ANALYZING THE STUDENTS' GRAMMATICAL ERRORS IN SPOOF TEXT WRITING BY THE SECOND YEAR STUDENTS

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Abstract

Tujuan dari penelitian ini adalah untuk mengidentifikasi jenis- jenis kesalahan tata bahasa siswa dan frekuensi kesalahan siswa pada penulisan teks spoof bedasarkan SST dan CET, data dikumpulkan dari tugas tulisan siswa. Subjek dari 31 siswa kelas XI IPA 1 dari SMA Negeri 1 Labuhan Ratu Lampung Timur tahun ajaran 2012- 2013. Kemudian data diklasifikasikan bedasarkan SST dan CET. Hasil dari penelitian bedasarkan SST sebanyak 184 kesalahan yaitu: 59 omission (32.06%), 19 addition (10.32%), 82 misformation (44.56%), dan 24 misordering(13.04%). Sedangkan bedasarkan CET sebanyak 111 kesalahan yaitu: 27 global error (24.32%) dan 84 local error (75.67%). Bedasrkan hasil tersebut disarankan bahwa guru seharusnya menyadiakan perbaikan pembelajaran dan memberi bimbingan belajar pada bagian yang sering membuat siswa terganggu atau kesulitan.

The objectives of this research are to identify the students' types of grammatical errors and the frequencies of occurrence based on SST and CET found in the students' spoof text writing, the data were collected from the students' writing task. Taken from 31 students of class XI IPA 1 of SMA Negeri 1 Labuhan Ratu Lampung Timur 2012-2013. Then the data were classified based on SST and CET. The result of the research based on SST was 184 errors: 59 omission errors (32.06%), 19 addition errors (10.32%), 82 misformation errors (44.56%), and 24 misordering errors (13.04%). Meanwhile, based on CET was 111 errors: 27 global errors (24.32%) and 84 local errors (75.67%). It is suggested that the teacher conduct a remedial teaching and give some tutorial teaching for some items which the students were mostly troubled.

Keywords : communicative effect taxonomy, grammatical error, spoof text, surface strategy taxonomy, writing.

INTRODUCTION

In Indonesia, English is a foreign language which is formally taught at schools from elementary to university level.There are four skills to be mastered in English, i.e. speaking, listening, reading, and writing. Writing is one of the skill that has been taught to SMU students as the implication of the goal of KTSP curriculum. By writing the students are expected to be able to express their idea and thir feelings. In fact, the students' still have difficulties in expressing their ideas, feelings and interest in English, especially in writing skill. This fact is in line with Badudu (1985: 7) who states that even though students have learnt English in years, they still find difficulties to express their ideas in proper words or sentences. Similar to Badudu's statement, Zamel in Kenedi (1997:2) who points out that the difficulties of foreign language learners in writing is that students know or have ideas learning of what they are going to write or express, but they do not know how to do it. This can be caused by the students' lack of vocabulary and the differences of grammar.

Learning English includes language skills and language components. Language skills include listening, speaking, reading, and writing. While language components include grammar, vocabulary, idiom, puctuation, pronunciation, spelling, etc. In fact language skills and language components have correlation. For instance: speaking and listening have corelation with pronunciation and spelling, meanwhile reading has corelation with vocabulary and writing has correlation with gammar. Thus, English is taught intensively in order the students comprehend the four skills and the components as integrated skills.

Grammar is one of the important aspect that should be mastered in order to be able make a good writing, although writing in foreign language is not always as easy as writing in our own language since there are some different rules in the writing systems and these differences often lead to errors. This study primarily deals with the students' English grammar mastery, specifically in writing. In fact in Indonesian language there is no grammar like in English, for instance: in Indonesian language " Saya makan bakso setiap hari", and " Saya makan bakso kemaren", the word makan in Indonesia does not change in different time. In English "I eat bakso everyday" and " I ate bakso yesterday", in English there is change in the word eat if used in the different time. Setiadi (2003: 22) points out that English tend to be very difficult to be learned by Indonesian learners because the Indonesian language has no tenses that are similar to the tenses of English.

