

AN ANALYSIS OF THE GRAMMATICAL ERRORS IN WRITING SUPERLATIVE ADJECTIVE MADE BY THE SECOND YEAR STUDENTS OF JUNIOR HIGH SCHOOL 1 TANJUNG MUTIARA AGAM

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Abstract

The purpose of this research was to describe the types of grammatical error in writing superlative adjective made by the second year students of Junior High School 1 Tanjung Mutiara Agam. The sample was class VIII² which consisted of 26 students. The instrument used to get the data was grammar test in the form of the writing simple sentences by using superlative adjective. The data of this research were the types of the students' grammatical error in writing superlative adjective. The result of the data analysis showed that the students made grammatical error in writing superlative adjective. Specifically, the number of students who made grammatical error in omission was 36.95%. The number of students who made grammatical error in addition was 7.65%. The number of students who made grammatical error in selection was 23.07%. The number of students who made grammatical error in misordering/misplacement was 9.6%. Based on the result of the data analysis above, it can be said that most of students made grammatical error in omission and a few of students made grammatical error in addition.

Key word: Analysis, Superlative adjective, Grammatical errors.

Introduction

English is known as an international language which is used by many people in the world. The people used it in both spoken and written form to do communication with foreign people. English is an important thing to communicate to other people from another country. For the reasons above, many people study at university and course to learn English in order to speak English well. We know that English is a language which is used by many people in the world. English is used in many aspects of life such as business and

education. In Indonesia, especially in big city or in a town many people learn English. For example, as the students in school they learn English. In fact, now English is a compulsory subject in junior high school. According to Nasr (1997:2), language components include phonology, vocabulary, and grammar.

According to Thornbury (1999:7), grammar is a description of the rules that govern how a sentence of language is formed and it is one of the important components in English. Grammar is a rule that we follow to speak, and we need it.

In language we know and understand about the rules because without rules we cannot communicate with other people. As a person who learns another language, it is possible to make some mistakes when he or she speaks the language. This is error. According to Thornbury (1999:114), the errors have four categories. They are lexical errors, grammar errors, discourses errors, and pronunciation errors.

Many people or students find difficulties to learn English since the people do not understand the rule or the grammar in English. When students learn English they make the error in grammar such as: they make some errors in writing test about the descriptive text. For example when they make sentences to describe someone they forget to add word *than* to compare. Another example is when they forget to add *-est* in adjective. For example: *Nina is tall than her friend.*

Based on the informal interviewed with some second year students of Junior High School 1 Tanjung Mutiara Agam, they said that they still made some errors when they wrote the sentences of superlative adjective. It is because they do not understand and less practice on grammar in using superlative adjective.

Considering the fact, the writer is interested in analyzing the grammatical errors made by the students in writing superlative adjective because the students still made

errors in writing superlative adjective.

Research method

This research was descriptive research. According to Gay (1987:10), descriptive research involves collecting data to answer questions concerning the current status of the subject of the study. Furthermore, Gay (1987:189) says that descriptive research is useful for investigating many kinds of educational problem. In this case, the writer described the grammatical errors in writing superlative adjective made by the second year students of Junior High School 1 Tanjung Mutiara Agam.

Gay (1987:102) says that population is the group to which writer would like the result of the study to be generalized. The population of this research was all of the second year students of Junior High School 1 Tanjung Mutiara Agam. The students were chosen because they had studied about the superlative adjective in first year of junior high school.

In this research, the writer used cluster random sampling technique to take sample. According to Gay (1987:110), cluster sampling is sampling in which groups, not individuals, are randomly selected. To choose the sample, the writer wrote the name of each class on six pieces of paper. The class VIII₂ was the sample.

