

**AN ERROR ANALYSIS ON ANOMALOUS UTTERANCES
SPOKEN BY STUDENTS OF MA'HAD AL-JAMI'AH
AT AR-RANIRY STATE ISLAMIC UNIVERSITY**

SKRIPSI

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All praises be to Allah, the Lord of the Universe. Believing in Him, His angles, His books, His messengers, the day of Judgement, and foreordination, I bear witness that there is no God but Him and Prophet Muhammad is His messenger. Whomsoever Allah guides shall never be misled, and whomsoever He permits to go astray shall never be guided. May peace and blessings be upon the Noble Prophet- who clarified the ways to paradise or to hell by conveying the divine guidance to humankind- as well as his family, his companions, and their followers on the right path till the day of resurrection.

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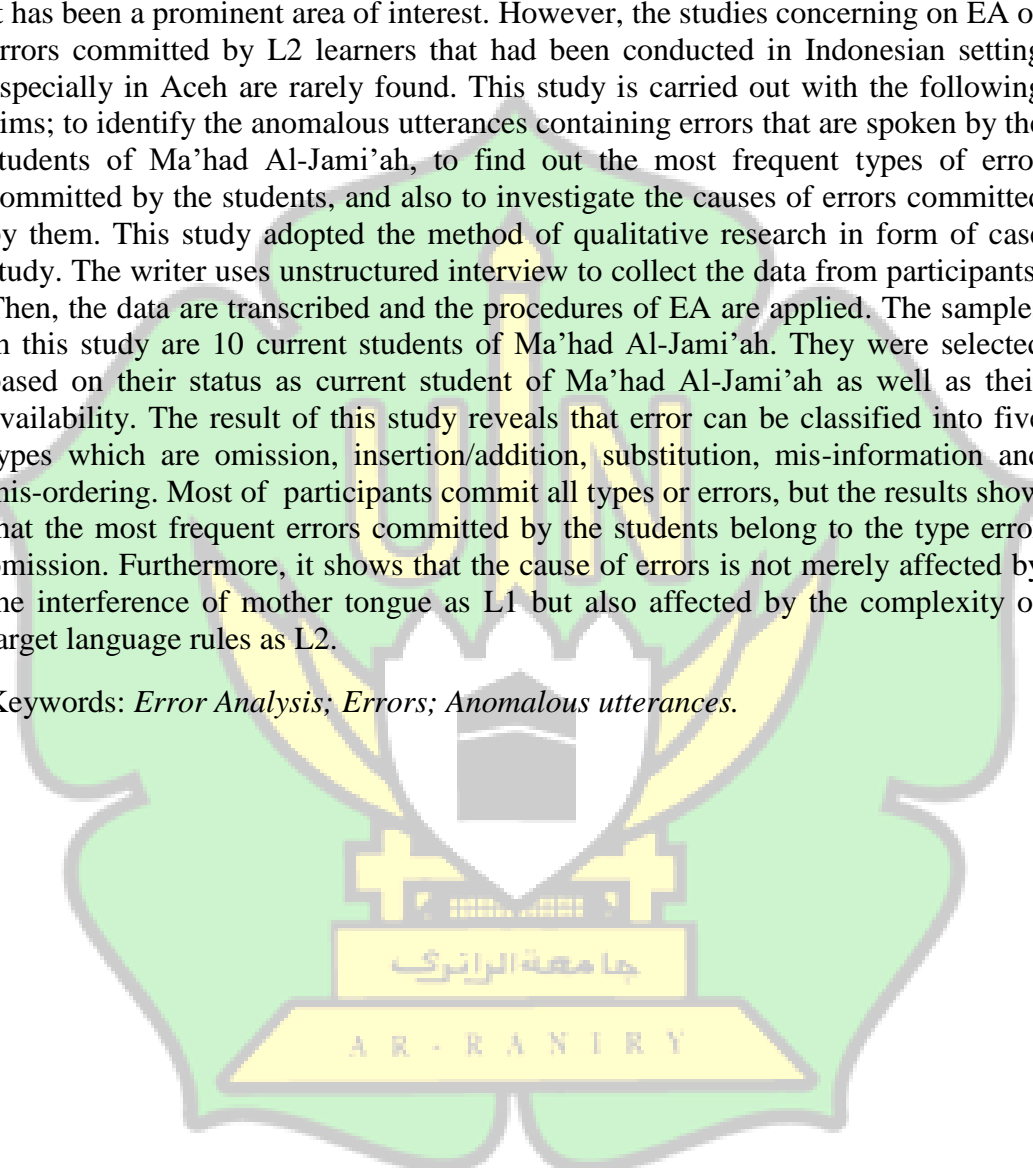
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ABSTRACT

Error analysis (EA) has long been attracting the attention of the researchers and scholars of Second Language Acquisition (SLA) field throughout the world since it has been a prominent area of interest. However, the studies concerning on EA of errors committed by L2 learners that had been conducted in Indonesian setting especially in Aceh are rarely found. This study is carried out with the following aims; to identify the anomalous utterances containing errors that are spoken by the students of Ma'had Al-Jami'ah, to find out the most frequent types of error committed by the students, and also to investigate the causes of errors committed by them. This study adopted the method of qualitative research in form of case study. The writer uses unstructured interview to collect the data from participants. Then, the data are transcribed and the procedures of EA are applied. The samples in this study are 10 current students of Ma'had Al-Jami'ah. They were selected based on their status as current student of Ma'had Al-Jami'ah as well as their availability. The result of this study reveals that error can be classified into five types which are omission, insertion/addition, substitution, mis-information and mis-ordering. Most of participants commit all types or errors, but the results show that the most frequent errors committed by the students belong to the type error omission. Furthermore, it shows that the cause of errors is not merely affected by the interference of mother tongue as L1 but also affected by the complexity of target language rules as L2.

Keywords: *Error Analysis; Errors; Anomalous utterances.*



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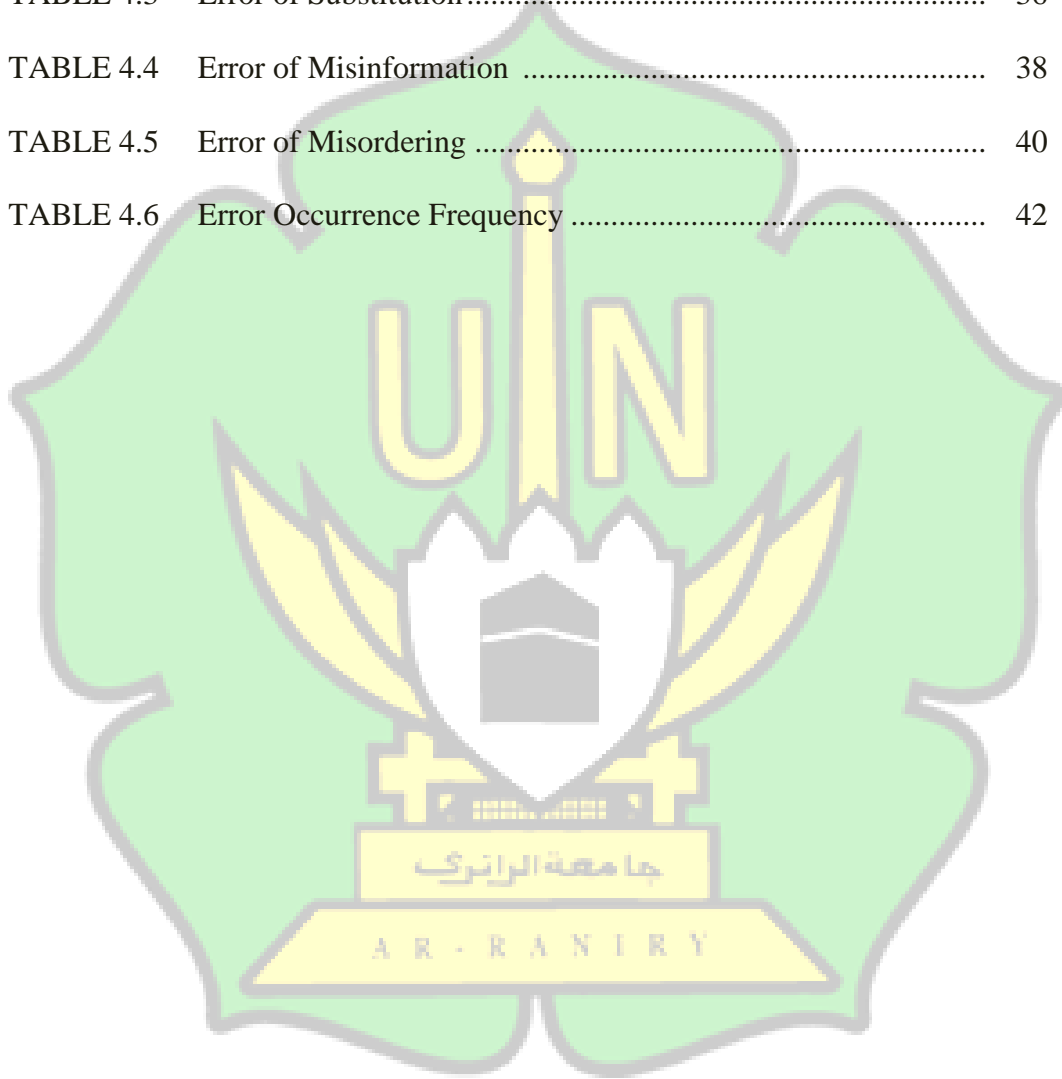
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CHAPTER I

INTRODUCTION

1.1 Background of Study

English is a global language or *lingua franca*. It is the most spoken language in the world with a total of more than 1.5 billion users either who use it as the first language, second language or foreign language. English is also known as an International language since it is frequently used in international affairs, international trade, international business, technology development, discoveries, and education. According to Tatter as quoted by Ahmad (2016) “English has been widely accepted as the most widespread language in the world”. As it has become an international language, English has been also widely used as educational instructions in various educational institutions. Therefore, the use of English, especially English speaking skill among the academics is inevitably needed and even considered as a required skill today.

English speaking ability is crucial nowadays due to the impact of massive globalization and fast competition among the people. As a result, there is a large number of educational institutions put a big concern on their students to be able to speak in English properly. It is relevant to the vision of campus dormitory, known as Ma’had Al-Jami’ah at Ar-Raniry State Islamic University to improve students’ ability in speaking foreign languages, especially in English. It is aimed to produce

skilful graduates who are ready to face the challenges of the global world and survive in future competition.

Basically, students who live on-campus, in this case in the dormitory of Ma'had Al-Jami'ah, have a very good opportunity and living environment which are expected to influence their engagement in effective educational practices and facilitate a good learning situation. In addition, the students are surrounded by people with similar goals and academic focus. This atmosphere surely has positive effects on students. Many educational institutions report that freshmen who live on-campus dorm have better GPAs and graduation rates than those who live off-campus.

Most experts said that among positive effects of living on campus are belonging, engagement, and openness to diversity (Gonyea, Graham, & Fernandez, 2015). Pascarella and Terenzini (2005 as cited in Gonyea, Graham, & Fernandez, -) stated that "In our synthesis 1991, we conclude that living on campus (versus living off campus or commuting) was the single most consistent within-college determinate of the impact of college". Obviously, this atmosphere will supports the students to practice English since the exposure to English in this boarding program as part of living on-campus is considered as consistent, continuous and rich compared to non-boarding program places, because all students are obligated to get used to speaking English in their daily life.

