# The Grammatical Error Factors Towards Student' Writing Skill in Formative Task
## (A Case Study of the Eleventh Social 5 Class in SMA 1 Bojong)

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**Abstract**

Error analysis is very important, because teacher would know the error that made by students. In this research the writer used descriptive qualitative research to find out the most common type of the grammatical errors made by students of eleventh social 5 in SMA 1 Bojong based on their daily test using Dulay theory and to find out the factors which influence the students' grammatical errors using Noorish theory. The result of this research is there were 231 error items which were made by 36 students. The first position was misformation with 92 error items misformation or 39.83%. The next position was omission with 76 error items of omission or 32.90%. Then, the third position was addition. The writer found 42 error items of addition or 18.18% and 21 error items misordering or 9.09%. Futhermore, the dominant errors made by students is misformation errors. Meanwhile, the result of the factors which influence the students' are carelessness and translation. Using this research, the writer suggests the students have more pay attention and make a note when the teacher explains the material. The writer suggests the teachers focus on the tenses while giving any English material.

## INTRODUCTION

In Indonesia, English becomes the first foreign language that taught in every level of school education from elementary school until university. In learning English, there are four language skills, one of them is writing. Here, writing also become one of the important skills in teaching and learning English, because people need learn writing in English for occupational or academic school. Also, writing is considered the most complex English skill. Westwood (2008) says that writing is the most difficult thing, because writing development requires effective coordination, namely cognitive, linguistic, and psychomotor processes. That's why people must have good capabilities in writing to write well.

For being good in writing, people must be good in grammar. Therefore, besides learning English, people must also be able to master grammar. It is because grammar is the basic elements of the English language. Hirai (2010), states that grammar is a way to organize the sentence and create a good language. It's mean that grammar is

to construct the idea and put in there gather and it will have a meaning. In other hand, without learning grammar, the people will find many problems to build up the sentences to express their writing skill.

Talking about grammar, one of the most important for people to learn is tenses. It is because tenses are very important to make a good sentence. Sentence itself consist of simple and complete sentences. Simple sentences talk about the sentences which derived came from subject, verb, and object. Subject is a person or people have done something, verb is an action of the subject, meanwhile object is a person or something as the doer of the sentences.

Yet, many students who learn English meet several problems especially in grammar tenses. Some students think is grammar tenses is a boring material. It is because they have many rules should be understood by the students. For some students who have lack knowledge in grammar tenses, they will be confused why the verb of sentences must be changed, either present, past, or future. Moreover,

when the students are not able to understand grammar tenses, that can be the reason for the students to make errors in a sentences, especially in using present perfect, past perfect, and future perfect.

Concern with the explanation above, the writer is interested in analyzing students' grammatical errors in using present perfect, past perfect, and future perfect. Therefore, the writer would like to conduct a research on the grammatical error factors towards students' writing skill in formative task of the elevents social 5 at SMA 1 Bojong in the academic year 2021/2022.

## RESEARCH METHOD

In this research, the writer used descriptive qualitative research to analyze and describe students' grammatical errors. Meleong (2006:3) states that qualitative method is a procedure that generates the data in the form of descriptive words in written or spoken from people and observed behavior. Therefore, the writer took the form natural setting, and described and also explained descriptively related to this analysis. Meanwhile, the writer took the data from eleventh social 5 with totally 36 students.

There are some steps that the writer took the data; (1) To find out the kinds of errors the writer gave the students 10 questions; (2) The writer identified the sentences based surface strategy taxonomy by Dulay theories, they are omission, addition, misformation, and misordering; (3) The writer asked several students to find out the factors that influence the students' grammatical errors.

## FINDING AND DISCUSSION

The main instruments in this research were test and interview to answer the research question about what kinds of errors and what causes of errors made by students eleventh social 5 in SMA 1 Bojong. Here, the writer gave 36 students 10 questions to find out the kinds of errors that made by students. The question has 2 part. Part 1, the participant made a complete sentence in present perfect tense, past perfect tense, and future perfect tense, meanwhile in part 2 the participant must translate Indonesian to English. After getting the data, the writer classified the kinds of error based based on Surface Strategy Taxonomy by Dulay's theories, and determined their frequency.

The writer also made interview with the students to find out the factors that influence the students' grammatical errors. After getting the data the writer analyzed the answer based on Noorish theory who classified the factors that influence the students' grammatical errors into three parts. Those are carelessness, translation, and first language. The data of error frequency and percentage can be seen from this table below.

