

**GRAMMATICAL ERRORS MADE BY FIFTH SEMESTER STUDENTS
OF ENGLISH EDUCATION IN WRITING DRAMA SCRIPT**

SKRIPSI

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By:

LISA ARMAYA SARI
Npm.1302050151



**FACULTY OF TEACHER TRAINING AND EDUCATION UNIVERSITY
OF MUHAMMADIYAH SUMATERA UTARA
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ABSTRACT

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The study deal with the study of Grammatical Errors Made by Fifth Semester Students of English Education in Writing Drama Script. The objectives of the study, namely: (1)To find out the types of errors made by fifth semester students of English education in writing drama script, and (2)To describe the causes of errors made by fifth semester students of English education in writing drama script. This study applied a descriptive qualitative method to analyze the data. The sources of data were obtained from drama script by fifth semester students of English Education. The techniques of data analyzing used theory of Sugiyono (2016) started from data reduction after that data display and the last conclusion drawing. The result shows in the drama script by fifth semester students found several types of error : 25 omission, 3 addition, 28 misformation and 2 misordering. There were new types of error found in the drama script by fifth semester students : 1 Misformation and omission, and 1 Misformation and addition.

Key words: Grammatical Errors, Drama Script, Fifth Semester Students

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Grammar is one of the important aspects in mastering the four languages skill namely listening, speaking, reading and writing. Hence it can not be ignored. Grammar is generally thought to be a set of rule specifying the correct ordering of words at the sentence level. Sentences are acceptable if they follow the rules set out by the grammar of the language. The people must understand more about the grammar before mastering English. All of languages have the rules of grammar so thus it makes those languages be regular. if they write the good statements or sentences, they must follow the rules of the grammar.

In English writing, grammar is one of the important aspects can help us to write English correctly. According to Thornbury in Hamzah (2014) grammar is partly the study of what forms or structure are possible in a language. It means that grammar is used to explain the structure of a language. Thus, it becomes an essential component to be mastered in language usage. In addition, Murthy (2005) explain that there are three functions of grammar. The first function of grammar is grammar explain to us that way of using language or description of the usage language. The second function of grammar is grammar explains to us the form of words and how to use the words it self. The third function of grammar is grammar explains to us how sentences are formed and used in our life.

Therefore, it is very important for students to pay attention about grammar when they are writing, Particularly in writing drama script. The students should choose suitable words to be arranged into sentences and determine the right verb that suitable to the tense. According to Mayers (2005) states that writing skill requires the skill of organizing idea, putting the right vocabularies and using grammar as the structure of the composition. It means that writing is one of the communication means by which the students can communicate their ideas and message in good compositions.

But, in fact, the students do not pay attention about the grammar in writing. This can be caused by the students' lack of vocabulary and the differences of grammar. As we know those English and Indonesian languages do not have similar structure in sentences. For example, as comparison, we can see that in Indonesian language we do not have to know the form of the verb itself based on the tenses. There is no change of verb form in Indonesia but not in English. According to Setiyadi (2006) has pointed out that English tends to be very difficult to be learned by Indonesian learners because the Indonesian language has no tenses, no gender, no indefinite articles and no plurals like those in English. And consequently, Indonesian learners are likely to produce errors in writing.

Based on the problem above, the researcher tries to classify the error based on surface strategy taxonomy, there are error of omission, error of addition, error of misformation and error of misordering. Finally, the researcher is interested in

conducting an error analysis under the title “Grammatical errors made by fifth semester students of English education in writing drama script”.

B. The Identification of the Problem

This research was identified as related to the aspect by:

1. The students' lack of vocabulary.
2. The differences of grammar between English and Indonesian language.
3. The Indonesian language has no tenses, no gender, no indefinite articles and no plurals like those in English.

C. The Scope and Limitation

The study focuses on grammatical errors, and limits at the error of omission, addition, misformation and misordering in drama script writing.

D. The Formulation of the Problems

The problems of this research were formulated as follow:

1. What are the types of errors made by fifth semester students of English education in writing drama script?
2. What are the causes of the errors made by fifth semester students of English education in writing drama script?

E. The Objectives of the Study

By doing analysis the researcher to achieve some objectives that stated as follow:

1. To find out the types of the errors made by fifth semester students of English education in writing drama script.
2. To describe the causes of errors made by fifth semester students of English education in writing drama script.

F. The Significances of the Study

The finding of the study were expected to be useful for:

1. Theoretically
Theoritically, the findings of this research are expected to enrich the readers' knowledge about grammatical errors.
2. Practically
 - a. Students, to input the students of the fifth semester of English education of UMSU to decrease the grammatical errors
 - b. Teachers, to reduce the grammatical errors made by students in the future.
 - c. Other researchers, it can be one of the practical references for the other researchers to conduct a further similar fields of study.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In the conducting a research, theorist are needed to explain some concept in the research concerned. The concept are used must be clarified in order to have the same perspective of implementation in the field.

1. Grammar

Grammar is the features of a language (sounds, words, formation, and arrangement of words, etc). According to Thornbury (2004) states that grammar is partly the study of what forms (or structures) are possible in a language. It means that grammar is used to shape words or arrange sentences in good composition. Grammar is the most important aspects in writing. In order to make a well structured writing, one should be matered in grammar. It consist of rules to change the meaning (morphology), arrangement of words (syntax), clause and phrase structure and the classification of part of speech (noun, verb, etc), and issues regarding cohesion and coherence of whole text.

Generally, Grammar is thought to be a set of rules of specifying the correct ordering of words at the sentence level. According Nunan (2005) Grammar is a description of the structure of a language and the way in which units such as words and phrases are combined to produces sentences in the language. It means that grammar is a theory of language studying how words are put together into

phrases or sentences. Knowledge of good grammar will influence the coherence of the piece of writing. By using correct grammatical rule, writers will have good writing.

From the statement above, we know that grammar are explicit. It does not only explain how the utterances are formed, but also provides a tool to generate some possible structures that have never been used before, which might be useful for people who prefer to use the language in a creative way so that they can communicate easily. It helps us to write new kind of sentences that are more effective and more persuasive.

