

UNGRAMMATICAL SENTENCES: A GRAMMATICAL ERROR ANALYSIS ON ARCHITECTS STUDENTS' CORPUSES OF PONTIANAK STATE POLYTECHNIC

*Ungrammatical
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Hilda Mutia Sari, Rafika Nurhidayah
English Study Program, Pontianak State Polytechnic;
English Study Program, Sekolah Tinggi Bahasa Asing Pontianak
mutiasarihilda@gmail.com; rafikanurhidayah40@gmail.com

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Abstract- *Writing has become a challenging skill for EFL or ESL students to overcome. It is not only required the ability to compose a good writing but also a deep layer known as the grammatical aspect. Understanding grammar is very important for building good sentences. Hence, this study aims to find out the most grammatical error found in students' corpuses and classify the students' error. To generate this purpose, the researcher explored the grammatical mistakes made with the aid of using college students at the first semester of Pontianak State Polytechnic as the sample of research. This study was conducted using descriptive research using students' corpus as the data collection. The results of this study discovered that the addition error is the most frequent type of error made based on the frequency on the percentage that was 39,02%. Furthermore, this kind of error is classified as substantial. As for the other types of errors made by students, namely misformation with the total of errors as 35.36%, omission of error as 23.17% and error in disordering as 2.44%. It can be concluded that the students made errors due to their background of knowledge and their lack of understanding of English structure.*

Keywords: *ungrammatical sentences, grammatical error analysis, corpus*

INTRODUCTION

There has been a shift from those in twenty years ago of students' writing errors (Hamzah, as cited in Ceylon, 2012). Errors made by many of different of the first language concluded that several types of errors are caused mainly by the difficulty in the language itself and the immaturity of learner acquisition, which in his term called intra – lingual and developmental errors (Richards, 1971). Learning English is not easy, the language learners may have difficulties (Robert and Freida as cited in Subandowo, 2013). Every student's difficulty will vary according to their native language. Because of these, there will be errors that can be found in their learning.

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Mastering grammatical structures is important because it can help people write easily and effectively and not make errors. For the present, it will simply note that one cannot write in a second language without knowing at least something about language and vocabulary of that language. An addition factor is relative similarity or difference between the two languages: writing in language that is closely to one's native language in terms of grammar, vocabulary and writing system is clearly easier than writing in language that is vastly different (Weigle, 2002). Therefore, it is important to analyze the errors because by learning the errors there are many advantages such as (a) a device which the learner uses in order to learn (Selinker, 1992); (b) to fully grasp and understand the nature of errors; and (c) instead of just being able to recognize errors, the learners are now able to explain the rules and correct the errors (Mei Lin Ho, 2003).

In addition, error analysis is not only helpful to students, teachers, and curriculum designers, but it is also beneficial to researchers by showing them the strategies learners employ to learn a target language. In addition, error analysis identifies the types of errors committed by learners and attributes the reasons of making those errors (Nation and Newton, 2001). To conclude, error analysis helps linguists facilitate second or foreign language learners through training teachers and assisting them in identifying and categorizing learners' writing errors and helping those employing appropriate strategies (Kwok, 1998). Most importantly, the challenge students faced in writing was the ungrammatical sentences that occurred because of the sentences' errors.

A number of studies have been conducted to investigate the writing errors committed by students. Firstly, Simbwa (1987) investigated the causes of syntactic errors in English essays among Taiwan university students. The study sample contained 94 males and 14 females' students of the academic year 1985. The participants were chosen randomly from four schools in Kambala (the capital city of Uganda). The results of the study showed that the predominant errors among male students were prepositions, pronouns and tense, the most predominant error type for females was preposition.

Secondly, Salebi (2004) investigated Saudi college students' perception of their errors in written English. The study participants were 32 Saudi females aged 22–24 years old who were in the fourth level at the Department of Foreign Languages at King Faisal University. They had attended an error analysis course where they were taught how to identify, classify, and describe errors in English committed by second-language learners.

