AN ANALYSIS ON THE GRAMATICAL ERROR OF PROCEDURE TEXT WRITEN BY THE THIRD GRADE OF SMPN 286 JAKARTA

Kety Soraya

Universitas Faletehan, Indonesia

ABSTRACT: The objective of this research is to find out the empirical evidence of the English examination test content validity made by the English lecturer for the even semester of the first grade SMPN 26 Jakarta administered at the SMPN 26 Jakarta. Having analysis of the findings of this assessment, can be conclude that omission is the type mostly found in writing procedure text followed by mis formation, mis ordering and addition. These findings indicated that every learner's expression need article but the learner's misform and omitted the required articles. Based on the analysis of the erroneous sentences written by the students in their composition, can be interpreted that the factor which is influences student to make grammatical error is the different grammatical system of L1 and English. As we understand, Indonesian Bahasa does not have "to be" in construction sentences.

Keywords: *Grammar, Procedure Text and Third Grade Student's*

I. INTRODUCTION

In teaching writing for Junior High School, the students are exposed to several kinds of writing practices. They are supposed to be ale to write essay texts of different topics. One of them is writing procedure text. For teaching English writing is that students are supposed to have ability to express their idea in the form of procedure text, related to how to make something, how to do or operate something, or how to go somewhere. Through this activity, the students put down their idea into sentences, paragraphs, or procedure text.

Unfortunately, the writing skill as stated in the content standard cannot be achieved well as expected. This happened due to some reasons. They do not understand how to use, content, organization, grammar, vocabulary and mechanics. Other reasons to conduct this study realizing the role and function of the language in daily life and the position at school the demand and necessity to teach the use of a good grammatical sentence construction, and the willing to know more about language learning process in English composition (Ilyasin, 2019; Studies & Bilgiler, 2020).

Although errors are bad things in learning English, error analysis is advantageous for both students and teachers. For students, error analysis is needed to show them, in what aspect in grammar which is difficult for the student. The student can learn from their mistakes in order that they will not make some errors repeatedly, and for the teacher, it is required to evaluate

themselves, whether they are successful or not in teaching English (Nganga, 2019; Solikhah & Budiharso, 2019).

Based on the explanation above, it can be concluded, that is important for the teacher to analyse the student's grammatical error. For those purposes, the writer interested in analysing student grammatical errors made by the student in writing, especially procedure text.

II. LITERATURE REVIEW

Descriptive analysis applied to determine the procedure In the context of analysing grammatical error, it is useful for us to understand the difference meaning of errors and mistake. Brown (2017) explained that mistake is refer to the performance that is a random guess of slip in that is a failure to utilize a know system correctly. In order, (Astuti, 2020; Blannin et al., 2020) stressed that mistake is made by learning when writing or speaking and which is caused by of attention, fatigue, carelessness, or some other aspect performance. Based on those two-scholar explanation, mistakes manifestation of a performance error that is either a random guess of slip of failure to utilize a known system correctly, and caused by lack of attention, fatigue, carelessness, or some other aspect performance.

Furthermore, (Raiker, 2020) explained that an error is noticeable deviation from the adult grammar of a native speaker, reflect the competence of the learner. (Studies & Bilgiler, 2020) explained that error is a systematic mistake due to lack of language competence while error cannot be self-corrected, mistakes can be self-corrected if deviation is point out to the speaker.

In conclusion, mistake is failure to use language because of slip o the tongue or spelling. This failure is easily corrected by the learner since they conceptually understand the language system. On the other hand, error is failure to use language due to the lack of competence. They are not able to self-corrected because they do not know the concept. Continuing the statement of (Ayu & Marwiyah, 2019; Tausif & Haque, 2021; Yu et al., 2009), the errors can be observed, analysed, and classified to reveal something of the system operating within the learner led to surge of study of learner's errors, called error analysis.

In analysing of grammatical error, (Studies & Bilgiler, 2020) classified the error by several categories. This classification is the most common based applied to determine the error categories. The classification is based on linguistic category, surface strategy, comparative analysis, and communicative effect taxonomy.

Based on the explanation above, it can be summarized that learning a language is fundamentally process that involves making of mistakes or errors. This study concern to find out the errors on the procedure text and focus on Dullay's theory which is focused on surface taxonomy to analyse errors on students writing in procedure text.

text error to the third grade of SMPN 286 Jakarta academic year 2013/2014. The research is to obtaine the current status and phenomena and directed toward determining the nature of situation as it exist at the time of the study. The study identified and classified the grammatical error of the student's writing in procedure text. The use of articles, verbs, nouns, pronouns, adjectives, adverbs, prepositions, and conjunction in student writing are focused on the object of analysis (Solikhah & Budiharso, 2019; Sulistyani et al., 2014). The errors follow up with analysing through identification, organization, description, classification, calculation and tabulation, description and interpretation, and last drawing conclusion.