Unfortunately, this achievement does not guarantee that they achieve higher level of English acquisition as the students still making errors while talking

in English and they often failed to express their ideas in proper English utterances. It was proved when the writer conducted a preliminary research by doing a brief interview with the dormitory's supervisors about their opinions and experiences in interacting with their students. The anomalies found in their utterances might be represented by the interference of the students' mother tongues as well as other factors too, as stated by Richard (1971 as cited in Khansir, 2008; Khansir, 2013) are ignorant of rule restriction, incomplete application of rules, false concept hypothesized, developmental errors and over generalization. In addition, according to Mulligan (2006), insufficient input of target language (TL) for student, lack of interest and motivation also become the factors of the errors happen. An error occurs when the speaker tries to convey the ideas in the target language immediately when he is communicating with the interlocutor. The speaker encounters "negative transfer" (Ellis, Second language acquisition, 1997). This problem usually occurs when the learners of L2 assume that the importance of communication through language is that the ideas uttered must be understood by both speaker and interlocutor. It means that the purpose of this activity is to ensure whether the meaning is conveyed, although the actual rules of language itself are neglected. In line with this, Selinker (1992, as cited in Ellis, 2008) who primarily introduced the notion of Interlanguage (IL) said that "the utterances produced by an L2 learner although conveying the same meaning is distinctive from those produce by a native speaker of the target language."

Speaking on target language regularly might lead the students to the closer distance of English mastery, but it will be slightly different if the utterances

produced are incorrect. The error committed in form of utterances might spread along the students' community if no one corrects it. This problem can obstruct the development of students' ability in acquiring the language since no matter how they keep communicating in English, they still apply unsuitable language rules. As this problem might seem normal to L2 learners, it simply spreads wider as they have not known the correct forms due to the lack of information or gap of knowledge they have. This phenomenon is popularly known as fossilization which refers to the process in which incorrect rules of language become the habits and cannot easily be corrected. This might happen because there is no intensive control by the supervisor due to the large number of the students.

Therefore, in order to overcome this problem, the systematic way called Error Analysis (EA) will help the writer to identify it. Khansir (2013) in his research justified that error analysis as a branch of Applied Linguistic is one of the best tools for describing and explaining errors made by the speaker of other languages. Furthermore, according to Corder (1974), this activity has some working procedures, and the following steps are what are generally used in any typical EA research. It starts with collecting samples, identifying the errors committed, describing the errors, explaining the errors, and evaluating/correcting the errors.

A wide range of studies dealing with error analysis have been carried out to analyze the error produced by either second language or foreign language learners. The first one is as revealed by Khansir and Shahhoseiny (2013) in his research among Iranian EFL (English as Foreign Language) pre-university student

in Iran entitled “The Study of Written Errors of EFL Pre-University Learners”. This study is intended to classify errors made by students. Furthermore, he discovered some common errors produced by the students in writing test in terms of linguistic aspects, such as article, passive and active sentence, and tenses.

The second study related to error analysis is the one conducted by Jabeen, Kazemian and Mustafai (2015) under the title “The Role of Error Analysis in Teaching and Learning Second and Foreign Language”. This study was aimed to investigate errors made by second and foreign language learners so as to understand the strategies and techniques used in the process of second and foreign language learning. This study also tried to investigate why Pakistani ESL and Iranian EFL learners fail to produce grammatically correct sentences through their writing in English in spite of having English as a compulsory subject at all levels in their educational institution.

Another study was performed by Mohaghegh, Zarandi and Shariati (2011) entitled “Grammatical Errors produced by English Majors: The Translation Task”. This study investigated the frequency of grammatical errors related to four pre-determined categories including preposition, relative pronoun, article and tense. In the research, translation task was administered to a total of 60 Iranian students (30 literature students and 30 translation students) at Shahid Bahonar University of Kerman. The result showed that students mostly produced the error in preposition category. Then, it is followed by relative pronoun, article, and tense respectively. Furthermore, there is also a statistically significant difference between literature and translation students in the frequencies of occurrences in different categories. It

revealed that the literature students outperformed the translation students respectively.

Despite the similarities that this study shares with other research, there are still differences which enable this study to be carried out. The present study does not take written form test as the source of data in analysing errors produced by the students like what the three previous studies did, but spoken forms uttered by the students during interview session which then will be transcribed into the written form. The writer prefers spoken form to be the source of data because it is directly related to language in use. In addition, Brown and Yule (1983), as cited in Pagels, (2009) pointed out that “the speech is also used largely for the establishment and maintenance of human relationship” which is relevant to the learning process in boarding program of Ma’had Al-Jamiah that focuses generally on increasing its students’ ability, particularly in speaking.

Based on the explanation above, it seems important for the writer to study the anomalous utterances by using the procedures of Error Analysis. This research would obtain some valuable information on the learners’ difficulties which led to the solution to overcome their language learning problems. Davogtulu (2011) stated that “an error, then, is not something which hinders a learners’ progress, but it is probably a clue to the active learning process being made by the learner as he or she tries out strategies of communication in the new language”. Error itself can be important part in the process of learning language (Norrish, 1983).

Therefore, the writer decided to carry out a study entitled "An Error Analysis on Anomalous Utterances Spoken by Students of Ma'had Al-Jami'ah at Ar-Raniry State Islamic University.

1.2 Research Questions

Based on the problem appeared in the background of study, the research questions can be formulated as in the following:

1. What are the anomalous utterances spoken by the students of Ma'had Al-Jamiah at Ar-Raniry State Islamic University?
2. What are the most frequent error committed categories produced by the students of Ma'had Al-Jami'ah at Ar-Raniry State Islamic University?
3. What are the causes of errors produced by the students of Ma'had Al-Jamiah at Ar-Raniry State Islamic University?

1.3 Research Aims

The objectives of this research are:

1. To identify the anomalous utterances spoken by the students of Ma'had Al-Jami'ah at Ar-Raniry State Islamic University.
2. To find out the most frequent errors committed by the students of Ma'had Al-Jami'ah at Ar-Raniry State Islamic University.
3. To investigate the causes of errors produced by the students of Ma'had Al-Jami'ah at Ar-Raniry State Islamic University.

1.4 Significance of Study

This study is highly significant in its nature to be conducted according to these points below.

1. This study is intended to be an effective guidance in helping the teachers or dormitory supervisors empower their teaching-learning process and supervisions as error analysis is closely related to the study of error treatment in language teaching since error analysis itself can represent the level or stage of students' progression. So that, they can refer to this study to prioritize the more important language aspects that the students need to master along with the obligation of using full English in their daily life communication. So, both students' competence and performance in the study of language can develop simultaneously.
2. This study is also expected to promote the essential role of error as the indication of learners' learning strategies. In hope that the teachers or dormitory supervisors can see the error in a positive way and further as a trigger to develop their strategy of teaching.
3. Even learners themselves can take benefits from this study to recognize which part that they need to reinforce in the process of acquiring L2 and predict what are the factors that hold them back in acquiring the L2. It also provides the learners an opportunity of self-correcting by making them aware of their errors. Furthermore, it is expected that they will not see the error as something bad that need to be avoided but a necessary part in

learning language. Therefore, learners do not feel ashamed of committing errors.

1.5 Terminologies

In order not to confuse the readers and others while reading this thesis, the writer needs to explain some terminologies used in this thesis as follows:

1.5.1 Error Analysis

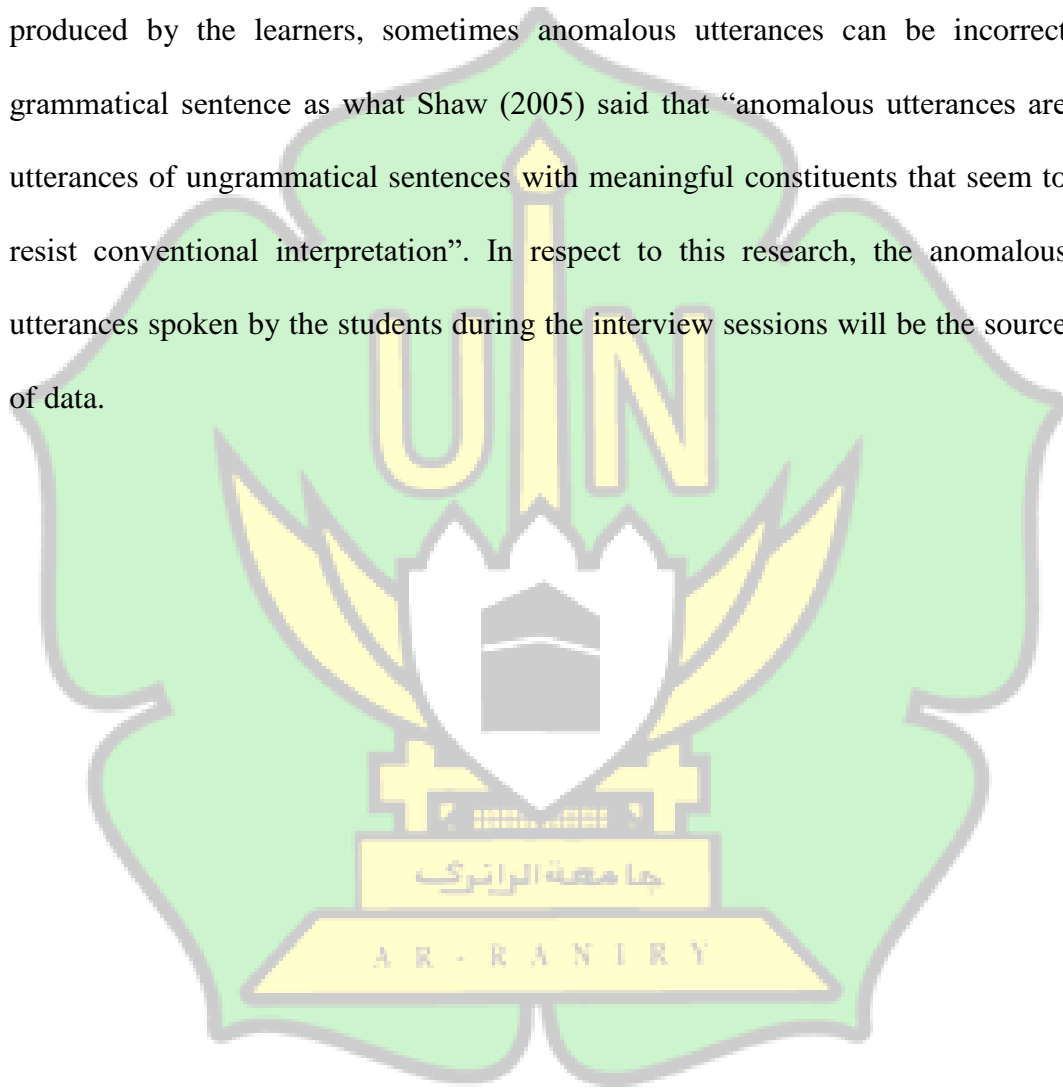
Corder (1974) stated that error analysis (EA) is an investigation of linguistic which focuses on the errors committed by the target language learners. Systematic analysis of errors made by language learners makes it possible to determine areas that need reinforcement in teaching. Khansir (2012) said that error analysis emphasizes the significance of learners' errors in second language. Error analysis can deal effectively only with learner production (speaking and writing) and not with learner reception (listening and reading). In this research, the writer will employ EA to analyze the utterances spoken by some students who live in the dorm of boarding program of Ma'had Al-Jami'ah at Ar-Raniry State Islamic University to measure the process of language learning by marking and classifying the errors committed by the students during interview sessions. Then describing and explaining the errors, and last evaluating/correcting the errors.

1.5.2 Anomalous Utterances

The writer prefer the word utterances rather than speaking because it is a little bit unsuitable to use since speaking related to skill. But, utterances are

sentences produced when people are speaking. As Corder (1981) stated that incorrect utterances partially brings about the out coming of Error Analysis. Based on the statement, the writer chose to use the word “utterances”.

Anomalous utterances refer to the incorrect utterances contain errors produced by the learners, sometimes anomalous utterances can be incorrect grammatical sentence as what Shaw (2005) said that “anomalous utterances are utterances of ungrammatical sentences with meaningful constituents that seem to resist conventional interpretation”. In respect to this research, the anomalous utterances spoken by the students during the interview sessions will be the source of data.



CHAPTER II

LITERATURE REVIEW

It is important to know what error analysis is and any other related concepts. Therefore, in this chapter, the writer provides profound explanations about various literatures that correspond to error analysis. The explanation covers error analysis, definition of error, error versus mistake, the significance of error, types of error, factors of error and anomalous utterances.

