AN ANALYSIS OF GRAMMATICAL ERRORS MADE BY THE SECOND YEAR STUDENTS OF SMAN 5 PADANG IN WRITING PAST EXPERIENCES
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Abstract

This research was aimed to describe the types of grammatical errors in terms of omission, addition, misformation, and misordering made by the second year students of SMAN 5 Padang in writing past experiences. The design of his research was descriptive. The number of population members was 269 students, and the number of sample was 60 students. The researcher used stratified cluster random sampling in choosing sample. The instrument used in this research was a test of writing past experiences, and the reliability index of the test was .95. Based on the data analysis, it was found that there were 85 grammatical errors made by the students which consisted of four types. They were 18 errors of omission (21.18%) that consisted of 1 error of omission of plurality (5.56%), 12 errors of omission of be (66.67%), 2 errors of omission of article (11.11%), 1 error of omission of gerund (5.55%), and 2 errors of omission of –to before infinitive (11.11%); 7 errors of addition (8.24%) that consisted of 4 errors of addition of be before verb (57.15%), 1 error of addition of preposition (14.28%), and 2 errors of addition of plural form (23.08%); 55 errors of misformation (28.57%) that consisted of 41 errors of misformation of verb form (74.55%), and 14 errors of misformation of be (25.45%); and 5 errors of misordering (5.88%), that consisted of only one type, it was misordering of adjective (100%). From the result, it can be concluded that there were four types of grammatical errors made by the second year students of SMAN 5 Padang in writing past experiences. For English Teacher, it is suggested to give more attention to the grammatical errors in terms of misformation of verb because it was the dominant frequent error made by the second year students that was found by the researcher. For the students, it is suggested to minimize the grammatical errors by more practising writing past experiences.

Key words: Grammatical Error, Omission, Addition, Misformation, Misordering.
Introduction

Language is a means of communication for understanding each other, such as between speaker and listener. One of the languages is English which also functions as an international language. English is also used for some purposes such as for business, politics, economic, culture, tourism of local government, and education. In education territory English has been taught to students at junior high schools, senior high schools, and universities.

Learning English is a complex process that includes learning its components such as grammar, vocabulary, and pronunciation as well as its skills. There are four language skills in English. They are listening, speaking, reading and writing. English learners must have motivation not only to master the language skills (listening, speaking, reading, and writing) but also to understand the language components (grammar, vocabulary, and pronunciation).

Studying and mastering English grammar is very necessary for students in order to produce acceptable English sentences, especially in writing skill. It is the most difficult skill of the four language skills (listening, speaking, writing and reading) because writing is a complex skill. Writing as one of the English skills is very important in many contexts of life especially at school. It is because almost every day the students write ideas to complete their task.

If we talk about writing, grammar is a very important thing because we cannot write well if we do not master good grammar. According to Thornbury (1999:7), grammar is a description of the rules that govern how a sentence of language is formed. Grammar is a rule that we follow to speak. In language we have to know and understand about the rules because without the rules we cannot communicate with other people. As a person who learns another language, it is possible to make some errors. According to Funder (1987:1), an error is a judgment of an experimental stimulus that departs from a model of the judgment process. If this model is normative, then the error can be said to represent an incorrect judgment. According to Thornbury (1999:114), the errors have three categories. They are lexical errors, grammar errors, and discourses errors. Furthermore, Thornbury (1999:114) explains that first, the lexical errors include mistakes in way words are combined, for example: the Sunday night past instead of last Sunday night. Second, grammar errors cover such things as mistakes in verb form and tense, for example: the doorbell ring, we sleep
instead of the doorbell rings, we slept. Third, discourse error which relates to the way sentences are organized and linked in order to make the whole text.

Based on Dulay, et al. (1982), there are four types of grammatical errors. They are omission, addition, misformation, and misordering. Discussing about types of grammatical errors, Dulay, et al. (1982) states that omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Omission errors consist of omission of article, preposition, -ing in gerund, verb auxiliaries, suffix –ed on irregular verb, possessive, s/es as the third singular person, -ed on regular past tense, -ed on past participle, subject pronoun, object pronouns, plurality, to be, and -to before infinitive. Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance. Addition errors consist of addition of –ed to past already formed, preposition, -ed on irregular verb, - be before verb, article, s/es as third singular person, etc. Misformation errors are characterized by the use of the wrong form of the morpheme or structure. Misformation errors consist of misformation of the next verbal word, modal, passive verb, conjunction, etc. Misordering errors are characterized by the incorrect placement of a morpheme or groups of morphemes in an utterance. Misordering errors consist of modal auxiliary, adjective, conjunction, etc.

