The Implementation of Surface Strategy Taxonomy Through Report Text Translation

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Abstract - The aims of this research is to find out grammar mistakes and obstacles in learning English through writing. Through writing, students can improve their understanding by paying close attention to the grammar and content. The implementation of CRS is meant to enhance the understanding of students of STMIK STIKOM Indonesia. And the implementation of Surface Strategy Taxonomy (SST) is done through documentation of students' work through translation. The data source is taken from a report text in Indonesian as source language and translated it into English as target language. In order to know the benefit of SST, students are given the questionnaire to gain the data. Data collection is the results of students' translations sheets. The results of 68 students' translation work show that there are 98 error found in 4 kinds (errors omission, addition, mis-ordering and mis-formation) and each kind of error has its own sub-kind errors (SKE). The biggest error is omission with 39 errors (39,8%) and lowest error is mis-ordering with 12 errors (12,2%). Omission has 2 SKE, those are grammatical morpheme with 23 errors (23,5%) and content morpheme with 16 error (16,3%). Addition has 29 errors (29,6%) with SKE 16 simple errors addition (16,3%), and 13 double error addition (13,3%). Mis-ordering has 12 errors (12,2%) with SKE 4 misplacement of verbs (4,0%) and 8 misplacements of words/items (8,1%). Mis-formation has 18 errors with SKE 5 error of alternating form/ prepositions (5,1%), 6 errors of content oriented lexical/quantifiers (6,1%) and tenses with 7 errors (7,1%). There were 9 errors found in the agreement between demonstrative pronoun and noun (9,1%) and the lowest number of errors are apostrophe s and misplacement of verb with 4 errors each (4,0%). The questionnaire shows that the implementation of SST does help the students where 30 students (46,2%) said that they know their mistake, 24 students (36,9%) stated that they know about the words' choice/diction and 11 students (16,9%) said that SST helps them to improve their English grammar. Besides, students are encouraged to practice more English in their daily.

Keywords: Error analysis; Report text; Surface strategy taxonomy

I. INTRODUCTION

The used of English for Academic Purposes (EAP) has its limitation due to the lack of understanding of English grammar of students and all parties involved in it. In its implementation, EAP has the purpose to smooth the communication and make all parties that engaged in that conversation can utter the messages properly and clearly. Evaluating the variety of students' background education at high school and level of English understanding, it is important to do an approach in order to improve students' level of understanding of English grammar. This research is done in order to

measured level of understanding and writing skill of report text of students of STMIK STIKOM through the implementation of EAP. According to (Hyland, Ken and Shaw, 2016), the term of (EAP) consists of language research and its instruction that has the focus on communication needs dan practices of individual in its academic context. The improvement of writing skill can be done through Surface Strategy Taxonomy (SST). The implementation of SST is important to be done in order to improve students' level of understanding on English grammar and for the making of lesson plan that based on students' need. Nowadays, English is used in the learning process at the college and in the future at workplace. The method of this research is documentation from students' work of translation on report text from Indonesian (source language) to English (target language) for its quantitative data and for the qualitative, the data is taken from the questioner about the implementation of SST.

The research regarding Surface Strategy Taxonomy first was done by (Rusmiati, 2019) with the title Surface Strategy Taxonomy on Foreign Language Writing: A Study on Verb Tense Usage. This research focuses on error analysis of verbs in tenses of second semester of Writing II, English Department of STAIN Gajah Putih Takengon. The results of this research shows that out of 8 narrative texts, out of 4 errors, 3 errors were done by the students, those are addition 11 errors, omission 13 errors and mis-formation 62 errors. While mis-ordering was not found there. Second research was done research was done by (Monny, 2019) with the title Improvement of English Grammar Understanding Using ERWRT for STMIK STIKOM Indonesia's Students. This was classroom action research that was done in 2 cycles with the implementation of error analysis. The cycles were done in midsemester examination and final semester examination. The results of cycle 1 with 6 topics those were (1) subject pronouns; (2) preposition of place; (3) simple present tense; (4) agreement of subject and verb; (5) agreement of numbers and nouns and (6) simple past tense. The result of cycle 1 shows that out of 36 students there were 18 students failed because they did not get 55 as the passing score. On cycle 2 there were 5 additional topics those (1) article; (2) object pronouns; (3) time division (AM/PM); (4) telling time and (5) modal verbs. Results of cycle 2 showed that all students got the score above the passing score. While third research was done by (Maolida, Elis

Homsini and Cantikka, 2021) with the title Writing Error Based on Surface Structure Taxonomy: A Case of Indonesian EFL Students' Personal Letters. The object of this research was 22 students of Cianjur High School. The result shows that from 86 data, the errors done by students were 25 addition, 20 omission, 19 mis-formation and 4 mis-ordering.

