data is plural. Single date. Similar issues arise with words such as media (the median is single), alumni (alumnus is single), curricula (the curriculum is single), and criteria (the criterion is single).

- c) Separating two or more subject elements, or neither. If a sentence's subject is consist of two or more elements linked by either or or nor, the element nearby the verb should be filled with subject-verb agreement.

Example: Either the twins or Mr. Zaki is coming over (correct). "Mr. Zaki" is the element closest to the verb. "Mr. Zaki" is a single subject so that needs a single verb "was".

- d) When the subject follows the verb. In most sentences, the subject comes first, followed by the verbs. However, the verb is sometimes used before the subject.

Example: There were two reasons we needed to meet last night (correct). "were" is a plural verb so that we need a plural subject "two reasons".

- e) When verbs end with st.

When we pronounce words like "resists and costs", we tend to slide over the final s. Sometimes the sounds like: these days that computer cost \$20,000. Add s to the verbs whenever you must add s.

Example:

The ledger lists all the companies we currently serve.

The plan consists of hundreds of steps.

2) Rules of Subject Verb Agreement proposed by Straus (2014)

- a) A subject comes before a phrase that begins with *of*.
 Example: A vase of red roses, for example.. (correct).
 Because "a vase" is a single subject, it requires a single verb "lends."
- b) Two single subjects linked by *or*, *either/or*, *neither/nor* require a single verb.
 Example: his mother or father is traveling by train.
Neither Jono nor **Zaki** was single
 Either **Misha** or **Nindy** is assisting with fruit cut.
- c) The verb in an *or*, *either/or*, *neither/nor* agrees with the noun or pronoun nearby to it.
- d) When two or more subjects are connected by *and*, use a plural verb as a general verb.
- e) Sometimes, words like *along with*, *as well as*, *besides*, and *so on* are used to separate the subject from the verb.
 These words and phrases are not part of the subject. Ignore them and use single verb when the subject is single.
- f) With words that indicate portions, such as *percent*, *a lot*, *majority*, *some*, *all*, and *so on*, the preceding rule is reversed, and we are guided by the noun after *of*. If the noun following *of* is single, use a single verb. If the word is plural, use the plural verb.
- g) The true subject follows the verb in sentences that begin with *here* or *there*.
- h) When considering distance, time periods, monetary amounts, and *so on* as a unit, use a single verb.
- i) Depending on their use in a sentence, some collective nouns, such as *community*, *couple*, *employee*, *viewer*, and *so on*, may take either a single or plural verb.
- j) The word **were** replaces *was* in sentences that express a wish or are contradictory to reality.

CHAPTER III

METHODOLOGY

A. Types of Research

Based on the title “An Error Analysis on Subject-Verb Agreement on Students’ Essay Writing at 5th Semester of the English Education Program at UIN Professor Kiai Haji Saifuddin Zuhri Purwokerto”, the researcher used a descriptive qualitative method. The descriptive qualitative method is method that explain about the phenomenon, occurrence, event in detail. To produce the detail of research findings, the researcher used error analysis. This research finds that there still any errors in students’ essay writing.

B. Setting of the Research

This research is located at UIN Professor Kiai Haji Saifuddin Zuhri Purwokerto, Purwokerto, Central Java, specifically in English Department Program. The researcher chose this location because this department is established in 2014. It means that there is limited numbers to investigate the error analysis of the students’ writing. And it is very interesting to examine the error analysis of the students’ writing.

C. Subject and Object of the Research

a. Subject of the research

The subject of this research was students of the English Education Program 5th semester at UIN Professor Kiai Haji Saifuddin Zuhri Purwokerto. The research was done on the 5th semester students of UIN Professor Kiai Haji Saifuddin Zuhri Purwokerto in order to determine students’ writing ability in writing essay.

b. Object of the Research

The object of the research is the analysis on subject-verb agreement in essay written by students of the English Education Program 5th Semester at UIN Professor Kiai Haji Saifuddin Zuhri Purwokerto.

D. Technique of Data Collection

The data collection technique used by the researcher in this research is documentation. According to Sugiono (2015), The collection of data from public and private documents as written evidence and unobtrusive sources of information is known as documentation. Ary (2010) states that document analysis is a method used for visual or written material that focuses on analyzing specific features of the material, such as movies, songs, novels, books, TV shows, etc.

E. Technique of Data Analysis

This research examined content analysis. Content analysis is a research technique that identifies the presence of specific words, themes, or concepts in qualitative data (for example, text). Researchers can use content analysis to quantify and analyze the presence, meaning, and relationships of specific words, topics, or concepts. There are backup procedures that the researcher performs to complete the research. The process are:

- a. Collecting the data
- b. Findings out the error
- c. Classifying into categories
- d. Analyze the errors to find the common error of subject-verb agreement made by students based of the frequency of the error
- e. The researcher creates a table based on the error classification to calculate the total error, and then the researcher converts the total error result to a percentage.

The formula that would be used to calculate the percentage of errors :

$$P = \frac{F}{NX}100\%$$

Where :

P : the percentage of errors

F : the frequency of errors

N : the number of errors

f. Using Brown's theory, the researcher analyzes and categorizes the kinds of errors made by students, and then discuss the kinds of errors made by students. The number of errors for each kind is recorded in a table and serves in percentages.

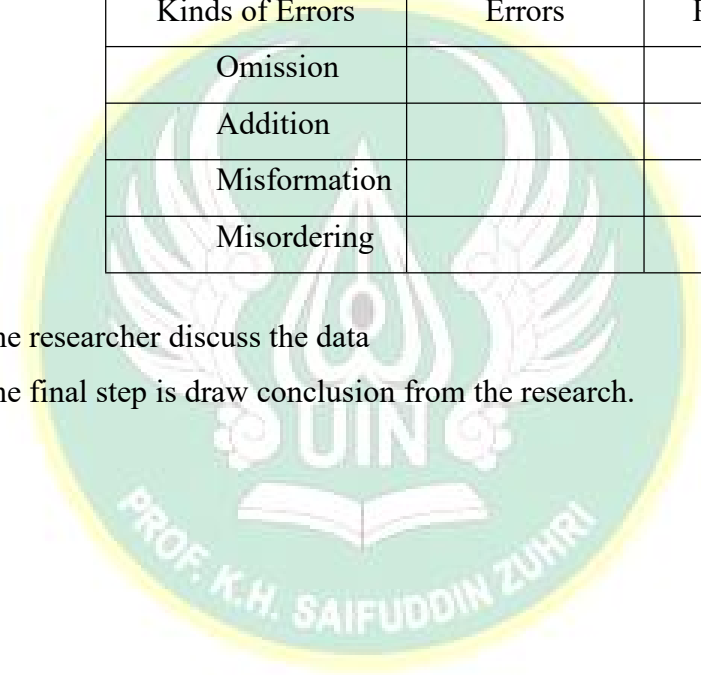
The percentages in each category are shown in the table below:

Table 1 Distribution of Errors

Kinds of Errors	Errors	Percentage
Omission		
Addition		
Misformation		
Misordering		

g. The researcher discuss the data

h. The final step is draw conclusion from the research.



CHAPTER IV

RESEARCH FINDINGS & DISCUSSION

The researcher collected the data necessary for the analysis in this chapter on the basis of the research conducted in March 2023 at the UIN Prof. KH. Saifuddin Zuhri Purwokerto. As state in the third chapter's, the researcher's method after collecting data is distinguish the errors, classify the errors, describe the errors, and Figure out the percentage of each kind of error.

A. Findings

Following data collection, the researcher distinguished errors in the students' results. In accordance with the data collected, students continue to make mistakes when using subject-verb agreement. There are four kinds of errors in subject-verb agreement, as described in Chapter 2: omission, addition, misinformation, and misordering.

The result revealed many errors of omission in this research. There are 87 errors or omissions (54.375%). Second, there are misinformation errors with a score of 61 errors (38.125%). Third, there is an addition error which resulted in 10 errors (6.25%). The latter is misordering errors in which only two errors were found (1.25%).

