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AN ANALYSIS ON THE GRAMMATICAL ERROR OF PROCEDURE TEXT WRITTEN BY THE FIRST SEMESTER PUBLIC HEALTH STUDENTS OF FALETEHAN UNIVERSITY

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ABSTRACT

The Second language of grammatical system may cause the problem in learning the target language in speaking, reading, listening, and writing. This study is intended to analyze, find out the types of errors, and the factors for grammatical error in student composition. The use of articles, verbs, adjectives, adverbs, nouns, preposition, and conjunctions are the focus of the analysis. The errors are analyzed through the procedure of identification, description, categorization, classification, calculation and interpretation. The errors were then classified into four types namely omission, addition, mis formation, and mis ordering then they were counted and interpreted. Altogether they were 1143 errors in student's procedure text. They covered 462 (40.41%) errors of articles, 230 (20.12%) errors of nouns, 195 (17.06%) errors of preposition, 76 (6.64%) errors of adjectives, 62 (5.42%) errors of verb, 58 (5.07%) errors of conjunction, 44 (3.84%) errors of pronouns, and 62 (5.42%) errors of verbs. Based on the type of errors omission errors got the highest frequency. It happened 431 (37.7%) followed by mis formation and mis ordering, addition errors 138 (12.07%). There were various frequencies of errors found from each type. Omission errors included 190 (41.12%) from 462 errors of articles, Nouns 80 (34.78%) from 230 error of nouns, preposition 65 (33.33%) from 195 errors of prepositions, conjunction 30 (51.72%) from 58 errors of conjunction, pronoun 25 (52.83%) from 44 of pronouns, verb 20 (32.25%) from 62 errors of verbs, adjective 20 (26.31%) from 76 errors of adjectives. Addition errors 65 (33.33 %) from 195 errors of preposition, nouns 25 (10.86 %) from 230 errors of nouns and adjective 20 (26.31 %) from 76 adjectives. The misordering errors of articles are clearly seen that they got the highest frequency among others. It books place 190 times (41.12%) from 462 of articles. Great tendency to omit and misform, article, nouns, and preposition is influenced by the skill habit of L1, as well as misordering errors of articles, preposition, nouns, and adjective. It is interpreted hat differences of the structure of L1 and L2 greatly influence the learners to make grammatical errors in writing English composition. Another factor tha the causes the errors in incomplete of the target language it self.

Keywords: Grammar, Procedure Text and writing skill

INTRODUCTION

Writing is one of the skills to be taught beside speaking, listening and reading. The students are exposed to several kinds of writing practices. 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 sentence and paragraphs. To explore writing skill for the first semester in Public Health Students, the students are exposed to several kinds of writing practice.

They are supposed to be able to write essay texts of different topics. One of them is writing 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 university 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 during 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 analyze the student's grammatical error. For those purposes, the writer interested in analyzing student grammatical errors made by the student in writing, especially procedure text. Descriptive analysis applied to determine the procedure in the context of analyzing grammatical error, it is useful for us to understand the difference meaning of errors and mistake. Brown (2017) explained that mistake is refers to the performance that is a random guess of slip in that is a failure to utilize a known system correctly. In order, (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. Before analyzing the learner's errors, it will be very

useful to understand the difference between errors and mistake. Ellis in Said (2014: 28) stated that error analysis involves a set of procedures for identifying, describing and explaining the error in learner language. Error Analysis, a branch of Applied Linguistics emerged in the sixties to reveal that learner errors were not only because of the learner's native language but also they reflected some universal strategies. Error analysis is a reaction to Contrastive Analysis theory which considered native language interference as the major source of errors in the second language learning what behavioristic theory suggested. Most grammatical errors are not the result of homonym or near homonym confusion and to build models for each of them is an enormously complicated task (Claudia Leacock et al., 2010). In conclusion, mistake is failure to use language because of slip 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 (Tausif & Haque, 2021; Yu et al., 2009), the errors can be observed, analyzed, 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 analyzing 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 theory which is focused on surface taxonomy to analyze errors on students writing in procedure text. Based on the explanation above, it can be concluded, that is important for the teacher to analyze the student's grammatical error. That why the writer is interested in analyzing the student's grammatical errors made by the students in writing, especially procedure text.