This research evaluates errors of English grammar using Error Analysis where students are given a report text di Indonesian as source language and they must translate it into English as target language. According to (James, 2013), error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language. In other words, the purpose of the implementation error analysis is to know the errors done by students. Furthermore, according to Catfrod in (Nord, 2018), translation may be defined as follows: the replacement of textual material in one language (SL) by equivalent material in another language (TL). By giving the report text in Indonesian the students will have the opportunity to translate it into English. From 4 language skills, writing is one of the skills that was not really mastered by the students due to lack of vocabularies and literary routine. English as it is implemented as a foreign language in Indonesia has come out with the evidence that lots of students find it difficult to express their opinion or ideas through writing. According to Tyner (2016,12), writing is the act of putting your thoughts on paper, and the quality of your thoughts largely determines the quality of your writing. The aims of this research is to find out grammar mistakes and obstacles in learning English through writing.

Furthermore, in this research, the errors in English will be examined using Surface Strategy Taxonomy. Surface Structure Taxonomy is taxonomy description proposed by Dulay, Burt and Krashen in 1982. According to (James, 2013), this taxonomy as being based on 'the ways surface structures are altered'. Surface Structure Taxonomy examines 4 errors those are omission, addition, mis-ordering and mis-formation. The results of this study will help the lecturers to find out which kinds of grammatical error are really facing by students so there will be improvement for teaching strategy and teaching sources to improve better understanding of English grammar and English proficiency.

II. METHOD

This research applied mixed method research because the data will be examined based on its qualitative and quantitative data. According to (Leavy, 2017), Mixed Methods Research (MMR) involves collecting and integrating quantitative and qualitative data in a single project and therefore may result in a more comprehensive understanding of the phenomenon under investigation. This is a problem-centred approach to research in which methods and theories are used instrumentally, based on their applicability to the present study. According to (Taylor, Steven J., Majoire, Robert, and DeVault, 2016), qualitative researchers are concerned with how people think and act in their everyday lives. Qualitative research has been described as naturalistic. This means that researchers adopt strategies that parallel how people act in the course of daily life, typically interacting with informants in a natural and unobtrusive manner. Furthermore, according to (Stockemer, 2019), quantitative research is the primary tool to establish empirical relationships. However, it is less well-suited to explain the constituents or causal mechanism behind a statistical relationship.

Based on its methodology, mixed method research will be based on combining deductive and inductive to gain qualitative and quantitative data and integrate the set of data with the same method. This approach is appropriate because this research has the purpose to describe, explain, or evaluate specifically it will be useful dealing with complex problems. This research is done in order analyse grammar error. Quantitative is used to know the numbers of errors while qualitative data is used to interpret and explain grammar's errors done by the students. Besides, data qualitative is taken from the questioner that were given to the students in order to know the benefit of SST. Quantitative data of this research is a report text with the title "Ethnics in Indonesia" as part of the reading on 10th meeting with the topics "Custom and Traditions". Furthermore, data will be gathered and classify then analyse based on the error of each sentence. First, element of each sentence is analysed using the main constituent. Second, the selected sentences then grouped based on grammar error using Surface Strategy Taxonomy. Third, grammar's error then corrected by using proper English grammar and translation. Text from source language is used as the source for correction. The examples of data analysing can be seen in table below:

Table 1. Data Analyzing

Category	Description	Example	Correct sentence
Omission	The absence of an item that must appear in a well-formed utterance	She sleeping	She **is** sleeping / She **was** sleeping
Additions	The presence of an item that must not appear in well-formed utterance	We didn't **went** there	We did not **go** there
Misinformation	The use of a wrong form of the morpheme or structure	The dog **ated** the chicken	The dog **ate** the chicken
Mis-ordering	The incorrect placement of a morpheme or group of a morpheme in an utterance	What **daddy is** doing	What **is daddy** doing?