The research used two instruments: a test and students' comments on their errors. The results of this study revealed that the percentage of subject verb agreement was 44.03%. Also, it showed that the percentage of errors caused during translation from Arabic was 18.75%. Further, it showed that the main reason for errors was the difficulty of the target language, which resulted in the generalization of rules. In the first composition, 31, 58% (omission = 5 times and misinformation = 21 times) in the second composition, and 40, 62% (omission = 3 and misinformation = 16 times) in the third composition.

Last, Zawaherh (2012) investigated the writing errors committed by tenth-grade students who were studying at Ajloun governorate schools-Jordan. The sample of the study consisted of 350 students selected randomly from a group of schools in Ajloun. They were asked to write an essay about "a journey to the ancient city of Jerash in Jordan" in an ordinary English-language exercise in the class. The results of the study showed that the most dominant error among tenth-grade students in Ajloun schools was a lack of agreement between the subject and the main verb. Also, the results of the study suggested that the cause of students' writing errors might be attributed to Arabic interference.

The similarity of this study with previous studies is that it focuses on grammatical errors made by students. Moreover, the difference is the type of grammatical error made and what factors might influence the error. To sum up, those previous studied show that the students cannot avoid errors because it mostly occurs in learning process. It happens because they use different forms to deliver their ideas, feelings, or messages, so they need a considerable amount of time to master the target language well. Besides, learners will build their new knowledge to use the target language by making errors. Making errors during studying the second language can be considered as a mean of building learners' abilities because they can learn something from making errors (Littlewood as cited in Mukaromah, 2012). To fill in the gap, this study is intended to find out the most grammatical errors found in students' corpuses and classify them according to the types of error.

METHODS

This study profoundly discusses the grammatical errors on students' corpuses written by the architect students in the first semester of Pontianak State Polytechnic. Therefore, this study is engaged to apply a descriptive research that describes students'

grammatical errors in polytechnic university of Pontianak majored in Architect. Richard and Schmidt (2002) define descriptive research as an investigation that attends to describe accurately and factually a phenomenon, subject, or area. This is considered as the most appropriate method to be applied in conducting this research.

There are 6 students' corpuses taken as the samples of this study. The samples are taken from Pontianak state Polytechnic University. Based on Bogdan, Biklen and Knopp (2007), the data collection includes interview transcripts, photographs, documents, memos, etc. The technique used to collect the data in this research is error analysis. In analyzing the data, the researcher checked the sample thoroughly and marked the errors existing. Furthermore, the researcher analyzed the errors which occurred in the data collected. The dominant interference made by students mainly determined the research results.

In detail, the procedures employed in this research involved some steps. Firstly, the paragraphs that had written were collected and analyzed based on the research purpose. The students' works were analyzed based on some categories such as omission, addition, disordering and misinformation. In this case, the researcher identifies ungrammatical sentences made by the students. Next, from the analysis previously done, it can be seen what part of grammatical dominantly made by the students in their writing. In the next stage, the researcher summarizes the errors made in the eight samples. Then, the writer also identifies how frequently students transfer negatively when they translate Indonesian into English.

After that, the writer will put the data into the percentage. Data collection was determined by underlying research question and the forms of evidence deemed necessary to answer those question with the decisions also depend on what the researcher plans to do with the data. The writer's instrument for collecting the data is through the writing test. In collecting the data, the writer used several steps. Firstly, the writer collected all the students' corpuses. Secondly, the writer read the students' work before she analyzed them. In analyzing the data, the writer used an error analysis method that is given by Ellis (1994) the following are steps to conduct an error analysis research are: (1) Sorting out the grammatical errors from the corpus; (2) Classifying the errors into the target; (3) Computing the occurrence type of errors.

