

AN ANALYSIS OF GRAMMATICAL ERRORS MADE BY THE THIRD YEAR STUDENTS OF SMAN 1 PEKANBARU IN WRITING RECOUNT TEXTS

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Abstract : *This research aimed to know the grammatical errors made by the third years of SMAN 1 Pekanbaru the academic year 2018/2019 in writing recount text. Descriptive method was employed in this research with both qualitative and quantitative approaches. The selected sample was XII MIA 5 students which consisted of 28 students. The sample was selected by using random sampling technique. The research findings provided the most common types of errors made by the students was error of selection with the number of errors was 323 or 78,00%. Moreover, it was followed by error of omission with the number of errors was 48 or 11,60%, and errors in addition and ordering fewer than 6%. Error of additon with the number of errors was 24 or 5,80% errors and errors of misordering with the number of errors was 19 or 4.60%. The errors performed by the students of SMA 1 Pekanbaru were caused by the influence of the first language and the second language*

Keywords: *Error Analysis, SMAN 1 Pekanbaru, Omission, Addition, Misordering, Selection.*

ANALISIS KESALAHAN GRAMATIKAL YANG DIBUAT OLEH SISWA SMA NEGERI 1 PEKANBARU DALAM MENULIS *RECOUNT TEXTS*

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Abstrak, Penelitian ini bertujuan untuk mengetahui kesalahan gramatikal yang dibuat oleh siswa kelas tiga SMA Negeri 1 Pekanbaru tahun akademik 2018/2019 dalam menulis *Recount Texts*. Penelitian ini menggunakan metode deskriptif dengan pendekatan kualitatif dan kuantitatif.. Sampel yang dipilih adalah siswa XII MIA 5 yang terdiri dari 28 siswa. Sampel dipilih dengan menggunakan teknik sample acak. Hasil penelitian ini menunjukkan bahwa kesalahan gramatikal yang sering dibuat oleh siswa terdapat pada kesalahan *selection* yaitu 78,00%, dan selanjutnya terdapat pada kesalahan *omission* yang berjumlah 11,60%, pada kesalahan *addition berjumlah* 5,80% dan kesalahan *ordering berjumlah* 4.60%. Kesalahan gramatikal yang dibuat oleh siswa disebabkan oleh pengaruh bahasa ibu dan bahasa kedua mereka.

Kata Kunci : Analisis Kesalahan, SMAN 1 Pekanbaru, Omission, Addition, Misordering, Selection.

INTRODUCTION

As an international language, English plays an important role as a means of communication among people in the world. Realizing the importance of English as spoken and written international communication, the Ministry Education of Indonesia includes English as a compulsory subject to learn in Elementary School up to Senior High School and university. Writing is an important aspect in language learning. By writing, we can convey information and ideas and maintain social relationship. In learning English, writing as a productive skill has a crucial role.

In composing a good writing, we should notice some aspects. Grammar is one important aspect that should be mastered in order to make a well structured writing. Based on the writer's informal interview to the third year students of SMAN 1 Pekanbaru, all of the students confessed that they have problem in Grammar aspect. They argue that writing in different language is difficult then writing in our own language. There are some different rules in the writing systems and these differences sometimes make errors and mistakes.

According to Brown (2000), "an error is a noticeable deviation from the adult grammar of native speaker, reflects the competence of the learner." It means, error come from the learners' competence in learning the language.

Batstone (1994) state that language without grammar would chaotic and cause the same communication problem, such as grammatical errors in writing and speaking. Therefore, rather than being only rules for ordering words, grammar is indeed a resource for good communication (Hyland, 2002).

Error in writing English is something that can not be avoided. It becomes general problem in writing especially the student of junior high school. It is very difficult to be solved. So many aspects can cause the learners of English as foreign language made error, and the one of it is their mother tongue. For example, if their mother tongue is indonesia, they translated their ideas in indonesian sentences word by word in to English sentences and it often made their sentences read unusual and wrong in English way.

The other factor that can make the students make an error in writing is the students' knowledge. Every student has different knowledge background. Because of that they have so many ways to translate their ideas and transform it in their writing. For instance, if they don't know how to change a verb become a noun, so they just put it without change or add something. In addition, they don't know about how to construct correct or a simple sentences.

In this study, the writer focus on the grammatical error that made by the students of SMAN 1 Pekanbaru in writing recount texts. The characteristics of grammatical errors found in this study were divided into 4 categories : ommission, addition, selection and misordering.

METHODOLOGY

Participants of the Research

The participants of the research were the third year students of SMAN 1 Pekanbaru. The researcher did the research on class XII MIA 5 which consisted of 28 students. The sample was selected by using random sampling technique.

