

**ERROR ANALYSIS OF AUXILIARY ON RUANG GURU BIMBEL
ONLINE NO.1 YOUTUBE**

SKRIPSI

*Submitted in partial fulfillment of requirements
for a degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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ABSTRACT

Arfika Diah Mendasari. 1602050151. Error Analysis of Auxiliary on Ruang Guru Bimbel Online No. 1 Youtube. Skripsi Medan. English Education of Faculty of Teacher Training And Education , University of Muhammadiyah Sumatera Utara (UMSU). 2020.

There is a misuse of the auxiliary on Ruang Guru Bimbel Online No. 1 YouTube Namely the misuse of will and shall. The purpose of this study was to find out the use of auxiliary "will, shall" Ruang Guru Bimbel Online No. 1 YouTube. The research was conducted to apply the descriptive qualitative research. The data was taken text of video on YouTube. Technique analysis data used is making notes and identifying categorizing of the text to find the answer to the problems according to Robby Lou's theory. The findings of this study, there are two incorrect sentences and eight correct sentences to match the formula.

Keyword : Auxiliary, YouTube, Error

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Hopefully, the findings of this study are expected to be useful for those who read the study and are interested in the topic. I hope this researcher is not the last researcher but the preliminary researcher for future research. Eventually, the researchers realized that this study was far from perfect even though I had done my best in completing this work. Therefore, criticism, comments, constructive suggestions are welcome for the further improvement of this study.

Wassalamualikum Wr. Wb

Medan, November 2020
Researcher,

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CHAPTER I

INTRODUCTION

A. Background of the study

In this globalization era, the development of information and communication technology is moving very fast. Humans are no longer concerned about boundaries, distances, space, and time. Now people do not only communicate face to face but people also often communicate using the media. In addition to smartphones or gadgets that can be used to send messages, now the internet also acts as a source of information that even the network is spread to all parts of the earth.

According to Rusman (2017), the internet is a global network that is a collection of computer networks throughout the world. The internet makes it easy for users to obtain information in the cyber world, government-owned institutions and educational institutions using communication protocols that are available on computers, such as the Transition Control Protocol (TCP), a protocol that is capable of allowing any system between computer network systems to communicate both locally and internationally, namely with the Serial Line Internet Protocol (SLIP) or Point to Point Protocol (PPP) connection mode.

The rapid development of information technology is creating a new culture for everyone in the world. Everyone in the world is led to have skills. Skill is an ability in using reason, thoughts, ideas creativity in doing, changing, or also

making something more meaningful so that from that it produces a value from the work.

These skills must be continuously developed and trained to increase one's ability so that someone becomes an expert or also a professional in one particular field. Examples of skills are language skills, sewing skills, cooking skills, singing skills, writing skills, and others.

The skills in question are language skills. Where is language skills something that important for everyone to master. In a society, everyone interacts with others by communicating. It is undeniable that language skills are one of the important elements that determine their success in communication.

Language skills are important for a student in particular because by mastering one's language skills it will be easier to grasp lessons and understand a purpose.

The language that is very important for a student in mastering one language is English. As an international language, English is used by most people in the world. This is increasingly important. Many countries use English to communicate and convey their messages or ideas to others.

The Indonesian government entered English into the first foreign language. English is included in the curriculum and is an important subject in elementary, junior, and senior high schools, so it has a great opportunity to be used as an introductory language for education in several schools in Indonesia. As stated in *UU Number 20 the year 2003 in chapter VII about speaking language, article 33 paragraph 3* states that "Foreign languages can be used as the language

of instruction in certain educational units to support the students' foreign language skills". Therefore, the Indonesian government has decided that English must be taught officially in schools.

The definition of education, in particular, has regulated in *UU Number 20 year 2003 in the chapter I about general requirements, article 1 paragraph 1* states that "Education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual, religious, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation, and country".

According to Almpanis (2015), e-learning can also be considered as a tool to implement advanced technological learning in the university context in the UK or to enable sustainable development in higher education.

Online education is a reasonable choice. As students, this can be a useful learning method to sharpen your skills in difficult subjects or learn new skills. Therefore, the methods and content of online learning make changes and new challenges in technical and social terms. Resources for Online Learning can be E-Books, Journals, Videos, Recordings of lectures, Quizzes, Discussion Forums, Question and Answer Sessions, and Interviews.

With the development of online learning, students no longer need to come to the tutoring location two or three times a week. They can learn whenever they want whenever they bring a laptop or smartphone. This phenomenon is called online tutoring (online tutoring). Lessons that students get at school can be learned through this online tutoring. The curriculum has been prepared by the

government which is usually applied in schools is also available in online tutoring. Now online tutoring services are increasingly prevalent not in Indonesia but also throughout the world. Therefore, many people who take the initiative to create online tutoring services with highly competent tutors or teachers as well as experience and high flight hours.

The importance of learning English at school according to a blogger's research is to make everyday life easier as a student because we know that in everyday life we are connected to the internet, which is using English. then as an opportunity to become an international student and finally to add insight and experience, especially for students themselves because with the increase in knowledge so that their insights will also increase.

In English, we pay attention not only to speaking but also in writing. Students are also very important in learning grammar, especially auxiliary verbs because by learning grammar, students can find out how to write well in accordance with existing grammar. making it easier for learning English by applying English effectively.

Not only in terms of effectiveness. learning English can be done online and offline. each has its own advantages and disadvantages. like learning English online which basically has the advantage that it can be learned while looking at the learning media directly such as videos or examples of the material being taught. like the teacher's room, where the video of learning media in the teacher's room can be seen directly as the material and the teacher who teaches the application can directly teach through the video that is being displayed.

Some of the best online tutoring applications abroad and even worldwide include *Khan Academy*, *BYJU*, *Descomplica*, and *Yuanfudao* while popular online applications in Indonesia include *Quipper video*, *zenius.net*, *Rumah Belajar*, and *Ruangguru*.

According to Dian Rahadian (2019), *Ruangguru* is a forum that connects students with teachers. Where students can find and find teachers based on their needs and vice versa, teachers can channel their knowledge. Teaching and learning activities facilitated by *Ruangguru* provide a learning management system that can be used by students and teachers in managing learning activities in a virtual classroom. Equipped with thousands of question banks whose content is adjusted to the applicable curriculum in Indonesia as well as test results analysis tools where users can use them free of charge. The *Ruangguru* marketplace site in the search for private tutors has managed more than 4 million users and 27,000 teachers who offer services in more than 100 subject areas throughout Indonesia since it was found in 2014. *Ruangguru* has also been trusted by 326 Municipal and Regency Governments and 32 Provincial Governments in Indonesia.

The various services provided by *Ruangguru* such as Video Room, Tutoring Room, Online Tutoring Room, Exercise Room, and Digitalbootcamp.

According to Dian Rahadian (2019), The Video room is a service that provides more than 1000 video learning discussion material and practice questions with a duration of fewer than 10 minutes and can be accessed through the *Ruangguru* application, both for Android and iOS users. Tutoring Room is a service that facilitates students to order private teachers of any subject, anytime

and anywhere. The Online Les Room is a service that provides online teachers for 16 hours. As well as the Practice Room is a service that provides questions for students at various levels of schools and classes and finally Digitalbootcamp. Digital Bootcamp is a service that provides online tutoring space in the form of study group chats that are available for grades 6 through 12 (including SBMPTN preparation), each group chat is guided by tutors (per subject) and education consultants.

Although *Ruangguru* has offered many interesting ways of learning through applications that can be downloaded on all types of Android, Apple, and Windows, only a few materials can be accessed free of charge, while to enjoy as a whole, students need to pay. Students pay for each study package their choice, ranging from tens of thousands to millions of rupiah depending on the type of service students will use.

Therefore, the researcher took the research topic from the Online tutoring room No. No. 1 YouTube. YouTube is a form of video-based social media that began to rise since 5 years ago. YouTube has more than one billion users which constitute almost one-third of all internet users. Until March 2015, content creators on YouTube have uploaded 10,000 videos, because creating an account or channel on YouTube and reaching subscribers or views can make money. Eventually, more and more people created YouTube accounts that opened up opportunities as jobs. Every day YouTube users can watch hundreds of millions of hours of video and generate billions of views. Various video content can be

accessed on YouTube, ranging from Music, Movies, News and Information, Sports, Lifestyle, Gaming, and Vlogs.

