THE ANALYSIS OF GRAMMATICAL ERROR IN WRITING RECOUNT TEXT USING SURFACE TAXONOMY STRATEGY

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Abstract.

The objectives of the study are to know the most common grammatical errors made by the tenth grade students of SMK Muhammadiyah kota Cirebon in recount text writing, and to identify the causes of the errors. The sample of this research is 18 students. The method which is used in this research is descriptive analysis. Firstly, students were given essay test about recount text. Afterwards, the data were collected, identified, and then classified based on grammatical classification. The result of the study showed that verb tense is the most grammatical error made by the students. Based on the analysis of the grammatical errors, four types of errors were found. The numbers of errors of omission are 18 errors with the percentage of 41.86%. Then the second common error is misformation with total errors 16 errors or 37.20%. The third error is addition with 5 errors or 11.62%. And the last is misordering with 4 errors or 9.30%. It can be concluded that most students of SMK Muhammadiyah kota Cirebon got wrong in omission and misformation. And the sources of errors, two types of errors affected the occurrence of students' errors. These two errors are as follows. Intralingual error was found 16 errors or 8.42% and interlingual error was found 3 errors or 1.57%. Based on the result, it is figured out that the students were creative in constructing English sentences and still have difficulties in learning grammatical structures in writing process.

Keywords: *Grammatical error, Writing, Recount text, Surface taxonomy strategy*

Introduction

Teaching English is important in every country especially in Indonesia because English is a foreign language. Basically, English and Bahasa Indonesia requite different grammatically and lexically. Each has very different rules. Commonly, most Indonesian students have got the same problems about the mother language (L1) and the target language (L2). In the process of learning a foreign language, making errors is a common thing that the Indonesian learners face when they write an essay. They necessarily need knowledge of the grammatical rules. As a learner, producing second language (L2) is not easy. There will be errors may occur because the learners often over-generalize them. And grammatical error is an error of or pertaining to grammar (Kiser, 2009). In this study, the writer tried to focus on analyzing the grammatical errors in

writing recount texts done by the tenth grade at SMK Muhammadiyah kota Cirebon. The students could probably do grammatical errors in produce recount texts because as we know Indonesian as their first language does not have any past form.

The Error Analysis

Error is different from mistake. Yet, making errors and mistakes are commonly done by the second language learners and foreign language learners. Without deep understanding, the learners usually tend to see the errors and mistakes similarly.

H. Douglas brown (2007 : 166) explains that; a mistake refers to performance error that is either a random guess or a "slip" in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situation. While error is a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner and an error that reveals of a portion of the learner's competence in the target language. Meanwhile, Corder (1981 : 257 made a distinction between a mistake and error. Whereas a mistake is a random performance slip caused by fatigue, excitement, etc., and therefore can be readily self-corrected, an error is systematic deviation made by learners who have not yet mastered the rules of the L2. A learner cannot self correct an error because it is a product reflective of his or her current stage of L2 development, or underlying competence.

Grammatical Error

All languages have its own grammar. People who speak the same language are able to communicate because they know the grammar system of that language. Because the use of the language to communicate presuppose a grammar, it follows that all speakers and writers of a language must have a knowledge of its grammar. Thornbury (2004:1) states that 'grammar is partly the study of what forms (or structures) are possible in a language'. Grammar is concerned with analysis of the sentence which is describing the rules how language sentences are formed. Harmer (2002: 12) states that 'grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language'. Lado (2008) found errors found in prepositions, verb tenses, infinitive, adjective, nouns, adverb, articles, singular/plural and word order.

Taxonomy of Grammatical Errors

According to Ho (2005), there are four taxonomies of errors that contain parts of speech. They

are errors regarding nouns and noun groups, errors regarding verbs and verb groups, error regarding preposition, and error regarding sentence structure. The errors regarding noun-noun groups consist of four categories. They are unnecessary insertion /overgeneralization of plural marker –s, omission of plural marker –s (under-marking of plural), inappropriate selection/usage of quantifier/article/determiner, and the last is inappropriate combination of subject and verb. The errors in verb-verb groups consist of nine categories; they are omission of suffix –s/ -es/ -ed/ -ing, omission of –ed participle after a form of the verb be, inappropriate form after modal verb (unnecessary insertion/ overgeneralization of suffix –s, -ed, -ing, inappropriate form after modal verb (omission of suffix –ed, passive form), omission of direct object, omission of infinitives to, omission of –ing participle, omission of auxiliary verb, and inversion of verb-subject in indirect question format. The errors consist of three categories. They are omission of preposition, unnecessary insertion of preposition, and inappropriate selection or usage of preposition. Besides that, the errors regarding sentence structure consists of eight categories. They are dangling modifier, squinting modifier, jumbled-up or illogical sentences, incomplete or fragmented sentences, run-on sentence, inappropriate coordinating conjunction, inappropriate subordinating conjunction, and inappropriate combination of conjunction.