Based on an informal interview with on of English Teachers of SMAN 5 Padang, Mrs. Dra. Eviniza in her house on April 19, 2016, it was found that some students had difficulties in writing, especially grammar. In her study, the researcher was interested to find grammatical errors in writing past experiences. Past experience is the experience that happened in the past. It has its own pattern, and it is different from the simple present tense or future tense. Students have to use past form of be and also past form of verb in constructing the sentences. Not every verb should be ended by –d or –ed. The students should be able to differentiate between regular and irregular verbs. They should not make mistake in using past form of verb. On the
other hand, when the students want to tell about past experiences, they should use simple past tense.

Based on explanation above, the researcher was interested in conducting a research about grammatical errors made by the second year students of SMAN 5 Padang in writing past experiences.

The purposes of the research were:

1. To describe the types of grammatical errors in terms of omission made by the second year students of SMAN 5 Padang in writing past experiences.
2. To describe the types of grammatical errors in terms of addition made by the second year students of SMAN 5 Padang in writing past experiences.
3. To describe the types of grammatical errors in terms of misformation made by the second year students of SMAN 5 Padang in writing past experiences.
4. To describe the types of grammatical errors in terms of misordering made by the second year students of SMAN 5 Padang in writing past experiences.

Research Method

Gay (1987:102) says that population is the group to which the researcher would like the results of a study to be generalized. The population of this research was the second year students of SMAN 5 Padang. The researcher chose the second year students as population because they had studied writing past experiences. The members of population were 268 and they were distributed into nine classes as shown in the table below:

Table.3.1

<table>
<thead>
<tr>
<th>No.</th>
<th>Class</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>X1.IPA 1</td>
<td>28</td>
</tr>
<tr>
<td>2.</td>
<td>X1.IPA 2</td>
<td>30</td>
</tr>
<tr>
<td>3.</td>
<td>X1.IPA 3</td>
<td>29</td>
</tr>
<tr>
<td>4.</td>
<td>X1.IPA 4</td>
<td>29</td>
</tr>
<tr>
<td>5.</td>
<td>X1.IPA 5</td>
<td>30</td>
</tr>
<tr>
<td>6.</td>
<td>XI.IPS 1</td>
<td>32</td>
</tr>
<tr>
<td>7.</td>
<td>XI.IPS 2</td>
<td>31</td>
</tr>
<tr>
<td>8.</td>
<td>XI.IPS 3</td>
<td>30</td>
</tr>
<tr>
<td>9.</td>
<td>XI.IPS 4</td>
<td>30</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>269</td>
</tr>
</tbody>
</table>

Source: administration office of SMAN 5 Padang
Because the number of population was too large, the researcher took a sample. According to Gay (1987:101), sampling is process of selecting a number of population for a study in such way that the individuals represent the larger group from which they are selected. Gay (1987:103) adds that a good sample is one that is representative of the population from which selected. The researcher did not take all the population members as the sample. Gay (1987: 114) also says that the minimum sample for descriptive research is 10% of the population. It means that more than 10% of taking sample is better.

In this research the researcher used stratified cluster random sampling to select the sample because the population consisted of two majors (social science and exact science). According to Gay (1987:107), stratified sampling is the process of selecting a sample in such a way that identified subgroups in the population represented in the sample in the same proportion that they exist in the population. In addition, cluster random sampling is a sampling technique in which the sample in groups and not individual, are randomly selected and all member selected group have similar characteristic (Gay 1987:110). It means that the population is homogenous in term of teaching material, syllabus and allocation of time. So that the researcher chose one from exact science class and one from social science class. In selecting the sample, the researcher wrote the name of each class (XI IPA 1, XI IPA 2, XI IPA 3, XI IPA 4, XI IPA 5), (XI IPS 1, XI IPS 2, XI IPS 3, XI IPS 4) on nine small pieces of paper, and the researcher put them into two different boxes. One box was for the exact science and the other box was for the social science. Then, researcher took out one piece of paper from exact science class box and one from social science class box. The class that had been selected as the sample of the research was class XI IPA 4 with 29 students and class XI IPS 2 with 31 students. So, the total number of students was 60 students.

