

CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH
DAN EKSPRESI KREATIF
ILMU PENDIDIKAN

Some Techniques to Solve Speaking Problem

Kecerdasan Emosional dan Keberhasilan Kepemimpinan Kepala Sekolah

Realitas Perubahan Masyarakat Menuju Dromologi Pendidikan Bertentangan
dengan Pilar-pilar Pembelajaran Unesco

Teaching Children to be Creative in Learning

Pemberdayaan Masyarakat sebagai Langkah Praktis
dalam Implementasi Program Life Skill

Membumikan Pendidikan Karakter di Lembaga Pendidikan Formal

Motivasi Berprestasi (Internal vs Eksternal) terhadap Prestasi Belajar
pada Pembelajaran Kooperatif

Implementasi Pembelajaran *Facilitator and Explaining*
untuk Meningkatkan Hasil Belajar

Peningkatan Kemampuan Mengemas Produk
melalui Penerapan Pembelajaran Berbasis Proyek

Pembelajaran Barisan Aritmatika dengan Strategi PQ4R bagi Siswa SMK

Meningkatkan Hasil Belajar Logika Matematika
melalui Metode *Problem Based Learning*

English Ellipsis in the Novel of Angels and Demons

Improve Mastery of the Law of Sines and Cosines
through Problem-based Learning in Students

Grammatical Errors on Writing

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dengan Prestasi Belajar Mata Pelajaran PKn

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GRAMMATICAL ERRORS ON WRITING

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Abstrak: tujuan penelitian ini adalah untuk mengklasifikasikan kesalahan tata bahasa yang dibuat oleh mahasiswa tingkat satu jurusan bahasa Inggris STKIP PGRI Blitar, tujuan penelitian ini adalah untuk mendeskripsikan kesalahan tata bahasa pada karangan. Responden dalam penelitian ini berjumlah 45 mahasiswa dan didapatkan sejumlah 173 kesalahan pada karangan mereka. Instrumen yang dipakai mengambil data dalam penelitian ini adalah sebuah tes mengarang dengan jenis teks deskriptif. Data diambil dengan cara mengidentifikasi, mengklasifikasi dan menghitung kesalahan tata bahasa yang didasarkan pada *surface strategy taxonomy*. Sedangkan hasilnya dapat disimpulkan bahwa jenis kesalahan yang sering terjadi adalah *substitution error*. Ini terbukti bahwa mahasiswa masih bingung bagaimana menyusun kalimat dengan tata bahasa yang benar dengan pilihan kata yang benar. Mereka sering membuat kesalahan dalam menggunakan kata kerja tidak beraturan. Ini membuktikan bahwa tata bahasa dan kosakata mereka sangat perlu ditingkatkan secara *intensive*

Key words: grammatical error, substitution error

Abstract: In this research, the researcher tried to identify and classify grammatical errors made by the first year students of STKIP PGRI BLITAR. The object of the research is to describe the grammatical error on composition. There are nine classes in this grade and the writer takes forty-five students for his research and gets 173 errors on composition. The test given to the students is writing descriptive text. The data are drawn by identifying, classifying, and counting the grammatical errors based on the surface strategy taxonomy. After analyzing the data, it is concluded that the most frequent error types made by the students is substitution error. It means that they are still confused how to arrange a right sentence and to choose the correct words. They often make mistake in using irregular verb.. It proves that their English grammar and vocabulary need to improve intensively.

Key words: grammatical error, substitution error

INTRODUCTION

In Indonesia, English, as foreign language is taught formally starting from elementary school to senior high school. It means that students in university level have been studying English for twelve years. Theoretically, they should know English well, but in the fact, the students face many various problems. They often say that that learning English is difficult, especially in writing. They

often confused to express their idea into English. It can be understood for English as the target language has different system, if we compare to mother tongue.

For this reason, there are many possibilities for English learners to make errors, especially in Indonesia. English isn't the second language, but we can call it as the third language. As we know,

that Indonesia has a lot of traditional language in every region. When someone was born, the first language that he heard is traditional language. Then, when they go to school, they will learn Indonesian language. In addition, the structure of Indonesian language and English is different. In other words, different systems between native language and target language cause learners make errors, especially in grammar.