2. Grammatical Errors

Grammatical error is an error which is not suitable to the grammatical rules that may make writing become not good. According Azar (2009) states that the grammatical errors in writing is classified into several types, there are:

- | | | |
|--------------------|----------|---|
| 1. Singular-Plural | Example: | He have been here for six month.
He <i>has</i> been here for six <i>months</i> . |
| 2. Word Form | Example: | I saw a beauty picture.
I saw a <i>beautiful</i> picture. |
| 3. Word Choice | Example: | She got on the taxi.
She got <i>into</i> the taxi. |
| 4. Verb Tenses | Example: | He is here since June.
He <i>has been</i> here since June. |
| 5. Add a Word | Example: | I want \wedge go to the zoo.
I want <i>to</i> go to the zoo. |
| 6. Omit a Word | Example: | She entered to the university.
She <i>entered</i> the university. |

7. Word Order	Example:	I saw five times that movie. I saw <i>that movie five times</i> .
8. Incomplete Sentence	Example:	I went to bed. Because I was tired. <i>I went to bed because I was tired.</i>
9. Spelling	Example:	An accident occurred. An accident <i>occurred</i> .
10. Punctuation	Example:	What did he say <i>What did he say?</i>
11. Capitalization	Example:	I am studying english. I am studying <i>English</i> .
12. Article	Example:	I had a accident. I had <i>an</i> accident.
13. Meaning Not Clear	Example:	He borrowed some smoke. (?????)
14. Run-On Sentence	Example:	My roommate was sleeping, we didn't want to wake up her. <i>My roommate was sleeping.</i> <i>We didn't want to wake up her.</i>

In this classification of grammatical errors, it shows that Azar (2009) emphasized on grammatical and structure errors; such as singular-plural, word form, word choice, verb tenses, addition or omission a word, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear, and run-on sentence.

3. The Types of Error

According to Dulay (2004) there are four types of errors based on the surface strategy taxonomy: omission, addition, misformation and misordering.

3.1 Omission

Omission errors are characterized by the absence of items that must be present in a well-formed utterance.

Example :

1. He is good student
2. She is best teacher in my school.

In utterance the students omits an indefinite article 1 for *He is good student*, while utterance 2 a definite article the is omitted for *She is best teacher in my school*.

3.2 Addition

Addition errors are the opposite of omission errors. They are characterized by the presence of an item which must not be present in a well-formed utterance.

Dulay (2004) divides addition error into three types, they are as follows:

1. Double Marking

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistics construction, but not in others.

Example:

1. They didn't went here.
2. I did not arrived on time.

In utterance a two items rather than one are marked for the same feature (tense in these examples).

2. Regularization

Regularization error refers to an error having exceptional items of the given class that do not take a marker's form.

Example:

- Mens : Men (plural from man)
- Buyed : Bought (past tense from buy)
- Childs : Children (plural from child)

The example above are regularization errors, in which the regular plural noun and tense markers respectively have been added to items which do not take marker.

3. Simple Addition

Errors of simple addition refer to the addition of one element to the correct utterance.

Example:

1. I am is a student.
2. You can to swim in the swimming pool anytime.

In the utterance 1 the sentence *I am is a student* incorrect sentence because add with word *is*. So, the correct sentences is *I am a student*. And in the utterance 2 the sentence *you can to swim in the swimming pool anytime* is incorrect sentence because add with word *to*. So, the correct sentence is *you can swim in the swimming pool anytime*.

3.3 Misformation

Misformation errors are characterized by the use of the unacceptable forms of the morpheme or structure. While in omission errors the item is not supplied at

all, in misformation errors the learner supplies something, although it is incorrect.

There are three subtypes of misformation errors, they are follows:

1. Regularization Errors

Regularization errors are errors in which regular marker are used in place of irregular ones, as in *runned* for *ran* or *sheeps* for *sheep*.

2. Archi-form

The selection of marker of one member of a class of forms to represent other in the class is a common characteristic of all stages of second language acquisition. The form selected by the learner is called archi-forms. The following examples are dealing with the use of demonstrative adjective *this*, *that*, *these*, and *those*.

Example:

1. That cats.
2. This students.
3. These book.
4. Those table.

This type of misformation errors has been called archi-form. *That* should be followed by singular forms, while *these* should be followed by plural forms, and the correct forms of the examples above are as follows:

1. That cat.
2. This student.
3. These books.
4. Those tables.

3. Alternating form

As learner's vocabulary and grammar grow, the use of archi-form often gives away to the apparently free alternation of various member of class with each other.

- a. She seen her yesterday.
- b. He would have saw them.

The utterances above have incorrect verbs *seen* and *saw* instead of *saw* and *seen* respectively.

3.4 Misordering

The incorrect placement of a morpheme or group of morphemes in an utterance characterized misordering error. Misordering errors occur systematically for both L1 and L2 learners.

Examples:

1. I don't know who is he.
2. What you are thinking about?

Taking a look at both sentences above have incorrect placement of *is* and *are*.

Grammatically, the utterance should be written as follows:

1. I don't know who he is
2. What are you thinking about?

In addition to these creative misordering errors, the students have made written misordering errors that are word-for-word translation of native language surface structure.

4. The Causes of Error

According to Brown (2007) the causes of error are:

4.1 Interlingual interference

Interlingual interference is a cause of error where the learners transfer their native language system into the target language system. Interlingual interference is called as interlingual, which is defined by Smith (1994) as the systematic linguistic behavior of the learners of second or other language.

4.2 Intralingual interference

Intralingual interference is a cause of error from the target language itself due to its complicated system. In this case, the learners have saved from the interference of their mother tongue but as they learn the target language, they find it more complicated and the result learning, the learner seems to make generalization of the target system on the basis of the data to which they are exposed.

4.3 Carelessness

The error of carelessness is caused by the less knowledge of the students and the students who are purposely done the mistake. It can be shown when the students use double preposition or may be phoneme omitted or mistyping. The following table shows the differences between interlingual, intralingual and carelessness in learning English.

5. The Sources of Error

According to Brown (2007) there are four sources of errors, they are:

5.1 Interlingual Transfer

Interlingual transfer (from the native language), in this early stages, before the system of the second language is familiar, the native language is the only linguistic system in previous experience upon which the learner can draw.

For example:

We heard English learners say “sheep” for “ship”

5.2 Intralingual Transfer

Intralingual transfer or intralingual interference-the negative transfer of items within the target language or put another way, the incorrect generalization of rules within the target language-is a major factor in second language learning. The early stage of language learning is characterized by a predominance of interference (interlingual transfer), but once learners have begun to acquire part of the new system, more intralingual transfergeneralization within the target language is manifested. Negative intralingual transfer, or overgeneralization has already been illustrated in such utterances as “he goed”.

5.3 Context of Learning

Context refers to the classroom with its teacher and its material in the case of school learning. In a classroom context, the teacher or the textbook can lead the learner to make faulty hypotheses about the language. Students often make errors

because of a misleading from the teacher, faulty presentation of a structure or word in textbook.