METHODOLOGY

The research conducting by descriptive analysis to obtain the current status and phenomena and directed toward determining the nature of situation as it exists at the time of the study. The study identified and classified the grammatical errors of the student written in procedure text. The use of articles, verbs, nouns, pronouns, adjectives, adverbs, prepositions, and conjunction in student written are the focus of the subject analysis. They were then analysed through identification, categorization, description, classification, calculation and tabulation, description and interpretation, and last drawing conclusion.

The Study has been taken place at Faletahan University which located at Jl. Raya Cilegon KM 06 Pelamunan Kramat Watu Serang – Banten. The research subjects were the first year public health students of the Faletahan University. The research has been conducted three months.

Determining the sample follow the steps:

1. Determining one of the two classes of first year students to be the sample of research.
2. Tossing the classes to get one class as the sample.
3. Having the sample class, tossed the student to get 30 students out of 90 as the sample.

It means there are 75% students that research as the sample of the first grades public health students. According to Alma (2012), sample is a part of the number and characteristics possessed by the population. Based on this finding, the writer concludes that sample is a part of population that has characteristics or circumstances that would be studied.

Data Collection

To obtain the data, all the subject of the research that was determined gives the task in the classroom. The students given 60 minutes for writing procedure text, then analysed. The result of the task classified the grammatical error into some aspects: article, verb, pronoun, conjunction, adverb, noun, adjective and preposition. The data continued by calculating the errors using simple statistic formula, and the data explained in descriptive analysis. To support the discussion, the write use the data from internet and others which have topic related to the study that support to the discussion.

Test of validity of the Instrument

The instrument of the research was in the form of written text. The students wrote based on the topic which was given by the writer. The form of the topic was the picture that was telling how to make something. The instrument has been validated in three aspect, they are material, construction, and language.

Techniques of data collection

To collect the data the writer used field research. To get field research the writer got into touch directly with the first semester public health students of Faletahan University, the writer has given test for the students first semester to know how far the students were able to make procedure text with good grammatical. After students finished, the writer collected and analysed.

Data Analysis

The student procedure text then re-read carefully and critically. The grammatical errors in the use of article, verb, noun, pronoun, adjective, adverb, preposition, and conjunction in students writing in procedure texts are the focus of the object of analysis. They would be analysed through collection, identification, categorization, description, classification, calculation and tabulation, description, and interpretation, drawing conclusion. The description of these analysis steps follows:

- a. Re-read each of the students writing procedure text carefully, and then identify their grammatical errors in the use of article, verb, noun, pronoun, adjective, adverb, preposition and conjunction.
- b. Categorized the errors into each use then numbered.
- c. Describe the grammatical errors by comparing to the correct grammatical structure according to each use whether the use of article, verb, noun, pronoun, adjective, adverb, preposition and conjunction.
- d. Classify the grammatical errors of each use of article, verb, noun, pronoun, adjective, adverb, preposition and conjunction into types based on the surface strategy taxonomy namely omission, addition, misformation, and misordering.
- e. Calculate and tabulate all of frequency of the types of grammatical errors based on the surface strategy taxonomy namely omission, addition, misinformation, and misordering.



for each use of article, verb, noun, pronoun, adjective, adverb, preposition and conjunction. To calculate an error frequency of percentage in the research, the analysis techniques (percentage) from the frequency of information and is divided the number of total errors. The formula to analysis the result is:

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

Where:

P: Percentage

F: Frequency

N: Number of samples

- f. Describe and interpret the grammatical errors of each use of article, verb, noun, pronoun, adjective, adverb, preposition and conjunction based on their types.
- g. Draw conclusion.

