



**ENGLISH GRAMMATICAL ERRORS MADE BY FIRST GRADE STUDENTS
OF SMP N 1 LASEM ACADEMIC YEAR 2012/2013**

A THESIS

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ABSTRAK

Dalam pembelajaran bahasa Inggris terdapat banyak aspek yang harus diperhatikan. Dalam skripsi ini, penulis tertarik menganalisa kesalahan gramatikal yang sering kali dilakukan oleh pembelajar. Penulis memilih data kesalahan dari lembar latihan menulis oleh Siswa SMP N 1 LASEM periode 2012/2013. Data yang digunakan berupa kalimat-kalimat dan frasa-frasa dimana didalamnya terdapat kesalahan gramatikal. Hal yang menjadi fokus dalam skripsi ini adalah kesalahan gramatikal apa saja yang dapat muncul di lembar latihan menulis Siswa. Tujuan penulisan skripsi ini adalah mengidentifikasi kesalahan gramatikal tersebut sesuai dengan dasar terminologi yang diterbitkan oleh Azar. Kemudian kesalahan-kesalahan yang sama tersebut dianalisa kembali untuk mendeskripsikan kesalahan klasifikasi struktur taksonomi menurut Dulay, Burt dan Krashen.

Hasil analisa penulis menemukan bahwa masih banyak kesalahan-kesalahan dasar grammar yang terjadi. Penulis menemukan kesalahan dasar grammar sejumlah 46 kesalahan. Tipe grammar SVO ditemukan 50%, preposition and prepositional phrase ditemukan 13,04%, Adjective ditemukan 8,69%, Adverb ditemukannya 2,17%, the verb Be ditemukan 10,86%, Linking verb ditemukan 10,86%, personal pronoun hanya 4,34 % dan contraction tidak ditemukan atau 0%. Sedangkan untuk struktur taksonomi omission ditemukan 25%, addition ditemukan sejumlah 9,1 %, misinformation di temukan sampai 47,72 %, dan misordering ditemukan 18,18%. Penulis juga menemukan beberapa contoh kesalahan preposisi yang dipengaruhi oleh struktur bahasa Indonesia. Sebagai pembelajar tingkat pertama di SMP, Siswa-siswa memiliki kemampuan yang cukup dalam berbahasa Inggris dilihat dari kesalahan yang relative tidak banyak.

I. INTRODUCTION

1.1 Background of the study

Indonesian people learn English as foreign language. It is because they learn English in addition of their first language or second language or both of them. According to Dardjowidjojo (2000) language used in Indonesia can be classified into three categories. First, Vernacular language and Second, National language (Bahasa Indonesia), that is used in formal and business communication and is also used to communicate with other Indonesians of different language backgrounds. The last is Foreign language, foreign language is a language which learnt by older child or adult who has already achieve master of the native language. It is not the language that use either in school or in the environment. The case of English as Foreign Language (EFL) occurs in Indonesia. Most Indonesian children at individual level in regional areas learn their vernaculars as their mother tongue before they learn Bahasa Indonesia as the national language at school.

Since Indonesia is categorized as EFL country, learning English is not easy for Indonesian people. Learners have to obey the aspects of English language such as spelling, punctuation, grammar, vocabulary, and rhetoric (Muth'im, 2009:11). A common error that happened is a grammatical mistake. English grammar has many rules, so that learners or students should understand the rules in order to make a correct sentence or utterance. Based on the illustration above, the writer wants to study about error analysis especially in grammatical error. The writer is curious to analyze the error of the basic grammar terminology. The writer is also interested in analysis of error based on the classification of surface taxonomy. Latter, the writer can describe the error both from the grammatical term and from the classification of surface structure.

1.2 Research Problems

1. How to identify the grammatical errors that made by the students of first grade SMP N1 LASEM according to basic grammar terminology?
2. How to describe the classification of error based on surface structure taxonomy?
3. How to explain the student's errors occur because there is interference of the First Language?