Next step is analysing the errors and writing the proper translation. Errors in this research will be used for making of lesson plans.

The number of participants of this research is 65 students of Class AB – English II. The method of this research is shown in picture 1 below:
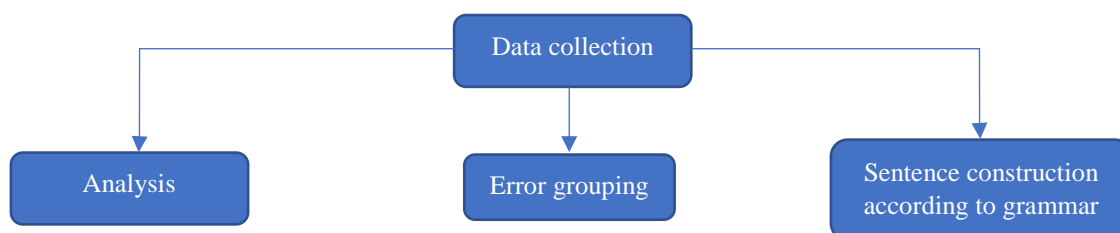
Graphic 1. Data Collection

Data collecting techniques is done through questioner and library research. Furthermore, Johnson and (Chaudhary, Muhammad and Alzahrani, 2020) explained that, an interview is a data-collection method in which an interviewer (the researcher or someone working for the researcher) asks questions of an interviewee (the research participant). While, (Creswell, 2014), stated literary studies are taken from public documents (e.g., newspapers, minutes of meetings, official reports) or private documents (e.g., personal journals and diaries, letters, e-mails). Documentation of this research is done through the collecting of students work through translation. While, the data collecting using questioner is listed as follows:

Table 2. Questionary

Questioners
Name   : …………………………………………..
Index Number : …………………………………………..
Day/Date   : ……………………………………………
1. Based on your experience, is it difficult to learn English?
....
....
....
2. If 'Yes", what are the difficulties you have encountered?
a…………………………………………………………………
b…………………………………………………………………
c…………………………………………………………………
d…………………………………………………………………
3. In your opinion, does the implementation of Surface Strategy Taxonomy help you to improve your English grammar? How does it help you?
……………………………………………………………………………………………………
……………………………………………………………..
....

III. RESULT AND DISCUSSION

The implementation of SST was done by giving the student a report with the title "Suku di Maluku". 65 students were asked to translate the text from Indonesian (source language) to English (target language). This was part of the topics of 10th meeting about Custom and Tradition. The students were not allowed to use any online application for the translation. This must be done in order to gain valid data. From the data collection there were 98 errors in the sentences. The data then analysed using SST that can be explain as followed:

Error Analysis Using Surface Strategy Taxonomy

Qualitative data of this research was taken from the translation of the students. Data collecting showed that there 4 errors found, those were omission, addition, mis-ordering and mis-formation. Furthermore, the data is analysed and presented as follows:

1. Omission

Omission errors in this research are grammatical morpheme and content morphemes. The data can be shown in table 3 below:

Table 3. Omission errors

Kinds of Omission Error	Source Language text	Students' translation	Proper translation	Number of errors
Grammatical morpheme	*Suku-suku ini memiliki keragaman yang tiada duanya, sangat otentik dan memiliki kearifan local di dalam identitas*	This tribes **has** many varieties cannot be compared, very authentic and have local wisdom in **they** life.	These tribes **have** many varieties cannot be compared, very authentic and have local wisdom in **their** life.	23

