AN ANALYSIS OF ENGLISH GRAMMAR ERRORS IN ENGLISH STANDARD OPERATIONAL PROCEDURE MATERIAL FOR INDOMARET CASHIERS

A SARJANA PENDIDIKAN FINAL PAPER

Presented as a Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By

Andreas Dwi Septiaji Pamungkas
Student number: 091214102

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
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Approved by

Advisor

Pius Nurwidasa Prihatin, M.Ed., Ed.D.

June 13th, 2016
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Defended before the Board of Examiners on July 15th, 2016

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Yogyakarta, July 15th, 2016
Faculty of Teachers Training and Education
Sanata Dharma University

Dean,

Rohandi, Ph.D.
"DIFFICULT

IS ONLY AT THE BEGINNING"

Dedicated to:

My Lord Jesus Christ

My big family

&

“Three idiots”
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this final paper, which I have written, does not contain the work or parts of work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, July 15th 2016

The writer,

AndreasDwi Septiaji Pamungkas 091214102
LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH
UNTUK KEPENTINGAN AKADEMIS

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Nama : Andreas Dwi Septiaji Pamungkas
Nomormahasiswa : 091214102

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Dibuat di Yogyakarta
Pada tanggal: 3 Juni 2016
Yang menyatakan,

(Andreas Dwi)
Abstract

Pamungkas, Andreas Dwi Septiaji. (2014). *An Analysis of English grammar errors in English Standard Operational Procedure Material for Indomaret Cashiers*. Yogyakarta: English Language Education Study Program, Department of Language Arts and Education, Faculty of Teachers Training and Education, Sanata Dharma University.

The position of English as the international language holds an important role in this globalization era. The mastery of English becomes an important factor for human resources in order to be able to compete with others. One of the competitions in the working world aspects in Yogyakarta is the competition of minimarkets to provide well-qualified workers to address foreign customers. One of the minimarkets is "Indomaret". In order to improve the quality of employees’ English speaking skills, "Indomaret" decided to cooperate with "EPIC" by establishing an English course.

Later on, the writer found out that there were many grammatical errors in the content of English SOP material. The writer was motivated to carry out a further study on this case by analyzing the grammatical errors using a theory from Corder (1981, p.168). This study aims to find out the English grammar errors presented in Indomaret’s English SOP Material and also the their type according to Corder’s model (1981, p.168).

Thus, the research problems are formulated as follows: What are the English grammar errors in the Indomaret’s English SOP material? What type (out) are the English grammar errors in the the Indomaret’s English SOP Materials included into according Corder’s model (1981, p.168)? The researcher explored the answers to the research question using a model from Corder (1981, p.168).

The examples of English grammar errors in this study cover English grammar errors in Conditional Sentence, Simple Present Tense, Clause, and in 'Want to' -sentence which appeared in Indomaret English SOP Material.

The researcher found out two benefits of analyzing English grammar errors using Corder’s model (1981, p.168). Firstly, the learners could enhance the sentence reconstruction skills of English grammar errors found in any form of writing. Secondly, the learners could get more understanding of the kinds of English grammar errors treatment. Besides, the learners would be able to make some priorities of which English grammar errors can be reconstructed or fixed first. This study also proposed recommendations for future researcher in order to investigate what difficulties faced by English Education Students in reconstructing English grammar errors as there maybe some difficulties of reconstructing English grammar errors and making plausible interpretation in some steps in Corder’s model.

Keywords: Idiosyncratic sentences, English grammar errors, Reconstruction
Abstrak

Pamungkas, Andreas Dwi Septiaji. (2014). An Analysis of English grammar errors in English Standard Operational Procedure Material for Indomaret Cashiers. Yogyakarta: English Language Education Study Program, Department of Language Arts and Education, Faculty of Teachers Training and Education, Sanata Dharma University.


Contoh-contoh kesalahan grammar dalam penelitian ini meliputi kesalahan-kesalahan grammar dalam Conditional Sentence, Simple Present Tense, Clause, dan di ‘Want to’-sentence yang terdapat di Materi SOP Bahasa Inggris Indomaret.

Penelitian ini juga mengemukakan anjuran bagi peneliti di masa mendatang supaya menginvestigasi kesulitan-kesulitan apa yang dihadapi mahasiswa Pendidikan Bahasa Inggris dalam menyusun ulang kesalahan-kesalahan grammar karena mungkin ada beberapa kesulitan-kesulitan dalam menyusun ulang kesalahan-kesalahan grammar dan membuat interpretasi yang masuk akal dalam beberapa langkah-langkah yang terdapat di model Corder.

