



Grammatical Error Based On Surface Structure Taxonomy: A Case Study In Writing Narrative Essay Economics Management's Students At Universitas Nasional PASIM

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ABSTRACT

This research is aimed to find the result of students' ability in writing English essay not only to know the problem in Taxonomy grammatical error but also to solve problem of writing on how to make students be able to write English grammatically. This research used Descriptive method. The research was conducted to discover students' grammatical errors, classify them to the surface structure taxonomy proposed by Dulay,(1981) The data are taken from The data were taken from 1 classes of Universitas Nasional Pasim first semester 2021. There were (29) students Economics Management. It took us one semester to take the taken data from test of Mid, Final and Final assignments. The result of the research are: writing is divided into four categories including Omission (OM), Addition (AD), Misformation (MF) and Misordering (MO). The lowest ability in grammatical error is in Misformation (MF) for 67,1. It belongs to "Very Poor". A case in point that the students have many difficulties in writing sentences which is grammatically in correct especially in A. Regulation such as: irregular type of words in wrong place. The second lowest of grammatical error is Ommision (OM) For 14,1% The students doing grammatical error in element that must exist in the sentences. The third lowest of grammatical error is Misordering (MS) for 9,7 % the students had difficulties in doing error due to the occurrence of element that doesn't need to exist The fourth lowest of grammatical error is in Misordering (MO) 8,9 % students had difficulties in doing error due to the occurrence of element that doesn't need to exist. It is marked by misordering for a morpheme or group of morpheme in the

Key Words: Writing, Past Tense, Narative Essay and Taxonomy Grammatical Error

INTRODUCTION

English is one of important subjects in every universities in Indonesia, especially in university Nasional Pasim. It usually given in the first or in the scnd semester. The students are expect to be able to master not only reading, listening, and speaking but also writing. In writing, students are able to express their ideas concretely as has been stated by Ghaith (2002) that "*Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete*". Bello (1997) that through writing learners is able to enhance language acquisition to reinforce the grammar and vocabulary they are learning in class since their experiment with words, sentences, and other elements of writing to communicate their idea effectively. In other words, writing is more than just putting words together to make sentences (Rumisek and Zemach, 2005: 3). According to David Nunan (2003:88), writing can be defined by a series of contrast. Firstly, writing is both a physical and a mental act. Secondly, two masters are typically served by writers. They include themselves, and their own desires. Thirdly, writing has a lot to do with how to produce a written product.



Narrative essay uses mostly past tense since it tell past occasions. Tense itself is a grammatical category which involves changing the form of the verb. This is to reflect the location of an event in time. their narrative essay besides grammatical error that they might have been occurred in their Narrative essay. Some grammarians define the simple past tense with many ways. Azar, Betty Schramper (1992) argued that an activity or situation began and ended at particular time in the past is indicated Simple past. This opinion is supported by the statement of Betty Schramper Azar (1992) in her book, *Fundamental English Grammar* that Past tense is to talk about activities or situations that began and ended in the past.

Example:

Table 1. Regular and Irregular Verb of Simple Past

Regular Verb of Simple Past	Irregular Verb of Simple Past
a. Jane <u>worked</u> here last year	a. John wrote business letter last night
b. Jane <u>did not work</u> here last year	b. John did not write business letter last night
c. <u>Did Jane work</u> here last year	c. Did John write business letter last night

Table 2. Irregular Rare Pattern and Verb Stand Alone of Simple Past

Irregular Verb Rare Pattern	Irregular Verb Stand Alone
Ann <u>Shot</u> bird yesterday	a. Ann <u>cut</u> the grass last week
Ann did not <u>shoot</u> bird yesterday	b. Ann did not <u>cut</u> grass last week
Did Ann <u>Shoot</u> bird yesterday?	c. Did Ann <u>cut</u> grass last week

Definition of error analysis has been stated by some theoriticians. James (1998) argues that error analysis involves the process of determining in the incidence, nature, causes and consequences of unusual languages. Furthermore, Brown (1994) defines error analysis as a study of learner's error which is based on the fact that leaner do make error analysis as a study of learner's error that can be observed, analyzed, and classified to reveal system operating within the learner.

The Problems

In fact that all students Economic Management who they had studied English. They are found that the did wrong grammar. They are expected to be able to write narrative essay accurately and grammatically.