1.3 Purpose

1. To identify the grammatical error made by students of SMP N 1 LASEM based on basic grammar terminology.
2. To describe the error into the classification of error based on the surface structure taxonomy.
3. To explain how the students' errors occur because there is interference of First Language.

1.4 Reseach Method

According to the purpose of the study, the type of this research is a descriptive research. this research can be said as a descriptive qualitative and quantitative research. Qualitative and quantitative methods are related each other. Quantitative method is used for making the frequencies of data analysis, and qualitative method is used for interpreting the quantitative data.

According to the source of data, data is divided into primary and secondary data. This research itself uses primary data because the writer takes the data directly from the source. The data is parts of sentence that provide error which is made by the students. It can be a wrong phrase, clause and sentence from written exercise of first grade students of SMP N 1 LASEM 2012/2013 period.

In this research, the writer uses documentary method for collecting data. The writer collects the students' task as the documents. Then, the documents are analyzed to establish the record in error. The writer uses this method because the data analyzed are written form from junior high school students writing assignment.

The writer uses descriptive qualitative and quantitative perspective. The writer uses this method because the writer analyzes the grammatical errors that lie on written assignment. The written assignment from students of SMP N 1 LASSEM is analyzed using *Azar's* book.

II. REVIEW OF LITERATURE

The writer explains the theories that are related to the study. In this research, the writer analyzes the error based on the linguistic taxonomy and surface structure taxonomy.

Before the writer explains the types of error above, we have to know what error is. According to James (1998:83), as a learner of a language sometimes it is happened. It is happened when the learners unable to correct their fault. They need to learn further about grammar, so they can have self-corrected writing. When the learners study their error they can increase their knowledge at that point in their learning career (Corder, 1993:257).

Mistake is different from error. The learners make mistake when the fault arises from their mother tongue. They can correct their own mistake. When the learners get intensive mistake and they cannot correct them, so it is called error (Corder, 1993:256). Mistake can occur in the first learner (L1) and the second learner (L2) but error can only be made by L2 (James, 2003:79).

In the error analysis, we need to follow the step as follows. According to Corder in Ellis and Barkhuizen (2005:57), those steps are collecting sample of learner language, identification of errors, description of errors, explanation of errors and error evaluation.

For the identification step, the writer use basic grammar terminology theory according to Azar (1989:A1). The writer identifies the data errors based on basic grammar terminology. For the description step, the writer also uses the theory of the surface taxonomy classification by Corder and Dulay, Burt, and Krashen in Ellis and Barkhuizen (2005:61). This theory is used to make the taxonomy description using well-established grammatical, so the learners can maximize the practical application. Latter, the writer identifies the data error based on the grammatical term then describes them into the classification of surface taxonomy structure. So, the writer can see how far the learners have learnt English by looking at the description of surface error. The following is the further explanation for these theories.

1) Basic Grammar Terminology

Basic Grammar Terminology is a terminology that explains the classification of basic grammar. They are about subjects, verb and object, preposition, adjective, adverb, the verb, linking verb, personal pronoun, and contractions. This classification is explained by Azar in the book of *Understanding and Using English Grammar second edition* (1989:A1).

2) The Classification of Error Based on Surface structure

Corder in *Introducing applied linguistics* (1993:277) categories the different construction among sentence. Corder describes the classification of error differently into four categories: Omission, Addition, Selection, and

Misordering (Omission of some required element; Addition of some unnecessary or incorrect element; Selection of an incorrect element and Misordering of elements).

According to Dulay, Burt, and Krashenin Ellis and Barkhuizen (2005:61), error is classified into four classifications based on surface taxonomy. Which are:

a. Omission

Omission is when the sentences or phrase lack of element (s) such as the object in sentence “I [am] tired”. The example above is omission of copulabe in the utterance.

b. Addition

The Addition is a form that does not appear in a well-form utterance. This classification is categorized into: Regularization, Double-Marking, Simple additions.

c. Misinformation is a structure that used in wrong form. This classification is categorized into:

1. Regularization (for example, *Do they be happy?*)

2. Archi-form (for example, the learner uses me as both a subject and object pronoun)

3. Alternating forms (for example, *Don 't+v* and *No+v*)

d. Missordering is a structure which appears incorrect placement of a morpheme or group of morphemes. The example is in the phrase *Beautiful house*. Sometimes, Indonesian learner makes error such *House Beautiful*. It is definitely an error. The error should be misordering because learner makes a wrong order of phrase. The correct phrase should be *beautiful house*.