**Table 1. Data of Error Frequency and Percentage Errors**

| No. | Types of Errors | Total (F) | Percentage |
|-----|-----------------|-----------|------------|
| 1. | Omission | 76 | 32.90% |
| 2. | Addition | 42 | 18.18% |
| 3. | Misformation | 92 | 39.83% |
| 4. | Misordering | 21 | 9.09% |
| | Total | 231 | 100% |

Based on the table above, the writer found that the highest frequency of errors made by students is misformation with 39.83%, meanwhile the lowest one is misordering with 9.09%.

Some of the students still did not understand the material, therefore the students were confused to place to be in sentence, for example: *She have never seen any of Picasso's painting before I visited the art museum / She had never seen any of Picasso's painting before I visited the art museum*. Also, some of the students translate the sentences word by word, for example: *when my mother came to pick them up last Monday / when my mother picked them up last Monday*. Therefore, the factors that influence the students'

grammatical errors were carelessness and translation

## Kinds of Grammatical Error by Dulay Theory

### Omission

Omission errors are marked by the absence of items that should appear in well-formed utterances. In this research, the writer found 76 error items of omission errors. This is the percentage of omission error.

$$P = \frac{F}{N} \times 100$$

$$P = \frac{76}{231} \times 100$$

$$= 32.90\%$$

**Table 2. Several Sample of Students on Omission**

| No. | Error | Explanation | Correction |
|---|---|---|---|
| 1. | Professor Dumbledore <u>already given</u> a quiz when I got to class. | This sentence is past perfect tense, in other word this sentence omission of to be. So, the sentence before already should omitted "to be" had. | Professor Dumbledore <u>had already given</u> a quiz when I got to class |
| 2. | I <u>never seen</u> any of Picassos's painting before I visited the art museum | This sentence is past perfect tense, in other word this sentence omission of to be. So, before already should be added "to be" had. | I <u>had never seen</u> any of Picassos's painting before I visited the art museum |
| 3. | When Professor Daniel retires next month, he <u>have thought</u> for 45 years. | The time signal is future that is next month, in other word the tense of this sentence is future perfect and this sentence omission will. So, before have thought should be added will. | When Professor Daniel retires next month, he <u>will have thought</u> for 45 years. |
| 4. | He <u>had three major</u> | The time signal is for present | He <u>have had three major</u> |
| | <u>snowstorms</u> so far this winter. | perfect that is so far, in other word this sentence omission of to be. So, before had should be added "to be" have. | <u>snowstorms</u> so far this winter. |
| 5. | I can lend you this book tomorrow, by the time <u>I have read it</u>. | The time signal is for future perfect that is by the time, in other word this sentence omission of to be. So, before have read should be added "to be" will. | I can lend you this book tomorrow, by the time <u>I will have read it</u>. |

### Addition

Addition errors are the phenomenon in which a certain aspect of language rules is added into correct sentence. In this research, the writer found 42 error items of addition errors. This is the percentage of addition error.

$$P = \frac{F}{N} \times 100$$

$$P = \frac{42}{231} \times 100$$

$$= 18.18\%$$

**Table 3. Several Sample of Students on Addition**

| No. | Error | Explanation | Correction |
|---|---|---|---|
| 1. | When Professor Daniel retires next month, he will <u>have been thought</u> for 45 years. | Will have here show that the sentence is future perfect tense, so "been" should be omitted. | When Professor Daniel retires next month, he <u>will have thought</u> for 45 years. |
| 2. | I can lend you this book tomorrow, by the time I <u>will have already read it</u>. | Addition of "already", it should be omitted. | I can lend you this book tomorrow, by the time I <u>will have read it</u>. |
| 3. | We <u>will have done finished</u> our English assignment before you | Addition "done", it should be omitted. | We <u>will have finished</u> our English assignment |

| No. | Error | Explanation | Correction |
|---|---|---|---|
| | come tomorrow. | | before you come tomorrow. |
| 4. | They had arrived the airport when my mother came to picked them up last Monday. | Addition of "came to", it should be omitted. | They had arrived the airport when my mother picked them up last Monday. |
| 5. | My uncle has lived in South Korean for about 40 years. | Addition of preposition "about", it should be omitted. | My uncle has lived in South Korean for 40 years. |

## Misformation

Misformation is the error of using the wrong from of the morpheme or structure. In this research, the writer found 92 error items of misformation errors. This is the percentage of misformation error.