Inside the Online tutoring room No. 1 YouTube there is one video material error. When the literature on error analysis is examined (Keshavarz, 2011; Barzegar, 2013; Corder, 1974), it is seen that errors are examined under many headings. However, in this study, the classification of Çetinkaya (2015) is taken into consideration. Accordingly, errors are examined under four main headings: linguistic characteristics, cognitive processing characteristics, communicative characteristics, and resources. Errors in the video contain errors regarding the use of the auxiliary "will, shall and to be going to".

According to Manaf (2007), capital-assisted verbs always form an important part of the grammar and semantics of most languages, including English because they not only help in grammar but also contribute to semantic communication.

Based on the explanation above, we can know that in learning any language from Indonesian to English, it is very necessary to use auxiliary because auxiliary is needed in using to have auxiliary verbs, especially to find out the meaning in language both in terms of meaning and grammar.

As we know, assistive verbs are very important so we need to pay attention to the use of assistive verbs in both online and offline classes. So that makes researchers use auxiliary verbs as objects in research so that this study can be utilized for the use of auxiliary verbs appropriately to minimize errors in the

use of auxiliary verbs. With this opinion that strengthens researchers in examining auxiliary verbs in online guidance.

If analogous to a body, the auxiliary verb is the fingers to carry out activities so that the hand can perform its function as it should. Likewise with the auxiliary verb which plays an important role in forming a word or even a sentence in a particular meaning. From this background, researchers are very concerned about the existence of auxiliaries so that they make auxiliaries as objects of research.

With this background, we can find many problems. especially in learning grammar in English. such as the use of an auxiliary verb which is prone to errors, both teachers who teach and students who learn have their own mistakes. So that with this research, it is hoped that teachers or students can be more careful in using and studying, and applying grammar to English learning.

In this case, the researcher is interested in analyzing errors related to the auxiliary made by the tutor, entitled "Analysis of material error "auxiliary" on Ruang Guru Bimbel Online No. 1 YouTube"

B. The Identification of the Problem

Based on the background of the study, the research problem was identified to understand the proper use of auxiliary on Ruang Guru Bimbel Online No. 1 Youtube.

C. The Scope and Limitation

This scope of this research is about descriptive qualitative research focused on Auxiliary on Ruang Guru Bimbel Online No. 1 Youtube. To clarify the problem, the problem was limited in the use of the will, shall and to be going to.

D. The Formulation of the problem

Based on the background above, then the problem of the study was formulated :

1. What errors analysis on Ruang Guru Bimbel Online No. 1 YouTube?
2. How do the analysis of errors auxiliary on Ruang Guru Bimbel Online No. 1 YouTube?
3. Why the analysis error was carried on Ruang Guru Bimbel Online No. 1 YouTube?

E. The Objective of the study

Based on the background, research focus, formulation of the problem above, the research objective is

1. To identify what errors are on Ruang Guru Bimbel Online No. 1 YouTube.
2. To find out the use of auxiliary "will, shall and to be going to" on the Ruang Guru Bimbel Online No. 1 YouTube.
3. To evaluate how the error occurred on the Ruang Guru Bimbel Online No. 1 YouTube.

F. The Significance of the study

This research is expected to make a theoretical and practical contribution.

1. Theoretically, this research is useful to make a valuable contribution regarding the analysis of material errors in the use of auxiliaries in the development of learning and is used as information knowledge for readers.
2. Practically, this research is useful for English teachers, students, and other researchers who are interested in this topic. For language teachers, this research can help them to improve the teaching-learning process. For students, this research can help them to use auxiliary properly and correctly according to grammar. For other researchers, the results can be a guideline for subsequent research related to the subject matter.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

The study of theory is a supporting factor in a study because in this theoretical study described the theories associated with the variable under study. The theories are used as the basis or reference for the discussion of research. The theories are used to support the problem to be examined for clarity in research.

1. Analysis of Material Error

a. Definition of analysis

According to the Big Indonesian Dictionary (KBBI) Analysis is an investigation of an event (writing, deeds, etc.) to find out the real situation (because of a cause, sit down on the case, etc.) The Analysis comes from the ancient Greek word analysis which means to release. The analyst is formed from two syllables, namely ana which means back, and lutein which means to let go, when combined means to let go back or elaborate. This analytical word is absorbed into English into the analysis, which is then absorbed into Indonesian into the analysis. From the explanation above, Analysis can be interpreted as an effort to observe something in detail by outlining its constituent components or arranging a component for later in-depth study.

b. Definition of Material Error

Error Analysis (EA) is the development of Contrastive Analysis (CA) created in an attempt to understand the nature of students' errors. It was found that CA was unable to predict students' errors and this shortcoming led to the birth of EA. In terms of this, Rustipa (2011) comments that EA proves the inability of CA in predicting a vast number of errors as in CA errors are only viewed as a result of language interference. EA is a worth-while issue in the EFL and ESL context because it is deemed fruitful for many stakeholders in language learning. Corder (1967, as cited in Ellis, 1986) acknowledges that errors might be useful in several ways: (1) they provide the teacher with information about how much the learners have learned (2) they provide the teacher/researcher with the evidence of how the language was learned, and (3) they serve as devices by which the learners can discover and/or learn the rules of the target language. From the point of view above, it can be understood that EA is important for teachers to know the progress of their students and for researchers to learn the nature of language learning and for students to better know the correct use of the target language as a result of not understanding or mastering the rules or provisions -the conditions of the use of these materials perfectly.

c. Cause of Errors

One of the first and most important studies conducted in the field of Error Analysis was the one done by Richards (1971). His study involved learners from different language background (Japanese, Chinese, Burmese, French, Czech, Polish, Tagalog, Maori, Maltese, and Indian and West African Languages) and

showed the different types of errors relating to production and distribution of verb groups, prepositions, articles, and the use of questions. Based on this, he distinguished three sources of errors:

1. Interference errors: errors resulting from the use of elements from one language while speaking/writing another,
2. Intralingual errors: errors reflecting general characteristics of the rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply, and
3. Developmental errors: errors occurring when learners attempt to build up a hypothesis about the target language based on limited experiences

According to Richards (1974) classified errors, into two categories later on. The two categories are as follows:

1. Interlingual error: these errors are caused by mother tongue interference.
2. Intralingual and developmental error: this kind of error occurs during the learning process of the second language at a stage when the learners have not acquired the knowledge. Besides, errors are also caused by the difficulty or the problem of language itself.

According to James (1998), in his study, showed the different types of learners' errors relating to omission, overinclusion, misselection (use wrong words, not wrong forms), misordering, blends (blending arises when two alternative grammatical forms are combined to produce an ungrammatical blend.)

Based on this, he stated that there are four causes of errors :

1. Interlingual errors (Mother-tongue influence): these kinds of errors are influenced by the native languages which interfere with target language learning,
2. Intralingual errors: these types of errors are caused by the target language itself like: false analogy, misanalysis (learners form a wrong hypothesis), incomplete rule application (this is the converse of overgeneralization or one might call it undergeneralization as the learners do not use all the rules), Exploiting redundancy (this error occurs by carrying considerable redundancy. This is shown throughout the system in the form of unnecessary morphology and double signaling), Overlooking co-occurrence restrictions (this error is caused by overlooking the exceptional rules), Hypercorrection or monitor overuse (this results from the learners' over-cautious and strict observance of the rules), Overgeneralization or system-simplification (this error is caused by the misuse of words or grammatical rules),
3. Communication strategy-based errors which are subdivided into the holistic strategies or approximation and analytic strategies or circumlocution, and
4. Induced Errors: these errors are the result of being misled by how the teachers give definitions, examples, explanations, and arrange practice opportunities. In other words, the errors are caused mostly by the teaching and learning process as follows: Materials-induced errors, Teacher-talk induced errors, Exercise-based induced errors, Errors induced by pedagogical priorities, Look-up errors.

d. The Classification of Errors

Brown (2000, p. 220) in his analysis of Corder's model (1971), states that "any sentence uttered by the learner and subsequently transcribed can be analyzed for idiosyncrasies". He makes a distinction between overt and covert errors. "Overtly erroneous utterances are unquestionably ungrammatical at the sentence level. Covertly erroneous utterances are grammatically well-formed at the sentence level but are not interpretable within the context of communication (Brown, 2000, p. 220)".

