



## **Error Analysis on Grammar in Writing News Item Text Made by The First Year Students of MA Syekh Subakir Nglegok Blitar**

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### **Abstract**

This study was aimed at finding out the errors of news item text written by the tenth grade students of MA Syekh Subakir Nglegok Blitar. This study was conducted by using qualitative approach. Specifically, the design of this study was qualitative research. The subjects of the study covered the tenth grade students of MA Syekh Subakir Nglegok. In this research, the researcher took the tenth grades. After getting the compositions, the researcher made three steps first; observing the data, second analyzing data and the last clasifying the data. The errors were counted each type. In this study, the instrument used was the result of writing test. It was about news item text. It was taken from their own teacher. After the data was collected, the data processing procedure was carried out. The reasearcher identified the errors. Then the researcher described by reconstructed sentences with the original one, the correct grammar and classify them based on the categories of errors analysis. Getting the data from the authentic results, it can be answered the statement problem and taken some conclusions that, mostly, the English learners still have difficulties in apprehending English grammar as a foreign language.

**Keywords:** error, grammar, writing, news item text

### **Introduction**

English is one of teaching materials in Indonesia. The implementation of school-based curriculum results in some changes in the English language teaching in Indonesia secondary schools (Cahyono, Yudi Bambang, 2010:103). In English there are four skills that must be learn, one of them is writing skill. The ability to write is aimed to prepare the students to express themselves in a written form. The ability to communicate in the written form possibly helps the students to widen their horizon as the coverage and the intensity of writing product will be greater as it exists longer across distance and time (Cahyono, 2010:103).

After during observation, the researcher found out some students who disliked learning English. It was proved when they said that English was difficult to learn, especially writing.

They have been often confused to express their idea in English. The 2006 KTSP, the recent curriculum used in schools in Indonesia, thas employed genre approach. One of the genre is news item. The researcher took news item because news item was one of the materials taught in tenth grade in second semester. He experienced himself, when he was in senior high school. News item was a material which was difficult for him. So he wanted to do research about it. The learner sometimes found difficulty in learning news item text. It was caused some of their problems for example they not to know well what news item was and they were still confused when they were making news item text. Therefore, the students often made error. It was proved from their written test and also from the researcher's observation (Saifudin, 2018).

For this reason, it has been possible for the

students to make errors. In other words, the difference between speaking and writing causes students make errors, especially in grammar, seen in his observation, the students often made errors in making past sentence especially in using verb and time signal and also the students were still confused in choosing the right diction. Considering the facts stated above, the researcher needed to do investigation on the grammatical errors in writing. In this study, the researcher tried to identify and classify grammatical errors made by the first year students of MA Syekh Subakir in order to know the frequency of the errors they made. The condition of the students as the subject of the study especially in writing ability was still weak. It can be shown from their writing test. They often made errors in using verb, pronoun, sentence order, diction, phrase, numeral, conjunction, preposition, passive sentence, modal, to be, and time signal and also they were not aware that they need structure for making sentence. Some of them did it lexically.

## Material and Methods

This study was conducted by using qualitative approach. Sukardi (2003:86) states in qualitative research, the analysis was done to arrange and group the data in terms of facts, words, sentences, arguments or reasons. Specifically, the design of this study is qualitative research. According to Slavin (1992:66), in his book *Research Methods in Education*, qualitative research is descriptive. Data collected are in the form of words or pictures rather than numbers.

Based on the description above the researcher's study was qualitative research where the researcher observed the students work in making news item especially in their sentence structure. The data was taken from their writing test that has been given by their own teacher. The subjects of the study covered the first year students of MA Syekh Subakir Nglegok. The researcher took the first year because the researcher used news item text in his research. It belongs to the first year in second semester. According to Sujarweni and Endrayatno (2012), there are two kinds of sampling technique, they are:

1. Probability Sampling. It is divided to:
  - a. Simple Random Sampling
  - b. Proportionate Stratified Random Sampling
  - c. Cluster Sampling

2. Non Probability Sampling. It is divided to:
  - a. Systematic Sampling
  - b. Kuota Sampling
  - c. Incidental Sampling
  - d. Purposive Sampling
  - e. Surfeited Sampling
  - f. Snowball Sampling

In Surfeited Sampling Sujarweni and Endrayatno explained that if the total of population is small. It is less than 30 people, we must take all for the research. According to the statement above, there were two classes in this grade but the researcher took the A class and the subject was heterogeneous subject. There were 35 students as sample of 80 populations. And the researcher took 10 student's writing to be analyzed. According to Slavin (1992), in his book *research method in education*, the key instrument of a qualitative research is the researcher as the human instrument. Therefore, in this study, the researcher plays his role as the main instrument. The researcher conducts, analyses, interprets, and concludes the data by himself. In this study, the researcher read their writing and identifies problems that relate to sentences and grammars on their writing. The results of reading and analysis were written using category of error analysis.