Keywords: Idiosyncratic sentences, English grammar errors, Reconstruction
ACKNOWLEDGEMENTS

First and foremost, I would like to thank My Lord, Jesus Christ the greatest Father of all Fathers to whom the spirit, hope, mercy, life, and ease be upon me during the process of studying in Sanata Dharma University. The period of being a student at Sanata Dharma University has come to an end along with the fulfilment of this final paper. The greatest gratitude is for Him that in each of my sincere prayer, God always gives me a new faith and blesses my efforts.

The fulfilment of this final paper cannot be separated with people granted by God to me so that I can finish this final paper. Thus, this study cannot be accomplished without the roles of lecturers of English Education Study Program. Particularly, I would like to give my best gratitude to my academic lecturer, C. SihPrabandari, S. Pd., M. Hum who have guided me in this study, and also my paper advisor, Pius Nurwidasa Prihatin M.Ed., Ed.D who has contributed his time and energy to assist me in finishing this final paper. I am really grateful for their support and care.

Furthermore, I do not forget to thank all the lecturers of the English Education Study Program who have sincerely taught me all courses in this study program and gave me inspiration in accomplishing this final paper. I also give my gratitude to P. Kuswandono, Ph.D who acts as my proofreader during the process of this study. I also appreciate and thank all of the staffs of Sanata Dharma University for giving me their best service as well as the ELESP staffs who
dedicate themselves in giving service and information to English Education Students.

As the author of this final paper, I deeply thank my family especially my parents who always support me in any condition, care about me, give me affection, pray for me and give financial support. I also thank to my sister Ika, who has never been tired in reminding me at every chance she has. They are important figures in my life. I will also not forget my comrades, Antonius Damas Putra Gautama and Agustinus Prastowo Pandu. We are friends who have shared many things together. I thank them for the support, help, care, jokes, and happiness in hard times. I also give many thanks to my cousin Maria Elvina Silvia, my friend Fransisca Triwardhani and Christine, who has never been tired in reminding me to work on my paper. Special thanks to a mother of my friend, Mrs. Ana Tri Putranti Bekti Utami who has given me spiritual support among many things, including the process of my thesis defence.

Last but not least, this gratitude is also for my whole family for keep on supporting me and sarcastically motivated me to get this paper done. I would like to thank them for their support and help. At the end, this final paper is dedicated for people I could not mention here. Their help, support, and care are valuable.

Andreas Dwi Septiaji Pamungkas
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CHAPTER I
INTRODUCTION

This chapter presents the introduction of the whole study. It is divided into two parts, namely Background of the Study and Research Method. The Background of the Study explores the urgency of this study and elaborates the writer’s personal reasons in selecting the topic of the study. This also discusses the objectives of the study which presents the aim of conducting this study and the problem formulation to limit the scope of the study. The second part is the Research Method. This part elaborates the review of literature which explains about the theories used in this study and its framework in this study. This part also elaborates the methodology which explains the sources and methodologies conducted in this study.

A. Background of the Study

The position of English as the international language holds an important role in this globalization era, especially in trade transactions, financial commerce, business conversations, and many others. Therefore, it is essential for Indonesia as one of the developing countries to be aware of such need. Considering that English is important in the working world, the mastery of English also becomes an important factor for human resources in order to be able to compete with others. This situation then urges the working people to be fluent in English as they tend to communicate with a lot of people from different countries. This situation is also faced by those who work in the tourism areas, such as Yogyakarta.
Many foreign tourists come to visit Yogyakarta. Therefore, there are many competitions in many aspects in the working world in Yogyakarta. One of them is the competition of minimarkets to provide well-qualified workers to address foreign customers. One of the minimarkets is "Indomaret."

"Indomaret" is a minimarket whose store branches are spread all over Yogyakarta, including in the parts of Yogyakarta where foreign tourists often visit, namely, "Indomaret" branch Parangtritis, Tugu, Malioboro, Bhayangkara, Brigjen Katamso, etc.

In order to improve the quality of employees’ English speaking skills, "Indomaret" decided to cooperate with "EPIC" by establishing an English course. “EPIC” was a teaching group which the writer and his group members built during the SPD (Service Program Design) course. The purpose of EPIC Teaching group is to find the client’s need in learning English with the knowledge and skills that the writer and his group members have. The writer’s group comes to find what the client needs in learning English as the client wants to try to optimize the potentials of the client’s employees in learning English, especially in the working area.

