

AN ANALYSIS OF THE GRAMMATICAL ERRORS MADE BY THE SECOND YEAR STUDENTS OF EXACT SCIENCE AT SMAN 1 PAINAN PESISIR SELATAN IN TELLING PAST EXPERIENCES

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ABSTRACT

The purpose of this research was to describe grammatical errors made by the second year students of exact science (IPA) in telling past experiences. In this research, the population was the second year students of SMAN1 Painan. The number of the population was 128 students. They were divided into four classes, class IPA 1, class IPA 2, class IPA 3, and class IPA 4. The sample of this research was the students in class IPA 3, and the size of the sample was 32 students. The researcher used cluster random sampling technique to get representative sample. The instrumentation used to get the data was the speaking test. To know the reliability of the test, the researcher used inter-rater technique. The researcher used inter-rater technique to find reliable. And the test was reliable. Based on the data analysis, it was found that there were three types: They were 8 students (25 %) in omission, 6 students (18.76 %) in addition, and 2 students (4.69 %) in misordering. The finding of this research lead the researcher to conclude that the second year students of exact science at SMAN I Painan made grammatical errors in telling past experiences. In line with such conclusion, the researcher suggests to students, they need to practice more in speaking so that the students can be aware of producing kind of grammatical errors in their speaking especially in telling past experiences. For the next researcher it is suggested to find source of errors and the cause of errors made by the students in speaking.

Key Words : Analysis, Grammatical Error, Speaking, Telling Past Experiences

A. 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 school, senior high school, and in university.

In learning English, there are four basic language skills that should be mastered. They are listening, speaking, reading, and writing. They measure the success of someone in learning English. These skills depend on language components namely vocabulary, pronunciation and grammar. Both of the language skills and the language components must be related to each other. So, the students should have ability in using appropriate basic structural patterns.

In senior high school, English teacher has taught recount text to the tenth year students at the first semester. It is usually related to the speaking activity. The students tell a story provided by a teacher. There is a conversation activity and interaction among the students and the teacher in telling past experiences.

Grammar is one of the language components that guide us correctly in speaking and writing ability. Thornbury

(1999: 1) states that grammar is the description of the rules that govern how a language's sentence is formed. According to Ur (2007:4), grammar may be defined as the way a language manipulates and combines words (or bits of word) in order to form longer units of meaning. He adds that grammar is a set of rules which govern how units of meaning may be constructed in any language.

According to Murphy (1986:138), correction is a truth universally acknowledged that a language learner who makes a mistake or error must be corrected. In particular some may consider correction inappropriate or problematic in communication activities. He adds that correction is necessary in communication activities. Correction is a form of feedback to learners on their use of the language. Essentially it is neutral and may describe success or failure because language in use exploits both form and function, it may be concerned with accuracy or fluency.

Furthermore, Harmer (2001:12) also states that if we do not care about grammar rules in producing a language, the communication will be terrible although using good grammar is extremely difficult.

From the explanation above, it can be concluded that if there are grammatical errors occurring in speaking, it is necessary to correct it.

Based on the researcher's observation in SMAN 1 Painan in April 30, 2013, it was found that many students had problem such as in using verb. Most of the students have difficulties to differentiate what verb they should use in telling past experience by using the simple past tense. 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. They should be able to

differentiate between regular and irregular verb. 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. But not all of them are able to use the simple past. Some students produce some grammatical errors in speaking because they just focus on mutual understanding, so they do not pay attention to the grammatical aspect.

Based on explanation above, the researcher was interested in conducting a research about an analysis of grammatical errors made by the second year students of exact science at SMAN 1 Painan Pesisir Selatan in telling past experiences.