The Research Questions

The first what kind of taxonomy grammatical error are made by university students of economic management Universitas Nasional Pasim in the first semester in 2021. The second what kind of problem solving for students of economic management Universitas Nasional Pasim in the first semester in 2021



Limitations of the Study

In fact that there is not one perfect in the world and so is this research. There are two limitations of this study: The first in the running of studying process by online they were not face to face directly in doing test or assignments. The second is the teaching process in Covid 19 situation.

LITERATURE REVIEW

There are previous research in Writing in English. The first was *Applied Simple Presents Tense on Writing English Paragraph by the First Academic Year, 2019/2020 Non-English Department's Students from Five Universities in Bandung In Indonesia* by Purnama, Sopiah, Arfiawati that published in *The international journal of language teaching and applied linguistics world* (2020). The second was applied simple past and grammatical error on writing English Paragraph of personal narrative essay from five universities by the first academic year 2020/2021 non English department in Bandung Indonesia by Purnama, Sopiah Arfiawati that published in *The international journal of language teaching and applied linguistics world* (2021). The third was Okuyama (2020) entitled *Use of tenses and aspect in academic writing in engineering: Simple past and presents perfect* that was published in *Journal of Pan Pacific Association of applied Linguistics*, 24 (1),1-15 The fourth was *Error Analysis on The Use of The Simple Tense and The Simple Past Tenses in Writing Essay Among TESL College Students* by Hidayah, T A(2013) which was published in *International Journal of Education and Research* Vol. 1 No. 12 December 2013 on Faculty of Languages and Linguistic university of Sultan Zaenal Abidin. The fifth was “*An Analysis of Compound Sentences in Students' Writing*” written by Dirga Ika sari (2018) published by *Advances in Social Science, Education and Humanities Research: volume 30*.

METHODOLOGY

The researcher did setting and procedures,for one thing in the objectives of the research that is to improve a certain condition in the setting classroom of economic management by online learning. Burns (1999: 30) says that “action research is the view to improve the quality of action within situation, involving collaboration and cooperation of researcher and participant. Researcher took data and use many instruments, in the following : Mid Test and Final Test. in writing English narrative essay. Researcher gave students an explanation of grammar, sentences structure, paragraph of chronological, description, also main idea, supporting idea, concluding idea and essay.

Surface Strategy Taxonomy (Grammatical Error)

Besides the error analysis method mentioned above, this research also utilizes the surface strategy taxonomy that was proposed by Dulay (1982). Taxonomy consists of four elements.



Omissions are sentences that do not contain some elements that must exist in the sentences. For example, the sentence ‘My mother a teacher’ instead of ‘My mother is a teacher’ that complies with the structure of good English grammar by having copula ‘is’

Addition is the opposite of the omission. This error happens due to the occurrence of element that does not need to exist. There are three types of errors on addition: a) Addition due to double markings. For example: ‘He didn’t went to Kuala Lumpur’ and ‘She doesn’t knows your name’. b) Addition due to regularizations. For example: ‘She putted the book on the table’ and ‘Those childs are my neighbour’. c) Addition due to simple addition. For example: “The birds doesn’t live in the water” and “We stay in over there”.

Misformation is marked by the use of wrong morphemes and structures where the user is using one grammatical form in place of another grammatical form. In this case, a learner provides a sentence which is grammatically incorrect in English. For example: ‘The dog eated the chicken’. It has three types of errors, they are: (a) Regularizations: when a learner uses regular and irregular types of words in a wrong place. For example: ‘runned’ for ‘run’, ‘gooses’ for ‘geese’. (b) Archi-forms: The choice of a class form to represent or describe another class form in different situation. For example: ‘That house is mine’, ‘That houses are theirs’. (c) Alternating forms :In this case, the learner has mistakenly used some forms alternatively but it results in producing a wrong word. For example: ‘Those dog’, ‘This cats’, ‘the use of he instead of him’.

Misordering is marked by misordering for a morpheme or a group of morphemes in the sentence. For example: ‘I don’t remember what is her name’ instead of ‘I don’t remember what her name is’. Another example: ‘What your mother is doing?’ instead of ‘ What is your mother doing?’ To get the quality of each type of students’ ability, that was adapted for this research as in table

Table 3. Percentage of Grammatical Error

No.	Score in number	Score percentage	Classification
1.	81-100	81-100%	Very Poor
2.	66-80	66-80%	Poor
3.	56-65	56-65%	Moderate
4.	41-55	41-55%	Good
5.	0-40	0-40%	Excellent

After getting the result of percentage of errors, the result was tabulated as follow:

Table 4. Percentage Grammatical Error

No.	Error Categories	% of Total Errors
1.	Omission	
2.	Addition	
3.	Misformation	
4.	Misordering	

RESULT AND DISSCUSSION

The data were taken from 1 class of Universitas Nasional Pasim were (29) students, Economics Management.