III. DISCUSSION

In this chapter, all collected data are being discussed. As the procedure explained in previous chapter, the errors are discussed into two sections. The first is viewed from basic grammar terminology according to Azar then, the second is based on surface structure taxonomy according to Dulay, Burt and Krashen. Firstly, the writer explains the error description and the frequency of error types. The second, the writer will explain the analysis of errors one by one.

The writer presents them in the table. The table shows the error orderly from the student number one until the last one, but the writer does not mention the number of student's data. All the errors occurred are in the table follow:

Table1. Error Description

No	The data of error	Reconstruction	Basic grammar term. Description	Surface Structure description
1.	Thanks to my teacher who have . . .	Thanks to my teacher who has...	Verb-agreement	Misinformation- Regularization

2.	My dream is meet with ...	My dream is to meet with..	Preposition	Misinformation
3.	My mother want I...	My mother wants me ...	Personal pronoun	Misinformation Archi-form
4.	..study hard for to ...	Study hard to ...	Preposition	Addition-double marking
5.	..until can happy my motheruntil can make happy ..	Adjective	Omission
6.	If I will become entrepreneur success	If I will succeed as entrepreneur	Verb	Misinformation-regularization
7.	I must hard learning.	I must learn hard.	Verb	Misordering
8.	I must hard work.	I must work hard.	Adjective	Misordering
9.	... for become entrepreneur...	...for becoming entrepreneur...	Preposition	Misinformation
10.	..searcher very functional...	.. searcher is very functional ..	Verb –be	Omission
11.	I will diligently seek, obey ... and tried..	I will diligently seek, obey ... and try..	Verb agreement	Misinformation-regularization
12.	...into a best and better...	...into better and better...	Adjective	Misinformation
13.	.. proud parents..	..proud of parents..	Preposition	Omission
14.	Dreamed I wanted....	I dreamt that I want...	Sentence Structure	Misordering
15.	... my father spirit...	... my father's spirit...	Noun Phrase	Misinformation
16.	I become my father rarely help.	I become rarely help my father.	Sentence structure	Misordering
17.	..a successful girls.	A successful girl.	Noun Phrase	Addition-double-marking
18.	They deserving...	They deserve...	Verb –be	Omission
19.	I want happy people	I wish people be happy	Sentence Structure	Misinformation
20.	Now, I <i>was</i> a student..	Now, I <i>am</i> s student ...	Verb	Misinformation-regularization

21.	Now, I was a student..	Now, I am s student ...	Adverb	Misinformation
22.	I must hard learning.	I must learn hard.	Adjective	Misordering
23.	..because my achievement..	..because of my achievement..	Preposition	Omission
24.	If me become doctor	If I become doctor	Pronoun	Misinformation
25.	A doctor good	A good doctor	Noun phrase	Misordering
26.	I want reach..	I want to reach...	Preposition	Omission
27.	Become a doctor it don't easy.	To be a doctor is not easy.	Verb –be	Misinformation-AF
28.	... because must know...	Because I must know..	Noun Phrase	Omission
29.	.. that is also don't easy...	.. that is also not easy...	Verb –be	Misinformation
30.	I want make..	I want to make..	Preposition	Omission
31.	I <i>dreams</i> tomorrow..	I dream...	Verb	Misinformation
32.	I <i>dreams tomorrow</i> ..	I dream...(tomorrow)	Adverb	Misinformation
33.	..will to work..	...will work..	Verb	Addition
34.	I am want...	I want...	Verb be	Misinformation
35.	I am <i>must could</i> grope..	I must grope..	Verb	Addition-double marking
36.	I <i>am must could</i> grope..	I must grope..	Verb –be	Misinformation
37.	My hobby is design blouse.	My hobby is designing blouse.	Verb	Misinformation-Regularization
38.	My dream become wish teacher...	I wish for my dream to be a teacher..	Verb	Misinformation
39.	I also become <i>wish industrialist</i> ..	I also wish to be <i>an industrialist</i> ...	noun phrase	Misordering
40.	I also become wish industrialist..	I also <i>wish</i> to be an industrialist...	Verb	Addition