5.4 Communication of Strategies

Communication strategies are defined and related to learning style. Learners obviously use production strategies in order to enhance getting their message across but at times, these techniques can themselves become a source of error. On the other hand, according to Ellis (2005) mentions three sources of error which are known by error of omission, overgeneralization error and transfer error.

- a. Error of Omission. For example, learners leave out the article „a,, and „the,, and leave the –s of plural nouns.
- b. Overgeneralization Error. Learners overgeneralize forms that they find easy to learn and process. (The learner processes new language data in his mind and procedures rules for its production, based on the evidence). For example, the use of „eated,, in place of „ate,,.
- c. Transfer Error; reflect learners,, attempts to make use of their L1 knowledge.

The researcher summarizes what some experts have explained above. As a whole, there are three main sources of errors. First, error happens because the influence of the student's mother language that is called interlingual. Second, error happens because the target language itself that is called intralingual. Third, error happens because the influence of the process in teaching and learning when the teachers explain the language.

6. Writing

Writing is one of four important skills in language teaching learning. Being able to write is a vital skill for student of a foreign language as much as for everyone using their own first language. According Cox (2007) states that writing is a way of knowing, of discovering what you know as what you put it down not only in the form of words and phrases but of scribbles and drawings, ideas and images and all other wonderful stuff in your mind that may only become clear as you engage in the process of writing it down. It means in writing, one expresses ideas, opinion, feeling or experience that somebody read or heard into the written form to develop his writing skill. He should arrange his idea in the form of words, phrases, clauses and paragraphs so that his writing can be understood and read clearly.

Generally, Writing is a way of the writer's thinking which is shared to readers. Flynn and Rhona Stainthorp (2006) states that Writing is an example of human processing in action. It is highly complex task that requires the orchestration of a number of different activities simultaneously and thereby places great demands on the cognitive system. It means that writing is an example of action process of human information. It is very complicated job which needs a set of activities at the same time and thus requires vast demands on system of cognitive.

From several definition of writing above, it looks that writing is very complicated physical skill which consists of activities such as recalling and

thinking which need vast demands on people's cognitive system at the same time. So people need so much energy and have to practice more and more.

7. Writing of Drama Script

According to <http://laman.dbp.gov.my/lamandbpi/main.php>, A drama script is different from a novel, a short story or a poem. In novel and short stories, the reader will be given a detailed description of a situation and the background for particular event, whereas in a drama script, the reader will be given only an overview (general description) of a particular situation and the location or place. The dialogue will deliver the message and thoughts of the author. This is what distinguishes drama from other literary works. Indeed, the nature of a drama is driven by dialogue. The author's thoughts or ideas are conveyed through dialogue by the actors (characters) interacting in a drama. A good drama script will be able to give a clear picture of the author's thoughts through the dramatic elements in the resulting dialogue. Dramatic element means that diction or expression that can create conflict in a drama, such as dialogue that elicits feelings or anger, delight, amusement, etc. A good drama should have an element of suspense, tension and able to arouse the curiosity of its reader or audience.

8. Elements of Good Writing Drama Script

According to <http://laman.dbp.gov.my/lamandbpi/main.php>, Elements of drama that scriptwriters need to be aware of are:

1. Theme

The theme is an idea or an issue that can be summarised from the overall essence of the story. The issue is what the author intends to convey in the script. This thought is delivered through dialogue and the action of the characters. The discerning reader or audience will be able to grasp the idea or issue after reading the script or watching the theater. In fact, they often grasp not only the idea or theme of the drama, but also other underlying messages or meaning in the drama. These underlying thoughts, which can only be interpreted by the thinking reader or audience who understands the symbolism or story elements presented by the authors, are called sub-texts.

2. Plot

The plot is very important in the construction of a drama. It is built through the dialogue and actions of each character. The dialogue is constructed of words or language. Through dialogue, conflict and the development of the story take place. As mentioned before, conflict plays an important role in developing the structure of a drama. With conflict and tension, an event is driven and developed to its conclusion. The plot is not a story or a narrative. According to EM Forster, a story is “a narrative of events arranged in their time sequence”. The plot is storyline which provides information about the story. It is developed by the characters and through cause and effects that occur in space and time.

3. Background

The elements of place, time and era as well as the society in the story are usually described in the background. It is important to give the background of the drama but the details are limited. It is only required for performances on the stage

to explain the place and time, just enough to give an overview to the reader or audience. Compared to film or television, stage drama faces constraints in changing the set or props in different scenes.

4. Scene

A scene is a part of an act which explains an event that occurs in a particular location but at a different time.

5. Language

The basis of drama is word or dialogue. Drama is built by dialogue and action. Therefore, the language that forms the basis of the words is a very important element of drama. Through the language spoken by the actors, the author's thoughts and ideas are conveyed. A good drama uses language that is simple, concise and easily understood by the audience. A language or dialogue style that is verbose and difficult to understand will cause the readers and audience to become bored and eventually lose focus. A good language style in a drama will indicate the background of the era, the society and the location. Thus, the dialect of a region can be used to make the character come alive, on condition that the readers and audience are able to understand it. The strength of a character is reflected in the quality of the spoken dialogue. Characters who fail to project a strong, humorous and interesting dialogue will have difficulty in capturing the attention of the audience. Therefore, the choice of diction, sentence or language is an important element in holding the interest of the readers and audience of a drama.

CHAPTER III

METHODE OF RESEARCH

A. Reseach Design

In this research descriptive qualitative method was designed by applying content analysis to describe data. This method would be used in order to discover, identify, analyze and describe grammatical errors made by fifth semester students in writing drama script. It is also known as a method of analyzing documents. Content analysis allows the researcher to test theoretical issue to enhance understanding of the data. Through content analysis, it is possible to distil words into fewer content related categories.

B. Source of Data

The data in this research would be obtained from drama script by fifth semester students of English education by using snowball sampling. It means that the data would be collected continuously until the data needed were obtained.

C. Techniques for Collecting the Data

The data would be taken from the drama script of fifth semester students with supported by some written sources containing constructions which were related to the topic of this study. The data of this study would be collected in several steps. First, the drama script would be taken from fifth semester students. After that the drama script would be read carefully, and then selected the

sentences that can be identified as grammatical errors would be selected and marked. Later, from the note of the data, types of error can be found easily.

D. The Techniques of Data Analyzing

The data would be analyzed through qualitative analysis. The activities of qualitative analysis consists of data reduction, data display and conclusion drawing (Sugiyono, 2016). Based on that following theory, the research would applied the following steps:

a. Data reduction

In this step, the data of grammatical errors in drama script would be identified the data from non-data, classified, simplified, grouped, and find the focus on the main problem.

