AN ANALYSIS OF GRAMMATICAL ERRORS IN ACADEMIC WRITING ESSAYS OF ENGLISH DEPARTMENT STUDENTS AT DIPONEGORO UNIVERSITY

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Submitted by:
AMELIA
13020111150013

FACULTY OF HUMANITIES
DIPONEGORO UNIVERSITY
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Penelitian ini membahas tentang kesalahan gramatikal pada esai yang ditulis oleh mahasiswa tingkat senior jurusan Bahasa Inggris angkatan 2011/2012 di Universitas Diponegoro pada mata kuliah Academic Writing. Penelitian ini bertujuan untuk mengetahui kesalahan-kesalahan gramatikal dalam hal penggunaan tenses, aspects, dan word classes. Penelitian ini juga membahas tentang faktor-faktor yang menyebabkan kesalahan gramatikal yang ditemukan pada esai-esai tersebut. Pendekatan yang digunakan dalam penelitian ini adalah kualitatif deskriptif, sedangkan dalam pengambilan sample digunakan total sampling technique. Untuk metode pengumpulan data digunakan metode dokumentasi dan metode non participant observation, sedangkan dalam menganalisis data digunakan metode distributional. Dari data yang telah dianalisis ditemukan 238 gramatikal eror dalam 122 kalimat yang eror dari keseluruhan 223 kalimat pada 15 essay. Eror yang paling dominan ditemukan adalah dalam penggunaan kata kerja (verb), sedangkan eror yang paling sedikit ditemukan adalah dalam penggunaan kata keterangan (adverb). Sedangkan dalam 122 kalimat yang eror, persentase tertinggi ditemukan pada setiap kalimat eror yang didalamnya terdapat satu kesalahan gramatikal (one-error-sentence), sedangkan kalimat eror yang mendapatkan presentase terendah adalah kalimat yang didalamnya memiliki lima kesalahan gramatikal (five-error-sentence). Berdasarkan sejumlah kesalahan gramatikal yang ditemukan, diperoleh faktor-faktor yang menyebabkan terjadinya kesalahan-kesalahan tersebut. Faktor yang paling mendominasi penyebab terjadinya kesalahan adalah pengaruh bahasa pertama (first language interference) yang menyebabkan 163 kesalahan gramatikal, sementara itu faktor penyebab kesalahan gramatikal yang paling sedikit adalah disebabkan oleh kecerobohan (carelessness) yang menyebabkan 29 kesalahan gramatikal, sedangkan 46 kesalahan gramatikal lainnya disebabkan oleh faktor terjemahan (translation).
I. Introduction

Language is a system that human beings use to share their feelings or ideas. In a language, there is a set of rules to be followed with the speakers. This set of rules is called grammar, that is an explanation of how the form of words can be changeable and united into sentences in a language (Harmer 2001:12). Grammar organizes the language, so that the meaning of a sentence can be clear and easy to understand.

In using a foreign language, learners cannot avoid making errors which might enrich learners’ knowledge about the language they are learning. Norrish (1983:7) defines error as such a systematic deviation which occurs when the learner has not learned something of the language and gets it wrong constantly, because he has not learned the correct form. However, there are some factors that cause the errors such as : carelessness, first language interference, and translation.

When using English in their essays of Academic Writing class, English students of Diponegoro University academic year 2011/2012 might make errors in various aspects of grammar, such as tenses, aspects, word classes, word order, inflections, and punctuation. In this context, the grammatical errors analyzed are limited on tenses, aspects, and word classes.

II. Methodology

This research used the qualitative descriptive which was chosen to present and describe the grammatical errors found in the 15 essays written by English Department students of the academic year 2011/2012 of Diponegoro University. This research used total sampling technique which is analyzed the whole objects (Supramono and Sugianto, 1993: 5) and documentation method which according to Arikunto (1993: 134) it is defined as noting systematically the investigated phenomenon related to the aim of the research. In collecting data, the writer also used nonparticipant observation method. The writer used distributional method in analyzing data, because this research is concerned
with the elements of language, such as tenses, aspects, and word classes.

III. Literary Review

Error and Error Analysis

For language learners, it is very common to make errors during their process of learning a language because their competence of the language is still being improved (Ellis, 1994: 48). It is important to analyze the errors made by language learners because those errors will be such a constructive input of language learning process for learners. According to Brown (2007: 226), an error is a deviation from the adult grammar of native speakers which signifies the inter language capability of the language learners, while error analysis (James, 1998:1), is the process of concluding the occurrence, nature, reasons and effects of unsuccessful language.

Factors Causing Errors

There are some factors that cause errors in a sentence (Norrish, 1983:21) such as : (1) Carelessness, which is the error caused by less inspiration of the students while they learn the second language or the uninteresting material that makes students less enthusiastic in learning the language; (2) First Language Interference, which is caused by the mother tongue that gets involved while the students are using the foreign language. According to Kim (2001:160), the errors caused first language interference mostly in the area of misusing verb, using incorrect prepositions and redundant preposition, omitting and misusing articles, misusing plural/singular agreement, adjectives, and conjunctions; and (3) Translation, which is because of students blindly translating a sentence, phrase or an idiomatic expression from their first language into the language they are learning.

Grammar

Hancock (2005:6) states that grammar is an intrinsic meaning maker of a language that rules in arranging a set of words in order to form meanings.
This research discusses three aspects of grammar such as tenses, aspects, and word classes.

1. **Tenses**: indicate the time of event expressed in the verb form. Tenses are distinguished into three types which are present tense, past tense, and future tense (Cowan, 2008:350).