Identification Errors

After the student finished the writing procedure text, those tests will be corrected and re read carefully. The writer in this first step identified the grammatical error in use of article, verb, noun, pronoun, adjective, adverb, preposition, and conjunction in the students writing procedure text. They will be underline and numbered. The following are the example of ungrammatical sentences:

1. They goes to the market today.
2. She is plays volley ball
3. We has biology book

Categorization of grammatical Errors

The use of article

1. We have Biology book
2. Rani goes to pharmacy for buying drug
3. She wrote letter yesterday

The use of verbs

1. William buy ice cream in the mini market
2. He make avocado creamy juice
3. They plays Badminton every day

The use of pronoun

1. Alice has black hair, his hair is beautiful
2. Dog has two legs, her leg is hurt
3. They have three sport cars, his cars are expensive

The use of adjective

1. Anne buys bag red today
2. Tom has hair black
3. I prefer flower red than green

The use of preposition

1. Rani comes with bus today
2. Those books are in the table
3. She went to mini market in buying something

The use of Noun

1. We have five pencil
2. Mother makes chocolate puddings
3. He puts a books on the table

The use of adverb

1. Boy is running quick
2. Cindy is dancing slow
3. The ceremony is getting smooth

The use of Conjunction

1. They like Badminton but volley ball
2. Alex with Randi go to school everyday
3. Father so mother are cooking in e kitchen

Classification Errors

After those step, the errors are classified that is the proses of categorizing the intended errors into certain types based on the surface strategy taxonomy namely omission, misformation, and misordering.

Omission

Omission error is characterized by the absent of an item must appear in a well formed sentences. The omission of the item in this study may be omission of the use of article, verb, adjective, adverb, preposition, and conjunction. The example of omission errors are as follow; 1. Omission errors in the use of article:

- a. She has biology book
The correct one is: She has a biology book
- b. He goes to market
The correct one is: He goes to the market
- c. Windy has apple
The correct one: Windy has an Apple

Addition

Addition error is characterized by the present of an item to make well-formed utterance. The addition errors in this study could be the use the article, verb, nouns, pronoun, adjective, adverb, preposition, and conjunction. For instance:

1. Addition errors in the use of verb.
 - a. He doesn't likes it.
The correct one is: He doesn't like it
 - b. She is work at the mini market.
The correct one is: She works at the mini market.

Misformation

Misformation errors is characterized by the use of the wrong from of a morpheme or structure.



In this research the misformation errors are pointed out by misforming of morphemes. In the use of articles, verb, modals auxiliary, nouns, pronoun, adverb, possessive, introductory expletive, preposition, and conjunctions. Some of examples:

1. Misformation errors in the use of verb:
 - a. Boy goesed to Medan last night.
The correct one is: Boy went to Medan last night
 - b. Mother maked a burger last week.
The correct one is: Mother made a burger last week.
2. Misformation errors in the use of pronouns
 - a. They hurt i.
The correct one is: They hurt me.
 - b. He invites we to join his party.
The correct one is: He invites us to join his party

Misordering

Misordering errors is characterized by the incorrect placement of a morpheme or group of morphemes in utterances. In this study it can be misordering errors whenever the students misorder or misplace morpheme in student's constructed sentences. They could appear in the use of article, verb, nouns, pronouns, adjective, prepositions, and conjunction. We can see the following example of using misordering errors:

In the super mall Jimmy buys chair green and table white, the correct one is: In the super mall Jimmy buys green chair and white table.

Calculation and Tabulation Errors

To know the frequency of an accuracy of the type of grammatical error of each use of article, verb, pronoun, adjective, preposition, and conjunction the writer counted the frequency of the types of each use of the above using the percentage formula.

Description and Interpretation

After conducting the step amazing the data through Identification, Categorization, Classification, Description, Calculation and Tabulation. The result of analysis of the use article, verb, noun, pronoun, preposition, and conjunction, would be presented, discussed, and interpreted based on the result of the existing data its self. It was finally then drawn conclusion.

Drawing Conclusion

After finishing analysing all of the data, the results are at last drawn conclusions.