The researcher present a table to explain the research result, as follow :

Table 2 The Number of Errors

NO.	TYPE OF ERROR	NUMBER OF ERROR
1	OMISSION	87
2	ADDITION	10
3	MISFORMATION	61
4	MISORDERING	2
TOTAL		160

Table 3 Distribution of Errors

NO.	TYPE OF ERROR	F	P (%)
1	OMISSION	87	54.375
2	ADDITION	10	6.25
3	MISFORMATION	61	38.125
4	MISORDERING	2	1.25
TOTAL		162	100

- Omission : $\frac{87}{160} \times 100 \% = 54.375 \%$

- Addition : $\frac{10}{160} \times 100 \% = 6.25 \%$

- Misformation : $\frac{61}{160} \times 100 \% = 38.125 \%$

- Misordering : $\frac{2}{160} \times 100 \% = 1.25 \%$

Note :

$$P = \frac{F}{N} \times 100 \%$$

P : the percentage of errors

F : the frequency of errors

N : the number of errors

The researcher classified the errors discovered into four kinds in the table above. These are errors such as omissions, additions, misformations, and misordering. These are discussed further below:

1. Omission

The preceding data shows that 87 (54.375%) mistakes were found due to omission in the essay writing of the students. Based on Dulay, one kind of error is omission, which is clarified as the absence of an element that should appear in a well-formed expression. Bellow is the identification of omission error :

Table 4 Samples of Omission Error Identification

Kind of Omission Error	Error Identification	Error Correction
Verb inflection	1. Flipped classroom (become) one of other solution to learning from home. 2. Of course it (make) there are students..... 3. The education (become) one of...	1. Flipped classroom becomes one of other solution to learning from home. 2. Of course it makes there are students..... 3. The education becomes one of...
Auxiliary error	1. The effects (...) very wide. 2. Flipped classroom methodology in university student's perception (...) usefulness.	1. The effects are very wide. 2. Flipped classroom methodology in university student's perception is usefulness.
Noun inflection	1. Many (student) do not understand about material. 2. Many (student) more interest to use flipped classroom.	1. Many student do not understand about material. 2. Many students more interest to use flipped classroom.

According the table above the researcher makes the recapitulation of the error in table bellow :

Table 5 Number of Omission Error

Kind of Omission	Frequency
Verb inflection	81
Auxiliary error	4
Noun Inflection	2
TOTAL	87

Examples explanation of this kind of error are:

a. Subject 4 (The Impact of Implementation Flipped Classroom)

1) *There is covid-19 **give** big effect for world.*

The verb “give” is for subject “There is covid-19” that has pronoun “It”. Pronoun It is single subject. single subject must be follow by a single verb. single verb is almost ending by -s or es. The correct sentence is *There is covid-19 **gives** big effect for the world.*

2) *Teacher **explain** the material for student in class.*

This sentence is same with the sentence before. single verb must be follow by a single verb. The correct sentence is *Teacher **explains** the material for student in the class.*

3) *The flipped classroom **give** good effect in implementation at school.*

This sentence is omitting verb inflection. single subject must be follow by a single verb. The correct sentence is *The flipped classroom **gives** good effect in implementation at school.*

b. Subject 6 (The Differences Between Traditional Method and Flipped Classroom Method)

*The Covid-19 pandemic **make** big change to our life.*

single verb must be follow by single verb. The correct sentence is *The Covid-19 pandemic **makes** big change to our life.*

c. Subject 1 (The Effects from Online Learning of Flipped Classroom)

1) *Many **student not understand** about research.*

The subject “Many student” has omit the suffix -s in the noun “student”. The word “many” indicate plural noun, so the noun must be added with suffix -s.

This sentence used present tense. The formula of present tense is :

Subject + Verb 1 + Object for positive sentence

Subject + don't(do not) + Object for negative sentence

This sentence above is negative sentence. The correct sentence is *Many **students don't understand** about research.*

2) *The effects very wide.*

This sentence is omitting the auxiliary. The formula must be :

Subject + auxiliary (am, are, is) + Adjective

The auxiliary am is for subject I, are is for subject You We They, is is for subject He She It. In this sentence the subject is “The effects”, that have pronoun They, so the auxiliary is are. The correct sentence is *The effects **are** very wide.*

- d. Subject 12 (Effect of Flipped Classroom in Students)

The Method of flipped classroom in Indonesia rarely using.

This sentence above is omitting auxiliary. The subject is noun phrase “The Method of flipped classroom”. It has pronoun It, so the auxiliary must used is is. The correct sentence is *The Method of flipped classroom in Indonesia **is** rarely using.*

- e. Subject 25 (The Effect of A Flipped Classroom Model on Indonesia Students)

*The Flipped classroom **change** the teaching method.*

This sentence is omitting verb inflection. A single verb must follow a single subject. The correct sentence is *The Flipped classroom **changes** the teaching method.*

- f. Subject 31 (How is The Learning Flipped Classroom)

This method encourage student to be more independent.

This sentence is omitting verb inflection. A single verb must follow a single subject. The correct sentence is *This method **encourages** student to be more independent.*

- g. Subject 13 (The Effects of Flipped Classroom for Students)

Improve classroom efficiency.

This sentence don't have a subject. A sentence must have a subject and a verb. Based on the essay, the subject must be “The flipped classroom”. Because of the subject has pronoun “It”, so the verb must be ended by -s or -es. The correct sentence is ***The flipped classroom improves** classroom efficiency.*

2. Addition

The data in Table 4 shows that Addition found 10 (6.25%) errors in student essay writing. Addition is a kind of error characterized by the presence of an unnecessary element. There are three kinds of addition errors. These are the double marking error, regularization and the simple addition error. Bellow is the identification of addition error :

Table 6 Samples of Addition Error Identification

Kind of Addition Error	Error Identification	Error Correction
Double marking	1. The flipped classroom (is) has many effects.	1. The flipped classroom has many effects.
Regularization	1. The students (needs) much of vocabulary. 2. The teachers only (provides) video material... 3. The teachers (needs) much...	1. The students need much of vocabulary. 2. The teachers only provide video material... 3. The teachers need much...
Simple addition	1. Flipped classroom (to) becomes one... 2. The education (to) becomes one.... 3. Flipped classroom methodology (of the) is usefulness.	1. Flipped classroom (to) becomes one... 2. The education becomes one.... 3. Flipped classroom methodology is usefulness.

According the table above the researcher makes the recapitulation of the error in table bellow :

Table 7 Number of Addition Error

Kind of Addition	Frequency
Double marking	1
Regularization	3
Simple addition	6
TOTAL	10

Example explanation of addition error are :

a. Subject 1 (The Effects from Online Learning of Flipped Classroom)

1) *The Flipped Classroom **to becomes** one of other solution to learning from home.*

This sentence has addition error because it is enough to only use become. It don't need to use to too, because it will makes difference meaning. The correct sentence is *The Flipped Classroom **becomes** one of other solution to learning from home.*

2) *Of course, online learning **to make** the classroom to research not fluency as usually at offline learning.*

This sentence is same with the sentence before. The correct sentence is *Of course, online learning **makes** the classroom to research not fluency as usually at offline learning.*

b. Subject 26 (Good Effects of Flipped Classroom)

*The conclusion, the flipped classroom **is has** many effects for students.*

This sentence has use verb "has", so don't need to add auxiliary "is" again. The correct sentence is *The conclusion, the flipped classroom **has** many effects for students.*

c. Subject 28 (The Effects of Vocabulary Teaching Strategies and Bilingual Language Learners')

*The students often **needs** much vocabulary.*

In this sentence, the subject is “the students”. It is plural subject. Plural subject must be followed by plural verb. Plural verb isn’t ended by -s or -es.

The correct sentence is *The students often **need** much vocabulary.*

3. Misformation

The data in Table 4 shows that anomalies accounted for 61 (38.125%) errors found in students' essays. A misformation is the use of the incorrect form of a construction or morpheme. Below is the identification of misformation error :

Table 8 Samples of Misformation Error Identification

Kind of Misformation Error	Error Identification	Error Correction
Alternating form	1. The flipped classroom model (have) allow 2. The material modal (have) reduce ...	1. The flipped classroom model has allow 2. The material modal has reduce ...
Archie-form	1. The effects of flipped classroom (is) classroom not.... 2. The innovations about about learning methods (is) needed....	1. The effects of flipped classroom are classroom not.... 2. The innovations about learning methods are needed....