The instrument used to collect the data in this research was grammar test in writing

superlative adjective form. In the test, the writer prepared 15 adjective words because the students in junior high school did not have many vocabulary and it can limit in writing the sentences. So, the writer only prepared 15 adjective words. They are 5 adjective words in one syllable, 5 adjective words in two syllables, and 5 adjective words in three syllables. And the students wrote the simple sentences in using the adjective words that were prepared by the writer. The students did the test in 60 minutes because the test in writing sentences.

A good test should be valid and reliable. According to Gay (1987:128), validity is that it is degree to which a test measure what it is supposed to be measured.

Reliability is the degree to which a test consistently measures whatever it measures (Gay, 1987:135). To see the reliability of the test, the writer used inter-rater technique. It means that there were two assessors.

To calculate the correlation coefficient of test, the writer used Person Product Moment Formula (Arikunto, 2012: 87) as follows:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Where:

- r_{xy} = The coefficient of correlation between x and y variables.
- N = The number of the students who followed the test.
- X = The score from the first assessor.
- Y = The score from the second assessor.

Gay (1987:367) says that the value of r counted is consulted to the value of r table on the degree of freedom N-2 and α .05 and if r counted > r table, so the test is reliable, but if r counted < r table, so the test is not reliable. The test of this research was reliable because r counted (.96) > r table (.4227).

In gathering data, the writer followed the procedures below:

1. The writer gave the test to the students.
2. The writer and second assessor determined whether the students did grammatical errors or not.
3. When there was different opinions between the first and second assessor, they discussed the students' errors.
4. The writer gave checklist (\surd) if the students made error in writing sentences of superlative adjective.
5. The writer classified the types of each grammatical error made by the students.

In analyzing data, the writer analyzed the students' grammatical error by using the following procedures:

1. The writer counted the total of each type of errors.
2. The writer counted the percentage of the types of grammatical error made by the students by using formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage of the students' errors.

F = Frequency of the students' errors.

N = The number of the students.

3. Finally, the writer found the percentage of types of errors made by the second year students of Junior High School 1 Tanjung Mutiara Agam in writing superlative adjective.

Findings and discussions

Based on data analysis, the writer found four types of grammatical errors made by the second year students of Junior High School 1 Tanjung Mutiara Agam. There were omission, addition, selection, misordering/misplacement. Specifically, the number of students who made grammatical error in omission was 36.95%. The number of students who made grammatical error in addition was 7.65%. The number of students who made grammatical error in selection was 23.05%. The number of students who made grammatical error in misordering/misplacement was 9.6%. It can be seen on the table below.

Table 4.1
Percentage of the students' grammatical errors in using superlative adjective

Types of error	Percentage
Omission	36.95%
Addition	7.65%
Selection	23.05%
Misordering/ misplacement	9.6%

In detail the writer classified the result of study based on the research questions; grammatical errors in superlative adjective "est" and grammatical errors in superlative adjective "most".

- a. The types of grammatical errors made by the second year students in superlative adjective "est"

Based on data analysis, the writer found four types of grammatical errors made by the students. There were omission, addition, selection, misordering /misplacement. Specifically, there were students who made grammatical error in omission was 52.8%. The students who made grammatical error in addition was 13.4%. The students who made grammatical error in selection was 21.1%. The students who made grammatical error in misordering /misplacement was 19.2%. It can be seen on the table below.

Table 4.2
Percentage of the students' grammatical error
in superlative adjective of "est"

Types of errors	Percentage
Omission	52.8%
Addition	13.4%
Selection	21.1%
Misordering/ Misplacement	19.2%

In conclusion, most of the students made errors in omission and a few of the students made errors in addition in writing superlative adjective "est".

- b. The types of grammatical errors made by the students in superlative adjective "most"

Based on data analysis, it found four types of grammatical errors made by the students. There were omission, addition, selection, misordering/misplacement. Specifically, the students who made grammatical error in omission was 21.1%. The students who made grammatical error in addition was 1.9%. The students who made grammatical error in selection was 25%. The students who made grammatical error in misordering/misplacement was 0%. It can be seen on the table below.