The Data Collecting Technique

The researcher collected the data by giving a test to the students. The writer asked students to write a recount text which has a topic “Unforgettable experiences Last Holiday”. The writing test that students made indicates their understanding in using the simple past tense in recount text. Before the students do the test, the writer gives the explanation and direction about what the students should do with the test. After that, the writer distributed the blank papers and the test papers to all students. After finishing, the papers have been collected. After all the data have been collected, the writer analyzed them.

The Data Analyzing Technique

In analyzing the data, writer used error analysis method. Ellis and Barkhuizen (2008) suggests the following steps to conduct an error analysis research:

Procedures of Error Analysis by Ellis and Barkhuizen

No.	Steps	Explanation
1.	Collection of samples of learner language.	Deciding what samples of learner language to use for the analysis and how to collect these samples.
2.	Identification of errors	Identifying the errors by underlying the errors the learner made.
3.	Description of Errors	Description of learner errors involves specifying how the forms produced by the learner differ from those produced by the learner’s native-speaker counterparts.
4.	Explanation of errors	Explaining the errors by establishing the source of the errors and calculating how often the errors appear.
5.	Evaluation of errors	Evaluating the errors step involves tabelizing the errors and drawing conclusion.

Referring to the steps of error analysis method above, the data was analyzed as follows:

a. Identification of errors

In this step, the writer was study the acquire data and tried to find out the grammatical errors by underlying the errors. The witer tried analyze the data as objective as possible.

b. Description of errors

Once the errors have been identified, the writer classified them into 4 categories bassed Pi Corder (1982) they are:

1. Error of omission
2. Error of addition
3. Error of selection
4. Error of ordering

c. Explanation of errors

(1) Source of errors

To find the sources of students' errors, the writer used Brown's theory to reveal them. According to Brown (1994) there are four sources of error; interlingual transfer, intralingual transfer, context of learning, and communication strategies.

(2) Calculating the errors

In this step, writer calculated the errors in order to know the frequent these errors have been made by the students of the second grade of SMAN 1 Pekanbaru. In calculating the frequency of these each error, writer employ the following formula given by Sudijono (2010):

$$P = \frac{F}{N} \times 100\%$$

in which,

P = Percentage of the presence of a certain type of error

f = The frequency of the presence of a certain type of error

N = Total number of all errors

By calculating the frequency of each error, writer could identify the most frequent error and the least frequent error made by the students.

d. Evaluation of the errors

(1) Tabelizing the errors

Table of the frequency and percentage of Students Errors in Recount Text Writing Based on surface Strategy taxonomy:

Research Findings

After gathering the data, then the writer counted the errors by using the table and calculated the number of each error. Next, the writer processed the calculation of the result of the writing task by using percentage. Then, the writer made a graphic of writing error based on the calculation. Interpreting the data is done after processing the result. This table below is the recapitulation of the students' recount text writing errors:

Table .1
The Recapitulation of Student's Error

NO	STUDENTS' NUMBER	Types of Errors			
		Addition	Omission	Selection	Ordering
1	Student 1	-	2	4	4
2	Student 2	-	4	15	-
3	Student 3	1	5	40	3
4	Student 4	1	-	3	-
5	Student 5	-	-	13	-
6	Student 6	1	-	-	-
7	Student 7	1	-	4	1
8	Student 8	-	1	6	-
9	Student 9	5	7	28	1
10	Student 10	3	1	22	1
11	Student 11	-	2	18	1
12	Student 12	-	1	7	2
13	Student 13	1	3	15	-
14	Student 14	-	-	3	-
15	Student 15	-	4	1	-
16	Student 16	1	2	12	1
17	Student 17	-	-	6	-
18	Student 18	1	1	15	1
19	Student 19	4	-	37	2
20	Student 20	2	2	1	1
21	Student 21	1	-	3	-
22	Student 22	-	-	2	-
23	Student 23	-	-	18	-
24	Student 24	1	1	7	-
25	Student 25	1	5	6	-
26	Student 26	-	2	13	-
27	Student 27	-	-	2	-
28	Student 28	-	5	22	1
Total		24	48	323	19
TOTAL ERROR		414			

PERCENTAGES

1. ERROR OF ADDITION

$$P = \frac{F}{N} \times 100\%$$
$$P = \frac{24}{414} \times 100\%$$
$$= 5,797101449\%$$
$$= 5,80\%$$

2. ERROR OF OMISSION

$$P = \frac{F}{N} \times 100\%$$
$$P = \frac{48}{414} \times 100\%$$
$$= 11,5942029\%$$
$$= 11,60\%$$

