

Grammatical Error of the Third Semester Students in Writing Report Text at Nommensen HKBP University, Pematangsiantar

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Abstract: *This research aims to find out error analysis in writing report text by the third semester students at Nommensen HKBP University Pematangsiantar. The writer uses some relevant theories, such as: Djauhari (1985), Dulay et.al.(1982), Gerot and Wignell (1994), Harmer (2001), and Keegan (2009). This research is conducted as qualitative research. The data shows that there are some errors the students make such as omission, addition, miss-formation, and miss-ordering. And the dominant error made by the students is miss-formation. As the conclusion, to solve the students' errors, the lecturers should give exercises continuously to their students and encourage them to memorize the form of Simple Present Tense used in a report text. And the students are suggested to pay more attention in writing report text in order to improve their mastery of tenses, especially in Simple Present Tense.*

Keywords: *Error Analysis, Report Text*

I. INTRODUCTION

Language has been used by human beings to express their feelings like crying, laughing, and other gestures. Language is one way for human to communicate with other people or persons in the daily life, like asking for something, telling something, and giving a response. Nowadays, people do not just communicate with their friends, parents, or persons in their closest environment but they can communicate with other people around the world through the language, like from FB, Twitter, Send Message, Yahoo, Line, BBM, etc. "Language is intimately tied to man's feelings and activity. It is bound up with nationality, religion, and the feeling of self. It is used for work, worship, and play by everyone, be he beggar or banker, savage or civilized." (Lado, 2003:11)

In the process of teaching and learning English, writing ability is the most difficult and complicated language skill to be learned almost by the students in every level of education. "The writing skills are complex and sometimes difficult to teach, even though mastery not only of grammatical and theoretical devices but also of conceptual and judgmental element in writing", Heaton (1995:135).

According to Raimes (1983:3), writing is not the only reason to include writing as a part of our second-language syllabus. There is an additional and very important reason: writing helps our students learn. Actually, writing needs well knowledge and hard thinking when the students produce words, sentences, paragraphs at the same time with good grammatical English. English grammar is more complicated than Indonesian grammar. Some mistakes are made when the students do not understand well about the English grammar. Many of the students commonly make grammar mistakes in their learning especially in writing. But, sometimes the teacher is not

aware of the students' errors. Then the students make their mistakes repeatedly because they do not have the correction and it is what we have called as error. Even though the lecturer finishes teaching the material in front of the class, when the lecturer gives a quiz, the students still make some wrong answers.

Teaching English grammar is not as easy as we think. The lecturers must know the problem and the necessity of English writing of the students. By doing some corrections in the students' English writing, the lecturers can find some problems solving to teach English writing well. Students' problem in writing the report text is about grammatical error.

Errors in foreign language teaching especially in English are the cases, which are difficult enough to avoid. Many aspects that can cause the learners of English as a foreign language make errors and sometimes mother tongue interference also become one of the causes. Errors in language learning are natural. Therefore, when the lecturers teach at universities, they will find many phenomena; they will find many students who have good writing in English, many students who have middle writing, and may be they will find many students who have low ability in writing English. According to the explanation above, it is important for the lecturer to give error analysis on students' writing. James (1998:1) said that "Error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language." So, error analysis is an activity to identify, to classify and to interpret or to describe the errors made by someone in speaking or in writing when writing English sentences.

Even though errors are bad things in learning English, error analysis is advantageous for both students and lecturers. For students, error analysis is needed to show them in what aspect in grammar which is difficult for them, to show the errors made by the students, to know the source or the cause of the errors and how the students can learn from their errors so that they will not make some errors repeatedly. In addition, for lecturers, it is required to evaluate themselves whether they are successful or not in teaching English.

Furthermore, from the researcher's point of view when the students do the TOEFL test, most of them get difficulties in answering the structure and written expression test. It can be seen from their scores where only a few of them get higher than 450 scores.

Based on the explanation above, the writer is interested in analyzing the students' writing especially in their grammatical errors. Finally, the writer should carry out a research under a title: "Grammatical Error of the Third Semester Students in Writing Report Text at Nommensen HKBP University Pematangsiantar."

II. THEORETICAL REVIEW

2.1 Definition of Writing

Writing is one of the parts of language skills besides Listening, Speaking and Reading. Writing is more difficult rather than the other language skills because it needs well knowledge and hard thinking when they are producing words, sentences and paragraphs with a good grammatical.

