

GRAMMATICAL ERROR ANALYSIS ON THE FIRST GRADE OF OLYMPIAD STUDENT'S DESCRIPTIVE TEXT AT SMP ISLAM 02 PUJON

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A B S T R A C T

This research aims are: 1. To identify, classify and describe the type of grammatical error on the first grade of Olympiad student's descriptive text at SMP ISLAM 02 Pujon based on Surface Strategy Taxonomy Theory by Dulay, 2. To find the causes of error made by the students in writing descriptive text using H.Douglas Brown's Theory of possible source of error. The research was conducted by using descriptive qualitative method. The researcher used the instruction as the instrument to guide the student to write descriptive text, and the student's descriptive text is considered as the data source. Based on research findings, the researcher found all error types and all source types with omission as the most type of error found, while intralingual is the most factor causing the student's error on writing descriptive text.

Introduction

English is international language that students have to learn because English is widely used as a means of communication all over the world. It is generally known that on learning English there are four skills that the students are expected to be mastered; listening, speaking, reading and writing by which a person is able to communicate in various contexts. But many students consider that writing is the most difficult skill than three other skills, they still difficult to avoid making an error on their writing and Olympiad students are not the exception.

The difficulties can cause by the student's lack of knowledge about English grammatical rule and how to use it properly in their writing since the differences between the student's native language and student's target language of grammatical rule. As stated by Brown (2007:76) that errors identified as the result of the student's lack of knowledge about the rule of language. Thus, some students also still have the problem to write in correct sentence based on English structure because the influence of their native language which lead them into some errors. Widiati and Cahyono (2006:139) argued that writing is a complex skill. In writing, students should pay more attention on applying the general components of writing process and the important component that should be considered by the student is grammar. Grammar plays an important role in delivering text messages to make the text meaningful.

Grammar is a major component of every skill in English especially in writing skills (Toago et al., 2013:1). Grammar is a way to arrange a sentence by combining several parts of grammar such as subject, verb, article, noun, adjective, adverb, modifier, phrase, clause, object, etc. So, the students must pay attention to grammatical use in their writing. With good grammar, the text is produced will be more meaningful and not ambiguous because grammar is not only about the form of the sentence but also about the meaning. In fact, Grammar is considered as the student's primary problem on writing.

According to the junior high school's 2013 curriculum of this even semester 2019/2020, written in the first grade silabus of KD 4.7.2 "Siswa mampu menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana terkait orang, binatang dan benda dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks" said that students in the first grade of junior high school are asked to be able to write one of the text, descriptive text. But in fact, there are many students in Islamic Junior High School 2 Pujon, especially in the first grade of Olympiad students found that they still confused to use the correct grammar and they tend to ignore the grammatical rule on their descriptive writing which lead them into some errors. So, the researcher considers that the students still require more knowledge in applying the appropriate grammar into their writing, particularly in writing descriptive text. Having a good knowledge of grammar will help the students to write the sentence in the correct way and to make the readers clearer to understand the sentence presented (Syakur and Rakhmawati, 2014:32-33).

Based on the reasons above, the researcher is interested to do an analysis in conducting a research entitled "Grammatical error analysis on the first grade of Olympiad student's descriptive text at SMP Islam 02 Pujon"

Research Method

This research is designed by using descriptive qualitative research in form of sentences and paragraphs. In this research the researcher didn't use number of statistic to analyze the data but, the researcher focused to analyze the problems or cases of every errors and possible source of errors found in descriptive text written by Student in First Grade of Olympiad Students in SMP ISLAM 2 PUJON into the detail description in form of sentences and paragraphs than in form of variable of statistics.

On this research, to identify, classify and describe the type of grammatical error in writing descriptive text, the researcher used Dulay theory (1982) which categories the errors into four types of error based on Surface Strategy Taxonomy. Those are omission, addition, misordering and misformation. Thereafter, the researcher analyzed and described the possible causes of error made by the students in writing descriptive text using Brown's theory (2007) of possible source of error. Those are Interlingual transfer, Intralingual transfer, context of learning and communication strategies.

This research is done on the first grade of Olympiad Students in SMP ISLAM 2 PUJON. In this research the instruction and direction paper that had been given to the students is became the tool or instrument for the researcher to retrieve the data, and the student's descriptive text is the data source.

Result and Discussion

In this research, the researcher analyzed 27 student's descriptive text and found all types of error.

