

AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN WRITING A PARAGRAPH ABOUT DAILY ACTIVITIES AT FIRST YEAR OF SMAN 1 PADANG SAGO PARIAMAN

SeptiErni Sahara¹, Fatimah Tanjung¹, Ernati¹,

¹English Department, The Faculty of Teacher Training And Education of Bung Hatta University

E-mail: eni_sahara@rocketmail.com

Abstract

The purpose of this research was to find out the first year students' grammatical errors in writing a paragraph about daily activities at SMAN 1 Padang Sago. Descriptive was the design of this research. The number of population members was 168 students. The researcher used stratified random sampling and the total number of sample members was 24 students. The instrument used to get the data was writing test. The reliability index of the test was 0.91. Then, the test was valid in term of content validity. The result of this research showed the first year students of SMAN 1 Padang Sago had grammatical errors in writing a paragraph about daily activities by the fact that 66.67% of sample members who made errors. It was proved by the findings that 23 students (95.83%) had errors in using verb forms, 21 students (87.5%) had errors in using subject-verb agreement, 7 students (29.17%) had errors in using article, 16 students (66.67%) had errors in using preposition, 13 students (54.16%) had errors in using pluralization, 8 students (33.33%) had errors in using pronoun, 22 students (91.67%) had errors in using conjunction. Dealing with the conclusion, the researcher suggests to the teachers to explain more and give more exercise in writing a paragraph about daily activities in order that the students do not make errors in writing a paragraph.

Key words: Grammatical Errors, Writing, Writing Paragraph

Introduction

There are four language skills in English. They are listening, speaking, reading and writing. Language skills are very important to be mastered by English learners. It means that English learners will use the four language skills in teaching-

learning activity. Therefore, English learners must have motivation not only to master the vocabulary and grammar but also to use and develop them. Studying and mastering English grammar is very necessary for students in order to produce acceptable

English sentences especially in writing.

Writing is more than picking up a pen and putting words on paper. Beginning writers run into difficulties because they often consider only themselves when they write. They forget that the real purpose for writing is to send a message to someone or the reader (Winter 1999). Writing is usefully described as a process, something which shows continuous change in time like growth in organic nature. Different things happen at different stages in the process of putting thoughts into words and words (Christina Russell and Robert L, 2002: 24).

Grammar, as one of the elements in English language, has an important role in the use of language. It is a description of the structure of the language and the way in which linguistic units such as words, phrases, clauses, and sentences (Eastwood, 2002).

Paragraphs are a form of written communication which contains a minimum of five sentences. Each sentence in a paragraph "talks about" or develops one single main idea. If your paragraph does this, it is said to have unity (Winter, 1999). A good paragraph also has important elements such as unity and coherence. A paragraph is unity if it discusses only one main idea. From beginning to the end, each

sentence is directly related to the topic. A paragraph is coherence means that your paragraph is easy to read and understand because your supporting sentences are in some kind of logical order and your ideas are connected by the use of appropriate transition signals. (Oshima and Hogue, 1991). There are three kinds of activities that can be described in paragraph. They are past, present and future activity. Paragraph about daily activity tells about our habits or routine activities every day that happen in present or the action relates to the time of the present moment.

There are some students who are still confused about the grammar, especially in writing, because grammar is related to the arrangement of words. If the students do not arrange the words based on the grammatical rules, it is hard for the readers to understand their writing. Based on that fact, the researcher considered to study the seven types of grammatical errors in writing a paragraph about daily activities (James, 2000:31). There are: grammatical errors in using verb forms, grammatical errors in using subject verb agreement, grammatical errors in using articles, grammatical errors in using preposition, grammatical errors in using pluralization, grammatical errors in

using pronoun, and grammatical errors in using conjunction.

Based on the discussion above, the researcher is interested in conducting study An Analysis of Students' Grammatical Errors in Writing a Paragraph about Daily Activities at First Year of SMAN 1 Padang Sago Pariaman.

Research Method

Descriptive method was used as the design of this research. Gay (1987:189) states that descriptive method involves collecting data in order to answer question concerning the current status of subject of the study. Descriptive method gave facts or real information about the sample of the study.