There are many definitions of writing according to many experts. Writing is to make letters or other symbols (ideograph) on a surface. It means that writing is the representation of language in a textual medium through the use of a set of signs or symbols (known as a writing

system), Hornby (1987:996). According to Raimes (1983:3), writing is not the only reason to include writing as a part of our second-language syllabus. There is an additional and very important reason: writing helps our students learn. There are three directions of Raimes' theory (1983:3):

1. Writing reinforces the grammatical structures, idioms, and vocabulary that teacher have been teaching their students.
2. When students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks.
3. When the students write, they necessarily become very involved with the new language: the effort to express ideas and constant use of eye, hand and brain is a unique way to reinforce learning.

Based on the opinion, the writer concludes the meaning of writing is the way of thinking, feeling and learning and the modern world, written language has so many functions in every life.

2.2 Report Text

Gerot and Wignell (1994:155) say that report text can be written out with a descriptive technique. It describes an object to the readers. The length of the text depends on the specific details of the object being described.

A report text contains three components; they are General Classification and Description.

General Classification	:	Tells what the phenomenon under discussion is.
Description	:	Tells what the phenomenon under discussion is like in terms of parts, qualities, habits or behavior.
Significant Lexico-grammatical features	:	Focusing on generic participants, use relational processes to state what is and that which it is, using Simple Present Tense.

The social function of report text is to describe the ways are, with reference to arrange of natural, man-made and social phenomena in an environment.

2.3 Error Analysis

Dulay et al (1982:138) say that errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance.

James (1998:1) says that Error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language.

Richards (1973:96) argues that error analysis is an activity to reveal errors found in writing and speaking. Error analysis also is the study of errors made by the second and foreign language learners. Error analysis may be carried out in order to (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. This definition stresses the functions of error analysis.

The three definitions above clarify that error analysis is an activity to identify, classify and interpret or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences.

III. RESEARCH METHOD

In this research, the writer uses descriptive qualitative research. According to Keegan (2009:11), “Qualitative research is less easy to define. It explores questions such as what, why and how, rather than how many or how much; it is primarily concerned with meaning rather than measuring. Understanding why individuals and groups think and behave as they do lies at the heart of qualitative research.”

The subject of the study is the third semester students of Teacher Training and Education Faculty Nommensen HKBP University, Pematangsiantar. The research object is the students’ errors in writing Recount Text.

The way of collecting the data is the researcher asks the students to write a report text by using the pictures given by the lecturer. The students need to make compound sentences by choosing the pictures, and then the researcher gives times to the students to write down a report text. After that their writing texts are collected.

In the technique of analyzing the data, the writer does some steps. The first is coloring the students’ errors, and the second step is classifying their errors in a table according to Surface Strategy Taxonomy Error. After analyzing the data, the third is tabulating the errors; the fourth step is counting the occurrence of each type of error to find the most dominant types of grammatical errors based on Dulay’s theory (1982). The researcher uses the formula by Supranto (1994:43) below:

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

And then the last step is making the conclusion of the data.

IV. DATA ANALYSIS, FINDINGS AND INTERPRETATION

4.1 Data Analysis

In analyzing the data, the writer collects all the tests first then tries to find the students’ problems in writing report text and classifies them into the kinds of error. There are 20 real data which are collected from the students by their writing of report paragraph by using Simple Present Tense. But the writer doesn’t analyze all the data in this chapter. The writer only analyzes at least 5 data.

4.1.1 Omission

According to Dulay, et al (1982:154), “Omission is a type of errors which are characterized by the absence of an item that must appear in a well-formed utterance.”

4.1.1.1 Omission of to be

S.84: “Mango juice is very delicious and the taste sweet ...”.

The sentence “the taste sweet” is error, it should be “the *taste is sweet*” because in grammar rule before adjective there must be “to be”. The correct sentence is “*Mango juice is very delicious and the taste is sweet, ...*”.

4.1.1.2 Omission of Article

S.48: “The functions of bag are: first is to keep our equipment, especially for the students, second is to bring our equipment easily”.

The next sentence it must be added article “the/an/a” the sentence should be “*the first is... the second is...*”. The correct sentence is “*the functions of bag are: the first is to keep our equipment, especially for the students, the second is*”.

4.1.1.3 Omission of –s in plural marker

S.10: There are three kind of papaya; they are Papaya Burung, Papaya Jingga, and Papaya Thailand.

The morpheme “kind” is error; it should be “kinds”. The correct sentence is “*There are three kinds of papaya, they are Papaya Burung, Papaya Jingga, and Papaya Thailand*”.