First is omission error, it is identified by the absence of an item or a morpheme that must appear in a well-formed utterance (Dulay, 1982). Based on the result of student's writing text, the researcher found 44 error sentences of omission. Most of the students omit be as the substitutive of a verb, but they also omit subject, be on passive sentence, omit articles, omit suffix s/es/ly, omit auxiliary verb has/have, omit object pronoun, omit preposition, and omit there transformation. For example: 'He teach sport' the correct sentence should be 'He teaches sport' Addition error. Second is addition error happens when the student adds unnecessary item which should not appear in a sentence. Based on the result, the researcher found 12 error sentences of addition which the most sentences

consist of double marking error in using ‘to be’ and verb 1 together in an utterance. Some students also add the unwanted suffix/letter/object pronoun. For example: ‘I am have a favorite blanket’ the correct sentence should be ‘I have a favorite blanket’. Third is Misformation error occurs in the most sentences too. Misformation error happens when the students supply the wrong morpheme, structure or word choice used in a sentence. The result found that in this research there were 39 error sentences which the students mislead on using the possessive adjective, substituting the auxiliary verb of plural noun into singular noun or singular noun into plural noun, mislead on using the subject or object pronoun or even mislead on using the word choice. For example: ‘It have curved and red beak’ the correct sentence should be ‘It has curved and red beak’. Then, misordering error, it defines as the incorrect placement of the word, morpheme or structure in an utterance. Based on the analysis result, there were 12 error sentences of misordering which the students wrote in English sentence but they translate word by word based on the Indonesian word order. For example: ‘...four windows wide’ the correct sentence should be ‘...four wide windows’

These errors are caused by some source of error. Based on Brown’s Theory of possible source of error (2007) there are four types source of error: Interlingual source of error, intralingual transfer, context of learning and communication strategies. Based on the researcher’s analysis, the researcher found all source of error.

First is interlingual transfer which occurs in 30 error sentences. Interlingual transfer occurs as the influence of the student’s first language when they translate the sentence into English. The students wrote in English sentence but they translate word by word based on Indonesian word order. Second is Intralingual transfer as the influence of the target language itself. In this research, intralingual occurs 55 times in 55 error sentences. In most cases it causes by the student’s inability of English sentence’s structure/grammar and intralingual transfer source of error has the major contributions in this research. Third is context of learning. The research result shows that the students often make errors because of a misleading explanation from their teacher or even because of a pattern that was memorized in a drill but improperly contextualized. In this research there were 14 error sentences which are caused by context of learning. Third is communication strategies. It is related to the student’s learning style. Learners obviously used production strategies in order to enhance getting their message across and in this research there were 8 error sentences which are caused by communication strategies.

Conclusion

Based on the findings, it can be concluded that twenty seven data’s from the student’s descriptive text contain all type of error. It showed that students made 107 error sentences which consist of 44 errors of omission, 12 errors of addition, 39 errors of misformation and 12 errors of misordering and omission was the most frequent of error found.

The results show that all source types of error are causing the student’s error in writing descriptive text. The researcher found their 107 error sentences consist of 30 error sentences which are caused by interlingual transfer, 55 error sentences which are caused by intralingual transfer, 14 error sentences which are caused by context of learning and 8 error sentences are caused by communication strategies. Thus, intralingual transfer as the influence.

Based on the conclusion above, the researcher provides some suggestions related to the research. First, the researcher hopes that the teacher can give more explanation to the students about the English grammar used in writing descriptive text. Especially in

using two or more adjective to modify a noun, article, suffix, word choice or subject-verb agreement used properly, by giving more exercise in applying the simple present tense in writing descriptive text then, give some feedback on their writing in order to that the students know about the error they have made. So, the student will understand more and can write descriptive text correctly without omitting misforming, misordering or adding the important and unimportant items as we seen in this result. Second, the students should pay more attention on the teacher's explanation to avoid some misformation or omission error as the dominant error found in this research. The students also should learn more about English sentence structure used in writing descriptive text by practicing more, since the result showed that the students still have limited knowledge in applying the grammatical rule of English. Third, this research will be possible as the reference for the next researcher to conduct studies which cover the same research categories or the other type categories. But, the researcher realized that this research contains the weakness. The researcher hopes that this study will be refined as the implicit recommendation by the next researcher which has the same research categories.

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