

**AN ANALYSIS OF GRAMMATICAL ERRORS MADE BY THE
SECOND GRADE STUDENTS OF SMAN 6 KUNDUR KABUPATEN
KARIMUN KEPULAUAN RIAU
IN WRITING RECOUNT TEXTS**

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Abstract: *This research is aimed to identify both types of grammatical errors and dominant errors made by the second grade students of SMAN 6 Kundur Kabupaten Karimun Kepulauan Riau in writing recount texts. The population as well as the sample (Total Sampling) of this research was the second grade students of SMAN 6 Kundur Kabupaten Karimun Kepulauan Riau. The research findings revealed that all types of grammatical errors and error of formation was the most dominant with 195 errors (54.92%); then, followed by error of omission with 93 errors (26.20%), and error of addition and ordering were below 10%. Error of addition with 34 errors (9.60%) and error of ordering with 33 errors (9.30%). Therefore, it can be concluded that the second grade students of SMAN 6 Kundur Kabupaten Karimun Kepulauan Riau committed the errors because of the influence of their mother tongue, the way of thinking, and generalization of the rule of the target language.*

Keywords: *Error Analysis, Omission, Addition, Formation, ordering.*

ANALISIS KESALAHAN GRAMATIKAL SISWA KELAS DUA SMAN 6 KUNDUR KABUPATEN KARIMUN KEPULAUAN RIAU DALAM MENULIS *RECOUNT TEXTS*

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Abstrak: Penelitian ini bertujuan untuk mengetahui jenis-jenis kesalahan gramatikal dan jenis kesalahan gramatikal yang paling banyak dibuat oleh siswa kelas dua SMAN 6 Kundur Kabupaten Karimun Kepulauan Riau dalam menulis *Recount Text*. Populasi dalam penelitian ini adalah siswa kelas dua SMAN 6 Kundur. Adapun sampel dari penelitian ini adalah seluruh siswa kelas dua SMAN 6 Kundur karna dalam menentukan sampel penulis menggunakan teknik total sampling. Hasil dari penelitian ini menunjukkan bahwa siswa kelas dua SMAN 6 Kundur membuat semua jenis kesalahan gramatikal pada tulisan mereka. Adapun kesalahan gramatikal yang sering dibuat adalah kesalahan *Error of Formation* yaitu sebanyak 195 kali dibuat atau sama dengan 54.92% kemudian diikuti dengan *Error of Omission* yaitu sebanyak 93 kali dibuat atau sama dengan 26.20% dan *Error of Addition* dan *Error of Ordering* yaitu tidak lebih banyak dari 10%. *Error of Addition* yaitu sebanyak 34 kali dibuat atau sama dengan 9.60% dan *Error of Ordering* yaitu sebanyak 33 kali dibuat atau sama dengan 9.30%. Adapun faktor-faktor yang menyebabkan terjadinya kesalahan-kesalahan gramatikal yang dibuat oleh siswa kelas dua SMAN 6 Kundur Kabupaten Karimun Kepulauan Riau adalah pengaruh Bahasa ibu mereka, cara berpikir dan generalisasi terhadap tata Bahasa Inggris.

Kata Kunci: Analisis Kesalahan, Omission, Addition, Formation, ordering.

INTRODUCTION

In each process of learning, any teacher including the teachers of SMAN 6 Kundur Kabupaten Karimun Kepulauan Riau expects themselves to be good in terms of teaching style and material preparation. These will be easier to be done if teachers know the students' needs. Therefore, every teacher is suggested to select an appropriate methodology as well as material preparation.

According to Parlindungan Pardede (2018), there are five aspects that make EFL students fail in mastering the target language. They are namely how to pass the test, learn the target language passively, do not have their own motivation in learning English, being not active in the classroom, and do not practice English language in their real life. So, one of the things that is needed to be mastered by the students is to have a good knowledge of grammar. As stated by Rakhmawati *et al* (2017), grammar is an important element of a language and mastering the grammar of a language will affect the mastery of the language skill; and of course, it will reduce grammatical errors.