The instrument of this research was writing test. The students were required to write past experience about themselves. The researcher gave instruction to the students to write past experience. The test minimally consisted of two paragraphs based on the topic given. The researcher gave the time allocation 60 minutes. They were allowed to choose one of the topics as follows:

1. My last vacation
2. My childhood memory
3. My sweetest memory in SMP

A good test should be valid and reliable. Validity is the degree to which a test measures what is supposed to be
measured (Gay 1987:128). In addition, Gay (1987:129) states that one of the types of validity is content validity. It means that the test is valid if it fixes with the materials that have been given to the students. The researcher used the content validity in which the test materials were constructed based on the curriculum, syllabus and teaching materials at SMA N 5 Padang. Gay (1987:135) states that reliability is the degree to which a test consistently measures whatever it measures. To find out the reliability of the test, the researcher used inter-rater technique. It means that there were two assessors (assessor 1 and assessor 2) to check student’s writing. This technique was used to minimize the subjectivity in assessing. The researcher was the first scorer and the researcher chose a friend as the second scorer. Iva Andra Amor Ganelson (one of students of FKIP Bung Hatta University) was chosen as the second scorer because he had a good skill in writing and grammar. To find out the correlation coefficient of the number of errors identified by the two assessors, the researcher used Pearson Product Moment Formula (Arikunto : 2013 : 87) as follows:

$$r_{xy} = \frac{n \Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[n \Sigma x^2 - (\Sigma x)^2][n \Sigma y^2 - (\Sigma y)^2]}}$$

Where:

- $x$ = the number of errors that was identified by assessor
- $y$ = the number of errors that was identified by second assessor

Then, the researcher used the following category to classify the coefficient correlation of the numbers of errors as follows Arikunto’s idea (2010 : 98):

- .81-1.00 = very high correlation
- .61-.80 = high correlation
- .41-.60 = moderate
- .21-.40 = low correlation
- .00-.20 = very low correlation

Gay (1987:141) states that a coefficient over .90 would be acceptable for any test. After calculating the test, the researcher found that the correlation coefficient of the number of errors was .95. It means that the reliability of the test was very high.

To find out the types of grammatical errors made by the second year students of SMA N 5 Padang in writing their experiences, the researcher collected the data by doing following steps:

1. The researcher gave the test to the students.
2. The researcher distributed students’ answer sheet.
3. The researcher explained the instruction of the test to the students.
4. The researcher asked the students to do the test in 60 minutes.
5. The researcher collected the students’ work.
6. The researcher copied the students’ writing sheets and gave them to the second assessor.
7. The researcher and second assessor read the students’ writing sheet one by one.
8. The researcher and second assessor identified grammatical errors by considering the criteria:
9. The researcher recorded the students’ grammatical errors in writing their experiences in the table.

In analyzing the data, the researcher analyzed the students’ grammatical errors by using the following steps:
1. The researcher and the second assessor counted each student’s grammatical errors
2. The researcher counted the average number of errors that were identified by assessor using following formula number of errors identified by assessor
   \[
   \frac{\text{Number of errors identify by assessor1} + \text{Number of errors identify by assessor2}}{2}
   \]
3. The researcher used the formula in counting the percentage of the students’ grammatical errors
   \[
   P = \frac{F}{N} \times 100\%
   \]
   Where:

   P : The percentage of each type of students’ grammatical errors
   F : Frequency of each type of students’ grammatical errors
   N : Total number of each types of errors

4. The researcher drew the conclusion.

Findings and Discussions

Findings

Based on the result of data analysis, it was found that there were 85 grammatical errors made by the students which consist of four types. They were 18 errors in terms of omission (21.18%), 7 errors in terms of addition (8.24%), 55 errors in terms of misformation (64.70%), and 5 errors in terms of misordering (5.88%).

Furthermore, the researcher explained the types of grammatical errors made by the second year students in writing past experiences as follow:
1.1.1 Types of Grammatical Errors in Terms of Omission

Based on the result of the data analysis, it was found that there were 18 grammatical errors in terms of omission which consists of five types. They were 1 error in terms of omission of plurality (5.56%), 12 errors in terms of omission of be (66.67%), 2 errors in terms of omission of article (11.11%), 1 error in terms of omission of gerund (5.55%) and 2 errors in terms of omission of –to before infinitive (11.11%).

