

**GRAMMATICAL ERRORS IN WRITING PROCEDURE TEXT
MADE BY THE NINTH-GRADE STUDENTS OF
MTs UNGGULAN NURIS JEMBER**

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Abstract

Writing and grammar cannot be separated from each other because grammar is a useful component to make writing well structured. Yet, the fact that the first and foreign languages' rules are dissimilar seems to cause students to still make grammatical errors in English writing. This research aims to highlight the students' grammatical errors in the writing by applying an error analysis approach to classify the errors committed by the learners while they produce the target language. Two research questions were formulated in this research. 1) what types of grammatical errors are found in writing procedure text made by ninth-grade students of MTs Unggulan Nuris Jember? 2) what is the most frequent type of grammatical errors found in writing procedure text made by ninth-grade students of MTs Unggulan Nuris Jember? The research used a qualitative descriptive research design. The data collected from the original students writing procedure text on making a plate of fried rice. The researcher analyzed the types of grammatical errors in students' writing based on Dulay, Burt, and Krashen's theory, whereas the steps of analyzing the errors were adopted from Ellis's theory. The result of analyzing the data showed that the number of errors that occurred was 112 times. The researcher found the types of grammatical errors in students' writing procedure text made by ninth-grade students were: Omission (44 times), Addition (23 times), Misformation (35 times), Misordering (10 times). The researcher found the most frequent type of grammatical errors made by students' writing procedure text was in the category error of omission. It was obtained from calculating each category of errors type. The results showed that students still tended to make grammatical errors. Thus, knowing the common types of errors is an important step to inform the teachers where to direct their efforts regarding the most problematic area students face while producing English. It also assists the teachers in devising teaching strategies that might minimize students' errors.

Keywords: *grammatical errors, writing, procedure text*

1. Introduction

Language is a tool to communicate with other people that we use in daily life. Knowing other languages, especially English language is important, because it will make easy to communicate with native speakers. In Indonesia, English is still foreign language and it need to be taught to the learners in order to communicate with native speaker. According to the four aspects of English skill; Listening, Reading, Speaking, and Writing, this study only focus on the writing skill. Due to this fact, writing is become the most challenging skill because many aspects that should be understood in writing process, especially in grammar. Considering the fact above, the writer asked to one of the learners in the ninth-grade of MTS Unggulan Nuris. Anin said writing is a difficult activity, she is often confused because Indonesia's grammatical systems and English are different. She said even though she has taken an extracurricular that really guided in the school, but she still felt difficult. Grammar becomes the most useful component to make writing well-structured. However, as the learners that are impossible to make grammatical errors, especially in the writing process, the learners cannot avoid committing errors when trying to arrange the sentences. Based on the explanation above, there were types of errors made by the learners. According to Dulay, Burt and Krashen based on the surface strategy taxonomy, there are four types of errors: omission, addition, misformation and misordering. Some errors made by second language learners in their learning process can be studied through error analysis. According to Brown (1980:166) stated, error analysis is the process of observing, analyzing, and classifying the deviations of the second language rules and then revealing the systems operated by learner. By using error analysis, the teacher tried to identify, describe and explain the errors made by the students in the test. It could help the teachers minimize errors in their teaching and learning process.

Philosophically, the process of analyzing grammatical errors in students' writing is very useful in the learning process. Through analysis the teacher can measure the level of student productivity and could make a final evaluation based on students' writing data. As well as to sociological, this analysis refers to the problems faced by teachers when interacting with students, especially in writing process. Problems experienced by students such as difficulties in translating Indonesian into English, lack of vocabulary and others, it can be helped by the evaluation stage in the analysis steps. Further, in psychological, analysis can make students more aware when writing using the correct grammar. Students try to build and do things better when they produce English writing correctly.

The aim of this study is to describe find out the types of grammatical errors in writing procedure text made by ninth-grade students of MTs Unggulan Nuris Jember.

And to describe the most frequent type of grammatical errors found in writing procedure text made by ninth-grade students of MTs Unggulan Nuris Jember.