Gay (1987:102) states population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalized. The population of this research was the first year students of SMAN 1 Padang Sago Academic Year 2014/2015. The members of the population were about 168 students. They were classified into six classes; it can be seen in the following table:

Table 3.1

Research Population

Class	Population
X1	26
X2	24
X3	25
X4	32
X5	30
X6	31
Total	168

Source: SMAN 1 Padang Sago

The researcher used cluster random sampling as sampling technique because the population was grouped in classes and they were homogeneous; in term of similar syllabus, the same materials, and the same time allocation. Cluster random sampling is a sampling technique in which the sample in group and not individual is randomly selected and all member of selected group have similar characteristic (Gay, 1987:110).

The instrument of this study was writing test. The researcher asked the students to write a paragraph about daily activity. Then, the researcher gave instruction to write a paragraph. They were given 60 minutes to write a paragraph.

A good test should be valid and reliable. Validity is the degree of a test

measures what is supposed to be measured (Gay 1987:128). The researcher used content validity to see the validity of the test. 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, syllabus and teaching materials of writing subject (Arikunto, 2012: 82).

Reliability is the degree to which a test consistently measures what is supposed to be measured (Gay, 1987:135). In order to get the reliability of the test, the researcher used two assessors. The first assessor was the researcher and the second assessor was Miss Refsi Fadli, S.Pd. The researcher chose her because she was one of English teachers at SMAN 1 Padang Sago. Besides, two assessors were used to minimize the subjectivity of identifying error. Then, to find out the correlation between the number of errors identified by first assessor and second assessor, the researcher used Person Product Moment Formula (Arikunto,2012:82).

To find out of the types of grammatical errors made by the first year students in writing paragraph about daily activities, the researcher would analyse the data as follows:The researcher and the second assessor found the total number of

students who had grammatical error for each type of grammatical error, Then the researcher found the average of the students' grammatical error, The researcher calculated the students who have grammatical error by using the formula stated by Arikunto :

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

Where:

P = the percentage of students' grammatical error

F = frequency of students' grammatical error

Findings

The writer presents the result of analyzing data. In general, students' grammatical errors in writing paragraph about daily activities were 66.67%. Specifically, the writer divided grammatical errors made by them into seven types. It can be seen by the following chart:

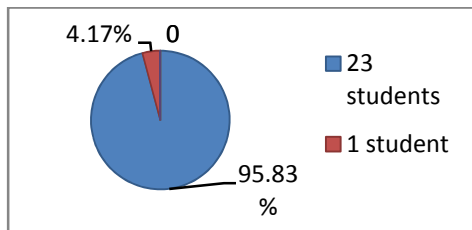
1.1.1 Students' Errors in Using Verb Forms/ Tense

After the writer analyzed the data, it is shown that 95.83% of the total of sample members (23 of 24 students) made grammatical errors and 4.17 % of the total of sample members (1 of 24 students) did not make grammatical errors in using verb forms/ tense (see Appendix 7). It is also the highest percentage of students' grammatical

errors in writing a paragraph about daily activities. It can be seen on the following chart:

Chart 4.1.1

Percentage of Students' Errors in Using Verb Forms/ Tense

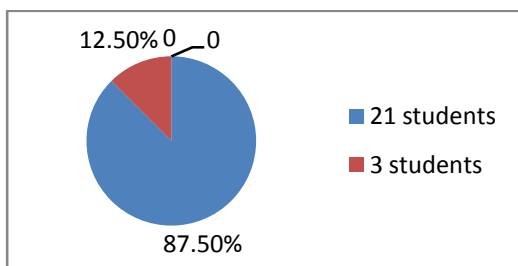


1.1.2 Students' Errors in Using Subject- Verb Agreement

From the result of data analysis, it was shown that 87.5% of the total sample members (21 of 24 students) made errors and 12.5% of the total sample members (3 of 24 students) did not make errors in using subject- verb agreement in writing a paragraph about daily activities (see Appendix 7). It can be seen on the following chart:

Chart 4.1.2

Percentage of Students' Errors in Using Subject-Verb Agreement

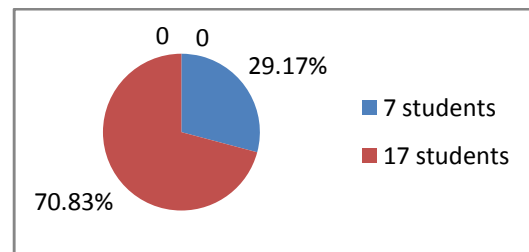


1.1.3 Students' Errors in Using Articles

Based on data analysis, the writer found that had no error in using article, it is shown that 29.17% of the total sample members (7 of 24 students) made errors and 70.83% of the total sample members (17 of 24 students) did not make errors in writing a paragraph about daily activities (see Appendix 7). It can be seen on the following chart:

Chart 4.1.3

Percentage of Students' Errors in Using Articles

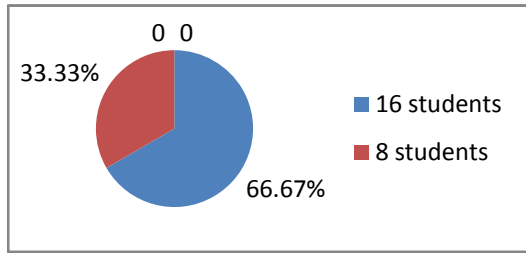


1.1.4 Students' Errors in Using Preposition

From the result of data analysis, it was shown that 66.67% of the total sample members (16 of 24 students) made errors and 33.33% of the total sample members (8 of 24 students) did not make errors in writing a paragraph about daily activities (see Appendix 7). It can be seen on the following chart:

Chart 4.1.4

Percentage of Students' Errors in Using Preposition

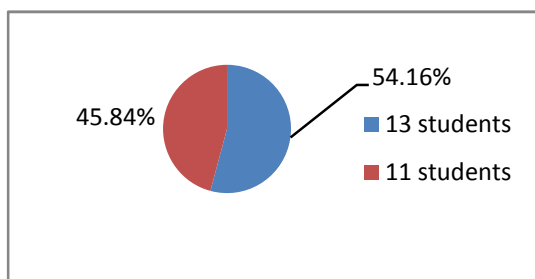


1.1.5 Students' Errors in Using Pluralization

From the result of data analysis, it was shown that 54.16 % of the total sample members (13 of 24 students) made errors and 45.84% of the total sample members (11 of 24 students) did not make errors in using pluralization in writing a paragraph about daily activities (see Appendix 7). It can be seen on the following chart:

Chart 4.1.5

Percentage of Students' Errors in Using Pluralization



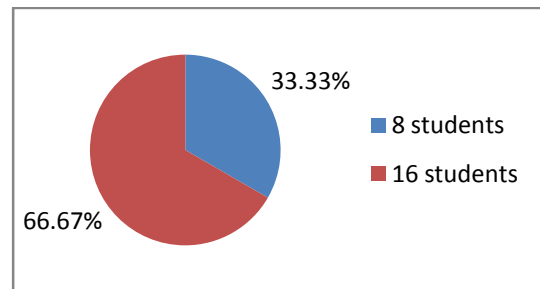
1.1.6 Students' Errors in Using Pronoun

From the result of data analysis, it was shown that 33.33% of the total sample members (8 of 24 students) made errors and

66,67% of the total sample members (16 of 24 students) did not make errors in using pronoun in writing paragraph about daily activities (see appendix 7). It can be seen on the following chart:

Chart 4.1.6

Percentage of Students' Errors in Using Pronoun

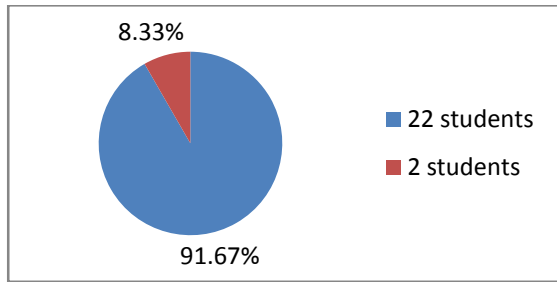


1.1.7 Students' Errors in Using Conjunction

From the result of data analysis, it was shown 91.67% of the total sample members (22 of 24 students) made errors and 8.33% of the total sample members (2 of 24 students) did not make errors in using conjunction in writing a paragraph about daily activities (see Appendix 7). It can be seen on the following chart:

Chart 4.1.7

Percentage of Students' Errors in Using Conjunction



Discussion

4.2.1 Students' Errors in Using Verb Forms/ tense

These are some grammatical errors made by the first year students can be illustrated by some examples as follows:

- a. We always playing football
- b. I was chatting with my friend.
- c. I subuh pray.
- d. We went home

The correct sentences are:

- a. We always play football.
- b. I chat with my friend.
- c. I pray subuh.
- d. I clean bathroom.
- e. We go home.