"Indomaret" and "EPIC" held some meetings to discuss the materials and the methods used for the whole course in order to improve the cashiers' English ability, especially their speaking skills and to enable the cashiers to address foreign customers appropriately. After the agreement was made, finally the writer’s group was given an English SOP (Standard Operational Procedures)
material for cashier position in Indomaret Teaching group. The writer’s group was ordered to train the students to be able to perform the whole English SOP.

Later on the writer found out that the content of English SOP material that was given by our client Indomaret was not appropriate for the students to learn. There were many grammatical errors in the English SOP material. Seeing that this would lead to an improper implementation of English in the Indomaret Cashier workplace, the writer was motivated to perform a further study on this case. In general, the writer intends to analyze the grammatical errors found in the English SOP material using theory from Corder (1981, p.168).

The objective of this study is to identify and analyze the errors in the Indomaret’s English SOP material for cashiers.

To achieve the objectives and specify the study, some research problems related to the topic have been prepared. The questions are formulated as follows:

1. What are the English grammar errors in the Indomaret’s English SOP material?
2. What are the types of English grammar errors found in the Indomaret’s English SOP material included into according to Corder’s model (1981, p.168)?

B. Research Method (sample, materials, & procedures)

In conducting the study, the writer uses qualitative approach. Maxwell (1996, p.17) stated that “the strength as qualitative research derives primarily from its inductive approach, its focus on specific situation or people, and its
emphasis on words rather the numbers”. It means that the data in this study is analyzed in the form of description and identification or analysis of the texts. The data in this study is analyzed in the form of description and identification or analysis of the texts. Since the writer studies the content of a material, the Content Analysis method is used in analyzing the object of the study. This study identifies and analyzes grammatical errors presented in the material’s content.

The materials studied in this study is the Indomaret’s English SOP material. Indomaret’s English SOP material is a material containing a set of English language standard operational procedures of the cashier position created by Indomaret as the guideline for the Indomaret cashiers in doing their job. Indomaret’s English SOP material contains the instructions of the expected ways of how a cashier should treat the English-speaking customers.

This study has two focuses to limit the analysis. First, this study focuses on identifying the grammatical errors in English SOP material for Indomaret cashier. Second, this study focuses on the analysis of English grammar errors in the Indomaret’s English SOP material which includes the existence of erroneous and idiosyncratic sentences in the sentence.

This study focuses on the content of the Indomaret’s English SOP material. The English grammar errors analysis includes identifying the erroneous and idiosyncratic sentences which may be found during the material analysis.

The procedure of this study is described as follows; First, the writer identified the grammatical errors in the Indomaret’s English SOP material. After
that, the writer analyzed the existence of erroneous and idiosyncratic sentences in the sentence.

C. Definitions of Terms

The terms explained below are the key terms frequently used in this study. This part will explain the definition of the key terms to avoid misinterpretation and to clarify the concepts used in this study. The definitions of terms contain the definition and also the contextual concepts from some experts.

1. Type of English grammar errors according to Corder’s model (1981, p.168)

In the further section, the word “type” refers to word “out” as writer tries to ease the understanding of the terms in the abstract section. Based on Corder’s model to identify erroneous or idiosyncratic sentences in a second language, there are 3 “outs” of English grammar errors, they are out 1, out 2, and out 3. Each out is the result of series of procedures in analyzing the English grammar errors.

2. Idiosyncratic Sentence

According to English Oxford Dictionary – International Students New Edition (1995, p.589), Idiosyncrasy is a person’s particular way of thinking, behaving, etc that is clearly different from that of others. In other word, it is an uncommon sentence. The idiosyncratic sentences studied in this paper are the ones that contain English grammar errors, which therefore be analyzed in order to find out to which out the idiosyncratic sentences are.
CHAPTER II
DISCUSSION

This chapter is divided into two sections. The first section is the review of related literature that presents several theories to support this study. The second section discusses the result of this study or the findings.

A. Review of Related Literature

There are several theories used by writer to support the research problem mentioned in the previous chapter. The theories which are presented cover the method to identify the erroneous and idiosyncrasies in the English grammar errors which are found in the Indomaret’s English SOP material. The writer also gives an explanation on the concept and definition of the error analysis in this section.

To begin with, the writer would like to give a brief description on:

1. **Identifying Erroneous or Idiosyncratic sentences in a second language.**

There is a model provided by Corder (1981, p.168) to identify erroneous or idiosyncratic sentences in a second language. The model from Corder (1981, p.168) is the main procedure which is used by the writer to identify the existence of idiosyncratic sentences in the English grammar errors which are found in the Indomaret’s English SOP material. Using the model, the writer is able to analyze and classify the type of English grammar error presents in the Indomaret’s English SOP Material.
The picture below is the model provided by Corder (1981, p.168) to identify erroneous or idiosyncratic sentences in a second language.

