

An Analysis of Grammatical Error on Simple Sentences by Third Semester Students at Mathematic Study Program in Batanghari University Academic Year 2019

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ABSTRACT

The purpose of this research is to analysis the grammatical errors in simple sentences by Third Semester students at Mathematic Study Program in Batanghari University academic year 2019/2020. The method of this research is descriptive qualitative. The samples of this research are thirteen mathematic study program students at third semester in Batanghari University. The instruments of the research are test and interview. Based on the result, students often made grammatical errors in their test, the errors were classified into three categories; addition, omission, and misformation. Then researcher calculated the total errors made by them using the formula in order to find out the most common grammatical error. It is found that the most grammatical error made by them is Misformation which is up to 77,04%, and the smallest percentage of errors made by students is Addition which is 1,64%. Besides, the researcher also conducted a short interview to confirm the data on the test. Based on the finding above, the researcher concludes that mathematic study program students at third semester need to study grammar deeper in order to avoid misunderstanding in writing simple sentences.

Key Words: *Error Analysis, Grammar, Simple Sentence.*

INTRODUCTION

Learning English in the current era of globalization is very important. Considering that, English is an international language and also as a language of instruction for indigenous tourist. Every aspect of life consists of applying English including in educational system. Not only the English study program, but also any program in the level of higher education.

Referring to the statement above, math study program students are demanded to learn English as well. They must learn it for one semester which is in the third semester. Learning English in higher education level is expected to make the students unless know how to speak in simple dialog and write in a simple form. Hence, in the later workplace, they need to use English, they will be ready and familiar with it.

Besides, some terms in math are in English form. In some cases, they need to read it in English too. For

example: minus (-), plus (+), log, alpha, and so on. Moreover, the sources of writing thesis are mostly taken from International journal which in form of English. Whether they are ready or not, they have to read and understand it.

However, based on the observation and short interview with some students, they still have several mistakes in creating sentences. It is actually not mistake since they cannot correct their own mistake. As Corder (1993) revealed that it is called as error if the students are not able to correct their own exhaustive mistake.

Related to the preliminary study, most of the math students have studied the two tenses, simple present tense and simple past tense, since they were in junior high school. Then it was continued being studied in senior high school. However, they have forgotten about it because they rarely apply it in their daily life. The only time they used it was at school when they studied with

the teacher as well as did the task and exam.

Some of them think that learning grammar was hard since there were many rules. The hardest part of learning tenses was in simple past tense compare to simple present tense. It has been known that simple past tense needs verb two which in irregular forms are completely different from the verb one. Memorizing those irregular verbs was the most difficult part for them. Hence, errors were made by them while using it.

ERROR ANALYSIS

Learning is the process that involves the making of mistakes and errors, so errors are regarded as the product of learning. Moreover, Richard says that studying error serves two major purposes: it provides data from which inferences about the nature of the language learning process can be made and it indicates to teachers and curriculum developers which part of the target language students has most difficulty producing correctly and which error type distracts most from a learner's ability to communicate effectively". This errors and that case should support the teacher of foreign language to realize that errors made by the learner in the process of constructing a new system of language need to be analyzed carefully.

Error Analysis Taxonomy

There are four useful and commonly used taxonomies in analyzing errors made by students, based on descriptive classification of Dulay, et.al.

1. Linguistic Category Taxonomy

Linguistic category taxonomy classifies errors according to either or both the language components the error aspects. Here, language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary).

2. Surface Strategy Taxonomy

This category highlights the ways surface structures are altered in

systematic and specific ways students error in this type are based on some logic as the result of some type of errors, such as addition, omission, misformation, and misordering. In this research focus uses Surface Strategy Taxonomy to analyze errors made by students.

3. Comparative Taxonomy

The classification of errors in a comparative is based on comparing the structure of the second language errors and certain other types of constructions. These comparisons have yielded major error categories in this taxonomy, they are developmental errors and intralingua errors.

4. Communicative Effect Taxonomy

While the surface strategy and comparative taxonomies focus on the aspect of the errors themselves, the communicative effect taxonomy deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication and those do not. This taxonomy classifies errors in two types, global and local errors.

