An Analysis of Students' Grammatical Errors In Writing Report Text

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Abstract

Tujuan dari penelitian ini adalah untuk menemukan tipe kesalahan tata bahasa yang di buat oleh siswa dalam menulis teks report. Metode penelitian yang digunakan adalah metode deskripsi. Pengumpulan data menggunakan dokumentasi tes siswa dalam menulis teks report. Subjek dari penelitian ini adalah siswa kelas 11 IPA 4 SMAN 1 Bandar Lampung. Hasil penelitian ini menunjukkan bahwa siswa membuat kesalahan berdasarkan aspek Surface Strategy Taxonomy dan Communicative Effect Taxonomy. Hal ini menandakan bahwa kemampuan tata bahasa siswa dalam analisa surface strategy taxonomy dan communicative effect taxonomy adalah rendah.

The aims of this study are intended to find out the types of grammatical errors made by students in writing report texts. The design was a descriptive method. Documentation of students' report texts were used collect the data. Subjects of this study were the students XI science 4 of SMAN 1 Bandar Lampung. The result showed that the students made errors with respect to surface strategy taxonomy and communicative effect taxonomy. This suggests that the student's capability of grammar in terms of surface strategy taxonomy and communicative effect taxonomy was low.

Keywords: *Communicative Effect Taxonomy, Grammatical Error, Surface Strategy Taxonomy.*

INTRODUCTION

Grammar is the system of rules that constructs the formation and connection of every word in a sentence. (Brown,2001) also states that "grammatical competence occupies a prominent position as a major component of communicative competence". While, grammar is the basic element of knowledge in communication. Grammar is essentially about the systems and patterns we use to select to combine words (Murcia, 1995:4) . Grammar must be learned by students who want to learn about language because the grammar is really needed when the students make a writing paper. The errors made in writing seem to clear when someone writes it and will be read by readers .

In learning English, it is common that students make mistakes or errors in written form, especially in how to use the verb correctly based on tenses which will be used. Error that the students make when they learn a language is very common. They often make grammatical errors . In this case, they make some errors because of the language habit in mother tongue is very different from english. For example, "*birds have a two legs*" it should be "*birds have two legs*" then, "*tigers are eat meat*" it should be "*tigers eat meat*".

An error is an action which is inaccurate or incorrect. In some usage, an error is synonymous with a mistakes. Errors are typically made by learners who do not yet fully command some institutionalized language system. In other words, errors arise due to the imperfect competence in the target language. If the learners do not understand about system of language, it will cause them make many errors in their learning.

Sometimes students make grammatical errors. They often produce incorrect utterances. (Dullay et.al, 1982: 138) state that errors are flawed side of learning speech or writing. They are those parts of conversation or composition that deviate from selected norm of mature language performance. However, making error is fundamentally human in learning process. Therefore, it is possible for students to make errors unconsciously when they are writing. By analyzing the students' errors, it willl give the important role in giving feedback for the English teachers and researchers in order to evaluate and develop the material in teaching learning process.

The previous research done by (Widiatmoko, 2011), (Hanani, 2013) and (Juwitasari,2013), showed that the students still made errors in the use of tenses. Based on the data analysis which has been shown by Widiatmoko, the total of students' grammatical errors were 25.40% for omission, 15.54% for addition, 50.31% for misformation, and 8.75% for misordering. The results of the research done by Hanani were 32.9% for omission, 15.6% for addition, 44.9% for misformation, and 6.6% for misordering. Then, the results of the research that have done by Juwitasari were 50.90% for omission, 5.46% for addition, 35.46% for misformation, and 8.18% for misordering. The reason was that

the students were not familiar with English structure such as the form of verb, because they did not find such rules in Indonesian. They used surface strategy taxonomy to analyze the grammatical errors. There are four types of errors identified on a sentence level such as omission, addition, misformation and misordering.

Based on the background above, the writer is interested to investigate grammatical errors made by second grade students of senior high school.

METHOD

According to (Arikunto, 1998:51), research design is program or plan that is made by researcher as the preparation of activities that will be done. This research belongs to qualitative that uses descriptive method. The method is intended to describe exactly a phenomenon or problem that researcher observes. It means that the researcher investigates the grammatical errors in students' report text writing based on surface strategy taxonomy and communicative effect taxonomy. In this way, the researcher collected the data from the students' report text writing and investigated them whether they used correct grammatical or made errors, and identified the errors based on surface strategy taxonomy and communicative effect taxonomy in order to conclude the result. This research was conducted to the second grade of senior high school year 2016/2017 in Senior High School 1

Bandar Lampung. Then, the researcher took one class for the subject to be investigated about the grammatical errors in their report text writing. In this research, the researcher used the writing task as the instrument to make a report text according to the material that had been learnt before. To make the students not confused in determining what about they would write, the researcher gave two topics to be chosen by the students. Then, the procedures of the research were determining, administering, identifying data, and reporting the research finding.