Corder’s model (1981, p.168)

This model explains that any sentences written by the learner and transcribed right after can be analyzed for idiosyncrasies. Overtly erroneous sentences are those which are clearly ungrammatical and covertly erroneous sentences are the ones which are grammatically well formed but not interpretable within the normal context of communication. According to this model, if in both cases a plausible interpretation can be made from the sentence, then a reconstruction of the sentence in the target language and a comparison between the reconstruction and the original idiosyncratic sentence should be formed. After that, the difference should be described between the reconstructed sentence and the original idiosyncratic sentence. If the native language of the learner is known, the next step is to translate the sentence literally into L1 and check if plausible
interpretation in the context is possible as the native language interference could be the source of error. In some cases, the plausible interpretation is totally impossible. Therefore the researcher is left with no analysis to the error which goes to OUT 3.

2. Concept of Error Analysis

There are various concepts of error which have been presented by experts. Basically the idea of those concepts is the same, the differences lie on the ways they formulate them. Norrish (1987, p.7) defined that error is a systematic deviation, when a learner has not learnt something and consistently gets wrong. Meanwhile, according to Cunningworth (1987, p.87) errors are systematic deviations from the norms of the language being learned. From those two concepts, it can be interpreted that the systematic deviation is the issue that happens repeatedly in an error.

Another concept of error analysis is given by Brown (1980, p.166), he defined error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner. This is similar to the concept proposed by Crystal (1987, p.112); error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics. From the definition above it can be concluded that error analysis is an activity to identify, classify and interpret or describe the errors made by someone in speaking.
or in writing and it is carried out to obtain information on common difficulties experienced by someone in speaking or in writing English sentences.

B. Findings

In this section, the writer presents the result of this study and the answers of the research problem of this study. In the previous section, the writer presented two major theories namely theories of identifying erroneous or idiosyncratic sentences in a second language, and concept of error analysis. This study focuses on the error analysis as well as the erroneous or idiosyncratic sentences in second language. To support the findings, the writer used the theories of identifying erroneous or idiosyncratic sentences in a second language from Corder (1981, p.168).

1) Idiosyncratic Sentence Found in a Second Conditional Sentence

<table>
<thead>
<tr>
<th>Giving Advice</th>
<th>Arti</th>
<th>Contoh kalimat</th>
<th>Arti</th>
</tr>
</thead>
<tbody>
<tr>
<td>If I were you, I will...</td>
<td>Bila saya menjadi anda, saya akan...</td>
<td>If I were you, I will choose nasi kuning</td>
<td>Bila saya menjadi anda, saya akan memilih nasi kuning</td>
</tr>
<tr>
<td>Why don't you...</td>
<td>Kenapa anda tidak...</td>
<td>Why don't you try Freezy?</td>
<td>Kenapa anda tidak coba Freezy?</td>
</tr>
<tr>
<td>I advise you to...</td>
<td>Saya sarankan...</td>
<td>I advise you to eat yummy suki Sir!</td>
<td>Saya sarankan anda untuk makan yummy suki!</td>
</tr>
</tbody>
</table>

SLIDE 66

Sentence “If I were you, I will choose nasi kuning”
The sentence “If I were you, I will choose nasikuning” for giving advice (as marked with red box) presented in slide 66 of the Indomaret’s English SOP material contains a grammatical error. The analysis of the English grammar error using Corder’s model (1981, p.168) is presented below:

The sentence is not superficially well-formed in terms of the grammar of the target language, the error lies on the incorrect rule application of conditional sentence. According to Corder’s model (1981, p.168) this sentence is overtly idiosyncratic. The next step to analyze the error is to find out if the plausible interpretation can be put on sentence in context.

Plausible interpretation can be put on sentence in context. The sentence has an incorrect rule application of second conditional sentence and a plausible interpretation can be put on sentence in context. The next step of error analysis according to Corder’s model (1981, p.168) is to make well formed reconstruction of sentence in target language (English).

Well-formed reconstruction of sentence in target language can be performed in the sentence. The sentence “If I were you, I will choose nasikuning”, is a second conditional sentence. The correct rule application of conditional sentence is described using this formula:

If + Past Tense  would + inf

In this case, the error application of the sentence lies on its main clause; “..., I will choose nasikuning”. Therefore, the well-formed reconstruction of sentence in target language is described as follows:

“If I were you, I would choose nasikuning”.