2. Method

The writer used qualitative descriptive as the research design. The writer used this design to systematically describe grammatical errors in writing procedure text made by ninth grade students of MTs Unggulan Nuris Jember. The technique of data collection was obtained by reviewing the document is the pure result of the H of ninth class practical exam about writing a text on how to make fried rice. To increase the reliability coefficient in checking students' writing errors, the researcher used an intra-rater. In this research, the writer duplicated 2 documents by repeatedly observing students writing to find normal and truly accurate. Furthermore, to find the most frequent type of grammatical errors in students writing, the writer calculated each error type's frequency. The grammatical errors analyzed based on surface strategy taxonomy theory that classified into four types: Omission, Addition, Misformation, and Misordering. Moreover, the data analysis was done using some steps adopted from Ellis. Ellis proposed four steps in analyzing learners' errors. They were identifying the errors, describing the errors, calculating the errors, and explanation the errors.

3. Findings and Discussion

The main purpose of this research was to analyze the types and the most frequent type of grammatical errors committed by the students at the ninth grade students of MTs Unggulan Nuris in writing procedure text.

In accordance with the result analysis, the study revealed two findings, as follows:

1. Types of Grammatical Error

The types of grammatical errors found in practical examination of ninth-grade students of MTs Unggulan Nuris Jember. After collecting the twenty four (24) students writing procedure text from H class of Ninth-grade students' final practical examination, the researcher analyzed the grammatical errors based on the surface strategy taxonomy theory stated by Dulay et.al.

a. Omission

Intent of the omission is the students remove one of the items that should be required in good writing, such as: omission of articles (1a), morphemes (1b), verbs (1c), preposition (1d), subject of the sentence (1e).

Table 1. The data findings are about omission error and its subtypes

No	Students Initial	Erroneous	Corrected	Code of errors
1	2	3	4	5
1	AS	5 Chili_	5 Chilies	1b
		2 Garlic_	2 Garlics	1b
		2 Sausage_	2 Sausages	1b
2	DKG	3 clove_ of onion	3 clove_ of onion	1b
		2 clove_ of garlic	2 clove_ of garlic	1b
		Many chili_	Many chilies	1b
		2 plate_ of white rice	2 plates of white rice	1b
3	DAM	Two egg	Two eggs	1b
		Give 2 egg_ and stir	Give 2 eggs and stir	1b
4	FNI	2 Garlic_	2 Garlics	1b
		4 Onion_	2 Garlics	1b
5	NVM	_Egg	An egg	1a
		_chili	A chili	1a
6	RF	It_hot	It is hot	1c
		Fried rice_ready to eat	Fried rice is ready to eat	1c
7	SAN	2 onion_	2 onions	1b
		2 chili_	2 chilies	1b
		2 sausage_	2 sausages	1b
8	SSAM	3 onion_	3 onions	1b
		4 garlic_	4 garlics	1b
9	SN	3 garlic_	3 garlics	1b
		2 onion_	2 onions	1b
		First, slice the garlic_ and onion_	First, slice the garlics and onions	1b
10	SZUN	3 onion_	3 onions	1b
		2 chili_	2 chilies	1b
		Put the oil until_is hot	Put the oil and wait until it is hot	1e
		Wait until_ look cook	Wait until it looks cooked	1e
11	UK	2 onion_	2 onions	1b

		2 garlic_	2 garlics	1b
		2 minute_	2 minutes	1b
12	ZMS	2 small garlic_	2 small garlics	1b
		Heat the oil, about 2 minute_	Heat the oil, for about 2 minutes	1b
		2 small white onion_	2 small white onions	1b
		2 cup_	2 cups	1b
		2 cup_cooked rice	2 cup of cooked rice	1d
		Don't forget_slice	Don't forget to slice	1d
13	ZJT	3 garlic_	3 garlics	1b
		2 onion_	2 onions	1b
		2 chili_	2 chilies	1b
		2 egg_	2 eggs	1b
		How_ make a fried rice	How to make a fried rice	1d
		The step of how _make	The step of how to make	1d
		Took_plate and put rice it on	Take a plate and put rice on it	1a
		Prepare for _ingredients	Prepare for the ingredients	1a

Based on the table above, it can be seen that from 24 students there were 15 students identified to do the errors in omission.

b. Addition

Errors of addition are the opposite of omission, the students add items that should not appear in writing. Such as: addition of articles (2a), addition of morphemes (2b), and addition of conjunction (2c).