Research Method

In order to gain the purpose of the study, this study used qualitative research in this study, the population consists of the tenth grade at SMK Muhammadiyah kota Cirebon. There were four classes for the tenth grade. However, from the population, one class from the four classes was taken as the sample of this study (Multimedia Class). The total numbers of the samples were 40 students. The specific analysis of the data was selected from all the 18 written English tasks of recount texts.

Result and Discussion

The purpose of this research is to gain a description of errors in terms of their types and proportions (frequency and percentage) of simple past tense in students" descriptive writing based on surface strategy taxonomy. As previously informed that there are four types of error according to surface strategy taxonomy: omission, addition, misinformation and mis-ordering.

The main instrument of this research was essay writing. The data were gained from students" writing. The writing is in the form of descriptive writing with topic about students" favorite artist. The number of the students was 38, but the subjects of the research were 36 because when the test held to take the data, the other 2 students were absent. The task guideline was given to them. Then, all incorrect forms in students" sentences were regarded as errors. Researcher calculated the percentage of each error type. To get the percentage of each types, the following formula was used. The formula is:

$$P = F/N \times 100\%$$

Where:

P= Percentage

F= Frequency of error occurred

N= Number of cases (total frequent / total individual)

Having checked the students" result of writing, it was found that there were 18 items (41.86%) of omission error, 5 items (11.62%) of addition error, 16 items (37.20%) of mis-formation error, and 4 items (9.30%) of mis-ordering error. The total number of errors is 43 items.

Below are presented several examples of apparent errors made by the students in using simple past tense in recount writing.

Omission Error

Omission errors are characterized by the absence of an item that appear in a well − formed utterance. In retelling past event, verb 2 is needed. Below is the example taken from the data:

1) I arrive at school

2) I just stay in my home

3) I arrive at Gerojogan Sewu

4) My family stays at my grandmother's house

5) I ever visit Karawang city

6) I ever follow extracurricular

7) We arrive at 5 pm

The sentences above should be revised as below:

1) I arrived at school

2) I just stayed in my home

3) I arrived at Gerojogan Sewu

4) My family stayed at my grandmother's house

5) I visited Karawang

6) I followed extracurricular

7) We arrived at 5 pm

Addition Error

On the contrary to omission error, addition errors are characterized by the presence of an item which must not appear in a well-formed utterance. Beside omit "to be", the student usually made an error of adding "be" that is not needed. Below is the example taken from the data:

1) That my became known business in Karawang

2) I am ever followed accounting extracurricular

3) I am followed accounting competition

4) I am met friends from other school

5) I am procured new lesson

The sentences above should be revised as below:

1) That became known business in Karawang

2) I ever followed accounting extracurricular

3) I followed accounting competition

4) I met friends from other school

5) I too procured new lesson

Misformation Error

Misformation errors are characterized by the use of the wrong form of the morphemes or structure (Dulay et all 1982:156). The use of pat tense verb in recount text is absolutely needed. In the collected data, the writer still found the incorrect verb that used by the student. The verb used is still in form of present verb or bare infinitive. These are the examples taken from the data:

1) I come late to my school

2) I wake up about 6.30 am

3) It make me took a longer time

4) I wake up and had a breakfast

5) I take a nap

6) I fill boring 7) I spend my holiday in Solo

8) I see many tourists

9) Along the way I see the beautiful scenery

10) At that time on the same trip to see a lot of good scenery

11) That become a known business in Karawang

12) Finally become the winner

13) At the time when I go to market

14) I buy drink and food

15) I meet friends from other school

16) It was very amazing to spend my weekend with my friends

The sentences above should be revised as below:

1) I came late to my school

2) I woke up about 6.30 am

3) It made me took a longer time

4) I woke up and had a breakfast

5) I took a nap

6) I felt boring

7) I spent my holiday in Solo

8) I saw many tourists

9) Along the way I saw the beautiful scenery

10) At that time on the same trip to saw a lot of good scenery

11) That became a known business in Karawang

12) Finally became the winner

13) At the time when I went to market

14) I bought some drinks and food

15) I met friends from other school

16) It was very amazing to spent my weekend with my friends

Misordering Error

According to Dulay (1982:156) Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. Error of misordering are characterized by the incorrect placement of morpheme or group of morphemes in a sentences. The writer found the error of placement of an item in constructing adjective phrase. The student still made error in placing items as in the example below:

1) We had go to home to Cirebon

2) On the "Merpati Putih" Padepokan

3) I followed extracurricular accounting

4) After that I followed competition accounting with my friends

The sentences above should be revised as below:

1) We had to go home to Cirebon

2) On the Padepokan "Merpati Putih"

3) I followed accounting extracurricular

4) After that I followed accounting competition with my friends

Discussion of Finding

After collecting the data from the students, the errors were identified and then they were classified based on surface strategy taxonomy, they are: omission, addition, misformation, and misordering. After classifying the types of errors, the frequency was determined. The writer presents the type of error and the most dominant error made by the student.

1. Kinds of Error Made by the Students

    Based on the analysis of the data, the writer found some aspect of errors in the students' writing of recount text. They are the using of simple past tense, the using of proper noun and the using of time connective. This grammatical error is also include into four types of errors based on the Dulay's (1982:146) classification in surface taxonomy strategy. They are addition, omission, misformation and misordering.

2. The Most Dominant Error Made by the Student

    After the data were analyzed by the writer, it showed the most error made by the student.

    a. Omission (41.86%)

    The most error found in the students' writing is omission with 41.86 % of percentage. In

this type of error the student omits the item that is actually necessary in making well-formed sentence. According to the analyzed data, the writer found the aspect of grammatical errors of omission are omitting d/ed with 3.88 % of percentage, omitting s/es 2.22 % of percentage and omitting article 3.88 % of percentage. Here are the example of omission taken from the data, "the ticket price only Rp.25.000". The sentence cannot be considered as the correct sentence. The writer should not omitted "was" that is actually needs to be placed after the subject.

b. Misformation (37.20%)

The second highest frequencies of error made by the student with 37.20% of percentage is misformation. Misformation error is characterized by the wrong form of morpheme or structure. The student made error in forming the words they used in writing recount text. From the analyzed data, the writer found the aspect of grammatical features error made bythe students are in the using of simple past tense. Here the example of misformation as the type of errors made by the student in writing recount text, "I wake up about 6.30 am". The example of that sentence shows that the student still write "wake" to explain the event that happened in the past. We can know that the sentence is wrong viewed from the tense rule. To explain the event happened in the past, the student must use simple past tense rule to compose the sentence.

c. Addition (11.62%).

Error of addition becomes the third highest frequencies of error made by the students in writing recount text with 11.62 % of percentage. It means that the student add the item that is actually not necessary in forming the sentence. The example of this error taken from the data is "I am ever followed accounting extracurricular". The student should not add "am" in this sentence.

d. Misordering (9.30%)

The least error found based on the student's writing is error of misordering with 9.30 % of percentage. It refers to any incorrect placement of a morpheme or a group of morpheme in a sentence. Here is the error found from the students' work in writing recount text, "I ever followed extracurricular accounting". The student put noun after adjective. But actually in the rule of adjective phrase, the noun must be placed before the adjective. So, the sentence

should be revised as "I ever followed accounting extracurricular".

Conclusion

According to the description in the previous chapter, the writer concluded that the tenth grade of SMK Muhammadiyah kota Cirebon still made error when they made the recount texts and based on the data the writer found that there were 62 errors. It could be described that errors in omission were the most frequent or the highest errors in which the students committed 18 errors or 41.86 % errors. Then, errors in mis-formation consist of 16 errors or 37.20 %. Then, errors in addition consist of 5 errors or 11.62 %. And the last or the lowest error is mis-ordering consist 4 errors or 9.30 % errors. Based on the high percentage of errors, it means that the students' mastery in writing recount text needs to be improved to avoid the students making the same errors.

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