Writing is the productive skill in language learning process; it comes after listening, speaking and reading. It is believed that writing is the most complicated activity. In this skill, the students must integrate their previous knowledge in order to create a good composition. Their previous existing knowledge which is

aqcuired through listening, speaking and reading should support their writing proces. They have to master the vocabulary and structure first before being able to compose. Meyers (2005:2) states that writing skill requires the skill of organizing ideas, putting the right vocabularies and using grammar as the structure of the composition.

The student of the second year must be able to make a simple paragraph in form of short functional text, like spoof text. Spoof text is one of the short functional text that is studied in junior high school and senior high school. This text tells about the funny story that happened in

the past time. Writing and spoof text have relationship, therefore writing is skill that should be mastered by the students and spooft text is on of the fuctional text that can support students' writing ability. It is in line with one of the goal of KTSP curriculum. There are some grammatical aspects used in spoof text, i.g., action verb, connectives, adverbial phrases of times and place, and simple past tense.

In this research the writer analyzed the students' errors by using surface strategy taxonomy and communicative effect taxonomy. Dullay et al, (1982: 150) states that surface strategy highlights the ways surface structure are altered: the learners may omit necessary items or add unnecessary ones: they misform items or misorder tem. Therfore, error types based on surface strategy taxonomy are omission, addition, misformation, and misordering. While communicative effect taxonomy foceseses on distinguishing between errors that seems to cause miscommunication and those that do not. It classifies into two categories: global error and local error. Based on explanation above the writer would like to analyze the errors made by the students in their writing. She would empasize her research on the use of tenses in spoof text. For example:

> At that time was historic lesson, I still In first class in Junior High School. In my class there were 36 students. **1. I had a funny friend but sometimes he looks so unusuall**. His name is Bayu.
>
> In the middle of lesson my tacher **2. Mr. Masino gift us an exercise and we tried to do it by ourselves.** Sometimes. I discussed the excercise with my class mate near me, but she was not Bayu, absolutly I thought that we spent five minutes to do it
>
> 3. **Then Mr marsino asked us to come in front of class to answered the excercise. 4. With bravely and confidently Bayu came in front of class.** He wrote the answer , after
>
> that he tried to go back, 5. but he not realized that he still in the higher floor. **6. Suddenly he slipped and was rolling down in front of class with his giant body,** he looked so funny when he was rolling down. Every

students in the class laughed Mr. Marsino laughe too. Until now, i still remember with his accident.

It is problem for Indonesian students, they have difficulties in making simple paragraph correctly. They are still confused in using or changing verb 1 into verb 2 and verb 3, using to nvinitive, using sentence connector. We can see in example 1. The student should use sentence connector that appropriate with the sentence, the student should be changed the sentence connector " but" into " and", the sentence connector " and" more appropriate than "but". Since the sentence used simple past tense verb " looks" should be changed into

" looked". The correct sentence is " I had a funny friend and sometimes he looked so unusuall". The second example happens because the students are used to use regular mark, they always use regular marker in place of irregular one. The correct sentece is " 2. Mr. Masino gave us an exercise and we tried to do it by ourselves. The third example happens when the student used to invinitive they did not omit morphem _ed. The correct sntence is

"3. Then Mr marsino asked us to come in front of class to answer the excercise".The fourth example happens because the students add word" with" before Adv. The correct sententce is" bravely and confidently Bayu came in front of class. The five example happens when the students ommit " did" before word "not" in past tense. The correct sentence is" 5. but he did not realized that he still in the higher floor. The second example happens because the students are used to use regular mark, they olways use regular marker in place of irregular one. The correct sentece is" 6. Suddently he slept and was rolling down in front of class with his giant body".

Based on the background and example above, analyzing students' errors focusing on grammar in their writing need to be conducted with the title: Analyzin the Students' Grammatical Errors in Spoof Text Writing by the Second Year Students of SMAN 1 Labuhan Ratu Lampung Timur.