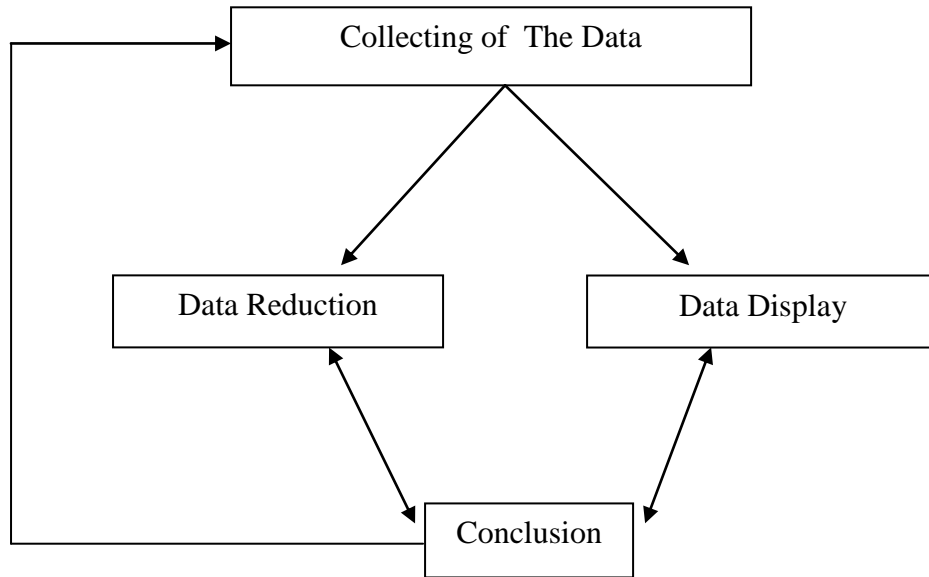
b. Data Display

In the second step, after the researcher reduces the data from the drama script writing. Then, types of error in drama script writing would be described in simple words for making it easier to understand.

c. Conclusion Drawing

The third activity is conclusion drawing. In this research, the last step was conclusion drawn continuously through the course of the research. The research record not only what the researcher see each day but also what the research interpreted based on the observations. So the researcher can find the types of error

and describe the causes of the errors. The details can be seen from the diagram below:



CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

As already mentioned in the previous chapter, the data were obtained from the drama script by fifth semester students of English education which were *hijrah squad*, *homesick*, and *I'm not the only one*. After identifying grammatical errors which found in the script, the researcher found 6 types of error were used in the drama script by fifth semester students. They are omission, addition, misformation, misordering, misformation and omission, and misformation and addition.

B. Data Analysis

Having analyzed the collected data, it was found out some types of grammatical errors and causes of error in the drama script.

1. Omission

Omission errors are characterized by the absence of items that must be present in a well-formed utterance. The omission errors was also found in the drama script as shown as follows :

Take bag and see her watch (1/OM)

The word *bag* in the sentence is incorrect form. Because in the sentence, the learner does not add an article to refer what noun it meant. The learner thought that the word *bag* has shown single noun because it does not attach *s* as plural

noun. The error was caused by carelessness. The learner is not deliberate to do mistake but the result showed that it was the mistake. The mistake came out from omitted a article.

Abhia arrive at boarding house (2/OM)

The word *arrive* is incorrect form. Because the learner writes present form and the subject is third singular person, so the learner should put *s* in the verb *arrive* as sign present form. The error was caused by carelessness. It occurred because the learner is not deliberate to do mistake, but the result showed that it was the mistake. The mistake came out from omitted *s* in the verb.

Open the box and found some picture (6/OM)

The word “*picture*” in the sentence is incorrect form. Because the learner writes word “*some*” before noun. It show the noun is plural noun. So the noun *picture* should attach *s* to clarify the noun is more than one but the learner thinks that uses word *some* it does not attach *s* in the noun. The error was caused by carelessness. It occurred because the learner is not deliberate to do mistake, but the result showed that it was the mistake. The mistake came out from omitted *s* in the plural noun.

Why you so sad darling? (8/OM)

The sentence is incorrect structure. Because the learner omits a word in the sentence. The learner should put *to be* before the subject in the sentence, because the learner writes adjective in the sentence. The error was caused by carelessness. It caused the learner is not deliberate to do mistake, but the result showed that it was the mistake. The mistake came out from omitted *auxiliary verb*.

2. Addition

Addition errors are the opposite of omission errors. They are characterized by the presence of an item which must not be present in a well-formed utterance. The addition errors was also found in the drama script as shown as follows :

It mean's they are not good friend (1/AD)

The word *mean's* is incorrect form. It does not indicate possessive form but the learner writes present form. the learner should put *s* in the verb *mean* not using apostrophe. Because the subject is third singular person. The error was caused by carelessness. The learner is not deliberate to do mistake, but the result showed that it was the mistake. The mistake came out from less knowledge in verb form of the third singular person.

We've been studied in the campus (2/AD)

The sentence is incorrect structure. Because the learner add a *to be* in the sentence. it caused incorrect form of present perfect. The learner should not put *been* in the sentence because it followed by *verb not adjective*. The error was caused by carelessness. It occurred because the learner is not deliberate to do mistake, but the result showed that it was the mistake and it also occurred because the learner is less knowledge about present perfect form.

3. Misformation

Misformation errors are characterized by the use of the unacceptable forms of the morphem or structure. While in omission errors the items is not supplied at all, in misformation errors the learner supplies something, although it is incorrect. The misformation errors was also found in the drama script as shown as follows :

The got into the same university but with different department (1/MF)

The word *the* in the sentence is wrong form. the learner should put subject pronoun in the sentence to refer subject in the sentence not article. it occurred because when the learner want to write *subject* in the sentence but the learner writes other word. The learner thought that has written correct form. but in fact the word is still incorrect form. The error was caused by intralingual interference. Because the learner wrote incorrect form in writing. It occurred when the learner did not understand about subject pronoun.

Because of their long time friendship (2/MF)

The words *their* and *long time* in the sentence are incorrect form. The learners still using wrong form in pronoun and word choice in which both have different meaning. In the sentence, The learner writes word *because of*, it should be followed by object pronoun *them* and the word *long time* is ambiguous meaning. it is not suitable to explain the noun *friendship* it should be changed into adjective *old* to be correct form. The error was caused by intralingual interference. Because the learner wrote incorrect form. it occurred when the learner did not understand about pronoun and word choice.