According to statement above, the researcher can conclude that the students still face many problems in studying English. Mostly, the problem they face is writing. In their writing, students often make errors in grammar. That's why it is very important to conduct a research by title "Grammatical Errors of the First Year Students' Writing of STKIP PGRI Blitar

This study is specified into two problems as follows: 1) What kinds of grammatical errors are made by the first year students of English Department of STKIP PGRI Blitar in an essay writing. 2) Which grammatical error is the most dominant in writing made by the first year students of STKIP PGRI Blitar. Based on the problems mentioned above, this research is intended to describe: 1) The kinds of grammatical errors made by students in an essay writing. 2) The most frequent grammatical error in essay writing made by the first year students of STKIP PGRI Blitar

This study focused on analyzing grammatical errors in the first year students of English Department STKIP PGRI Blitar. The student were asked to make a descriptive text the topic of which was "Good Job".

RESEARCH METHOD

The design of the study is descriptive. Descriptive research is designed to obtain information concerning with the current status of phenomenon directed toward determining the nature of situation, as it exists at the time of study. One of the characteristics of descriptive research is that there is no administration or control of a treatment as it is found in experimental research.

This study is aimed to identify the errors that exist in the samples of composition and to describe the grammatical errors. For this purpose, the qualitative and quantitative designs are con-

sidered appropriate. As a qualitative study, it intends to give the characteristic of the errors; whereas the quantitative study gives the frequency of the errors made.

The subject of this research is the first year students of English Department of STKIP PGRI Blitar 2010/2011. The writer takes the first grade because they have been studying English, minimally six years.

The object of this research is grammatical errors of the first year students of English Department of STKIP PGRI Blitar 2010/2011. There are nine classes in this grade. The researcher uses five students' composition in each class and the number of sample is forty five students. The writer takes the first grade by the consideration that they have studied grammar from junior high school and senior high school.

The instrument used in this study is an essay writing test. Actually, in a study of error, the test instrument could also be in the form of (1) an objective test, (2) rewriting sentences by giving correction to error sentences (3) completing unfinished sentences, and (4) translating sentences. The test can measure recognition as well as production. It uses an essay writing test because in an easy writing the students can produce their own sentences freely and they will use whatever structure they want to use. So, this kind of test is more suitable for this research.

The data was collected by using the research instrument. Accordingly, the source of data was the essay writing test which made by the first year students of STKIP PGRI Blitar, supervised by the writer himself. There were eight classes in this grade. The test was done on January 12, 2011. After the data had been collected, they were analyzed by using descriptive statistic.

The data analysis was done by identifying grammatical error based on the surface strategy taxonomy, then counting it. From the composition, the writer made a table for classifying it into error types and gave a clear description of the research. The following was the procedure used on this research. First, each composition was read intensively to identify the errors. Afterwards, the identified errors were rewritten in separate list. The errors were classified based on the surface strategy taxonomy. The errors were counted.

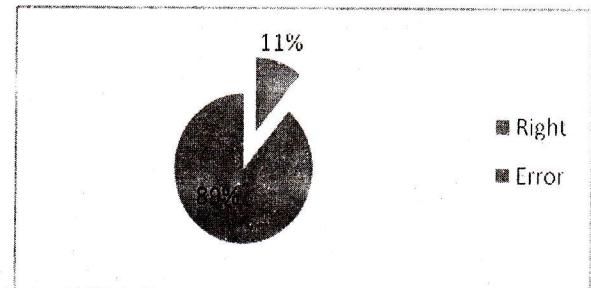
Coding and Table

The code, sign, or mark can be seen in the following list:

1. NOUN
 - NO : Noun of Omission
 - NA ; Noun of Addition
 - NS : Noun of Substitution
 - NR : Noun of Ordering
2. VERB
 - VO : Verb of Omission
 - VA ; Verb of Addition
 - VS : Verb of Substitution
 - VR : Verb of Ordering
3. ADJECTIVE
 - AO : Adjective of Omission
 - AA ; Adjective of Addition
 - AS : Adjective of Substitution
 - AR : Adjective of Ordering
4. ADVERB
 - ADO : Adverb of Omission
 - ADA ; Adverb of Addition
 - ADS : Adverb of Substitution
 - ADR : Adverb of Ordering
5. PRONOUN
 - PO : Pronoun of Omission
 - PA : Pronoun of Addition
 - PS : Pronoun of Substitution
 - PR : Pronoun of Ordering
6. NUMERAL
 - NUO : Numeral of Omission
 - NUA ; Numeral of Addition
 - NUS : Numeral of Substitution
 - NUR : Numeral of Ordering
7. DETERMINER
 - DO : Determiner of Omission
 - DA ; Determiner of Addition
 - DS : Determiner of Substitution
 - DR : Determiner of Ordering
8. PREPOSITION
 - PRO : Preposition of Omission
 - PRA ; Preposition of Addition
 - PRS : Preposition of Substitution
 - PRR : Preposition of Ordering
9. CONJUNCTION
 - CO : Conjunction of Omission
 - CA ; Conjunction of Addition
 - CS : Conjunction of Substitution
 - CR : Conjunction of Ordering

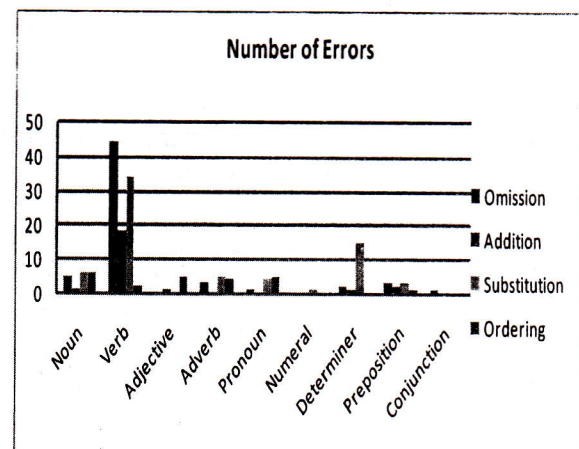
RESULT OF THE RESEARCH

Chart 1 Student Mistake

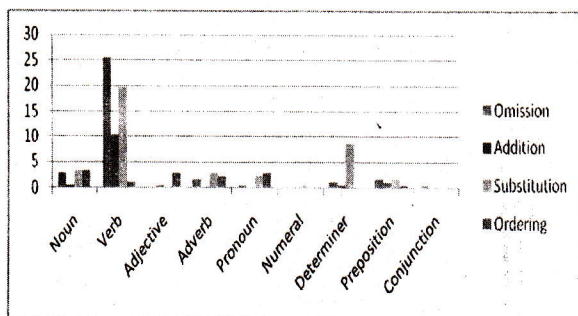


Based on the data of the composition, it can be said that the writing task is not easy for learners. This can be seen from the number of students who can write well. There are only five students (11.1%) from forty five students who have no mistake in their writing. It shows that expressing idea using right grammar in writing is a difficult subject.

Chart 2 Percentage of Errors



After analyzing the students' errors in writing, the writer found 173 errors. It covers error in noun omission 2.9%, error in noun addition 0.6%, error in noun substitution 3.4%, error in noun ordering 3.4%.

Chart 3 Number of Error

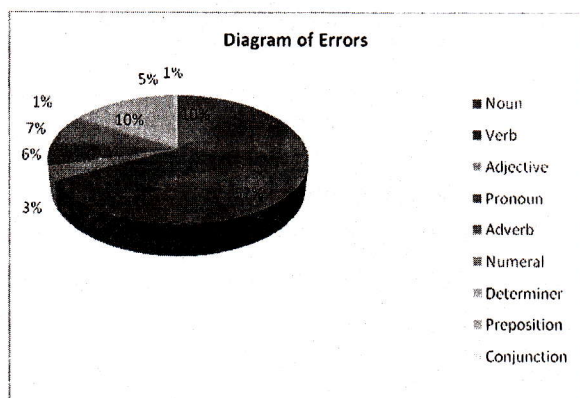
Error in verb omission 25.4%, error in verb addition 10.4%, error in verb substitution 19.6%, error in verb ordering 1.2%,