41.	..help can person..	..can help person..	Verb Phrase	Misordering
42.	The dream for I desire..	The dream that I desire	Preposition	Misinformation
43.	Become doctor not that simple..	To be doctor is not simple..	Verb –be	Omission
44.	I also has dream..	I also have dream	Verb agreement	Misinformation
45.	I wish they looking happy..	I wish they are happy..	Verb	Omission
46.	..the doctor success..	The successful doctor..	Adjective	Misordering
47.	For become industrialist	For becoming industrialist	Preposition	Misinformation
48.	I must hard work	I must work hard	Adjective	Addition

The next is the frequency of error type. Each of the analysis above is taken the frequency. Every error is counted then from all the number of error, the writer makes the percentage each of the type. There are the following tables:

Table 2.the Frequency of Error Type based on Basic terminology Grammar

Error categories	Frequency	% of total error
Sentence Structure	3	6,2
Verb	14	28,5
Noun Phrase	5	10,2
Prepositionand Prepositional Phrase	9	18,3
Adjectives	6	12,2
Adverb	2	4,08
The Verb Be	8	16,3
Linking Verb	-	-
Personal Pronoun	2	4,08
Contractions	-	-

3 Table of the Frequency of Error Type based on Surface structure Taxonomy

Error categories	Frequency	% of total error
Omission	11	22,4
Addition	6	12,3
Misinformation	23	46,9
Misordering	9	18,3

From the table above, we can see that the most common error occurred based on the basic terminology grammar is Verb category with 14 errors or in percentage 28,5%, while the least error is Contraction with the percentage 0%.

Based on the surface structure taxonomy, the most common error is misinformation. There are 23 errors or in percentage 46.9% of misinformation, while the least error is addition with only 6 errors. The percentage is 12.3%.

IV. CONCLUSION

Based on the discussion in the discussion, it can be concluded that:

1. From the analysis of the study, the writer finds that there are 49 data errors. The data errors distribute into verb error is 14 data, sentence structure is 3 data, Noun phrase error is 5 data, adjective errors is 6 data, adverb error is 2, Personal pronoun is 2 data, preposition is 9 data, The verb –be is 8 data. The writer does not find Linking verb error and Contraction error.
2. The Writer finds 11 data for Omission, 6 data for addition, 24 data for misinformation, and 9 data for Misordering.
3. The most error occurred based on the basic terminology grammar is Verb with 14 errors. The percentage is 28.5%, while the less error is Contraction with the percentage 0%.
4. The most common error is misinformation. There are 23 errors with the percentage 46.9%, while the less error is addition with 6 errors. The percentage is 12.3%.

In conclusion, the result of the study can be used as evaluation step. The result of this study exposes that the students of first grade students of SMPN 1 Lasem need more attention toward the material about verb. It is because they select many incorrect verbs. Many misinformation errors are about the wrong selection of verb.

The writer also find some error that caused by interference in this research. The interference occurs in the case of preposition error. For example the addition's error of preposition, where the verb *want* which need preposition *to* before the next verb in the sentence *I want reach*. We cannot find such this rule in Indonesia. This, error is as evidence that students make grammatical errors because they are affected by the interference of first language. If that happens, then they will make errors of English grammar because it is influenced by Indonesian.

The writer suggests that the teachers should contribute on this problem. They should increase the practice especially in writing. So, later the students of

SMP N 1 LASEM especially and all English learner generally can fix their error by themselves and can be more careful so they can improve their learning English.

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