I'll going home first (3/MF)

The sentence is grammatically wrong. because the learner writes future tense form in the sentence but the learner writes wrong verb in future tense. The learner should write infinitive verb after auxiliary *will*. But the learner writes incorrect verb. It caused the learner do not understand in using future tense form. The error was caused by intralingual interference.

It been 18.00 wib (4/MF)

The sentence is grammatically wrong. the learner writes present perfect tense. it marked by word *been* but the learner writes form of the sentence is incorrect form. the learner should be put word *has* before *been*. because the present perfect tense have to put subject+have/has+ past participle/been. The learner thinks that has written correct form but in fact the learner confuse in using present perfect form. The error was caused by intralingual interference. Because the learner did not understand structure of present perfect form.

Zian tries some hijab which is give by Abhia (5/MF)

The sentence is incorrect verb form. The learner writes passive form in the sentence but the learners wrote wrong verb. In the passive form, the learner have to put past participle verb (V₃) in the sentence after *to be*. but the learner put infinitive verb (V₁). The verb in the past participle of *give* is *given*. The error was caused by intralingual interference. It occurred because the learner do not understand about passive form.

We don't want hangout with you anymore (6/MF)

The word *hangout* in the sentence is incorrect form. Because the learner wrote word *want* in the sentence. It should be followed by *to infinitive verb*. But in the sentence the learner does not add to infinitive verb, only put infinitive. So it is incorrect form of verb. The error was caused by intralingual interference. It occurred because the learner made incorrect structure form when using *to infinitive verb*.

I properly do not using this now (7/MF)

The word “*using*” is incorrect verb form because the learner writes present tense form but the learner writes wrong verb in the present tense. the learner writes verb-ing after auxiliary, it is incorrect. In the present form, it should put infinitive verb (V₁) in the sentence. but the learner writes wrong form. The error was caused by intralingual interference. Because the learner less understand in using verb form in present tense.

I've much friend (8/MF)

The word *much* in the sentence is incorrect form because it is followed by countable noun, while the determiner *many* should be followed by uncountable noun. The determiner *much* should be changed into determiner *many* because the noun in the sentence is countable noun. But the learner writes incorrect form. It occurred because the learner do not know the difference of using determiner *much* and *many*. The error was caused by intralingual interference because the learner wrote incorrect form.

Because of you and your advised (9/MF)

The word *advise* is category of verb. It is wrong form. Because it puts after possessive adjective. The verb should be changed into noun to be correct sentence. It occurred when the learner confuses in choice of correct word to used in the sentence. The learner thinks that word is correct but in fact the learner uses incorrect form. the error was caused by intralingual interference. Because the learner the learner made incorrect word form in the writing.

I don't want to listening to your speech anymore (11/MF)

The word *listening* is incorrect word form. Because the learner writes word *want to*, it should be followed by infinitive (V₁) gerund. But the learner writes incorrect form. The learner wrote *want to* followed by *gerund*. The error was caused by intralingual interference. Because the learner less wrote incorrect word form in the writing.

Zian still han't bravery to apologize to Bhia (13/MF)

The sentence is incorrect form in present perfect tense. The learner writes incorrect word *han't*. when writing, the learner want to write hasn't but the learner wrote incorrect structure form. The error was caused by intralingual interference. It occurred because the learner did not understand the abbreviation of *have not*.

I've repent (14/MF)

The word *repent* is wrong form. Because the learner wrote incorrect verb form in present perfect form. In present perfect tense, the learner should put verb in past participle verb form (V₃) in the sentence. but the learner wrote infinitive verb (V₁), it is incorrect verb form. The error was caused by intralingual interference. It occurred because the learner did not understand verb form in present perfect tense. so the learner wrote incorrect structure in the writing.

She's to weak (16/MF)

The word *to* in the sentence is incorrect word. The learner want to wrote other word *adverb* to explain adjective in the sentence but the learner writes incomplete word. the learner wrote other word in the sentence which not suitable

with the sentence. The error was caused by intralingual interference. Because the learner wrote incorrect word in the writing.

You have a plan to go holiday?(17/MF)

The sentence is incorrect structure. Because the learner wrote question mark, it means the sentence is interrogative sentence but the learner did not write interrogative sentence form but the learner wrote statement sentence with add question mark. It is incorrect form. the learner should put auxiliary verb *do* before the subject to explain the sentence is interrogative sentence. The error was caused by intralingual interference when the learner made incorrect structure form in the writing. The learner did not understand the structure of interrogative sentence.

I hope you not to back home (19/MF)

The sentence is incorrect structure. Because sentence is negative form in present form but the learner do not put auxiliary verb to modified main verb. the learner should put auxiliary verb *do* to modified the sentence to be negative form. The error was caused by intralingual interference when the learner did not understand the structure of negative form in present tense.

I accepted in university in Medan (20/MF)

The word *in univerty* is incorrect word. Because it show specific time. The learner should be changed into preposition which more specific. The preposition *in* should be changed into preposition *at* which more specific. It occurred because the learner made incorrect form of preposition. The error was caused by intralingual interference because the learner did not understand in using preposition.

You're so selfis (21/MF)

The word *selfis* is wrong form. Because the learner do not wrote correct form of vocabulary in the sentence. the learner want to writes an adjective but the learner wrote incomplete word. The error was caused by intralingual interference. It happened because the learner made incorrect vocabulary in the writing. It occurred because the learner did not master vocabulary.

Wiyh whom do you come here?(24/MF)

The word *wiyh* is wrong form. because the learner do not write correct word. The learner want to wrote preposition form *with* but when writing, the learner wrote other form which do not have meaning. It occurred because the learner did not master vocabulary. The error was caused by intralingual interference when the learner did not write incorrect word.

You will success later (25/MF)

The word *success* is category of noun. It is wrong form. Because it puts in future form. the word should be changed into *verb form*. It occurred when the learner confuses in choice of correct word form to used in the future form. The learner thought that word is correct but in fact the learner wrote incorrect form. The error was caused by intralingual interference when the learner did not understand word form.

I'm not forget about today (26/MF)

The sentence is grammatically wrong in present tense. because the learner writes *tobe* in the negative form to modified the sentence but the learner put verb *forget* after that. It is wrong form. *to be* should be followed by adjective. The

learner should be changed into auxiliary *do* to modified negative form. It is caused the learner did not understand in using auxiliary. The error was caused by intralingual interference when the learner wrote incorrect form.

There is many place (27/MF)

The sentence is grammatically form. To be *is* in the sentence is incorrect form. Because the learner writes word *many* before noun. It show the noun is plural form. It should put *to be* in plural form. and it should put *s* in the noun to clarify the noun more than one. The error was caused by intralingual interference when the learner did not understand in using determiner.