	kehidupan mereka.			
	Kain ini wajid digunakan oleh setiap laki-laki di Suku Huaulu sebagai tanda inisasi kedewasaan.	This cloth **must wear** by **the male** of Huaulu ethnic as the sign of maturity	This cloth **has to be worn** by **every man** of Huaulu ethnic as the sign of maturity.	
Content morpheme	*Indonesia terdiri dari ribuan suku dan etnis yang menempati seluruh Nusantara*	Indonesia consist of thousand of tribe and ethnic that occupy Nusantara	Indonesia consist**s** of thousand**s** of tribe**s** and ethnic**s** that occupy Nusantara	16
	Namun, di masa modern ini tengkorak tidak lagi dijadikan property upacar, mereka menggantinya dengan tempurung kelapa.	**But** in this modern era, the skull is not used as **ceremony** property and **replace** by coconut shell.	**However,** in this modern era, the skull is not used as **ceremony's** property and **replaced** by coconut shell.	
	Baileo merupakan tempat yang tidak hanya sakral bagi keberadaan Suku Huaulu, namun juga mutifungsi sebagai tempat diadakannya berbagai kegiatan desa.	Baileo **not** as sacred place for Hualua Ethnic but also a multifunction place for many **village** activities.	Baileo **is not** as sacred place for Hualua Ethnic but also a multifunction place for many **village's** activities.	

Based on the data, sub kind errors of omission was grammatical morpheme as shown in the use of: 1) possessive adjective. The example of error was "….have local wisdom in **they** life", which the proper translation is "….have local wisdom in **their** life." ; 2) agreement between demonstrative pronoun and noun, the example of error was "**these** tribe has…." Which the proper translation is "**this** tribe has…." and 3) construction of passive voice where the construction of the sentence must use auxiliary verb/modal verbs dan been/being/be + verb 3. The example of error was "This cloth **must wear** by **the male** of….", which the proper translation is "This cloth has to be worn by every man…,".

While for the second sub kind error of omission was content morpheme. The errors found were 1) agreement between noun and verb, for example in the sentence "Indonesia **consist** of…", the proper translation is "Indonesia **consists** of…", 2) using correct to be, for example : "Baileo **not** only a scared place….", with the proper translation is "Baileo **is not** only a sacred place….", and 3) apostrophe s (that shows possessiveness), for example in the sentence "… as **ceremony** property and **replace** by coconut shell.", with the proper translation is "…as **ceremony's** property and …...."

2. Addition

There were 2 kinds or error found for addition, those were simple addition error and double addition errors. The examples of errors can be seen in table 4 below:

Table 4. Addition errors

Kinds of addition error	Source Language text	Students' translation	Proper translation	Number of errors

Simple Addition Error	*Suku Naulu memiliki beberapa tradisi yang unik dan cukup menyeramkan untuk diterapkan dalam kehidupan moderen*	Naulu Ethnic **ownd** some traditions which are quite unique and scary to be applied in this modern life.	Naulu Ethnic **owns** some traditions which are quite unique and scary to be applied in this modern life.	16
	Suku Huaulu adalah suku asli Maluku yang sangat dihormati oleh seluruh penduduk Pulau Seram	Huaulu Ethnic is a **real native** ethnic of Maluku that is respected by all the people in Seram Island.	Huaulu Ethnic is a **native** ethnic of Maluku that is respected by all the people in Seram Island.	
Double Addition Error	*Beberapa dari suku-suku ini diantaranya adalah Suku Huaulu yang tinggal di utara Pulau Seram dan Suku Naulu yang menempati wilayah pesisir selatan Pulau **worship** Seram.*	Some of these **tribes-tribes, let us say** Hualau Ethnic that **live** in north of Seram Island and Naulu Ethic that **live** in the south seashore of Seram Island.	Some of these **tribes, for example** Hualau Ethnic that **lives** in north of Seram Island and Naulu Ethic that **lives** in the south seashore of Seram Island.	13
	Mereka percaya bahwa roh-roh ini memiliki pengaruh besar dalam kehidupan manusia, sehingga layak untuk mereka sembah dan puja.	They believe that **this spirit-spirit,** have **big** influence to **human** life so they are must be prayed and worship.	They believe that **these spirits,** have **great** influence to **human's** life so they are must be prayed and worship**.**	
	Baileo memiliki banyak tiang penyangga yang biasanya diberi hiasan ukiran yang menunjukkan bahwa Baileo adalah rumah yang istimewa dibandingkan rumah lainnya.	Baileo **is has** many pillars that **has** the decoration of carving that **showed** Baileo is a special house compared to other **house.**	Baileo **has** many pillars that **have** the decoration of carving that showing Baileo is a special house compared to other **houses.**	