Regarding the aforementioned sources of errors, it could be understood that the two main sources are intralingual and interlingual errors. What follows is a brief review of these errors.

a. Intralingual (Developmental) Errors

Research shows that students' incomplete or wrong learning of the second language elements leads to error commitments termed intralingual errors (Fang & Xue-mei, 2007). As reported by Erdogan (2005) the outcome of forming concepts and formulating hypotheses by learners who have obtained marginal knowledge of the second language is the occurrence of intralingual error.

b. Interlingual (Interference) Errors

Errors that stem from first language interference are called interlingual or transfer errors. In case transfer impedes the progress of learning the new language, it is called negative transfer; however, if the transfer facilitates the progress is considered a positive transfer.

Selinker (1972) first used the term interlingual. To Selinker (1972) the term interlingual meant the systematic knowledge acquired by the learner regarding the target language; the systematic knowledge, however, was not similar to neither to learners' mother language nor to the target language. The Transfer is defined as "a generalization of learned responses from one type of situation to another (Webster's third new world international dictionary, 1986)". Therefore, Language transfer as a significant cognitive variable can play a key role in writing errors.

2. Auxiliary

a. Definition of Auxiliary

Auxiliary "BE" Present Tense Verb is often a problem because students are often under the assumption that they have to use the same Auxiliary "BE" Present Tense Verb throughout the essay. According to Vongthieres (1974), the rigid use of the Auxiliary "BE" Present Tense Verb leads to problems and errors occur when they use the wrong verb tense which is common grammar mistakes. From this opinion, we can know that the understanding of auxiliary itself is very useful in the use of grammar, especially in essays, and students or teachers must master the auxiliary itself because it is seen from its very important role in essay writing.

b. Types of Auxiliary

According to Janaki Manokaran, Chithra Ramalingam & Karen Adriana (2013) This research studied the past tense auxiliary 'be', types of past tense

auxiliary 'be' errors, and the frequency of past tense auxiliary 'be' errors found in the Malaysian Corpus of Students' Argumentative Writing (MCSAW) corpus using the WordSmith Tools Version 4.0 and using the Error Analysis (EA) approach. The findings revealed that there are seven types of errors. They are Tense Shift, Agreement, Missing Auxiliary Be, Wrong Verb Form, Addition and Misformation, and Misordering. From this opinion, we can know that many errors occur in the use of auxiliary which is about seven and one of the faults is the error in the use of Auxiliary be that will and shall be examined by researchers in this study.

c. Usage of Auxiliary

According to Joanna Jishvithaa.M and Tabitha.M, in the usage of the English auxiliary "BE" Present Tense Verb among students from all around the world. Therefore, this study is of great importance to teachers, educators, and learners in the teaching and learning of grammar skills. Not only that, but it also serves as a great purpose of giving teachers some insights from the usage of these grammar elements and the problems of students' faces while using it in their compositions, thus making it a useful guide enabling secondary school teachers to revise and be more prepared in their teaching instructions, materials and procedures. In a way, this study is important as it will help teachers and educators look into possible remedial actions. from this explanation, we can see that there are so many uses found in the auxiliary that it is unfortunate if the students or teachers are wrong in using it. so it is of particular concern to the researchers themselves in dealing with auxiliary material errors.

3. Modal Auxiliary

a. Definition of Modal Auxiliary

According to Laleh Khojasteh and Reza Kafipour (2012) Syntactically, there were incidences of overused cases of modals of will / 'll and can whereas underused cases of would / d, could, should, and might as compared to BNC. Semantically, the ability meaning of can and could have been overused in textbooks while in BNC could more often express a possibility than an ability. The striking results though, according to Romer (2004a), is that shall with its prediction meaning is never used in textbooks while in BNC this is.

One of the most important meanings. From this statement, we can know that the definition of auxiliary verb modal is divided into two, namely syntactically and semantically. Each of these meanings has its meaning, meaning the meaning of the word and grammar.

b. Kinds of Modal Auxiliary

According to Laleh Khojasteh and Reza Kafipour (2012), There are six models are required to be taught in the KBSM syllabus for lower and upper secondary students namely: must, will, should, can, may, and might. from the following statement, we can see that there are some auxiliary verb assets that we can use for the learning of upper-middle-class and middle-class Kanawha students. We can know that from the following statement the modal auxiliary verb is very important to know because it is general, which means that it is generally from high school students to lower-middle students.

According to Laleh Khojasteh and Reza Kafipour (2012) in the Form 1 textbook, students are supposed to be exposed and taught three modals of must, will, and should. The number of modals that students need to learn increases to can, will, must, may, and might. inForm 2 and the same modals, can, will, must, may, and might are stipulated for Form 3. Form 4, however, this number is dropped to only one capital of should, and in Form 5 modals of may and might are repeatedly assigned for the third time.

From this opinion, we can know that each auxiliary verb modal has its functions and derivatives which cannot be disturbed. So, sometimes this is what triggers problems with auxiliary verb modal because students do not know the function of each auxiliary verb modal which results in misuse. It is with this foundation that the researcher examines these problems that often occur in the learning of auxiliary verb capital. There, too, researchers only focus on auxiliary verb capital, especially the shall and will.

c. Usage of Modal Auxiliary

Romer (2004a) has identified the inaccurate description of modal verb usage in an elementary textbook series used in German Elementary Schools when it was compared with one-million-word British National Corpus (BNC). As regards to frequencies, semantic functions, and co-occurrences, she made it clear that there are huge discrepancies between the use of modal auxiliaries in authentic English and the English taught in German schools. Syntactically, there were incidences of overused cases of modals of will/'ll and can whereas underused cases of would/'d, could, should, and might as compared to BNC. Semantically,

the ability meaning of can and could have been overused in textbooks while in BNC could more frequently express a possibility than an ability.

Following a similar approach as Romer's (2004a) in the comparative study of textbooks and BNC, Mukundan and Khojasteh (2011) reported that for certain modal auxiliaries, there was a mismatch between modal frequency order in lower secondary Malaysian English textbooks (Form 1-3) and the BNC. They also revealed that there were great differences in the relative frequency of verb phrase structures in which modals could occur. For instance, whereas modal followed by the bare infinitive was overwhelmingly dominant for almost all models in the textbooks, lower secondary learners were not exposed to other verb phrase structures, particularly structures with passive, progressive, and perfect aspects. Their report along with similar findings as regard to prepositions in the same textbook series reported by Mukundan and Roslim (2009) indicate that there are incidences of unsoundness of some of the content of the Malaysian lower secondary textbooks which might have given the students an unrepresentative picture of the way modals and prepositions are used.

In another study conducted by Nordberg (2010), it is reported that Finnish upper secondary schools EFL textbooks portrayed a one-sided picture of the semantic functions of modal auxiliary verbs. Although the frequency and order of nine core modals in Finish EFL textbooks are reported to be in line with the ordering of modals in real language use, these textbooks portrayed a biased picture of modals' semantic functions. For instance, among all "permission/ possibility/ ability" modals (may, might, can, and could), textbook writers

portrayed a monolithic view towards the "ability" sense of can and could. "Permission" meanings with less than 10 occurrences throughout the textbooks indicate that this meaning was being massively biased at the expense of the "possibility" sense. Similarly, there was a noticeable mismatch between the "obligation/ necessity" meanings as well as "volition/ prediction" meanings in the textbooks and their actual usage which indicates the extent to which students are disadvantaged to be exposed to the full array of meanings that the modal auxiliaries can have.

d. An example of using Modal Auxiliary

We can use shall and will to express our intentions and attitudes towards other people. According to Robby Lou 2004 in the book the title "English Grammar And How To Use It", the formulation of Auxiliary is

Pattern 1 :

Subject + will/shall + infinitive

Statement : He/She/It/You/They will } Come on time
I/We shall/will }

Negative Statement : He/She/It/You/They will not } Come on time
I/We shall/ will not }

Questions : Will he/she/it/you/they } Come on time
Will/Shall I/we }

Pattern 2 :**Subject + be + going to + infinitive**

Statement : I am
 You/We/They are
 He/She/It is } going to come on time

Negative Statement : I am not
 We/You/They are not
 He/She/It is } going to come on time

Questions : Am I
 Are we/you/they
 Is he/she/it } going to come on time?