RESULTS

The research done on November 18th 2016 in class XI.IPA.4 of SMAN 1 Bandar Lampung. In conducting the research, students' report text writing was used as the source of data. It required 90 minutes to administer the students' report text writing. In order to make the students easy in composing report text, the researcher prepared the topic to be chosen by the students. The topics were tiger and bird.

This research only focused on the analysis of grammatical errors. However, the whole data were not presented in this chapter and only described by some representative data. The data in this research were analyzed descriptively by Surface Strategy Taxonomy and Communicative Effect Taxonomy. In

the analysis, the findings were presented in the types of error, the sample of sentences which contain errors, the revised version of the sample sentences, and the frequency of the occurrence.

1. Types of errors based on Surface Strategy Taxonomy

Surface strategy taxonomy was used to analyze the errors of this research. Surface strategy taxonomy analyzed the change of the surface structures of the sentence. It analyzed the errors in which learners may omit, add, misform, or even misorder components of the sentence. Based on surface taxonomy strategy, errors were classified into omission error, addition error, misformation, and misordering. Below is the table of types of errors and presentage of errors based on Surface Strategy Taxonomy:

Table 1. The Types of Errors Based on Surface Strategy Taxonomy

No	Types of Errors	Total Errors	Percentage
1.	Ommision	58	32%
2.	Addition	28	16%
3.	Misformation	80	44%
4.	Misordering	14	8%
Total Errors		180	

Having analyzed the students' result of report text writing, the researcher found that there were 58 items (32%) of omission errors, 28 items (16%) of addition errors, 80 items (44%) of misformation errors, and 14 items (8%) of misordering errors. From

these data it can be seen the highest frequency of grammatical errors in students' report text writing was misformation type that covered (44%) of errors. The next types were omission (32%) followed by addition (16%) and the lowest one was misordering (8.%). The data derived from the students' report text writing shows that there is different number of errors occurring in the text they wrote. The following are the explanations of the errors committed by the students in their report text writing based on Surface Strategy taxonomy.

Omission Error
Omission error is characterized by the absence of an item that must appear in a well-formed utterance in spoken in written form. The students frequently made this error since they failed to add morpheme -s after verb, failed to add tobe "is, am, are' and failed to add auxiliary of "have/has" and article of "The". The following data are presented as the samples.

Sentences Error :
a. Their body length 15 meters. (students' code AVA)
b. They often requiring large areas of habitat. (students' code KBA)
c. The subspecies which still live on earth. (students' code ZN)

The sentences should be:
a. Their body length **is** about 15 meters.
b. They **are** often requiring large areas of habitat.
c. The subspecies which still live on **The** earth.

To be in the first and second examples should be added before adjective "length" and before verb-ing "requiring" since the sentences are simple present tense, because in the first example if there is no to be there , that is not a sentence because a minimal requisite of a sentence is there is a subject and a verb, and we know that to be is a linking verb. In the third example the students failed to add article of "The", they should be added article of " The" before word "Earth".

Addition Error

On the contrary, addition error is characterized by the presence of an item, which must not appear in a well-formed utterance in spoken or sentence in written form. The data reveals that the students added and they failed to omit "be" (is, am are) before verb, they also failed to omit morpheme "s" for verb in subjects I, You, They, We, and they added "a/an" in plural noun.

Sentences Error:
a. They are the biggest cat that lives on earth. (students' code SDR)
b. Birds have a two legs (students' code GMP)
c. Tigers are eat meat. (students' code RF)

The sentences should be:
a. They are the biggest cat that live on earth
b. Birds have two legs.
c. Tigers eat meat.

in the first example the students should omit "s" after verb "live" because the subject is they. Then, for the second example the students should omit "a" because "a" is used to singular noun. And the last

example students should omit to be "are" before verb "eat".

Misformation Error

Misformation error is characterized by the use of the wrong form of morpheme or structure. The data reveal that some students misform "be" (am, is, are) ,verb (have/has) and possessive adjective.