For data collection purposes, the sample students were given 60 minutes for writing procedure text for analysing. For analysing content, the writer classified the grammatical errors into several aspect such as article, verb, pronoun, conjunction, adverb, noun, adjective, and preposition. Those classification errors calculate using simple statistic formula, and the data explained in descriptive analysis, and continued by use the books and other materials such as internet which have related topic to the study to support the discussion(Dahlina, 2020; Ernawati & Lusiani, 2019; Irawan, Nasiatin et al., 2020; Lusiani et al., 2020). For testing the validity of the instrument, the form of written text was applied which is the students wrote based on the topic whish was given by the writer. The error in the using of grammatical by the students continued to analysed by collected, identified, categorized, descripted, classified, calculated and tabulated for further analysing.

III. METHOD

The test is administered at SMPN 26 Jakarta in Agustus 2020 because there has not been a similar study. SMPN 26 Jakarta is located at Jalan Rawa Kepa VIII No.1, RT.8/RW.12, Tomang, Kota Jakarta Barat, Daerah Khusus Ibukota Jakarta 11440. The research is conducted from October up to December 2020. It was completed by the first-grade student of Public Health's students of the University of Faletehan academic year 2020/2021.

A. THE OBJECT OF THE STUDY AND RESPONDENTS

The object of the study is the test items of English grammatical test for the first grade of Public Health's students of the University of Faletehan Serang academic year 2020/2021.

The respondent of this research is the first grade students of the SMPN 26 Jakarta. There are about 125 students from 3 parallel classes. Every class contains about Class A 40, Class B 43, and Class C 42 students. From all of the respondents, the writer chooses three classes that include 112 students of Class-A as respondents.

B. METHOD OF THE STUDY

In this study, the writer collected the data. Then the writer analyzed the test items, whether each test item of the English grammatical test for the first grade students of the SMPN 26 Jakarta represents the achievements as suggested in its syllabus. The test is measured adaptable with the syllabus and indicators, mostly from reading and writing skills.

Based on the data and the types of information needed for this research, the writer used qualitative research. Also, this study is categorized as descriptive analysis.

FINDINGS

Having carefully reread every word in a sentence on the task that given to the sample students, there were the errors in the elements of grammatical components composing each sentence in the paragraphs. On the writing, the students still made grammatical error in writing procedure text such as error in the articles, verbs, nouns, pronouns, adjectives, adverbs, prepositions, and conjunctions.

The highest frequency error occurred on the article (39.17%), followed respectively by nouns (19.82%), preposition (16.50%), adjectives (7.74%), verbs (5.92%), conjunction (5.23%), pronouns (4.18%), and adverbs (1.26%). On grammatical, the highest frequency error made by the students occurred on omission error (36.25%), followed by mis formation error and mis ordering error (25.35%), and the lowest is addition error (13.03%).

Table 1. The types of grammatical errors and frequency of occurrence

No	Kind of Uses	Type of Errors					
		O	**A**	**MF**	**MO**	**Total**	**%**
		F	**F**	**F**	**F**		
1	Articles	198	24	140	134	496	39.17
2	Verb	23	15	28	9	75	5.92
3	Adjective	23	27	23	25	98	7.74
4	Noun	83	29	68	71	251	19.82
5	Pronoun	28	-	9	16	53	4.18
6	Adverb	1	9	3	3	16	1.26
7	Preposition	68	50	42	49	209	16.50
8	Conjunction	35	11	8	14	68	5.37
Total		**459**	**165**	**321**	**321**	**1266**	**100**
Percentage (%)		**36.25**	**13.03**	**25.35**	**25.35**	**100**	

Note: F: Frequency. O: Omission, A: Addition, MF: Mis formation, MO: Mis ordering

DISCUSSION

Based on the analysis of the erroneous sentences written by the students in their composition, can be interpreted that the factor which is influences student to make grammatical error is the different grammatical system of L1 and English. As we understand, Indonesian Bahasa does not have "to be" in construction sentences. However, English has "to be". In certain cases, the students directly omitted the verb "to be" in the sentence. The student habits of L1 are carried out in using the target language. They may not use verb after subject, but directly use adjectives, adverbs, and nouns after the subjects. In addition, the student seemingly not carefully in using the words in sentences. Apparently, they omitted grammatical morpheme that should appear in word in the sentences such as a, an, and the articles. Furthermore, they also omitted the suffix-s/-es in the nouns preceded by the word some, any, more, cardinal number, etc. They also

omitted on many prepositions, left out the suffix-s/es for the third singular verb and missed the suffix's -d/ed and -ing as well.

