

GRAMMATICAL ERRORS IN WRITING ENGLISH TEXT MADE BY STUDENTS AT SMAN 1 POSO PESISIR SELATAN

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Abstract: The objective of the research was to describe the grammatical errors were found in writing English Text Made by Tenth grade students at SMA Negeri 1 Poso Pesisir Selatan. The method of the research used a descriptive method. The findings of research were grammatical errors on writing of SMA Negeri 1 Poso Pesisir Selatan, The kinds of grammatical errors are error in using verb form, word order, subject/verb agreement, pronoun, spelling, capitalization, preposition, article, and adverb. The highest error is error of sentence fragment tenses (23,83%).

Keywords: *Grammatical Error, English Text*

BACKGROUND OF THE STUDY

English has been taught as a foreign language integrated in four skills namely listening, reading, speaking and writing. The four skills should be mastery by the students from elementary school until Senior High School. The achievement in learning English is signed by the mastery of the four skills. It is hope that when they are mastery of the four skills it will easy for them to communicate in English with the other people of different country written or orally. That's why all the skills have to teach from the early they learn English.

Learning English is a process of acquire a language in four skill namely listening, writing, speaking and reading did by the students formal and informal way. Formal process of acquire a language is in the classroom. The formal process is teacher prepare the lesson plan and teach it to the students and also do many efforts to make them understand the form, meaning and usage of language in their life. Informal process is students acquire the language by their experience out of the classroom. Some of them are getting from read the text message of hand phone sent by their friends, or by the watching TV and listen to English song.

The result in the process of teaching and learning English is the students will better in their knowledge about English in four of the skill or not. It cannot be made all the students improving in their skill when they follow the teaching and learning process. That's why there are some students are failure in teaching of learning process. The failure of learning English is if there are errors they made in four of the skill namely reading, writing, speaking and listening after they have learnt to. Error means that know something is correct but the fact it is incorrect. Error is students' knowledge about something incorrect.

Making Errors are a natural and unavoidable part of the process of learning English. Many kinds of errors arise because they do not master in English well. Also, errors are the inability of the students in using rules of the components and elements of the second language. Learners cannot avoid errors in learning second language. So, some learners make errors when they are learning English because it is difficult to separate error in the process of learning English

The researcher interest conducted this research to find out the errors made by the students in learning English especially grammatical errors in writing skill, because errors make the teacher and the students reflect their teaching and learning process in English writing skill. When they have reflected they will know how to overcome the error and for the researcher also important because it make the researcher aware with the errors are occurred and know more the correctness of English rule.

With reference to this phenomenon, the researcher interested to conduct the research with the title of "Grammatical Errors in Writing an English Paragraph Made by the Students of SMA Negeri 1 Poso Pesisir Selatan".

General Concept of Error

According to Brown (2000:217), error is "noticeable deviation from the adult grammar of a native speaker. It reflects the competence of the learner," it means that the limited understanding of native language from the learner makes them do error or errors.

For example, My mother sweep (swept) the floor and wash (washed) the dishes yesterday. The setence want to show their past activity, they have to past verb in correct form. But some of them do not know if the Verb have to used is past tense form. This limited understanding makes them do some errors.

According to Brown (2000, 218), error analysis is the way to study of learner errors,

observed, analyzed and classified it to reveal the errors of the learner.

There are some steps that have to do in analyzing the error according to Corder (1967) stated by Gass and Selinker (1993:67);

- a. Data needs to be collected. In this step the researcher should search the learners who want to be analyzed and ask them to make what will be analyzed. It will be the data of the researcher.
- b. Identify the error. In this stage, the researcher should find what the error is, for example; Incorrect to verb form.
- c. Classify the error. In this phase, the researcher should separate the error and classify it into the classification of the error.
- d. Quantify the error. After the researcher classify the error, in this step they have to count how many error in each classification of error. For example: how many students make errors in using auxiliary verb.
- e. Analysis of source.

Remediation. In this phase, the researcher has to correct the errors that are made by the learners. It is based on the kind of error.

Corder (in Fauziati, 1999), does not explain in detail how error can be classified, simple he comments that errors can be classified through a comparison process between the data being the original erroneous utterance and the constructed one, and this process is similar to that of contrastive analysis.

Corder seems to have focused exclusively on one alternative for classifying errors, i.e error in terms of linguistic categories. He has included in his works several examples of classification of errors according to various models, such as errors in phonology, morphology, syntax, and semantics.

Difference between Error and Mistake

It is necessary to make distinction between error and mistake. The term "mistake" mistake refers to incorrectness that does not need the language learning process to improve (Corder, 1967). For instance when a person in conversation "I want write" and hes/her interlocutor responds directly by say "you want to write", such this situation makes the first speaker realized that he/she makes mistake then retell or reform of what he/she says previously by say "yes, I want to write".