2.1 Contrastive Analysis versus Error Analysis

The proposition of error analysis (EA) by Stephen Pit Corder in the late 1960s has shifted the theory of contrastive analysis (CA) initiated by the American linguist, C.C. Fries in 1945 which then was taken up by Robert Lado ten years later in 1950s in his book entitled “Linguistics Across Cultures” in which the theoretical foundation of contrastive analysis was formulated. Previously, in 1950s and 1960s, CA was the favored paradigm for studying either second language or foreign language (L2) (James, 2011, as cited in Khansir, 2012). CA has been defined as part of Linguistics that concerned with the comparison of two languages or more between native language and target language (TL) in order to find out the similarities and differences between them (Fisiak, 1981 as cited in Khansir, 2012). In addition, Ellis (1986) in his book entitled “Understanding Second Language Acquisition” wrote that there was strong assumption that most of the difficulties facing the second language (L2)

learners by his or her first language (L1). Ellis further explained that the assumption of the difference between L1 and L2 is that the learners' L1 knowledge would interfere the L2, whereas the similarity is that the learners' L1 knowledge would help actively in the process of acquiring the L2. Those process are called as language transfer which is the similarity functioned positively in L2 known as positive transfer and the difference functioned negatively in L2 known as negative transfer. Carl (1971, as cited in Khansir, 2012) maintained that CA is an important part in second language learning that indicates the speaker with the influence of L1 interference tends to produce deviation in L2.

In accordance with behaviorist learning theory, the aim of CA was prevention of error which was more important than the identification of error itself. It was not until the late 1960s that there was a resurgence of interest in error analysis (Ellis, 1986). As error analysis emerged in the 1960s, the new facts revealed. It revealed that the errors committed by learners were not merely because of their L1 interference as what had been mentioned in CA, but universal strategies also applied in this case. This is a reaction against CA theory which considers that the major source of errors committed by the learners derived from L1 interference. CA was criticized by the proponents of error analysis. There were a number of studies related to learners' errors that have been carried out by many researchers which indicated that the interference of L1 was fewer than that was said by CA. They argued that the focus of CA is only about the differences and similarities between L1 and L2, yet it does not take any other factors that might influence L2 performance into consideration, for instance, learners' learning and

communication strategies, overgeneralization, incomplete application of rules, material-induced errors, etc. One finding proved that the people who have the same first language produced different types of errors in target language (Ellis, 1997). It indicates that CA which claimed interference of learners' L1 as the source of errors did not work effectively. This is exactly as what Fisiak (1981, as cited in Khansir, 2012) mentioned that the value of CA lies in its ability to indicate potential areas of interference and errors. But not all errors are the result of interference. Psychological and pedagogical, as well as other extra linguistic factors contribute to the formation of errors. Furthermore, another objection came from Finegan (1999) who said that "teaching materials based on CA have no proven very effective".

Error analysis (EA) is one of the important parts in the field of second language acquisition (SLA). It is a branch of Applied Linguistic that attempts to deal with the issues related to languages and also efforts to offer solutions (Khansir A. A., 2015). Mackey (1965, as cited in Khansir, 2012) highlighted that the purpose of applied linguistic is to create the attempts in order to find practical application toward modern scientific linguistic issues. As part of Applied Linguistic, EA serves as a systematic method to analyze learners' errors. Most of second language learners seem to still commit errors in the process of acquiring new language, no matter how effective the learning process and supportive environment are, committing error is an inevitable issue. Gass and Selinker (2001) defined that EA is a type of linguistic analysis that focuses on the errors committed by the learners. That is in line with Jabeen, Kazemian & Mustafai

(2015) stated that EA is a systematic way to identify, describe, explain, and evaluate errors made by the learners which may provide deep insight towards the complex processes of language development. They further stated that “errors are not always bad rather they are crucial parts and aspects in the process of learning a language”. Nevertheless, there has been a debate ever since the idea of EA was introduced. Despite the weakness of EA, it can still offer an insight and possible benefits in the field of second language acquisition. An EA may give a picture of what types of difficulties the learners are experiencing within their process of learning target language (Norrish, 1983). Ellis (1986) pointed out the procedure in conducting EA as spelled out in Corder (1974). Firstly, the data is selected. This involves deciding on the size of the sample. The errors are then identified within the data. This step involves the activity of comparing the data with the normal patterns. Then the errors are classified. This step involves assigning a grammatical description to each error. Next step, the errors are explained. This reveals the sources of errors and the reasons on why can they occur. Last, the errors are evaluated. This phase will benefit both learners and teachers to know the area that need to be emphasized.

2.2 Error versus Mistake

People might get confused by the terms of error and mistake. They mostly assume that error and mistake are similar even equal as these terms are often used interchangeably. Moreover, based on Oxford learner dictionary pocket, error is defined as a mistake. While it is important to note especially for the teachers,

researchers and experts that they have more specific meaning which make them differ from one another and have a clear difference.

Norrish (1983) made a clear distinction between errors and mistakes. As it has been previously mentioned that error is a systematic deviation which happen when learners have not learned certain things and consistently get it wrong. While mistakes happen when learners use different forms inconsistently. This is in line with Ellis (1998) who distinguished that “error reflects gaps in a learner’s knowledge; they occur because the learner does not know what is correct. Meanwhile mistake reflects occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what he or she knows”. In short, the learners sometimes get it wrong and sometimes get it right. Another clear difference brought by the linguist is the one stated by Corder. He said that mistakes are akin to slips of the tongue. That is why mistake usually occur “one-time-only events” and the speaker can recognize the mistake whereas error is systematic as it occurs repeatedly and is not recognized by the speaker (Gass & Selinker, 2001). For example, at particular time, the learners say “I can to sing” but sometimes “I can sing”. This condition is called as inconsistency. In regard to this, if learners deviate from the norm, they can correct themselves. Mistakes can be self-corrected as it is the result of picking up the available rules that once have been learned when learners performing their productive skill which are speaking and writing.

2.3 Definition of Error

According to Norrish (1986), error is a systematic deviation which happens when learners have not learned certain thing and consistently gets it wrong. Similarly, Khansir (2015) stated that “errors are the result of incomplete learning and linguistic incompetency of the learners and error cannot be self-corrected”. Moreover, Ellis (1997) also mentioned that errors occur when the learners do not know what is correct due the gaps of knowledge they have.

Error can be produced either in the form of speech or mark of written that indicates the stage of learners’ language acquisition. It means that the types of errors committed by the learners have to be recognized in order to decide the extent. A common example of error is the use of infinitive with ‘to’ after modal. Supposing that they know the verbs want (+to), need (+to) and probably ought (+to). Now, take modal ‘can’ as the example. The learners usually will generate the sentence that contain modal and infinitive with the addition of ‘to’ e.g. I can to sing, she can to dance, etc.

Another frequent errors made by learners is generating the form of past tense verb. As have been known, past tense has two kinds of verbs which are regular and irregular, yet learners are more accustomed to the form of regular one as it might be more familiar to the learners. This regular verb form is best-known with the addition of –ed at the end of the word. It seems require less effort even so much easier for the learners particularly beginners to only add –ed at the end of every past tense verb. Unfortunately, this pattern of regular verb is also applied to irregular verb of past tense by the learners. For example, I “drinked” coffee last

night or she “gived” a gift to me yesterday, etc. These examples show that the learners use wrong construction of irregular verb which contain errors. They will keep doing so until they have been told the correct pattern or until they notice that the English native speakers do not produce such a thing.

2.4 The Significance of Error

Before the notion of error analysis (CA) was laid down, people saw errors as something bad which needed to be avoided. In behaviorist account of second language acquisition (SLA), errors were viewed undesirable since they were the proofs of failure and shortcoming to overcome proactive inhibition (Ellis, 1986). According to Corder (1967, as cited in Alhaysony, 2012) errors were perceived as a problem that should be eradicated soon. It was not until the late 1960s, when the awareness has been arisen, errors are now considered as a sign of learning. The conceptualization and significance of error has turned to the new role as the release of publication of an article entitled “The Significance of Learners’ Errors” by Corder. He emphasized that “errors are not just to be seen as something to be eradicated, but rather can be important in and of themselves (Corder, 1967, as cited in Gass & Selinker, 2001). In addition, making errors is normal since someone cannot learn without making errors. In this sense, fortunately errors are considered as integral part of learning (Mohagheh, Zarandi, & Shariati, 2011; Dulay et al., 1982; Gorbet, 1979). In line with this, Norrish (1983) pointed out that “error itself may actually be a necessary part of learning language”.

Furthermore, errors are red flags that provide the evidence of a system. Evidence of the stage of learner knowledge as it shows how far the learners have acquired target language. Errors are not just to be perceived as the result of imperfect learning; rather as the indication of the learners' attempts to figure out, understand and apply the system of the target language they are learning on (Gass & Selinker, 2001).

2.5 Types of Error

Regarding the theoretical framework to the study of error analysis (EA), the first procedure in EA is identifying the errors and then describing them. A number of categories are suggested by the experts in determining the types of error. Some researchers adjust the types of errors typically in form of grammar. Meanwhile some others adopt the four categories proposed by Corder. But in this research, the writer clarifies some types of error based on the categories explained by Ellis (2008), as cited in Fajrita (2015). The categories are explained as follow.

1. Omission

It refers to the condition where the learners leave out an item or element which is required in the sentence. For example, when learners say "I tired". Instead of "I am tired". It is clearly shows that the speakers omit "am" as "to be" item that suits subject "I".

2. Insertion/Addition

This part is the opposite of the previous categories that refers to the additional of any grammatical item which is not necessary in the sentence

or utterances produces by the learners. For example “I can to sing” or “I must to go”. Those examples indicate the new unnecessary item being added into the sentence, it is the additional of “to”. The correct constructions are “I can sing” and “I must go”.

3. Substitution

Substitution refers to the usage of wrong words into the sentence. For example “I breakfast every morning”, it shows the wrong usage of verb as it is considered that breakfast can works as verb. Another example can be seen when the learners respond to the question of “How old are you?” by wrongly saying “My old is 18”.

4. Misinformation

This type refers to the condition where the learners use similar rule over its actual rule to produce sentence. For instance, when the learners utter what they are doing right now which actually present continuous tense rule should be applied in this circumstance. But they often use simple present rule in regard to this kind of sentence. It is also frequently happen to the usage of simple past tense.

5. Misordering

This one refers to the wrong order of the words in the sentence. It can be seen in pattern of noun phrase. For example, “a dormitory big” instead of “a big dormitory”.

2.6 Factors of Error

There are different classifications of factors of error suggested by the experts or linguists, yet basically they share the same ideas. Richards (1974, as cited in Davogtulu, 2012) suggested that there are four factors of error including interlingual transfer, intralingual transfer, context of learning, and communication strategies. Interlingual transfer means that there is the interference of mother tongue into target language. For example, the learners often use the phrasal pattern of their L1 into the L2 they are learning on. Indonesian learners failed to apply this in the context of English by directly translate “murid pintar” into “student smart” instead of “smart student”. Learners literally put the rule of Bahasa pattern into English that can result in errors.

Intralingual transfer means that errors committed are derived from the failure of understanding the rule in target language due to its complex formula. In other words, the error might happen because the learners overgeneralize certain target language rules. Take past tense verb as the example. In this case, the students consider that all verbs in form of past tense are added by –ed.

Context of learning refers to both tutored and untutored of target language acquisition, whether in classroom or out of classroom. In classroom, it refers to the teaching-learning process, its material, method, the teacher or facilitator, and even the media are being used have taken an account to the factors of error committed. Those lists might be presented ineffectively in the classroom, for instance the method being applied does not match the material, as a result, students failed to understand the target language well and produce errors.

The last one is communication strategies which refer to learning style. Every learner has their own learning style to improve their ability in acquiring target language which is good. Yet, on the other hand, this learning style could lead the learners themselves to errors production.