4. Bimbel Online**a. Definition of Bimbel Online**

Tutoring or private tutoring besides can be done directly can also be done online (Enterprise, 2010). Guidance online learning is designed to enable the learning process long distance through the internet without having to come face to face with the instructor. Tutoring online can provide a choice for students who have internet network access to get a study assistance service effective, efficient, and interactive optimally.

Further (Enterprise, 2010) explain that in addition to prepare yourself for facing exams, students can following online guidance this online study guide only just to learn more deeply about certain fields of study outside what the teacher has taught them. Communication between para students with tutors (teachers) too done online through video, audio, or e-mail. Because of the number of students who have can access the internet, prospects Tutoring online business (private tutoring) will be very promising.

With this online tutoring program, it will certainly facilitate students in learning. When they do not understand the lesson or need guidance from a teacher when they are not at school, they can use this facility so that the students can still consult with the teaching staff anytime anywhere without having to meet face to face. With this online tutoring, learning activities are not limited to the school environment.

b. Types of Bimbel Online

Types of Bimbel Online :

a. Quipper Video

This application provides material taught here has been adapted to the official curriculum of the government. All material is available in the form of interactive videos. However, to view the video, you must subscribe. The Quipper application also allows you to set your study schedule every week.

b. Zenius

Application It provides various interesting features for online learning, such as Question Bank, Computer Based Exams, Analysis & Recapitulation, Video & Practice Questions, and Learning Reports.

c. Rumah Belajar

Learning through this application is supported by video, audio, images, to interactive animations. So, learning activities will not be boring. There are also various interesting features, such as Learning Resources, Maya Labs, Maya Classes, Cultural Maps, and so on.

d. Ruangguru

Ruangguru is one complete online tutoring in Indonesia, which is now application-based. The Ruangguru application provides a variety of useful features for learning, such as Animation Learning Videos, **Practice Questions, and Discussions, Bimbel Module Summary, Social Learning**

c. The Benefit of Bimbel Online

1. Children can learn flexibly
2. Costs incurred less
3. Complete subject matter available
4. Quality subject matter
5. The subject matter can be read repeatedly
6. Learning becomes more fun
7. Parents can control the development of children's abilities

5. Ruang Guru

a. Definition of Ruang Guru

According to Dian Rahadian, Gina Rahayu, Risma Rahma Oktavia (2019), Ruangguru is a forum that connects students with teachers. Where students can find and find teachers based on their needs and vice versa, teachers can channel their knowledge. Teaching and learning activities facilitated by Ruangguru provide a learning management system that can be used by students and teachers in managing learning activities in a virtual classroom. Equipped with thousands of question banks whose content is adjusted to the applicable curriculum in Indonesia as well as test results analysis tools where users can use them free of charge.

b. History of Ruang Guru

PT. Ruang Raya Indonesia, known as Ruangguru.com, is one of the marketplaces in the field of education in Indonesia. Technology-based education service provider and content company founded in April 2014 by Muhammad Iman Usman and Adamas Belva Devera.

The background of the establishment of the Ruangguru.com site was when the founders namely Muhammad Usman and Adamas Devera had the opportunity to continue their education in the USA. Founders try to find online private tutors that fit their needs and realize that the market for these needs is inefficient, so an idea is born to build an online learning marketplace that will bridge the search between students and educators whose processes are transparently packaged (rating, review, cost).

The Ruangguru marketplace site in the search for private teachers has managed more than 4 million users and 27,000 teachers who offer services in more than 100 subject areas throughout Indonesia since it was founded in 2014. Ruangguru.com has also been trusted by 326 Municipal and Regency Governments and 32 Provincial Governments in Indonesia.

c. Service provided by Ruang Guru

a. Video room

A service that provides 1528 video learning discussion material and practice questions with a duration of fewer than 10 minutes and can be accessed through the Ruangguru application, both for Android and iOS users. The Video Room is developed based on the curriculum syllabus from the Ministry of Education and Culture which is categorized according to the topics and subjects taught. A summary of the video content watched can be downloaded in the form of a flashcard for reuse when self-study.

b. Les Room

A service that facilitates students to order private teachers of any subject, anytime and anywhere. Costs to be paid to vary according to needs, each student will be guided by one teacher (1 student: 1 teacher) and the teaching and learning process can be determined by students and learning modules are obtained online and in print.

c. Online Tutoring Room

A service that provides online teachers for 16 hours. So students who have difficulty working on problems at one time can use the Online Lesson Room feature by simply chatting with text, audio, and video.

d. Exercise Room

A service that provides questions for students at various school and class levels. All elementary, middle, and high school students can work on questions in the practice room. Subjects available for elementary school are Mathematics, Indonesian, and Natural Sciences. While the subjects available for high school are Mathematics, Indonesian, English, and Integrated Science and the subjects available for high school are Mathematics, Indonesian, English, Chemistry, Physics, Biology, Geography, Economics, and Sociology.

e. Digital Bootcamp

Services that provide online tutoring rooms in the form of study group chats that are available for grades 6 through grade 12 (including SBMPTN preparation), each group chat is guided by tutors (per subject) and education consultants. Students can ask any lesson as much as they want for 24 hours

6. YouTube

a. Definition of YouTube

YouTube is a website that facilitates users to share videos that they have or limited to enjoying various video clips uploaded by various parties. Their videos can be uploaded to this site, such as music video clips from certain musicians, short films, television films, movie trailers, educational videos, vlogger's video blogs, video tutorials for various activities, and many more.

YouTube itself began to stand in since February 2005. YouTube's headquarters are in San Bruno, California, the United States initiated by three YouTube founders, namely Chad Hurley, Steven Chen, and Jawed Karim. This website, which now contains billions of videos, has been growing very rapidly from its inception. In November 2006, Google even bought YouTube for the US \$ 1.65 billion.

YouTube gets its income from advertisements that appear before YouTube videos are played. The ad is called Google AdSense, a program that offers payment based on the frequency level of a video being played. In February 2017, it was recorded that a video with a total duration of 400 hours was uploaded on YouTube every minute and a total of one billion hours of YouTube content were watched every day.

1. YouTube Features

Following the rapid development of the times, YouTube offers features that make users more comfortable accessing various videos. YouTube features include:

a. Annotations

Annotation here is a link in the form of a video or a box that is in the video being played. This feature is usually used by video uploaders so that their other videos are watched as well. This is indeed beneficial for the uploader of course, but sometimes not with the audience. If the uploader adds annotations appropriately and is not excessive, it certainly won't be a problem. But there are still uploaders that include excessive annotations so viewers become distracted and don't enjoy the video they are watching. And this feature is very helpful, of course, if we find it.

b. Autoplay

Autoplay is a feature that works to run the next video automatically when the video being played has finished. This feature is very helpful because, with the smart YouTube algorithm, the next video to be played is always related to what is running.