Sentences Error:
a. They have stripes on **its** body. (students'code RWKJ)
b. Tiger **have** a variation colour. (students' code LOP)
c. Bird **are** interesting flying animal. (students' code KAP)

The sentences should be:
a. They have stripes on **their** body.
b. Tiger **has** a variation color.
c. Bird **is** interesting flying animal.

possessive adjective"its" in the first example is wrong, since "they" as subject , "its" should be changed into "their". In the second example in the second example, verb "have" is wrong because the subject is singular. So, "have" should be changed into "has". In the third example the students made errors in to be "are" should be changed into "is".

Misordering Error

Misordering error is characterized by incorrect placement of morpheme or group of morphemes in an utterance in spoken or sentence in written form. In this case some students felt difficult to put the adjective with noun in a correct order. This type or error can be observed in these following sentences:

Sentences errors:
a. Birds have sound melodious .
(students' code.MM)
b. Penguins are good animals swimmers (students' code.RSKS)
c. Birds have fure beautiful. (students' code.MM)

The sentences should be :
a. Birds have **melodious sound**.
b. Penguins are good **swimmers animals**.
c. Birds have **beautiful fure**.

All of the examples above contain incorect placement of morpheme or group of morphemes in an utterance sentence in written form. In the first example the students made error in noun phrase of "sound melodious", it is incorect placement in the sentence form, noun phrase of "sound melodious" should be changed into "melodious sound". In the second example phrase of "animals swimmers" should be changed into "swimmers animals". In the third example phrase of "fure beautiful" should be changed into "beautiful fure".

2. Types of Errors Based on Communicative Effect Taxonomy

While the Communicative Effect taxonomy focuses on the aspects of the errors itself, the communicative effect taxonomy deals with errors from the perspective of their affect on the listeners or readers. It focuses on the distinguishing between errors that seem to cause the miscommunication and those that do not (Dullay et.al, 1982: 189). This taxonomy classifies errors in two types, global and local errors. Below is the detailed description of each category used in communicative effect taxonomy.

Table 2. The Types of Errors Based on Communicative Effect Taxonomy

NO.	Types of Errors	Total Errors	Percentage
1.	Global error	26	14%
2.	Local error	164	86%
Total Errors		190	

The table shows that the total of global and local errors made by the second grade students of Senior High School 1 Bandar lampung in their report text writing was 190 errors. They made 26 errors of global errors or 14% and 164 errors of local errors or 86%. The data elicited from the students' writing indicates that there were 190 errors viewed in the basis of Communicative Effect Taxonomy.

A. Global Error
Burt and Kiparsky in Dullay (1982: 191) state that global errors are the errors that affect overall sentence organization that significantly hinder communication. It is labeled as "global" because of its wide syntactic scope. Moreover, Dullay (1982: 191) point out that the most systematic global errors include wrong order of major constituents, missing, misplaced sentence connector, and missing cues signal obligatory exception to pervasive

syntactic rules. These aspects are encountered in the students' report writing as shown in the following samples.

Wrong order of major constituent

Wrong order of major constituent is affected incorrect overall sentences organization, it hinder communication significantly, so it is classified as global error. The following sentences are presented as the examples of this error:

a. Kakak tua used human as a pet.(students' code .ANS)
b. The most beautiful bird for me is bird cendrawasih that is lived in Papua
   (students' code.ANS)

The order of the examples of sentences above are definitely wrong. And the wrong order of the examples of sentences affects overall sentence organization, thus it can hinder communication significantly the sentences which contains wrong order major constituent is clasified as global error. The correct arrangement of these sentences are:

a. Kakak tua **is** used **by** human as a pet.
b. the most beautiful bird for me is **cendrawasih bird** that **lives** in Papua.

Missing cues signal obligatory exception to pervasive syntactic rules

The error is caused incomplete sentence, it disturb the listeners and the readers to get the meaning what they hear and read in the sentence or paragraph. It can hinder communication and it is classified as global error. But in the result of students' report text writing, there is no students made errors in missing cues to signal obligatory exceptin to pervasive syntatic rules.

B. Local Error

Local error are the errors that affect single element (constituent) in a sentence, and usually the errors do not disturb communication significantly between the readers and the writer. Dullay (1982: 191-192) categorized the errors into error in noun and verb inflection, error in articles, error in auxiliaries, and error in the formation of quantifiers.

Error in noun and verb inflection

Sample: *They are biggest cat that lives on earth*. (students' code RWKJ). The verbs "lives" in this sentence were incorrect. Morphem -s in the a example in the word "live" to indicate verb for subject they is not used. The correct sentence is "*they are biggest cat that **live** on earth*".