Generally, the taxonomy has its own unique feature and way of classification. But the researcher analyzed the error only based on Surface Strategy Taxonomy. This taxonomy becomes focus since Dulay et.al says that it highlight the surface structures are altered, student may omit necessary items or add unnecessary ones, they may misformation and misordering them. In the words, they also focus on aspects on the error themselves and emphasized on analyzing the ways surface are changed.

Surface Strategy Taxonomy

Surface strategy taxonomy is one of the most common taxonomy used in analyzing language errors. Dulay defines it as the taxonomy that high lights the ways surface structures are

altered, learners may omit necessary items or add unnecessary ones, they may misformation items and misordering them. Therefore, surface strategy taxonomy classifies errors into four Omission, Addition, Misformation and Misordering.

1. Omission

Omission errors are defined by the absence of an item in a well-formed utterance which appears. This means there is a sentence in which one or more of its aspects (word) are omitted.

For example:

Incorrect : Where you work?
Correct : Where do you work?

2. Addition

Addition errors are characterized by the appearance of an object that must not occur in a well-formed utterance. Apprentices have usually already mastered target language rules and often are too obedient to use certain rules that cause errors. This classification of addition is categorized into:

- a. Regularization (for example, eaten for ate)
- b. Double-Making (for example, He didn't came)
- c. Simple additions (i.e. additions not describable as regularization or as double-markings)

3. Misformation

Misformation errors are characterized by the use of the incorrect morpheme type. It means one or more elements of sentence have wrong structure. This may be induced by regularization of law. This classification of misformation is categorized into:

- a. Regularization (for example, Do they Sad?)
- b. Archi-forms (for example, the learner uses us as both a subject and object pronoun)
- c. Alternating forms (for example, Don't + V and No + V).

4. Misordering

Misordering errors are characterized by the incorrect location in

an utterance of a morpheme or group morpheme. This means the form of the sentence is wrongly ordered. In the wrong arrangement, the terms are ordered.

For example:

Incorrect : Cat Black
Correct : Black Cat

GRAMMAR

Grammar is sometimes defined as 'the way words are put together to make correct sentences'. This is, as we shall see presently, an over-simplification, but it is a good starting-point and an easy way to explain the term to young learners. Grammar is a process for making a speaker's or researcher's meaning clear when contextual information is lacking. The grammar makes and helps the students to know the meaning of certain message in a language. It means with good grammar the people can understand about the information meaning of material. Grammar is very important tool to develop the order of language and grammar can make and help the speaker of the language to understand the meaning of phrases or sentence in language.

TENSES

In English, Tense is very important matter, because all occurrence, event, or action, which is in a sentence must as according to time of happening. Some people who learn English feel difficulty in comprehending and getting real correct congeniality about tenses. Tense is a grammatical category, typically marked on the verb that refers to the time of the event or state denoted by the verb in relation to some other temporal reference point.

Tense means time. However, it should be pointed out that time in relation to action is a concept that exist in the mind of the speaker, reader, or listener. Tenses in actual usage refers consistently only to grammatical form. There are four kinds of tenses by "Four Fundamental of Tenses" they are present

tense, past tense, future tense, and past future tense. In this research, the researcher focus to analyze Simple Present Tense and Simple Past Tense, so here the meaning, the formula and the function from the tenses.

1. Simple Present Tense

According to Krohn (1971), simple present tense is tense denoting an action happening in this time. This tense is used to talk about things in general. We are not only thinking about now, but it is used to say something is true in general. The present tense is a grammatical tense whose principal function is to locate a situation or event in present time. Akhlis and Sosiowati (2000:2) say that simple present tense explains an action that occurs in present time, in a simple form or an activity that is done regularly or a habitual activity, or an action which is not have relationship with time. Azar (1989:6) also states that simple present tense expresses events or situations that exist always, usually, and habitually. Simple present tense can exist now, has existed in the past and probably will exist in the future is the simple present tense can also be used to express future time in sentences that concern events that are on a define schedule or timetable. Praninskas (1980:19-20) simple present tense is a tense that is used to express verb a general truth to show a regular or habitual action and to show a regular future action.

2. Simple Past Tense

The Simple Past is used for past actions that happened either at a specific time, which can either be given by a time phrase (yesterday, last year, etc.) or understood from the context. Regular Verbs add -ed to the base form, or -d if the verbs ends with -e. Irregular verbs can change in many different ways.