$$P= \frac{F}{N} \times 100$$

$$P= \frac{92}{231} \times 100$$

$$= 39.83\%$$

**Table 4. Several Sample of Students on Misformation**

| No. | Error | Explanation | Correction |
|---|---|---|---|
| 1. | I have write them three times, but I still haven't received a reply. | The word V1 "write" should be replaced to be V3 "written". | I have written them three times, but I still haven't received a reply |
| 2. | I have writen them three times, but I still haven't received a reply. | Past partciple of "write" is "written" not "written", so the word "writen" should be replaced to be "written". | I have written them three times, but I still haven't received a reply |
| 3. | She had never saw any of Picasso's paintings before I visited the art museum. | "saw" is V2 of see, so the word V2 "saw" should be replaced to be V3 "seen". | She had never seen any of Picasso's paintings before I visited the art museum. |
| 4. | She have never seen any of Picasso's painting before I visited the art museum. | To be "have" should be replaced became to be "had". | She had never seen any Picasso's painting before I visited the art museum. |
| 5. | She had had three major snowstroms so far this winter. | "so far" is time signal of present perfect. So, to be "had should be replaced became to be "had". | She have had three major snowstroms so far this winter. |
| 6. | I can lend you this book tomorrow, by this time I will have read it. | The word "this" should be replaced to be "the" | I can lend you this book tomorrow, by the time I will have read it. |
| 7. | I will have finish our English assignment before you come tomorrow. | The word V1 "finish" should be replaced to be V3 "finished" | I will have finished our English assignment before you come tomorrow. |
| 8. | I will have finished our English assignment before you come tpmorrow | The word "tpmorrow" should be replaced to be "tomorrow". | I will have finished our English assignment before you come tomorrow. |
| 9. | They had arrived the airport when my mother picked they up last Monday. | The object of "they is "them", so the word "they should be replaced to be "them". | They had arrived the airport when my mother picked them up last Monday. |
| 10 | They had arrived the airport when my mother pick them up last Monday | The word V1 "pick" should be replaced to be V2 "picked", because this sentence is past | They had arrived the airport when my mother picked them up last Monday. |
| 11 | My uncle has lived in South | the word "South Korea" | My uncle has lived in South |

| | Korea for 40 years. | should be replaced to be "South Korean". | Korean for 40 years. |
|---|---|---|---|

## Misordering

Misordering errors are the incorrect placement of a morpheme or group of morpheme in an utterance. In this research, the writer found 21 error items of misordering errors. This is the percentage of misordering error.

$$P = \frac{F}{N} \times 100$$

$$P = \frac{21}{231} \times 100$$

$$= 9.09\%$$

**Table 5. Several Sample of Students on Misordering**

| No. | Error | Explanation | Correction |
|---|---|---|---|
| 1. | I was late. Professor Dumbledore had <u>given already</u> a quiz when I got to class | Incorrect placement, the word "already" should be placed after to be "had". | I was late. Professor Dumbledore had <u>already given</u> a quiz when I got to class. |
| 2. | I had <u>seen never</u> any Picasso's paintings before I visited the art museum. | Incorrect placement, the word "never" should be placed after to be "had" | I had <u>never seen</u> any Picasso's paintings before I visited the art museum. |
| 3. | I <u>have will</u> finished our English assignment before you come tomorrow. | Incorrect placement, the word "will" should be placed after subject "I". | I <u>will have</u> finished our English assignment before you come tomorrow. |
| 4. | They had arrived the airport when my mother <u>picked up them</u> last Monday. | Incorrect placement, the word "them" should be placed after "picked". | They had arrived the airport when my mother <u>picked them up</u> last Monday. |

## CONCLUSSION

The writer found the frequency of students' errors are 231 error items with the percentage 100%. It means that the students made much grammatical errors in writing test specially on present perfect, past perfect, and future perfect. 231 errors items itself classified into 4 types, they are omission, addition, misformation, and misordering.

The most dominant grammatical error made by students of XI IPS 5 in writing test is misformation errors. The amount of error is 92 error items of misformation errors that the students' made. Meanwhile the factors that influence the students' grammatical errors found in the students of XI IPS 5 in writing are carelessness and translation.

Here, the writer would like to give suggestions to students, teachers, and readers. For the students, the writer suggests they pay attention when the teacher explains the material. The students must study hard to learn tenses such as to be, verb 1, verb 2, verb 3, regular, and irregular verb and be better make a note about tenses such as formula, adverbial of time each tenses and examples. For the teachers, the writer suggests they focus on the tenses while giving any English material weather speaking, listening, or reading material and also correct students' assignment. Meanwhile, to the readers, the writer suggests for the readers that they might be useful for the readers and someone who are interested in researching this study. Through this research, the writer wants to tell the readers that grammar is essential. Although most people regard that grammar are very complicated and difficult to learn and understand, and also maybe is not as important as the others to use especially in writing, but it will be better if grammar is considered more in our writing.

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