2. **Aspects**: refer to the completeness of an action (Cowan, 2008:351). Aspects are distinguished into three types such as: habitual aspect, progressive aspect, and perfect aspect. Interrelation between tenses and aspect identifies the chronological relations in a sentence. Therefore, the combinations of tenses and aspects in forming a grammatical sentence are: Simple Present, Simple Past, Present Continuous, Past Continuous, Future Continuous, Present Perfect, Past Perfect, and Future Perfect.

3. **Word Classes**: are divided into eight kinds (Eastwood, 2005:1) such as:
   a. **Noun**: refers to the name of a person, place, thing, or idea (Yule, 2006: 74).
   b. **Pronoun**: is a particular type of nouns or the main word of a noun phrase (Greenbaum and Nelson, 2002:98).
   c. **Verb**: refers to some kinds of activities and situations done by people or things (Yule 2006: 75).
   d. **Adjective**: explains (qualify or limit) the meaning of a noun or a pronoun (Yule, 2006: 75).
   e. **Adverb**: modifies a verb, an adjective, or another adverb (Yule, 2006: 75).
   f. **Preposition**: provides information about time, place, and another connection to the actions or things (Yule, 2006:75).
   g. **Conjunction**: connects words or a group of words to signify the relation between (among) events (Yule, 2006:75).
   h. **Determiner**: is used to present noun phrases (Greenbaum and Nelson, 2002:106).
IV. Analysis

The errors indicated in the essays of English students academic year 2011/2012 at Diponegoro University are classified based on their classification. It can be seen as below followed with an example from the essays.

1. There are 8 errors or 3.4% of all errors are indicated in using tenses and aspect.
Example: *New products are coming everyday*....
*come* (correct form)

2. There are 32 errors or 13.5% of all errors are indicated in using noun.
Example: *.....you can go to many shopping center like tanah abang or mangga dua in Jakarta.*
*shopping centers* (correct form)

3. There are 7 errors or 2.9% of all errors are indicated in using pronoun.
Example: *They do everything to make themselves more*....
*themselves* (correct form)

4. There are 11 errors or 4.6% of all errors are indicated in using adjective.
Example: *Execution of terror is done random and generally.....*
*randomly* (correct form)

5. There are 111 errors or 46.6% of all errors are indicated in using verb.
Example: *The globalization that happen in Indonesia.....*
*happens* (correct form)

6. There are 4 errors or 1.6% of all errors are indicated in using adverb.
Example: *It is the effect of globalization that always expands forever.*
*(eliminated)*

7. There are 13 errors or 5.5% of all errors are indicated in using preposition.
Example: *Such western way has influenced in our social life more and more.*
*(eliminated)

8. There are 32 errors or 13.5% of all errors are indicated in using conjunction.
Example: *.....not only visual shops but virtual shops or online shops are emerging very fast.*
*but also* (correct form)
9. There are 20 errors or 8.4% of all errors are indicated in using determiner.
Example: Some of \textit{this} motives have features such as……
\textit{these} (correct form)

Additionally, it is found from the essays that in a sentence, one or several errors are detected. It can be seen as in the following with an example for each error sentence.

a. There are 58 error sentences or 47.6% of all error sentences are indentified in one-error-sentence.
Example: When we talk about beauty surely it is close related to women.

b. There are 32 error sentences or 26.2% of all error sentences are indentified in two-error-sentence.
Example: It make the women who are crazy shoppers become easier to buy the most update product.

c. There are 17 error sentences or 13.9% of all error sentences are indentified in three-error-sentence.
Example: They think that foreign cultures are more modern and cool.

d. There are 9 error sentences or 7.4% of all error sentences are indentified in four-error-sentence.
Example: They think, by using it will make easier in their activity.

e. There are 6 error sentences or 4.9% of all error sentences are indentified in five-error-sentence.
Example: The second reason Indonesia globalize their cultures are to make Indonesia to be known all over the world.

Furthermore, the factors causing the errors can be identified based on Norrish (1983). It is found that there are 29 errors occur because of carelessness factor, 163 errors occur because of first language interference factor, and 46 errors occur because of translation factor. The examples can be seen as follow.
1. Carelessness

Many cosplayers are also take benefits from their hobby by selling…….  
are (eliminated)

The factor causing the error above is categorized as carelessness because some other sentences which have a similar pattern written by the same respondent/student are found without such an error. Those sentences which have a similar pattern can be seen as follows.

They offer many kinds of themes and…….
Many events offer big amount of money…….

2. First Language Interference

Some of this motives have features such as ..........  
these (correct form)

The error above proves that the difference between the first language of the students (Indonesian) and the foreign language learned (English) system influences the learners to commit errors in their essays. Unlike Indonesian, in English as instanced in sentence above, demonstrative determiners for plural and singular noun are different.

3. Translation

At this time, era globalization in the .......  
globalization era (correct form)

The error above is in arranging the words of phrase. English and Indonesian have different structure sentence. The phrase era globalization in the sentence is possibly the Indonesian translation, because the order or words is acceptable in Indonesian but not in English.
V. Conclusion

From the analysis, it is found that there are two hundred thirty eight (238) errors found in one hundred twenty two (122) error sentences concerning Tense and Aspect, Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction, and Determiner. The most common error found is 46.6% in using verb, whereas the least error found is 1.6% in using adverb. The significant errors found in using noun and conjunction are 13.5%. Furthermore, from one hundred twenty two (122) error sentences, the highest percentage about 47.6% is presented by one-error-sentence, while the lowest percentage about 4.9% is presented by five-error-sentence, and the significant percentage about 26.2% is presented by two-error-sentence.

Furthermore, those two hundred thirty eight (238) errors are classified based on the factors causing errors according to the theory of Norrish. As the result, there are: twenty nine (29) errors caused by carelessness, one hundred sixty three (163) errors caused by first language interference, and forty six (46) errors caused by translation.

REFERENCES