This is very helpful when we are watching and listening to music video clips. The music we are listening to will be a reference for the next video. Usually, YouTube will provide references with the same singer or the same music genre. So if we are not in front of the monitor, music will always go according to our wishes.

c. Adjust the Video Speed

This feature allows us to speed up or slow down the video. This feature is usually used when viewing a tutorial, the video will be slowed down so that the tutorial is not left behind or even accelerated if you feel

you understand a little. The way is easy enough, you just click the gear that is below right then click speed and select the speed you want.

d. Subtitles

This one feature is the most helpful feature at the moment. This feature makes us understand the meaning of words from videos that use foreign languages. Be it song video clips, movie trailers, video tutorials, video conversations, and much more. The way is very easy, just click the bottom right gear then click Subtitles / CC, just translate automatically into the language you want.

e. Download videos

Now, this feature is no less interesting with the features offered by YouTube above, namely the Video Download feature. This feature allows us to download YouTube videos that we can later watch offline. This feature has been provided by YouTube in its application on smartphones. All you have to do is click the down arrow which means download or download, the downloaded video can be watched offline. Can the video only be downloaded on a smartphone application? Take it easy, the video can be downloaded on a PC too.

b. The Benefits of YouTube

Talking about the benefits of YouTube itself, we can look at the uploader and the viewer. Both parties can benefit from each other here. Listen to the explanation.

a. Resources

YouTube can be a source of information for most people. Here we can find lots of information about various things. For example, a review of an item, missed the news, infotainment, tourist information, and much more. With more and more internet users now it can become a source of accurate information.

b. Promotion media

This is one of the benefits of YouTube which is very good. YouTube can be a promotional media for those of you who have a product that you want to promote. You can promote anything here, from services, products, tourist attractions, and so on. Even the movie trailer also includes promotions on YouTube.

c. Source of income

This is a benefit that is very popular nowadays. If video viewers get what they want on YouTube, then what can the uploader do? As said above, both parties will benefit. The video uploader will get income from the video he made by registering his YouTube channel to Google AdSense.

After registering the youtube video will display advertising banners in the video. The banner will make money if seen by many viewers. So the video the work of the uploader will not be in vain. Especially those who dit the video very well.

c. Advantages and Disadvantages of YouTube

Besides Understanding YouTube, now it's time we talk about the pluses and minuses of YouTube. It is undeniable that everything must have positive and negative things, none other than YouTube. Above we have discussed some of the benefits of YouTube, but let's summarize the advantages and disadvantages here.

a. Advantages

1. Become a source of information for various parties
2. Become a good promotional media
3. A source of entertainment that is rich in creativity
4. Become a source of income
5. Share activities with live streaming

b. Disadvantages

1. There are still many HOAX news (news not according to source). This is indeed often the case on YouTube, there are still parties who are not responsible for slandering. Maybe YouTube can give action on this.
2. There are still contents that may not be appropriate for children in the 18+ category. There are still videos that smell adult that have no verification alias can be directly accessed by anyone. This is feared openly by children deliberate or not.
3. Several countries block YouTube. Some countries that block YouTube are China, Turkey, Iran, North Korea, and many more. There are various reasons why YouTube is blocked there, among which are the points above about content refresh.

d. YouTube application relationship with the learning process

Web-based services allow users to download videos that can be shared with others (friends, students, educators) with social relationships in learning conditions. YouTube is a video-sharing service that allows users to send private videos that are developed, from animations to personal recordings. YouTube is a social application that allows users to share and shape the community around their content. It attracts content users like students who get literature in a clear learning process in visual form.

Learning technology using the web or social media like YouTube has long been known by the countries of the world's major countries, especially America. YouTube is a learning method that is very practical and easy to understand, but in the current literature search, it does not make the information found on YouTube as a reference. Because YouTube is only a teaching strategy in education. Where this media presents an overview of YouTube and applications as effective learning tools in higher education, such as specific examples used in educational programs. Some of the benefits of using YouTube in education, namely:

1. As a teaching strategy to get references in the teaching and learning process.
2. YouTube can be a good instructional source.
3. As a source of teaching motivational tools that can involve students and support modern learning styles.

Through YouTube online teaching and learning process is more practical just by inserting the video URL on the YouTube site that will be selected. Users

can account to be displayed in front of the class YouTube offers an alternative source of education on time but has a unique challenge that is the limited availability of the video. Organizers should review and evaluate all videos before showing them to students. education needs to pay attention to the date of the video content to ensure that the information to be delivered is not out of date. Sometimes the accuracy and quality of the video is very limited and displays images that are inappropriate and not acceptable. Another challenge is the number of videos appearing when searching according to the search. one way to narrow down the choice is to focus on the names of users who have uploaded the video by clicking on the username and will be taken to the user's personal YouTube page. Integrating YouTube videos enables learners to be more creative in learning and not limited to the subject matter. YouTube videos provide clarity for students to see a visual picture of various conditions and also provide an opportunity for students to see the actual conditions.

e. The Mechanism determines ranking on YouTube

Steps to get a rating on your YouTube video:

- a. Step 1: YouTube Keyword Research
- b. Step 2: Publish Videos with High Retention
- c. Step 3: Optimizing YouTube Videos
- d. Step 4: Promote Your Video

B. Conceptual Framework

Error Analysis (EA) is the development of Contrastive Analysis (CA) created in an attempt to understand the nature of students' errors, which is the study of how to do the material error made by tutors in the Bimbel Online Teacher's Room No. 1 YouTube. This study tries to analyze the causes of errors, types of errors.

In this research, the researcher's analysis uses material error by identifying and classifying the type of errors and also find out the dominant causes of errors use in the auxiliary.

C. Previous Relevant Studies

The first study is from Inni Nihayah (2011) title is *Error Analysis on using modal auxiliaries 'must' and 'have to' of the second-grade students of junior high school*. The references discuss the most mistakes students make are misinformation, the second level is an error in omission, the third level is an error also, and the lowest level is an error in disorder. The reason why students make mistakes in using 'must' and 'have to' is because of the context of learning which means that in the context of the class, the teacher or guidebook can cause students to make hypothetical errors about language. Students often make mistakes because of inaccurate explanations from the teacher, and presentation errors from sentence structure in the guidebook.

The second previous study is from Dian Putri Pertiwi (2019) title is "An error analysis on the use of modal auxiliary made by English education students at

Muhammadiyah University of Surakarta". The reference describes the type of auxiliary capital used is not by the use and semantic meaning and illustrates errors in the use of auxiliary capital that is often done by students majoring in English Education at the Muhammadiyah University of Surakarta. The instrument used in this research is an essay test containing 9 auxiliary capital. The results show that the semantic meaning that there are many errors is 'prediction ', while the capital that often occurs errors is ' may' and 'will', and the lowest is ' could 'and' might ', while the capital that does not appear at all is ' shall '. This study also examines 4 types of errors that occur namely 'misformation' with the highest number, followed by 'addition', and 'omission', while the type 'misordering' is not used in this study.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

The method of study used descriptive qualitative research. The data of study was identified error of analyze on YouTube video channel. Then the video is analyzed to meet the criteria of this research problem by selecting an auxiliary material error video. Then, researchers classify errors related to errors in using simple future tense in language skills. Video statements are converted into text transcriptions to provide evidence in answering the problem.

B. Source of Data

The source of data in this study was a video Ruang Guru Bimbel Online No.1 YouTube which contains text about the use of simple future tense. Researchers selected videos based on material errors submitted by one of the tutors on YouTube. This video has a theme about auxiliary. They consist of duration of 6 minutes. There are ten sentences sampled in this study.

C. The Technique of Data Collection

In collecting data for this research, the researchers used the documentation method to see the content uttered. It was applied to obtain the data from the source of the video.

First, searching for and downloading videos on the youtube channel " Ruang Guru Bimbel Online No.1 YouTube " at the link address <https://youtu.be/933cR5QnFm0> which was published on 11 February 2020. Second, watching the video to understand what the statement was, and to make observation easier. Third, taking notes to make the transcription of the text. Fourth, identifying the text and categorizing to find the answer to the problems.

D. The Technique of Data Analysis

The data analysis is done by qualitative data analysis, which is the analysis stated in descriptive form, or as a result of interpretation of the data collected, data analysis in this description can be stated as follows.

1. Identify data

The first step of data analysis is to find which sentence contains the auxiliary in the video. Then the data in the form of sentences are seen as true or false according to the opinion of the experts to examine the errors of the material. To answer whether or not the material presented in the video is true, researchers focus on the expert opinion formulas.

2. Describe the data

The second stage of data analysis is to describe several sentences which are auxiliary sentences included with the reasons and existing formulas such as explaining the sentence according to the existing formula or not. So that the questions contained in the formulation of the study found at the beginning of the chapter can be answered and studied scientifically.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The data from this study were taken from the youtube channel " Ruang Guru Bimbel Online No.1 " at the link address <https://youtu.be/933cR5QnFm0> which was published on 11 February 2020. The video entitled " Use of SIMPLE FUTURE TENSE " This is analyzed from the sentences in each video text in this video. Then the video text is converted into a text script and then in the text script, it is identified to look for the auxiliary sentence which is the first analysis in this study. In the next stage, the sentences that are sampled in this study are seen as correct or incorrect in their use by the existing material formulations that are suitable for experts.