Omission of be was the most error made by the students in terms of omission. In this case the students did not use –be for nominal sentences. It means that they were still confused about the use of be in writing past experiences. These are the examples of the students’ grammatical error of be:

1. I really happy.
2. That day my birthday
3. My teacher right

The sentences should be changed into:

1. I was really happy.
2. That day was my birthday.
3. My teacher was right.

Omission of article was the second most error made by the students. In this case the students did not put a, an and the before noun. It showed that the they were still confused about the use of article while writing past experiences. These are the examples of the students’ grammatical errors of omission of article:

1. Jam Gadang is icon of Bukittinggi.
2. I rode motorcycle.
3. We went to Solok and took picture.

The sentences should be changed into:

1. Jam Gadang is an icon of Bukittinggi.
2. I rode a motorcycle.
3. We went to Solok and took a picture.

Omission of –to before infinitive was the third most error made by the students. In this case, the students did not put –to before infinitive in writing past experiences. It showed that they did not understand about the use of –to before infinitive. These are the examples of the students’ errors in use of –to before infinitive:

1. I remind him say them “don’t do like that”.
2. He began cry

The sentences should be changed into:

1. I remind him to say them “don’t do like that”.
2. He began to cry

Omission of plurality was the next error made by the students in terms of omission. In this case the students did not put s/es in the ending of plural noun. It showed that they still confused in understanding the use of plural form in writing past experiences. These are the examples of the students’ grammatical error in using plural form:

1. I had three bestfriend
2. There were many sweet memory in SMP

The sentences should be changed into:

1. I had three bestfriends
2. There were many sweet memories in SMP

Omission of gerund was the last error made by students in terms of omission. In this case, the students did not put -ing in the ending of verb. It showed the students didn’t understand about the use of gerund in writing past experiences.

These are the example of the students’ grammatical error in using gerund:

1. Visit it was so fun
2. To arriving Genting Highland, we must use skyway

The sentences should be changed into:

1. Visiting it was so fun
2. To arriving Genting Highland, we must use skyway

1.1.2 Types of Grammatical Errors in terms of Addition

Based on the result of the data analysis, it was found that there were 7 grammatical errors in terms of addition which consists of three types. There were 4 errors in terms of addition of –be before verb (57.15%), 1 error in terms of addition of preposition (14.28%), 2 errors in terms of addition of plural form (28.57%).

Addition of –be before verb was the most error made by the students. In this case, the students added –be before verb in verbal sentence while writing past experiences. It means that they were still confused about the use of -be in writing past experiences. These are the example of the students’ grammatical error in terms of addition of -be before verb:

1. I am like white rose very much.
2. They were surprise me with cake.
3. They were love me so much.

The sentences should be changed into:

1. I liked a white rose very much
2. They surprised me with a cake
3. They loved me so much
Addition of plural form was the next error made by students in terms of addition. In this case the students added s/es in singular noun. It showed that the students were still confused about the use of plurality. These are the examples of the students’ grammatical errors in terms of addition of plural form:

1. I met someone, that girls named Dina
2. I met that girls in class VII A

The sentences should be changed into:

1. I met someone, that girl named Dina
2. I met that girl in class VII A

Addition of preposition was the last error made by students in terms of addition. In this case the students added preposition which is not applied in grammar. It showed that the students didn’t understand about the use of preposition. These are the examples of errors in terms of addition of preposition:

1. I’ve been in waiting by my father
2. I could release all my things at there

The sentences should be changed into:

1. I’ve been waiting by my father
2. I could release all my things there

1.1.3 Types of Grammatical Errors in Terms of Misformation

Based on the result of the data analysis, it was found that there were 55 grammatical errors in terms of misformation which consists of two types. They were 41 errors in terms of misformation of verb form (74.55%), and 14 errors in terms of misformation of be (25.45%).