As stated by Erdogan (2005), error analysis determines the common difficulties in learning and helps the teacher to develop materials for remedial teaching. It is also stated by Richard *et al* (1992) in Erdogan (2005) that error analysis enables teachers to obtain information on common difficulties in language learning as an aid to teaching or in development of teaching materials.

In the process of teaching, the students of SMAN 6 Kundur Kabupaten Karimun Provinsi Kepulauan Riau might commit errors as well. The English teacher of this school stated that the students frequently commit errors in speaking as well as in writing. The errors committed are mostly in the syntactical aspect especially "Verb tense", that is, they cannot decide the correct verb tense to be used in their writing.

However, the teacher realizes that the errors sometimes committed because students overgeneralize the rules, for example, in writing recount texts, where the verb tense that is used is the past form, students sometimes use the other forms. They assume that all of the past forms of the verb are added with "-ed" and they do the same to all of the verbs they use. So, error analysis can be conducted by directing the students to compose a written text because the grammar knowledge of the students can be easily analyzed by analyzing their writing.

METHODOLOGY

This research was conducted at SMAN 6 Kundur Kabupaten Karimun Kepulauan Riau. The population and the sample of this research is the second grade students of SMAN 6 Kundur with the total number of the students was 76 students (total sampling technique). In conducting the research, there were only 48 students who participated in this research because there was also an important activity which should be attended by some of the students. Before writing a recount text, the students were given an explanation of the writing test; after that, the students compose the text by choosing one of the two topics given in 60 minutes. Then, the writings of the students were identified, classified and calculated in terms of errors. The errors found were

classified into four classifications of errors as in designed by Dulay *et al* (1982) such as error of omission, error of addition, error of formation and error of ordering.

FINDINGS AND DISCUSSION

After gathering the data, the writer counted the total number of errors as in described in Table 1. Next, the writer processed the calculation of the writing test by using percentage as in described in Table 2. Then, the writer made a graphic of the errors based on the calculation. Here is the recapitulation of students' error in writing recount text:

Table 1. The Recapitulation of Students' Error (XI IPA)

No.	Students Initial	Types of Errors			
		Error of Omission	Error of Addition	Error of Formation	Error of Ordering
1	ML	-	-	2	2
2	PR	3	7	3	-
3	HL	1	-	2	-
4	MR	-	-	2	-
5	TK	-	2	3	-
6	CA	3	-	6	4
7	IF	1	-	-	-
8	MR	2	1	1	-
9	MH	2	-	2	
10	SL	6	-	1	8
11	ST	1	-	3	-
12	RD	3	-	4	-
13	BL	3	-	3	-
14	RN	1	-	4	-
15	PK	1	-	2	-
16	SR	4	1	3	-
17	PA	2	1	2	2
18	KS	1	-	1	-
19	NA	1	-	3	1
20	SP	2	-	6	2
21	BR	2	-	3	-
22	NN	-	-	1	-
23	SN	1	-	1	-
24	ZA	4	-	7	-
25	AL	3	-	2	-
26	SP	-	-	1	1
27	IS	1	-	4	1
TOTAL= 153		48	12	72	21

Table 2. The Recapitulation of Students' Error (XI IPS)

No.	Students' initial	Types of Error			
		Error of Omission	Error of Addition	Error of Formation	Error of Ordering
1	DF	6	-	15	1
2	MO	-	-	-	1
3	AA	5	1	19	-
4	EP	2	1	-	1
5	NS	-	1	2	-
6	DA	2	2	9	1
7	ZB	6	2	16	2
8	RN	1	-	7	1
9	SS	2	3	1	-
10	SP	2	-	1	-
11	WY	4	2	8	2
12	AD	1	1	-	1
13	RS	1	-	-	-
14	HA	2	-	-	-
15	DS	1	2	10	1
16	KR	2	-	15	1
17	HS	-	-	2	-
18	LD	7	1	9	-
19	MM	-	6	7	-
20	BS	1	-	2	-
TOTAL= 202		45	22	123	12

Percentages

1. Error of Omission = $\frac{93}{355} \times 100\% = 26.20$
2. Error of Addition = $\frac{34}{355} \times 100\% = 9.60$
3. Error of Formation = $\frac{195}{355} \times 100\% = 54.92$
4. Error of Ordering = $\frac{33}{355} \times 100\% = 9.30$