According to the table above the researcher makes the recapitulation of the error in the table below :

Table 9 Number of Misformation Error

kind of misformation	Frequency
Regularization	0
Alternating form	48
Archie-form	13
TOTAL	61

Examples explanation of this kind of error are :

a. Subject 3 (The Effects of Flipped Classroom)

*The flipped classroom model **have** allow knowledge to get active and constructive processes.*

single subject must be follow by a single verb. In this sentence, the subject is single subject, so the verb must be single verb. The correct sentence is *The flipped classroom model **has** allow knowledge to get active and constructive processes.*

b. Subject 9 (The Advantages of Flipped Classroom)

*There **is** several advantage effects of flipped classroom that will explain in this essay.*

This sentence has misformation error in use the auxiliary. The object is plural object. The auxiliary must be use “are”. the correct sentence is *There **are several** advantage effects of flipped classroom that will explain in this essay.*

c. Subject 11 (The Disadvantages of Flipped Learning)

*Not many children **has** a good ability to communicate.*

Plural subject must be follow by plural verb. In this sentence, the subject is “Not many children”. The word “children” is plural. The verb must be plural too. The correct sentence is *Not many children **have** a good ability to communicate.*

d. Subject 4 (The Impact of Implementation Flipped Classroom)

*There for the teacher **try** to implementation flipped classroom for learning.*

The subject “the teacher” is single subject. single subject must be follow by single verb. The correct sentence is *There for the teacher **tries** to implementation flipped classroom for learning.*

e. Subject 34 (the Impact of Flipped Classroom Method)

*The goals of flipped classroom **is** students get an understanding by them self and student get corrected or even corrected by the other student.*

The subject “The goals” is plural subject, and plural subject must be follow by plural verb or plural auxiliary. The correct sentence is *The goals of flipped classroom are students get an understanding by them self and student get corrected or even corrected by the other student.*

4. Misordering

The data in Table 4 shows that there are 2 errors (1.25%) for misordering.

Write a student essay. The hitch is the incorrect position of words in the file.

sentence. Bellow is the identification of misordering error :

Table 10 Identification of Misordering Error

Kind of error	Error identification	Error correction
Misordering	<p>1. The method of flipped classroom is in Indonesia rarely used.</p> <p>2. Flipped classroom there are effects in students.</p>	<p>1. The method of flipped classroom in Indonesia is rarely used.</p> <p>2. There are flipped classroom effects in students.</p>

Examples explanation of these error kinds :

In Subject 12 (Effect of Flipped Classroom in Students)

1) *The Method of flipped classroom is in Indonesia rarely used.*

The formulation of this sentence is not proper. To be must be follow by adjective. The correct sentence is *The method flipped classroom in Indonesia is rarely used.* Or it can be *The method of flipped classroom is rarely used in Indonesia.*

2) *Flipped classroom there are effects in students.*

This sentence use false sentence formation. It can be *There are flipped classroom effects in students.*

B. Discussion

According to Dulay (Irawansyah,2017), there are four kinds of error. They are omission, addition, misformation, and misordering. Based on the findings above, the researcher found all kinds of error in the students' essay. There are 87 errors of omission (54.325 %), 10 addition errors (6.25 %), 61 misformation errors (38.125 %), and 2 errors of misordering (1.25 %). This data shows that omissions are the most common error. The second is misformation, the third is addition, and the fourth is misordering.

First, an omission error is one that happen when an element that should be show in well-formed speech is missing. Wahyuni (2022) found three kinds of omission in his research. These are auxiliary errors, inflection errors in verbs and nouns. In this research, the researcher discovered that there are three kinds of omission errors. The researcher discovered 87 omission errors in this research, in 54.325% of the students' essays, and most of the errors found were verb omissions. Error caused by students forgetting to add 's' to single verbs. For example, there is a statement that *The flipped classrooms give good effect in implementation at school*. The Reverse Orbit theme is a single theme. A single verb must follow a single subject. In this sentence, we need to add the suffix -s to the verb "to give" to indicate that the verb is in the single. Therefore, the correct sentence of *The flipped classroom gives good effects in implementation at school*.

Another kind of omission is auxiliary errors. Some students made some errors by omitting auxiliary after the subject, as like in the sentence *The effects very wide*. In this sentence students forgot to write the auxiliary after the subject. The subject in the sentence is plural subject. Plural subject must be follow by auxiliary "are". The correct sentence is *The effects are very wide*.

The last kind of omission is noun inflection. In noun inflection students omit suffix -s for the noun that indicate plural noun, as like in the sentence *Many student don't understand about research*. This sentence omit suffix -s for the noun "student" to indicate plural noun. The correct sentence is *Many students don't understand about research*.

Second, addition, a kind of error that is marked by the inclusion of an unnecessary item is addition. It usually occurs when students are overly faithful to certain rules, resulting in errors. There are three kinds of addition errors that the researcher found in this research, namely regularization, double marking and simple addition. This research has similarity with Anantri (2017), He found 10 addition errors in his research of subject-verb agreement on narrative text. In this research the researcher also found 10 addition errors with 6.25 % from student' essay. In this research the most errors found is addition of simple addition. Simple addition is an addition is not double marking and regularization. The example is in the sentence *The flipped classroom to becomes one of other solution to learning from home.* In this sentence, the word “to” is not required. The proper sentence is *The flipped classroom becomes one of other solution to learning from home.*

Third, misformation, the incorrect use of a structure or morpheme is referred to as misformation. In misformation error, the student supplies an item even though it is still wrong. In this research, the researcher found 61 misformation errors with 38.125 % from students' essay. There are two kinds of misformation error that found in this research. Those are alternating form and Archie-form. The most common kind of misformation error found is alternating-form, it is 48 errors from total 61 errors. The example of alternating form is in the sentence *Many children has good ability.* The subject “many children” is plural subject. Plural subject must follow by plural verb. The correct sentence is *Many children have good ability.* The example Archie-form error is in the sentence *There is several advantage effects of flipped classroom that will explain in this essay.* This sentence use auxiliary “is” for plural object “several advantage effects”. The correct sentence is *There are several advantage effects of flipped classroom that will explain in this essay.*

The last, misordering, misordering is the misplacement of word in a sentence. It happen when moving toward primary and secondary language learning in previously acquired constructions. Based on several researches, the researchers rarely found misordering errors. For examples Wahyuni (2022), she

didn't find misordering error in her research. Another research by Firdaus (2020), he found only 1 misordering error in his research. In this research, the researcher found 2 misordering errors with 1.25 % from students' essay. The example student error is in the sentence *Flipped classroom there are effects in students*. This sentence has misplacement of word. The correct sentence is *There are flipped classroom effects in student*.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to the findings of this research, there were numerous errors made by fifth grade of English Education Program UIN Prof. KH. Saifuddin Zuhri Purwokerto students. The researcher discovered 160 students' errors after counting the errors. In subject-verb agreement, students made four kinds of mistakes. There are four kinds of errors: omission errors, addition errors, misformation errors, and misordering errors. There are 87 omission errors (54.325%). This consist of verb inflection, auxiliary error, and noun inflection. The percentage of addition is 10 (6.25%). Addition error consist of double marking error, regularization, and simple addition error. The number of misformation errors is 61 (38.125%). Archie-form and alternating form are the kind of misformation errors found. Misordering, on the other hand, accounts for 2 (1.25%).

B. Limitation of Study

This research has limitations. In this research the researcher limit the objective of the research. This research only focuses on the aim of knowing what kinds of errors students made in using subject-verb agreement and knowing what the most common error students made. In this research the researcher did not examine the reasons why students made error.

C. Suggestion

Based on the findings of this research, the researcher is interested in make some recommendations. The researcher hope that it will benefit everyone.

1. For lecturers

After recognizing the errors, lecturers should pay greater attention to them and also emphasize the excruciating subject of the students. Even college level students, they don't really know the rules of subject and verb

agreement. So, lecturer should mention little about the rules of subject-verb agreement and make sure all of students understand them.

2. For students

Everyone can make errors. Make this errors as reference to learn more about grammar especially subject-verb agreement. Students should practice writing further to enhance their ability to write.

3. The other researcher

The writer recognizes that this research still has many flaws; however, the researcher expected that these flaws can be a comparison for future research.