RESULTS AND DISCUSSION

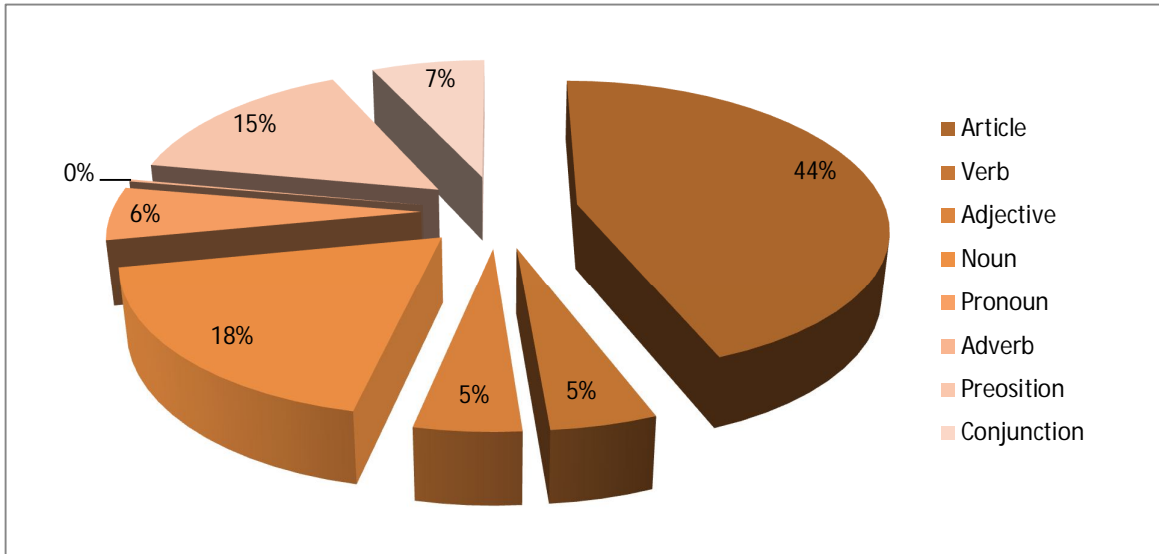
Based on the result of the research, it was shown that out of 30 students, 9 students chose how to make lead creamy avocado juice title (30%), 16 students picked how to make seafood fried rice (53%), and 5 students preferred how to make burger (16,67%). The result of this study indicated that the students still made grammatical errors in writing procedure text. They were errors of articles, verb, noun, pronoun, adjective, adverb, preposition and conjunction. The type of errors and frequencies can be seen in the table below:

Table 1. The Type of Grammatical Errors and The Frequency Occurrence

No	Kind of Uses	Types of Errors				Total	Percentage
		O F	A F	MF F	MO F		
1	Articles	190	22	130	120	462	40.41
2	Verb	20	10	25	7	62	5.42
3	Adjective	20	20	18	18	76	6.64
4	Noun	80	25	60	65	230	20.12
5	Pronoun	25	-	7	12	44	3.84
6	Adverb	1	7	4	4	16	1.39
7	Preposition	65	45	40	45	195	17.06
8	Conjunction	30	9	7	12	58	5.07
Total		431	138	291	283	1143	100
Percentage		37.7	12.07	25.45	24.75	100	

Note: F: Frequency, O: Omission, A: Addition, MF: Misformation, MO: Misordering
 When visualized in the diagram, the type of errors looks like the following:

Figure 1. Diagram of Grammatical Errors and Frequencies and Occurrences



The result showed that article error is the highest frequency (39,17), followed by noun, preposition, adjective, verb, conjunction, pronoun, and adverb respectively with the percentage 19,82, 16,50, 7,74, 5,92, 5,37, and 4,18%. The result also indicated that four type of errors occurs in this research. The grammatical errors is the highest error occurs compare with omission errors. The errors followed by misformation errors and misordering errors.

Based on the analysis of the erroneous sentences written by the students in their compositions it can be interpreted that the factor influences the students to make grammatical errors is the different grammatical system of L1 and English. Indonesian does not have “to be” in constructing sentences. However, English has “to be”. In certain cases, the students directly omitted the verb “to be” in the sentences. The students’ habit of L1 are carried out in using the target language. In L1 students do not have to use “verbs” after the subjects of the sentences. They may directly use adjectives, adverbs, and nouns after the subjects. It is predictable that students tend to omit the verb to be. They negatively transfer the habit of L1. It is not refused that the students omit the presence of the verb “to be” must be put between the subject and subject, adjectives, adverbs, and nouns as complement in the sentences.

The students did not carefully use the words in sentences. They omitted grammatical

morpheme that should appear in word in sentences. They are a, an, and the articles. They also omitted suffix-s/-es for the third singular verb, and they missed the suffixes-d/ed and -ing as well. Furthermore, they use incorrect verbs for the tense that require different verb forms. They did not realize that Indonesian does not have different of verbs and English has different changes of verb or English verbs undergo conjugation in tense construction.

