A Grammatical Error Analysis Of Students' Writing At SMAN Jogoroto In Academic Year Of 2022/2023

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Abstract. *The objective of this study is to know the most frequent type of error made by the first grade students of SMAN Jogoroto in writing narrative and also the source of those errors. The writer used type of error of Betty Azar's. The method used in this study was descriptive quantitative analysis method to describe students' errors and analyze the data. The results of this study are from the data that has been collected by the The data that has been collected by the researcher is then described using Betty Azar's error classification which includes: singular-plural form, word form, word choice, verb form, word addition, word order, incomplete sentences, spelling, punctuation, capitalisation, article, unclear meaning, and non sequitur sentences. The researcher identified the errors found in the narrative texts written by students into three juvenile categories based on Betty Azar's classification. The researcher found that there were 13 grammatical errors that the researcher found in the students' written tests.*

Keywords: Grammar, Grammatical Error in Writing.

Abstrak. Tujuan dari penelitian ini adalah untuk mengetahui jenis kesalahan yang paling sering dilakukan oleh siswa kelas satu SMAN Jogoroto dalam menulis narasi dan juga sumber kesalahan tersebut. Penulis menggunakan tipe kesalahan dari Betty Azar. Metode yang digunakan dalam penelitian ini adalah metode analisis deskriptif kuantitatif untuk mendeskripsikan kesalahan siswa dan menganalisis data. Hasil penelitian ini ialah dari data yang telah dikumpulkan peneliti kemudian dideskripsikan dengan menggunakan klasifikasi kesalahan dari Betty Azar yang meliputi: bentuk tunggal-jamak, bentuk kata, pilihan kata, bentuk kata kerja, penambahan kata, urutan kata, kalimat tidak lengkap, ejaan, tanda baca, penggunaan huruf besar, kata sandang, makna tidak jelas, dan kalimat yang tidak runut. Peneliti mengidentifikasi kesalahan yang ditemukan dalam teks narasi yang ditulis oleh siswa ke dalam tiga kategori remaja berdasarkan klasifikasi Betty Azar. Peneliti menemukan bahwa ada 13 kesalahan tata bahasa yang peneliti temukan dalam tes tertulis siswa.

Kata kunci: Tata Bahasa, Kesalahan Tata Bahasa Dalam Menulis.

INTRODUCTION

Language provides a kind of practice that helps someone to remember things better. Language is the most important aspect in our live and also language used to communicate. Many kind of language in the world, it is so various. Language is very unique, because there

is meaning from the word that spoken. So people must have interpretation in every communication. Definition of languange in Longman Dictionary is the method of human communication, either spoken or writen, consisting of the use of words in a structured and conventional way. When the people know about language, they can speak and be understood by others. So, through a language the people have the capacity to produce sounds that signify certain meanings and to understand or interpret the sounds produced by others. According to Hudson (1996) language is essentially a set of items, call linguistic item such entities as sounds, words, grammatical structures, and so on. So language are set of item to communicate each other to fulfill their needed with different function and purposes based on their necessity. In communicative language words do not always have the same meaning for everyone. Because people's understanding of meaning is different and not uniform.

As an international language, English is spoken as a native language by around 377 million speakers while as a second language by around 375 million in the world. There are many institutions that require their employees to master English. Furthermore, there are also many universities that require their students to master English. Besides, there are also many products which we daily use make English as their media of communication. Hence, mastering English means enabling us to communicate with people from different countries even continents, opening up opportunities to study abroad or to work in foreign countries, giving us a better understanding on products we use daily, and gaining more access to information and technology. In short, English is a really important language to be mastered in this global era. Due to the aforementioned reasons, English has been considered as the first foreign language to be taught and a compulsory subject in Indonesia secondary schools. In teaching English, there are four basic language skills to be mastered by students. Those are listening, speaking, reading, and writing. In speaking and writing, students produce the language; hence they are belonging to productive skills. According to Harmer (2007) while listening and reading are included in receptive skills because language learners receive messages or codes in these skills.

Recently, skill in writing becomes more and more important since it has an important role in global communication, especially after the booming of the digital technology. The competency in writing will help much if one wants to contact people around the world through facebook, twitter or instagram. Tribble & Jones (1997) states through writing, one can communicate to and share information with others. For those who want to become members of international business, administrative or academic communities, they have to become proficient writers. Furthermore Sattayatham & Ratanapinyowong (2008) explained that by writing students are assisted to reinforce the grammatical structure, idioms, and vocabularies

which have been taught, to have adventure with language, to go beyond what they have learnt to say and to become involved in the new language.