Based on the data, for addition errors, there were 2 sub kind errors, those were simple addition error and double addition error. The errors for simple addition errors the used of main verb, for example in the sentence, "Naulu Ethnic **ownd** some traditions which are quite unique and scary to be applied in this modern life." Proper translation for that sentence is "Naulu Ethnic **owns** some traditions which are quite unique and scary to be applied in this modern life.". second sub kind error was double adjective which is not

effective or redundancy for example in the sentence "Huaulu Ethnic is a **real native** ethnic of Maluku that is respected by all the people in Seram Island'. Proper translation of the sentence is "Huaulu Ethnic is a **native** ethnic of Maluku that is respected by all the people in Seram Island.".

While for Double Addition Error, the data showed that there were 2 sub kind errors, those were double nouns and double verbs. The example of double nouns was "They believe that

this spirit-spirit, have **big** influence to **human** life so they are must be prayed and **worship**. The proper translation is "They believe that **these spirits,** have **great** influence to **human's** life so they are must be prayed and **worship for**". While for the example of double verbs was "Baileo **is has** many pillars that **has** the decoration of carving that **showed** Baileo is a special house compared to other **house.** The proper translation

is **"**Baileo **has** many pillars that **have** the decoration of carving that **showed** Baileo is a special house compared to other **houses.**

3. Mis-ordering

There were 2 sub kind errors of mis-ordering, those misplacement of verbs dan misplacement of items/words. The examples of the errors found can be seen in table 5 below:

Table 5. Mis-ordering errors

Kinds of mis-ordering error	Source Language text	Students' translation	Proper translation	Number of errors
Misplacement of verbs	*Secara umum, Baileo berbentuk seperti rumah panggung.*	Commonly, Baileo **shaped is** like a stage house.	Commonly, Baileo **is shaped** like a stage-house	4
	Namun seiring perkembangan jaman, ritual ini pun diganti dengan sebuah tempurung kelapa pada setiap tiangnya.	**But because of era development,** this ritual **replaced is** by coconut shell in every pillar.	**However, due to globalization,** this ritual **is replaced** by coconut shell in every pillar.	
Misplacement of item/word	*Di salah satu sudut Baileo, terdapat satu ruangan yang biasanya dijadikan ruangan privasi berupa kamar tidur.*	In one corner of Baileo, there is a room that is used as **room private as** bedroom	In one corner of Baileo, there is a room that is **commonly** used as **private room** that **has the function as** bedroom	8
	Suku Haulu menggunakan ruangan ini untuk memasak dan kegiatan rumah tangga lainnya.	Huaulu Ethnic **use** this room for cooking and other **activity households.**	Huaulu Ethnic **uses** this room for cooking and other **households' activities.**	

Based on the data collecting, there were 2 sub kind errors of mis-ordering, those were misplacement of verbs that can be seen in the sentence "Commonly, Baileo **shaped is** like a stage house", with the proper translation is "Commonly, Baileo **is shaped** like a stage-house". While second error was misplacement of items/words. The example of error was "Huaulu Ethnic **use** this room for cooking and other **activity households.**'. Proper translation of this

sentence is "Huaulu Ethnic **uses** this room for cooking and other **households' activities.**".

4. Mis-formation

There were 3 sub kinds errors for mis-formation, those were alternating form (preposition), content oriented lexical (quantifiers); and tenses. The examples of errors can be seen in table 6 below:

Table 6. Mis-formation errors

Kinds of mis-formation error	Source Language text	Students' translation	Proper translation	Number of errors
Alternating form (preposition)	*Dengan menaiki sebuah tangga, berukuran 1,5*	**Climbing** a stair with the size 1,5 meters; **in there** is	**By climbing** a stair with the size **of** 1,5 meters; **on top of it,**	5

	meter, ternyata di atas adalah ruang utama Baileo yang merupakan tempat berkumpulnya seluruh warga desa.	main room of Baileo that **is a room** for gathering of all village people.	**there** is main room of Baileo which **is used** for gathering of **all villagers.**	
	Suku Huaulu menggunakan ruang ini untuk dan kegiatan rumah tangga lainnya	Huaulu Ethnic **use** this room **to cook** and other **activities households.**	Huaulu Ethnic **uses** this room **for cooking** and other **households' activities.**	
Content Oriented Lexical (quantifiers)	*Suku Huaulu adalah suku asli Maluku yang sangat dihormati oleh seluruh penduduk Pulau Seram.*	Huaulu Ethnic is native of Maluku that is highly respected **by the entire people** in Seram Island.	Huaulu Ethnic is native of Maluku that is highly respected **by all people** in Seram Island.	6
	Namun demikian, kata terasing masih melekat di kehidupan mereka karena adanya beberapa tradisi kuno yang mereka pertahankan tetap berada di hidup mereka	**But**, the **word** isolated is still attached to their **live** because of **few old tradition** that they **preserve** in their **live**.	**However,** the **term** "isolated" is still attached to their **life** because **some of the ancient traditions are still preserved** in their **life.**	
Tenses	*Mata pencaharian utama mereka adalah berkebun dan berburu*	Their main occupation **is** faming and hunting	Their main occupation **are** farming and hunting	7
	Pada masa lalu, Suku Huaulu juga mendirikan Baileo sebagai tempat diadakan upacara lain dan penentuan strategi perang sebelum melawan kekuatan musuh	In the past, Huaulu Ethnic also **build** Baileo as the place for other **ceremony** and strategy decision before fighting against **the** enemy.	In the past, Huaulu Ethnic also **built** Baileo as the place for other **ceremonies** and for war strategy decision before they fought with **their** enemy.	

Based on the data colleting, sub kind errors of mis-formation were alternating form (preposition) hay can be in the sentence "Huaulu Ethnic **use** this room **to cook** and other **activities households**". The proper translation of the sentence is "Huaulu Ethnic **use** this room **for cooking** and other **households' activities".** Second sub kind error content oriented lexical (quantifiers). The error was shown in the sentence "**But**, the **word** isolated is still attached to their **live** because of **few old tradition** that they **preserve** in their **live**". The proper translation of the sentence is "**However,** the **term** "isolated" is still attached to their **life** because **some of the ancient traditions are still preserved** in their **life**". Third sub kind error was tenses, where found in the used of verb. The example of error was in the sentence "In the past, Huaulu Ethnic also **build** Baileo as the place for other **ceremony** and strategy decision before fighting against **the** enemy." The proper translation is "In the past, Huaulu Ethnic also **built** Baileo as the place for other **ceremonies** and for war strategy decision before they fought with **their** enemy. ".

5. Comparison of 4 Errors

The errors stated above then can be complied as follows as shown in table 5 below:

Table 7. Comparison of 4 errors

Kinds of error:	Sub-kind of error:	Number of Error:	Total kinds of error
Omission: Grammatical morpheme	possessive adjective	6 (6,1%)	23 (23,5%)
	agreement demonstrative pronoun between noun	9 (9,1%	
	Construction of passive voice	8 (8,1%)	
Content morpheme	agreement between noun and verb	7 (7,1%)	16 (16,3%)
	using correct "to be"	5 (5,1%)	
	apostrophe s	4 (4,0%	
Total Number of Omission Errors	39 (39,8%)		
Addition: Simple Error Addition	main verb	9 (9,1%)	16 (16,3%)
	Double adjectives	7 (7,1%)	
Double Error Addition	Double nouns	5 (5,1%)	13 (13,3%)
	Double verbs	8 (8,1%)	
Total Number of Addition Errors	29 (29,6%)		
Mis-ordering:	Misplacement of verb	4 (4,0%)	12 (12,2%)
	Misplacement of words/items	8 (8,1%)	
Mis-formation	Alternating form (preposition)	5 (5,1%)	18 (18,4%)
	Content Oriented Lexical (quantifiers)	6 (6,1%)	
	tenses	7 (7,1%)	

