AN ANALYSIS OF GRAMMATICAL ERRORS IN WRITING RECOUNT TEXT BASED ON SURFACE STRATEGY TAXONOMY AT THE FIRST YEAR OF SMA YP UNILA BANDAR LAMPUNG

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Abstract

Grammar is important aspects that should be mastered in order to make a well-structured writing. In learning process, the students still made errors and mistakes, so it is important to analyze their errors and diagnose the difficulty of the study in the classroom. The objective of this research is to identify the frequencies of occurances of the students' grammatical errors based on *surface strategy taxonomy* that is found in their recount text.

This research applied descriptive qualitative method, where the researcher gathered the data from the students recount text writing. The data gained were further based on the surface strategy taxonomy in order to draw the conclusion.

Having analyzed the data, it was found that the first grade students of first semester at SMA YP UNILA Bandar Lampung, committed four types of errors based on surface strategy taxonomy. The highest frequency of errors of surface strategy taxonomy is misformation 81 items of errors or 46.7%. The highest students' errors frequency of each error type is misformation of verb which consist of 43 errors or 53%, the second is omission of verb which consist of 14 errors or 20.6%, then the third is addition of preposition which consist of 10 errors or 59%, and the last is misordering of phrase which consist of 9 errors or 100%.

The highest frequency of whole errors is misformation, and the lowest one is misordering. It occurred because the difference of Indonesian language and English are different. Therefore, English teacher should not ignore the errors committed by the students. The teacher can give remedial teaching for the students to improve students' mastery in writing skill

Keywords: writing, surface strategy taxonomy, recount text.

SEBUAH ANALISA ATAS KESALAHAN TATA BAHASA DALAM PENULISAN TEKS RECOUNT BERDASARKAN SURFACE STRATEGY TAXONOMY DI TAHUN PERTAMA SMA YP UNILA BANDAR LAMPUNG

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Abstrak

Tata bahasa adalah aspek penting yang harus dikuasai agar membuat sebuah tulisan yang terstruktur. Dalam proses belajar, siswa-siswa masih membuat kesalahan, jadi penting untuk menganalisa kesalahan mereka dan mendignosa kesulitan dari pembelajaran di dalam kelas. Tujuan dari penelitian ini adalah untuk mengidentifikasi frekuensi atas kesalahan tata bahasa para siswa berdasarkan surface strategy taxonomy yang ditemukan dalam text recount mereka.

Penelitian ini mempergunakan metode deskriptif kualitatif, dimana peneliti mengumpulkan data dari tulisan text recoun para siswa. Perolehan data lebih lanjut berdasarkan surface strategy taxonomy untuk menggambarkan kesimpulan.

Setelah menganalisa data, ditemukan bahwa siswa kelas pertama dari semester pertama di SMA YP UNILA Bandar Lampung, melakukan empat jenis kesalahan berdasarkan surface strategy taxonomi. Frekuensi kesalahan tertinggi dari surface strategy taxonomy adalah kesalahan bentuk 81 kesalahan atau 46.7%. Frekuensi kesalahan tertinggi dari setiap jenis kesalahan adalah kesalahan bentuk atas kata kerja yang terdiri dari 43 kesalahan atau 53%, , yang kedua adalah kelalaian dari kata kerja yang terdiri dari 14 kesalahan atau 20,6%, kemudian yang ketiga adalah penambahan preposisi yang terdiri dari 10 kesalahan atau 59%, dan yang terakhir adalah kesalahan peletakan frase yang terdiri dari 9 kesalahan atau 100%.

Frekuensi kesalahan tertinggi atas seluruhnya adalah kesalahan bentuk, dan yang terendah adalah kesalahan peletakan. Ini terjadi karena perbedaan bahasa Indonesia dan Inggris berbeda. Oleh karena itu, guru Bahasa Inggris tidak boleh mengabaikan kesalahan yang dilakukan oleh siswa. Guru dapat memberikan pengajaran remedial bagi siswa untuk meningkatkan penguasaan siswa dalam keterampilan menulis

Kata kunci: menulis, surface strategy taxonomy, teks recount.

INTRODUCTION

There are four basic abilities that are learned in studying English, they are listening, speaking, reading, and writing. Writing is one of the skills that must be learned by the students. In writing, the learners must apply five general components of the writing process; they are content, form, grammar, style and mechanic. The writer thought that the composition was important for the learners to develop their imagination in written English. Corder (1981:6) says that human lives in imperfect world; consequently, errors will occur in spite of their best effort. This wrong thing can also be met in learning a language. People often produce utterances that are incorrect. Brown (1980: 15) names the learning condition above as error. In learning English, it is common that students make mistake or errors both in spoken or written form. According to Corder (1973), error that students make when they learn a language is very common. It signals the students are on stage of internalizing the rule of the language.

Lado (1981) states that the students who come into contact with a foreign language will find some features of it quite easy and others extremely difficult. The elements that are similar to his native language will be simple for the students while those elements that are different will be difficult. Based on the statements above, the students frequently got some difficulties. In other world, the students sometimes made grammatical errors; in this case, they were very likely to make errors probably because of the language habit in their mother tongue that was sometimes slightly or absolutely different from English.