Writing needs a long process for its complex activity or process that involves a host of advanced skills which include critical thinking and logical development of ideas. In relation to this, Burnaby (1984) as cited in Anom (2011) states that writing is extremely cognitive activity which needs control of a number of variables simultaneously. When they write, they work intensively with new language at the whole text level, the paragraph level, the sentence level and the word level. At each level, they need tools. Students need good vocabularies for precise word choices which are critical to make writing explicit. Additionally, they need knowledge of grammatical structure and punctuation to make their writings intelligible to readers. These facts sometimes writing get less attention than other language skills such as listening, speaking and reading. Writing is one of productive skills in language learning.

The writing activity is different from other activities. It is less spontaneous but more permanent since it takes much time and concentrated practice. In writing, there are a number of language aspects involved such as model texts, grammar, spell-check, punctuation and prepositions. Harmer (2001) says that 'writing has a number of conventions which separate it out from speaking. Apart from differences in grammar and vocabulary, there are issues of letter, word, and text formation, manifested by handwriting, spelling, and layout and punctuation'. It means that writing offers opportunities to increase students' vocabulary, knowledge of grammar and develops their understanding of how things are expressed and how well students' message is understood in the written form. According to Palmer (1994) writing is difficult to learn because authors should utilize a process that includes planning, organizing, and revising to present meaning in words form', supported by James (2008) that states the act of writing is difficult to do, that even an experienced writer will find it hard to just labour one paragraph, because it demands many ideas and research before the writing is begun. This fact is also supported by Gorrell & Laird (1972) that state: "Writing requires thinking, and thinking is always complicated and hard. Writing is complicated also because the writer needs to do everything at once. A writer produces words, sentences, paragraphs, and extended compositions all at the same time; words must be spelled, sentence punctuated, and paragraph unified." As James (2008) stated above together with Gorrel and Laird, the writing process takes a lot to do, from the idea of the writing to the research that might have to be conducted before even the writing began; to support our writing. This statement by James (2008) is still lingering in the scope of ideas of the writing, as in Indonesia, where English is a foreign language, there is other thing to be considered as an obstacle in writing that is the grammatical rules. English has many rules of grammar, and that rules are required in order to make a good

English composition. English and Bahasa Indonesia have similarities and differences. One most distinctive thing between English grammar and Indonesian grammar is the use of verbs. Langan (2006), in his book describes that English verbs state the time of the action. This verbs in English shows the time that we called tense. This tenses' form that we could find in English would not be found in Indonesian language. In Indonesia the time of the action will be visible only through the use of adverb of time. As James (2008) stated in the previous page that writing is not an easy activity from the idea and data gathering to the structural form of the sentences, the errors that might occur from this hard writing process has important role of discovering many things. According to (Al-Badawi, 2012), "Learner's errors reflect a gap in their competence, orders of acquisition and accuracy in order of learning. So by identifying these errors, the difficulties that are faced by the learners can be revealed.

Based on the writer experience in teaching writing, the writer found many students were making mistakes in the text structure and its language features. Most of them mention that they were confused because of many types of text available. Students sometimes make errors on the use of grammar when they produce an English writing. The students cannot avoid the grammatical errors in their writing. Sometimes, they do not pay attention to the errors they make and they do not know how to correct the errors. In this study, the writer tried to focus on analyzing the grammatical errors in students' writing done by the students at SMAN Jogoroto. The students could probably do grammatical errors in produce texts because as we know Indonesian as their first language does not have any tenses form. So, based on this thought this research of *"A Grammatical Error Analysis of Students' Writing at SMAN Jogoroto in Academic Year of 2022/2023".*

LITERATURE REVIEW

A. Review of Relevant Previous Studies

The first research from Limengka (2013) examines the grammatical error used in his proposal in his study. The second is from Lestari and Juliansyah (2020). In his studies, he examined the grammatical error used in the descriptive text or essay. Fitrawati and Safitri (2021) in her study she examines the grammatical error found in her research. From College EFL students in their essays and the pedagogical implications view

B.   Theoretical Background

All languages have 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) 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 describe the rules how language sentences are formed. Harmer (2002) 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'. It is the structure and meaning system of language. In addition, Ur (1996) defines 'grammar as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning'. He writes that grammar tells how the rules of language actually works, they arrange and shape words. From the statement before, we know that grammar are explicit. It does not only explain how the utterances are formed, but also provides a tool to generate some possible structures that have never been used before, which might be useful for people who prefer to use the language in a creative way so that they can communicate easily. It helps us to write new kind of sentences that are more effective and more persuasive.