Table 4.3
Percentage of the students' grammatical error
in superlative adjective of "most"

Types of errors	Percentage
Omission	21.1%
Addition	1.9%
Selection	25%
Misordering/ Misplacement	0%

In conclusion, most of the students made error in selection and a few of the students made error in misordering/misplacement in writing superlative adjective "most".

Based on the result of the research, the writer found the types of grammatical errors made by the second year students of Junior High School 1 Tanjung Mutiara Agam in writing superlative adjective. They were omission, addition, selection, and misordering/misplacement. First, most of the students 36.95% made grammatical error in omission. Second, 23.05% students made grammatical error in selection. Third, 9.6% students made grammatical error in misordering/misplacement. The last, 7.65% students made grammatical error in addition.

- a. The types of grammatical errors made by the second year students in superlative adjective

Based on the result of the research, there were four types of grammatical error made by the second year students of Junior High School. The number of students who made error in omission was 36.95%. Omission is the highest level in types of errors in this research. And the next level is selection, the number of students who made error in selection was 23.05%. And then, the number of students who made grammatical error in misordering/misplacement was 9.6%. And the last, the number of students who made grammatical error in addition was 7.65%. Addition was the lowest grammatical error level in writing superlative adjective made by the students.

- b. The types of grammatical errors made by the second year students in superlative adjective “est”

Based on the result of the research, the types of grammatical errors made by the second year students in superlative adjective “est” were omission, addition, selection, and misordering/misplacement. First, most of the students made grammatical error in omission was 52.8%. It means that the students still forget to write the English word in sentences of superlative adjective. Second, the number of student who made grammatical error in selection was 25%. It means that the students have less vocabulary, so they selected wrong

word in sentences. Third, the number of students who made grammatical error in misordering/misplacement was 19.2%. It means that the students did not know how to make good sentences in superlative adjective. The last, the number of students made grammatical error in addition was 13.4%. It means that the students added “s/es” in singular word and put “the” twice in sentences of superlative adjective.

- c. The types of grammatical errors made by the students in superlative adjective “most”

Based on the result of the research, the types of grammatical errors made by the students in superlative adjective “most” were omission, addition, selection, and misordering/misplacement. First, most of the students made grammatical error in selection was 25%. It means that the students have less vocabulary, so they selected wrong word in sentences. Second, the number of students who made grammatical error in omission was 21.1%. It means that the students still forget to write the English word in sentences of superlative adjective. Third, the number of students who made grammatical error in addition was 1.9%. It means that the students were add “s/es” in singular form and put “the” twice in sentences of superlative adjective. The last, a few of the students made grammatical error in misordering/misplacement was 0%.

It means that the students knew, how to make good sentences in superlative adjective “most”

Conclusions

Based on the informal interviewed with the second year students of Junior High School 1 Tanjung Mutiara Agam, it was found that the problem on their English grammar. Considering the fact, the writer gave grammar test in writing simple sentences of superlative adjective form to the students in order to know what are the problems that they face in writing sentences. After the students did the test, the writer found the grammatical errors from the students’ test. From the test, the writer analyzed the data to know what types of grammatical errors made by the second year students of Junior High School 1 Tanjung Mutiara Agam. The writer found four types of grammatical errors made by the students in writing simple sentences of superlative adjective; they are: omission, addition, selection, and misordering/misplacement.

According to Moore in Lengkanawati (2007:80), the result of the study depends on students’ work, skill, and motivation in studying. From this statement, the writer assumed that the result of the study depends on the way of learning.

Suggestions

Based on the research findings and the conclusion of the research, the writer gives some suggestions to the students of Junior High School 1 Tanjung Mutiara Agam to find the strategies to increase their ability in learning process, especially in English subject.

- The students should spend their time to study at home.
- The students should learn more about the material.
- The students should pay attention more when the teacher explains the material.
- The students should ask their English teacher if they do not understand the material.

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