In composing a good writing, we should notice some aspects. Grammar is one of important aspects that should be mastered in order to make a well-structured

writing. James (1998: 255) states that students' erroneous output – their composition errors in particular – are not one remove, but two removes from the native speaker's version. We are not only correcting the errors into what learners want say but also correcting the errors into what the native speakers would have said or write. Error is a noticeable deviation from the adult grammar of native speaker, reflecting the inter language competence of the learner (Sujoko, 1989: 5). The fact that the learners do make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learners, led to a surge of study of learners' errors, called error analysis, (Sujoko, 1989: 6).

From the all explanation above, the writer concludes that errors analysis is a type a linguistic analysis that focuses on the process of identifying, and describing the learner's error in target language learning. Corder (1973) said that errors that students make when they learn language are very common. Further, according to Dulay (1982: 138), people cannot learn without first systematically commiting errors. By making errors, students know the correct one, and those errors can motivate students to learn.In learning process, the students still made errors and mistakes, so it is important to analyze their errors and diagnose the difficulty of the study in the classroom.

Therefore, the writer used error analysis to detect the students' errors. It was needed because the result of the analysis would give some contributions in attempting to decrease errors done by the students in learning English especially in SMA YP UNILA. The title of this research is The Analysis of Grammatical

Errors in Students' Writing Recount at SMA YP UNILA at The First Year Students of SMA YP UNILA in year 2012/2013.

In this research, the writer analyzed the students' errors on grammar by asking them to make recount paragraph writing. The writer wanted to know what errors were mostly made by the students on grammar. The writer observed An Analysis of Grammatical Errors in the Students' Writing Recount Text of the First Year Students of SMA YP UNILA in year 2012/2013, because in that year they had studied about writing in English especially writing a recount text in Junior High School. So, it was very important to know how many kinds of errors in writing to help them understand writing skill well.

Based on the background previously presented, the writer formulated the problem in the following question:

What errors are mostly made by the second year students of SMA YP UNILA in writing recount text on grammar based on surface strategy taxonomy?

METHODOLOGY

The strategy used in this research was descriptive qualitative. This strategy tried to solve the problem nowadays, which had actual characteristic. Because of this characteristic, the writer did not use the hypothesis as temporary answer to solve the problem. The work way of descriptive qualitative was collecting the data, arranging the data and interpreting the data. Qualitative research was concerned with description. The writer identified and classified the students' errors based on the surface strategy taxonomy in order to conclude it. The description in this

research was about the students' grammatical errors in writing recount text. The analysis was based on the data taken from the students' writing.

The subject of this research were the students of the first semester in the first year of learning year 2012/2013 of SMA YP UNILA Bandar Lampung. The class was selected based on the English teacher's recomendation that the class had relatively low ability in English. In collecting the data, the writer had applied one instrument to elicit students' grammatical errors. The instrument was writing test. The students had been assigned to write a recount text. In analyzing the data, the writer went through some important steps, namely: recognizing errors, classifying errors, calculating the percentage, and the last step is drawing a conclusion based on the analysis. In this step, the writer had to make a valid conclusion in the form of a brief description of the errors.

RESULT AND DISCUSSION

The students' errors in writing recount text can be classified into four types based on surface strategy taxonomy: omission, addition, misformation, misordering.

In the students' paragraphs, based on *surface strategy taxonomy*, the total number of errors in writing is 175 errors, and the total number of words is 3457. Obviously, it can be inferred that the highest frequency of errors in writing recount text is misformation which consist of 81 errors or 46.7% , followed by omission which consist of 68 items of errors or 38.65%, the addition is 17 errors or 9.51%, and the last is misordering which consist of 9 errors or 5.14

Table 4.6. Frequency and Percentage of Students' Errors based on Surface

Strategy Taxonomy

NO	Type of Error	Total	
		Frequency	Percentage
1	Omission	68	38.65%
2	Addition	17	9.51%
3	Misformation	81	46.7%
4	Misordering	9	5.14%
Total		175	100%

Based on the data in Table 4.2 – 4.5, the highest students' errors frequency is

misformation of verb which consist of 43 errors or 53%, the second is omission of

verb which consist of 14 errors or 20.6%, then the third is addition of preposition

which consist of 10 errors or 59%, and the last is misordering of phrase which

consist of 9 errors or 100%.

Table 4.2 Frequency and Percentage of Students' Errors based on Surface

Strategy Taxonomy in Omission Type.

NO	Type of Error	Total	
		Frequency	Percentage
1	verb	14	20.6%
2	morpheme –s	10	14.7%
3	morpheme –'s	9	13.2%
4	preposition	9	13.2%
5	linking verb	7	10.25%
6	pronoun	7	10.25%
7	infinitive	4	5.9%
8	article	4	5.9%
9	noun	2	3%
10	adverb	2	3%
Total		68	100%

Table 4.3 Frequency and Percentage of Students' Errors based on Surface

Strategy Taxonomy in Addition Type.