Table 4. The Percentage of Taxonomy Grammatical Error

Nama	TAXONOMI GRAMMATICAL ERROR				
	Words	Omission	Addition	Misformation	Misorder
REJIF RAMDANI	654	5	2	9	4
ADINDA SHIFA FITRIANI	458	5	1	15	3
ASTRI RAHMAWATI	456	3	1	10	4
DEDA SETIA PUTRA	765	4	3	14	2
IRMA YANTI	367	2	1	15	1
IRPAN NURDIN	765	3	3	9	3
LISA VERINA	865	3	1	11	0
LUKI LUKMAN NUR HAKIM	367	2	2	9	2
MICCO ADAM SURYA PRATAMA	654	2	2	15	3
MUHAMAD FAJAR NUR SIAM	765	3	4	12	2
PASHA PRAWITASARI DERMAWAN	564	2	3	13	1
SEPTIAN LESMANA	654	3	2	10	1
SITA FITRIANI DEWI	765	2	1	13	1
WINDY WINDAYANTI	543	3	1	13	2
YENI MULYANI	455	4	2	8	2
WIWIN WINDAYANI	576	2	3	7	2
AI NURLATIFAH KHALID	433	4	1	13	2
YANE KRISTINA	538	2	1	12	2
ASTIE MAULINA	379	1	0	12	0
MUHAMMAD RIJAL RASYADAN	487	2	1	10	2
DETI NURHAYATI	476	2	0	8	0
YOSEP WAHYU TRISAPUTRO	768	4	2	13	2
EKO WAHYU	533	1	0	13	0
MUHAMMAD SUBHAN I	432	2	1	12	2
MARINTAN	345	1	1	8	1
WISNU PRASETYO	552	2	1	14	2
IRMA NUR SYAMSIYAH	634	1	2	13	2
SYACHZAR MUHAMMAD	467	0	1	7	1
Average	557,89	2,41	1,52	11,44	1,67
Minimum	345	0	0	7	0
Maximum	865	5	4	15	4
		14,1%	8,9%	67,1%	9,7 %



The table illustrates the average of percentage of grammatical error in writing essay is based on taxonomy that is divided into four categories including Omission (OM), Addition (AD), Misformation (MF) and Misordering (MO).

The lowest ability in grammatical error students' ability in applied simple past into writing is in Misformation (MF) for 67,1. It belongs to "Very Poor". A case in point that the students have many difficulties in writing sentences which is grammatically in correct especially in A. Regulation such as: irregular type of words in wrong place for the example, "My pencils stealed when I was playing in the yard". B. Archi- form the choice of class form to represent example "That cars are their" C. Altering form take case of students had mistakenly used some form alternatively but the result in producing wrong words for example: "My sister saw those film".

The second lowest of grammatical error which it belongs to "Excellent." For (OM) for 14,1% The students doing grammatical error in element that must exist in the sentences for example "My father a banker " instead of " My father is a banker that complies with the structure of good English grammar by having copula is"

The third lowest of grammatical error is in Misordering (MO) for 9,7 % which it belongs to "Excellent". It means that the students had difficulties in doing error due to the occurrence of element that doesn't need to exist. It is marked by misordering for a morpheme or group of morpheme in the sentence for the example (" We did not know where it is".)

The fourth lowest of grammatical error is in Addition (AD) for 8,9 % which it belongs to "Excellent". It means that the students had difficulties in doing error This error happens due to the occurrence of element that does not need to exist. There are three types of errors on addition: a) Addition due to double markings. For example: 'He didn't went to Bali. b) Addition due to regularizations. For example: 'I runned in the morning ". .c) Addition due to simple addition. For example: "The students doesn't come to the class today".

CONCLUSION

In learning English, as we know reading, speaking, listening and writing, especially in writing narrative essay not only knowing the problem in taxonomi grammatical error the most dominant is Misformation, (MF), the second dominant is Misordering (MO) the third dominant is Omission (OM) the fourth dominant is Addition (AD) Most of students of economic managements wrote in English narrative essay incorrect, in yhis point of view that students used regular and irregular type of words in wrong place, describe another class form in different situation and use some form producing a wrong word. To the same extent in the future that those are must be given and studied practically and accurately.



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