

GRAMMATICAL ERROR ANALYSIS IN ENGLISH WRITING A CASE STUDY AT REKTOR PRIVATE INSTITUTE ENGLISH COURSE

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ABSTRACT

This research aimed to investigate and reveal the grammatical error in English Writing made by the students in one of English Course in Makassar and how those errors appeared in a sentence. The writer also focused on the most frequent type of grammatical error and some other possible errors in English Writing. The writer used descriptive quantitative method to analyze the data which were found in the sentences. The writer used random sampling technique to choose which samples were to be analyzed. The data were determined according to the needs and purposes of this research. The writer found thirty-five samples. In this case, the writer used two methods of collecting data, library research and field research. After doing the analysis, the research result indicates that the most frequent error made by the students in English Writing in case of four types which occurs in this study. Omission, addition, malformation, and disordering are in the use of simple present tense. This thesis reveals that nearly 50% students of all subjects make many errors in it.

Keywords: Grammatical Error, Writing.

INTRODUCTION

Language is clearly defined in our glossary as a "human capacity for acquiring and using complex systems of communication." Frankly, however, language is very complicated, intriguing, and mysterious to be explained enough by a brief definition. According to Wibowo (2001:3)", language is a system of symbols that are meaningful and articulate around (generated by said tool) which are arbitrary and conventional, which is used as a means of communicating by a group of human beings to give birth to feelings and thoughts."

Languages skills are divided into two, receptive skills and productive skills. The receptive skills are included listening and reading, because learners do not need to produce language to do these; they receive and understand it. These skills are sometimes known as passive skills. They can be contrasted with

productive or active skills of speaking and writing. Example, In the process of learning new language, learners often begin with receptive understanding of the new items, then later move on to productive use.

Productive skills are about speaking and writing, because learners do these need to produce language. They are also known as active skills. They can be compared with the receptive skills of listening and reading. Such as, Learners have already spent time in practicing receptive skills with a simple form, by listening it and reading it. Now they move to productive skills by their own writing group, based on the example.

In this research, the writer would like to investigate more about writing, because the writer finds so many mistakes, some people can speak English fluently, but some of them cannot write well. Based on argument, the writer attempts to discuss about Error Analysis In Writing.

REVIEW OF LITERATURE

The definitions of Error

It is commonly known that learner who learns foreign language as their second language often makes error in language. Error can happen anytime when the learner does not follow the rules of the language. They sometimes cannot avoid it even though they have learned and known the correct rules.

According to Kiparsky (1972) make a distinction in error which relates it to comprehensibility. They said that two fundamental types of error are global and local error. Global error is the type which facts the interpretation of the whole sentences. This error causes a misunderstanding of a failure in getting a message. The aim of this error is to measure the students' ability to arrange sentences in logical errors, to comprehend the message in the context by using connectors. Local error is merely a part of it, a clause or a phrase. This kind of error can cause trouble in particular constituent or clause in sentences. It does not significantly hinder the comprehension of the sentences.

Concluding the terms above, we can say that error will occur if there are incorrect rules used by the learners. It can arise if the language learners cannot produce the correct form of the language that they used. This can happen to everyone who has learned the form of the language, in the process of learning and even to the native speaker if they are in the unsuitable situation when they are producing the language. It can be in the form of pronunciation, syntactical errors or semantically errors. In addition, this errors can be regarded as failure or as positive aids to learning.

The Notion of Error Analysis

It is undeniable that students make mistakes and commit errors in their writing products. However, all of those can be inhibited through realizing the errors and operating on them according to the feedbacks given. The steps that students follow get the writer realizes that if the mistakes and errors of language in constructing new language system are analyzed carefully, the process of writing

shall be understood.

Erdogan (2005: 262) states in terms of error correction, the analyses of errors are supposed as a strategy to inhibit the errors that have been made in writing product such as paper assignment. Erdogan (2005: 262) also explains error analysis enables lecturers to find out the sources of errors and take pedagogical precautions towards them. As indicated above, the analysis of students' errors has become an essential need to organize remedial courses, to compose appropriate material and teaching strategies based on the findings of error analysis.