RESEARCH METHODS

In this research, the researcher used descriptive method. Descriptive research is concerned with providing descriptions of phenomena that occur naturally, without the intervention of an experiment or an artificially contrived treatment (Seliger and Shohamy, 1989:116). This method is intended to describe a phenomenon or problem in learning English.

In addition, Leedy (1974 : 79) states that descriptive method is a method of research that simply looks with intense accuracy at the phenomena of the moment and describes exactly what this research has observed. In this way, the data gathered from students' writing were analyzed in order to conclude it. The

description in this research is about students' errors in using simple past tense in spoof text.

In describing the problem of this research, document analysis or context analysis was used by the writer to analyze the errors in spoof writing, in relation to the use of simple past tense. So the analysis is based on the data took from the students' writing.

The subjects of this research were the students of the first semester in the second year of learning year 2011/2012 of SMA N 1 Labuan Ratu Lampung Timur. There were five classes

and each class consists of 30-35 students. The writer used one class as the sample of the research. This class was class XI IPA 1.

The writer applied only one data collecting technique; the aim was to accurately get the data from the students' errors. The technique was writing task.

RESULT AND DISCUSSION

The objectives of this research are to find out the students' types of grammatical errors and to identify the frequencies of occurrence of the surface strategy taxonomy and communcative effect taxonomy that are found in the students' spoof text writing.

Surface Strategy Taxonomy is used to analyze students' errors in term of omission, addition, misformation, and misordering, while Communicative Effect Taxonomy is used to analyze the students' errors in term of global error and local error.

In doing the research, the writer used students' writing task to elicit the data. The writer asked the students to compose a simple spoof text writing to know their grammar ability. The writer gave 4 questions (See appendix 1) to guide the students in developing their ideas. The students have 90 minutes to compose a simple spoof text consisting of at least 100- 150 words to find errors n students' writing.

This chapter presents the results and discussion of the research in term of Surface Strategy Taxonomy and Communicative Effect Taxonomy and percentage of errors found from the students' work.

This research was conducted at the second year of SMA Negeri 1 Labuhan Ratu Lampung Timur from 15 to 18 Setember 2012. The subjects were the students of the class XI IPA 1 that consisted of 31 students.

CONCLUSION

After analysing the rsult of the data previously presented, the writer can conclude that:

1. The students of class XI IPA 1 committed all the types of errors in spoof text writing based on Surface Strategy Taxonomy: misformation, omission, addition, and misordering. They also committed all the types of errors based on Communicative Effect Taxonomy: global error and local error. The total numbers of errors committed by the students is 184 errors or 5.27% based on surface strategy taxonomy, and 111 errors or 3.18% based on communicative effect taxonomy.

2. The precentage and frequency of the errors (ranked from the type of error that is mostly made by the students) resulted from the students' spoof paragraph writing are:

a. Surface Strategy Taxonomy

1. Misformation is 82 errors or 44.56%

2. Omission is 59 errors or 32.06%

3. Misordering is 24 errors or 13.04%

4. Addition is 19 errors or 10.32%

b. Communicative effect taxonomy

1. local error is 84 errors or 75.67%

2. Global error is 27 errors or 24.32%

SUGGESTIONS

Referring to the research finding, the writer would like to give suggestions as follows:

1. The teachers can pinpoint the students' errors and minimize the students' errors by:

a. Explaining more clearly about grammatical structure. The teachers should apply the teaching technique by providing further explanation, relevant examples, and contextual exercises of grammatical structure.

b. Asking the students to memorize the vocabularies for revising their lack of vocabulary.

c. Providing regular practice in changing of verb form 1 into verb form 2 and verb form 3.

d. Guiding the students to recognize their own errors by inviting the students to do self-correction because students are unable to identify their errors.

e. Giving the students remedial to find out whether the writing is better or not.

2. The students can minimize their weaknesses in order to make their English better, by:

a. memorizing and practising the vocabularies that had been learnt.

b. practising to change verb form 1 into verb form 2 and verb form 3.

c. Doing self-correction, so that in the future they are able to do better.

d. Practicing more about grammatical structure and discuss it with their friends in group, that consist of 2-3 students, so they can learn together.

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