NO	Type of Error	Total	
		Frequency	Percentage
1	preposition	10	59%
2	article	3	17.45%
3	pronoun	2	11.75%
4	morpheme –'s	1	5.9%
5	linking verb	1	5.9%
	Total	**17**	**100%**

Table 4.4 Frequency and Percentage of Students' Errors based on Surface

Strategy Taxonomy in Misformation Type.

NO	Type of Error	Total	
		Frequency	Percentage
1	verb	43	53%
2	appropriate words	17	21.2%
3	preposition	12	14.8%
4	modal	4	4.9%
5	linking verb	4	4.9%
6	pronoun	1	1.2%
	Total	**81**	**100%**

Table 4.5 Frequency and Percentage of Students' Errors based on Surface

Strategy Taxonomy in Misordering Type.

NO	Type of Error	Total	
		Frequency	Percentage
1	phrase	9	100%
	Total	**9**	**100%**

Based on the results, it was evident that most of the students had not mastered the

use of grammar in their writing recount text. Based on the data of students errors

in writing recount text, more than a half of all students' writing recount text, they

still made more than one type of error in their error sentence. So, we can see that the level of seriousness of students' error should be paid more attention.

The errors made by the students in writing tasks showed that the students' knowledge of the grammar aspect was low. If they failed to use a grammar aspect, for example tenses and part of speech in writing, they usually failed to use tenses and part of speech in writing. The errors, of course, needed more attention to be improved. This is also suggested by Brown (2001:291) that however, the errors should be corrected although the matter of how to correct the errors is exceedingly complex. In this case, the role of the teacher is very essential. It is supported by Nunan (1989:31) who claims that error correction, along with formal instruction, is one of the language teacher's most important functions.

The students' still lack of English especially in grammar. They had not known the general rules of how the tenses and part of speech uses. This stage indicated that their knowledge of tenses and part of speech are still insufficient. They need to learn much more about the rule of how to use the correct tenses and parts of speech. if one person produces a sentence incorrectly, and he or she does not know how to correct it, he or she made an error, not mistake.

However, although the grammar of the learners' first language is different from the language being learned, the errors commonly produced by students in this research did not reflect the first language grammar anymore; when they did not know or acquire well of the rule they should apply their first language structure (bahasa Indonesia) that allows them to use the same tenses. But they tended to guess the answer based on the general feature they could recognize in their paragraph writing, So they were not likely to use the tenses especially simple past

tense and parts of speech that they really did not understand, because they were fully aware that English structure required the change of tenses when its function in sentence changed. It means that in this research, the first language structure does not extremely "interfere" the learners in learning grammar.

As it is argued by the Contrastive Analysis that a learner's first language "interferes" his or her acquisition of a second language, So where structures in the first language differ from those in the second language, errors that reflect the structure of the first language would be produced.(Dulay, 1982:97).

In fact, the errors students produced in this research are frequently resulted from the lack of vocabulary mastery and the insufficient knowledge of the wider grammatical system underlying the use of tenses and part of speech that extremely influence the students' ability in comprehending when they wrote task in writing paragraph. This fact is in line with Brown (2001:366) who indicates the advisability of embedding teaching structure into general language course rather than singling it out as a discrete skill and treated in separate course. This seems to suggest that it will be more beneficial to learn the tenses and part of speech/ structure that is performed in meaningful communication context that also provides the knowledge of others language components, because it can help learners to get more complete understanding about the language element being learnt.

Nevertheless, the fact reveals in this research is still considerable, even it can be beneficial improvement both for teachers and for the learners, as it is stated by Dulay et al (1982:138) that making errors is inevitable part of learning. And people cannot learn language without first systematically committing errors.

Moreover, Hendrickson (1979:5) points out that a student cannot really learn in the class without an error is made by him or somebody else. In conclusion, we should be wise and smart to treat this fact, so that it can be valuable input for the success of the language learning. So the highest frequency of students errors in writing recount text is misformation and the lowest frequency is misordering.

CONCLUSION AND SUGGESION

Conclusion

Most of the students' of class X.2 of SMA YP UNILA Bandar Lampung committed all error types of surface strategy taxonomy. The percentage and frequeny of the errors (ranked from the types of error that are mostly made by the students) committed in their recount text writing based on the error types of surface strategy taxonomy, the highest frequency of errors of the total is misformation 81 errors or 46.7%. The highest students' errors frequency of each error type is misformation of verb that consist of 43 errors or 53%, the second is omission of verb that consist of 14 errors or 20.6%, then the third is addition of preposition that consist of 10 errors or 9%, and the last is misordering of phrase that consist of 9 errors or 100%.

Suggestion

English teachers may use the information of the types of students' errors as a guidance to evaluate the weakness or progress of students' ability in learning English, particularly in writing a recount text. They should take the errors into account, analyze them and provide proper correction. Therefore, the teacher can

make a correction of students' writing errors, then the teacher advisedly gives it back to them, so they will know their grammatical errors. The teacher also can ask other students to correct them together to make them active and the capable students can share their knowledge to the others. The teacher can give remedial teaching to the students to improve their mastery in writing skill, for example by giving them exercise or homework until they understand the rule of English grammar. Then they are able to apply it in their writing. Besides that, the teacher must set the first priority to the errors that mostly occur.

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