The percentages of the recapitulation of the students' errors were converted into the pie chart. The pie chart covers the highest until the lowest ranks as follows:

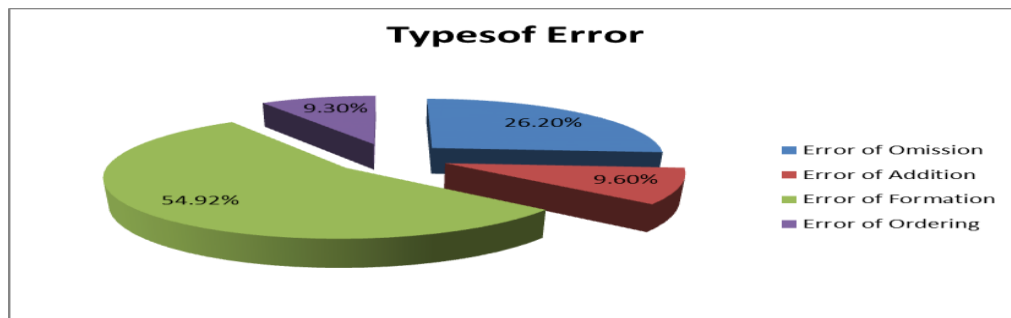


Figure .1 The Students' Types of Errors

The pie chart above showed that the writings of the students explaining the varieties of errors that committed. Based on Figure 4.1 above, it can be concluded that the total errors of omission are 93 times (26.20%), errors of addition are 34 times (9.60%), errors of formation are 195 times (54.92%) and errors of ordering are 33 times (9.30%). Based on the calculation of the data, errors of formation is the most frequent errors made by the second grade students of SMAN 6 Kundur Kabupaten Karimun Kepulauan Riau with 54.92%, then followed by errors of omission with 26.20%, errors of addition and ordering which are fewer than 10%.

The Description of Errors

Error of Omission

There are 93 errors (26.20%) in omission made by the students which are divided into content morpheme and grammatical morphemes. Content morphemes are morphemes consisting of nouns, pronouns, verbs, adjectives and adverbs. The examples of errors and the correction are presented below:

CONTENT MORPHEME:

- ... go to Tanjung Balai Karimun with my sister. While he supposed to write. *I go to Tanjung Balai Karimun with my sister.*
- We went to Parameswara ... to eat. While he supposed to write. *We went to Parameswara restaurant.*
- I ... to Telunas beach. While he supposed to write. *I went to Telunas beach.*

GRAMMATICAL MORPHEME

- My friend ... afraid of our teacher. While he supposed to write. *My friend was afraid of our teacher.*
- The view of the beach ...very beautiful. While he supposed to write. *The view of the beach is very beautiful.*
- That ... the beautiful time that I can't ever forget. While he supposed to write. *That was the beautiful time that I can't ever forget.*

Errors of Addition

There are 34 errors (9.60%) in addition made by the students. The types of addition found in students' writing are double marking and simple addition. Double marking is two items marked for the same feature. The examples of errors and the correction are presented below:

DOUBLE MARKING

- *My teacher **was had been** in my class.* While he supposed to write. **My teacher had been in my class.**
- *We were welcomed **very warmly**.* While he supposed to write. *We were welcomed warmly.*
- *My teacher **was came** earlier than me.* While he supposed to write. *My teacher came earlier than me.*

SIMPLE ADDITION

- *I **hoped** I can go there again.* While he supposed to write. *I hope I can go there again.*
- *My teacher was tired to **faces** me.* While he supposed to write. *My teacher was tired to face me.*
- *I was afraid to **entered** my class.* While he supposed to write. *I was afraid to write. I was afraid to enter my class.*

Errors of Formation

In the error of formation, the writer found 195 errors (54.92%) which is considered as the most frequent error committed by the students. Some examples and corrections based on the above words can be seen below:

- *We prepared the **stuf**.* While he supposed to write. *We prepared stuff.*
- *I joined marching band, **foodball**, and ROHIS.* While he supposed to write. *I joined marching band, football, and ROHIS.*
- *My father didn't **woke** me up.* While he supposed to write. *My father didn't wake me up.*

