

ERROR ANALYSIS ON SIMPLE PRESENT SENTENCE CONSTRUCTION

OF GRADE EIGHT STUDENTS OF 2013 – 2014 ACADEMIC YEAR

IN MTS NEGERI SUKOWONO

**(ERROR ANALISIS PADA PENYUSUNAN KALIMAT SIMPLE PRESENT SISWA KELAS 8
TAHUN PELAJARAN 2013 – 2014 DI MTs NEGERI SUKOWONO)**

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Abstract

Error analysis is an activity to reveal errors found in writing and speaking. Every people do some errors in their written and spoken language. These errors are caused by their mother tongue. This research aims not only to investigate how the students do some errors in their English written but also to know what kind of categories errors occur made by the students. The main theory of this study is related to the influence of first language to the target language in the students' English writing. The subject is on grade eight students of academic years 2013 – 2014 in MTs Negeri Sukowono. This study is conducted using qualitative research in order to know what the error analysis is and what kind of part of it through learning English as foreign language. Data such as participants, questionnaires and interviews are also used to support the analysis of the primary data. The datas show that overgeneralization is dominantly of four types errors occur made by the students in their written English.

Key words: Error analysis, first language, second language, intralingual errors, interlingual errors.

Abstrak

Error analisis adalah sebuah kegiatan untuk mencari error sudah ditemukan di dalam penulisan dan pengucapan. Setiap orang melakukan beberapa error didalam penulisan dan pengucapan mereka. Error ini disebabkan oleh bahasa ibu mereka. Penelitian ini tujuannya bukan hanya meneliti bagaimana siswa melakukan beberapa error didalam penulisan bahasa inggris mereka tapi juga mengetahui macam-macam kategori error yang dibuat oleh para siswa. Teori utama dari kajian ini adalah menghubungkan pengaruh bahasa ibu ke bahasa kedua didalam penulisan bahasa Inggris siswa. Sasaran penelitian ini pada siswa kelas 8 tahun pelajaran 2013 – 2014 di MtsN Sukowono. Kajian ini menggunakan penelitian qualitative supaya mengetahui apa yang dimaksud dengan error analisis dan macam-macam error melalui pembelajaran bahasa Inggris sebagai bahasa asing. Data tersebut berupa peserta, kuesinor, dan interview yang digunakan juga untuk mendukung analisis dari data utama. Data-data tersebut menunjukkan bahwa overgeneralization mendominasi empat macam tipe error yang dilakukan oleh para siswa didalam penulisan bahasa inggris mereka.

Kata Kunci: Error analisis, bahasa pertama, bahasa kedua, error interlingual, error intralingual.

Introduction

Every nation has a language. Each language around the world is different from the other languages. Every language has grammar, word order and also structure. Clark (2009:1) argued that language is quintessentially human. We use spoken language every day which means communication. Written language allows us to record and hold on histories across generations. Language has sound system, numerous distinct words, and a vocabulary of some 50,000 to 100,000 terms for many adults and a series of constructing for relating these words.

Troike (2006:4) states that first language is a language acquired during early childhood. It is normally beginning before the age of about three years that they are learned as part of growing up among people who speak them. Ellis (1986:5) argued that second language (L2) is a language that is the study learns an additional language after they have acquired their mother tongue.

Second language (L2) is a language acquired after first language (L1). Coping with the second language is not easier than the primary language (L1). The students should study the second language acquisition well, they will cope with difficulties. The students for instance, have difficulties to differ the function of *to be* in a sentence. The students are confused to make up sentences using *be* in English sentence. They make a sentence such as '*he late*'. Linking verb *is* should be used to make it a correct sentence '*he is late*', for which is wrong. This happens because the second language acquisition of the student is still inadequate. Then, the learners' perception is on his/her first language acquisition when the learners want to write in English. This statement is stated by George (1971:5) that one-third of the deviant sentences from second language learners could be attributed to language transfer.