Gay (1987:116) says that a population is the group to which the researcher would like the results of a study to be generalize. The population of this research was the second year students of exact science at SMAN 1 Painan. Total number of population was 128 students. They were distributed into

four classes; class IPA1, class IPA 2, class IPA 3 and class IPA 4. Each class consists of 32 students. It can be seen on the following table:

Table.3.1

The Distribution of the Second Year Students of exact science at SMAN 1 PAINAN

| No. | Class | Number of Students |
|--------------|-------|--------------------|
| 1. | IPA 1 | 32 |
| 2. | IPA 2 | 32 |
| 3. | IPA 3 | 32 |
| 4. | IPA 4 | 32 |
| TOTAL | | 128 |

Because the number of population was too large, so the researcher took a sample. The sample was only a part of the population. In this research, the researcher is used cluster random sampling technique. According to Gay (1987:110), cluster random is sampling in which groups, not individuals, are

randomly selected. Furthermore, Gay (1987:114) says that in descriptive studies the sample should be at least 10% of the population. So, the researcher chose this cluster random sampling technique because the population is homogenous: use same curriculum, syllabus, material, and teacher. In this case one of the four classes was the sample because the researcher took one class of the population as sample randomly. In choosing the sample, the researcher wrote the name of each class on four pieces of paper. The researcher mixed them up into a box, and took a piece of paper from the box. The paper selected be the sample. Class IPA 3 was the sample in this research.

The instrument of this research was speaking test. The students were asked to choose five topics provided by the researcher. The topics are *embarrassing experience, my last vacation, my childhood memory, my sweetest memory in SMP, and their own topic*. The students chose the

topic that is interesting for the students. The researcher gave time around 5-10 minutes to talk and have used tape recorder or handphone as media to record the students in telling past experiences.

The instrument of this research was speaking test. The students spoke by themselves. Gay (page 127) states that the purpose of the test is to measure the knowledge, skill, feeling, intelligence, or aptitude or group. The researcher wants to know and to measure the student skill in speaking. So that why the students spoke by themselves. The procedure to record the speaking test, first the students were asked to choose five topics provided by the researcher. The topics are *embarrassing experience, my last vacation, my childhood memory, my sweetest memory in SMP, and their own topic* (note: the topic that researcher provided to the students had discussed with the teacher in SMAN 1 Painan and Based on new curriculum). Then the students chose the topic that is interesting for the students. Next the

researcher gave time around 5-10 minutes to talk and have used tape recorder or handphone as media to record the students in telling past experiences.

In giving the real test, a good test should be valid and reliable and the researcher used content validity to see the validity of the test. Arikunto (2012:67) states that one of the characteristics of the test is content validity. It means that the test is valid if it fixes with the materials that have been given to the students. To have content validity, this test is constructed based on curriculum for students in first semester about recount text class X, syllabus and teaching materials of speaking subject. To make sure, the test was consulted with the teacher who teaches English subject at SMAN 1 Painan.

The researcher used the formula person product moment coefficient correlation of inter-rater technique below to find the reliable and validity:

$$= \frac{n \sum xy - (\sum x) (\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

Where:

r_{xy} = the coefficient

correlation between x and

y variable

n = the total number

of students

x = the number of

errors that is identified by

first scorer

y = the number of

errors that is identified by

second scorer

Gay (1987:367) says that the value of r counted is consulted to the value of r table on the of freedom N-2 and alpha 0,5 and if r table > r counted, so the test is reliable, but if r table < r counted, so the test is not reliable.

To find out the types of grammatical errors made by the second year students in telling their experience, the researcher collected the data by doing following steps:

- a. The researcher asked the students to tell their experiences.

- b. The researcher recorded the students' voice by using tape recorder or handphone as media.

- c. The researcher wrote the transcription of students' oral story, then copied and gave the transcription and the recording to the second scorer.

- d. The researcher and the second scorer checked the students' grammatical error one by one.

- e. The researcher and the second scorer identified the types of grammatical errors made by the students based on the criteria

- f. The researcher rechecked and made the table checklist of students' grammatical errors in telling their experience by using the table. (see appendix 2,3,4).