SIMPLE SENTENCE

Simple sentence consists of two main parts (Chew and Choy 149): a subject and a verb. Simple sentence only has one principal and separate clause. Simple sentence is also known as clausal. It may have a modifier, in

addition to a subject, verb and object. While it's simple, it doesn't mean a simple sentence is short or easy to understand, a simple sentence can have many words, but it has only one individual clause. Simple sentence does not contain a coordinator conjunction (for, and, nor, but, or, yet, so) as a compound sentence mark or doesn't contain a subordinator conjunction or relative (because, since, after, although, when, etc.) as a complex sentence mark. In addition, the use of composite subject, composite verb, prepositional phrases and other elements help to lengthen simple sentence.

RESEARCH METHODOLOGY

The design of this research method is qualitative descriptive. The purpose of this research is to analyze the grammatical error on simple sentence at Mathematic Study Program of Batanghari University of Jambi Academic Year 2019/2020.

Qualitative research is descriptive in that the researcher is interested in process, meaning, and understanding gained through words (1994: 15). The subject of the research is third semester students at Mathematic Study Program in Batanghari University Academic Year 2019/2020. The total of the students was 14 students. In collecting data research uses test and interview, in test the researcher take from English book in Mathematic Study Program, in interview researcher make question about simple present tense and simple past tense. To find the score the researcher take from Sugiyono:2012 the formula is

$$P = \frac{\text{Number of each errors}}{\text{total number of errors}} \times 100\%$$

FINDINGS

The researcher test and interview 13 students' semester third at mathematic study program. The test done on March 9, 2020 and interview done on March 10, 2020. The researcher found many errors in students' simple

sentence, such as addition, omission and misformation. These errors are made by the third semester students in simple sentence, thus the researcher classifies those errors into the table.

Table 1. Error Classification for Participant

No	Students Code	Error Classification			
		Addition	Omission	Misinformation	Misordering
1	P1		2		-
2	P2		4	7	-
3	P3	1	4	10	-
4	P4		5	3	-
5	P5		2	3	-
6	P6			4	-
7	P7			6	-
8	P8	1	4	12	-
9	P9			9	-
10	P10		1	6	-
11	P11		2	8	-
12	P12			13	-
13	P13		2	14	-

Table 2. Total Percentages Types of Errors Made by the Participants in Test

No	Types of Errors	Frequency of Errors	Percentage
1	Addition	2	1,64%
2	Omission	26	21,31%
3	Misinformation	94	77,04%
4	Misordering	-	-

Table 3. Analysis theme and tabulation

Theme	P1	P2	P3
Opinion of learning simple present tense	I think learn simple present tense can helping me when I talk with tourist	Mmmm let me think... It's a bit hard to be understood because there are so many rules.	Simple present tense? Is it the tense to tell about habit? It's good.
The difficulties in learning simple present	I have difficulties simple present tense when I	Using s/es and do/does.	It's difficult. Because I don't know the meaning.

tense	differentiate verb 1 and verb 2		
The way in solving the difficulties	Ask friend and open google	I open google when I don't know how to use it like s/es, do/does.	If it is exam, I try to do even though I am not sure with the answer.
The way of applying the tenses in daily life	I always use in daily life like talk with friend and my parents haaaaaaa hahah	Mmmm, actually I don't use in my daily life because I am too shy to use it.	Hahahaha a.. I never use English in my daily life unless doing exam from my lecturer.
Opinion of learning simple past tense	mmmmmm ... this is for telling about past even, right? It is a bit hard because I need to memorize the past form of the verb	iiiihhh ... that's so hard. I don't like past tense. It has to use many kinds of verb forms.	Eeeeeee.... I.. I.. think ... eee .. I don't know about past tense.
The difficulties in learning past present tense	Yeah, as told you memorizing the verb form is the hardest part to do.	Yaaaaa... I've told you, the verb forms of past tense.	All about tense is hard and difficult. hehehe.
The way in solving the difficulties	Eeeemmm m... I try to dig my memory when I need to use it but if I can't find it, I google it.	I asked my friend when I forget in using the verb form.	Google assistance kak... hehehe.
The way of applying the tenses in daily life	I rarely use it actually unless for doing the exam or assignment.	Haahha. Only use it when I have assignment and exam.	Never use it in daily life unless for assignment and exam.
Theme	P4	P5	P6
Opinion of learning simple present tense	Aaaaaa wait yaaa... I think simple present is easy because,	Mmmm mm.... Not too hard not too easy in learning	Huaaaaaaaa simple present so easy for me, because the formula