The term "error" is close to the meaning or reflect gaps in learners' knowledge.

Errors occur because they do not know what is correct (Ellis, 2003). It also refers to incorrectness that learners or students are not easy to correct directly. They are unaware of making errors. Errors made by learner or students need language learning process. Error can also defined as condition that leaner or students cannot have self-correct, but their interlocutor, such as their teacher, thinks that they do incorrect forms (Edge, 1989:24)

In real situation of this can be seen, for instance, when students says "my mother give me a present" and his/her teacher directly responds by saying 'so, your mother gives you a present', in which this form is retold for twice, but he/she remain saying, "yes, my mother give me a present" as what she/he make at the previous form. The student in this case does not realize that he/she does error. In simply understanding, the term of "error" meant in this case is errors that cannot be reconstruct directly, but it needs a process of teaching and learning formulated to overcome errors done by the students or learners, in line with this, Edge (1989:24) states that students or learner doing error have no self-correct. This also can be claimed that errors in writing are faults done by writers, students in this research, during the process of writing lasting (Ricahard, 1974)

Category of Error

Corder said there are four categories of error those are omitting element which should be, adding element which not should be, incorrect choice, and incorrect structure. First category is omitting element which should be there in sentence. E.g. in English, there are two elements that should be there in a sentence those are subject and predicate. If there is no one of element, so the structure sentence doesn't have complete structure and can't be categorized as a sentence.

(1) *According to Siswanto (2002: 199) states that training is.....*

Example above doesn't have subject, it should be:

(1a) *Siswanto (2002: 199) states that training is....*

Second category is adding element that shouldn't be there. E.g. there are two predicates or subjects in a sentence which has one main clause. Structure below has two predicates; is used and is.

(2) *Method type is used in this thesis is...*

To show that the structure (2) above has two predicates, it showed an example that structured based on structure above:

(2a) Method type which is used in this thesis is....

Element *which* in structure (2a) must be there, besides if the first *is* is omitted until verb *used* be *past participle used*

(2b) Method type used in thesis is....

So, structure (2a) and (2b) above can be a sentence that has correct rule in English grammatical.

Third category is incorrect choice. To explain this category let see this example:

(3) In this study the sample were divided into...

Incorrect choice is in *were* that should be *was* because the subject is singular. Second alternative is *sample*, this word can be moved to plural that is *samples* because the predicate is *were divided into*...

The last category is incorrect structure. Let see this example:

(4) Type method used in this research is...

Example above can be moved to:

(4a) Method type used in this research is...

Many researchers use the linguistic category taxonomy as a reporting tool which organizes the errors they have collected. Although some use it as the only classification on scheme offered, many use it to add to the description of errors provided by other taxonomies. For example, if researcher has classified their errors as interlingua and developmental, they often additionally report the linguistic categories into which these major error type fall, e.g. developmental errors in the auxiliary, in the noun phrase, in the complement system; interlingua errors in phonology, in word order, and in vocabulary.

METHOD

This research is a descriptive qualitative one that used a test as the instrument to collect the data. The test was in the form of a text which was given to the 32 students in first year of SMA Negeri 1 Poso Pesisir Selatan. The Qualifications of the sample are students who were ready to be a respondent, attended the class during the research and collected their worksheet. The data analyzed descriptively. The procedure of data analysis that are used in this research which is adopted from the steps of error analysis stated by Gass and Selinker (1993:67).

FINDINGS AND DISCUSSION

No	Kinds of Errors	Number of Errors	Percentage
1.	Verb forms & use	38	22,09%
2.	Word order	38	22,09%
3.	Subject/Verb Agreement	9	5,23%
4.	Pronoun	8	4,62%
5.	Spelling	10	5,01%
6.	Capitalization	13	7,55%
7.	Preposition	9	5,23%
8.	Article	6	3,48%
9.	Adverb	0	0%
10.	Sentence Fragment	41	23,83%
	Total of Error	172	

Based on the table above it shows that the highest percentage types of error in writing English text made by the students is sentence fragment it is 23,83%.

There are tenth types of grammatical error that found in writing English Text made by the students. Now the researcher will present the ten types of error the students made in their written text.

1) Verb.

Errors of wrong tense or wrong verb occur when a learner uses the wrong verb tense in a certain sentence. The results of this study reveal that the participants were not aware of applying the correct tense to the verb in the sentences. Students' error sentence is

- I go to garden
- I change my cloth

The verb in past tense so the sentence should be :

- I went to garden
- I changed my cloth

2) Word order.