In analyzing the data, the researcher analyzed the students' grammatical errors by using the following steps:

1. The researcher counted each student's grammatical error
2. The researcher used the formula below in counting the percentage of the student's grammatical error:

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

Where:

P = the percentage of students' grammatical error

F = frequency of students' grammatical error

N = total number of students' grammatical error

3. Finally, the researcher described the conclusion.

C. FINDING AND DISCUSSION

Finding

After analyzing the data, the researcher found that 25 % of errors were made by the students in omission for general. There were five types of grammatical error in omission. They were omission of plurality –s, omission of –s /es as third singular person, omission of be,

and omission of article. For clearly, omission errors made by the students were also divided into some kinds:

1. Omission of plurality -s

Based on the result of the data analysis, the researcher found that 46.88% (s1.s2.s5.s7.s9.s11.s12.s14.s15.s19.s20.s24.s27.s28.s30) of the sample (15 of 32 students) omitted –s in plural noun (see appendix 6). So, it means that they still did not understand the importance of ending –s in a noun to show plurality.

Example:

We meet all camper.(s5)

That moment happened 6 year ago. (s1)

The correct sentences are:

We meet all campers.

That moment happened 6 years ago.

2. Omission of –s/es as third singular person

Based on the result of the data analysis, the researcher found that 12.50 % (s2.s7.s15.s31) or (4 of 32 students) omitted –s/es as third singular person in

telling their past experiences, so the students were still difficult to make the differences in using simple past tense and simple present tense. (see appendix 6). It means that only a few students still did not understand about the use of s/es as third singular person.

Example:

Her father want to borrow some money.(S2)

My mother cook in the kitchen for our travelling. (S7)

The correct sentences are:

*Her father wants to borrow some money.
my mother cooks in the kitchen for my travelling.*

3. Omission of be

Based on the result of the data analysis, the researcher found that 46.88 % (s1.s4.s5.s7.s10.s11.s12.s13.s14.s17.s19.s21.s28.s29.s31.s32) or (15 of 32 students) omitted be in their sentences (see appendix 6). It means that the students still confused about omission of be in nominal sentence.

Example:

I very embarrassed.(S1)

I in SMP.(S10)

The correct sentences are:

I was very embarrassed.

I was in SMP.

4. Omission of article

Based on the result of the data analysis, the researcher found that 18.75 % (s22.s23.s25.s26.s28.s29) omitted article in telling their past experiences (see appendix 6). There were 6 students had this error. It means that most of the students understanding about use of – article.

Example:

That was good moment. (S23)

I was in large city. (S22)

The correct sentences are:

That was a good moment.

I was in a large city.

5. Omission of gerund

Based on the result of the data analysis, the researcher did not find this error. There were no students using gerund in telling their experiences.

Discussion

Error by Omission

Speaking is communication to understand each other through verbal language or speaking directly. From the result of speaking test, the researcher found that the students have errors in telling past experience especially omission error.

Dulay, Burt And Krashen in James (1982:50) states that the grammatical error usually make by the students were omission, such as omission of plurality –s, omission of s/es as third singular person, omission of be, omission of article, and omission of gerund. The researcher discussed it as follow:

1. Omission of Plurality –s

The result percentage of grammatical error in omission of plurality –s was the most error made by the second year students in telling past experiences. Almost a part of students made error in plurality –s. it was indicate that the students still leak in grammar. It was about 15 students

from 32 students made error in plurality –s.

Examples:

That moment happened 6 year ago. (error)

That moment happened 6 years ago (correct).

Her parent. (error S2)

Her parents (correct).

2. Omission of s/es as third singular person

The result percentage of grammatical error by omission in s/es as third singular person was about 4 students from 32 students made error in telling past experiences. That indicates the students most of students understood in using s/es as third singular person.

Examples:

Her father want to borrow some money (error S2)

Her father wants to borrow some money (correct).

My mother cook in the kitchen (error S7)

My mother cooks in the kitchen (correct).