4. Misordering

Misordering was the incorrect placement of a morpheme or group of morphemes in an utterance characterized misordering errors. Misordering errors occur systematically for both L1 and L2 learners. The misordering errors was also found in the drama script as shown as follows :

You're okay? (1/MO)

The sentence is incorrect structure. Because the learner wrote incorrect placement of interrogative form. it should put auxiliary before the subject. The learner want to write yes/no question but the learner write statement form. it caused the learner did not understand in arranging interrogative form. The error was caused by interlingual interference. It happened because the learner put the sentence into wrong order and where the learner transfer their native language system into target language system.

When we will meet your mother? (2/MO)

The sentence is incorrect structure. Because the learner wrote incorrect placement of wh-question form. the learner should put auxiliary *will* before the subject. But in the sentence, the learner writes subject first and then followed by auxiliary. It caused the learner did not understand in arranging wh-question form. The error was caused by interlingual interference. It happened because the learner put the sentence into wrong order and where the learner transfer their native language system into target language system.

5. Misformation and Omission

Misformation and omission errors are characterized by the use of unacceptable forms and absence of items that must be present in a well-formed in the sentence. The misformation and omission errors was also found in the drama script as shown as follows :

Reka come to Mia kost and try to kill Mia with pillow (1/FO)

The verb in the sentence is incorrect form. Because the learner omits *s/es* in the verb of present tense which show the subject is third singular person. The learner still confuses . And the sentence omits apostrophe *s* in word *mia kost*. The learner should put apostrophe *s* which indicate possessive form. and the word *kost* in the sentence is incorrect word. It should be *boarding house* The error was caused by carelessness. the learner is not deliberate to do mistakes, but the result shows that it was the mistake. The mistake came out from omitted an apostrophe *s* in the sentence. and the error also was caused by interlingual Interference. It

happened because the learner made incorrect vocabulary in the writing. It occurred because the learner did not master vocabulary.

6. Misformation and Addition

Misformation and omission errors are characterized by the use of unacceptable forms and presence of an item which must not be present in a well-formed in the sentence.

Go to Arya who has been waited in front (I/FA)

The word *go* is incorrect word. It is not suitable word used in the sentence. it should be changed into verb *meet*. And the sentence is grammatically wrong. Because The learner wrote present perfect form and the learner wrote verb in the past participle form in the sentence. The learner should not write *been* in the sentence because it was incorrect form. And the word *in front* is wrong form. because the word is incomplete word. The learner want to write preposition *In front of* but the learner wrote incorrect word. The error was caused by intralingual interference. Because the learner did not understand the structure of present perfect form, in addition the learner wrote incorrect word and the error also caused by carelessness. Because the learner add a word in the sentence.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the data analysis, some conclusion can be drawn from the drama script by fifth semester students of English education:

1. The types of error were found in the drama script based on the analysis are six types omission, addition, misformation, misordering, misformation and omission, misformation and addition.
2. The causes of error were found are intralingual interference, interlingual interference and carelessness. The error of omission and addition were caused by carelessness when the learner is not deliberate to do mistake, but the result showed that it was the mistake. The error of misformation was caused by intralingual interference when the learner made incorrect structure form in the writing. And the error of misordering was caused by interlingual interference when the learner puts the sentence into wrong order.

B. Suggestion

After analyzing the data and find out types of error and the causes of error of phrases in the drama script, the researcher hopes teachers should be more effective in teaching English especially in grammar. It useful for minimize grammatical errors made by students and also hopes the students, especially the fifth semester students of UMSU should many practices to arrange a good sentence and made correct structure form in their writing.

The researcher also hopes that learning and applying grammar in communication, especially in writing can make the students is easy to apply grammar in writing. Moreover, by learning and applying grammar, it can enhance knowledge of students about grammar. And it can minimize grammatical errors.

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CURRICULUM VITAE

Name : Lisa Armaya Sari

Place/Date of Birth : Medan, 10 Agustus 1994

Register Number : 1302050151

Sex : Female

Religion : Muslim

Hobbies : Reading, Shoping, traveling

Father's Name : Sayang Kasih Tampubolon

Mother's Name : Nur Elly Simatupang

Address : Jl. Kapten M. Jamil Lubis No. 6B Medan

Education :

1. Elementary School at SD Negeri 064976 Medan
2. Junior High School at SMP Swasta Budisatrya Medan
3. Senior High School at SMK Negeri 1 Medan
4. Students of University of Muhammadiyah Sumatera Utara until Sarjana Degree of English Education Program 2017

Medan, April 2017

Lisa Armaya Sari

APPENDIX 1

Script : Hijrah Squad

Couple of friends from senior high school, one of them is religious named Abhia, and one of them is not, named Zian. They got into the same university but with different department.

Because of their long time friendship, Abhia remind Zian to hijrah over and over. Such as using syar'ie hijab and stop dating.

In the morning, Abhia and Zian hurried off to the campus.

Abhia : Zian come on, we will be late (take bag and see her watch)

Zian : Yeah, okay! Wait a moment (using shoes with unmood expression)

The clock has showed 12.30 wib . it means zuhur time. Abhia and her friend go to mosque to prayer (action) while zian done her class at. 14.00 wib.

Zian : Babe! I will be done at 2pm. Let's hangout. I'm bored at kos . don't forget to pick me up before 2 pm. Okay?! (send it via massege)

Without waiting too long , zian's boyfriend arrived and they go dating without telling abhia first. But Abhia tries to find Zian in her faculty and found nothing.

Abhia : Ugh! Where is Zian. It's been 2.30 pm (while checking all of her social media to check if Zian there is send a message or not) Or she...She must be dating with her boyfriend Arya but.. Astaghfirullah I can't think clearly now. I may not Su'udzon. Zian could be doing group work right now. Hmm.. I'll going home first.

It been 18.00 wib and Zian just arrive. Abhia immediately introgate Zian.

Abhia : Where are you from Zian? Why are you go home late? Did you dating with Arya? I've told you that he's not good for you. When will you change? I do this cause I love you.

Zian : Hmm.. Abhia, I am not child anymore I know what's good and bad for me. Okay.... Sooner or later I will change. (Hug Abhia).

One right, Abhia Tahajjud and pray to Allah.

Abhia : Ya Allah.. I've tried to remind Zian to change . I don't know to do anymore. Give her Hidayah ya Allah you are the one who has our heart. Please make Zian better Ya Allah.

Mean while, Zian listening all of Abhia's du'a (prayer) and start from that. Zian tries some hijab which is give by Abhia.

Zian : Ya Allah... apparently Abhia sincerely advise me, I'll try to change to make her happy.

