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KANTOR BAHASA KEPULAUAN BANGKA BELITUNG

Sirok Bastra

JURNAL ILMIAH KEBAHASAAN DAN KESASTRAAN

Jurnal ini merupakan wadah informasi mengenai kebahasaan, kesastraan, dan pengajarannya yang memuat hasil penelitian, studi kepustakaan, dan tulisan ilmiah bidang kebahasaan, kesastraan, dan pengajarannya. *Sirok Bastra* terbit dua kali setahun, yakni Juni dan Desember, serta terbit sejak Juni 2013.

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Pemuatan suatu tulisan dalam jurnal ini tidak berarti redaksi menyetujui isi tulisan tersebut. Isi tulisan menjadi tanggung jawab penulis. Tulisan telah ditinjau oleh mitra bestari. Setiap karangan dalam jurnal ini dapat diperbanyak setelah mendapat izin tertulis dari penulis, redaksi, dan penerbit.

KATA PENGANTAR

Puji syukur ke hadirat Pemilik dan Pencipta semesta ini yang memiliki kuasa atas diri-Nya sendiri. Dialah Tuhan Yang Maha Esa yang telah memberikan rahmat dan hidayah-Nya sehingga untuk pertama kalinya Kantor Bahasa Provinsi Bangka Belitung dapat menerbitkan jurnal *Sirok Bastra*.

Redaksi memilih nama *Sirok Bastra* karena nama tersebut cukup menggambarkan bidang kajian serta lokalitas wilayah kerja kami. *Sirok* merupakan alat-tangkap-ikan tradisional khas Kepulauan Bangka Belitung, sedangkan *bastra* merupakan akronim dari bahasa dan sastra. Dengan nama tersebut diharapkan jurnal ini mampu “menangkap” dan mewadahi tulisan-tulisan bidang kebahasaan, kesastraan, dan pengajarannya.

Pada nomor pertama ini, dimuat sepuluh tulisan, yakni enam tulisan kebahasaan, tiga kesastraan, dan satu filologi. Dari segi bahasa, sebagian besar tulisan disajikan dalam bahasa Indonesia, hanya dua tulisan yang disajikan dalam bahasa Inggris. Kami mengucapkan terima kasih kepada para penulis yang telah bersedia menerbitkan karya mereka pada edisi ini. Para penulis merupakan peneliti, pakar, dosen, dan mahasiswa dari berbagai perguruan tinggi dan instansi. Terima kasih juga kami sampaikan kepada para mitra bestari kami yang telah memberi ulasan terhadap tulisan-tulisan yang masuk ke redaksi.

Demi memenuhi keberagaman isi dan penulis, *Sirok Bastra* membuka kesempatan bagi para peneliti dan penulis menyampaikan hasil penelitian dan pemikiran mutakhir dalam bidang kebahasaan, kesastraan, dan pengajarannya.

Pangkalpinang, Juni 2013

Tim Redaksi

UCAPAN TERIMA KASIH UNTUK MITRA BESTARI

Redaksi *Sirok Bastra* mengucapkan terima kasih kepada para mitra bestari yang telah meninjau, menimbang, dan mengulas makalah-makalah yang diterbitkan dalam *Sirok Bastra* Volume 1 Nomor 1, edisi Juni 2013, yakni

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AN ERROR ANALYSIS ON STUDENTS' WRITING ABILITY IN RECOUNT TEXT

Analisis Kesalahan pada Kemampuan Siswa dalam Menulis Teks Cerita

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Abstract

This research taps the stance of error analysis (henceforth EA) projected on students' understanding of the basic grammatical points and their ability in composing a recount text. Therefore, this paper is concerned with the levels of students' ability in basic grammar and the typical errors they make in their constructing recount texts. The theory utilized in this research paper drawn heavily from the standpoints of error analysis primarily by Richards and Ellis as mentioned in the theoretical framework. The error classification and procedure of error analysis principally replicate the frameworks proposed by both Richards (1977) and Ellis (2003). The sample is the second grade students of SMA N 1 Kasihan Yogyakarta taken purposively. The findings depict that the students still make most types of grammatical errors, intralingual and developmental errors in composing their recount text.