Error in adjective addition 0.6%, error in adjective addition 0.6%, error in adjective ordering 2.9%,

Error in adverb omission 1.7%, error in adverb substitution 2.9%, error in adverb ordering 2.3 %, error in pronoun omission 0.6%, error in pronoun substitution 2.3%, error in pronoun ordering 2.9%, Error in numeral substitution 0.6%,

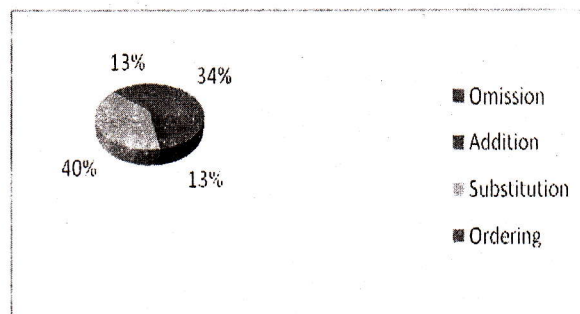
Error in determiner omission 1.2%, error in determiner addition 0.6%, error in determiner substitution 8.7%,

Error in preposition omission 1.7%, error in pronoun addition 1.2%, error in pronoun substitution 1.7%, error in pronoun ordering 0.6%, and error in conjunction omission 0.6%.

Chart 4 Percentage of Word Class Errors

From the data, it is found that students often make error in using of verb. They do not understand well how to use the right verb in a sentence. They make errors in putting *be*, using regular and irregular verb, the use of suffix *-s* in simple

present tense, especially when the subject is third singular person. So, it shows that student are still confused how to arrange a good sentence using a good structure.

Chart 5 Percentage of Surface Strategy Errors

From the data, it is concluded that the most frequent error types made by the first students of STKIP PGRI Blitar is substitution error. It means that they are still confused how to arrange a right sentence and to choose the correct words. They often make mistakes in using irregular verb. It gives prove that their English grammar and vocabulary need to improve intensively.

The second is omission error. The students are frequently confused how to put the right “*be*” and putting the correct tense for every sentence. It can be concluded that the students have problem in grammar. Their knowledge about grammar is not sufficient . Especially in omission of verb, they often make mistake in putting suffix *-s* to verb-1 in simple present tense when the subject is third singular person. The second mistake that it frequently appears in verb omission error, they do not write “*be*” in nominal sentence, especially when the sentences use frequently adverb.

Then, error addition is in the third place. These errors show that some basic roles have been acquired, but that the refinement has not yet been made. Their mistakes in addition errors still have relationship with omission error. They have problem in putting suffix *-s* when they make sentence or they usually give “*be*” in verbal sentence.

The fourth is ordering error. Ordering errors occur because there is some misunderstanding to arrange a sentence from English language to our mother tongue, Indonesian language. They translate word by word to make sentence. So, it

shows that they do not understanding enough how to arrange sentences which indicate that their grammar is not well enough

CONCLUSION

From the analysis above, it can be taken the result that the errors made by the first students of STKIP PGRI Blitar including; noun omission 2.9%, error in noun addition 0.6%, error in noun substitution 3.4%, error in noun ordering 3.4%, error in verb omission 25.4%, error in verb addition 10.4%, error in verb substitution 19.6%, error in verb ordering 1.2%, error in adjective addition 0.6%, error in adjective addition 0.6%, error in adjective ordering 2.9%, error in adverb omission 1.7%, error in adverb substitution 2.9%, error in adverb ordering 2.3 %, error in pronoun omission 0.6%, error in pronoun substitution 2.3%, error in pronoun ordering 2.9%, error in numeral substitution 0.6%, error in determiner omission 1.2%, error in determiner addition 0.6%, error in determiner substitution 8.7%, error in preposition omission 1.7%, error in pronoun addition 1.2%, error in pronoun substitution 1.7%, error in pronoun ordering 0.6%, and error in conjunction omission 0.6%.

The verb omission error was the most dominant type of errors. There were 44 errors (25,4%). From the date we can take conclusion that mostly the students of English still have difficulties in apprehending English grammar as a second language.

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