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APPENDICES

Appendix I

Table Data Findings

Subject	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMA TION	MISORDER ING
1	THE EFFECT S FROM ONLINE LEARNI NG OF FLIPPE D CLASS ROOM	Omitting “s” (paragraph 1 line 2, becomes)	Addition “to” (paragraph 1 line 3)	Misformation “is” (paragraph 2 line 2, are)	
		Omitting “s” (paragraph 1 line 6, makes)	Addition “to” (paragraph 3 line 2, makes)		
		Omission “s” (paragraph 2 line 1, becomes)			
		Omission auxiliary “are”(para graph 2 line 1, the effects are very wide)			
		Omission verb “do”			

Subject	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMA TION	MISORDER ING
		(paragraph 2 line 2, do not)			
		Omission verb “do” (paragraph 1 line 6, there are students don’t have gadget or computer)			
		Omission verb “do” (paragraph 3 line 5, if students don’t have gadget...)			
		Omission “s” (pargraph 3 line 2, makes)			
		Omission auxiliary “is”			

Subject	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMA TION	MISORDER ING
		(paragraph 3 line 2)			
2	THE EFFECT IVENES S OF THE IMPLE MENTA TION OF FLIPPE D CLASS ROOM IN EDUCA TIONAL DEVEL OPMEN T			Misformation “is” (paragraph 4 line 3, are)	
3	THE EFFECT S OF FLIPPE D CLASS	Omission “s” (pargraph 1 line 8, makes)		Misformation “have” (paragraph 2 line 3, has)	
		Omission		misformation	

Subject	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMATION	MISORDERING
	ROOM	“s” (pargraph 2 line 13, gives)		“have” (pargraph 2 line 12, has)	
				Misformation “have” (pargraph 3 line 5, has)	
4	THE IMPACT OF IMPLEMENTATION FLIPPED CLASSROOM	Omission “s” (pargraph 1 line 1, gives)		Misformation “try” (pargraph 1 line 3, tries)	
		Omission “s” (pargraph 2 line 3, explains)		Misformation “are” (pargraph 4 line 2)	
		Omission “s” (pargraph 4 line 1, gives)			
5	THE USEFULNESS OF THE	Omission “s” (pargraph 1 line 5,			

Subject	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMA TION	MISORDER ING
	FLIPPE D CLASS ROOM METHO DOLOG Y	gives) Omission “s” (pargraph 4 line 1, gives)			
6	THE DIFFER ENCES BETWE EN TRADIT IONAL METHO D AND FLIPPE D CLASS ROOM METHO D	Omission “s” (paragraph 1 line 1, makes)			
		Omission “s” (paragraph 1 line 2, makes)			
		Omission “s” (paragraph 1 line 3, makes)			
7	THE POSITI VE IMPAC T OF	Omission “s” (paragraph 3 line 3, gives)		Misformation “had” (paragraph 2 line 3, has)	

Subject	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMATION	MISORDERING
	FLIPPED CLASS ROOM			Misformation “have” (paragraph 3 line 2, has)	
8	THE IMPACT OF FLIPPED CLASS ROOM TO TEACHER AND STUDENTS			Misformation “have” (paragraph 1 line 1, has)	
				misformation “have” (paragraph 1 line 5, has)	
				Misformation “have” (paragraph 2 line 6, has)	
				Misformation “have” (paragraph 3 line 1, has)	
9	THE ADVANTAGES OF FLIPPED CLASS			Misformation “have” (paragraph 3 line 4, has)	
				Misformation “is” (paragraph 1	

Subject	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMA TION	MISORDER ING
	ROOM			line 4, are)	
10	FLIPPED CLASS ROOM CHANGE THE TEACHING METHOD AND BRING SOME GOOD IMPACT	Omission “s” (paragraph 1 line 8, gives)		Misformation “have” (paragraph 1 line 6, has)	
		Omission “s” (paragraph 1 line 9, comes)			
		Omission “s” (paragraph 1 line 16, changes)			
		Omission “s” (paragraph 2 line 4, teaches)			
		Omission “s” (paragraph 2 line 8, gives)			
		Omission			

Subject	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMA TION	MISORDER ING
		“s” (paragraph 3 line 1, provides)			
		Omission “s” (paragraph 3 line 4, helps)			
		Omission “s” (paragraph 4 line 5, gives)			
		Omission “s” (paragraph 4 line 5, explains)			
		Omission “s” (paragraph 4 line 8, makes)			
11	THE DISAD VANTA			Misformation “has” (paragraph 4	

Subject	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMA TION	MISORDER ING
	GES OF FLIPPE D LEARNI NG			line 4, have)	
12	EFFECT OF FLIPPE D CLASS ROOM IN STUDE NTS	Omission auxiliary (paragraph 1 line 1, is)		misformation “improved” (paragraph 2 line 1, improves)	Misordering “method flipped classroom...” (paragraph 1 line 1)
				Misformation “improved” (paragraph 5 line 2, improve)	Misordering “Flipped classroom there are effect in students” (paragraph 5 line 5)
13	THE EFFECT S OF FLIPPE D CLASS ROOM FOR	Omission “s” (paragraph 1 line 5, increases)		Misformation “helping” (paragraph 1 line 2, helps)	
		Omission “s” (paragraph		Misformation “improved” (paragraph 2	

Subject	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMA TION	MISORDER ING
	STUDENTS	1 line 5, improves)		line 1, improves)	
		Omission subject (paragraph 2 line 1, The flipped classroom)		Misformation “increased” (paragraph 3 line 1, increases)	
		Omission subject (paragraph 3 line 1, The flipped classroom)		Misformation “increased” (paragraph 3 line 1, increase)	
		Omission auxiliary (paragraph 3 line 4, is)		Misformation “is” (paragraph 5 line 5, are)	
		Omission subject (paragraph 4 line 1, The flipped classroom)		Misformation “have” (paragraph 5 line 1, has)	

Subject	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMA TION	MISORDER ING
		Omission “s” (paragraph 4 line 1, improves)			
		Omission auxiliary (paragraph 4 line 3, is)			
		Omission “s” (paragraph 5 line 2, increases)			
		Omission “s” (paragraph 5 line 3, improves)			
14	THE EFFECT OF FLIPPE D CLASS ROOM	Omission auxiliary (paragraph 2 line 1, is)		Misformation “makes” (paragraph 2 line 6, make)	
		Omission “s” (paragraph 2 line 8,		Misformation to be “is” (paragraph 3 line 3, are)	

Subject	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMA TION	MISORDER ING
		helps)			
15	THE IMPAC TS OF FLIPPE D CLASS ROOM	Omission “s” (paragraph 4 line 5, influences)			
		Omission “s” (paragraph 5 line 5, causes)			
16	THE IMPAC T OF FLIPPE D CLASS ROOM IN TEACHI NG FOR STUDE NTS	Omission auxiliary (paragraph 1 line 1, is)			
		Omission “s” (paragraph 1 line 5, gives)			
17	THE EFFECT OF FLIPPE	Omission “s” (paragraph 2 line 1,			

Subject	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMA TION	MISORDER ING
	D CLASS ROOM ON STUDE NTS	increases) Omission “s” (paragraph 2 line 4, makes)			
18	THE EFFECT OF FLIPPE D CLASS ROOM IN STUDE NT UNDER STANDI NG	Omission “s” (paragraph 1 line 1, changes) Omission “s” (paragraph 1 line 9, helps)		Misformation “have” (paragraph 2 line 2, has) Misformation “have” (paragraph 2 line 4, has)	
		Omission “s” (paragraph 3 line 1, gives)		Misformation “changed” (paragraph 5 line 7, changes)	
19	THE EFFECT S OF			Misformation “have” (paragraph 1	

Subject	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMATION	MISORDERING
	FLIPPED CLASS ROOM			line 6, has)	
20	FLIPPED CLASS ROOM	Omission “s” (paragraph 2 line 4, gives		Misformation “have” (paragraph 1 line 4, has)	
21	THE EFFECT OF VOCABULARY TEACHING STRATEGIES IN FLIPPED CLASS ROOM			Misformation “improved” (paragraph 1 line 3, improves)	
				Misformation “is” (paragraph 1 line 7, are)	
22	USEFULNESS OF THE			Misformation “improved” (paragraph 4	

Subject	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMATION	MISORDERING
	FLIPPED CLASS ROOM METHODOLOGY			line 3, improves)	
23	HOW THE FLIPPED CLASS ROOM HAVE POSITIVE IMPACTS ON EDUCATION			Misformation “must to” (paragraph 1 line 3, must)	
				Misformation “have” (paragraph 1 line 4, has)	
				Misformation “must to” (paragraph 4 line 4, must)	
24	WHAT IS THE EFFECT OF FLIPPED CLASS	Omission “s” (paragraph 2 line 7, makes)			
		Omission “s”			

Subject	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMA TION	MISORDER ING
	ROOM?	(paragraph 2 line 8, gives)			
		Omission “s” (paragraph 3 line 9, explores)			
25	THE EFFECT OF A FLIPPED CLASSROOM MODEL ON INDONESIAN STUDENTS	Omission “s” (paragraph 4 line 1, changes)			
		Omission “s” (paragraph 6 line 3, gives)			
26	GOOD EFFECTS OF FLIPPED CLASS	Omission “s” (paragraph 1 line 5, gives)	Addition “ is” (paragraph 5 line 1)		
		Omission			