The student's mind is influenced by their mother tongue. Richards and Samson (1973:5) argue that sentences in the target language may exhibit interference from the mother tongue. Richards (1974:134) argued that interference analysis tends to be from deviant sentence back to the mother tongue. Some errors in a second language or foreign language learning are the result of interference of the native language which is called "interlingual errors". The interference of the first language will happen in the process of acquiring the second language. The interference of the first language cannot be avoided because the learners will use their previous knowledge in producing the target language because their knowledge of the target language's rule is still inadequate. Firstly, the students think of their first language and transfer their ideas to the target language. These are some examples from the phenomena that take place in our surrounding. Therefore, the writer comes up with this phenomenon into the thesis entitled **Error Analysis on Simple Sentence Construction of Grade Eight Students of Academic Years 2013 – 2014 in MTs Negeri Sukowono.**

Research Methodology

The data in this research are qualitative data. "Qualitative data are data in the form of text or pictures that provide the basis for interpretations of the meaning they convey (Mackey & Gass, 2005:113)". The qualitative data are gotten through the library research. Library research is a research done in the library to find out the concept, principle, reference or theory that is relevant to the topic of research (McMillan, 1992:7). In this thesis, the data are collected directly from the respondents, the grade eight students of academic years 2013 – 2014 in MTs Negeri Sukowono. Qualitative data are data that are taken from the form of words (written or spoken) and visual images that are observed; it can be done by interviews, documents and observation (Denscombe, 2007:286).

Result

Based on the data in this research. Many students made by overgeneralization and the total number of it is 127 out of 265 errors. It is dominantly out of the other types of errors.

They transformed from their mother tongue as L1 rules (first language) into second language rules. Therefore, L1 rules are difference from second language (L2) rules. So, the students have difficulties to use *to be* or verb. They do not comprehend English rules well.

Discussion

The data conducted by selecting a writing test. The researcher ordered to the samples to write thirty nine descriptive sentences in simple sentence tense. The research was conducted on 01 January 2013. The samples are the grade eight students of academic years 2013 – 2014 in MTs Negeri Sukowono. Before doing the writing test, the researcher explained the purpose of the writing test and what they should do. The students were given thirty minutes. And the tests should be collected by the researcher.

After collecting the texts, the researcher started to analyze the data. 39 students are taken as samples in this research. Identification process is conducted to know how many errors that is collected by the students and what type of grammatical errors they have collected. The identification is focused on seven items of morphological inflection errors, namely; 1) grammar, 2) simple sentence tense, 3) S-V, S-LV-Adjective and S-V-N 4) overgeneralization, 5) ignorance of rule restriction, 6) incomplete application of rules, 7) false concept hypothesis. The identification is done by listing the morphological aspects that deviate from the standardization of acceptable English. The samples of the identification of morphological errors made by the samples in their descriptive writings are mentioned above.

The following data will be divided into four items; 1) overgeneralization, 2) ignorance of rule restriction, 3) incomplete application of rules, 4) false concept hypothesis. The four classifications above are explained briefly below.

1) Overgeneralization

Overgeneralization generally involves the creation of one deviant structure in place of two regular structures, for examples;

1. *He can sings*

In this sentence should not use “verb” added by “s” because before “sing”, there is “can”. Then, “can” is a modal auxiliary and it should be followed by bare infinitive without “-s.” So that, “he can sing” is the correct sentence.

2. *We are hope*

“Be” is in this second sentence should be omitted because the grammar of this sentence is S –V (we hope).

3. *It is occurs.*

Third sentence is false because the subject should be followed by verb and added by s/es. And “is” should be not there. So, the correct sentence is “it occurs”.

2) Incomplete Application of rules

Incomplete application of rules is occurrence mistakes in sentences that makes something omitted and incomplete sentence. An example of incomplete application of rules can be seen in the question forms.

Teacher’s questions

Student’s responses

1. *(Where do you come from?)* ← → *(I from Argentina)*

This sentence is incomplete because the question and the answer do not match to be a perfect sentence. This sentence should be “I come from Argentina” and also the students forget to put “come from” to the sentence.