S.48: The function of bag are: first is to keep our equipment, especially for the students, second is to bring our equipment easily.

The morpheme “function” is error because the function of bag is more than one, so it should be “the functions”. The correct sentence is “*the functions of the bags are...* ”.

S.55: There are many kind of mango....”

The morpheme “kind” is error; it should be “kinds”. The correct sentence is “*There are many kinds of mango...* ”.

4.1.1.4 Omission –s in Verb of the Third Singular Person

S.68: Cat come from a country Turkey.

The morpheme “come” is error; it should be “comes”. Because cat is third singular person and the verb must add s/es/ies. The correct sentence is “*Cat comes from Turkey*”.

S.43: Every day, mother will take the baby everywhere she go.

The morphemes “take and go” are errors; they should be “takes and goes”. Because “the mother” and “she” is the third singular person, so the verb must be added “es/s/ies”. The correct sentence is “*Every day, mother takes the baby everywhere she goes*”.

4.1.1.5 Omission of Apostrophe –s as a Possessive

S.102: The mango color is green and yellow.

The phrase “the mango color” is not correct. It should be added with apostrophe ‘s’, because the students lost the morpheme –s as a possessive. The correct phrase is “*The mango’s color is green and yellow*”

4.1.2 Addition

Dulay et.al (1982:156) explains, “Addition is a type of errors which are characterized by the presence of item which must not appear in a well-formed utterance.” Actually, an addition error is a result of too faithful use of certain rules of language or overgeneralization.

4.1.2.1 Double Marking

S.4: “I will mentioned some...”.

The verb phrase “will mentioned” is error, because after modal + V₁ (Simple Present Tense). The correct one is “*I will mention some...*”.

4.1.2.2 Simple Addition Error

S.8: It is means that they must worship the cats

The phrase “it is means” is error, “it” is the third singular and mean is a verb, because it is double marking error and should be changed into “it means”. The correct sentence is “*It means that they must worship the cats.*”

S.9: So, they believes that the people who want to kill the cat their soul can’t accept of God.

The morpheme “believes” is error should be “believe”, because ‘they’ is the third plural person. The correct sentence is “*So, they believe that the people who want to kill the cat their soul can’t accept of God*”.

S.11: Because of that, they makes A Sphinx

The morpheme ‘makes’ is error; it should be “make”, because ‘they’ is the third plural person. The correct sentence is “*Because of that, they make a sphinx*”.

S.14: In Japan they calls cats as “manikineko”.

The morpheme “they calls” is error; it should be “call”. The correct sentence is “*In Japan they call cats as manikineko*”.

S.45: Everywhere we go, we always bring it, like go to school, picnic, and etc.

The morpheme of “and” is error, because ‘etc’ is similar to explain the meaning of ‘and’. The correct sentence is “*Everywhere we go; we always bring it, like go to school, picnic, etc*”.

4.1.2.3 Regularization

S.120: It means that elephant calls the childs and another elephant because there is dangerous situation.

The morpheme “the childs” is error; it should be “the children”. The correct sentence is “*It means that elephant calls the children and another elephant because there is dangerous situation.*”

4.1.3 Miss-formation

As stated by Dulay, et al (1982), miss-formation errors are characterized by the used of the wrong form of the morpheme or structure.

4.1.3.1 Regularization Error

S.4: “I will metioned some...”.

The morpheme “*metioned*” is error selection in verb, because there is no meaning of metioned. It must be “*mention*”. The correct sentence is “*I will mention...*”

S.60: “Sometimes, the young mango eated by pregnant mom”

The morpheme “*eated*” is error; it should be “*eaten*”, because there is no meaning of eated. The correct sentence is “*Sometimes, the young mango is eaten by pregnant mom*”.

4.1.3.2 Archi-form

S.27: Papaya have vitamin C that can keep our eyes *healty*.

The morpheme “*have*” should be “*has*” because papaya is the third singular person. The correct sentence is “*Papaya has vitamin c that can keep our eyes healthy*”.

S.27: Papaya *have* vitamin C that can keep our eyes healty.

The morpheme “*healty*” is error. There is no meaning of healty. The correct sentence is “*Papaya has vitamin c that can keep our eyes healthy*”.

S.29: Papaya have leaves”.

The morpheme “*have*” should be “*has*” because papaya is the third singular person. The correct sentence is “*Papaya has leaves*”.

S.50: Now in this period, there are many kinds of bag brands, like polo cross, polo sport, export, kaidilong and etc.