	simple present tense uses easy formula.	about simple present tense	still easy not hard
The difficulties in learning simple present tense	Using verb.	In using verb 1 and 2, and then using to be	Using s/es and do/does Using verb 1 dan 2
The way in solving the difficulties	Ask friend and open google wkwkwk	The way in solving the difficulties?... mmmmm ask friend, open book and open google maybe...	I open book and ask friend ckckckck
The way of applying the tenses in daily life	I've never apply in my daily life because, my English is bad bahhaahaa	Write sentences in simple present tense in social media like instagram or facebook bhahahaha	I talk with family doonnggg because my family is tourist in zimbabwe bahhahaha haha so my family always uses English... ...
Opinion of learning simple past tense	mmmmmm mm..... Past tense/..... I don't like past because in past so difficult for me.	I think simple past so hard bahhahah a but I can do simple past not much though bhehhehe	Mmmmmm mmm not too hard not too easy sihhhhh kak hmmmmm
The difficulties in learning simple past tense	Kaaaaaaaaa kkk..... I don't like past tense so please hear me I don't like past huuuuu	When I differentiate verb 1 and verb 2	Like friends differentiate verb 1 and 2
The way in solving the difficulties	I always open google dong	I try my memorize, if I feel failed I open google ugaaaa bahhahha	Mmmmm Open google and sometime ask friend
The way of applying the tenses in daily life	Ihhhhhhhhh I told you I don't like past tense	Talk with friend azaaaaaa aaa and told in front of mirror by myself	Only when I have exam and assignment from teacher...
Theme	P7 (good)	P8 (low)	P9 (average)
Opinion of learning simple present tense	It is a bit hard to memorize the formula.	Which one is simple present? Ooh I see. I don't really understand about it.	It is not so hard, because it is familiar for me.
The difficulties in learning simple present tense	Differentiate the form like likes-like.	It is complicated for me.	Adding s/es.
The way in solving the difficulties	Read my note or search in google	I ask my friend. Hehhehe.	I google it. hehhehe
The way of applying the tenses in daily life	I try to make my own sentence in social media, but sometimes I need google translate too.	I don't use it because it's hard.	Sometimes I update my statues in English but just copy paste. Hahahaa.
Opinion of learning simple past tense	I don't like simple past tense. Hahahaa. Because it tells about our past memory.	I have ever heard about that term. Oh it tells about past activity.	Simple past tense tells about past activity, right? It is a bit hard because I have to change verb 1 into verb 2.
The difficulties in learning past tense	I think the verb form is hard. Because it is inconsistent in term of changing from verb 1 into verb 2.	Ahhaaha. It is difficult, I think. I don't know which part.	... I have to change verb 1 into verb 2.
The way in solving the difficulties	I think I will refer to the google if I am not	I don't know. Maybe googling if there is	I look for the table of verb in google. Hehhe.

	sure with my sentence.	assignment.	
The way of applying the tenses in daily life	Because I don't like past tense, so I never use it in daily life.	No, I told you. I don't use English in my daily life.	I post in social media but do google translate.

Theme	P10 (average)	P11 (low)
Opinion of learning simple present tense	mmmmm... that one, I know. It is the simplest tense.	Which one is that? Hhahaa. That's hard I guess.
The difficulties in learning simple present tense	I don't think it is difficult.	It is difficult because I don't understand.
The way in solving the difficulties	If I don't know the meaning, I will google it.	I do google translate or ask friend if it is exam.
The way of applying the tenses in daily life	I just take some good quotes to be uploaded in my social media.	I don't use it in daily life it makes me dizzy.
Opinion of learning simple past tense	Simple past... Mmmm... it tells about past event.	We need to move on, hey. Don't talk about the past.
The difficulties in learning past tense	Using verb 2 is quite difficult.	Understand the formula is hard.
The way in solving the difficulties	Searching the verb 2 from google.	Google doonnggg...
The way of applying the tenses in daily life	Just find a good quote and upload it in my social media.	Just same with the simple present tense. I don't use it.