2. *(How much does it cost?)* ← → *(It cost five dollar)*

The second sentence is incomplete. The subject is followed by transitive verb “cost”. Then, the sentence should be “it costs five dollars”.

3. *(What does he have to do?)* ← → *(He have to do write the address)*

The third sentence is error due to “have”, it will be changed and it depends on the subject. If the subject is “I” and the sentence should be “I have to write the address”. If the subject “he/she” then the sentence is “he/she has to write the address”.

3) False Concepts Hypothesized

False concepts hypothesized are something due to poor gradation of teaching items. The form ‘was’, for example, may be interpreted as the marker of the past tense, as in the following

1. *One day it was happened*

This sentence should be “one day, it happened” the subject “it” is followed by verb “happened”. The formula is Subject + Verb (it happened).

2. *They are to go in the beach together my mom.*

The second sentence is very false concept. The formula should be subject (they) is subject and followed by verb (go) without “are” (be) and “to” in front of the verb. And adverb of place should be “the beach” without “together”. The correct sentence is they go to the beach with my mom.

3. *He is eat in the house near the window*

The third sentence is false because it does not follow the basic form of simple sentence. The formula is Subject – Verb – Object and the correct is “He eats at home”. “He” is the third person and the verb should be added by S. And “at home” is an adverb of place and it is also called a complement. The correct sentence is “he eats at home near the window.

4) Ignorance of rule restriction

Closely related to the generalization of deviant structures is failure to observe the restriction of existing

structures, that is, the application of rules to the context they do not apply.

1. *The man that I saw was Jonas.*

Subject is “I” and the object is “the man” (Jonas). The relative pronoun is “that”. And the relative clause is “that I saw”. In this sentence, the type of clause is adjective clause because adjective clause explains person (the man/Jonas). The correct sentence is “the man that I saw Jonas”.

2. *I full stomach.*

“I” is subject and it should be followed by be (am) because “full” is adjective. And “stomach” should be omitted. Then, the correct sentence is “I am full”.

3. *They text to me.*

“They text to me” is error because “they” is subject and third person plural. And “text” is a verb and without “to”. And “to” is a preposition and in this sentence is to put should not be there. The correct sentence is “they text me”. And the verb “text” is a transitive verb.

Overgeneralization, ignorance of rule restriction, incomplete application of rules, false concept hypothesis are intralingual and development error and interlingual error.

1.2 Five Principles of Simple Sentences

In this subchapter, the researcher will explain Five Principles of Simple Sentences’s errors on writing test on grade eight students of academic years 2013 – 2014 in MTs Negeri Sukowono. The researcher will take three of five principles of simple sentences as follows:

A. S – V

S is subject and V is verb and V should be followed by S/ES. V S/ES depends on the subject. If the subject (I, you, they and we) the verb without S/ES. If the subject (he, she, it and name of person), the verb should be followed by S/ES. Verb + S such as walks, runs, talks etc. And Verb + ES such as fixes, teaches, misses etc

1. They sleep.

S V

2. Andy runs.

S V+es

3. She walks.

S V+es

B. S – LV – Adj

S is subject and LV is linking verb and Adj is Adjective. Then, the examples;

1. She is handsome.

S LV Adjective

2. They are smart.

S LV Adjective

3. I am beautiful

S LV Adjective

C. S – V – N

S is subject and V is verb and N is noun. The examples;

1. I give him a present

S V N

2. She calls me

S V+s N

D. S – V – N – N

S is subject and V is verb and N is noun. The examples;

1. They buy him a car

S V N N

2. I send you a message

S V N N

E. S – LV – N

S is subject and LV is linking verb and N is noun

1. They are bad boys

S LV N

2. Hasid is a robber

S LV N

3. I am a soldier

S LV N

The following formulas are selected from the student's writing test answer. They are only three formulas chosen as the description of the errors done by the students.

A. S – V

S is subject and V is verb

1. They climb

S V

2. You run

S V

3. I read

S V

B. S – LV – Adj

S is subject and LV is linking verb and Adj is Adjective.