Misformation of verb form was the most frequent errors made by the students in terms of misformation. In this case the students did not use verb form correctly. It showed that they had problem in understanding the use of verb form in writing past experiences. These are the examples of the students’ error in verb form:

1. My friends go together to Solok.
2. I ride my motorcycle with my friends.
3. The incident happen in June.

The sentences should be changed into:

1. My friends went together to Solok.
2. I rode my motorcycle with my friends.
3. The incident happened in June
Misformation of *be* was the next most frequent error made by the students in terms of misformation. In this case the students did not use an appropriate particular grammatical feature in certain part of an utterance. It showed that they had problem in understanding the use of *be* in writing past experiences. These are the examples of the students’ errors of *be*:

1. SMPN 22 Padang is my school
2. They is very happy.
3. I was invited by my sister and her husband, I am very happy.

The sentences should be changed into:

1. SMPN 22 Padang *was* my school
2. They *were* very happy.
3. I was invited by my sister and her husband, *I was* very happy.

**1.1.4 Types of Grammatical Errors in Terms of Misordering**

Based on the result of the data analysis, it was found that there were 5 grammatical errors in terms of misordering which consists of 1 type. It was 5 errors in terms of misordering of adjective (100%).

In this case, the students used the wrong form of adjective in writing past experiences. It showed the students didn’t understand about the use of adjective in the correct order. These are the examples of the students’ grammatical errors of adjective:

1. I began the journey far.
2. I went on condition hungry
3. I went to find the food delicious

The sentences should be changed into:

1. I began the **far journey**.
2. I went on **hungry condition**
3. I went to find the **delicious food**.

**Discussions**

Based on the result of writing test in the form of writing past experiences, the researcher found that the students made 11 types of grammatical errors. They are omission of plurality, omission of *be*, omission of article, omission of gerund, omission of –to before infinitive, addition of –be before verb, addition of preposition, addition of plural form, misformation of verb form, misformation of *be*, and misordering of adjective.

**Conclusions and Suggestions**

**Conclusions**

Following the above discussion, the researcher concluded that:

1. There were 85 errors made by the second year students of SMAN 5 Padang in writing past experiences. There were 18 grammatical errors in terms of omission (21.18%), 7 grammatical errors in terms of addition (8.24%), 55 grammatical errors in terms of misformation (64.70%), and 5
grammatical error in terms of misordering (5.88%).

2. There were 18 grammatical errors in terms of omission (21.18)% made by the second year students of SMAN 5 Padang in writing past experiences which consist of five types. They were 1 error of omission of plurality, 12 errors of omission of be, 2 errors of omission of article, 1 error of omission of gerund, and 2 errors of omission of –to before infinitive.

3. There were 7 grammatical errors in terms of addition (8.24%) made by the second year students of SMAN 5 Padang in writing past experiences which consist of three types. They were 4 errors of addition of -be before verb, 1 error of addition of preposition, and 2 errors of omission of plural form.

4. There were 55 grammatical errors in terms of misformation (64.70%) made by the second year students of SMAN 5 Padang in writing past experiences which consisted of two types. They were 41 errors of misformation of verb form, and 14 errors of misformation of be.

5. There were 5 grammatical errors in terms of misordering (5.88%) made by the second year students of SMAN 5 Padang in writing past experiences which consisted of 1 type. It was 5 errors of misordering of adjective.

Suggestions

Based on the conclusions above, it seems there were 11 types of grammatical errors made by the second year students of SMAN 5 Padang in writing past experiences. Therefore, the researcher proposed some suggestions for English teachers and the students. The suggestions were as follow:

1) For English Teachers

For teachers, it is suggested to give more attention to grammatical errors in terms of misformation because misformation errors were the dominant frequent errors made by the students in writing past experiences that was found by the researcher, so that the teachers have to remind the students to be more careful in avoiding misformation of grammatical error. Grammatical error of omission was the second dominant errors made by the students in writing past experiences, so the teacher should remind the students about the omission error. The next grammatical errors made by the students was the errors of addition and errors of misordering. Even though both of these errors were the lowest errors that the researcher found, the teachers are also suggested to minimize the
students’ grammatical errors in writing past experiences.

2) For the students

Based on the conclusion, the dominant errors made by the second year students of SMAN 5 Padang in writing past experiences was grammatical errors in terms of misformation of verb form, so, it is suggested to the students to minimize the errors by practising writing more. By doing so, the students’ writing skill will be better especially in writing past experiences.

3) For the next researchers

The researcher realized that there are many weaknesses in this research, so it is expected to other researchers to do further research, so that they can find other research findings related to this problem.

Bibliography