In qualitative research, the data may be observations, descriptions, impressions, recording, or photographs of what is going on in the setting under study. (Slavin.1992:70). According to the statement above, the data of this study consisted of two kinds: the first kind was non test. It is observation. The second was written test that was taken from their writing test in news item from their own teacher. From their writing test, it was classified in sentences that are wrongly written.

The source of data in this study was writing test made by the first year of MA Syekh Subakir. The writing was about news item text that it was taken from students works given by the English teacher. The researcher obtained the writing test from the teacher.

As stated previously, the data of this study was obtained from the writing test made by the tenth grade of MA Syekh Subakir. The documents of the data are 10 writing test made by the students. The writing tests were available in the English teacher's hands and the researcher obtained the result of writing tests from the English teacher. Procedures to collect data in this study consisted of three steps. First, the researcher asked the English teacher of MA Syekh Subakir the data of writing test made by the first grade in a class.

Second, after getting the data, the researcher took 10 writing test to be analyzed and identified each essay that was not incorrect. ssuch as: in noun phrase, verb, adjective, adverb, to be, numeral, noun, etc.

Third, after identification, the researcher classified each type of word or sentence. The words or sentences were grouped in different presentation with the grammar. Then the groups of word or sentence According to Slavin (1992), in collecting descriptive data, qualitative researchers approach the world in a nit-picking way. Many of us are locked into our taken-for-granted worlds, oblivious to the details of our environment and to the assumptions under which we operate. We fail to notice such things as gestures, jokes, who does the talking in the conversation, the decorations on the walls, and the special words we use and to which those around us respond. From the compositions, the researcher made four steps:

1. The researcher read each of the 10 writing carefully. Then, the researcher analyzed the data by using the analysis tools. The purpose of this process is to select and classify the data. Then, the researcher classified the writing to the appropriate and inappropriate form.
2. Second the researcher continued to the next step of analysis. It was classification of the data; it was classified into error types and gived a clear description of the study. Each composition was read thoroughly to identify the errors. Afterwards, the identified errors were rewritten in table. The last the errors were classified based on the surface strategy taxonomy. The error was counted each type.
3. Calculation of the errors. In this step, the researcher calculated the errors had been made by the tenth grade of MA Syekh Subakir. In order to the researcher know the frequent of errors and He could identify the most dominant error and are considered to be the student's problem. The following is the formula:

$$P = \frac{N1}{\sum N} \times 100 \% \quad \text{Equation 1}$$

Based on Equation 1:

- P : Percentage of each error
- N1 : Total of the given error
- $\sum N$  : Total of the whole error

4. Make table of the result. After the errors were calculated and arranged, the researcher made a table of the result of the analysis, in order to get easy to identify of the percentage of the errors. Errors were analyzed.

The kind of tringulation is labeled by Denzin (1978:302) as the "between (or across) methods" type, and represents the most popular use of tringulation. For organizational researchers, this would involve the use of multiple methods to examine the same dimension of the research problem.

This triangulation was done by researcher by collecting the data. It was held by researcher that used perspective more than just one theory to discuss the research problem. In this research the researcher took data from the own teacher. And the data was analyzed, calculated and arranged in a table of the analysis in order to know the errors made by the tenth grade of MA Syekh Subakir in writing news item text.

To avoid miss analyzing the collected data, the researcher triangulated them to the expert. He is an english lecturer who has been teaching English for more than twenty years and he is finishing his doctor program in English.

## Results and discussion

Based on the students' compositions, the following tables present the complete list of the grammatical errors. It is to answer the research problem what kinds of errors are made by the tenth grade students of MA Syekh Subakir in News Item text on writing.

After analyzing the students' errors in composition, the result was 124 errors found by the researcher in Table 1. There were 21 (16.9%) errors of noun ordering, 14 (11.3%) errors of verb selection, 11 (8.9%) errors of verb addition, 10 (8.1%) errors of verb substitution; 8 (6.5%) errors of preposition addition, 6 (4.8%) errors of adverb spelling, 6 (4.8%) errors of verb ordering, 5 (4.03%) errors of modal ordering; 5 (4.03%) errors of modal substitution; 4 (3.2%) errors of modal addition; 4 (3.2%) errors of noun selection; 4 (3.2%) errors of determiner selection; 3 (2.4%) errors of pronoun addition; 3 (2.4%) errors of verb spelling; 3 (2.4%) errors of determiner addition; 2 (1.6%) errors of Preposition substitution; 2 (1.6%) errors of adjective omission; 2 (1.6%) errors of numeral ordering; 2

(1.6%) errors of noun of addition; 1 (0.8%) errors of adverb omission; 1 (0.8%) errors of noun substitution; 1 (0.8%) errors of adjective substitution; 1 (0.8%) errors of verb omission; 1 (0.8%) errors of modal omission; 1 (0.8%) errors of noun spelling; 1 (0.8%) errors of noun omission; 1 (0.8%) errors of determiner omission; 1 (0.8%) errors of Preposition omission.