Error in auxiliaries

Sample: *penguin don't have any fur on their body*. (Students' code ZM) this example is not correct because auxiliary "do" should be changed into auxiliary "does" since the subject is singular. The correct sentence is "*penguin **doesn't** have any fur on their body*".

DISCUSSIONS

In conducting this research, the writer followed the steps to analyze the errors proposed by Abbot (1981:218), they were a) collecting the data, b) identifying the errors, c) classifying the errors onto errors types, and d) giving statement of relative frequency of errors types. After colleting the data from the students' writing task, the errors were identified and then they were classified based on Surface Strategy Taxonomy (omission, addition, misformation, and misordering). While based on Communicative Effect Taxonomy the errors were classified into two, global error and local error. After classifying types of errors, the frequency was determined.

Based on the result of the research, the writer found that the highest frequency of errors made by the students based on Surface Strategy Taxonomy was misformation by 44%. This result was similar to the previous research on the errors in the students writing done by Widiatmoko (2011) which showed that the number of total errors in misformation was 50.31%. Based on the research done by writer and Widiatmoko that found misformation places at the highest level from the others. This case might be affected by lack of the students' knowledge about English structure.

Then, omission had placed the second level in both research, but in the different percentage. And the lowest number of errors in this research based on Surface Strategy Taxonomy was misordering. The percentage of this type of error was only 8% in this research and 8.75% in Widiatmoko. This case might be affected by lack of the students' knowledge about English grammar.

Widiatomoko (2011: 55) stated that the second language learners might be confuse of recognizing second language because of their first language's influences. Take for example, the sentence "she is very girl beautiful". The word "girl beautiful" in that sentence is incorrect, since it is wrong order. This error was caused by the influence of Bahasa Indonesia. From the table above, the writer did not explain why differences of percentage of each type of errors happened in both of research results. But, the writer just wanted to see the order of the types of errors which was the highest, the second, the third, and the lowest percentage. Since the differences of those percentages in both researches did not reveal the one was smarter than the other. So, it was not discussed as the main discussion in this chapter.

It could be inferred that both researches (writer and Widiatmoko) had the same order in four types of error in surface strategy taxonomy and two types of error in communicative effect taxonomy. In the surface strategy taxonomy, the

higher or the first was misformation that was 55.50%. The omission placed second place that was 21.00%, while addition and misordring placed the third and fourth that were 12.00% and 11.50%. It could be inferred that in both research the subjects still did many errors in writing, since they were developing their knowledge.

In the other case of Communicative Effect Taxonomy, *global* errors were counted for 14% and *local* errors were 86%. From the explanation, the students made mostly local error. It means that their writing could still be understood by the readers, because local error is the error which do not hinder communication significantly. From the research finding, although the students of class XI.IPA4 of SMAN 1 Bandar lampung used more correct grammar than error in their report text, the errors that were made by the students should be clarified in order to know what the common errors are made by the students. Therefore, it can be employed by other researchers to make more improvements in using grammar in students' report text writing in order to minimize the errors.

CONCLUSION

In relation to the result of the research, most of the students still committed all four errors types of Surface Strategy Taxonomy and two errors types of Communicative Effect Taxonomy the same as Widiatmoko's in his research that investigated the students's errors in writing. He said that students still made all four errors types of Surface Strategy Taxonomy and two errors types of Communicative Effect Taxonomy. The errors came from many factors, the students still confused to choose the right word in a sentence because of the lack of knowledge or poor vocabularies and its use. Besides, errors happened because of their first language (Indonesian logical thinking), or we could say the learners' mother tongue interference (interlingual source), some students tried to translate the words one by one from Indonesian language into English without paying attention to the English structure rules. It means that although the students were taught English 12 hours in a week, they still had problem with English grammar, especially in grammar.

SUGGESTIONS

The English teachers may use information of the types of students' errors as a guidance to evaluate the weakness or progress of the students' ability in learning English, especially in their report text writing. In order to minimize the students' errors, the teacher should improve the students' knowledge of English grammar by teaching how to form or construct the sentences appropriately and meaningfully, and by telling the functions of the language area themselves. Besides that, the teacher has to set the first priority to the errors the mostly occurred (misformation and local error). And then, this research is expected to be used as reference for further research and to be a contribution in teaching learning process for error analysis in the future in order to enable the students increase the knowledge of English especially in grammar.

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