4.2.2 Students' Errors in Using Subject-Verb Agreement

These are some examples of students' grammatical errors in writing a paragraph about daily activities:

- a. My father drank coffee.
- b. My father work in the morning.

The correct sentences are:

- a. My father drinks coffee.
- b. My father work in the morning.

4.2.3 Students' Errors in Using Article

These are some examples of students' grammatical errors in writing a paragraph about daily activities, they are:

- a. I finish a lesson at 02.30 P.m.

The correct sentences are:

- a. I finish the lessons at 02.30 P.m.

4.2.4 Students' Errors in Using Preposition

These are some examples of students' grammatical errors in writing a paragraph about daily activities:

- a. I to get up at 06.00.
- b. I arrive in home.

The correct sentences are:

- a. I get up at 06.00.
- b. I arrive at home.

4.2.5 Students' Errors in Using Pluralization

These are some examples of students' grammatical errors in writing a paragraph about daily activities:

- a. My parents have eight childrens.
- b. I follow the lesson.

The correct sentences are:

- a. My parents have eight children.
- b. I follow the lessons.

4.2.6 Students' Errors in Using Pronoun

These are some examples of students' grammatical errors in writing a paragraph about daily activities:

- a. *I often go to market with friends.*
- b. *I wear uniforms.*

The correct sentences are:

- a. *I often go to market with my friends.*
- b. *I wear my uniforms.*

4.2.7 Students' Errors in Using Conjunction

These are some examples of students' grammatical errors in writing a paragraph about daily activities:

- a. *I always win and beat.*
- b. *I have breakfast and ask permission to my parents.*

The correct sentences are:

- a. *I always win, and beat.*
- b. *I have breakfast, and ask permission to my parents.*

Conclusions

After having discussions in the previous chapter, the writer draws that:

1. The first year students of SMAN 1 Padang Sago had errors in writing a paragraph about daily activities. It was proved by the fact 66.67% of sample members made errors in writing a paragraph about daily activities.

2. The first year students of SMAN 1 Padang Sago had errors in using verb forms/tense. It was proved by the fact that there were 23 of 24 students (95.83% of sample members) made errors and 1 of 24 student (4.17% of sample members) did not make errors (see Appendix 7)
3. The first year students of SMAN 1 Padang Sago had errors in using subject-verb agreement. It was proved by the fact that were 21 of 24 students (87.5% of sample members) making errors and 2 of 24 students (12.5%) did not make errors (see Appendix 7)
4. The first year students of SMAN 1 Padang Sago had no errors in using articles. It was proved by the fact that there were 7 of 24 students (29.17 of sample members) making errors and 17 of 24 students (70.83% of sample members) did not make errors (see Appendix 7)
5. The first year students of SMAN 1 Padang Sago had errors in using preposition. It was proved by the fact that there were 16 of 24 students (66.67% of sample members) making errors and 8 of 24 students

(33.33% of sample members) did not make errors (see Appendix 7)

6. The first year students of SMAN 1 Padang Sago had errors in using pluralization. It was proved by the fact that there were 13 of 24 students (54.16% of sample members) making errors and 11 of 24 students (45.84% of sample members) did not make errors (see Appendix 7)
7. The first year students of SMAN 1 Padang Sago had no errors in using pronouns. It was proved by the fact that there were 8 of 24 students (33.33% of sample members) making errors and 16 of 24 students (66.67% of sample members) did not make errors (see Appendix 7)
8. The first year students of SMAN 1 Padang Sago had errors in using conjunction. It was proved by the fact that there were 22 of 24 students (91.67% of sample members) making errors and 2 of 24 students (8.33% of sample members)(see Appendix 7).

Suggestions

- a. For the English teachers

Since students made grammatical errors in writing a paragraph about daily activities,

the teachers have to give more explanation and should give more exercises to the students about verb forms, subject- verb agreement, prepositions, pluralization, and conjunction

- b. For the students

The students should study harder especially in writing text. The students should pay more attention to the correctness of grammatical aspects, especially for the most serious grammatical errors in (verb forms, subject- verb agreement, preposition, pronoun, and conjunction).

- c. For the further researcher

The researcher suggests the next researcher to do further research on problems faced by students in writing descriptive paragraph.

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