Key words: errors, error analysis, writing ability, recount text

Abstrak

Penelitian ini menitik beratkan pada analisis kesalahan atau yang dikenal dengan istilah *error analysis* pada tingkat pemahaman siswa tentang dasar-dasar tata bahasa Inggris dan kemampuan mereka dalam menyusun sebuah naskah cerita. Teori yang digunakan dalam makalah ini terkait dengan teori analisis kesalahan yang utamanya disadur dari karya Richards and Ellis sebagaimana diuraikan pada kerangka teori. Klasifikasi kesalahan dan prosedur analisis kesalahan pada prinsipnya mengikuti kerangka yang dirancang oleh Richards (1977) dan Ellis (2003). Adapun sampel dalam makalah ini adalah siswa-siswa tingkat 11 SMA N 1 Kasihan Yogyakarta yang diambil secara *purposive*. Temuan akhir penelitian ini menunjukkan bahwa tipe kesalahan yang paling sering dibuat oleh siswa-siswa tersebut mencakup kesalahan tata bahasa, kesalahan intralingual dan kesalahan pengembangan dalam membuat teks cerita.

Kata kunci: kesalahan, analisis kesalahan, kemampuan menulis, teks cerita

1. INTRODUCTION

Making errors in the second language learning is an unavoidable fact, something that will be undergone by any learners of a second language (henceforth L2) in the course of their learning processes. Yet, the good news is that making errors in L2 learning is not a 'big sin', due to an accepted general maxim in learning

philosophy in which 'those who never make a mistake never learn.' It is this unintentional mistake or error that becomes the hit in this paper.

1.1 Background

Prior to moving forward, apparently it is necessary to get in touch with the concept of error analysis

commonly abbreviated as EA. According to Ellis and Barkhuizen (2005), EA consists of a set of procedures for identifying, describing, and explaining learner errors. These noted authors likewise explained that technically errors can occur in both comprehension and in production but comprehension errors are difficult to detect as it is often impossible to locate the precise linguistic source of an error. Thus, still in their perspectives, EA is the study of the errors that learners make in their speech and writing.

Trials and errors are naturally occurring in language learning be it as a first language or a second language. This second credo is supported by the standpoints of Gass and Selinker (1994), where the errors in L2 learning processes are meaningful as they can provide evidence of a system, that is, evidence of the state of a learner's knowledge of the L2. Gass and Selinker further add that the errors are not to be viewed solely as a product of imperfect learning; hence, they are not something for teachers to throw their hands up in the air about. The errors also are not a reflection of faulty imitation. Rather, as further suggested by Gass and Selinker, they are to be viewed as indications of a learner's attempt to figure out some system that is to impose regularity on the language the learner is exposed to. As such, they are evidence of an underlying rule-governed system, the beginning of the field of second language acquisition.

The underlying reasons why taking the eleventh grade students and the reasons why choosing SMAN 1 Kasihan Yogyakarta were; first, the eleventh grade students were assumed to have learnt adequate concepts of grammar particularly 'tenses' from their previous grade (the tenth grade). Secondly, SMA N 1 Kasihan belongs to the then international standard pilot school (RSBI). Thus, it was assumed that in this school English as a means of school daily interaction had been intensively and extensively employed in teaching and learning process.

The issue proposed in this research is projected to be very specific, thus it can be explored in an in-depth mechanism. Since the theme under study is error analysis, the scope of the discussion is limited to the grammatical errors and their categories like intralingual and developmental ones made by the eleventh grade students of SMA N 1 Kasihan Yogyakarta demonstrated through their descriptive

writing task or assessment. Put another way, the researchers solely focused on those errors and their categories without being distracted by other seemingly appealing errors which are beyond the given projections. As it has been frequently annotated that the main way of investigating L2 acquisition is by collecting and describing samples of learner language. The description, in this study, were focused on (1) the kinds of errors learners make; (2) developmental patterns by describing the stages in the acquisition of particular grammatical features such as past tense and (3) the assessment of the variability found in learner language.

1.2 Problem Formulations

This research paper was undertaken to provide relevant answers to such questions as (1) How were the processes of second language acquisition that could be traced through the errors that students made during their learning and acquiring processes so that the results could help the researchers (and the school teachers) understand better how the procedural acquisition takes place (i.e. what language aspects are acquired first and which in latter period)? (2) What typical grammatical errors did school students frequently encounter so the researcher and schools teachers could map out what materials to be preauthorized and focused? (3) To what extent the error analysis could give contribution to the enrichment of L2 acquisition in the school?

1.3 Purpose

In tandem with the above-mentioned questions, this study is aimed to, firstly, reveal the very processes of learning and acquisition and errors students made in those processes as errors are conspicuous feature of learner language (Ellis 2003), raising the important question of 'Why do learners make errors?' Second, it is useful for teachers (teachers of English at SMAN 1 Kasihan Yogyakarta in particular) to know what typical errors learners made so the teachers could do the material grading when planning to teach the grammatical aspects. Third, paradoxically, it is possible that making errors may actually help learners to learn when they self-correct the errors they make, so-called the 'error contribution'.