Subject	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMATION	MISORDERING
	ROOM	“s” (paragraph 3 line 2, gives)			
27	THE EFFECT OF FLIPPED CLASS ROOM			Misformation “have” (paragraph 4 line 6)	
28	THE EFFECTS OF VOCABULARY TEACHING STRATEGIES AND BILLINGUAL LANGUAGE LEARNERS’		Addition “needs”(paragraph 2 line 3, need)	Misformation “ is” (paragraph 3 line 2, are)	

Subject	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMA TION	MISORDER ING
29	THE EFFECTS OF FLIPPED CLASSROOM ON ENGLISH LEARNING WITH A SONG	Omission auxiliary (paragraph 2 line 1, are)			
		Omission auxiliary (paragraph 3 line 1, is)			
30	THE FLIPPED CLASSROOM	Omission auxiliary (paragraph 1 line 6, is)	Addition “of the” (paragraph 1 line 6)	Misformation “have”(paragraph 1 line 3, has)	
				Misformation “improved” (paragraph 3 line 6, can improve)	
31	HOW IS THE LEARNING	Omission “s” (paragraph	Addition “s” (paragraph 2 line 3, provide)		

Subject	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMA TION	MISORDER ING
	NG FLIPPE D CLASS ROOM	2 line 4, gives)			
		Omission “s” (paragraph 2 line 5, encourages)			
32	THE POSITI VE EFFECT OF FLIPPE D CLASS ROOM	Omission “s” (paragraph 1 line 8, prepares)		Misformation “have” (paragraph 2 line 1, has)	
		Omission “s” (paragraph 2 line 2, allows)			
		Omission “s” (paragraph 2 line 4, gives)			
33	IMPRO VING STUDE NTS’KN		Addition article “a” (paragraph 1 line 5)	Misformation “is” (paragraph 1 line 5, are)	

Subject	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMA TION	MISORDER ING
	OWLED GE BY FLIPPE D CLASS ROOM METHO DOLOG Y				
34	THE IMPAC T OF FLIPPE D CLASS ROOM METHO D	Omission “s” (paragraph 2 line 1, gives)		Misformation “is” (paragraph 2 line 4, are)	
		Omission “s” (paragraph 2 line 7, improves)		Misformation “have” (paragraph 2 line 12, has)	
35	THE EFFECT OF FLIPPE D CLASS ROOM	Omission “s” (paragraph 1 line 7, makes)	Addition “with” (paragraph 1 line 6)	Misformation “have” (paragraph 1 line 6, has)	
		Omission “s” (paragraph		Misformation “have” (paragraph 2	

Subject	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMA TION	MISORDER ING
		2 line 8, makes)		line 17, has)	
		Omission “s” (paragraph 2 line 11, makes)			
		Omission “s” (paragraph 2 line 16, gives)			
36	THE BENEFITS OF FLIPPED CLASS ROOM	Omission verb (paragraph 2 line 11, have)		Misformation “have” (paragraph 1 line 5, has)	
				Misformation “have” (paragraph 4 line 3, has)	
				Misformation “have” (paragraph 4 line 5, has)	
37	THE EFFECT	Omission “s”	Addition article “a”	Misformation “is”	

Subject	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMATION	MISORDERING
	IVITAT E OF VOCAB ULARY TEACHI NG STRAT EGIES IN FLIPPE D CLASS ROOM	(paragraph 2 line 2, improves)	(paragraph 3 line 3)	(paragraph 3 line 3, are)	
38	FLIPPE D CLASS ROOM			Misformation “improved” (paragraph 3 line 8, improves)	
39	THE EFFECT IVITIES FLIPPE D			Misformation “helped” (paragraph 1 line 3, help)	
	CLASS ROOM			Misformation “helped” (paragraph 3 line 1, help)	
40	FLIPPE			Misformation	

Subject	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMA TION	MISORDER ING
	D CLASS ROOM			“have” (paragraph 2 line 1, has)	
				Misformation “have” (paragraph 2 line 2, has)	
				Misformation “have” (paragraph 3 line 1, has)	
41	AN FLIPPE D CLASS ROOM CAN HELP THE INSTIT UTION EDUCA TION TO SPEED UP PROCC	Omission “s” (paragraph 1 line 2, hopes)			

Subject	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMA TION	MISORDER ING
	ES LEARNI NG STUDE NTS				
42	THE EFFECT OF FLIPPE D CLASS ROOM	Omission auxiliary “to” (paragraph 2 line 3, used to)	Addition “s” (paragraph 3 line 1, need)		
		Omission “s” (paragraph 3 line 2, needs)			
43	THE IMPAC T OF FLIPPE D CLASS ROOM FOR ENGLIS H LANGU	Omission “s” (paragraph 1 line 3, gives)		Misformation “improved” (paragraph 4 line 3, improves)	
		Omission “s” (paragraph 1 line 4, gives)			
		Omission			

Subject	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMA TION	MISORDER ING
	AGE LEARN ERS	“s” (paragraph 2 line 8, gives)			
		Omission “s” (paragraph 4 line 1, gives)			
		Omission “s” (paragraph 5 line 2, gives)			
44	THE IMPAC T OF FLIPPE D CLASS ROOM FOR NEW COLLE GE STUDE NT	Omission “s” (paragraph 2 line 5, makes)		Misformation “have” (paragraph 1 line 5, has)	
		Omission “s” (paragraph 5 line 2, brings)			

Subject	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMATION	MISORDERING
45	THE EFFECT OF FLIPPED CLASS ROOM			Misformation “improved” (paragraph 2 line 1, improves)	



Appendix II

Table Recapitulation of Students' Kind of Errors

Subject	Omission	Addition	Misformation	Misordering
1	10	2	1	-
2	-	-	1	-
3	2	-	3	-
4	3	-	2	-
5	2	-	-	-
6	3	-	-	-
7	1	-	2	-
8	-	-	4	-
9	-	-	2	-
10	10	-	1	-
11	-	-	1	-
12	1	-	2	2
13	10	-	6	-
14	2	-	2	-
15	2	-	-	-
16	2	-	-	-
17	2	-	-	-
18	3	-	3	-
19	-	-	1	-
20	1	-	1	-
21	-	-	2	-
22	-	-	1	-
23	-	-	3	-
24	3	-	-	-
25	2	-	-	-
26	2	1	-	-
27	-	-	1	-

Subject	Omission	Addition	Misformation	Misordering
28	-	1	1	-
29	2	-	-	-
30	1	1	2	-
31	2	1	-	-
32	3	-	1	-
33	-	1	1	-
34	2	-	2	-
35	4	1	2	-
36	1	-	3	-
37	1	1	1	-
38	-	-	1	-
39	-	-	2	-
40	-	-	3	-
41	1	-	-	-
42	2	1	-	-
43	5	-	1	-
44	2	-	1	-
45	-	-	1	-
TOTAL	87	10	61	2

Appendix III

Table Identification of Omission Error

Kind of Omission Error	Error Identification	Error Correction
Verb inflection	<ol style="list-style-type: none"> 1. Flipped classroom (become) one of other solution to learning from home. 2. Of course it (make) there are students..... 3. The education (become) one of... 4. Many students (...) not understand about study. 5. There are students (...) not have gadget. 6. Online learning (make) the classroom... 7. Students (...) not have gadget or computer. 8. The traditional teaching (make) the students boring. 9. This learning (give) their challenging. 10. Covid-19 give) big effect for the world. 11. The government (find) solution for... 12. Teacher (explain) the material. 	<ol style="list-style-type: none"> 1. Flipped classroom becomes one of other solution to learning from home. 2. Of course it makes there are students..... 3. The education becomes one of... 4. Many students do not understand about study. 5. There are students do not have gadget. 6. Online learning makes the classroom... 7. Students do not have gadget or computer. 8. The traditional teaching makes the students boring. 9. This learning gives their challenging. 10. Covid-19 gives big effect for the world. 11. The government finds solution for... 12. Teacher explains the material.