Theme	P 12 Low	P 13 Low
Opinion of learning simple present tense	I don't understand bahahaha	I don't know about English language bhahahaha.....
The difficulties in learning simple present tense	so hard for me because don't understand the meaning bheheh	Bhahahahaha I don't know
The way in solving the difficulties	Open mbah google	Open google azaaaaa
The way of applying the tenses in daily life	I don't know about English even less apply in daily life hmmmm	I never apply in my daily life
Opinion of learning simple past tense	What is this past? Like what snack or drink?	Adduuuhhhh I get headache and stomachache when I hear simple past tense..... because I don't

		know
The difficulties in learning past present tense	Sorry kakkkkk I don't know and I don't care	I don't knowwwwwww bahhahahah
The way in solving the difficulties	Always open google	I don't knowwwwwww again kakkkkkkk wkwkkkwk hiksss.....
The way of applying the tenses in daily life	I never apply in my life. Do you understand?..... bahhahaah sorry kak	I never apply in my daily life bahhahahahah

4.2. Discussion

After analyzing the data, the researcher compared the result of test. There are some kinds of errors students made in completing the simple sentence at mathematic study program in University Batanghari.

It was found that the students' error in simple sentence are categorized into: addition, omission, misformation, and misordering. From addition 2 or 1,64%, omission 26 or 21,31%, misformation 94 or 77,04%, and misordering was not made by the students.

Furthermore, the researcher identified some causes of errors which influence students to commit those errors. Based on the interview result, most of them made the error because they do not fully understand the form of the tense. For examples in completing "My sister _____ (do) her homework every morning". P 2, 3, and 10 had the same answers which completed with "doing". Since in present tense "my sister" is the third singular person it must be changed into "does". In other case, P 8 completed with "done", while done is actually verb 3 and should not been in present sentence.

The second cause is they are hardly familiar with the verb form whether verb 1 and verb 2 For examples in this case, "Yesterday, the students _____ (learn) the map of Indonesia". P 5, 11 and 13 completed by "learn" while it supposed to be "learnt/learned". They seem ignored the form of verb 2.

In contrast, P8 made it into “learning” which belong to the progressive form-

The third factor is the frequency in applying English in daily life. It has been known that language needs to be applied if the speaker wants to get use to it. However, most of them rarely use it in their daily life. The rest of them sometimes use it for updating statues in social media although they do google translate and just copy paste if they find some good words from the internet.

Hence, the errors made by the participant depend on their ability in comprehending tenses, the using of nominal auxiliary, verb and mastering the verb in using simple sentence. One more thing, it because of their habit of implementing it in their daily life.

In order to reduce the errors in making simple sentence, the participants tend to use google assistance if they need to deal with the tenses like having exam or doing task from teacher or lecturer. Some of them rely on their friends’ help. All in all, affording the way out is considered as the good way in solving their problem deal with using English especially tenses.

CONCLUSION AND SUGGESTION

Based on the result of this researcher concluded that:

1. The result of this research had provided information about what kind of grammatical errors on simple sentence at Mathematic Study Program in Batanghari University academic year 2019/2020.
2. There were some common errors made by the students in the essay as addition, omission, misformation, and misodering.
3. These errors were grouped into the types of errors, such as addition, omission, and misformation. Most types of errors students made was misformation. It was be shown the total errors made by the students are 94 errors, and the percentage is about 77,04%

Based on the tests, the researcher found that: First, percentage of the source type of the biggest errors students based on the error appears was the misformation.

Based on the above conclusions, the researcher gave the following suggestion:

1. Students. Students are expected to be more actively learn and practice the language in order to have better understanding on using grammar.
2. Teacher. To increase students’ knowledge of grammar, the teacher is expected to pay more attention to the teaching grammar, so that the students can be better understand and know the grammar as well.
3. Researcher. Other researchers are expected to be more deeply researching the simple sentence lessons related to grammatical aspect in order to obtain a way to improve students’ writing.
4. Reader. To inform and increase knowledge about the things that need to be considered and trivial errors in simple sentence.

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