The data in table above showed that the biggest total error was found for omission with 39 errors (39.8%) while the smallest number of errors was mis-ordering with total 12 errors (12,2%). While for sub kind errors, the biggest number of errors were agreement between demonstrative pronoun and noun and main verb with 9 errors each (9,1%). While for the smallest number of errors were found in apostrophe s and misplacement of verb with 4 errors each (4,0%). According to Meier (2014), "When a sample has more than 30 observations, the normal distribution can be used in place of the t distribution." The formula is : $t = (x - \mu) / [s/\sqrt{(n)}]$ where : x is sample mean, μ is population mean, s is sample standard deviation and $\sqrt{(n)}$ is sample size. Furthermore, the data of 4 error and sub kind errors can be seen in graphic 2 below:
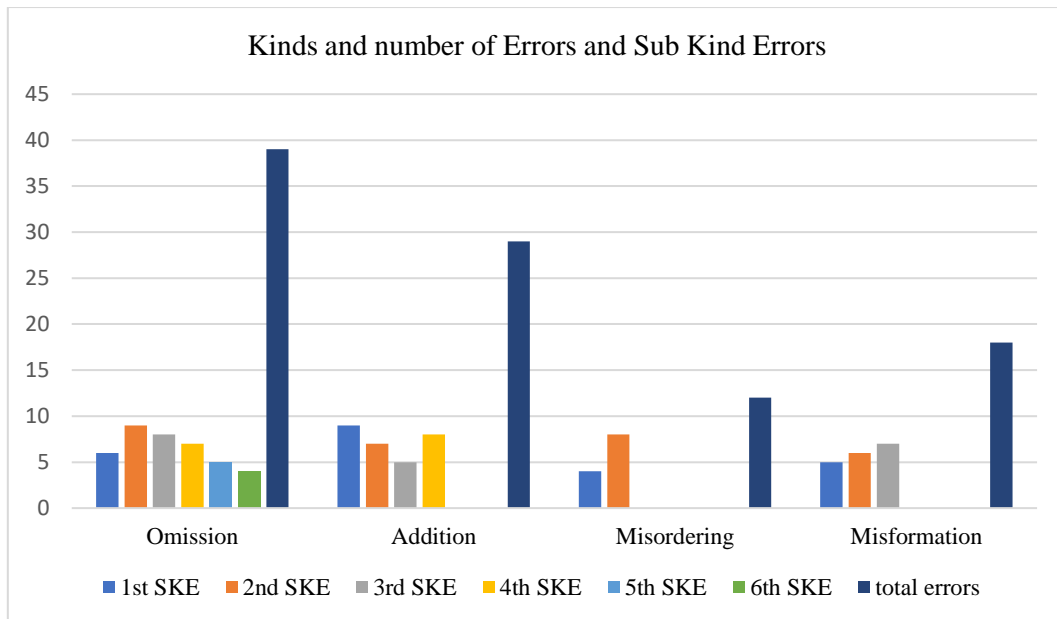
Graphic 2. Kinds and number of Errors and Sub Kind Errors

Factors that influence Students' English Grammar Understanding

The data gathered from questioner was used for qualitative data. First question, "Based on your experience, is it difficult to learn English? The answers of 65 students were: 23 students (35,4%) said "very difficult"; 22 students (33,8%) said "quite difficult" and 20 students (30,8%) said "difficult". Second question: If 'Yes", what are the difficulties you have encountered? The answers were: 1) 18 students (27,7%) said don't have enough vocabularies; 2) 16 students (24,6%) stated it is difficult to practice English; 3) 10 students (15,4%) mentioned about irregular changes of verbs in English; 4) feel ashamed if made mistake in communication was answered by 9 students

(13,8%); 5) 7 students (10,8%) said that they don't know how to pronounce the words correctly and 6) 5 students (7,7%) said that they don't have time. For last question:" In your opinion, does the implementation of Surface Strategy Taxonomy help you to improve your English grammar? How does it help you? ". The answers were: 1) 30 students (46,2%) stated it helps them to know their errors; 2) 24 students (36,9%) said SST helps them to choose correct words based on the context of the sentence and 3) 11 students (16,9%) stated that it helps them because they have better understanding of English grammar.

