Error Analysis of English by 8-th Grade Students at SMPN 4 Baturiti

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Abstract: Thesis with the title Error Analysis of English by 8th-grade student in SMPN 4 Baturiti. This thesis aims to analyze the repeated errors made by SMPN 4 Baturiti students to find the types of errors in their writing, the causes of students in error writing, Writing in English is not easy even though the students have learned this before. They still find some problems in writing and cannot write the sentences in right structure. They still need more knowledge to understand the basics. The students still write sentences by using Indonesian rules and also still miss in grammar knowledge. The data used in the study was taken from descriptive writing test by the students in SMPN 4 Baturiti, Tabanan. The eight grade student was chosen because they already know how to make a descriptive text and they have learned it before. This school has four classes of eighth-grade (8A-8D). In this study, the writing data were taken from students in 8B. In collecting data, this thesis uses qualitative methods. In collecting data there are four steps used, namely first, selecting data properly, identifying errors, then classifying data based on its type, and finally evaluating the data found. In analyzing the data, the theory of error analysis was used by Ellis (1997). The results of the analysis show the types of errors found in the writing of SMPN 4 Baturiti students. Errors found in youth writing are grouped and categorized into four types: Omission. There are five omission errors. These errors were found and analyzed with a syntactic structure perspective.

INTRODUCTION

In this modern era, learning English is an important thing. Indonesia and English have their own rule which are different one each other. Generally, students who learn English will face some problems.

Grammatical rules still become a big problem for the students who learn English, especially in writing skill. Writing subject is begun when students enter junior high school. They learn

different kind of texts, such as descriptive text, narrative text, procedure text, recount text, etc. based on the school curriculum. Writing subject is important to students because it can make them know how to write sentences or paragraph in a right structure.

The study focused on finding some errors and causes in the writing of students SMPN 4 Baturiti, Tabanan such as its articles, references, subject-verb agreement, etc. the use of them seem unimportant and the students still don't understand it.

THEORETICL REVIEW

There are some theories and studies is support this study. This study is based on several theories by experts. The theory that is proposed by Dulay, et al (1982) about the categories of error based on Surface Strategy Taxonomy in their book entitled *Language Language Two* is used to solve the first problem. Corder (1967) state that a mistake refers to a performance error that is either a random guess or 'slip', in that it is a failure to utilize a known system correctly.

Bryne (1997) stated that writing is the act of forming symbols, letters, or combination of letters, which relate to the sound when we speak, making marks on a flat surface of some kind, arranged according to certain conventions to form words and words and arranged to form sentences.

Writing is one of the skills in learning English which is not easy to learn or teach as Heaton (1975) stated that the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.

To support the analysis, the researcher used several explanations from Michael Swan, in his book entitled Practical English Usage.

The theory proposed by Richards (1974) about the causes of error is applied to solve the second problem.

A book from Krashen (1980) is used as a supporting source in the analysis. Errors are categorized by some experts or linguistics. Dulay, et al (1982) categorized error into some categories based on Surface Strategy Taxonomy. It is about basic structures are changed.

Omission errors are classified by the absence of an item that must appear in a well-formed utterance (Dulay et.al, 1982).

Richards (1974) states that there are several things that causes errors. Those are interlingual and intralingual error. Both of it causes reflect the learners' competence at certain phase and illustrate some of the common characteristic of language acquisition.

METHODS

The method used to collect data was field research method. Garcia and Sunderlin states that field research method is a methodological approach to observe behavior under natural conditions.

The study uses error analysis method to analyze the data taken from students writing. According to Ellis (1997), the following steps to conduct error analysis research, First, Collection of samples of learner language. Second, Identification of errors. Third, Classification of Error, Fourth, Evaluation of Errors.

The data was presented using formal and informal methods. Formal method on how the analysis way presented by using diagrams, tables, symbols, and figures.

The data used in the study was taken from descriptive writing test by the students in SMPN 4 Baturiti. Tabanan. The data utilized in this research was obtained through descriptive tests and interviews conducted with junior high school students at the eighth-grade. The reason for selecting eighth-grade students was their familiarity with creating descriptive texts.