13. Flipped classroom (give) good effects.	13. Flipped classroom gives good effects.
14. Flipped classroom model also (give) learners...	14. Flipped classroom model also gives learners...
15. Flipped classroom model also (give) the meaning...	15. Flipped classroom model also gives the meaning...
16. Covid-19 pandemic (make) a big change...	16. Covid-19 pandemic makes a big change...
17. The pandemic (make) we must...	17. The pandemic makes we must...
18. This (make) a change for learning.	18. This makes a change for learning.
19. This make) we should have solution.	19. This makes we should have solution.
20. It also (give)....	20. It also gives....
21. Teacher (tell) the students the topic.	21. Teacher tells the students the topic.
22. Teacher (give) some material.	22. Teacher gives some material.
23. Flipped classroom (change) the teaching method.	23. Flipped classroom changes the teaching method.
24. Teacher just (teach) a view words.	24. Teacher just teaches a view words.
25. Flipped classroom (increase) students interest.	25. Flipped classroom increases students interest.
26. This method (give) more content.	26. This method gives more content.
27. Flipped classroom model (make) possible...	27. Flipped classroom model makes possible...
28. Flipped classroom (provide) two ways...	28. Flipped classroom provides

29. It very (help) students.	two ways...
30. The teacher (give) topic.	29. It very helps students.
31. Teacher (explain) briefly...	30. The teacher gives topic.
32. It (make) students focus.	31. Teacher explains briefly...
33. Flipped classroom (give) chance...	32. It makes students focus.
34. Flipped classroom (increase) student interest.	33. Flipped classroom gives chance...
35. Flipped classroom (improve) students sense.	34. Flipped classroom increases student interest.
36. Independent learning outside the classroom (help) students...	35. Flipped classroom improves students sense.
37. Teaching using flipped method (influence) students' achievement.	36. Independent learning outside the classroom helps students...
38. Flipped classroom also (cause) students...	37. Teaching using flipped method influences students' achievement.
39. The method of flipped classroom give rise...	38. Flipped classroom also causes students...
40. The teacher just (give) about...	39. The method of flipped classroom gives rise...
41. Flipped classroom (increase) curiosity...	40. The teacher just gives about...
42. Flipped classroom (make) students...	41. Flipped classroom increases curiosity...
43. Flipped classroom (make) students involve...	42. Flipped classroom makes students...
44. Covid-19 (change) many...	43. Flipped classroom makes students involve...
45. This methodology (help)	44. Covid-19 changes many...

	<p>education...</p> <p>46. Flipped classroom (give) the students...</p> <p>47. Flipped classroom model also (give) learners the ownership...</p> <p>48. Teacher (give) assignment..</p> <p>49. The flipped classroom method (make) the students emphasis...</p> <p>50. The lecturer (give) materials...</p> <p>51. Student (explore) social media...</p> <p>52. Flipped classroom (change) the teaching method.</p> <p>53. Flipped classroom model (give) learner ownership...</p> <p>54. Flipped classroom (give) learners the ownership to...</p> <p>55. Flipped classroom model also (give) learner...</p> <p>56. The teacher (give) direction...</p> <p>57. This method (encourage) students to...</p> <p>58. Students (come) to school..</p> <p>59. Student (prepare) the materials...</p> <p>60. Flipped classroom (allow) students to...</p>	<p>45. This methodology helps education...</p> <p>46. Flipped classroom gives the students...</p> <p>47. Flipped classroom model also gives learners the ownership...</p> <p>48. Teacher gives assignment..</p> <p>49. The flipped classroom method makes the students emphasis...</p> <p>50. The lecturer gives materials...</p> <p>51. Student explores social media...</p> <p>52. Flipped classroom changes the teaching method.</p> <p>53. Flipped classroom model gives learner ownership...</p> <p>54. Flipped classroom gives learners the ownership to...</p> <p>55. Flipped classroom model also gives learner...</p> <p>56. The teacher gives direction...</p> <p>57. This method encourages students to...</p> <p>58. Students comes to school..</p> <p>59. Student prepares the materials...</p>
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61. Flipped classroom (give) students more...	60. Flipped classroom allows students to...
62. Flipped classroom (give) students freedom.	61. Flipped classroom gives students more...
63. Flipped classroom (improve) classroom...	62. Flipped classroom gives students freedom.
64. Flipped classroom (make) the teacher...	63. Flipped classroom improves classroom...
65. Flipped classroom (make) students more discipline.	64. Flipped classroom makes the teacher...
66. It (make) the students always...	65. Flipped classroom makes students more discipline.
67. The teacher (give) them assignment.	66. It makes the students always...
68. Teacher (provide) material in clear.	67. The teacher gives them assignment.
69. Pandemic covid-19 (make) a study learning...	68. Teacher provides material in clear.
70. Besides, flipped classroom (give) positive impact.	69. Pandemic covid-19 makes a study learning...
71. Flipped classroom also (give) learners...	70. Besides, flipped classroom gives positive impact.
72. Flipped classroom for language learner (give) some positive impact.	71. Flipped classroom also gives learners...
73. Flipped classroom model (enhance) students' grammar.	72. Flipped classroom for language learner gives some positive impact.
74. Flipped classroom (give) some good effects of	73. Flipped classroom model enhances students' grammar.

	<p>vocabulary.</p> <p>75. The flipped classroom (give) some...</p> <p>76. Flipped classroom method (make) they must...</p> <p>77. Flipped classroom (bring) negative effect.</p> <p>78. This method (indicate) the flipped classroom can..</p> <p>79. This model also (optimize) limited class time.</p> <p>80. Teacher (give) input to students.</p> <p>81. This method (improve) individual skill.</p>	<p>74. Flipped classroom gives some good effects of vocabulary.</p> <p>75. The flipped classroom gives some...</p> <p>76. Flipped classroom method makes they must...</p> <p>77. Flipped classroom brings negative effect.</p> <p>78. This method indicates the flipped classroom can..</p> <p>79. This model also optimizes limited class time.</p> <p>80. Teacher gives input to students.</p> <p>81. This method improves individual skill.</p>
Auxiliary error	<p>1. The effects (...) very wide.</p> <p>2. Flipped classroom methodology in university student's perception (...) usefulness.</p> <p>3. The effect of flipped classroom with a song (...) it can increase...</p> <p>4. The second effect of vocabulary teaching strategy (...) it can improve learning.</p>	<p>1. The effects are very wide.</p> <p>2. Flipped classroom methodology in university student's perception is usefulness.</p> <p>3. The effect of flipped classroom with a song is it can increase...</p> <p>4. The second effect of vocabulary teaching strategy is it can improve learning.</p>
Noun inflection	<p>1. Many (student) do not understand about material.</p>	<p>1. Many student do not understand about material.</p>

n	2. Many (student) more interest to use flipped classroom.	2. Many students more interest to use flipped classroom.
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Appendix IV

Table Identification of Addition Error

Kind of Addition Error	Error Identification	Error Correction
Double marking	1. The flipped classroom (is) has many effects.	1. The flipped classroom has many effects.
regularization	1. The students (needs) much of vocabulary. 2. The teachers only (provides) video material... 3. The teachers (needs) much...	1. The students need much of vocabulary. 2. The teachers only provide video material... 3. The teachers need much...
Simple addition	1. Flipped classroom (to) becomes one... 2. The education (to) becomes one.... 3. Flipped classroom methodology (of the) is usefulness. 4. There are (a) several impact of flipped classroom. 5. (With) the flipped classroom makes the teacher more focused. 6. All in the flipped classroom are (a) kind of teaching model.	1. Flipped classroom (to) becomes one... 2. The education becomes one.... 3. Flipped classroom methodology is usefulness. 4. There are several impact of flipped classroom. 5. The flipped classroom makes the teacher more focused. 6. All in the flipped classroom are kind of teaching model.

Appendix V

Table Identification of Misformation Error

Kind of Misformation Error	Error Identification	Error Correction
Alternating form	<ol style="list-style-type: none"> 1. The flipped classroom model (have) allow 2. The material modal (have) reduce ... 3. The flipped method (have) offer ... 4. The teacher (try) to.... 5. The flipped classroom (have) some good effects. 6. The flipped classroom also (have) some.... 7. Learning proces (have) various.... 8. The flipped classroom have several.... 9. The flipped classroom (have) many.... 10. The flipped classroom (have) some effects.... 11. The application of flipped classroom (have) many... 12. Flipped classroom (have) a fresh.... 13. Many children (has) good ability. 	<ol style="list-style-type: none"> 1. The flipped classroom model has allow 2. The material modal has reduce ... 3. The flipped method has offer ... 4. The teacher tries to.... 5. The flipped classroom has some good effects. 6. The flipped classroom also has some.... 7. Learning proces has various.... 8. The flipped classroom has several.... 9. The flipped classroom has many.... 10. The flipped classroom has some effects.... 11. The application of flipped classroom has many... 12. Flipped classroom has a fresh.... 13. Many children have good ability.