The day after, Zian tries using syar'ie to campus. And Abhia so happy and shock look Zian's new outfit and Abhia hugging Zian.

Abhia : Insha Allah be Istiqomah, okay!

Zian : Insha Allah

Arriving at campus, friend of Zian who didn't like her new look started to bullying on her.

Dara : Oh no Zian, what are you wearing now? It's old and absolutely not fashionable! Don't you heated on it? Come on..

Zian just exhale breath and little bit shy and angry

Dara friend's : Yes Zian, we don't want hangout with you anymore, Ustadzah. (They laugh) hush.... hush...

Zian : Okay I also didn't need a friend like you! (Zian out from the class and mad)

Humairah, Zian's other friend look at her friends behavior and sympathetic to Zian but she can't find Zian.

At the Kost, Zian look at the mirror and bolding the hijab

Zian : It because of it, I properly do not using this now I am not ready of being ignored. Abhia just jealous because I've much friend and she's not. So, she ask me to use it in order I have no friend. Where is she when I am alone?

Then, Abhia arrive at kost and see Zian packing her bag. Abhia directly put her bag down and ask her.

Abhia : Zian what's going on? Why are you packing?

Zian : See? Because of you and your advised, I get bullied. I have no friends anymore, why Bhia? Why are you doing this? You say you want to see me happy but why you ask me to change?

Abhia : Zian... don't want you to be like this true friend should remind each other to be better. If they ignored you it mean's they are not good friend.

Zian : Stop it! I don't want to listening to your speech anymore

Suddenly Zian leave her and go to Arya who has been waited in front. One the way Arya ask Zian to give him a phone and her wallet. Zian shocked but she can't do anything cause he threaten to injure her.

At that time, Zian truly feels down. Zian don't know what to do again. She sits in side of road and crying. Then suddenly someone stand in front of her that's Humaira

Humaira : It's okay Zian, you can trough it. Come on lets go to my home.

Zian : Ira, may I stay here for some day ?

Humairah : Yeah, sure . (giving glass of water)

In Humairah's, Zian contemplate her mistakes . She is shy and bashful to apologize to Abhi. Abhia keep trying to contact Zian. But Zian's phone is nonactive.

A week later, Zian still han't bravery to apologize to Bhia she also never see. Abhia in campus anymore. So today she'll try visit Abhia but how shocked she was after see there are red flag in front of Abhia's home. She shacking and curicus who was died. And finally she looks at the person that he stiffly and covered by white cloth. Then she put her knee down, stiked and tears slowly moistened he cheeks.

Zian : (Open the cloth and find Bhia's face) No...No...No...please no Bhia....(weak up Bhia). Bhia....look at me ! I use syar'ie because of Allah. Bhia ! I've repent. Bhia , please....Bhia, I've break with Arya. Bhia (half scream) don't leave me like this. I ever not apologize to you Bhia (crying so hard) Bhia!!!

After one week of Abhia's death, and that's Zian's first time back to campus. At campus, someone called her.

Saufa : Zian ! Finally I meet you right here. You're okay ? Do you remember me ? I'm Saufa. Abhia's classmate.

Zian : (Nod = mengangguk) Oh yeah.... I know you, Saufa . what going go ?

Saufa : Ah... here, (take out a box) Before Abhia dies, she really want to text/call you but your number inactive. She also want to meet you but she's to weak. After you're going and leave her, she got sick and don't want to eat. She less you a lot.

Zian : (Just bent down)

Saufa : Here is the box.

Zian : (Open the box and found some picture and a letter)

~THE END~

Script : Homesick

JIMMY

Do you think i'm slimmer ?

DANU

..... (hand code)

DANU

It's been a year. We've been studied in the campus.

JIMMY

Yes, that's right, so... it means we're gonna get long holiday.

DANU

Yes, you're right. But i think this is the last day for us in the rent house.

JIMMY

Hmmm, this is the last day ? hmmm.... so, you have a plan to go holiday ?

DANU

I don't know

JIMMY

So, you're not gonna go home?

DANU

I don't know too

JIMMY

Forget it !

ELCHA

Post..... post.....

DANU

Go check out, maybe that's your friend.

JIMMY

My friend ?

DANU

Yes.

JIMMY

Hey, what's up?

ELCHA

Hallo bro ?

JIMMY

Yes

ELCHA

Good afternoon

JIMMY

Good afternoon

ELCHA

There's a letter for danu

JIMMY

From whom ?

ELCHA

From his parents

JIMMY

His parents ? okay i'll give it to him. You don't want come inside ?

ELCHA

Sorry, i'm busy now.

JIMMY

Oh shit ! you're busy.

ELCHA

Good bye

JIMMY

Bye, take care.

JIMMY

Dan, this is the letter from your parents.

DANU

From my parents ?

JIMMY

Yes.

DANU

Thank you very much

JIMMY

Yaa, hmmm... i wanna take a bath

DANU

Yes, go on

JIMMY

You don't wanna take a bath with me ?

.....SCENE.....

MOMMY

Assalamu'alaikum, danu i hope you not to back home now. Your father is still angry. Let his anger a bated. After that you can come back home. I hope you understand. Mom (letter).

CITRA

Assalmu'alaikum

DANU

Wa'alaikumsalam

CITRA

Hallo, brother. How are you ?

DANU

I'm fine

DEASY

Brother, how about your study ?

DANU

I'm okay (end call)

CITRA

What's wrong with our brother ?

DEASY

I don't know.

MOMMY

He is fine

CITRA

I trust you mom

DEASY

Me too

.....FLASHBACK.....

DANU

I have a good news dad, mom and my sisters. Actually i accepted in university in medan and i want to study there. Please allow me.

DADDY

Firstly it's a good news but secondly i give you chance to go to school in islamic school to become an ustadz

DANU

But i wont, i don't wanna be an ustadz. That's not my passion !!! i wanna be a lecturer

DADDY

I think it will be bad for you.

DANU

Stop dad !!! this is my future dad, you can't hold me anymore

DADDY

You never know about the future !!!

MOMMY

Enough dad, enough

DANU

Okay dad, i'm out.

CITRA & DEASY

You're so selfis dad !

MOMMY

Give him a chance to study in medan, i believe him.

DADDY

Yes, you will give him a chance. But not me !

.....A DAY LATER.....

ELCHA

Post... post....

JIMMY

Morning ?

ELCHA

Morning, bro. I have a letter for danu

JIMMY

Danu ????

ELCHA

Yes.

JIMMY

Thank you

ELCHA

You're welcome

JIMMY

Danu..... wake up ! danu... i have a letter from your parents.