Errors of Ordering

There are 33 errors in ordering which means 9.30% errors in ordering. Some examples and correction can be seen below:

- *I helped two people **old**.* While he supposed to write. *I helped two old people.*
- *My aunty went to cafe Newton with family **aunty**.* While he supposed to write. *My aunty went to Newton cafe with her family.*
- *Follow the activity of the others in the next **days**.* While he supposed to write. *Follow the other activities in the next days.*

THE INTERPRETATION OF THE DATA

Since the writer needed to address the research questions: “What types of the grammatical errors made by the second grade students of SMAN 6 Kundur Kabupaten Karimun Kepulauan Riau in writing recount texts?” and “Which type of grammatical errors is the most dominant made by the second grade students of SMAN 6 Kundur Kabupaten Karimun Kepulauan Riau in writing recount texts?”. In this part, the writer will interpret some errors that students made as follows:

Table 3. The recapitulation of Errors Types, Frequency, Percentage and its Description

No	Types of Errors	Frequency of Errors	Percentage of Errors	Description of Errors
1	Error of Omission	93	26.20%	Low
2	Error of Addition	34	9.60%	Low
3	Error of Formation	195	54.92%	High
4	Error of Ordering	33	9.30%	Low

As shown in the table above, the second grade students of SMAN 6 Kundur Kabupaten Karimun Kepulauan Riau committed all types of errors which include error of omission, error of addition, error of formation and error of ordering. It is also shown in the table above that error of formation is the most frequent errors that were made by the second grade students of SMA Negeri 6 Kundur with 54.92%. They committed the errors because some students found difficulties in distinguishing the tenses and word form.

DISCUSSION OF THE RESEARCH RESULT

Norrish (1983) discovers three causes of error as follows:

- Carelessness: It is often closely related to lack of motivation. Many teachers will admit that it is not always the students' fault if he loses interest, perhaps the material and/or the style of presentation do not suit him.
- First language interference: Learning a language both mother tongue and foreign language was a matter of habit. The learners' utterances to be gradually 'shaped' towards those of the language he was learning.
- Translation: Probably the most students make errors in translation. This happens because a student translates his first language sentence of idiomatic expression into the target language word by word.

Relating to the causes of errors explained above, the students of SMAN 6 Kundur committed errors because the students did not understand the rules of the target language well which makes the students generalized the rule and applied it inappropriately which can be seen in the following sentence:

- **Our class sister...**

In this sentence, it can be clearly seen that the students translated the word in Indonesian way. The sentence made means “Kakak kelas”.

Dulay *et al* (1982) divided errors into four categories which are: error of omission, error of addition, error of formation and error of ordering. From the analysis which had been done, it can be concluded that the second year students of SMA Negeri 6 Kundur committed all types of errors in their writing. The findings of this study is as same as the study conducted by Pinanti Pangestasha Pristiwa (2018) which revealed that error of formation is the most frequent errors in students’ writings. This research also revealed that what was suspected by the writer that the students might commit the same type of error dominantly as it stated by the English teacher of SMAN 6 Kundur Kabupaten Karimun Kepulauan Riau.

CONCLUSION AND RECOMMENDATIONS

Conclusion

After conducting the research, it can be concluded that the second grade students of SMAN 6 Kundur Kabupaten Karimun Kepulauan Riau committed all types of errors from the highest to the lowest percentage are errors of formation, errors of omission, errors of addition and errors of ordering. The most frequent type of errors committed by the students is error of formation with 195 errors (54.92%) and followed by error of omission with 93 errors (26.20%) and error of addition and ordering which are fewer than 10% that is 34 (9.60%) for error of addition and 33 (9.30%) for error of ordering.

Recommendations

According to the result of the study, the writer would like to give some recommendations relating to the students’ errors in writing recount texts. Considering the errors committed by the students, so the teacher needs to get the students know the importance of English by familiarizing them with the English language pattern. Considering the next researchers, the writer expects the findings, conclusions and recommendations of this research will be useful for the next researcher to be a reference for their future researches.

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