1.4 Benefit

The very benefits this research paper wish to yield are connected with what Coder (cited in Ellis and Barkhuizen 2005) identified that learner errors are significant in three ways: (1) they serve a pedagogic purpose by showing teachers what learners have learned and what they have not yet mastered; (2) they serve a research purpose by providing evidence about how languages are learned; (3) they serve a learning purpose by acting as devices by which learners can discover the rules of the target language (i.e. by obtaining feedback on their errors). Above all, this research can visualize 'trend of errors' that students often make in their school learning of English that can be used by any English teacher in Indonesia in their designing of the appropriate writing materials for recount texts.

1.5 Method

The method that is deemed proper to be used in this error analysis is descriptive analysis in which it entails data acquisition, source of data, sampling, Identification of errors, description of errors, evaluation of errors, data analysis and data interpretation (Richards 1977; Ellis 2003). The data were directly acquired from the Source of data, that was the eleventh grade students of SMA N 1 Kasihan Yogyakarta. The samples, 30 eleventh grade students who have got the writing materials on descriptive writing (30 pieces of students' descriptive writing/paragraph), have been selected purposively (Wiersma 1995) based on some criteria set by the researchers. These selected samples were then given a recount writing task in which they had to write a passage based on the topics provided by the researchers. The samples, the eleventh grade students of SMA N 1 Kasihan Yogyakarta, were the ones who have learnt about recount text which means they have been familiar with the format of that writing. This research was a post-facto research where the researcher did not deal with any treatment on the subject but investigate the facts, that is the results of students' works on their recount text test.

The identification of errors involved the comparison between what the learner has learnt about recount writing and what the learner has produced, in this regard, a recount text. The basic procedure (Ellis

and Barkhuizen, 2005) was, firstly, to set a clear specification of grammatical points to be the basis of the error identification. The second step was to assume that there were errors (some deviations from the given language rules) made by the students. The last step was to identify which part(s) of each learner sentence differs from the 'standard' rules/version.

The description of errors were described and classified into the grammatical categories. The researchers gathered all the errors relating to verbs and then identified the different kinds of verb errors in some samples, for instance, in the past tense. Such ways (Ellis: 2003) include 'omission', 'addition', 'misinformation' and 'misordering'. The identification and description of errors are preliminaries to the much more interesting task of trying to explain why they occur. A student's errors are not hazardous. It means that a student's error in, say, a past tense verb form does not involve haphazard substitutions. The student does not use the present progressive form (i.e. 'containing') in place of past tense form on some occasions and the simple form (i.e. 'contain') on others. Instead, there is evidence of regular replacements using a single form. Since the purpose of the EA is to help learners learn an L2, there is a need to evaluate errors. Some errors can be more serious than others where an ample evaluation is needed.

2. THEORETICAL FRAMEWORK

2.1 Description of Error

The term 'error', according to Corder (cited in Richards 1977), refers to the systematic errors of the learner from which we are able to reconstruct his knowledge of the language to date. A learner's errors, then, provide evidence of the system of the language that he is using (i.e. has learned) at a particular point in the course (and it must be repeated that he is using some system, although it is not yet the right system). Error analysis enables teachers to find out the sources of errors and take pedagogical precautions towards them. Thus, the analysis of learner language has become an essential need to overcome some questions and propose solutions regarding different aspects.

According to Ellis (2003), errors reflect gaps in a learner's knowledge; they occur because the learner does not know what is correct. Conversely, mistakes,

to show their differences, reflect occasional lapses in performance; they occur because the learner is unable to perform what he or she knows. The query, however, is that how can we be sure that when a learner produces a deviant form it is not just an accident slip of the tongue? In other words, how can we distinguish between errors and mistakes convincingly? One way might be to check to check the consistency of learner's performance. Another more practical way might be to ask learners to try to correct their own deviant utterances/sentences. Where they are unable to, the deviations are errors; where they are successful, they are mistakes.

In a similar vein, Corder cited in Gass and Slinker (1994) postulated that mistakes are akin to slips of the tongue, meaning that they are generally one-time-only events. In this sense, the speaker who makes a mistake is able to recognize it as a mistake and correct it if necessary. An error, on the reverse, is systematic, in the sense that it is likely to occur repeatedly and is not recognized by the learner as an error. On these grounds, Corder inferred (in Troike 2006) that 'errors' are considered as inappropriate utterances which result from learners' lack of L2 knowledge; while mistakes are categorized as inappropriate language production that results from some kind of processing failure such as a lapse in memory. In a much simpler conclusion, we can formulate that 'when we say / write what we know that it is wrong, then it is a mistake; on the other hand, when we say / write what we do not know that it is wrong, then it is an error. To get rid of the error, students have to learn the right patterns of a language, and to refrain from making a mistake, the students have to keep practicing what they have known.