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The original idiosyncratic sentence compared to the reconstructed sentence is described as follows:

a. Original sentence: “If I were you, I will choose nasikuning”

b. Reconstructed sentence: “If I were you, I would choose nasikuning”

Rules for accounting for original and reconstructed sentence differ in the main clause. The modal “Will” of the main clause in the original sentence uses V1. Meanwhile, the modal “Will” of the main clause in the reconstructed sentence uses V2, which is the correct rule application of Second Conditional Sentence. Therefore, this sentence goes to OUT 2.

2) Idiosyncratic Sentence Found in Simple Present Tense

<table>
<thead>
<tr>
<th>Penyebab</th>
<th>Giving Advice Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Konsumen terlihat kebingungan ingin minum kopi panas atau kopi dingin saat kondisi hari hujan</td>
<td>K: What do you advise me to drink? Hot Coffee or Iced Coffee? P: If I were you I will choose hot coffee when it rainy day</td>
</tr>
<tr>
<td>Konsumen menanyakna apa makan siang yang enak</td>
<td>K: I have to lunch. What do you suggest for me? P: I advise you to eat nasi kuning Sir/Ma’am. It contain fried chicken, boiled egg, vegetables, and it very delicious.</td>
</tr>
</tbody>
</table>

Sentence “It contain fried chicken, boiled egg, vegetables, and it very delicious”
Sentence “It come from the management”

In the picture above, it can be seen that there’s an error in the use of verb in Simple Present Tense in “It contain fried chicken, boiled egg, vegetables” clause (shown in the box) and in “It come from the management” sentence.

These sentences are not superficially well-formed in terms of the grammar of the target language. The error of the sentence lies on the missing prefix –s in the verb of the sentence (contain). According to Corder’s model (1981, p.168) this sentence is overtly idiosyncratic. The next step to analyze the error is to find out if the plausible interpretation can be put on sentence in context.

Plausible interpretation can be put on sentence in context. This sentence has an incorrect form of verb to the subject of the sentence. The next step of error
analysis according to Corder’s model (1981, p.168) is to make well-formed reconstruction of sentence in target language (English).

Well-formed reconstruction of sentence in target language can be made to the sentence. The clause “it contain fried chicken, boiled egg, vegetables” and the sentence “It come from the management” are in simple present tense. Both clause and sentence have an incorrect form of verb to the sentence’s subject. The subject of the sentence is “It”, and a singular subject (except I & You) in simple present tense must be followed by verb with suffix -s/-es. Therefore, the well-formed reconstruction of sentence in target language are described as follows:

“It contains fried chicken, boiled egg, vegetables”.

“It comes from the management”

The difference between the original and reconstructed sentence lies in the form of verb of the sentence (1st clause). The comparison is described as follows:

a. Original sentence (first clause):

- “it contain fried chicken, boiled egg, vegetables...”
- “It come from the management”

b. Reconstructed sentence:

- “it contains fried chicken, boiled egg, vegetables...”
- “It comes from the management”
The rules differ between the original and reconstructed sentence in the form of verb of the sentence (1st clause). In the 1st clause, the verb “contain” of the original sentence does not use suffix -s. Meanwhile, the verb “contain” of the reconstructed sentence uses suffix -s, which is the correct verb form according to its subject in Simple Present Tense. The same difference of the rules also occur in the sentence “It come from the management”. The sentence lacks of suffix –s at the end of the verb “come”. Therefore, these sentences go to OUT 2.

3) Idiosyncratic Sentence Found in ’want to' - and 'have to' sentence

<table>
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<th>Penyebab</th>
<th>Complaining Expression</th>
<th>Positif-Negative Expression</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Excuse me but there is a problem with coffee machine. The coffee did not come out from the machine</td>
<td>I’m sorry, we’ll check the machine, this will never happen again Sir.</td>
<td></td>
</tr>
<tr>
<td>Konsumen komplain harga produk yang dijual mahal</td>
<td>I want to complaint about the product price. Why the product so expensive here?</td>
<td>We are sorry, but there is nothing we can do about it. It come from management.</td>
<td></td>
</tr>
<tr>
<td>Konsumen komplain karena pengiriman aqua galon telat</td>
<td>The Delivery of aqua comes late!!</td>
<td>We are sorry for the lateness of the delivery because our personnel is busy organizing products from D.C. We will deliver your order as soon as possible.</td>
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<tr>
<td>Konsumen komplain karena AC di toko mati, dan toko menjadi panas</td>
<td>The AC is out of order, it’s very hot here!</td>
<td>We are sorry, we will follow up to service the AC.</td>
<td></td>
</tr>
</tbody>
</table>