According to Sanal (2007: 597), error analysis is a study to identify, to describe and systematically to explain the learners' errors by using any of the principles and techniques provided by linguistics. It can be said that error analysis as a process based on analysis of the students' errors. Whereas Brown as cited in Sanal (2007: 598) asserts that error analysis is the activity to observe, to analyze and to classify the students' errors for conveying something of the system operating.

The other notion is from Nunan (2005: 31) who defines that error analysis involves studying samples of students' written language to identify grammatical errors they make. This analysis is absolutely needed to be the basis for providing feedback to the students, or for tabulating the errors. Although, these analyses are extremely time consuming and also probably not feasible in large classes, it is helpful for being basis to decide on the focus of review lessons.

Practically, error analysis can be a very useful device of a foreign language teaching program. Errors provide feedback, they tell the lecturers something about the effectiveness of their teaching materials and their teaching techniques.

Differences between Error and Mistake

Error and mistake are different. Error is unintentionally deviant and is not self-correctible by its author. Then, errors are the result of the failure of performance. Besides, errors cannot be self-corrected until the relevant (to that error) input (implicit or explicit) has been provided and converted into intake by the learners. In other words, errors require further relevant learning to take place before they can be self-corrected.

Moreover, error cannot be self-corrected, according to James (1998: 83), while mistakes can be self-corrected if the deviation is pointed out to the speaker. Then, error reveals a portion of the learners' competence in the target language. Meanwhile, mistake refers to a performance error that is either a random guess.

METHOD

There are two methods of analyzing data the writer uses. In arranging this writing, the required data are obtained from two sources. They are library research and field research. The writer takes samples from 10 students of Rektor Private Institute English Course in English Writing Class. In collecting the data, the writer uses some following steps: 1) Some individual assignments of the students are identified and the writer tries to find out the grammatical errors. Then the errors in

the data are separated and put in the table. 2) After identifying the errors in the data, the writer analyzes them by using descriptive analysis. 3) The writer finally tries to specify the most frequent errors after analyzing the data. In addition, the writer also takes conclusion about the students' grammatical errors made in Writing by using the error classification.

FINDINGS & DISCUSSION

Findings

Error Sentences and Types of Errors

Table 1. Error Sentences and Types of Errors

NO	Error Sentences	Correct Sentences	Types of Errors
1	She likes playing her"s hand and then she flatter her"s hand.	She likes playing her hand and then she flatters her hand.	Addition of possessive marker „s and omission –s in the verb form.
2	She looks beautiful when wears it.	She looks beautiful when she wears it.	Omission of subject
3	She always looking for someone who call her name.	She always looks for someone who calls her name.	Misformation and omission –s in the verb form.
4	She always lying her face down.	She always lies her face down.	Misformation
5	She also likes watching television and smile when watch it.	She also likes watching television and smile when she watches it.	Omission of subject
6	You different with another.	You are different with another.	Omission of to be in the present tense.
7	You like angel come down from heaven.	You are like angel who comes down from heaven.	Omission of to be in the present tense and omission –s in the verb form.
8	You always there.	You are always there.	Omission of to be in the present tense.
9	I hope you always beside me when open my eyes.	I hope you are always beside me when I open my eyes.	Omission of to be in the present tense and omission of subject.