Once identified, the sentence which is an auxiliary can be seen which one is wrong and which one is correct so that the questions in the formulation can be answered properly. As for the questions on the formulation of study in this study, first What errors analysis on Ruang Guru Bimbel Online No. 1 YouTube, second How do the analysis of errors auxiliary on Ruang Guru Bimbel Online No. 1 YouTube and the third why the analysis error was carried on Ruang Guru Bimbel Online No. 1 YouTube

B. Discussions

The researchers analyze whether or not the material taught in Ruang Guru Bimbel Online No. 1 YouTube. Is it appropriate or not the material taught is by the experts so that error material can be found in the video.

B.1 What errors analysis on Ruang Guru Bimbel Online No. 1 YouTube?

The researchers analyzed the data in this study based on expert opinion where the researcher investigated the right or wrong that was taught by the tutor in Ruang Guru Bimbel Online No.1 YouTube. Then to research it, the researcher made a text script that was sourced from the video text found on Ruang Guru Bimbel Online No.1 YouTube channel, so that the data was collected and arranged in table form in each sentence.

Based on Appendix I, the following information is known, which will be presented in the table :

Table 4.1
The auxiliary sentences

No.	Sentences	Right	Wrong
1.	I am going to the study English and I also going to practice with my vocal coach	√	
2.	I will watch tv	√	
3.	I will watch a movie tomorrow	√	
4.	I shall watch a movie tomorrow	√	
5.	I am going to watch a movie tomorrow	√	
6.	It shall be stormy tomorrow		√
7.	It will going to be stormy tomorrow		√
8.	I will go to Bali next break	√	
9.	I am going to go to Bali next break	√	
10.	I am going to the cinema with selena	√	

From the analysis carried out, there was no error in the auxiliary material in the video because it was in accordance with Robby Lou's formula in the book "English Grammar And How To Use It".

Pattern

1. **Subject + will/shall + infinitive**

Nb : Subject He, She, It, They use to Will

Subject I and We use to Shall/Will

2. **Subject + be + going to + infinitive**

B.2 How do analysis of errors auxiliary on Ruang Guru Bimbel Online No. 1

YouTube?

1.

<u>I</u>	<u>am</u>	<u>going to</u>	<u>the study English and I also going to practice</u>
S	tobe	going to	infinitive

with my vocal coach.

Analysis : The proposed statement contained the plans for the subject. The statement the tutor gave on the video corresponds to the formula used by Robby Lou's theory so that the statement is correct.

2.

<u>I</u>	<u>will</u>	<u>watch tv.</u>
S	will	infinitive

Analysis : The proposed statement contained the plans for the subject. The statement the tutor gave on the video corresponds to the formula used by Robby Lou's theory so that the statement is correct.

3.

<u>I</u>	<u>will</u>	<u>watch a movie tomorrow</u>
S	will	infinitive

Analysis : The proposed statement contained the plans for the subject. The statement the tutor gave on the video corresponds to the formula used by Robby Lou's theory so that the statement is correct.

4. I shall watch a movie tomorrow
S shall infinitive

Analysis : The proposed statement contained the plans for the subject. The statement the tutor gave on the video corresponds to the formula used by Robby Lou's theory so that the statement is correct.

5. I am going to watch a movie tomorrow
S to be going to infinitive

Analysis : The proposed statement contained the plans for the subject. The statement the tutor gave on the video corresponds to the formula used by Robby Lou's theory so that the statement is correct.

6. It shall be stormy tomorrow

Analysis : The proposed statement contained the plans for the subject. The statement the tutor gave on the video was not consistent with the application of the formulas of Robby Lou theory, and the statement was false. The correct sentence is It will be stormy tomorrow.

7. It will going to be stormy tomorrow

Analysis : The proposed statement contained the plans for the subject. The statement the tutor gave on the video was not consistent with the application of the formulas of Robby Lou theory, and the statement was false. The correct sentence is It is going to be stormy tomorrow.

8. I will go to Bali next break
S will infinitive

Analysis : The proposed statement contained the plans for the subject. The statement the tutor gave on the video corresponds to the formula used by Robby Lou's theory so that the statement is correct.

9. I am going to go to Bali next break
S to be going to infinitive

Analysis : The proposed statement contained the plans for the subject. The statement the tutor gave on the video corresponds to the formula used by Robby Lou's theory so that the statement is correct.

10. I am going to the cinema with selena
S am going to infinitive

Analysis : The proposed statement contained the plans for the subject. The statement the tutor gave on the video corresponds to the formula used by Robby Lou's theory so that the statement is correct.

B.3 Why the analysis error was carried on Ruang Guru Bimbel Online No. 1 YouTube?

Researchers have found fault in the shipment of materials delivered by Ruang Guru Bimbel Online No. 1 YouTube. The error found is false in the use of will and shall. This is because of how the tutors give definitions, examples, explanations, and set practice opportunities. In other words, that mistake is largely due to the lack of material mastery of the tutor.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study has answered the problem formulation that the researcher proposes in the introductory chapter so that it can be concluded as follows:

1. There are ten data sentences in the study. Where the sentence is a line from the material in the youtube no.1 guidance room and researchers have examined the ten sentences and have produced eight correct sentences and two wrong sentences. The result is based on a formula that has been presented by expert opinion. The material used is how to use will, shall, and to be going to in a sentence. With this researcher in mind, the teacher's lounge is not all correct.
2. This process is employed to check accuracy or inaccuracy in the use of material sentences, whereby matching formulas have been devised by experts makes it known that if the formula is in the form of an existing sentence it matches the formula, and some matches the formula incorrectly.
3. Analysis of the errors has occurred in the teacher's space because as previously explained, the errors are caused by how the tutors give the definition, example, explanation, and set chance practice. In other words, that mistake is largely due to the lack of material mastery of the tutor.

B. Suggestion

This researcher gives some suggestions as a reference for the future, they are :

1. It is very necessary to know that a material is wrong or true in delivery, especially for us as a teacher so that when teaching can minimize errors when teaching and we can share the right knowledge with students.
2. The best way to find out whether the material we convey is appropriate or not is to memorize the formula of the material. Both teachers and students are very important in memorizing formulas so that they can minimize errors in grammar where grammar must memorize formulas and must know when to use them and when they are not suitable for use.
3. The importance of learning grammar so that when we do writing skills we can know that the sentence is wrong or correct. And to measure linguistic skills a person must master grammar in writing an essay so that this is one of the reasons why a student is led to master grammar well.

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“ Uses of SIMPLE FUTURE TENSE “

L = Laki-laki

P = Cewek rambut panjang

Q = Cewek rambut pendek

T = Teacher (tutor)

L : Hi tasya, Olivia. Are you busy this Friday night?

(Hai Tasya, Olivia. Kalian jumat ini sibuk nggak?)

P : Yes, I am. (iya nih aku sibuk)

L : Okay, what are you going to do? (oh, oke. Kamu mau ngapain?)

Q : I'm going to the study English and I also going to practice with my vocal coach.

(Aku akan belajar bahasa Inggris dan latihan bersama guru vokalku)

L : How about you Olivia? (Kalau kamu gimana, Olivia?)

P : Hmm. I will watch tv, why? (Aku sih akan nonton tv, kenapa?)

T : Hello friends, here we in ruang belajar with me kak bagas. In this journey, we want

learn Simple Future Tense. (Hai teman, disini lagi di ruang belajar bersama kak bagas. Pada journey kali ini, kita akan mempelajari Simple Future Tense)

Apakah teman-teman sudah tau isi dari Tense ini?

Secara Harfiah future artinya adalah masa depan.

Materi : Simple Future Tense Vocabulary

Future : masa depan

T : Jadi Simple Future Tense adalah tense yang digunakan untuk menceritakan sesuatu

yang belum terjadi alias akan terjadi dimasa depan.

Materi : Simple Future Tense is the type of tense that is used to tell something that will

happen in the future.