Another statement of factors of error given by the researchers are language transfer, overgeneralization, simplification, underuse and fossilization, lack of knowledge of the rules and interference (James, 1989, 1998; Ellis, 1995; Ziahosseiny, 1999; Kashavarz, 2003, 2006; Sanal, 2007; Darus, 2009; Kazemian & Hashemi, 2014; Jabeen, Kazemian & Mustafai, 2015). Language transfer refers to the condition in which a language is learned in the presence of other languages. Here, the first language will interfere the second language acquisition. On the basis of similarities and differences of both languages shared, they have positive and negative sides. Overgeneralization refers to the condition where the learners overgeneralize certain target language rules. Simplification refers to the condition when learners avoid using complex rules in the sentence of their utterances and preferring to make it simple. This can be resulted to errors production. Fossilization refers to the condition when linguistic or grammatical development in certain part is stopped while the learners are also developing other linguistic parts. Lack of the knowledge of the rules refers to insufficient knowledge they have in terms of certain language rule. As a result, they might produce errors.

2.7 Anomalous Utterances

According to the Merriam Webster online dictionary, anomalous means inconsistent with or deviating from what is usual, normal, or expected. Anomalous utterances refer to the incorrect utterances contain errors produced by the learners, sometimes anomalous utterances can be incorrect grammatical sentence as what Shaw (2005) said that “anomalous utterances are utterances of ungrammatical sentences with meaningful constituents that seem to resist conventional interpretation”.

Corder (1981 as cited in Fajrita, 2015) argued that incorrect utterances partially bring about the out coming of Error Analysis (EA) and EA is the best way to describe them. As it is known that errors happen consistently due to the gaps of knowledge the learners have, so they do not happen randomly. Wei (1994) stated that speech error may appear anomalous but they do not occur randomly, this is in line with what Fromkin (1971) said in her article entitled “The Non-Anomalous Nature of Anomalous Utterances” that those anomalous utterances are really non-anomalous in nature.

جامعة الرانيري

A R - R A N I R Y

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of the explanation of systematic methodology employed by the writer. It will justify the research design, participants, methods of data collection, methods of data analysis, and brief description of location.

3.1 Research Design

The current study adopted the method of qualitative research suggested by Creswell. Creswell (1994, as cited in Sogunro, 2001) defined the qualitative research as an investigation process in understanding the problem that occurs in natural setting of certain communities comprehensively and it is presented in details form of words. It is based on the descriptive data which does not need statistical procedures treatment (Mackey & Gass, 2005). Qualitative research works more effective when dealing with interactions and relationship in details (Boundless, 2016). In addition, qualitative research is post positivism philosophy-based. This philosophy views that social reality as something holistic, complex, dynamic, meaningful, and interactive (*reciprocal*). It is not manipulated by the presence of researcher since it does not influence the dynamics of the research object (Sugiyono, 2014). Sugiyono stated that qualitative research is also known as naturalistic research method because it is conducted in natural setting; called as ethnography method as initially this method is widely used for research in the field of cultural anthropology; and also called as qualitative method as the data

collection and its analysis is more qualitative. Another similar definition brought by Marshall (1996) stated that the ultimate purpose of descriptive research is to provide enlightenment and thorough understanding toward a complex psychosocial issue and most useful to answer humanistic question. In fact, the essence of descriptive study is to describe the opinion, attitude, or behavior held by a group of people on a given subject by asking them to deliver the important information needed (Sevilla et.al, 2007).

Qualitative research has certain characteristics that comprises rich description, natural and holistic representation, few participants, emic perspective, cyclical and open-ended processes, possible ideological orientation, and research question tend to be general and open ended. Firstly, rich description means the research conducted supposed to provide the provision of careful and detailed descriptions. Secondly, natural and holistic representation means the research is aimed to study the phenomena in natural setting and present it in holistic frame. Thirdly, few participants means that the researchers of qualitative research works intensively with fewer participants than researchers of quantitative research do and it is less concerned about the issue of generalization. Then, emic perspective refers to situation where the researcher attempts to know how respondents see the world in their points of view, thoughts, and feelings. Next is cyclical and open-ended processes which means that usually qualitative research is process-oriented with categories that emerges. Subsequently, possible ideological orientation which refers to the preference of supporting and taking certain ideological positions in conducting the research. The last is research question tend to be general and open

ended, the hypothesis may be generated as the result is found (Mackey and Gass, 2005).

Furthermore, this research employs the strategy of case study that clarifies the problem of actual circumstances appears in society. Mostly, qualitative method is conducted in the form of case study (Nasution, 2002). According to Yin (2003, as cited by Kohlbacher, 2006) stated that “ the distinctive need for case studies arises out of desire to understand complex social phenomena because the case study method allows investigators to retain the holistic and meaningful characteristic of real-life events”. Moreover, case study will reveal the facts about WH questions, particularly “why” and “how” something occurs (K.Yin, 2011). In this case, this study will reveal why and how Ma’had Al-Jami’ah students produced anomalous utterances that contain errors.

As the method used in this study is qualitative, the sampling method that is recommended is purposive sampling that is related to certain purpose desired by the writer (Nasution, 2002). The number of sample used is relatively small since it is not intended to examine the hypothesis of certain theory or to look for generalization but as what mentioned in the beginning that is to portray the problem that occurs in real-life situation without any manipulation by the researcher. Nasution (2002) stated that “...the sample usually used is small and chosen based on the purpose of the research...”

3.2 Participants

Since the writer employs purposive sampling method, the only requirement to be participant is the ones who already have been enrolling and living in dormitory as student of Ma'had Al-Jami'ah. The population in this research is all of students who have lived in the dormitories under boarding program of Ma'had Al-Jami'ah which consists of more than one thousand students each batch. Ma'had Al-Jami'ah has seven dormitories to accommodate all of these students. The writer chose to conduct the research in female dormitories due to its easier access and Ma'had Al-Jami'ah's regulation itself that prefers the writer to carry out the research in female dormitories only. Every student who has lived in the dormitories under boarding program of Ma'had Al-Jami'ah is potential to be the participant of this research, but writer has to limit the number of participants, which is only 10 female students will be taken as sample.

3.3 Methods of Data Collection

In contrast with quantitative research, qualitative research does not employ standardized test or any other instruments that have proven its validity to collect the data. The methods of gathering data are interview and observation. In naturalistic research, the researcher wants to know about how things are going as they portray real life situation through human as the primary instrument in a research. Therefore, the researcher needs to have communication with them through interview and to observe them through observation (Nasution S., 2002). Abdurrahman and Muhidin (2011) stated that interview is one of data collection

methods done by asking questions directly to the respondents. Usually, the interview carried out by the researcher is an open and non-structural interview. The researcher asks the questions reasonably according to the development of the interview itself based on the utterances or ideas delivered by the interviewee (Nasution, 2002). While observation is a complex process composed of various biological and psychological processes, and the two most important processes are observing and memory (Hadi, 1986, as cited in Sugiyono, 2014). The researcher observes what it is in reality. In fact, observation is not sufficient in conducting a research because by merely observing human's activities and behavior, the detailed information of facts will not be revealed. That is why observation is considered as a compliment to interview as the primary method in the process of collecting data.

In regard to this study, the writer interviewed several students in the casual situations. It was the daily life conversations in order to get the collection of data more contextual as Nasution (2002) recommended that the interview session in research is better be done in easy and informal situation. In addition, the writer also did observation to see how students try to speak with their partner or interlocutor in target language naturally.

3.4 Methods of Data Analysis

The data gained in this study were utterances during interview session. Subsequently, the results of interview were transcribed. The transcriptions were analyzed to find the error. The writer used four steps in analyzing the data by

adopting the procedures of Error Analysis (EA) suggested by Ellis (1997) to classify the items of each error. Ellis mentioned the four steps are identifying errors, describing errors, explaining errors, and evaluating errors. The further explanation of each step is clarified respectively as follows:

1. Identifying errors

First, the data obtained from participants were identified by comparing the utterances produced by the students with what seems to be normal or correct in target language that correspond with them. Then, the identified errors became the main focus of the writer to continue the next steps.

2. Describing errors

Once all the errors have been identified by the writer, they can be described to what language aspect those anomalies belong by classifying them into types of grammatical categories. This can be done by adjusting the categories, for example, classifying errors related to verbs, then identify different kind of verbs like bare infinitive, past tense, past participle, and also progressive. Another way that can be used is general categories that include omission, insertion/addition, substitution, misinformation and misordering. Such way can help the writer to diagnose learners' learning problems.

3. Explaining Errors

This step requires the writer to find out more beyond errors by trying to figure out what the sources of errors are and how they can

occur. As initially mentioned, the causes of error can be diagnosed based on previous step of describing errors.

4. Evaluating Errors

This last step is not least essential since the purpose of Error Analysis (EA) to help the learners learn new language better and give the guidance to the teacher to creatively find out what they need to do related to error treatment in order to empower as well as enrich their strategy and method in teaching-learning process. Therefore, evaluation is urgently needed.

3.5 Brief Description of Research Location

This present study took place in dormitories of the boarding program of Ma'had Al-Jami'ah at Ar-Raniry State Islamic University, well-known as UIN Ar-Raniry, located in Darussalam, Banda Aceh. It has 7 dormitories in total which consist of six female dormitories and one male dormitory. Mr. Nurkhalis Sofyan, MA has been become the director of Ma'had Al-Jami'ah since it was first founded in 2014. Ma'had Al-Jami'ah UIN Ar-Raniry was initiated by the expectation to UIN Ar-Raniry students to have today's basic required skills. Since Ma'had Al-Jami'ah is designed to meet the needs of UIN Ar-Raniry students, various programs are formulated, for instance English and Arabic conversation class, English and Arabic daily morning vocabulary group, weekly Sunday morning conversation, weekly Saturday night meeting of *apel Bahasa* (usually discussion after watching English and Arabic movies or listening to English or Arabic

music), Qur'an memorization group (*tahfidzhulqur'an*), Qur'an recitation group (*tahsinulqur'an*), mentoring group, daily prayer in congregation, etc. Those programs are aimed ultimately to strengthen the character building and enhance the quality especially as student and further as alumni of UIN Ar-Raniry. In addition, this program is compulsory for every new students of UIN Ar-Raniry since 2014.



CHAPTER IV

RESULT AND DISCUSSION

To make the result understandable, the writer tabulated the findings into the tabulation which consist of 5 tables to be exact. The errors found were directly classified and placed by the writer into the tables of types of error which are omission, insertion/addition, substitution, misinformation, and misordering. Each tables contain of three columns for error recognition, explanation, and correction or reconstruction part. The column of error recognition consists of the list of errors found in the transcription of participants' utterances during interview. Then, each error is provided with the explanation on the next column on why such error belongs to certain type of error classification. Finally, the errors found are reconstructed into the correct construction on the very left column. After all errors found were tabulated, explained and corrected, the table of error types frequency was presented in order to know the frequency of each error committed by the students. Thus, the data interpretation could be seen in the following tables.

4.1 Result

Table 4.1 Errors of Omission

No.	Error Recognition	Explanation	Reconstruction
1.	My name Syarifah Raudhah.	The item of to be was omitted.	My name is Syarifah Raudhah.
2.	How to be good person.	The item of article was omitted.	How to be a good person.
3.	We must in the dormitory of Ma'had.	The verb after modal was omitted.	We must stay/be in the dormitory of Ma'had.
4.	We can together again.	An item of be was omitted.	We can be together again.

5.	When I in dormitory of Ma'had Al-Jami'ah.	The item of to be was omitted.	When I am/was in dormitory of Ma'had Al-Jami'ah.
6.	I think this good.	The item of to be was omitted.	I think this is good.
7.	My favorite one Nasi Padang.	The item of to be was omitted.	My favorite one is Nasi Padang.
8.	When I back to my home.	The item of to be was omitted.	When I am/was back to my home.
9.	When lunch and dinner.	The item of verb was omitted.	When having lunch and dinner.
10.	My favorite food also rice.	The item of to be was omitted.	My favorite food is also rice.
11.	Sometimes, I jogging in the morning.	The item of verb was omitted.	Sometimes, I do jogging/ I jog in the morning.
12.	My mother in house.	The item of to be and article were omitted.	My mother is in the house.
13.	I help her to do all of my mother activities in home.	The item of possessive noun was omitted.	I help her to do all of my mother's activities at home.
14.	My best memory I meet again with my friend.	The item of to be was omitted.	My best memory is/was I meet again with my friend.
15.	After that we can to cleaning room.	The item of article to determine the noun wa omitted.	After that we can clean the room.
16.	Because easy to say.	The item of subject is omitted.	Because it is easy to say.
17.	We back to here.	The item of to be was omitted.	We are/were back to here.
18.	Just follow that because the rule.	The item of because "of" was omitted	Just follow that because of the rule
19.	Because they there.	The item of to be was omitted.	Because they are/were there.
20.	I happy when I got a lot of friends.	The item of to be was omitted.	I am happy when I got a lot of friends.