3. ERROR OF SELECTION

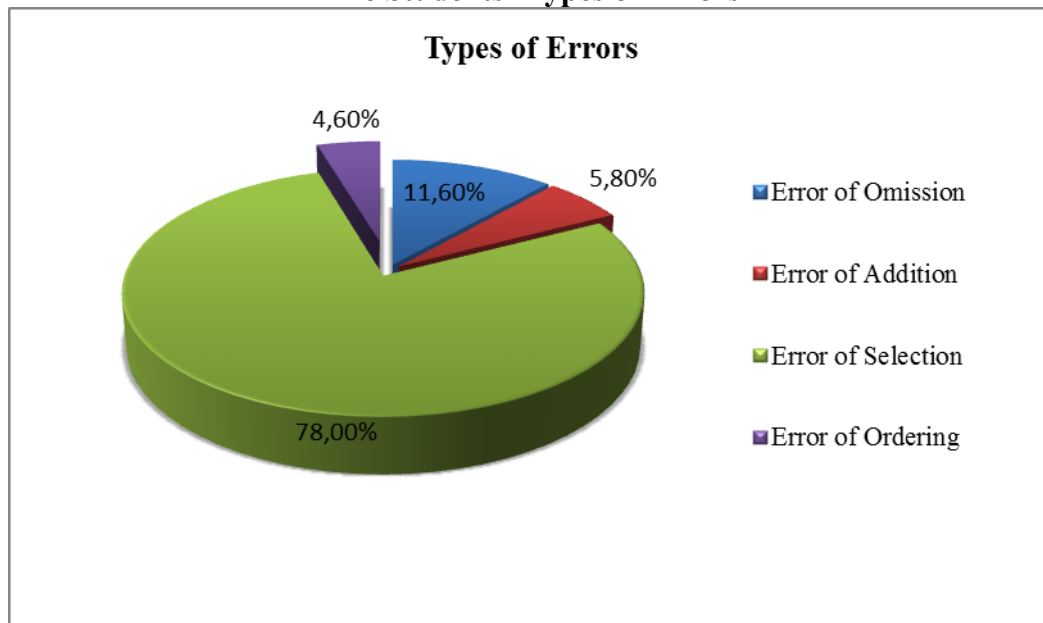
$$P = \frac{F}{N} \times 100\%$$
$$P = \frac{323}{414} \times 100\%$$
$$= 78,01932367\%$$
$$= 78\%$$

4. ERROR OF ORDERING

$$P = \frac{F}{N} \times 100\%$$
$$P = \frac{19}{414} \times 100\%$$
$$= 4,589371981\%$$
$$= 4,60\%$$

The percentages of the recapitulation of students' errors are converted into a pie chart. The pie chart covers the highest until the lowest rank as follows.

Figure .1
The Students' Types of Errors



Based on the calculation above, it can be concluded that the total errors of omission are 48 errors or 11,60%, addition are 24 errors or 5.80%, selection are 323 errors or 78.00% and in ordering are 19 errors or 4.60% in grammar text level. From the calculation of the data, error of selection is the most frequent errors made by the by the second year students of SMAN 1 Pekanbaru with the percentage 78.00%. Moreover, it is followed by error of omission with percentage 11.60% and error in addition and ordering fewer than 6 %.

The Description of Errors

Errors of Omission

There are 48 errors or 11,60% that made by the students. Many students made errors in forming the right utterance. It is caused by the grammatical morphemes are more complex, for example in using tenses, the learner should be aware of the addition of the ending of the verb (-ed,-ing, -s) correctly. For example,

- *She usually **help** me.* While he supposed to write, *She usually **helped** me*
- *I met my close friend while **transit** around 1.5hours.* While he supposed to write, *I met my close friend while **transiting** around 1.5 hours.*
- *Finally, we went back to hotel and **preparing** for **check** out.* While he supposed to write, *Finally, we went back to hotel and **prepared** for **checking** out.*

Errors of Addition

There are 24 errors or 5,80% in addition. In this type, the students add some items that shouldn't appear. The student knew about the using of verb 2 but they add *to be* which is not needed in the sentence. The example are,

- “*They are informed about the competition*” instead of “*They informed about the competition*”.
- “*We are enjoyed*” instead of “*We enjoyed*”. The students add *to be* before the verb, and it isn't needed.

The students know that they should use *simple past tense* form in their writing, but they don't know when they should add *to be* in the sentence.

Errors of Selection

In the error of selection, the writer found 323 errors or 78.00% . It is the most frequent error that made by the students. For example, the students uses :

- “*go*” instead of “*went*”
- “*take*” instead of “*took*”
- “*will*” instead of “*would*”
- “*tell*” instead of “*told*”
- “*get*” instead of “*got*”
- “*give*” instead of “*gave*”
- “*can*” instead of “*could*” and
- “*is/am*” instead of “*was*”
- “*are*” instead of “*were*”

Errors of Ordering

There are 19 errors or in ordering. It means only 4.60% who did error in ordering. For example, The student wrote:

- “*Holiday last year* ” instead of “*Last year's holiday* ”.
- “*I am going with my family to Sumatra Barat.*” instead of “*I went to Sumatra Barat with my family*”.
- “*Fresh air and healthy.*” instead of “*Fresh and healthy air*”.
- “*sky very brigh and beautiful.*” instead of “*very bright and beautiful sky*”.