T : Nah Simple Future Tense ini menurut kakak unik loh, kenapa?

Coba teman-teman perhatikan kalimat berikut ini

Materi : I will watch a movie tomorrow.

I shall watch a movie tomorrow.

I am going to watch a movie tomorrow.

T : Inilah keunikannya walaupun berbeda bentuknya ketiga kalimat ini adalah sama saja

loh yaitu aku akan menonton film besok. Jadi untuk menyatakan sesuatu yang akan dilakukan

dimasa depan, secara umum Simple Future Tense ini menggunakan 2 bentuk. Yang pertama

adalah will dan shall dan yang kedua adalah to be going to.

Hmm, kira-kira apa ya perbedaannya?

Let's find out.

Teman-teman mari kita bahas bedanya will dan shall ini terlebih dahulu ya.

Pada dasarnya, will dan shall ini artinya sama saja yaitu akan.

Materi : Will Shall

Sebelumnya teman-teman tau tidak kalau bahasa Inggris itu dibagi menjadi 2 aksen. Ada American and British.

Materi : Shall is used more in British English and only for the pronouns I and We, while American English uses will more and it is used for all pronouns.

T : Nah, shall ini digunakan didalam British English dan hanya khusus kata ganti I dan We saja. Sedangkan American English jarang sekali menggunakan kata Shall, mereka lebih umum menggunakan kata Will. Jadi will ini bisa digunakan untuk semua pronoun tidak terbatas pada I dan We saja.

Materi : Nowadays, **Shall** is used to make a sentence sound more poetic.

T : Bahkan kata Shall didalam British English pun sudah mulai ditinggalkan karena kata

Shall yang bermakna akan biasanya digunakan hanya untuk membuat kalimat lebih puitis saja. Untuk itu mulai dari sini kita pakainya kata Will saja ya teman-teman.

Berikutnya kita akan membahas Will dan To be going to.

Materi : Will To be + going to

T : Seperti yang kakak sebutkan diawal video tadi.

Materi : Will and To be going to mean the same when they make predictions about the

future.

T : Keduanya sama-sama bisa digunakan untuk menunjukkan sesuatu yang akan terjadi

di masa depan. Keduanya juga bisa digunakan untuk membuat prediksi atau perkiraan dimana si pembicara merasa sesuatu itu benar atau akan terjadi nantinya. Misalnya nih, (T membaca teks)

Materi : According to the weather report, it is going to be strong tomorrow.

T : Terus apa dong kak bedanya?

Materi : Will expressed a decision the speaker makes at the moment of speaking

T : Nah bedanya adalah will itu kalau sedang digunakan sebagai kata kerja bantu, arti

secara harfiahnya adalah kehendak atau niat. Artinya Auxiliary Will disini digunakan untuk menunjukkan niatan untuk melakukan sesuatu dan biasanya niatnya ini baru terpikirkan disaat kita sedang berbicara. Bisa juga disebut dengan spontan, secara spontan.

Materi : Spontaneous = spontan

T : Misalnya kalau kamu ditanya kemana kamu akan liburan nanti? Kamu yang tidak

pernah kepikiran akan liburan kemana sebelumnya bisa menjawab (Membaca teks)

Materi : I will go to Bali next break.

T : yang namanya niat bisa jadi berangkat bisa juga enggak.

Materi : **To-be going to** itu menunjukkan sesuatu yang sudah terencana, plan. Kemungkinan

terjadinya jauh lebih besar dan pasti. Misalnya nih, kamu ditanya pertanyaan yang sama seperti tadi.

Kemana kamu akan liburan nanti?

Kalau kamu sudah memiliki rencana dari lama memang ingin ke Bali misalnya kamu sudah menentukan tanggal berangkat atau bisa jadi kamu sudah membeli tiketnya maka kamu bisa menjawab. (Membaca teks)

Materi : I am going to go to Bali Next Break.

T : Terlihat jelaskan dimana perbedaannya?

Contoh lain nih biar kalian makin paham. Misalnya Tasya dan Olivia diawal video tadi, Tasya bilang (membaca teks)

Materi : I'm going to study English, and I am also going to practice with my vocal coach.

T : Ini berarti Tasya memang sudah menjadwalkan jumat sorenya untuk melakukan

sebuah aktivitas tersebut. Sedangkan Olivia Menjawab. (Membaca teks)

Materi : I will watch tv

T : ini berarti Olivia tidak memiliki rencana untuk jadwal sorenya. Dia berniat untuk

menonton tv tapi hal ini bisa jadi dia lakukan bisa juga enggak. So basically, kemungkinan terjadinya To be going to itu lebih besar ya dibandingkan Will.

Q : I'm going to the study English and I also going to practice with my vocal coach.

(Aku akan belajar bahasa Inggris dan latihan bersama guru vokalku)

L : How about you Olivia? (Kalau kamu gimana, Olivia?)

P : Hmm. I will watch tv, why? (Aku sih akan nonton tv, kenapa?)

L : Oh nothing. I am going to the cinema with Selena. I talk you get are free.

(Oh gakpapa. Aku mau pergi ke bioskop dengan Selena. Aku kira kalian punya waktu luang)

P : Oh, I am absolutely free time. Ha....ha....ha... (Oh kalau begitu aku punya banyak

banget waktu luang. Ha....ha....ha...)

Q : Why you don't said so? (Kenapa kamu gak bilang aja?)

P : Forget that what I said, I will go if you get! (Lupain aja ya apa yang aku bilang tadi.

Aku akan pergi deh sama kalian!)

L : Yeah.... We will go together then! (Yeah.... Kalau gitu, kita akan pergi bersama!)

T : Gimana friends sudah pahami to be Will dan To be going to. Intinya mereka

berdua bisa dipakai dalam Simple Future Tense. Yang membedakan hanyalah action atau rasanya saja. Well selanjutnya kita akan belajar bentuk lain dari Simple Future Tense ini. See you later, bye bye!




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 Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Yth : Bapak/Ibu Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Arfika Diah Mendasari
 NPM : 1602050151
 Program Studi : Pendidikan Bahasa Inggris
 IPK Kumulatif : 135 SKS IPK = 3,57

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	Analysis of Material Errors "Auxiliary" on Ruang Guru Bimbel Online No.1 YouTube	
	An Analysis Grammar from Youtuber "Nihongo Mantappu"	
	An Analysis of Code Switching on Kick Andy Variety Show	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 7 April 2020

Hormat Pemohon,



Arfika Diah Mendasari

Dibuat Rangkap 3 :

- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan



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 Kepada Yth : Bapak/Ibu Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Arfika Diah Mendasari
 NPM : 1602050151
 Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

Analysis of Material Errors "Auxiliary" on Ruang Guru Bimbel Online No.1 YouTube

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Alfitriani Siregar, S.Pd, M.Ed
 Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

acc Pp

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 17 April 2020
 Hormat Pemohon,

Arfika Diah Mendasari

Dibuat Rangkap 3 :
 - Untuk Dekan/Fakultas
 - Untuk Ketua/Sekretaris Prodi
 - Untuk Mahasiswa yang bersangkutan



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Website : fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

FORM K 3

Nomor : 955/II.3/UMSU-02/F/2020
Lamp. : ---
Hal : **Pengesahan Proposal dan
Dosen Pembimbing**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb.

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proposal skripsi dan Dosen Pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : **Arfika Diah Mendasari**
N P M : 1602050151
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Analysis of Material Errors "Auxiliary" on Ruang Guru Bimbel Online No. 1 YouTube

.Pembimbing : **Alfitriani Siregar, S.Pd.,M.Ed**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal skripsi dengan ketentuan sebagai berikut :

1. Penulisan berpedoman kepada ketentuan atau buku *Panduan Penulisan Skripsi* yang telah ditetapkan oleh Dekan
2. Proposal Skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditetapkan.
3. Masa Daluarsa tanggan : **13 Juni 2021**

Medan, 21 Syawal 1441 H
13 Juni 2020 M

Wassalam
Dekan



Dr. H. Elfrianto, S.Pd., M.Pd.