The sentence “*now in this period*” is awkward in the sentence. It should be “*Nowadays*”. The correct sentence is “*Nowadays, there are many kinds of bag brands like polo cross, polo sport, export, kaidilong, etc*”.

4.1.4 Miss-ordering

As stated in Dulay, et al (1982: 162), this type of errors is characterized by the incorrect placement of a morpheme or group of morpheme in an utterance.

S.3: Many kinds of cats we know there are,

The words of “*Many kinds of that cats we can know there are*” is error, should be changed into “*There are many kinds of cats that we know*”.

S.10: They also believe is that cat an angel to protect their life.

The sentence “*is that cat*” is error; it should be “*that cat is*”. The correct sentence is “*They also believe that cat is an angel to protect their life*”.

S.57: The mango young is green

The sentence is awkward, it must be changed because after adjective + noun. The correct sentence is “*The young mango is green*”.

S.58: and the old yellow is mango.

The sentence is awkward, it must be changed because after adjective + noun. The correct sentence is “and the old mango is yellow”.

S.62: The taste sour makes the pregnant mom becomes fresh.

The sentence “taste sour” is error; it should be “sour taste”. The correct sentence is “The sour taste makes the pregnant mom becomes fresh.”

4.1.5 Figurative Dominant of Error

After having analyzed all the data, there are 20 data that the writer analyzes. The 20 data are analyzed based on kinds of error in the Lexico-grammatical features. So, the result can be seen below:

No	Name of Students	Omission					Addition			Misformation		Miss-ordering	Total
		I	II	III	IV	V	I	II	III	I	II		
1	YUTA R. SINAGA	1	-	-	-	-	1	3	-	2	3	2	12
2	WINDA SIRAIT	1	-	1	-	-	1	-	-	-	5	-	8
3	MARLINA SIAHAAN	-	1	-	-	-	-	-	1	2	-	-	4
4	DEBORA PANJAITAN	-	2	1	-	-	-	3	-	-	1	-	7
5	RINI A. SIANIPAR	-	-	1	-	-	-	2	-	1	4	2	10
6	PUJI RAHAYU	-	-	-	1	-	-	1	-	-	3	1	6
7	CRISSEYE L.GAOL	1	-	-	1	-	-	-	-	-	1	-	3
8	MARTHA MANURUNG	1	-	-	-	-	-	-	-	-	6	7	14
9	ABADI L.TBG	-	-	1	-	1	-	1	-	1	2	2	7
10	ROMATUA	-	-	-	-	-	-	1	1	1	2	-	5
11	HELFRANS	-	-	1	1	-	-	-	-	-	2	1	5
12	SUNDAY SIDAURUK	-	-	-	1	-	-	1	-	-	4	3	9
13	SATRIA	-	-	1	2	-	-	4	-	-	2	-	9
14	RICO	-	-	-	-	-	-	-	-	-	1	-	1
15	REZA PURBA	-	-	-	1	-	-	-	-	-	1	-	2
16	LIDYA	-	-	-	-	-	-	1	-	-	1	3	5
17	ANCE SINAGA	-	-	-	1	-	-	-	-	-	1	-	2
18	DIO	-	-	-	-	-	1	-	-	-	3	1	5
19	ANDRE SARAGIH	-	-	-	-	-	2	-	-	-	3	-	5
20	YULIA	-	1	-	2	-	-	1	-	-	3	1	8
	Total	4	3	6	10	1	5	18	1	6	50	23	127

Note:

No	Omission	Addition	Misformation
I	Omission of To be	Double Marking	Regularization
II	Omission of Article	Simple Addition	Archi-form

No	Omission	Addition	Misformation
III	Omission of 's' in plural	Regularization	-
IV	Omission of 's' in third singular	-	-
V	Omission of apostrophe 's	-	-

From those errors, miss-formation error is the highest of errors in this research and it is the dominant error in the item found based on the Surface Strategy Taxonomy Error. The lowest error is miss-ordering error.

Based on the table above, from 20 writing of the students the writer found the total errors that the students make in writing report text are 127. The most dominant error is Miss-formation error with the total of them is 56 errors. It means that the error occurs in the several sentences above have against the correct structure of Simple Present Tense form and error in selection of words.