3. Omission of be

The result of grammatical error made by the second year students in telling past experiences, there were 15 students from 32 students. It means that the highest in omission of be. The researcher assumed that the students still confused in using verb or be in sentences.

Example:

I very embarrassed (error S1)

I was very embarrassed (correct).

Cingkuak island very very amazing (error S4)

Cingkuak island was very very amazing (correct).

The scenery very nice (error S5)

The scenery was very nice (correct).

4. Omission of article

Based on the result of percentage grammatical error in omission of article that there were 6 students from 32 students. It means that only a couple of students made error in omission of article.

Example:

I was in large city (error S22)

I was in a large city (correct).

That was good moment (error S23)

That was a good moment (correct).

I will climb until top of merapi (error S25)

I will climb until the top of Merapi (correct).

5. Omission of gerund

Based on the result of the data analysis, the researcher did not find the students omitted gerund in their telling past experiences. The researcher assumed that the students understand about use of gerund.

Error by Addition

Dulay, Burt and Krashen in James (1982:50) states that not only error in omission, but the students usually made error in addition. Where, addition is add something that no necessary or not important for the sentence. Addition consist of two types as follow:

1. Addition of verb form

In addition of verb form 34.38 %, there were 10 students from 32

students made grammatical error in addition of verb form.

Examples:

The party was started (error S1)

The party started (correct).

I do don't care about that (error S2)

I don't care about that (correct).

I was did holiday with my friend (error S3)

I travell with my friends (correct).

2. Addition of suffix –ed on irregular verb.

Based on the data analysis, in addition of suffix –ed on irregular verb there was only 1 student from 32 students. It was good for the students. That indicates that the students understand over all.

Examples:

I putted some food and drink in the car (error S7)

I put some foods and drinks in the car (correct).

Error by Misordering

Misordering is also kind of grammatical error made by the second year

students in telling past experience. Dulay, Burt and Krashen in James (1982:50) states that misordering errors happen if the word or phrase incorrect place. Actually in misordering error the students did not find the difficulties. Misordering in this research consist of two types, they were:

1. Misordering of modal auxiliary

Based on the data analysis, the researcher did not find the grammatical error in misordering of modal auxiliary in telling past experiences. It assumed that the students knew well about modal auxiliary.

2. Misordering of adjective

In misordering of adjective, the students made error only about 3 students from 32 students.

Examples:

It was rainy heavy (error S6)

It was heavy rainy (correct)

A man good for me (error S8)

A good man for me (correct)

We went there with a bus night (error S21)

We went there with a night bus (correct).

Based on the finding and discussion above, the researcher had found out the kind omission, addition, and misordering errors made by the second year students of exact science at SMAN 1 Painan in telling past experiences. In term of omission errors, they had errors in omission of plurality –s, omission of s/es as third singular person, omission of be, and omission of article. In term of addition error, they had error in addition of verb form. While in term of misordering error, they had error in misordering of adjective. And the most error that the students had was error in omission of plurality -s and omission of be, and then followed by addition of verb form, finally omission of article, followed omission of s/es as third singular person, then followed by misordering of adjective and addition of suffix –ed an irregular verb.

CONCLUSIONS AND SUGGESTIONS

In this chapter the researcher discussed about conclusion and suggestion.

Conclusions

Based on discussion in previous chapter, the researcher concluded that:

1. The second year students of exact science at SMAN I Painan made grammatical errors in telling past experiences.
2. The students made errors in kind of omission, addition and misordering errors.
3. The most errors made by the second year students were omission of plurality -s and omission of be, followed by addition of verb form, and then followed omission of article.

Suggestions

Based on finding on the previous chapter, there were several types of grammatical error made by the second year students of

exact science at SMAN 1 Painan in telling past experiences. So, the researcher wants to give some suggestions as follows:

- Students need to practice more in speaking so that the students can be aware of producing kind of grammatical errors in their speaking especially in telling past experiences.
- For the next researcher, it is suggested to find source of errors and the cause of errors made by the students in speaking.

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