Slide 76

Sentence “I want to complaint...”
Sentence “I have to lunch”

The sentence “I want to complaint ...” and “I have to lunch” are not superficially well-formed in terms of the grammar of the target language. The error lies on the incorrect word choice to act as the main verb in ‘want to’ – sentence in the “I want to complaint ...”. Meanwhile in the sentence “I have to lunch” is a modal verb, and this sentence lacks on the presence of the verb. According to Corder’s model (1981, p.168) this sentence is overtly idiosyncratic.

Plausible interpretation can be put on sentence in context. This sentence has an incorrect word choice to act as the main verb in ‘want to’ - sentence. Well-formed reconstruction of sentence in target language can be made to the sentence. The sentence “I want to complaint ...”, is a form of 'want to' - sentence. This sentence has an incorrect word choice to function as the main verb in 'want to' - sentence. As seen in the sentence, the word used as the main verb is complaint. Complaint is a noun, the word required to act as the main verb in the sentence is a
verb. To correct the sentence, the word *complaint* should be changed to *complain*.

Meanwhile the sentence “I have to lunch” is a sentence with modal verb. The sentence lacks the presence of verb, therefore the correction is to add “have” verb in the sentence.

Therefore, the well-formed reconstruction of sentence in target language is described as follows:

“I want to complain ...”

“I have to have lunch”

The next step is to compare a reconstructed sentence with the original idiosyncratic sentence. The comparison of the reconstructed sentence with the original idiosyncratic sentence is described as follows:

a. Original sentence:
   - “I want to complaint ...”
   - “I have to have lunch”

b. Reconstructed sentence:
   - “I want to complain ...”
   - “I have to have lunch”

The difference between the original form of the sentence “I want to complain” and the reconstructed version lies in the form of main verb of the
sentence (complaint – complain). Meanwhile in the “I have to lunch” sentence, the difference lies in the presence of verb “have”. Therefore, this sentence goes to OUT 2.

4) Idiosyncratic Sentence found in sentence with to be

The clause “...it very delicious”, “...it rainy day” and the sentence “Why the product so expensive here?” in section Complaining (slide 76) and giving advice (Slide 67) have a missing to be. Thus, the sentences are definitely not superficially well-formed in terms of the grammar of the target language. According to Corder’s model (1981, p.168) the clauses & sentence are overtly idiosyncratic.

The sentences with missing to be are marked in the pictures below:

Slide 67

Sentence “If I were you I will choose hot coffee when it rainy day” and “It contain fried chicken, boiled egg, vegetables, and it very delicious”
## Complaining

<table>
<thead>
<tr>
<th>Penyebab</th>
<th>Complaining Expression</th>
<th>Positif-Negative Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Konsumen komplain karena mesin kopi bermasalah</td>
<td><strong>Excuse me but there is a problem with the coffee machine.</strong></td>
<td><strong>I’m sorry, we’ll check the machine, this will never happen again Sir.</strong></td>
</tr>
<tr>
<td>Konsumen komplain harga produk yang dijual mahal</td>
<td><strong>I want to complaint about the price. Why the product so expensive here?</strong></td>
<td><strong>We are sorry, but there is nothing we can do about it. It come from management.</strong></td>
</tr>
<tr>
<td>Konsumen komplain karena pengiriman aqua cair telat</td>
<td><strong>The delivery of aqua comes late!</strong></td>
<td><strong>We are sorry for the lateness of the delivery because our personnel is busy organizing products from D.C. We will deliver your order as soon as possible.</strong></td>
</tr>
<tr>
<td>Konsumen komplain karena AC di toko mati, dan toko menjadi panas</td>
<td><strong>The AC is out of order, it’s very hot here!</strong></td>
<td><strong>We are sorry, we will follow up to service the AC.</strong></td>
</tr>
</tbody>
</table>

### Slide 76

Sentence “Why the product so expensive here?”

Plausible interpretation can be put on sentence in context. These sentences have a missing *to be*. The well-formed reconstruction of sentence in target language can be made to the sentence. The clause “…it very delicious”, “it rainy day”, and the sentence “Why the product so expensive here?” are clauses & sentence with missing *to be*. Those 2 clauses are clauses with missing *to be* “is” in a statement form. Meanwhile the sentence is in a question form and has the same form of missing *to be*.