4.2 Research Findings

After having analyzed all the data, there are 20 data that the writer analyzes. All the types of error the researcher finds in students' report writing. It happens because the students' errors in selecting of words and verbs or they don't understand how to make good writing. After analyzing the data, the researcher would like to make the result of the students' errors into a diagram counted by the formula (Supranto, 1994:43) below:

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

Where:

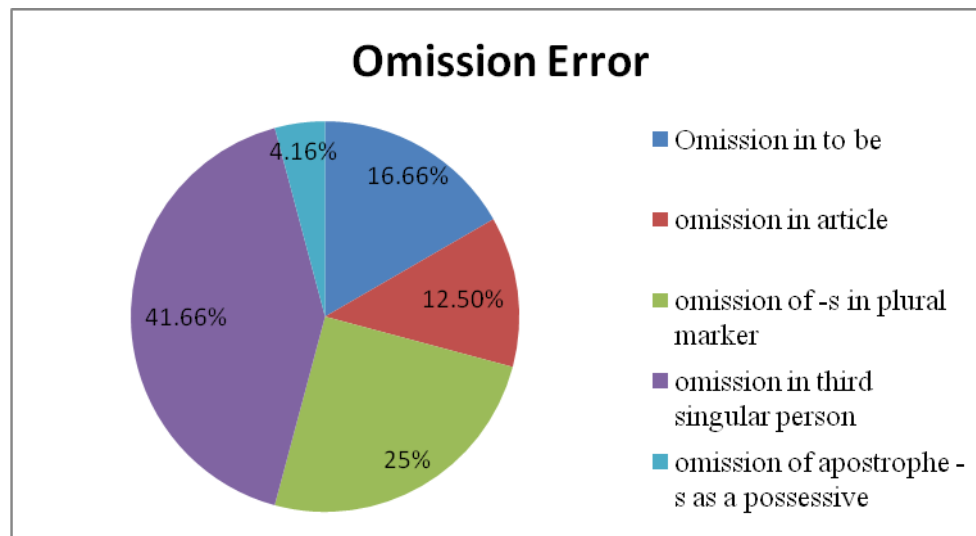
F = Total particular type of errors

N = Total of errors observed

P = Percentage

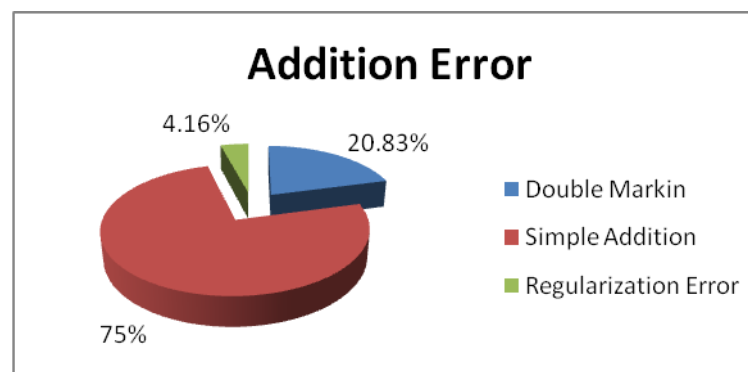
1. Omission error

- Omission in to be $\rightarrow 4/24 \times 100 = 16,66\%$
- Omission in article $\rightarrow 3/24 \times 100 = 12,5\%$
- Omission of -s in plural marker $\rightarrow 6/24 \times 100 = 25\%$
- Omission in third singular person $\rightarrow 10/24 \times 100 = 41,66\%$
- Omission of Apostrophe -s as a Possessive $\rightarrow 1/24 \times 100 = 4,16\%$



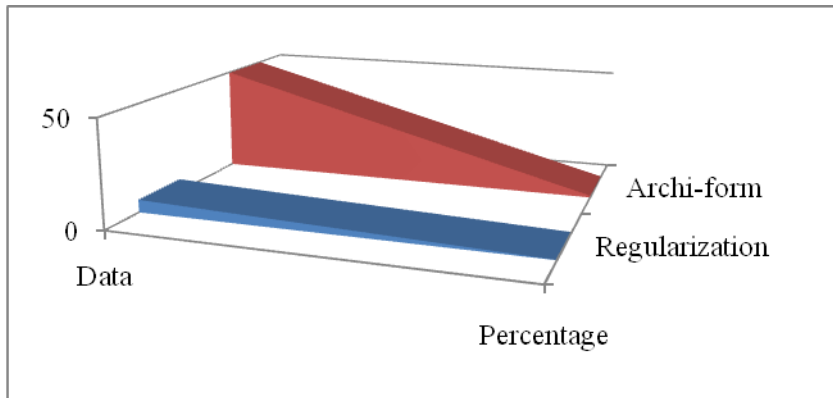
2. Addition error

- a. Double marking $\rightarrow 5/24 * 100 = 20,83\%$
- b. Simple addition $\rightarrow 18/24 * 100 = 75\%$
- c. Regularization $\rightarrow 1/24 * 100 = 4,16\%$