Table. 2 The data findings are about addition error and its subtypes¹

No	Students Initial	Erroneous	Corrected	Code of errors
1	2	3	4	5
1	ADW	A rice	Rice / a plate of rice	2a
		A salt	Salt/ 1 teaspoon of salt	2a
		Puts the rice and stir	Put the rice and stir	2b
		Gives a little tomato sauce	Give a little tomato sauce	2b
2	DAM	Rices	Rice / 2 plates of rice	2b
		Then, add the rices	Add the rice	2b
3	IIH	Eggs	Eggs	2b
		Chilis	Chili	2b
4	MNA	Crush the onion and garlic, also chili	Crush the onion, garlic, also chili	2c
		Don't forget to add also chili	Don't forget to add chili	2c
5	NRAZ	Cut chili and onion and garlic	Cut the chili, onion, and garlic	2c
		After it heated enough, add the garlic, and onion, and chili	After it heated enough, add the garlic, onion, and chili	2c
6	SAN	Rices	Rice / a plate of rice	2b
		Salts	Salt / 3 teaspoon of salt	2b
		Oils	Oil / 3 tablespoon of oil	2b
7	SSAM	One eggs	One egg/ an egg	2b
		One chilies	One chili/ a chili	2b
8	UK	1 eggs	1 egg	2b

¹ Collected the data, 25 May 2021

9	ZMS	Puts a frying pan in the stove	Put a frying pan on the stove	2b
		Gives the rice in the frying pan	Give the rice into frying pan	2b
		Giving rice and vegetable in the frying the pan	Give rice and vegetable in the frying pan	2a
		Stir all of that on the frying the pan	Stir all of that on the frying pan	2a

According to the table, it could be seen from 24 students there were 9 students do the errors in addition.

c. Misformation

Misformation of error is where the students used the wrong morpheme or structure. They are: misformation of articles (3a), misformation of verbs (3b), misformation of pronouns (3c), and misformation of preposition (3d).

Table. 3 The data findings are about misformation of error and its subtypes²

No	Student s Initial	Erroneous	Corrected	Code of errors
1	2	3	4	5
1	ADW	A egg	An egg	3a
		A onion	An onion	3a
		Heating by use a medium flame	Heat by using a medium flame	3b
		If you have seen the fried rice is cooked, put it into plate	If you see the fried rice is cooked, put it into plate	3b
2	AS	Wait the frying pan until it have hot	Wait the frying pan until it is hot	3b
		Fried rice ready to eaten	Fried rice is ready to eat	3b
3	DAM	Waiting for a minute	Waiting for a minute	3b
		Wait for a minute until you feel it has warmed	Wait for a minute until it feels warm	3b

² Collected the data, 25 May 2021

		Stir until the color have changed become yellow	Stir until the color change become yellow	3b
		No forget to stir	Don't forget to stir	3b
4	DKG	Waiting for a minute	Wait for a minute	3b
		Prepare a frying pan and giving oil	Prepare a frying pan and give oil	3b
		Put the egg, don't forget to give vegetable, and mixed all	Put the egg, don't forget to give vegetable, and mix all	3b
5	IIH	An garlic	A garlic	3a
		A onion	An onion	3a
6	NK	Waiting it, until your frying pan feel warm	Wait it, until your frying pan feel warm	3b
		Waiting until the oil is hot	Wait until the oil is hot	3b
7	RMH	Don't forget give a rice	Don't forget to give the rice	3a
		Give an egg into a pan	Give the egg into the frying pan	3a
8	SN	Fourth, put the rice and frying together	Fourth, put the rice and fry together	3b
		Fifth, add the salt, frying again until the rice is ripe	Fifth, add the salt, and fry again until the rice is look ripe	3b
9	SZUN	After that, put a frying pan in the stove	After that, put a frying pan on the stove	3d
		Put oil in the pan	Put the oil into the pan	3d
10	SAN	Give several oil	Give a little oil	3c
		Adding some salt and fry it again	Add a little of salt and fry it again	3c
11	UK	Put the frying pan in the stove	Put the frying pan on the stove	3d
		Heat the oil in the frying pan	Heat the oil into the frying pan	3d