21.	I live in Baet, in house with my brother and my sister.	The item of article to determine the noun wa omitted.	I live in Baet, in the/a house with my brother and my sister.
22.	When I was study with my friend at Tarbiyah.	The item of ing in the verb of present continuous was omitted.	When I was studying with my friend at Tarbiyah.
23.	Then we back to our dormitory.	The item of to be was omitted.	Then we are/were back to our dormitory.
24.	I back to my room in third floor.	The item of to be was omitted.	I am/was back to my room in the third floor.
25.	Because our voice very loud.	The item of to be was omitted.	Because our voice is/was very loud.
26.	When I at home...	The item of to be was omitted.	When I am at home..
27.	I don't like live in my rent home.	The item of "to" was omitted.	I don't like to live in my rent home.
28.	And then graduated of SMA Ali Hasyimi.	The item of subject is omitted.	And then I graduated from SMA Ali Hasyimi.
29.	I'm study at University Islam UIN Ar-Raniry.	The item of ing in the verb of present continuous was omitted.	I'm studying at University Islam UIN Ar-Raniry
30.	Because have the program memorize the one juz.	The item of subject is omitted.	Because it has the program to memorize one juz.
31.	I'm faculty of UIN Ar-Raniry.	The item of verb -ing in the verb of present continuous was omitted.	I'm studying in faculty of UIN Ar-Raniry.
32.	Kompas dormitory good because.....	The item of to be was omitted.	Kompas dormitory is good because.....
33.	Favorite food rice uduk, burger, chocholate, ice cream.	The item of possessive adjective as determiner was omitted.	My favorite food are rice uduk, burger, chocholate, ice cream.
34.	I spent my Junior High school in Babun Najah three years.	The item of preposition "for" was omitted.	I spent my Junior High school in Babun Najah three for years.
35.	We in one room, in the same room.	The item of to be was omitted.	We are/were in one room, in the same

			room.
36.	Because I want fat.	The item of to be was omitted.	I want to be fat.
37.	My favorite food jengkol and terasi.	The item of to be was omitted.	My favorite food are jengkol and terasi.
38.	Because jengkol very delicious.	The item of to be was omitted.	Because jengkol is very delicious.
39.	Just one day a week.	The item of preposition was omitted.	Just one day in a week.
40.	Because I want finish my Al-Qur'an.	The item of "to" was omitted.	Because I want to finish memorizing Al-Qur'an.

Table 4.2 Errors of Insertion/Addition

No.	Error Recognition	Explanation	Reconstruction
1	Because here is also we have to memorize one juz.	Adding unnecessary item of "to be" into the sentence.	Because we have to memorize one juz here
2.	I have to speaking foreign language.	Adding unnecessary item of "-ing" in the verb of the sentence.	I have to speak foreign language.
3.	It's tell me that foreign language is important.	Adding unnecessary item of "to be" into the sentence.	It tells me that foreign language is important.
4.	I was go with her.	Adding unnecessary item of "to be" into the sentence.	I went with her.
5.	I must to study.	Adding unnecessary item of "to" after modal.	I must study.
6.	May be in four days from one week.	Adding unnecessary item of preposition "in" into the sentence.	May be four days in a week.
7.	After that we can to cleaning room.	Adding unnecessary item of "to" after modal and -ing in the verb into the sentence.	After that we can clean the room.
8.	We have to praying maghrib and isya	Adding unnecessary item of -ing in the verb of the	We had to pray maghrib and isya

	together.	sentence.	together.
9.	I'm play Badminton.	Adding unnecessary item of "tobe" into the sentence.	I play badminton.
10.	I with my friend and my miss in the class that go out together.	Adding unnecessary item of "thomat" into the sentence.	I with my friend and my miss in the class go out together.
11.	A friend in that dorm is very so kind to me.	Adding double adverb into the sentence.	A friend in that dorm is/was very kind to me.
12.	Because that will be make character to be better.	Adding unnecessary item of "tobe" into the sentence.	Because that will make character to be better.
13.	I must help my mother to washing .	Adding unnecessary item of -ing in the verb of the sentence.	I must help my mother to wash.
14.	I'm graduated from Ruhul Islam Anak Bangsa.	Adding unnecessary item of "tobe" into the sentence.	I graduated from Ruhul Islam Anak Bangsa.
15.	I can stay in dormitory with the my friends.	Adding unnecessary item of article "the" into the sentence.	I can stay in dormitory with my friends.
16.	Pray together with the my friends.	Adding unnecessary item of article "the" into the sentence.	Pray together with my friends.
17.	And then I get the some vocabulary.	Adding unnecessary item of article "the" into the sentence.	And then I get some vocabulary.
18.	Just little-little .	Adding the same word twice.	Just a little.
19.	I go to praying with the my friends.	Adding unnecessary item of -ing in the verb of the sentence.	I go to pray with my friends.
20.	I want to be a tall.	Adding unnecessary article of "a" into the sentence.	I want to be tall.

Table 4.3 Errors of Substitution

No.	Error Recognition	Explanation	Reconstruction
1.	I graduate of Babun Najah.	The correct form of “from” was substituted with the preposition of “of”.	I graduated from Babun Najah.
2.	I meet again with my friend in Babun Najah.	The correct form of “from” was substituted with the preposition of “in”.	I meet again with my friends from Babun Najah.
3.	I help her to do all of my mother activity in home.	The correct form of “at” was substituted with the preposition of “in”.	I help her to do all of my mother’s activities at home.
4.	I jogging in the morning when Sunday.	The correct form of “on” was substituted with the the word “when”.	I do jogging in the morning on Sunday.
5.	May be one .	The correct form of “once” to refer to the frequency of time was substituted with the the word “one”.	May be once .
6.	I get some vocabulary after subuh prayer.	Incorrect form of noun was used to refer to plural form.	I get some vocabularies after subuh prayer.
7.	Three time .	Incorrect form of noun was used to refer to plural form.	Three times .
8.	Only four month .	Incorrect noun was used to refer to plural.	Only four months .
9.	Its make me comfortable.	Incorrect form of verb was used to refer to third singular person in simple present tense.	It makes me comfortable.
10.	I was born at 17th July 1997.	Incorrect use of preposition.	I was born on 17th of July 1997.
11.	One more .	Incorrect use of word.	Once .
12.	I say with Ustazah.	Incorrect use of preposition.	I say to Ustazah.
13.	May be in four days	Incorrect use of	May be four days in a

	from one week.	preposition.	week.
14.	I have many activity	Incorrect form of noun was used to refer to plural form.	I have many activities
15.	My favorite song is Attention from Charlie Puth.	Incorrect use of preposition.	My favorite song is Attention by Charlie Puth.
16.	I was born at 1st of September 1997	Incorrect use of preposition.	I was born on 1st of September 1997
17.	I felt really family there with them.	Incorrect word chosen. Noun was used as adjective into the sentence.	I felt really close with them.
18.	After that, we do vocabulary or mufradat	Incorrect word chosen.	After that, we attend the session of vocabulary or mufradat
19.	We can give recommended to them.	Incorrect word chosen. Verb was used as noun.	We can give recommendation to them.
20.	I can change our experience with my friend.	Incorrect word chosen. In terms of intended meaning.	We can share our experiences with my friend.
21.	I ever sick.	Incorrect word chosen. In terms of intended meaning.	I had been sick.
22.	I find my friend from different faculty .	Incorrect form of noun was used to refer to plural form.	I find my friends from different faculties .
23.	And then graduated of SMA Ali Hasyimi	Incorrect use of preposition.	And then I graduated from SMA Ali Hasyimi.
24.	Because have the program memorize the one juz.	Incorrect form of verb was used to refer to third singular person in simple present tense.	Because it has the program memorize the one juz.

25.	I can know each other but have the difference people and stay with them.	Incorrect use of conjunction and also incorrest use of noun as adjective.	I can know each other with different people and stay with them.
26.	I'm not like sport.	Incorrect use of verbal sentece.	I don't like sport.
27.	I not finish memorize it.	Incorrect use of verbal sentece.	I don't not finish memorizing it.
28.	But three day in the week.	Incorrect use of article "the" into the sentence.	But three days in a week.
29.	I'm not miss .	Incorrect use of verbal sentence.	I do not miss them.
30.	She very support me.	Incorrect common word chosen.	She really supports me.
31.	So, we not talk about two or three days.	Incorrect use of verbal sentence.	So, we do not/did not talk about two or three days.
32.	They also share their experience .	Incorrect form of noun was used to refer to plural form.	They also share their experiences.
33.	I think when I sleep in dormitory, I must to study.	Inappropriate word chosen.	I think when I stay in dormitory, I must study.
34.	But headache nevermind .	Inappropriate word chosen.	But it was just a mild headache.

Table 4.4 Errors of Misinformation

No.	Error Recognition	Explanation	Reconstruction
1.	I throw my praying mat to her	Inappropriate use of tense.	I threw my praying mat to her
2.	Who don't ever memorize it before..	Inappropriate use of tense.	Who has never memorized it before...
3.	I think that is very easy	Inappropriate use of tense.	I think that was very easy
4.	I ever live in dormitory	Inappropriate use of tense.	I had lived in dormitory before

5.	I can go to my home	Inappropriate use of tense.	I could go home
6.	But I have to stay in dormitory at 6 o'clock	Inappropriate use of tense.	I had to stay in dormitory at 6 o'clock
7.	I wake up and pray	Inappropriate use of tense.	I woke up and prayed
8.	I do subuh prayer	Inappropriate use of tense.	I did subuh prayer
9.	I get some vocabulary after subuh prayer	Inappropriate use of tense.	I got some vocabularies after subuh prayer
10.	I prepare myself to go to campus	Inappropriate use of tense.	I prepared myself to go to campus
11.	I do my activity out of dormitory	Inappropriate use of tense.	I did my activity out of dormitory.
12.	I come back again to dormitory at 6 o'clock	Inappropriate use of tense.	I came back again to dormitory at 6 o'clock
13.	I do maghrib prayer. I do Isya prayer. And I go class to study about language.	Inappropriate use of tense.	I did maghrib prayer. I did Isya prayer. And I went class to study about language.
14.	I graduate of Babun Najah	Inappropriate use of tense.	I graduated from Babun Najah
15.	I help her to get medicine or I give her attention	Inappropriate use of tense.	I helped her to get medicine or I gave her attention
16.	I live in Boarding School of Omar Diyan.	Inappropriate use of tense.	I lived in Boarding School of Omar Diyan.
17.	I have to speaking foreign language	Inappropriate use of tense.	I had to speak foreign language
18.	I was go with her	Inappropriate use of tense.	I went with her.
19.	We have to praying maghrib and isya together	Inappropriate use of tense.	We had to pray maghrib and isya together.
20.	I don't have enough sleep.	Inappropriate use of tense.	I didn't have enough sleep
21.	We have to memorize a lot of such a coversation	Inappropriate use of tense.	We had to memorize a lot of such a coversation

	to improve our English and also Arabic.		to improve our English and also Arabic.
22.	I have hear that	Inappropriate use of tense.	I have heard that
23.	I have been in dormitory for six years before in Boarding school of Babun Najah	Inappropriate use of tense.	I had been living in dormitory for six years before in Boarding school of Babun Najah
24.	They cannot manage the time between dorm and university.	Inappropriate use of tense.	They could not manage the time between dorm and university.
25.	I wake up early in here at 5 o'clock.	Inappropriate use of tense.	I woke up early in here at 5 o'clock.
26.	We do morning conversation or muhadasah.	Inappropriate use of tense.	We did morning conversation or muhadasah.
27.	Usually we get some vocabularies from ustazah.	Inappropriate use of tense.	Usually we got some vocabularies from ustazah.
28.	We prepare ourselves to go campus.	Inappropriate use of tense.	We prepared ourselves to go campus.
29.	We play ludo in handphone.	Inappropriate use of tense.	We played ludo in handphone.
30.	I have headache.	Inappropriate use of tense.	I had headache.
31.	I take ablution.	Inappropriate use of tense.	I took ablution
32.	Because I want finish my Al-Qur'an	Inappropriate use of tense.	Because I wanted finish my Al-Qur'an

Table 4.5 Errors of Misordering

No.	Error Recognition	Explanation	Reconstruction
1.	How to be good person better	Inappropriate order of the sentence	How to be a better person
2.	Because my university from house is far	Inappropriate order of the sentence.	Because my university is far from my house.