Therefore, the well-formed reconstruction of sentence in target language is described as follows:
“...and it is very delicious”.

“...it is rainy day”

“Why is the product so expensive here?”

The comparison of the reconstructed sentence with the original idiosyncratic sentence is described as follows:

a. Original sentence:
   - “...it very delicious”.
   - “...it rainy day”
   - “Why the product so expensive here?”

b. Reconstructed sentence:
   - “…and it is very delicious”.
   - “…it is rainy day”
   - “Why is the product so expensive here?”

The difference between the original and reconstructed clauses & sentence above lies in the absence of to be “is” both sentences. Therefore, this sentence goes to OUT 2.

5) Idiosyncratic Sentence found in sentence with missing punctuation and article

A sentence with missing article is also found in the Indomaret’s English SOP. The sentence is located in slide 76 section Complaining.
Sentence “Excuse me but there is a problem with coffee machine”

The sentence “Excuse me but there is a problem with coffee machine” are not superficially well-formed in terms of the grammar of the target language. The error lies on the missing article and punctuation in the sentence. According to Corder’s model (1981, p.168) this sentence is overtly idiosyncratic.

Plausible interpretation can be put on sentence in context. This sentence requires “,” (coma) punctuation and “the” article before the coffee machine words. Therefore, the well-formed reconstruction of sentence in target language is described as follows:

“Excuse me, but there is a problem with the coffee machine”
The next step is to compare a reconstructed sentence with the original idiosyncratic sentence. The comparison of the reconstructed sentence with the original idiosyncratic sentence is described as follows:

a. Original sentence: “Excuse me but there is a problem with coffee machine”

b. Reconstructed sentence: “Excuse me, but there is a problem with the coffee machine”

The difference between the original version and the reconstructed version lies in the missing “,” (comma) article and “the” article. Based on the analysis above, this sentence goes to OUT 2.

6) Sentence in OUT 1
In addition, writer would like to give example of OUT 1 that presents in the Indomaret’s English SOP Material. Writer chooses the example of OUT 1 in a sentence in slide 76: "we will deliver your order as soon as possible". The analysis of this sentence using Corder’s model (1981, p.168) results on the conclusion that the sentence is in OUT 1 due to some facts.

The sentence is superficially well-formed in terms of the grammar of the target language. Writer found no grammar errors in the sentence. The next step is to find out if the normal interpretation according to the rules of the target language makes sense in context.

The normal interpretation according to the rules of the target language makes sense in context. The sentence "we will deliver your order as soon as possible” is a Simple Future Tense. The rule application of Simple Future Tense sentence is described using this formula;

\[ \text{will/shall} + \text{the infinitive} \]

As seen in the sentence example, it can be concluded that the sentence has a correct interpretation to the Simple Future Tense. Therefore, the sentence is not idiosyncratic (OUT1).
CHAPTER III

CONCLUSION AND RECOMMENDATIONS

This section presents the conclusions of the study about the benefits of identifying idiosyncratic sentences especially for English Education students as well as the recommendations for future researchers and the lecturers of English Education Study Program.

A. Conclusion

Idiosyncratic sentences are often produced by English learners, and mostly in a form of grammar error. In written context, the English learners will often find idiosyncratic sentences in teaching materials created by second language learners. In this study, the writer have found multiple type of English grammar errors in the Indomaret’s English SOP Material. Regarding to this statement, thus, what are the English grammar errors in the Indomaret’s English SOP material?

There are 7 kinds English grammar error found in the Indomaret’s English SOP Material, they are classified as follows:

- Second Conditional Sentence – found in slide 66
  - “If I were you, I will choose nasikuning”

- Simple Present Tense – found in slide 67
  - “It contain fried chicken, boiled egg, vegetables, and it very delicious”
  - "It come from the management"

- 'want to'- sentence – found in slide 76
- "I want to complaint ..."
- 'have to' sentence – found in slide 76
  - "I have to (have) lunch"
- Sentence with missing to be
  - "...it (is) very delicious"
  - "...it (is) rainy day"
  - "Why (is) the product so expensive here?"
- Sentence with missing punctuation
  - "Excuse me(,) but there is a problem with coffee machine"
- Sentence with missing article
  - "Excuse me but there is a problem with (the) coffee machine"

The writer finds out that all of the English grammar errors found in the Indomaret’s English SOP material go to OUT 2. They also have the same analysis flow & result in the Corder’s model. The flow is described in the picture below:
In this flow, all the 3 sentences mentioned in the answer of first formulated problem are found to be not superficially well-formed in terms of the grammar of the target language. The English grammar errors present in those 3 sentences can clearly be identified by the writer. Thus, the sentences are overtly idiosyncratic.