Omission of pronoun frequency occurred 28 from 53 errors and misformation of pronouns is caused by the inference of the English itself because English pronouns have different form when they are used in sentences as possessive adjectives. Therefore, it can be interpreted that the different form of pronouns is predicted that those errors are caused by the habit of L1. In L1, student usually used long sentences. They do not put the pronoun to related “and” and verb related to the first sentence and the second sentence the combine.

From the discussion above the writer summarizes the major findings as follow:

• **Types of errors**

The types of errors that were made by the students are omission (459 or 36.26 %), addition (165 or 13.03%), misformation (321 or 25.36 %), and misordering (321 or 25.36%). Type errors of articles got the highest frequency (496 or 40.46%), followed by nouns (251 or 20.47%),



preposition (209 or 17.04%), adjective (98 or 7.99%), verb (75 or 6.12%), conjunction (68 or 5.55%), pronouns (53 or 4.32%), and the last adverb obtain the lowest percentage (16 or 1.3%).

Omission:

Omission of articles took place 198 times (39.92 %) from 496 errors of articles. Those articles covered the omission of:

- Indefinite article (a, and an)
The article a and an is used when we don't specify the thing or people, we are talking about and the indefinite article "a" is used before a consonant sound but the article "an" is used before vowel sound.
- Definite article "the"
It is used when the speaker talks about a specific object that both the person speaking and listener know.

Omission of pronoun happened 28 times (52.83%) from 53 errors of pronoun. The pronoun involved:

- They, we, I you, she, he and it as subject of sentences.
- It and them, us as object of sentences.
- Who and which as relative pronoun.

Omission of preposition took place 68 times (32.53%), from 209 errors of preposition. The preposition included:

- For used to express purpose and time.
- To used to show place or direction
- On used to show place and time
- Of used to show relative position, meaning, having and with
- With used to show accompaniment.

Misformation of pronoun occurred 9 times (16.98), from 53 errors of pronouns. The pronoun covered:

- They as subject which is substituted by it, that, their and we.
- Pronoun them as object which is substituted as object which is substituted by he and those.
- We as subject that is substituted by our, it, and us as object which is substituted by we.
- Misformation of preposition took place 42 place times (20.9%), from 209 errors of preposition. The covered the following prepositions: of, for, on, in, to, into and with.

- "On" indicating place is misformation by in, at, and on including time is misformation by to and in.

Addition:

- Addition of verb took place (15 times (20%) from 75 errors of verb. The verbs involved the addition of:
 - To be
 - Suffix – s in imperative verb
- Addition of preposition took place 50 times (23.92%, from 209 errors of preposition. The covered of preposition: in, into, for, to, on and with.

Misordering:

Misordering of article got the highest frequency among other types. There were 66 misordering definite article and 68 misordering indefinite article from 496 errors. The major factor influencing students to make grammatical errors was the difference or L1 and English interference of the English itself and incomplete of knowledge of L2

CONCLUSION AND SUGGESTIONS

According to the research findings, omission is the type of error that mostly found in writing procedure text followed by mis formation, mis ordering and addition. This result indicated that every learner's expression needs articles but the learner's mis form and omitted the required articles. Because the error of articles has the highest frequency, it can be predicted the major factor influencing the students to make grammatical error is different system of L1 followed by mis formation of articles also got the high frequency among other types. Based on the errors that occurred, it is predicted that the influence of the complexity of the English itself and beside fatigues factors, they still have a little understanding or incomplete knowledge of English rules or grammar.

Considering the fact, the students still make grammatical errors in their writing, it is necessary for the teacher to give more attention to the articles, pronouns, prepositions, adjectives, adverbs, nouns, verbs, and conjunction. Teacher should teach students the characteristics, formation, position, and function of those elements above. The teacher also should teach the students explicitly the differences in using definite and indefinite articles, particularly for



those aspects that mostly cause the students errors in constructing sentences. Specifically, the English teacher should give the students a well-defined concept in using adjectives and pronouns explicitly. In order, it should be provided with the short description about the characteristics of articles, pronouns, verbs, nouns, prepositions, adverb, conjunction and adjectives in sentences to be able to use them perfectly.

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