3.	Because Arabic I have forget about the mufradat	Inappropriate order of the sentence.	Because I forget the vocabularies/mufradat in Arabic
4.	My old 20 years	Inappropriate order of the sentence.	I am 20 years old
5.	do you have a lot of activity right?	Inappropriate order of the sentence.	You have a lot of activity, don't you? You have a lot of activities, right ?
6.	My friend say they have down IPK	Inappropriate order of the sentence.	My friend said that their IPK decreased.
7.	I like sport gymnastic	Inappropriate order of the sentence.	I like gymnastic sport
8.	Then in front of our dormitory, we play ludo in handphone	Inappropriate order of the sentence.	Then we play ludo in handphone in front of our dormitory.
9.	But have the other people said the dormitory not have the water	Inappropriate order of the sentence.	But people say that dormitory has no water.
10.	In the my roommate not have sakit parah.	Inappropriate order of the sentence.	My roommates have never suffered from severe ill.
11.	And than the watching TV.	Inappropriate order of the sentence.	And than watching the TV.
12.	in the week I get back in the my house three days	Inappropriate order of the sentence.	I go back to my house three days in a week.
13.	But for me if memorizing Juz Amma it's good.	Inappropriate order of the sentence.	But memorizing Juz Amma is good for me.
14.	I got new friends make very much.	Inappropriate order of the sentence.	I made new friends a lot.
15.	I more learn English because I like it.	Inappropriate order of the sentence.	I learn English more because I like it.

The findings of the research showed that all types of errors were vulnerable to occur in target language. All of the errors were divided into the table where they belong to. The types are omission, insertion, substitution, misinformation and misordering. All participants were proven to commit all types of error in their utterances during interview. However, each type of error produced by the participants are varied in number. The summary of percentage of the errors types committed can be tabulated as follows.

Table 4.6 Summary of the Error Occurrence Frequency

NO.	Types of Errors	Frequency of Occurrence	Percentage
1.	Omission	40	28.36%
2.	Insertion/Addition	20	14.18%
3.	Substitution	34	24.11%
4.	Misinformation	32	22.69%
5.	Misordering	15	10.63%
	TOTAL	141	100%

The data in table above can be depicted into the graphic as follows.

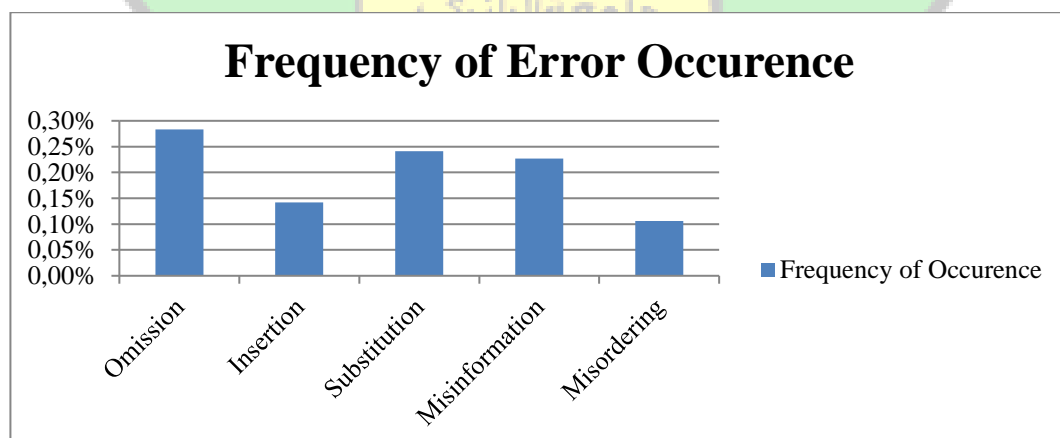


Figure 4.1 Graphic of Error Occurrence Frequency

The writer found that there were 40 omission errors (28.36%). This type of errors had the largest numbers of errors which committed by the participant compared to other types of errors. The items being omitted were varied, ranging from subject, article, preposition, possessive adjective, to be, verb even verb –ing. The participants also committed insertion/addition errors which were 20 errors (14.18%). In this case, they frequently inserted unnecessary items into the sentence like article, to be, preposition, double adverbs even unnecessary words. Subsequently, the number of substitution errors committed by the participants were 34 errors (24.11%). This type of error was the second largest number of errors that were committed by the participants. The errors were made because they sometimes chose some inappropriate words to convey their ideas which were incorrect. Then, misinformation errors found were 32 errors (22,69%). The errors were mostly committed due to the use of inappropriate tenses. And the last type of errors was misordering which was rarely committed by the participants in their utterances. It only appeared 15 times (10,63%).

4.2 Discussion

This study was aimed to find out the errors in anomalous utterances produced by the students of boarding campus of Ma'had Al-Jami'ah, as well as the causes that generate the occurrence of those errors. After applying the procedure of EA in this study by identifying the errors, describing the errors, explaining the errors and finally evaluating the errors, the writer found that students as L2 learners frequently produced anomalous utterances which actually

contained of errors. Those errors were classified into several types suggested by Ellis (2008), as cited in Fajrit (2015) including omission, insertion/addition, substitution, misinformation, and misordering.

The type of omission errors committed by the students were varied, such as omitting subject, article, preposition, verb/to be, possessive adjective, ect. Yet, the most common omission errors committed by the students is omitting to be/verb before the adjective. Even, Oshima and Hogue (1991, Ananda; 2014; Fajrita 2015) argued that L2 learners especially EFL (English as Foreign Language) learner commonly miss out the item of “subject or verb” in the sentence.

Apart from omitting subject and verb, the students also produced error in terms of omitting preposition like “in”, “to”, “of”, etc. This was also applied to the omission of article like “a”, “an”, and “the” in the sentence of their utterance. These result led to the conclusion that the occurrence of omission errors were not merely because of the negative transfer as part of L1 interference but also because of the students were distracted by the complexity of target language rules.

Not only error of omission were committed by the students, but also error of insertion that occurred because the students added unnecessary item into the sentence. The issue of inserting unnecessary item varied such as adding useless tobe/verb, preposition, double adjective, article and so on. But the most common error found in insertion is adding another to be/verb in the sentence. This is similar to what Sutomo (2013) as cited in Fajrita (2015) found. He said that the L2

learners considered that the use of to be “am, is, are” were not functioned as verb but they were like a must in the sentence of target language. There was a sentence like “I **was** go with her.” This showed that students put unnecessary item to the sentence by adding another to be/after after one has already done. Eventhough, this can be well understood among L2 learner, but it would be confusing to the native speakers of target language.

The substitution error was the second most frequent type of errors committed by the students. An example of substitution error is “I felt **really family** with them.”. According to Ellis (2008, as cited in Fajrita, 2015), such pattern of sentence seemed to be formulated based on behaviour and style of talking of the learners in the community. The learners who commit such error tend to consider that the word “family” as adjective to convey the idea that her friends are like family to her. Another typical kind of substitution error was the substitution of the preposition being used in the sentence.

Misinformation errors were mostly caused by the incorrect use of tenses. Actually the writer set the list of questions of interview in various tenses including simple present tense, past tense and present perfect. But the students produced the sentence in present tense when the writer asked the questions in past tense and on the contrary. For instance, when the writer asked them “*what experience did they have when they were in dormitory of Ma’had Al-Jami’ah?*”, the students answered them in simple present tense like “*I have many friends..*”. This deviation emerged because of the students had not understood the concept of applying the suitable formation and rules in target language.

In regard to the type of misordering errors, the deviation emerged because the students failed to construct a good and acceptable order of the sentence in target language. The sentence “I got new friends make very much.” implied that the students wanted to say that she made friends a lot but the students put the word in incorrect placement. Another example of misordering error is “I like sport gymnastic”. It also showed that the students committed error in placement of noun. In short, there are many occurrences of misordering error resulted from incorrect placement of certain items in the sentence.

Those types of errors might occur because of some factors or causes. As it has been previously mentioned that there are many classifications of error causes proposed by the experts. But, the writer only focused on two general major error causes which are interlingual and intralingual since errors were easy to be determined that belongs to one of those two major causes.

Learners’ mother tongue as L1 can affect the process of one’s second language acquisition. It depends on how the learners view the existence of their L1 prior knowledge in the process of learning a quite different language from their own in order to make the learning process to be effective. But, it is undeniable that mother tongue interference is one of the factors that can interfere the process of target language learning. It was proved by the comparison of the similar or even exact pattern of the sentences in L1 and L2.

To emphasize the relation between learners’ mother tongue and target language, the writer found some errors committed by the students that derived

from the interference of L1. Here the writer provide some example or errors committed by the students of Ma'had Al-Jami'ah along with the Indonesian translation.

- ***“...because have the program memorize the one juz”*** which means in Bahasa “..karena ada program menghafal satu juz”. The correct construction is ***“...because it has the program to memorize one juz”***.
- ***“...but have the other people said the dormitory not have the water”*** which means in Bahasa “...tapi ada orang lain bilang bahwa asrama tidak ada air”. The correct construction is ***“..but people say that dormitory has no water”***.
- ***“...I felt really family there with them”*** which means in Bahasa “..saya merasa sangat berkeluarga disana dengan mereka”. The correct construction is ***“I felt really close with them”***.

Actually there are more examples of mother tongue interference which can be seen in appendix list.

Some students who attempt to learn certain L2 which is quite different either in rules or pronunciation from their mother tongue might lead to failure. In the next stage, the target language learners' endeavor to pick all of the rules and apply them in their communication. Despite that good attempt, in this case the learner might face the issue of the complexity of those target language rules, and eventually failed to master them. English as the target language is quite complex

in terms of rule which eventually will interfere the process of acquiring it. So, that is why it is also considered as causes of error committed by the students.

The writer found a sizeable numbers of errors examples which were influenced by the difficult rules of target language itself. Some examples are listed below.

- ***“..who don’t ever memorize it before, can memorize it in Ma’had Al-Jami’ah”***. In this utterance, the learners have to use present perfect tense instead of present tense. Yet, since there are a lot of kind of tenses and the use of them is varied, it seem to confuse the learners. So, the correct pattern is ***“..who has not memorized it before, they can memorize it in Ma’had Al-Jami’ah”***.
- ***“..I was go with her”***. In this utterance, the learners failed to apply the rule of simple past tense as they knew that the word “was” has something to do with simple past. But they still can differentiate the verbal dan nominal sentences. So, the correct construction is ***“I went with her”***.
- ***“...we can give recommended to them”***. In this utterance, the learners failed to utter the idea by mistakenly pick the incorrect word since the word has several forms like “recommend, recommended, and recommendation”. So, the correct construction is ***“We can give recommendation to them”***.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study is concerning on Error Analysis which intended to find out the anomalous utterances spoken by students of Ma'had Al-Jami'ah at Ar-Raniry State Islamic University as well as an attempts to find out the most frequent type of error committed by them. It also examine whether the errors committed by the L2 learners derived from the interference of mother tongue or not. Error analysis as the most preferred theory to overcome such kind of problem is done by analyzing the error since it provides a deep insight in understanding the process of language acquisition. There were 10 female students of Ma'had Al-Jami'ah who took part as participants in this study. The procedure of Error Analysis (EA) encompasses several steps which are identifying the errors, describing the errors, explaining the errors, and evaluating the errors. In regard to errors description, the writer classified the errors that had been identified into 4 categories as suggested by Ellis, which are omission, insertion/addition, substitution, misinformation and misordering.