Table 1. Analyzing the students' errors

No	Type of Errors	Stand for	Total	Percentage
1	NR	Noun of ordering	21	16.9%
2	SV	Selection of verb	14	11.3%
3	VA	Verb of addition	11	8.9%
4	VS	Verb of substitution	10	8.1%
5	PRA	Preposition of addition	8	6.5%
6	SPAD	Spelling of adverb	6	4.8%
7	VR	Verb of ordering	6	4.8%
8	MR	Modal of ordering	5	4.03%
9	MS	Modal of substitution	5	4.03%
10	MA	Modal of addition	4	3.2%
11	SN	Selection of noun	4	3.2%
12	SD	Selection of determiner	4	3.2%
13	PA	Pronoun of addition	3	2.4%
14	SPV	Spelling of verb	3	2.4%
15	DA	Determiner of addition	3	2.4%
16	PRS	Preposition of substitution	2	1.6%
17	AO	Adjective of omission	2	1.6%
18	SPN	Spelling of noun	2	1.6%
19	NUR	Numeral of ordering	2	1.6%
20	ADO	Adverb of omission	1	0.8%
21	NS	Noun of substitution	1	0.8%
22	AS	Adjective of substitution	1	0.8%
23	VO	Verb of omission	1	0.8%
24	MO	Modal of omission	1	0.8%
25	NA	Noun of addition	1	0.8%
26	NO	Noun of omission	1	0.8%
27	DO	Determiner of omission	1	0.8%
28	PRO	Preposition of omission	1	0.8%
			124	100%

From the data gained, we can know the most frequent error types which made by the first grade students of MA Syekh Subakir Nglegok Blitar. It was to answer the research problem number two that is "What kinds of errors are mostly made by the tenth grade students of MA Syekh Subakir on writing?". The most frequent error types which made by the tenth grade students of MA Syekh Subakir Nglegok was noun error or errors of ordering of noun phrase. They usually put the wrong noun in a sentence or phrase, wrong verb, preposition, and pronoun. So, they had to read and study more to know what suitable words they should use. Example: work they, it should better their work; another word is day education, it should better education day and etc.

The second was errors of verb selection. The students, frequently, forget to give the right word or verb and some of them didn't know the right diction that they must put. So it made their sentence errors. For example: word Mulyadi, it should better said Mulyadi.

The third was verb addition error. They added unused words in their sentences, and they were not aware that they need structure to make sentence. Example: Competition jointed with class VII and VIII. It should better; Competition was joined by class VII and VIII.

The fourth was verb of substitution errors. It means that they still confused how to arrange a right sentence, what genre that they were learning, what verb/ be they should use and how they should arrange noun phrase. Those prove that they still have lack grammar. Example: Every class present from 2 to 3 teams. It should better; every class presented 2 to 3 team. This sentence used second verb because it show that the event is in the past.

The fifth was errors of preposition addition. It means that the students still confuse to put the right preposition in a phrase or in sentence. Example: Every class consists of two to three teams. It should be better every class consist of two to three team. The other errors were omission, verb ordering, substitution of adjective, noun, and also spelling. Spelling is more about lexical writing. So, the students need to read more dictionary and books to avoid it.

## Conclusion

From an analysis of the previous study above, it can be concluded that the noun error or errors of ordering of noun phrase was the most dominant type of errors. There were 21 errors

(16.9%). It is to answer the research problem number two that is "What kinds of errors are mostly made by the tenth grade students of MA Syekh Subakir on writing?"

In noun error or errors of ordering of noun phrase, they usually put the wrong noun in a sentence or phrase, wrong verb, preposition, and pronoun. So, they had to read and study more to know what suitable words they should use. Example: work they, it should better their work; another word is day education, it should better education day and etc.

The second was errors of verb selection. The students, frequently, forget to give the right word or verb and some of them didn't know the right diction that they must put. So it made their sentence errors. For example: word Mulyadi, it should better said Mulyadi.

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After getting the data from the authentic results above, it can be taken some conclusion that, mostly, the English learners still have difficulties in apprehending English grammar as a foreign language.

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