The plausible interpretation can be put on sentences in context, and therefore writer is able to make well-formed reconstruction of all those 3 sentences in target language (English). Writer also have made the comparison between the reconstructed sentence and the original idiosyncratic sentence. The rule differences between the original idiosyncratic sentence and the reconstructed sentence have been discussed in finding section. The flow of the analysis result answers the second formulated problem in this study, all the English grammar errors in the Indomaret’s English SOP material are included into type 2 (out 2) according to Corder’s model (1981, p.168).

In addition, the writer also add the example of sentence in OUT 1 located in slide 76; "we will deliver your order as soon as possible". This sentence is superficially well-formed in terms of the grammar of the target language and the normal interpretation according to the rules of the target language make sense in context. The characteristics of the sentence above determine that this sentence is in OUT 1.
B. Recommendations

The writer presents some recommendations that may be useful for the future researchers and the lecturers in the English Language Education Study Program.

1. For Future Researchers

This study only focuses on the analysis & classification process of grammatical errors presented in the Indomaret’s English SOP material (a teaching material) using Corder’s model. There may be some difficulties of reconstructing English grammar errors and making plausible interpretation in some steps in Corder’s model. Thus, the future researcher can investigate what difficulties faced by English Education Students in reconstructing English grammar errors and making plausible interpretation on it.

2. For Lecturers of English Education Study Program

The Corder’s model in analyzing English grammar error should be widely applied in many context of learning so the learners can achieve good comprehension in analyzing English grammar errors that they found in their learning and teaching activities. Thus, the lecturers can participate more in explicit teaching of English grammar error analysis by giving the students the authentic example of English grammar errors that are closely related to real phenomena.
References


APPENDICES
Appendix 1

English Indomaret SOP (page 66-Giving Advice)

<table>
<thead>
<tr>
<th>Giving Advice</th>
<th>Arti</th>
<th>Contoh kalimat</th>
<th>Arti</th>
</tr>
</thead>
<tbody>
<tr>
<td>If I were you, I will....</td>
<td>Bila saya menjadi anda, saya akan ....</td>
<td>If I were you, I will choose nasi kuning</td>
<td>Bila saya menjadi anda, saya akan memilih nasi kuning</td>
</tr>
<tr>
<td>Why don't you ...</td>
<td>Kenapa anda tidak ....</td>
<td>Why don't you try Freezy?</td>
<td>Kenapa anda tidak coba Freezy?</td>
</tr>
<tr>
<td>I advise you to ... I suggest you to...</td>
<td>Saya sarankan ....</td>
<td>I advise you to eat yummy suki Sir!</td>
<td>Saya sarankan anda untuk makan yummy suki!</td>
</tr>
</tbody>
</table>
Appendix 2

English Indomaret SOP (page 67-Giving Advice)

<table>
<thead>
<tr>
<th>Penyebab</th>
<th>Giving Advice Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Konsumen terlihat kebingungan ingin minum kopi panas atau kopi dingin saat kondisi hari hujan</td>
<td>K: What do you advise me to drink? Hot Coffee or Iced Coffee?</td>
</tr>
<tr>
<td></td>
<td>P: If I were you I will choose hot coffee when it rainy day</td>
</tr>
<tr>
<td>Konsumen menanyakan apa menu makan siang yang enak</td>
<td>K: I have to lunch. What do you suggest for me?</td>
</tr>
<tr>
<td></td>
<td>P: I advise you to eat nasi kuning</td>
</tr>
<tr>
<td></td>
<td>Sir/Ma'am. It contain fried chicken, boiled egg, vegetables, and it very delicious.</td>
</tr>
</tbody>
</table>
## Appendix 3

English Indomaret SOP (page 66-Complaining)

<table>
<thead>
<tr>
<th>Penyebab</th>
<th>Complaining Expression</th>
<th>Positif-Negative Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Konsumen komplain karena mesin kopi bermasalah</td>
<td>Excuse me but there is a problem with coffee machine. The coffee did not come out from the machine.</td>
<td>I'm sorry, we'll check the machine, this will never happen again Sir.</td>
</tr>
<tr>
<td>Konsumen komplain harga produk yang dijual mahal</td>
<td>I want to complaint about the product price. Why the product so expensive here?</td>
<td>We are sorry, but there is nothing we can do about it. It come from management.</td>
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