Further explanation of the factors that influenced students' English grammar understanding can be seen in the graphic 3 below:
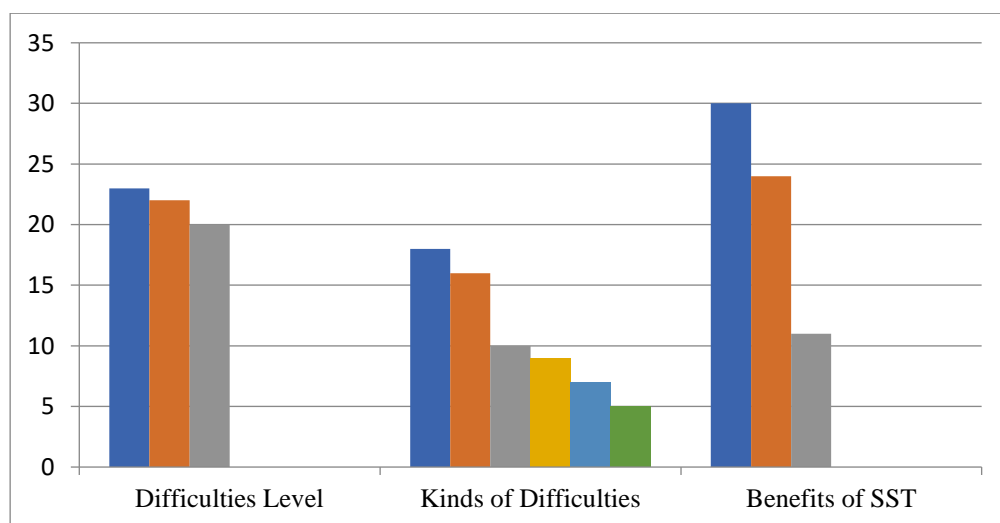
Graphic 3. Influenced Factors

IV. CONCLUSION

The conclusion of this research is stated as follows: the data is calculated using t-test score where there were 4 errors found those are omission with 39 errors (39,8%), addition with 29 errors (29,6%), mis-ordering with 12 errors (12,2%) and mis-formation with 7 errors (7,1%). These 4 errors have each sub kind errors (SKE), omission with 2 SKE those were grammatical morpheme with 23 errors (23,5%) grammatical morpheme and content morpheme with 16 errors (16,3%). Addition with 2 SKE those were simple errors addition with 16 errors (16,3%) and double error addition with 13 errors (13,3%). Mis-ordering with 2 SKE those were misplacement of verbs with 4 errors (4,0%) and misplacement of words/items with 8 errors (8,1%) misplacement of words/items. Mis-formation with 3 SKE those were alternating form (preposition) with 5 errors (5,1%), content oriented lexical (quantifiers) with 6 errors (6,1%) and tenses with 7 errors (7,1%). The biggest total error was omission with 39 errors (39.8%) and the smallest number was mis-ordering with total 12 errors (12,2%). For sub kind errors, the biggest number were agreement between demonstrative pronoun and noun and main verb with 9 errors each (9,1%). While for the smallest number of errors were apostrophe s and misplacement of verb with 4 errors each (4,0%). The data gathered from questioner was used for qualitative data. First question: "Based on your experience, is it difficult to learn English? Out of 65 students' answers: 1) "very difficult was 23 students (35,4%); 2) "quite difficult was 22 students (33,8%) and 3) "difficult" was 20 students (30,8%). For the question: If 'Yes", what are the difficulties you have encountered? The answers were: 1) don't have enough vocabularies is 18 students (27,7%); 2) "it is difficult to practice English" was 16 students (24,6%)"; 3) "irregular changes of verbs in English" was 10 students (15,4%); 4) "feel ashamed if made mistake in communication" was 9 students (13,8%); 5) "don't know how to pronounce the words correctly" was 7 students (10,8%) and 6) "don't have time" was 5 students (7,7%). For last question:" In your opinion, does the implementation of Surface Strategy Taxonomy help you to improve your English grammar? How does it help you? ". The answers were: 1)"it helps them to know the errors" was 30 students (46,2%); 2) "SST helps them to choose correct words based on the context of the sentence" was 24 students (36,9%) and 3) "it helps them because they have better understanding of English grammar" was 11 students (16,9%). This research can be done further with speaking skill with the sub skill interpreting.

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