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10	I want be your shoulder when you cry.	I want to be your shoulder when you cry.	Omission of preposition.
11	You really makes me in love.	You really make me in love.	Addition of –s in the singular form
12	I want accompany you to your house.	I want to accompany you to your house	Omission of preposition
13	You have something that disturb my mind.	You have something that disturbs my mind.	Omission –s in the verb form.
14	Now, you became my baby.	Now, you become my baby.	Misformation
15	Hopefully, have handphome your number.	Hopefully, I have your phone number.	Omission of subject and misordering
16	Your smile in the disturb my every time.	Your smile disturbs me every time.	Misformation and omission –s in the verb form.
17	Your hand have soft.	Your hand is soft.	Misformation
18	Your long hair black and soft.	Your long hair is black and soft.	Omission of to be in the present tense.
19	Pink lipstick make you sweet.	Pink lipstick makes you sweet.	Omission –s in the verb form.
20	It make you look wonderful.	It makes you look wonderful.	Omission –s in the verb form.
21	Your eyes to give light in the life.	Your eyes give light in the life.	Addition of preposition
22	Your light always shine.	Your light always shines.	Omission –s in the verb form.
23	Your eye has lens beautiful color brown.	Your eye has beautiful brown lens.	Misordering
24	You have nail very neat.	You have a very neat nail.	Misordering
25	Eyebrow color black make you clear.	Black eyebrow make you clear.	Misordering
26	You very interesting.	You are very interesting.	Omission of to be in the present tense
27	I very interesting to you.	I am very interested to You.	Omission of to be in the Present Tense.

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28	I think it just my dream.	I think it is just my dream.	Omission of to be in the present tense.
29	I want to know where are you live.	I want to know where you live.	Addition of to be in the present tense.
30	Unlike you, I just ordinary people.	Unlike you, I am just ordinary people.	Omission of to be in the present tense
31	There are many function use handphone.	There are many functions on the use of handphone.	Omission of –s in the plural form and omission of preposition.
32	If it leave, make me confused.	If it is left, it makes me confused.	Omission of subject and omission of to be in the present tense.
33	In the morning the air so fresh.	In the morning the air is so fresh.	Omission of to be in the present tense.
34	Usually, I doing it with my mother and my sister.	I usually do it with my mother and my sister.	Misformation and Misordering
35	We cycled all morning.	We cycle all morning.	Misformation.

The explanation of classifying the grammatical errors sentences above will be presented in the following table completed with the explanation how the writer can decide that thirty five (35) sentences include grammatical errors sentences. The following table will inform us the evidences to strengthen that those sentences are errors, which are accepted from the deep interview to the 10 students. The table below also informs us the types of errors that have been classified by the writer.

Table 2 The Form of Omission Errors (Type 1)

NO	Error Categories	Error Sentences	The Similar Error Sentences
1	Omission of Subject	She looks beautiful when wears it. (2) The Result of students' writing : Some of the students did not know that the	The error is almost similar with the items number (5), (9), (15)

		sentence above is wrong. The students admitted that they had problems in forming the complex sentence. So, there were missing subject in their sentences	
2	Omission of to be in present tense.	You always there. (8). The Result of students' writing : The students were not able to correct the error sentence above. The students said that they actually knew the pattern but they were still confused and got difficulties in applying "to be" in the sentence.	The error is almost similar with the items number (6), (7), (8), (18), (26), (27), (30)
3	Omission of -s/-es in the verb form.	It make you look wonderful. The Result of students' writing :	The error is almost similar with the items number (3), (13), (20)
		The students admitted that they were still confused in understanding the agreement between subject and verb.	
4	Omission of prepositions	I want be your shoulder when you cry. (10) The Result of	The error is almost similar with the items number (12).

		students' writing:	
		The students did not understand well that there are words like "come", which have to be followed by preposition.	
5	Omission of -s/-es in the plural form.	There are many function use handphone.	The error is only similar in the items number (31)
		The Result of students' writing :	
		Some of the students had already hypothesized that English noun have plural and singular forms. However, they were not sure when they should apply the plural form.	