3. Misformation

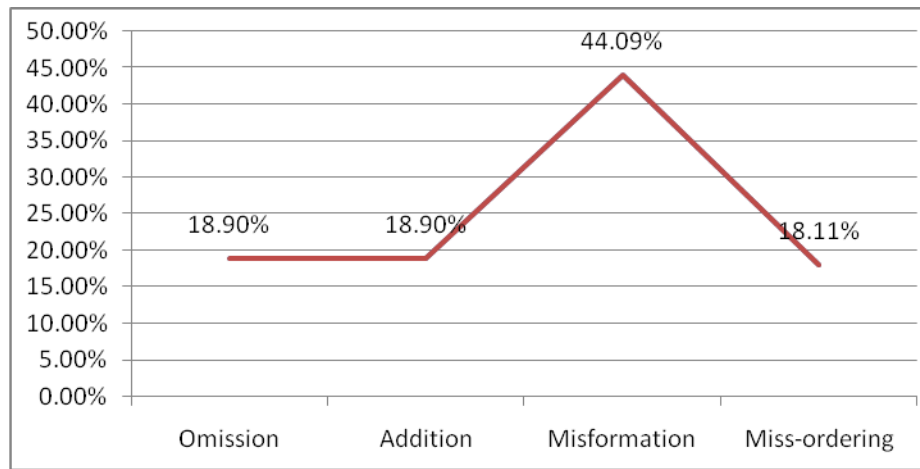
- a. Regularization $\rightarrow 6/56 * 100 = 10,71\%$
- b. Archi-form $\rightarrow 50/56 * 100 = 89,28\%$



4. **Miss-ordering** → $23/23 \cdot 100 = 100\%$



Diagram of Total each Type of Errors



1. Omission error → $24/127 \cdot 100 = 18,90\%$
2. Addition error → $24/127 \cdot 100 = 18,90\%$
3. Miss-formation → $56/127 \cdot 100 = 44,09\%$
4. Miss-ordering → $23/127 \cdot 100 = 18,11\%$

4.3 Interpretation

Based on the findings, it can be interpreted that the third semester students of Teacher and Training Education Faculty at Nommensen HKBP University, Pematangsiantar do not know how to write the report text paragraph by using Simple Present Tense well. Then, the students make some errors such as addition (18,90%), omission (18,90%), miss-formation (44,09%) and miss-ordering (18,11%). Miss-formation is the dominant error in the result of the students' errors, it happens because the students always make errors when they select the words or the verbs. The students do not understand how to make good paragraphs. Their writing is still imperfect, because the lecturers do not focus on teaching the students about genre of text, and then how to write paragraphs well. The lecturers only focus on teaching the students how to make conversation well and how to present it in front of the class. So, based on the theories above, the third semester students of Teacher and Training Education Faculty at Nommensen HKBP University are able to express their knowledge in writing paragraphs, but they still do not have good writing skill.

So, the cooperation between lecturers and students are needed to improve and to raise their ability in teaching and learning writing especially by asking the students to practice in writing every day that will be a good solution.

V. CONCLUSION AND SUGGESTIONS

5.1 Conclusion

The conclusion is drawn from data analysis finding, interpretation, and discussion. The result is basically a comparison between the theories and the finding in the field. Based on the data analysis, finding, interpretation and discussion, there are some conclusions that the writer gets such as: There are four kinds of errors made by the students of the third semester students of Teacher and Training Education Faculty at Nommensen HKBP University in writing report text. They are omission, addition, miss-formation, and miss ordering, and all the students do the four errors. It means that the students do not master to write sentences or paragraphs. And the most dominant error made by the students is miss-formation error, especially in regularization and archi - form. As we know that miss-formation is error in selection of verb; they also have not mastered grammar and spelling. They are also less careful to write report text. That's why they're difficult to avoid the errors.

5.2 Suggestions

Based on the conclusion above, the researcher suggests as follows:

1. For English Lecturers
 - a) Lecturers should emphasize the material in language features of report text by preparing some materials related to the grammar and pay more attention on the grammar and spelling of the students' writing.
 - b) Lecturers should train the students' ability in grammar especially in using simple present tense more frequently by giving them exercises in writing sentences and then a text.

2. Other Researchers

It is suggested to the other researchers to make a research in the other genres by using error analysis from Dulay et.al or other experts.

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