RESULTS AND DISCUSSIONS

In this section, chapter describes the errors that were made by the students at SMPN 4 Baturiti, Tabanan and solve the problems that are formulated before. There are 20 data of the students writing which are from eight-grade especially in class B. The data are shown on the table and original data which the students are writing in the appendices. To analyze and solve the problem, the researcher used theory that was proposed by Dulay, et al (1982) and classified the data into a types that is: Omission and addition Error

Table 1. Omission Error

No	Students Name	Classification	Erroneous Sentences	Rearrangement Sentences
1	Ni Luh Angleria Parwati	Omission of Copula "be"	I student in SMPN 4 Baturiti.	I **am** a student in SMPN 4 Baturiti.
2	I Made Very Gunata		My hobby football and volleyball.	My hobbies **are** playing football and volleyball.
3	Ni Komang Puspita Dewi		My height 140cm.	My height **is** 140cm.
4	Ni Kadek Suryantini	Omission of plural maker	I have one sister and two brother.	I have one sister and two brother**s**.
5	I Gusti Ketut Darma Saputra	Omission of subject	Ideals is president.	**My** ideal is to become president.

The first error is omission of copula "be" which are (is, am, are). In this case, Ni Luh Angleria Parwati use copula as linking verb. She omits that copula that must use in the sentence. The sentence is grammatically wrong without the copula. The same things happened to I Made Very Gunata and Ni Komang Puspita Dewi. The students omit the copula and made the sentences unstructured. It happened because they translated barely from Indonesian before wrote it.

Second error is omission of plural maker. In English grammar, plural is a term used to refer to a word that indicates more than one person, animal, thing, or idea. To make a noun plural in English, usually added the letter "s" to the end of the word. For example, "book" becomes "books", "dog" becomes "dogs", and "idea" becomes "ideas". However, there are some exceptions to this rule. For example, some nouns needed to add "es" instead of "s", such as "box" becoming "boxes" and "brush" becoming "brushes". Other nouns have irregular plural forms, such as "child" becoming "children" and "foot" becoming "feet". In this study, there are some errors found in the students writing in applying plural maker. Student Ni Kadek Suryantini omit the plural maker. The noun that she wrote should be added by plural maker considering the noun is plural. The noun *member* should be added "s" because *two* shows that she has more than one brother in her family.

The third error is omission of subject. Subject is the person or thing that doing the action. In a good sentence, there must be at least subject and predicate. Every predicate should have a subject. Student I Gusti Ketut Darma Saputra omit the subject that must appear in the sentence. He did not wrote the subject because he already put subject in previous sentences and he tough it did not necessary anymore in the last sentence.

Table 2. Addition Errors

No	Students Name	Clssification	Erroneous Sentences	Rearrangement Sentences
1	Ni Putu Eka Suantari	Addition of copula "be	I my thirteen years old.	I am thirteen years old.
2	Ni Kadek Suryantini	Addition of plural marker	My ideals is dokters.	My ideal is to become a doctor.

The first error is addition of copula "be". The sentences made by the student are grammatically wrong. The student adds the copula because the student has not understood how to make a good sentence with a correct form. In the sentence, the word "my" should omit to make a correct sentence. The student is still confused with the copula in English grammar.

The second error is addition of plural maker. Students think some of "grammar" things seem unnecessary for them. One of them is plural maker. In this case, student Ni Kadek Suryantini wrote the plural marker in the noun "doctors". The plural marker should be omitted to make it grammatically correct.

CONCLUSIONS

Based on the description and the analysis in previews part, there are several points as conclusion can be presented as follows:

The students in SMPN 4 Baturiti, Tabanan still have some problems in producing errors especially in writing such as grammar, using inappropriate grammar, spelling, etc. The errors that are found in students writing was grouped and categorized into two types: Omission error and addition error. There were five errors in omission and two errors in addition. Those errors were found and analyzed with syntactical structure perspective.

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