Dibuat Rangkap 4 :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Dosen Pembimbing
4. Mahasiswa yang bersangkutan
(**WAJIB MENGIKUTI SEMINAR**)



MAJELIS PENDIDIKAN TINGGI
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya
Nama Mahasiswa : Arfika Diah Mendasari
NPM : 1602050151
Pro. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Analysis of Material Errors "Auxiliary" on Ruang Guru Bimbel Online No. 1 YouTube	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Medan, 6 Maret 2020

Disetujui Oleh
Dosen Pembimbing

Hormat Pemohon



Alfitriani Siregar, S.Pd.,M.Ed

Arfika Diah Mendasari



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Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : Permohonan Perubahan Judul Skripsi

Bismillahirrahmaanirrahim
Assalamua'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Arfika Diah Mendasari
NPM : 1602050151
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul skripsi sebagai tercantum dibawah ini dengan judul sebagai berikut :

Judul Pertama :
Analysis of errors "auxiliary" on Ruang Guru Bimbel Online No.1 YouTube
Menjadi :
Error Analysis of Auxiliary on Ruang Guru Bimbel Online No. 1 YouTube

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd.,M.Hum

Medan, 13 November 2020
Hormat Pemohon

Arfika Diah Mendasari

Dosen Pembahas

Pirman Ginting, S.Pd.,M.Hum

Dosen Pembimbing

Alfitriani Siregar, S.Pd.,M.Ed



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BERITA ACARA BIMBINGAN PROPOSAL

Nama : Arfika Diah Mendasari
NPM : 1602050151
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Analysis of Material Errors "Auxiliary" on Ruang Guru Bimbel

Online No. 1 Youtube

Tanggal	Deskripsi Hasil Bimbingan Proposal	TandaTangan
17 April 2020	Revise the background of study	
	Revise the scope and limitation of study	
	Revise the formulation of the study	
10 Juni 2020	Revise the background of study	
	Revise the structure and grammatical	
17 Juni 2020	Chapter II	
	Revise the background of study	
7 Juli 2020	Chapter III	
	Revise the research design	
	Revise the background of study	
11 Juli 2020	Acc	

Diketahui/Disetujui
Ketua Prodi

Mandra Saragih, S.Pd., M.Hum

Medan, 8 Juli 2020
Dosen Pembimbing

Alfitriani Siregar S.Pd., M.Ed



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA SEMINAR PROPOSAL


Pada hari ini Selasa Tanggal 21 Bulan Juli Tahun 2020 diselenggarakan seminar Prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama : Arfika Diah Mendasari
N P M : 1602050151
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Analysis of Errors "Auxiliary" on Ruang Guru Bimbel Online No. 1
YouTube

NO	MASUKAN / SARAN
JUDUL	CHECK THE REVISED PROPOSAL
BAB I	CHECK THE REVISED PROPOSAL
BAB II	CHECK THE REVISED PROPOSAL
BAB III	CHECK THE REVISED PROPOSAL
LAINNYA	REFERENCE : REVISED
KESIMPULAN	() Disetujui () Ditolak (✓) Disetujui Dengan Adanya Perbaikan

Medan, 22 September 2020

Dosen Pembahas

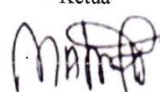

Firman Ginting S.Pd., M.Hum

Dosen Pembimbing



Alfitriani Siregar S.Pd., M.Ed

PANITIA PELAKSANA

Ketua

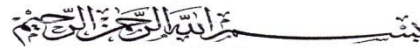

Mandra Saragih, S.Pd, M.Hum

Sekretaris


Pirman Ginting, S.Pd, M.Hum



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LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama : Arfika Diah Mendasari
N P M : 1602050151
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Analysis of Errors "Auxiliary" on Ruang Guru Bimbel Online No. 1
YouTube

Pada hari Selasa bulan Juli tahun 2020 sudah layak menjadi proposal skripsi

Medan, 21 Juli 2020

Disetujui oleh :

Dosen Pembahas

Firman Ginting S.Pd., M.Hum

Dosen Pembimbing

Alfitriani Siregar S.Pd., M.Ed

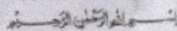
Diketahui oleh
Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum



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SURAT KETERANGAN



Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa:

Nama Mahasiswa : Arlika Diah Mendasari
NPM : 1802050151
Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada

Hari : Selasa
Tanggal : 21 Juli 2020


Dengan Judul Proposal

Analysa of Material Errors "Auxiliary" on Ruang Guru Bimbel Online No. 1 YouTube

Demikianlah surat keterangan ini kami keluarkan/diberikan Kepada Mahasiswa yang bersangkutan, semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin nstet mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik kami ucapkan banyak terima kasih. Akhirnya selamat sejahteralah kita semuanya. Amin

Dikeluarkan di : Medan
Pada Tanggal : 21 Juli 2020

Wassalaam
Ketua Program Studi
Pendidikan Bahasa Inggris


Mandra Saragih, S.Pd., M.Hum



Bila berkenan, surat ini agar ditubuhkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website: <http://fkip.umsu.ac.id> E-mail: fkip@yahoo.co.id

Nomor : 1179/II.3/UMSU-02/F2020
Lamp. : --
Hal : Mohon Izin Riset

Medan, 04 Dzulhijjah 1441 H
25 Juli 2020 M

Kepada Yth:
Bapak/Ibu Kepala Perpustakaan UMSU
Di
Tempat


Assalamu'alaikum Warahmatullahi Wabarakatuh.

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat yang Bapak/Ibu Pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : **Arfika Diah Mendasari**
NPM : 1602050151
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Analysis of Material Errors "Auxiliary" on Ruang Guru Bimbel Online No. 1 YouTube

Demikianlah hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Akhirnya selamat sejahteralah kita semuanya, Amin.
Wassalamu'alikum Warahmatullahi Barakatuh

Dekan

Dr. H. Elfrianto S.Pd., M.Pd.
NIDN : 0115057302

Tembusan :
- Peringgal



**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT PERPUSTAKAAN**

Jl. Kapt. Mukhtar Basri No. 3 Telp. 6624567 - Ext. 113 Medan 20238
Website: <http://perpustakaan.umsu.ac.id>

SURAT KETERANGAN

Nomor: 334/KET/IL.11-AU/UMSU-P/M/2020

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : Arfika Diah Mendasari
NPM : 1602050151
Univ./Fakultas : UMSU/ Keguruan dan Ilmu Pendidikan
Jurusan/P.Studi : Pendidikan Bahasa Inggris/ S1

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

"Analysis of Errors "Auxiliary" on Ruang Guru Bimbel Online No. 1 Youtube"

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 20 Rabiul Awal 1442 H

06 November 2020 M

Kepala UPT Perpustakaan,



Muhammad Arifin, S.Pd, M.Pd

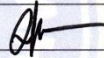
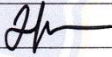
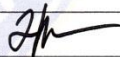



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Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Arfika Diah Mendasari
NPM : 1602050151
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Analysis of Errors "Auxiliary" on Ruang Guru

Bimbel Online No. 1 YouTube

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
26-9-2020	chapter iii revisi	
10-10-2020	chapter IV revisi	
24-10-2020	chapter V revisi	
5-11-2020	references, abstract	
	ACC	

Diketahui/Disetujui
Ketua Prodi


Mandra Saragih, S.Pd., M.Hum

Medan, November 2020
Dosen Pembimbing


Alfitriani Siregar S.Pd., M.Ed



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SURAT PERNYATAAN



Saya yang bertanda tangan dibawah ini :

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Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, November 2020

Hormat saya

Yang membuat pernyataan,

Arfika Diah Mendasari

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

ANALYSIS OF ERRORS "AUXILIARY" ON RUANG GURU BIMBEL ONLINE NO.1 YOUTUBE

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CURRICULUM VITAE

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8. Hobby : Make everyone happy
9. Parents
 - a. Father's Name : Edi Irawan
 - b. Mother's Name : Arsih Mayasari
 - c. Parents' Address : Dusun III Jln. Blok Gading

EDUCATION

1. Elementary School at SD Negeri 105283 Klambir Lima
2. Junior High School at SMP SWASTA TELADAN
3. Senior High School at SMA SWASTA BRIGJEND KATAMSO Medan
4. The Student of UMSU in Faculty of Teacher Training and Education, English Department (2016-2020)