14. It (improved) classroom efficiency.	14. It improves classroom efficiency.
15. It can (improved)....	15. It can improves....
16. Flipped classroom extremely (helping) teacher....	16. Flipped classroom extremely helps teacher....
17. Flipped classroom (improved) classroom....	17. Flipped classroom improves classroom....
18. Flipped classroom (increased) students interest.	18. Flipped classroom increases students interest.
19. Flipped classroom can (increase) students...	19. Flipped classroom can increases students....
20. Flipped classroom (have) good....	20. Flipped classroom has good....
21. This new methodology (have) many...	21. This new methodology has many...
22. The flipped classroom (have) good effect...	22. The flipped classroom has good effect...
23. Flipped classroom (changed)....	23. Flipped classroom changes....
24. Flipped classroom model (have) many positive....	24. Flipped classroom model has many positive....
25. Flipped classroom (have) any more...	25. Flipped classroom has any more...
26. It (improved) classroom efficiency.	26. It improves classroom efficiency.
27. It (improved) classroom...	27. It improves classroom...
28. Teacher must (have) an ability...	28. Teacher must has an ability...

	<p>29. The flipped methodology (have) over.</p> <p>30. Student (have) to be...</p> <p>31. It (improved) classroom...</p> <p>32. Flipped classroom (have) many...</p> <p>33. Flipped classroom have many...</p> <p>34. Teacher also (have)...</p> <p>35. The lecturer (have) to...</p> <p>36. The flipped classroom (have) many...</p> <p>37. The flipped classroom (have) benefit...</p> <p>38. Student (have) responsibility...</p> <p>39. This new innovation learning method (have) ...</p> <p>40. It (improved) classroom...</p> <p>41. The flipped classroom can (helped) teachers....</p> <p>42. The flipped classroom can (helped) the learning...</p> <p>43. Flipped classroom (have) some...</p> <p>44. It (have) to do...</p> <p>45. Flipped classroom (have) many positive effects.</p> <p>46. It (improved) classroom efficiency.</p>	<p>29. The flipped methodology has over.</p> <p>30. Student has to be...</p> <p>31. It improves classroom...</p> <p>32. Flipped classroom has many...</p> <p>33. Flipped classroom has many...</p> <p>34. Teacher also has...</p> <p>35. The lecturer has to...</p> <p>36. The flipped classroom has many...</p> <p>37. The flipped classroom has benefit...</p> <p>38. Student has responsibility...</p> <p>39. This new innovation learning method has ...</p> <p>40. It improves classroom...</p> <p>41. The flipped classroom can helps teachers....</p> <p>42. The flipped classroom can helps the learning...</p> <p>43. Flipped classroom has some...</p> <p>44. It has to do...</p> <p>45. Flipped classroom has many positive effects.</p> <p>46. It improves classroom efficiency.</p>
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	<p>47. The implementation of flipped classroom (have) an...</p> <p>48. It (improved) classroom...</p>	<p>47. The implementation of flipped classroom has an...</p> <p>48. It improves classroom...</p>
Archie-form	<p>1. The effects of flipped classroom (is) classroom not....</p> <p>2. The innovations about about learning methods (is) needed....</p> <p>3. The effect (are) can enhance....</p> <p>4. Efficiency, interest, and sense which students have (is) use to....</p> <p>5. The medias which used by teachers and students (is)....</p> <p>6. Teacher and students (is) little....</p> <p>7. The causes of the flipped classroom (is)...</p> <p>8. There (is) several impacts...</p> <p>9. The goals of flipped classroom (is)...</p> <p>10. All in the flipped classroom (is) kind....</p> <p>11. These effects (is) proved...</p> <p>12. The classrooms (is) oriented...</p>	<p>1. The effects of flipped classroom are classroom not....</p> <p>2. The innovations about learning methods are needed....</p> <p>3. This effect is can enhance....</p> <p>4. Efficiency, interest, and sense which students have are use to....</p> <p>5. The medias which used by teachers and students are....</p> <p>6. Teacher and students are little....</p> <p>7. The causes of the flipped classroom are...</p> <p>8. There (are) several impacts...</p> <p>9. The goals of flipped classroom are...</p> <p>10. All in the flipped classroom are kind....</p> <p>11. These effects are proved...</p>

	13. There (is) some benefits...	12. The classrooms are oriented... 13. There are some benefits..
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Appendix VI

Students' essay writing

Conclusion
3). Essay.

purpose of flipped Classroom.
* The results of Flipped Classroom

Changes to this learning model and method need readiness from teachers, students, facilities and materials to be used. Flipped Classroom is a learning method or model that will be used, by student and teacher to start learning where student learning the material before going to class.

Flipped classroom is a learning model used by students at home to study material at home before entering the class give the teachers. This method can also give when the teacher cannot enter the class, so the teachers only provides video material to the students. Before discussing the material the teacher give direction on the assignments is give so that student can work independent or in groups with their friends. this method encourage student to be more independent and have high curiosity with this learning model, student come to school student can explain that they have learning at home this will foster self-confidence and courage to communicate in front of their friends. The the teachers also give directions or input to students see student activeness during discussions.

The model will continue to train students so they are not lazy to study be responsible and have discussions groups with their friends this model can also optimize limited class time and also manage time well.

References

1. Nurliana Dalila Shabri et (Investigating the impact of flipped classroom) 2021
2. Hongwei Zhang et (The Adjustment and effects of Vocabulary teaching strategies.
3. Ernesto Golomo Magana et (Perception of the Usefulness of Flipped Classroom).

The Effect of flipped classroom in student understanding

As we have seen, covid-19 change many structure of world especially in education department. During the covid-19 pandemic teaching methodology has change because the student must study at their house.

Because at that the learning method has evaluated their teaching model, flipped classroom is the one of solution to answer this problem.

flipped classroom is a methodology of blended learning to make a classroom in face to face or learning method (Magna, Varela, Pa and Gracia). this methodology help education department to make their class conducted during the covid-19 pandemic.

flipped classroom using a teaching model to allowed the student knowledge in to acquired student to active and constructive in the classroom. (Shaari, Shaari, and Abdullah; 2021)

As we seen the flipped classroom make the student in Asintran and Sintran study by their self.

The flipped classroom model is a variety of education teaching model, then, this new methodology have many effect of student understanding. According to Zhong, Li, Jia, Ma and Guang (2016), the effect of flipped classroom have a good effect in education. The first is flipped classroom can improve the classroom more efficiently because the student can manage their time to ignore their skill in a long time. The second is flipped classroom increase student interest in learning because in content of flipped learning is more fun than traditional teaching. student arguer that traditional teaching is more boring than this teaching method. The third is students can improve their sense of learning achievement because student can spend less time and achieve better.

Flipped classroom give the student more active and realized to be autonomous in learning. "flipped classroom models also give learners the ownership to monitor their learning progress ..." (Shaari, Shaari and Abdullah; 2021) this statement can make the flipped classroom to be a trusted learning model in education. The advantages of flipped classroom can increase the student interest and motivation and developing curiosity also critical thinking

The Effect of Flipped Classroom on Students

The flipped classroom is the new innovative methodology in education to improve student quality in learning. Flipped classroom training students responsibility with give the students ownership to handle their learning progress (Sh et al., 2021). So, students can't depend ~~with~~ each other because before arrived in the classroom teacher give them the materials. Flipped classroom can give ~~the~~ several effect for students, such as increase curiosity and critical thinking skills, make classroom more efficient and increase student interest.

Flipped classroom increase curiosity and critical thinking skills of students. Discussion and answer question session in flipped classroom can increase ~~the~~ activity of students. In contrast of traditional teaching, flipped classroom make students involved in learning so that students feel curiosity and improve critical thinking. Difference with traditional teaching, the students feel boring and students teacher interaction is a lot (Zhang et al., 2016)

Flipped classroom also make classroom more efficient. This method efficient because of student learning the material before at home. ~~They~~ Then in the class they ~~are~~ have a lot of knowledge about the material, ~~the~~ teacher usually give they time to discussion in the class. The discussion can improve their communication skills among students and teacher.

Flipped classroom also increase student interest with innovative method learning like using internet. In flipped classroom ~~the~~ teacher can using internet to improve creativity and digital competence (Coxima-magana et al.). ~~the~~ Using internet teacher can make any creation and content to make student interest.

Flipped classroom more easy to receiving than traditional teaching. Several advantages ~~of~~ of flipped classroom can improve quality of students.