		After that, it up in the plate	After that, up it into the plate	3d
12	ZJT	And then gave a little salt	And then give a little salt	3b
		Took plate and put rice on it	Take a plate and put rice on it	3b
13	ZMS	Second, put the frying pan in the stove	Second, put the frying pan on the stove	3d
		Giving rice and vegetable in the frying pan	Giving rice and vegetable into the frying pan	3d
		Giving little salt	Give a little salt	3b
		Adding the egg	Add the egg	3b
		Giving the rice and vegetable	Give the rice and vegetable	3b

Based on the table above, it could be seen that from 24 students there were 13 students have error in misformation of error.

d. Misordering

Misordering is the error where the students put incorrect placement.

Table 4. The data findings are about misordering errors

No	Students Initial	Erroneous	Corrected
1	2	3	4
1	UK	You only for wait about 2 minutes	You only wait for about 2 minutes
		It up into a plate	Up it into a plate
2	NRAZ	And mix until is it cooked	And mix until it is cooked
		After is it hot enough, add the garlic and onion	After it is hot enough, add the garlic and onion
3	NK	Slice small the onion	Slice the onion into small piece
		After it mixed all , taste it	After all is mixed , taste it

4	SZUN	Prepare a plate and put it on	Prepare a plate and put on it
		Put the rice and stir until all mix	Put the rice and stir until mix all
5	ZJT	You prepare only for the ingredients	You only prepare for the ingredients
		Take a plate and put the rice it on	Take a plate and put the rice on it

According to the table above, it could be seen that from the 24 students there were 5 students did the error in misordering.

2. The most frequent of grammatical errors

Table 5. Frequency of Students' Errors

No	Types of Errors	Subtypes	Frequencies	Total
1	Omission	1a	4	44
		1b	32	
		1c	2	
		1d	4	
		1e	2	
2	Addition	2a	4	23
		2b	15	
		2c	4	
3	Misformation	3a	6	35
		3b	20	
		3c	2	
		3d	7	
4	Misordering	-	10	10
TOTAL				112

Based on the table above, it can be seen that the most frequent type of grammatical errors found in writing procedure text made by H class of ninth grade students of MTs Unggulan Nuris that the most dominant error was omission of error. It emerged forty-four times (44). Then, there were addition errors in which appeared twenty-three (23) times. Misformation errors occurred thirty-four (34) times. Then there were misordering errors which showed up ten (10) times resulting in it as the least grammatical errors type made by the students. Furthermore, the most grammatical errors viewed from each of its subtypes were omission of morpheme (1b). It emerged thirty-two (32) subtypes.

4. Conclusion and suggestion

A. Conclusion

According to the result of the data analysis in the previous chapter, the researcher drew a conclusion as follows:

1. The types of grammatical errors found in students' writing procedure text made by H class of ninth-grade students of MTs Unggulan Nuris Jember were four categories: Omission, Addition, Misformation, Misordering.
2. The most frequent type of grammatical error found in student's writing procedure text made by H class of ninth-grade MTs Unggulan Nuris was category error of omission.

B. Suggestion

1. For the English teacher, researchers suggest that English teacher are more aware and pay more attention in students' writing errors. Teachers can use this kind of analysis as a new tool in considering what methods, approaches, techniques, media and teaching styles suit students' needs.
2. For other researchers, the researcher suggests analyzing further and a better technique, the researcher suggests using interviews to find the source of students' errors. Because in this study, the researcher only analyzed the types of grammatical errors and the most frequent ones. They can also use this research as a reference in conducting related research.

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