1. You are gorgeous

S LV Adjective

2. He is arrogant

S LV Adjective

3. I am angry

S LV Adjective

C. S – V – N

1. Sarah tells her

S V+s N

2. They see us

S V N

3. I believe you

S V N

4.3 Intralingual and Interlingual Errors

a. Interlingual error

Brown (1980:173-181) states that classifies sources of error, interlingual transfer, that is the negative influence of the mother tongue of learner. Richards (1974:173) states that interlingual errors are caused by the interference of the learners' mother tongue. It means that mother tongue is root error when people will try learning a new language. They feel difficult because if they will speak or write something, they automatically will translate from the first language into second language that they are learning at the moment. They should more learn about grammar and structure first, more reading papers, journals, books especially English reading. They read more; they will get to know many differences the grammar and structure, the way of thinking in second language than the first language. They will learn to arrange some sentences well in second language. Further, they will find knowledge from reading books, journals, etc.

Many examples appear when mother tongue interferes the second language. It is like "she have a baby", they think that the sentence is correct but English grammar and

structure will say it is an error. The correct is "she has a baby". In English grammar if the subject I, you, we and they the verb should "have" but if the subject he, she, it and name of person the verb should "has".

b. Intralingual interference

Intralingual and Developmental Errors

Brown (1980:173-181) states intralingual transfer is the negative transfer of items within the target language. As Richards, in Ellis (1994:58) states that intralingual error reflects the general characteristics of the rule learning, such as faulty generalization, incomplete application of rules and failure to learn the conditions under which rules applied. Richards (1974:174) states that developmental errors illustrate the learner attempting to build up hypothesis about the English language from his limited experience of it in the classroom or text book.

Intralingual errors occur because the first language does not have the rules as they have in the second language, as the result the learners apply the rule of second language improperly so the errors will occur. So, intralingual errors occur when the learners do not comprehend the target language's rules well.

From those statements above, it can be concluded that intralingual and the developments of errors are caused by over generalization, ignorance of rule restriction, incomplete application of rules, and false concept hypothesis.

Conclusion

Based on the result of data analysis and discussion presented in chapter 4, it could be concluded that:

a. The kinds of grammatical errors in the descriptive writings made by grade eight student of 2013 – 2014 Academic Year in MTs Negeri Sukowono are as follow;

1. Overgeneralization

The total number of Overgeneralization is 127 of the 265 errors.

2. Ignorance of Rules Restriction

The total number of ignorance of rule restriction is 56 of the 265 errors.

3. Incomplete Application of Rules

The total number of incomplete application of rules is 47 of the 265 errors

4. False Concept Hypothesis

The total number of false concept hypothesis is 38 of the 265.

b. The grammatical errors dominantly in the descriptive writings made by grade eight students of 2013 – 2014 academic years in MTs Negeri Sukowono are overgeneralization, with 127 of the 265 errors. The subjects omitted the suffix '-s/-es' to show third singular person and the subject added *to be* is verb that is double function in a sentence. The subject ignored the use of (-s/-es) morphemes that should be attached to the single nouns. Besides, there are some subjects do not add the suffix '-s/-es' to the third

plural person. In this case, the subjects tried to analogue their previous acquired rule they learnt in the new situation. It means that the subjects failed to observe the restriction of existing structures they have learnt. In summary, the errors that occurred are as the result of overgeneralization.

c. The causes and reasons of errors made by grade eight students of 2013 – 2014 academic years in MTs Negeri Sukowono are;

1. The structure of second language is different from the first language. That is why the students are confused about making sentence from their first language into second language.

2. The students still do not understand English learning well yet because their basic of English is inadequate enough.

3. Making errors and mistakes sentence in English written, they cannot translate Indonesian rules into English pattern incompletely, they do not know about word order, they do not understand about a verb and the use of suffix –s/-es are their difficulties.

4. They have three steps to think when they will translate. They go with mother tongue's thinking (Madurese). Afterwards, they think of Indonesian's pattern (L2) and the last, they think of English rules then. They mix the L1 rules, L2 rules (Indonesian) and English as L2 too. The last, they combined the three of thinking different patterns in English to make their own writing sentences.

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