The result revealed that most of participants as L2 learners commit all types or errors with different number. It showed that there were 40 omission errors (28.36%), 20 insertion errors (14.18%), 34 substitution errors (24.11%), 32 misinformation errors (22.69%), and 15 misordering errors (10,63%). It is clearly seen that the most frequent type of error committed by the students belongs to the

type of omission error. Furthermore, since some people defend that the biggest factor of errors is the interference of mother tongue, while some others argue that other factor also interfere the L2 acquisition. This study showed that the cause of errors is not merely because of the interference of mother tongue as L1 but also because of the complexity of target language rules as L2.

5.2 Suggestions

This study explores how error analysis has its impact in understanding the language learning process and describe the difficulties that learners encounter in the process of learning L2. It also helps the teacher in designing the material or remedial for the students based on the difficulties faced by the learners. Even, the classification of types of errors might give the ideas and knowledge about the area which need to be devoted special treatment by the teacher since the difficulty level of each material is different.

However, in this study, the explanation of errors committed by the participants could not be explained in details due the sizeable numbers of errors that the writer found in participants' utterances. Thus, further research that deal with error in inevitably needed. The writer suggests everyone who is interested in the field of Second Language Acquisition, might refer to this study to conduct a better and comprehensive research with more participants and more detailed. The data can be obtained from both writing or speaking production of L2 learners.

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**NOTA USUL MUNAQASYAH SKRIPSI PROGRAM S-1
FAKULTAS TARBIYAH DAN KEGURUAN (FTK) UIN AR-RANIRY BANDA ACEH
SEMESTER GENAP TAHUN AKADEMIK 2016/2017**

Nomor : B-4622/UN.08/PBI/SM/2017

Tanggal: 28-07-2017

Ketua Prodi Pendidikan Bahasa Inggris, menerangkan bahwa:

Nama : **Indri Maulina**

NIM : **231324402**

Tempat/Tgl. Lahir : Aceh Besar/18 Nov 1994

Kab/Kota : Aceh Besar

Beban SKS yang telah diselesaikan : 146 SKS, dengan:

Total Nilai : 536

IPK : 3.67

Lulus Ujian Komprehensif dengan nilai : 82 (A B C D E)

Lulus Ujian Komputer : Fotocopi Sertifikat/Surat Keterangan Lulus Dengan Nilai: Memuaskan

Lulus Ujian TOEFL/TOAFL : Fotocopi Sertifikat/Surat Keterangan Lulus, dengan Nilai : 540

Lulus Baca Al-Qur'an (Tahsin) : Fotocopi Sertifikat/Surat Keterangan Lulus, dengan Nilai : 83 (B)

Penasehat Akademik : Drs. Mustafa AR, M.A., Ph.D

KKU telah disetujui Pembimbing dengan Judul :

**“Error Analysis on Anomalous Utterance Spoken by Students of
Ma’had Al Jamiah at Ar-Raniry State Islamic University”**

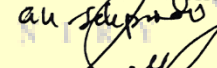
Pembimbing Pertama : Dr. Muhammad Nasir, M.Hum

Pembimbing Kedua : Risdaneva M.A.

Kami Usulkan menempuh Ujian Skripsi dengan susunan Tim Penguji sebagai berikut:

No	Susunan Tim	Nama	Bidang
1.	Ketua	Dr. Muhammad Nasir, M.Hum	Permasalahan, Metode & Teknik Penulisan
2.	Sekretaris	Fithriyah M.Pd.	Sekretaris
3.	Penguji I	Risdaneva M.A.	Teori/Substansi
4.	Penguji II	Dr. Syarwan Ahmad M.Lis	Hasil Penelitian

Ketua Prodi Pendidikan Bahasa Inggris,



Dr. T. Zulfikar, S.Ag, M.Ed

NIP. 197804302001121002

SUSUNAN TIM PELAKSANA MUNAQASYAH SKRIPSI

- | | |
|-------------------------------|--------------|
| 1. Dr. Muhammad Nasir, M.Hum. | : Ketua |
| 2. Fithriyah M.Pd. | : Sekretaris |
| 3. Risdaneva M.A. | : Anggota |
| 4. Dr. Syarwan Ahmad M.Lis | : Anggota |

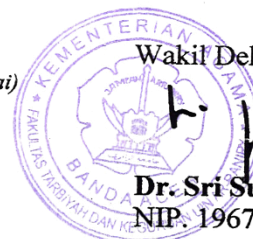
Hari/Tanggal Sidang : Senin, 7-8-2017
Jam/Ruang : 16.15 / Ruang ...3...47

√ **Cek List**

Perbanyak 10 lembar setelah diisi untuk diserahkan kepada:

Tim penguji 4 orang (Beserta Skripsi, Lembar Soal dan Daftar Nilai)

1. Sie Alumni, lengkap dengan persyaratan lainnya
2. Urusan Tempat 1 Lembar
3. Kasubbag Keuangan. Lampirkan SK Bimbingan 2 Lembar
4. Ketua Prodi 1 Lembar
5. Mahasiswa Ybs.
6. Lembar Asli dan Transkrip Nilai 1 rangkap dikembalikan ke Tempat Pendaftaran



Wakil Dekan I Bidang Akademik,

Dr. Sri Suyanta, M. Ag

NIP. 196709261995031003



KEMENTERIAN AGAMA
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Nomor : B-5972/Un.08/TU-FTK/ TL.00/07/2017

18 Juli 2017

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Indri Maulina
N I M : 231 324 402
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : VIII
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Desa Lamreung, Lampeuneurut Aceh Besar


Untuk mengumpulkan data pada:

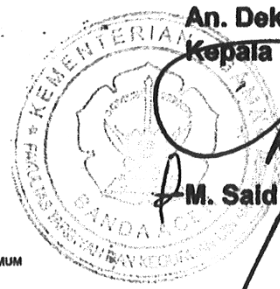
Mahasiswa Asrama Ma'had Al-Jami'ah Universitas Islam Negeri Ar-Raniry

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Error Analysis on Anomalous Utterances Spoken by Students of Ma'had Al-Jami'ah at Ar-Raniry State Islamic University

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali



BAG.UMUM BAG.UMUM

Kode 7106



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
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SURAT KETERANGAN

Nomor B- 334 /UPT.6/PP.00.9 /07/2017

Yang bertanda tangan di bawah ini,

Nama : Muhajirul Fadhli, Lc, MA
NIM/Status : Dosen Tetap Non PNS
Jabatan : Sekretaris UPT. Ma'had Al-Jami'ah & Asrama

Dengan ini menerangkan bahwa

Nama : Indri Maulina
NIM : 231 324 402
Fak/Jur : Pendidikan Bahasa Inggris
Keterangan : Benar telah melakukan penelitian di Ma'had Al-Jami'ah UIN Ar-Raniry pada tanggal 18- 24 Juni 2017, untuk menyusun skripsi dengan judul "**Error Analysis on Anomalous Utterances Spoken by Student of Ma'had Al-Jami'ah at Ar-Raniry State Islamic University**".

Demikian surat keterangan ini dibuat dengan sebenar-benarnya agar dapat digunakan sebagaimana mestinya.



Banda Aceh, 25 Juli 2017
UPT. Ma'had Al-Jami'ah dan Asrama
Kuasa Kepala, &

Muhajirul Fadhli

Nomor :B-335 /UPT.6/Kp.07.6/07/2017
Tanggal : 24 Juli 2017

List Of Interview

These list of questions that can be generated if necessary along with the flow of the conversation.

1. Can you tell me about yourself ? (general biography)
2. Have you ever lived in dormitory before?
3. What did your parents say about living in dormitory of Ma'had Al-Jami'ah?
4. What did you think about living in dormitory of Ma'had Al-Jami'ah before you live there ?
5. What experience did you have after living in dormitory of Ma'had Al-Jami'ah?
6. Tell me about your best memory when you were in dormitory ?
7. Can you explain your daily activities when you were living in dormitory ?
8. Can you tell me about the programs in dormitory ?
9. Were you involved with all the activities in dormitory ? Did they make you tired ?
10. Had you ever been sick when you were in dormitory ?
11. What did you do if your roommates suffered or get sick?
12. How long did you stay in dormitory ?
13. Do you prefer English or Arabic ?
14. How many times did you eat in a day when you were living in dormitory ?
15. What is your favorite food ? How do you like it?
16. What sport do you like best ?
17. What do you usually do when you have spare time?
18. How many times do you return to your home in one semester ?
19. What do you do when you are at home ?
20. Did you miss your family when you stay in dormitory?

Interviews' Transcription of Participant 1

- My name Syarifah Rauzah. I live here in Banda Aceh. And I come from Aceh Timur, Simpang Ulim. I graduate of Babun Najah. I live with my family here. I have one brother and one sister also my parents too. My father is a...
- Yes, in Babun Najah.
- My parent say its good because in Ma'had Al-Jami'ah, who never live in dormitory also can feel how to be good person better. Also my father like because here is also we have to memorize one juz. So, who don't ever memorize it before, can memorize it in Ma'had Al-Jami'ah.
- I think that is very easy because I ever live in dormitory before. I think this is easy because I can go to my home, I can go anywhere. But I have to stay in dormitory at 6 o'clock. So, I think that is not difficult.
- After living, my experience I find my friend from different faculty, different major. And I can repeat my destination before in Babun Najah. I can flash back my experience in Babun Najah.
- My best memory I meet again with my friend in Babun Najah, So, in dormitory we can together again, we sleep together again, we eat together again when I in dormitory Ma'had Al-Jami'ah.
- I wake up and pray, I do subuh prayer. I get some vocabulary after subuh prayer. And I prepare my self to go to campus. I do my activity out of dormitory. And I come back again to dormitory at 6 o'clock. I do maghrib prayer. I do Isya prayer. And I go class to study about language.
- Yes. No.
- No
- I help her to get medicine or I give her attention. No, because my friend when I stay there...my friend don't have...
- Only four month
- I think its balance. Because I like both. May be arabic. Just a little.
- Three time. In morning, I buy here. In afternoon and when lunch and dinner, I get it from my house.
- My favorite food also rice. May be noodle. Because it...I think nothing
- I don't like sport. No, I like sport. But sometimes I jogging in the morning when Sunday.
- Reading, reading some books. And may be, because I have a young sister, I also play with her.
- May be one or never.
- Actually my mother in house. I help her to do all of my mother activities in home. In the night, I also study. Then yaa, only that activity.
- I think not. Because I meet them everyday, everyweek. So, I don't miss them.

Interview's Transcription of Participant 2

- My name is Nasyiatil Fitria. I come from Aceh Besar. In Mata Ie. I live with my family. So, I'm studying at here at Islamic Banking.
- Yes, I live in Boarding School of Omar Diyan.
- I think its good. Because I have to speaking foreign language. And meet with the other friends from the other village.
- I think it's nice. Because I can remember my experience before. When I stay in Omar Diyan semi boarding school. So I can repeat, I can remember the vocabularies that I have forgotten may be. Okay, just that.
- I think in dormitory have to speak foreign language. So, from that its tell me that foreign language is important to my future.
- I get new friend that since in dormitory I was go with her. Sometimes, we meet even that she is from the other village. And other faculty here. Yes.
- Since living in dormitory, in the morning I wake up. So, get some vocabulary. So, I go to campus. At the afternoon, I back. And I think when I sleep in dormitory, I mush to study than playing handphone or something else.
- The programs in dormitory. First, at the morning, usually we get some vocabularies from ustazah or ukhti. So, after that we can to cleaning room. So, from morning until afternoon, we have to go to campus or else. So at night when we back, we have to praying maghrib and isya together. So, go to class. Get some conversation or muhadatsah.
- Yes, I did. Not, yes. Not, Because I like it.
- Yes, fever. Not just one more.
- May be I accompany her to take some medicine with ustazah. I take care of her.
- Two months or a few week.
- Arabic, because easy to say. I like too, but I most like arabic than English.
- I think since I live in dormitory, I eat three times and I always eat at the morning. Usually not, because my university from house is far. So, at the morning, usually I just eat some cake.
- My favorite food is ice cream. Because when I eat I think its make me comfortable.
- I don't like sport too much. But sometimes I'm play badminton. Yes
- Actually I just stay at home, help my mum like take my brothers to the school or else.
- If I have time, I go back.
- Usually I sleep. Yes, because in dormitory I don't have enough sleep.
- Not, because I can go home everytime I want.