Flipped classroom method improved classroom efficiency. After a long time, Vocabulary has been focus on english teaching / dual language teaching, it takes lot of time in class. The teacher too focused on vocabulary and ignoring students ability like speaking, writing and other. In other words, teacher just teach a few words and that makes ^{can} waste time for students limited time in class and the efficiency is not good. But, After flipped classroom appear, students can learn more vocabulary by themselves and they can put more time on their ability. Flipped classroom increase interest the students in learning. This method give more content and method of learning in interesting way, it may give a good effect for student and help them improving learning interest in class or outside class. The traditional teaching method is single and boring, and the interaction between teacher and student is this make student lost their encourage in learning and cannot arouse their interest in learning. With flipped classroom, teachers can use internet, gadget and other equipment or resource to present materials for learning methods and channels. The student can adjust their learning process and allocate their time for studying to their actual situation on their daily life. And inside class, student can have all kinds of activities to apply the materials which can increasingly interesting and encourage the learning process. Flipped classroom model make possible that the students spend less time but achieve better than the student from the traditional classroom.

Flipped Classroom provide two ways, online and face to face learning. It makes student not boring and increase their interest and motivation through familiarisation of material. They can develop curiosity and critical thinking skills among student by helping them with their knowledge. And also it very help student to take care of being perfect. The flipped methodology has offered a new possibility to undertake educational act.

As we have seen, the flipped classroom has been positively give good impact to the learning process more flexible, the teacher and student is more relax, the material is not boring, the student less anxiety because the teacher not explain full in class time. The students more active to learn, explore and discuss about the material while the teacher give the topic and explain briefly while teaching. It make student focus on their ability. Flipped Classroom, provide a new method of vocabulary teaching and as new teaching model. The advantage became recognized by a lot of people. Flipped classroom give change to student to be the center in learning process. It can develop their personal study. In the good impact, we still need to explore and research about flipped classroom again and again.

✓ Summary, Comment, and Related topic
Essay

Covid 19 has bring effect all of aspect in this world. One of the aspect is education. In a context conditioned by Covid-19, this methodology has facilitated a blended learning modality where virtual synchronous sessions are used to solve doubts and work in class (Magana, Yardo, Garcia, Parmelo). This methodology called Flipped classroom. According to Nurliar on Studies in English language and Education (2021) This new teaching approach has transformed the conventional classroom practice teacher role. Flipped classroom have a fresh method than the traditional one. Flipped classroom is combine online and offline learning. Before class the teacher will tell the student the topic and give some material for student to learn, understand and explore. When the day come or face to face meeting between teacher and student, they will have a discussion in class. The student will review the material that have they read before and the teacher will give ^{explain} ~~some~~ material briefly, ^{also} ~~also~~ the teacher will answer the question of student. The discussion not just between teacher and student but the student also instructed to discuss about the material with their peers, the teacher will keep eyes and help the student. Flipped method is quite different from the traditional method when the teacher is 100% explain about the material. As the method work, it must bring some changes, effect and teach other. ~~So far~~. Some researcher said Flipped classroom change the teaching method and found some good effect, especially for dual language learner.

(10/4)



- Body paragraph : Effect 1
Effect 2

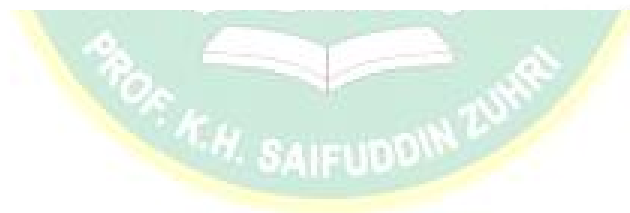
- Conclusion

The Impact of Flipped Classroom to Teacher and Student

In this today era, learning process have various models can be used to giving material. Learning with comfort and can be interested to student became a challenge to teacher when they giving or providing the material in learning. According to journal 'Perception to the usefulness of the flipped classroom methodology', the flipped classroom is a methodological alternative that has been positively evaluated by the student. Flipped classroom have a several advantages to student and giving comfortable in learning to teacher.

In era pandemic Covid 19 until now, ~~teach~~ learning method many used blended ~~learn~~ to providing learning. In flipped classroom, teacher and student can use internet to access material and improving technology skills. There are several advantages when teacher used this method. First, teacher can be save time to giving material in school. Second, teacher and student shouldn't to come to school for following learning process. Third, teacher can be providing material who's interested student. Flipped classroom have a many advantages if we used this method wisely.

In other side, this method also have many benefit to student. Based on the research was conducted to identify the significance of flipped classroom model in 21st century and its implementation in teaching verb tenses to a group of dual language in Malaysia. This method can be increased student interest with the material and motivation the familiarisation of content. Flipped classroom enriches the content and method learning. Sometimes, the traditional learning method is boring and the interaction between teacher and students is little.



- Effect 2 → Improved classroom efficiency.
- Conclusion

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The Impact of Implementation Flipped Classroom

There is COVID-19 give big effect for world. Either one in education. The government find solution for education in Indonesia. Flipped classroom to convince can give good effect for learning. Therefore the teacher try to implementation flipped classroom for learning. Flipped classroom is teaching method which is change the structure learn. In flipped classroom to emphasize the contribute of teacher and student. There are some effect if the flipped classroom implemento at school. In this essay will explain about the effect of flipped classroom.

Flipped classroom model has allowed knowledge to be acquired through active and constructive processes. The findings of the threefold method indicated that the flipped classroom model can enhance student's grammar knowledge and ~~and~~ understanding through activities and participation inside and outside the class. The flipped classroom to emphasize teacher and students active, either in class room or out classroom. ~~Hope there are~~ The flipped classroom hope ~~that~~ can to emphasize the ~~that~~ independent student because student must responsibility in learning process.

Then, effect can to be able if flipped classroom method implementation at school is improved classroom efficiency. In flipped classroom, learning can do in inside or outside class. Usually, teacher explain this material for student in class and then students can continue learn at home or other place. Teacher can give some exercise for students for ~~doing~~ discussion with other people. So it's not need much time for learning in classroom. In other words, students learn more by themselves.

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Flipped classroom in pandemic COVID 19.

. Essay.

(The effects from online learning of flipped Classroom)

Because there are many impact of pandemic, to cause many program stopping include about education. Flipped classroom to becomes one of other solution to learning from home, online learning is part of flipped classroom. In a context conditioned by COVID 19, this method has facilitated a online learning modality where virtual sessions. (Journal, perception of the Usefulness of the Flipped Classroom Methodology). To cause many students less to understand about gadget or Computer. And there are students not have gadget or computer, of course to make there are students to experience trouble in study of flipped classroom.

The education to becomes one of other the impact of pandemic COVID 19, and the effects are very wide. Effects of flipped classroom the classroom very not conducive and many students not understand about study. And also to make there are student to experience many trouble in study. The effects about conditioned COVID 19, the government must to prepare free internet to student. And also the government must to determine all students to get free internet.

According to the Journal "Investigating the Impact of flipped classroom on Dual Language Learners Perceptions and Grammatical Performance") The learners responsibility to organise their learning online and develop their knowledge before, during and after the lesson. And the learners must always to supervise all students. (According to the journal "The Adjustment and Effects of Vocabulary Teaching Strategies in Flipped Classroom") In class, student can have all kinds of activities study to apply vocabulary and master the Vocabulary.

My research poses the real effects of flipped classroom in pandemic COVID 19, and many effects to students and learners. Of course, online learning ~~is~~ makes the classroom to study not fluence as usually at ofline learning. All student also must study with good, dilligent and accurate. And learners must over protective to student, always to supporting all students in order to over fighting to study. If student not have gadget or computer, ~~can~~ can use vocabulary of printed book. ^{about half}

Appendix VII



DAFTAR RIWAYAT HIDUP

A. Identitas Diri

Nama : Febriyani
NIM : 1617404016
Tempat/Tgl.Lahir: Banyumas, 21 Februari 1998
Alamat : Jatisaba Rt. 08/05, Kec. Cilongok,
Kab. Banyumas
Nama Ayah : Sudin
Nama Ibu : Kirlem

B. Riwayat Pendidikan,

1. Pendidikan formal
 - a. Tk MNU Diponegoro 175 Jatisaba (2004)
 - b. MI Ma'arif Nu 1 Jatisaba (2010)
 - c. SMP N 2 Purwojati (2013)
 - d. SMA N 1 Patikraja (2016)
 - e. UIN K. H. Saifuddin Zuhri Purwokerto (masuk 2016)
2. Pendidikan Non-formal
 - a. PP Darul Abror Watumas (2019)

C. Pengalaman Organisasi

1. (2017) Komunitas Javelin (Anggota)
2. (2018) Duta Purwokerto Mengabdi (Anggota)

Purwokerto, 2 April 2023

Febriyani

NIM. 1617404016