DANU

My parents again ?

JIMMY

Yes

DANU

Thak you jimmy

JIMMY

You're welcome

JIMMY

By the way, i have a plan to go home today.

DANU

What ? you wanna go home today ?

JIMMY

Yes

DANU

Why must today ?

JIMMY

Because i miss my parents, i miss my home, i miss everything. So how about you ?

DANU

I don't know. I think i will not go home.

JIMMY

Let me guess, you have a trouble ? hmm.... okay danu. I know it is your privasi. If you don't wanna tell me about your trouble, but as a friend, i suggest you. Everyone has trouble but you have to face it. Don't be sad, come on don't give up with that. Okay danu.

DANU

Okay jimmy, thank you for your advise. Maybe i will miss you, my brother

JIMMY

Don't sad again

DANU

Thank you very much

.....SCENE.....

JIMMY

Hey dan, i think i wanna go home right now

DANU

You wanna go home right now ?

JIMMY

Yes.

DANU

Okay, you've prepared everything

JIMMY

Yes.

DANU

Okay. Take care jimmy.

JIMMY

Yes, danu. Good bye.

DANU

Bye..

.....

DANU

Deasy ????

DEASY

Brother.

DANU

What are you doing here ?

DEASY

I miss you brother

DANU

I miss you too sister. Wiyh whom do you come here?

DEASY

(showing their parents)

DANU

Mom,dad, i miss you so much mom. I'm sorry dad. Sorry for all my fault. I'm sorry dad.

DADDY

I trust you. You will success later.

DANU

Thank you dad. By the way where is citra ?

DEASY

She cannot come, because she has a science olympic in sweden.

DANU

Oouh,,

DEASY

And this is a letter for you.

DANU

Thank you deasy. I will read it later.

DADDY

Do you wanna go home now ?

DANU

Yes dad, ofcourse. Wait a minute.

MONOLUGUE

Every problem has solution and every parents wants the best for their children.

.....THE END.....

Script : I'm not the only one

Ihfani;.. reka.. look at my picture
Reka ; you're so beautiful
Ihfani; thank you.. (smile)
Yerdi ; heii... (look at to ihfani and reka)
Ihfani ; what... ??
Ihfani ; heii mia ... are you okay??
Mia ; I guess I am

Mia : today is our anniversary with aldo
Reka : so.. why are you sad ??
Mia ; yeah maybe aldo forget today..
Ihfani ; are you sure??
Mia ; yeah..
Ihfani ; where is aldo mia..??
Mia ; no.. I don't know

(Aldo comes to café and give the surprise to mia)
Aldo ; haii,, why you so sad darling..? I'm not forget about today..
Cause this is the biggest day..
You know what I have something for you..
This is the date our anniversary..
Mia; what is this baby..??
Aldo ; nothing this is just a ring for you darling..
For you cause I love you..
(reka go to bathroom and cry)..
(reka back to genk manis manja)
Friend's of the genk manis manja say congrats to aldo and
Ihfani : first congratulation mia..
Mia ; thank you..
Yerdi ; hey brother.. congratulation..
Reka ; congratulation mia and aldo..
Aldo ; how about me ??
Reka ; congratulation..

Yerdi; hei.. aldo today is your anniversary
Aldo ; yess that's right
Yerdi ; by the way where we go today??
Aldo ; you know.. I am a kind man..// ya there is many
Place can you go like to celebrate our anniversary
We can go to the beach
Yerdi ; singing ??

Ihfani : dinner I want dinner

Reka ; sorry,, I gotta go! I have a headache

Yerdi; heii,, what's time is it ??/ let's go now

Aldo ; okayyy..

Next day ...

Mia ; baby.. when we will meet your mother..??

Aldo ; what...??

Mia ; when we will meet your mother, babyyyy ??

Can you hear me ??

Aldo ; hear what ?

Mia ; your mother..

Aldo ; wait.. wait..

(mia feel bad mood because aldo only play handphone and don't care to mia)

Aldo ; heii.. baby listen !! / I am just chat with my friend not else.. you know.. please don't have bad mood! Okay..

Mia ; okeey don't lie..

(mia and aldo hug after mia having badmood)

Aldo ; heii I wanna go to bathroom..// so,, waiting here and don't go anywhere, right..!

(Aldo go to bathroom..)

(Mia check aldo's handphone)

(mia feel badmood again after check aldo's handphone..)

(aldo back from bath room)

Aldo ; heii.. what's wrong..

Mia ; let's go home now!

Aldo; why..???

(aldo and mia go home)

Next day..

(aldo meet reka)

Reka ; hi baby why you wanna meet me..??

Aldo; because I wanna talk to you..

Reka ; about what??

Aldo ; about us!

Reka ; tell me! Tell me! What you wanna talk?

Aldo ; I wanna tell you! I can't continue our relationship
Reka; but why ? you ever say! You wanna serious with me!

Aldo; I know but I can't you know!
Reka; why? Why you can't?
Aldo; I wanna make a serious relationship with mia!
Reka; so?/
Aldo; you must understand, okay. You just a second in my heart!
Reka; how about our relationship?/
Aldo; I can't!
Reka; please don't leave me! I love you!
Aldo; I'm sorry!

(aldo gone and leave reka)
(reka hurt and have idea to kill mia because mia just be barrier her relationship)

Next day...

(mia take a pray in her kost.. after pray mia take a handphone and take a sleep)
(reka come to mia kost and try to kill mia with pillow../ and finally mia dead)

Next day...

(reka's home)
(reka take a rest and play handphone)

(fani call reka)
(reka shock because mia call reka)

((scraaam))

(mia's spirit come to reka's dream and ihfani's dream)

(mia's spirit)
Faniiii..... faniii.... Please help me...!!!

(reka come to ihfani's kost)

(knock.. knock..)
Reka; fanii.. fanii...
Ihfani; hai fanii.. morning!

Ihfani ; what's wrong reka?/ why you come to early?

Reka; I wanna talk to you about something!

Ihfani; about what?

Reka; Mia!!

Ihfani; what's wrong with mia?

Reka; mia come to my house..

Ihfani; hah?? Are you serious?/ cause I dream about her too..

Reka; yes I'm sure!

Ihfani; calm down reka,, calm down!!

Reka; but that's all true..

Ihfani; calm down reka! That's just dream!

(ihfani hug reka)

Next day...

(reka come home../ and find a letter..)

(mia's spirit come to reka house and try to kill reka)

Reka; help... help...

(spirit of mia command to reka for take a knife and kill her body self..)

(finally reka was murdered)

__THE END__

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