Interview's Transcription of Participant 3

- Yes, my name is Nurhurrina. I'm come from Banda Aceh. And now I'm stay at Mata Ie. And this I say what ? My biodata ?. I'm graduated from Ruhul Islam Anak Bangsa. Now, I'm study at State Islamic University of Ar-Raniry. I was born at 17th July 1997. My old 20 years.
- Yes, I have, I had. I was stay at MAS Ruhul Islam Anak Bangsa. And then I have stay at Kompas dormitory, at University.
- My parents very support about that because this is a good activity and then make better our character. I think my parent just think about positive.
- Before I stay here yes. Yaa, I have hear that about scared, no no no, scared and then tired, and then everyhting like have trouble in here. But when I stay here. I'm just..how to say..menjalani..and make activity in here. I think this good. May be just little tired.
- Much. One of them like I have a new friend, and then I can study about language. And then I can ..how to say.. to repair myself again and yaa much like that.
- My memory when I here ?. That when I study in the class, there is a sound from the outside. And then the window that like horror. May be, and then I with my friend and my miss in the class that go out together because scared.
- From I wake up early in here at 5 am. Yes, right ?. Then I pray subuh, after that we read Al-Ma'tsurat, reciting Al-Ma'tsurat. And then we follow vocabularies. After that we prepare ourselves to go campus. And after that we make some daily activity there. After that, went at 6 pm, we back to here and follow the activity in here. That's like reciting Al-Qur'an and then we study at the class. We study English language, Arabic language and fiqih.
- There are like there is language first, and then there is a program to memorize Al-Qur'an. And tahsin, there is a tahsin, and then mentoring, and study about fiqih, and then..how to say..make a program to speak in dormitory with the foreign language.
- Yes, I follow that all of them. Yes, sometime I feel tired. But, just follow that because the rule and if we follow that with our heart, I think that's nice
- Yes, one more. Stomachache. They give medicine, yeah just that.
- First, I say with ustazah. And then I say what kind of sick. And then may be I give what I have like a cake, water, and yes money to buy medicine.
- I think just three month.

- I like English. Yes because Arabic I have forget about the mufradat. If English, I ever to say with my friend. But, if Arabic no.
- Just three. When the morning and then evening.
- I don't know. I very like..my favorite one Nasi Padang. Because that different with the other..how to say.. the sauce that nice.
- Yes, badminton. Because in here I have play with my ustazah. I like swimming, running too. But badminton more. Ya, with my friend. But. No no..I'm not play badminton, I'm just jogging with my friends.
- Ya, I help my mum. Because I have a shop that I have to keep there.
- No..may be in four days from one week.
- May be I just sleep because in here I have many activity. So when I back to my home, I...

Interview's Transcription of Participant 4

- My name is Septi Ariska. I'm from Setui, Banda Aceh. And I was born at 1st of September 1997. My hobby is sleeping. And my favorite song is Attention from Charlie Puth.
- Yes, I do. I have been in dormitory for six years before in Boarding school of Babun Najah. And also I continue this boarding school...not not continue, exactly I stay for a while in dorm of UIN Ar-Raniry for two months and ten more. That's all.
- My parent say that "do you have a lot of activity right?"..."yes, I did", I say. Then "like what?"... "memorizing Qur'an and also a lot of activity"... and my parent say "Yes, I like you memorize Al-Qur'an" "So, did you study about Qur'an there?" "Yes, I did"..then my parent say "I'm happy to hear that".
- I heard from my friend that they if dorm of Jami'ah in Ar-Raniry is bad, exactly places. But not, when I stay there I feel not. The places is not influence our study. My friend say they have down IPK because they there. They cannot manage the time between dorm and university.
- First I stay there I really hate dorm, that dorm. But, at least minute-minute before we leave there. I miss the memories when we did exercise to the competition at that dorm. I miss that all because I got a lot of friend and a friend in that dorm is very so kind to me.
- My best time ? My best memory when I was there is I happy when I got a lot of friends when we do a lot of things together. And exactly when we do competition.I felt really family there with them.

- Firstly I pray subuh together with my frined at third floor. After that, we do vocabulary or mufradat. Then, if I had I campus, I go there. Then, I back to dorm again. Yaa, like that.
- We did vocab at the morning after subuh praying. Then, every Sunday we did..we do morning conversation or muhadasah. Then, mentoring class, fiqih every night of Thursday. Then, in tutoring, we also write our daily about our kind of activity like give something to people, If we did it we have to checklist. Then in Fiqih, we just sit there and listen what the speaker say. Yaa, we do our competition like Nasyid, memorizing Qur'an, reciting Qur'an, reading news.
- Yes, of course. Not really, because before I have been in boarding school.
- No
- Yaa, I will accompany them, we can give a little bit of like kompress. If she get fever, then we company, we can give recommended to them. You can this, you can this. If you sick this don't be alone.
- Two month and ten days.
- I like both. But specially English because my major is English.
- Randomly. Because I eat my be twice a day or three times a day.
- Jengkol, mushroom. If mushroom, I feel like I eat meat.
- I like sport gymnastic. Because..I don't know why.
- Just sleep.
- Everyday.
- Sleep and eat.
- Really, very. I don't know. I just wanna stay at home. I wanna sleep at home. I just wanna meet them. I don't really like dorm.

Interview's Transcription of Participant 5

- My name is Dian Khairunnisa. I come from Perlak. But, here I live in Baet, in house with my brother and my sister. I was born on August, 19, 1997.
- Ya, I spent my time three years, I was in Darul Ihsan Islamic Boarding School three years when I was in Senior High School
- My parent said that is good. Because that will be make character to be better.
- Very good. No, I don't think so. I feel better because in rent house, I often spend my time only sleep, only eat. But in dormitory, I can study English and Arabic, and something like that.
- I don't know. But, my experience may be..I got many new friends. I can change our experience with my friend.

- My best memory when at night, I was study with my friend at Tarbiyah and then the lamp was off. Then we back to our dormitory. And I back to my room in third floor. Then in front of our dormitory, we play ludo in handphone. After that, ukhti, the sister was come. She went upstairs and she scream us to please don't be..because our voice very loud.
- In dormitory, there were tahsin class, Arabic class, English, then memorize Hadist, fiqih class.
- Ya. No, I just feel happy. I just think it's fine.
- Yaa. I ever sick. But only headache. Because many works I must memorize.
- I went to Ustazah and ask is there is medicine.
- Two month.
- English. Because I think English is easy than Arabic. But actually I like Arabic too because my major is Science of Qur'an. But I more learn English because I like it.
- Sometime two, sometime three.
- All of my mother make. Because in Banda Aceh no one food that I like it. Because may be the taste is different in Banda Aceh.
- I don't like
- Sleep, watching anime.
- I did not I go back to rent house. I just stay in dormitory everyday.
- When I at home ? Nothing. I don't like live in my rent home because it is sumpek.
Of course I must help my mother to washing.
- Of course, yes.

Interview's Transcription of Participant 6

- My name is Mirna Dilla. I live in Indrapuri. I live with my parent. And then graduated of SMA Ali Hasyimi. And then I'm study at University Islam UIN Ar-Raniry.
- I think 45 minutes.
- Yes, in Ali Hasyimi boarding.
- My parent say it's so good because have the program memorize the one juz. Yes, I think that.
- I think it's so so like takut. But have the other people said the dormitory not have the water. Thats I think I can melalui semua itu.

- Yes, I'm very happy because I can stay in dormitory with the my friends and I can know each other but have the difference people and stay with them.
- Security section. In the morning I have to teriak "All people get out your motorcycle" and in the evening atur-atur motor.
- In the dormitory I wake up, pray together with the my friends. And then I get the some vocabulary. And then I go to the study. And then I back in the my dormitory, the sleep siang-siang. And then I back again to study. And in the evening I back to dormitory. And the night I study in the class. And then after back, I praying Al-Qur'an together with my friends.
- Yes. Not.
- I give them medicine and I called mother house .
- No, in the my roommate not have sakit parah
- Two month
- My language is low. English, but I cannot speak. Just little-little.
- My favorite food is chocholate. Because is menyenangkan.
- I'm not like sport. I just the what..jogging
- I'm study and memorize Al-Qur'an but the dormitory I not finish memorize it. Playing handphone and than the watching TV.
- Not everyday but three day in the week.
- Actually I help my mother and night I go to praying with the my friends.
- I'm not miss because in the week I get back in the my house three days
- Yes because in the dormitory I have the schedule teratur.

Interview's Transcription of Participant 7

- My name is Anisah. I live in Tungkop
- I'm fine.
- Nineteen
- No
- Good

In order not to offense the interviewee, the next interview was held in Bahasa Indonesian due to the poor English ability that participant has.

Interview's Transcription of Participant 8

- My name is Khairi Parwita from Abdya. I'm faculty of UIN Ar-Raniry
- Yes, Kompas dormitory. Oh, no.
- SMA Negeri 1 Abdya
- Kompas dormitory good because.....
- Kuliah night
- No
- English
- Favorite food rice uduk, burger, chocolate, ice cream
- Yes

In order not to offend the interviewee, the next interview was held in Bahasa Indonesian due to the poor English ability that participant has.

Interview's Transcription of Participant 9

- My name is Shalichina. I was born in Banda Aceh, April, 11, 1997. I live in Ateuk Pahlawan, Banda Aceh. I live with my family. And I graduated from MAN Model, Banda Aceh. After that, I continue my study in UIN Ar-Raniry, in English Department.
- Yes, I spent my Junior High school in Babun Najah three years.
- Ooo, she very support me, very interested. Everything is okay if I live in dormitory.
- Yes. I think it's tiring. Not because of a lot of rules. The assignment. We have to memorize a lot of such a conversation to improve our English and also Arabic. But for me if memorizing Juz Amma it's good.
- My experience ? I meet a lot of new friends, like Sakinah, Dian, and I also..and they also share their experience of their..yes their experience. Yaa, I got new friends make very much.
- My best memory. I and my best friend in college, we in one room, in the same room. Nurmala Hayati. After that, I throw my praying mat to her. After that she get mad. So, we not talk about two three days. She really get mad of it.

Interview's Transcription of Participant 10

- Yes, I want to tell you about myself. My name is Sakinah. I come from Sabang but I live in Aceh Besar. I graduated from Darul Ihsan Islamic Boarding School.
- Now, I study in Shariah Economy and Law but I want to continue my study in Egypt.
- I can follow this competition, I got many knowledge. That's it.
- Everynight we study until 1 o'clock with Humaira. Usually if I have exam I not sleep.
- First I get up, and then I take ablution, and then I pray, and then I go to campus. After that I back to the dormitory, pray and then enter class. Just that everyday.
- Mufradat, tahsin, mentoring and night class.
- Yes. Not. Because I have done that before.
- Never. Oh yes I have headache. But headache nevermine.
- My roommates never sick.
- Three month.
- Arabic. Because I like Arabic more.
- Not. Syariah Economic and Law. But I want to continue in Egypt in September.
- Five times. Because I want fat.
- My favorite food jengkol and terasi. Because jengkol very delicious, and all my family like jengkol and terasi.
- Skipping. Because I'm short, I want to be a tall
- I sleep, because if I don't have enough, I sleep everyday I sleep.
- When I live in the dormitory, in the first week everyday. And then just one day a week. Because I want finish my Al-Qur'an.
- Watching movie, sleeping. Little.
- Not, because usually.
- Not, because my father said "we must in the dormitory of Ma'had wajib".