Table 3 The Form of Addition Errors (Type 2)

No	Error Categories	Error Sentences	The Similar Error Sentences
1	Addition of -s/-es in the singular form	You really makes me in love. (11)	The error is almost similar with the item number (11)
		The Result of students' writing:	
		The students admitted that they were still confused in understanding the agreement between subject	

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		and verb.	
2	Addition of possessive marker “s	She likes playing her’s hand.(1) The Result of Students’ interview: The student stated that he/she was still confused in differentiating whether to use the possessive pronoun or possessive marker.	The error is almost similar with the items number (1)
3	Addition of to be in simple present tense	I want to know where are you live (29). The Result of Interview : The students assumed that the verb has “to be” in all the sentences.	The error is almost similar with the items number (29)
4	Addition of preposition	Your eye to give light in the life. (21) The Result of Students’ interview: The directly translation process from Indonesia language into English had been done by the students without considering the rule.	The error is almost similar with the items number (21)

Table 4 The Form of Misformation Errors (Type 3)

NO	Error Sentences	The Similar Error Sentences
1	She always lying her face down. (4) The Result of Students' interview : Some of the students knew the "ing" form but they were not sure of the application in the English sentence.	The error is almost similar with the items number (4)
2.	Now, you became my baby. (14) The Result of students' writing : The students were still confused to apply the tenses in correct form.	The error is almost similar with the items number (14)

Table 5 The Form of Misordering Errors (Type 4)

NO	Error Sentences	The Similar Error Sentences
1	Usually, I doing it with my mother and my sister. The Result of Students' writing : The students did not understand how to construct the sentence in the right form because they were still confused in the placement of adverb.	The error is almost similar with the items number (34)
2	Your eye has lens beautiful color brown. (23) The Result of Students' writing : The directly translation process from Indonesia language into English had been done by the students without considering the rule.	The error is almost similar with the items number (24) and (25).

The table above indicates the errors in students' paper assignments specifically in several text types such as description, procedure and exposition.

Discussion

The result of the study mentioned above has collected some important information from the student's writings. The study reveals errors that the students made in their paper assignments. Also, the grammatical errors that occurred in this study belong to four types: omission, addition, mis-information and mis ordering.

According to the findings, it can be seen that there are 10 students students as the subject of the research had made the four types of errors, with the total number of grammatical errors sentences is 35. This mark indicates that nearly 50% students of all subjects had made many errors on the use of simple present tense. Meanwhile, 10 students had produced the omission error that indeed becomes the most frequent error.

Furthermore, it is also necessary to know that the students' reasons how they could commit the errors when making paper assignment by using simple present tense are actually almost similar each other. For instance: some students admitted that they got difficulties in applying "to be" in the sentence. All of those reasons can be seen in table 4.2, table 4.3, table 4.4, and 4.5. From those reasons, it can be concluded that the students do not fully understand on the use of simple present tense. Although they had been taught about it before, they were still confused which one to use when making a grammatical sentence.

While actually, many errors in the students' paper assignments were due to several factors. In fact, those are not only internal factor as well as the students' lack understanding of vocabularies but also external factor such as inappropriate grammar teaching method. However, the dominant factor is the students' lack understanding of English grammar. It means that it becomes the factor which influences many students in committing the grammatical errors. Thereby, it is expected for the lecturers to give attention more about the dominant factors that influence students in making errors. So, it is possible for the lecturers in order to be able to find the appropriate solution to overcome the problem.

CONCLUSION

After analyzing all the writing assignment of the student which is taken as the sample of writing, the writer would like to conclude that 1) Most of the students still make many grammatical errors in their sentences. They still have a lot of problems in understanding and using the rules to form grammatical sentences. They still make error due to their lack of English grammar knowledge. Therefore, the error made by the students indicate that they still have to learn much about the grammar of English. 2) The frequency of the type errors in the presentation of this writing in the previous chapter shows that the largest number of errors made by the students' writing is the omission of "to be" in present tense. There are 6 errors which occur in this "to be" omission. The students actually knew the pattern but they were still confused and got difficulties in applying "to be" in the sentences. In conclusion, this indicates that the largest difficulty in writing is the use (omission) of "to be" in the present tense. 3) The difficulties in using "to be" may be noted that they do not have enough competence in using

English as well as they are lack of practices. 4) Other errors which often occurs are the errors in the omission of 's/es' in the verb form. The analysis shows that the students do not know when a verb is in plural form and when it is used as a singular form. In their writing, the students do not follow the rules that if the verb is plural, it is followed by 's/es'.

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