FINDINGS AND DISCUSSION

FINDINGS

The purpose of this study is to obtain the features and errors occurred in students' corpuses. Based on the result of the research, it was found that the highest frequency of errors made by the students was related to the addition of error items (39, 02 %) and it happened in six students' corpuses. To categorize the result of error, the researcher referred to the criteria proposed by Harris (as cited in Kurniati, Eliwarti and Novitri, 2015) as follows:

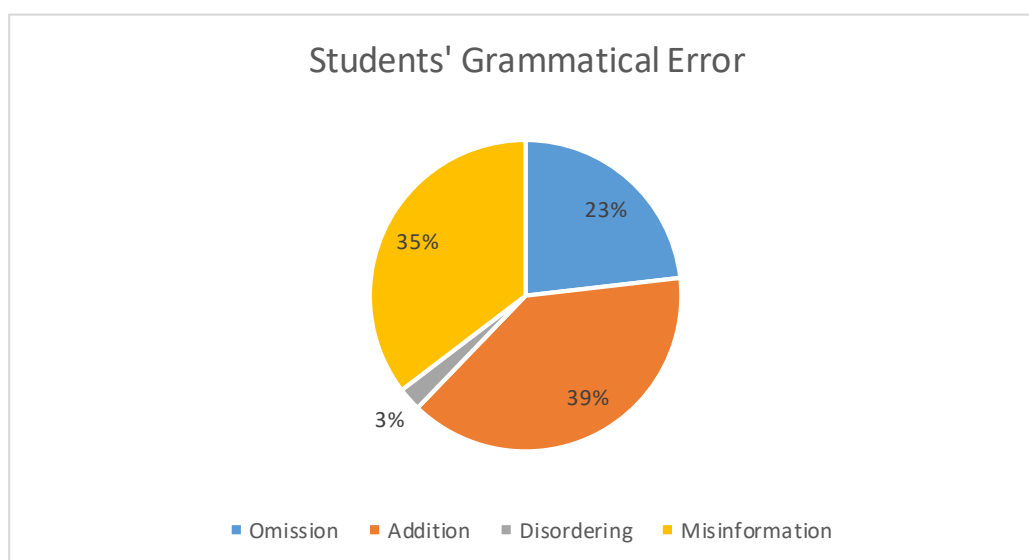


Figure 1: The Grammatical Error found in Students' Corpuses

Table 1. The Classification of The Students' error

Error	Percentage	Classification
Omission	23,17%	Moderate
Addition	39,02%	Substantial
Disordering	2,44%	Low
Misinformation	35,36%	Substantial

DISCUSSION

Based on the category, addition error is the substantial error in students' corpuses. It means that addition is the most frequent type of error made based on the frequency on the percentage that was 39, 02%. The addition is characterized by the presence of an item that must not appear in a well-formed utterance. In this case, the students added to be in their sentences when the verb in it had been there. For instance,

I am wake up at 5.00 am. Then the second type of error that architect students made is misformation. Misformation is characterized by the use of wrong form of morpheme or the morpheme of the structure. In this case, the students made errors because they did not master simple present tense in wellformed. It can be proved from the examples; this my life, can't sleep, late to lunch, late to dinner, no home, no girlfriend, but I can feel togetherness. Furthermore, misformation with the total errors was 29 items (35.36%), it was the most frequent error in using simple present tense after addition. Omission is the other type of error after misformation. The omission is absence of an item that must appear in well-formed utterances. The appearance of omission error in 19 items (23.17%), was less than misformation. In this case, the students made a lot of errors in using -s or -es when the subject of the sentence was in the form of the third person singular. And the last one is error in disordering which is 2,44%.

Actually, the ending-s or -es should appear in the verb when the subject was the third person singular. For example: in the college I do so many thing there. The students also omitted be when there was no verb in the sentence, it was called nominal present tense (nonverbal). For example: My father is very kind to me, his eyes very circle, etc. The least frequent errors that students made were from the research finding is disordering. It is known that disordering is characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. In this case the students who did this error only happened to some students. The students still committed disordering errors because they might be influenced by the Indonesian structure where they placed the morpheme based on the order of the Indonesian structure. For example, the student wrote but I sometimes comes too late too.

CONCLUSION

This study examined the ungrammatical sentences on architect students' corpuses of Polytechnic University of Pontianak who are non - majoring English. There were many ungrammatical sentences constructed in their corpuses. The grammatical errors occurred on architect students' corpuses because of their background and the lack of understanding of English structure. Thus, the result of this study shows that most of the students made error in term of addition and it classified as substantial. The study

supports the assumption that error analysis can provide knowledge about the development of learners' language.

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