The Interpretation of the Data

Since the researcher needed to address the research questions : “What kinds of grammatical errors do the second year students of SMAN 1 Pekanbaru in writing recount texts?” and “Which type of errors is mostly made by the the second year students of SMAN 1 Pekanbaru in writing recount texts?”. In this part, the writer will interpret some errors that students made as follow:

Table 2
The Recapitulation of Error Types, Frequency, Percent and its Percentage

NO.	TYPES OF ERRORS	FREQUENCY OF ERROR	PERCENTOF ERRORS	PERCENTAGE OF ERRORS
1	Error of Omission	48	11.60%	LOW
2	Error of Addition	24	5,80%	VERY LOW
3	Error of Selection	323	78,00%	HIGH
4	Error of Ordering	19	4.60%	VERY LOW

As shown on the table 2, error of omission with the percentage 11,60 % (Low). Error of omission is the absence of an item that should appear. According to Dulay (1982) Omission has two types of morphemes that are omitted more than others. They are content morphemes and grammatical morphemes. Content morphemes are morphemes that have meaning like nouns, verbs, adjectives, adverbs. The use of verb tense show that the third year students of SMA 1 Pekanbaru still find a difficulty about when and how to use the tense and the form of the verb. The tenses most commonly misused was the simple past tense. Norrish (1983) state the cause of error is carelessness and he also said the most student make errors is is translation, it means the student translate his first language into the target language.

Table 2 shows the most common type of error made by the third year student of SMA 1 Pekanbaru were error of addition with the percentage 5,80% and error of ordering 4.60% (Very Low). Addition is the opposite of omission. Ellis (2008) state that addition is the presence of an item that must not appear in well-formed utterances . In addition, the learners add the utterance which is not needed in a sentence, or the learners add some unnecessary element. Dulay (1982), Ordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.

The errors performed by the students of SMA 1 Pekanbaru were caused by several factors which happend in their learning process. Those error cause by the influence of the first language and the second language. Errors caused by the influence of the first language came from the first language interfering the target language, so it occurred when student try to transfer the structure of bahasa Indonesia into target language (English).

The highest error frequency made by the third year students of SMAN 1 Pekanbaru was error of selection with the percentage 78,00% (High). They did it because some students found difficult in distinguishing between the simple past tense and other tenses. The error of selection happen because of poor grammar knowledge and interference from first language. Students who performed errors because, they translated directly from their first language into English. According to Brown (2000)

the other factor that influence the student's error was the second language itself, he defines these causes as intralingual errors. Intralingual interference refers to items produce by the learners which do not reflect the structure of mother tongue, but generalization based on partial exposure to the target language (Richard, 1984).

Based on the analysis of students writing recount texts, the third year students of SMAN 1 Pekanbaru still make some errors of various type particularly grammar errors and consequently. From the previous chapter, Corder (1982) has divided the error into four categories: error of omission, error of addition, error of selection, and error of ordering. From the above analysis, it can be deduced that the the third year students of SMAN 1 Pekanbaru commit all the types of errors by Corder in their writing recount texts. The findings of this study is the error of selection is the most frequent errors in students writing recount texts.

Error cannot be separated from learning a language, Richards (1984) state every learner's error provides evidence of the system of the language that he is using.

CONCLUSION AND RECOMMENDATIONS

Conclusion

After conducting a research entitled "An Analysis of Grammatical Errors Made by the third year students of SMAN 1 Pekanbaru could be conclude as follows.

The writer concluded that the types of errors that were made by the third year students of SMAN 1 Pekanbaru in writing recount text from the highest percentage to the lowest are errors of selection, errors of omission, errors of additon and errors of ordering.

The most common types of errors made by the students is error of *selection* with the number of errors is 323 or 78,00%. Moreover, it is followed by error of *omission* with the number of errors is 48 or 11,60%, and errors in *addition* and *ordering* fewer than 6%. Error of additon with the number of errors is 24 or 5,80% errors and errors of misordering with the number of errors is 19 or 4.60%.

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Recommendations

Based on the results of the study, the researcher offer some recommendations to the English teachers could apply a method where she/he explains the correct uses of the verb (when to use past and present) forms, and then gives the examples of the usage, and tests the students understanding that the students really understand it. Otherwise, The Teacher could also apply the communicative language teaching method especially when he/she teaches English grammar. To the students should be encouraged to use the target language as often as possible and read more about English Structure and

Grammar in order to familiarize themselves with the correct usage of standard English. The students have to pay more attention to some aspects that are difficult for them in writing. After knowing their mistakes, the students should be able to learn from it, so they will not do the same mistakes.

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