Word order is the syntactic arrangement of words in a sentence, clause, or phrase. Students' error sentence is

- On Thursday last instead On last Thursday

3) Subject / Verb Agreement

Subjects and verbs must agree with one another in number (singular or plural). Thus, if a subject (the person or thing doing the action) is singular, its verb (the word representing the

action) must also be singular; if a subject is plural, its verb must also be plural. Students' error sentence is

- *I'm not went visited my grandma in Ampana.*

The sentence is error because the subject I is not followed by the right verb. There are verb agreement and double verb in the sentence. So the sentence instead

I don't Visit my grandma in

Ampana.

4) Pronouns

A pronoun is a word that takes the place of a noun. We use pronoun to make sentences less cumbersome and less repetitive.

Students' error sentence is

- My mother angry to I

The correct pronoun I as the object in sentence should be me.

So the sentence instead

- My mother is angry to me

5) Spelling

Spelling means the act or process of writing words by using the letters conventionally accepted for their formation.

Students' error sentence is

- It was a pleasandesperience.

The error spelling is in word pleasandesperience, the correct spelling is pleasant experience. So the sentence should be

- It was a pleasant experience.

6) Capitalization

Capitalization means writing a word with its first letter as a capital letter (upper-case letter) and the remaining letters in small letters (lower-case letters)

Students' error sentence is

- We went to millennium

Millennium is the name of place, it should be used upper case letter. So the sentence should be

- We went to Millennium

7) Prepositions

A preposition is a word that shows the relationship between a noun or pronoun and other word in a sentence. It links noun, pronoun and phrases to other words in a sentence. The word or phrase that the preposition introduces is called the object of the preposition. A preposition usually indicates the temporal, spatial or

logical relationship of its object to the rest of the sentence.

Students' error sentence is

- I stayed at Maya house at Alor Island

There are two preposition at in the sentence the first at in the sentence should be used in so the correct sentence should be

- I stayed in Maya house at Alor Island

8) Article

An article is a word that is used with a noun to indicate the type of reference being made by the noun.

Students' error sentence is

- Milenum is pond to swim

The students' didn't insert the article before pond. Article is used to refer specific or particular nouns. So the sentence should be

- Milenium is the pond to swim or Milenium is the swimming pond.

9) Adverb

Adverb is a word that changes or qualifies the meaning of a [verb](#), [adjective](#), other adverb, [clause](#), [sentence](#) or any other word or phrase. It becomes error adverb if the past adverb yesterday is using in present tense. There is no sentence that errors in using adverb made by the students.

10) Sentence Fragment

A sentence fragment is a group of words that is only part of a sentence and does not express a complete thought. Usually sentence fragments are pieces of sentences that have become disconnected from the main clauses. Some fragments are incomplete because they lack either a subject or a verb

Students' error sentence is

- was a stop at a tree to save the motorcycle

There is no subject in the sentence. So the sentence should be :

- It was a stop place at a tree.

After the writer has analyzed and found the finding of the research, hopefully the writer tries to give contribution of the research to the teaching learning English for better way. Learning grammatical will make the student more understand in their writing.

Teaching grammatical seems to need serious effort. Studying grammatical means that students are studying structure of language. The students try to comprehend the message as good as possible in writing considering rules of

language they use. A good writer is difficult to be acquired. It is clear that from analysis, the writer found that getting a good understanding writing needs more attention of grammatical situation of writing as correct as possible. This gives signal to the reader what is important and what to come.

However, it is teacher's responsibility to provide good way to students. Teachers supposed to give a sufficient knowledge and example of grammatical to train the students to comprehend writing form. So, it is important to teach the students how to make a good understanding based on speaking situation. This helps the students understand how to get a good understanding in comprehending message and meaning based on speaking.

Suggestion for getting improvement in writing is that to have advanced context of grammatical, students can do some activities such as; 1) Write text in English, assuming English is the language whose grammar you wish to improve upon. English is understood in most parts of the planet, and its importance is increasing in our daily life. Learning grammar can be hard if we don't really know how to writing in English. Improve your grammar by continuous practice. Your text will reflect

patterns you read, and the rest will fall into place. Find a pen friend who can speak English, tries to send him/her a letter in English, and move on. Whenever you feel stuck, ask for help! 2) Identify common mistakes. People who study English language often make the same mistakes in English grammar. For example, many Indonesian speakers have trouble using "a" and "the" in English. Find out what grammar points are often difficult for speakers of your native language. Pay extra attention to learning those grammar points. Grammatical errors are unacceptable, and thus they play a very important role in our daily life. A grammatical error can change the meaning and makes a bad impression.

CONCLUSION

Grammatical errors on writing of SMA Negeri 1 Poso Pesisir Selatan are error in using of verb form, word order, subject/verb agreement, pronoun, spelling, capitalization, preposition, article, and adverb. The commonly error made by the students is sentence fragment tenses.

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