In using the verb, the students also mis formed English verb. They used incorrect verb for the tense that require different verb forms. Seemingly they have limitation on the understanding that Indonesian does not have different form of verbs. In order, English has different change of verbs or English verbs undergo conjugation in tense construction.

In term of articles, the students omitted the definite article "the" and indefinite article "a" or "an" when arranging a sentence. From 496 errors of article, omission type appears the highest frequency, which is followed by mis formation errors, mis ordering errors, and addition errors. Even though the omission of definite and indefinite article not much disturbed in comprehend the meaning of sentence, in writing technique, it is important in writing text. Some examples of omission article found are the sentences "get measuring glass ware" that should be "get a measuring glassware", "take ice cubes into glass" should be "take the cubes into the glass", and stir the milk and pudding with spoon" that should be "stir the milk and pudding with a spoon.

Further error of the writing text of the students were appears on omission error of verbs. The mis formation type of verbs took place 28 times out of 75 errors of verbs. As an example of omission error of verb occurred due to limited understanding of student on their vocabulary and changing of verb in different sentences. The sentence tested to the student "Open one sachet pudding chocolate into a bowl" without verb. It should be "Open the chocolate pudding mix and pour it into the bowl. The verb pour not include in their sentence which is decreasing the meaning of the sentence and confusing the reader on how to put the mix chocolate pudding to the bowl. On the other hand, in writing, there is the mistake if the sentence not completed by the verb.

Pronouns omission appears in the tested student 28 times out of 53 errors. Various kind of pronouns errors omitted in their sentences. In the context of writing, they only wrote simple sentence such as "Take ice cubes in the glass". In this case, the sentence has two objectives which is to take the ice cubes and continuing with put them in the glass. The complete sentence and correct writing text should be "Take ice cubes and put them into the glass".

Simple sentence wrote by the students also appears on omission of adverbs. 16 errors obtained when they wrote the sentence without complete explanation to make easy the readers to understand the meaning with grammatical properly. Complete sentence of "stir the milk and pudding for 1-3 minutes with spoon carefully" only wrote "Stir the milk and pudding with the spoon". In this case, apparently, the students have limited vocabulary and understanding in grammatical to arrange the sentence properly. Enrichment the student with the vocabulary by ask them to read more English literature or common text is important to enhance their ability to write the text with right grammar.

Preposition is simple to set up English sentences, but it is common mistake doing by Indonesia students. The omission error on preposition such as "on", "into", "of", "from", "for", "until", "with", "in", and "up" almost appears in the tested. The complete sentence "Wait <u>for</u> the computer to boot <u>up</u>. A screen showing a logo starting Window" only wrote with simple sentence "Wait the computer to boot, screen show logo window". The preposition for and up (underlined) did not wrote by them to explain the meaning of the sentence. It is simple and seemingly not wrong but decreasing the context and lowering the standard of grammar ability of the students.

Adjective is a type of dependent clause that works to describe a noun in a sentence. It functions as an adjective even though it is made up of a group of words instead of just one word. In the case of an adjective clause, all the words work together to modify the noun or pronoun. In this study, the students that given the task to write the text, occurring some omission. (Astuti, 2020) stated that adjective describe or modify nouns and pronouns. (Blannin et al., 2020; Fairus Sintawati, 2020; Raiker, 2020) explained that all adjective clause are dependent clause. A dependent clause is a group of words that consist of a subject and a verb, yet it is not a complete sentence that can stand alone. Adjective clauses begin with a relative pronoun, which connects them to the word they describe such as "that", "where", "when", "who", "whom", "whose", "which", and "why". In this study, some of student wrote not complete sentence that missing of adjective such as "Optional add milk into glass", that should be in the correct sentence is "Optional add in a little bit of milk into the glass".

The last omission appears on the result task to sample student is nouns. Well understanding that nouns is made up the largest class of words in most languages, including English (Solikhah & Budiharso, 2019) furthermore, this article explained that a noun is a word that refers to a thing, person, animal, place, quality, idea, or and action (Danaei & Omidifard, 2013; Haryanti & Pribadi, 2019; Purwanto, 2020; SUPRAPTO et al., 2009; Suroto et al., 2016). Some sample the omission of noun in this study the student wrote "Stir the spoon until flat". The correct sentence is "Stir the milk and pudding with spoon until the pudding is well blended". In this case, clear for the teacher to evaluate that their students have limited vocabulary.

V. CONCLUSION

Having analysis of the findings of this assessment, can be conclude that omission is the type mostly found in writing procedure text followed by mis formation, mis ordering and addition. These findings indicated that every learner's expression need article but the learner's misform and omitted the required articles.

Considering the fact that the error of articles has the highest frequency, it can be predicted the major factor influencing the student to make grammatical error is difference system of L1, followed by misformation.

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