Grammar is the most important aspects in writing. In order to make a well structured writing, one should be mastered in grammar. It consist of rules to change the meaning (morphology), arrangement of words (syntax), clause and phrase structure and the classification of part of speech (noun, verb, etc), and issues regarding cohesion and coherence of whole text. If grammar rules are too violated, communication may suffer, although creating good grammar rule is extremely difficult. Swan (1999) a cited in Harmer (2002) states that good rule include 'simplicity' (it may cause problems), 'truth' (because clearly some rules are more 'true' than others), 'clarity' (because rules that are unclear help nobody) and 'relevance' (because there are some things which a teacher or student probably does not really need to know). Knowledge of good grammar will influence the coherence of the piece of writing. By using correct grammatical rule, writers will have good writing.

Barkhudarov (1998) as cited in Iriskulov (2006) states that a language has grammatical category which represent linguistic phenomenon that has a general grammatical meaning consisting of at least two particular meanings that are opposed to each-other and that have constant grammatical means of their own to express them. There must be the following features:

1. It has general grammatical meaning of number;
2. It consists of two particular meanings; singular and plural;

3. Singular is opposed to plural, they are antonymous;
4. Singular and plural have their constant grammatical

RESEARCH METHODS

Research is an activity to observe something which is done by the researcher. When we do the research one the most important in the research is research design. Creswell (2012) states research designs are the specific procedures involved in the research process: data collection, data analysis, and report writing. There are some design can be chosen such as historical research, experiment research, and descriptive research. Arikunto (2013) explains descriptive research is research that intended to investigate the circumstances, conditions, or the other thing that have been mentioned, the result are presented in the form or research report. In this study the researcher was use descriptive research, because the researcher describe about type of figurative language.

In descriptive research there are several sub categories include: survey, correlation study, trend study, developmental study, documentary analysis, case study, and follow up study. Creswell (2012) defined survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors.

This research belongs to descriptive because the objective of the research is to describe the phenomena from the data that are derived from observational situation. The researcher describes the phenomena of the obtained data naturally and objectively. According to Seliger (1989) descriptive research is a type of study referring to investigations which utilize existing data or a non-experimental research with a preconceived hypothesis"

Descriptive research is divided by two kinds; they are qualitative and quantitative approach. Quantitative present the statistical result represented number. Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating preexisting statistical data using computational techniques.

So in this study the researcher analyzed types of students' grammatical error and counted the frequency of the type of grammatical error found in their narrative writing. So, from the explanation above, this study use descriptive quantitative research.

According to Abri et al (2017) Grammar knowledge is part and parcel of language acquisition. researchers will identify:

1. Retrieving the students' writing from SMAN Jogoroto.
2. Reading the students' writing from SMAN Jogoroto.
3. Collecting all the students' writing from SMAN Jogoroto.
4. Dividing the texts into sentences, and
5. Selecting data dealing with the purpose of study.
6. Transferring the data into a table.

RESULTS AND DISCUSSION

According to Azar (1989), types of errors are divided into thirteen types; singular-plural, word form, word choice, verb tense, adding a word, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear, and run-on sentence. Regarding the writing format, the researcher explained the table of each student's error constructions consisting types of error in the following paragraph.

DISCUSSION

In this research above, the objective of this study are to find out grammatical errors in students' writing, the types of grammatical errors most frequently written by students and the percentage of the grammatical errors made by the students' in writing essay. According to Azar (1989), types of errors are divided into thirteen types; singular-plural, word form, word choice, verb tense, adding a word/omitting a word, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear, and run-on sentence.

CONCLUSION AND SUGGESTION

A. Conclusion

This research the researcher used X-MIPA 4, the teacher give them written test. The test included 25 students of grade X-MIPA 4 SMAN Jogoroto. In the test the students were required to write a narrative text about Malin Kundang. Included in the test were some questions to lead their writing, and some instructions. One of the instructions is to write at least 150 words. For the text that are below 150 words than the text are not included as part of the sample.

After the writing test was conducted, the writings were being examined. Then, the data that had been gathered then being described using the error classification from Betty Azar that

includes: singular-plural, word form, word choice, verb tense, adding a word, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear, and run on sentence. The researcher identified the errors found in the narrative text written by the students into three teen categories based on Betty Azar classification. The researcher found that there are 13 grammatical error that researcher found in students written test.

B. Suggestion

After presenting the result of the research, the researcher would like to propose some suggestions which will be useful for both the students and the English teachers.

1. As for the students, they should learn more about the use of past tense to avoid committing errors in writing recount text since those two cannot be separated. The students also need to be given or reviewed about the use of to infinitive and modal verbs.

2. For the teachers, they should improve their teaching techniques by preparing systematic materials and more practices in order to make the students understand the materials more and also help the students to reduce the errors which are often made by them.

3. For the next researcher, his study is still needed improvement in some parts of analysis.

   The future researcher who wants to conduct the research in the same discipline can take

   the information of this research to get the better research

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