2.2 Scope of Error Analysis

Richards (1977) underlines that Error Analysis has to do the investigation of the language of second language learners. In a more elaborate discussion, Corder (quoted by Ellis 2008) notes that errors provided us (the researchers) with evidence of how language was learnt, and that they served as devices by which learners discovered the rules of the target language (TL), in our case, English language (EL). Errors here essentially can refer to either making errors in First language (L1) or making errors in

Second Language (L2). However, it is wise to set a clear borderline that in this research what is referred to by errors is just the ones in L2.

2.3 Types and Categories of Errors

There are many types of error that emerge in the second language acquisition. By and large, these errors are grouped into three types according to their systematicity (Corder in Ellis 2008). First, Pre-systematic errors. These occur when the learner is unaware of the existence of a particular rule in the target language. They are random by nature. Second, Systematic errors. These occur when the learner has discovered a rule but it is the wrong one. Third, Post-systematic errors. These occur when the learner knows the correct target language rule but uses it consistently (i.e. makes a mistake). Based on these, it can be illuminated that (Ellis 2008) Type 1 occurs when the learner cannot give any account of why a particular form is chosen, Type 2 occurs when the learner is unable to correct the errors but can explain the mistaken rule use, and Type 3 occurs when the learner can explain the target-language rule that is normally used.

Richards (1977) postulated a vivid distinction between intralingual and developmental errors. On the basis of a close examination of the errors made by students, Richards defined *Intralingual Errors* as the errors which reflect the general characteristics of rule learning, such as *faulty generalization*, *incomplete application of rules*, and *failure to learn conditions* under which rules apply. Meanwhile, Developmental Errors illustrate the learner attempting to build up hypotheses about the English language from his limited experience of it in the classroom or textbook.

Richards (1977) further classified four main types of intralingual and developmental errors, namely 1) over-generalization, 2) ignorance of rule restriction, 3) incomplete application of rules, and 4) false concepts hypothesized. *Over-generalization* covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language. Over-generalization generally involves the creation of one deviant structure in place of two regular structures. It may be the result of the learner reducing his linguistic burden. For example, *he can sings, we are hope, it is occurs, he come from*. The

endingless form is generalized for all persons, just as the form *is* is generalized for all persons. *Ignorance of rule restriction* is failure to observe the restrictions of existing structures, that is, the application of rules to contexts where they do not apply. For instance, *The man who I saw him*. The learner, encountering a particular preposition with one type of verb, attempts (by analogy) to use the same preposition with one type of verbs. *Incomplete application of rules* is the occurrence of structures whose deviancy represents the degree of development of the rules required to produce acceptable utterances. For example, *across background languages, systematic difficulty in the use of questions* can be observed. A statement form may be used as a question, one of the transformations in a series may be omitted, or a question word may simply be added to the statement form. *False concepts hypothesized* is a class of developmental errors which derive from faulty comprehension of distinctions in the target language. These are sometimes due to poor gradation of teaching items. The form *was*, for example, may be interpreted as a marker of the past tense, like 'one day it *was happened*' and *is* may be understood to be corresponding marker of the present tense: *he is speaks French*.

The common categories of errors in second language acquisition (Ellis 2008; cf. Dulay, Burth, and Krashen in Ellis and Barkhuizen 2009) include 1) Omission which is the absence of an item that must appear in a well-formed utterance (i.e. *She sleeping*); 2) Additions which is the presence of an item that must not appear in well-formed utterances (i.e. *We didn't went there*); 3) Misinformations which is the use of the wrong form of the morpheme or structure (i.e. *The dog ated the chicken*); 4) Misorderings which is the incorrect placement of a morpheme or group of morphemes in an utterance (i.e. *What daddy is doing?*).

Grammatical errors (Ellis 2008) are typically subdivided into categories. This identifies a number of general grammatical errors (i.e. the auxiliary system, passive sentences, temporal conjunctions, and sentential complements). Each of these general categories is then broken down further. For instance, the auxiliary system is subdivided into 'do', 'have', an

'be', 'models', and mismatching auxiliaries in tag questions.

2.4 Saucers of Errors

One of the most essential parts in Error Analysis (EA) is to know the source of errors. Errors can have different sources. Some errors seem to be universal, reflecting learners' attempts to make the task of learning and using the L2 simpler (Ellis 2003). Taylor in Ellis (2008) points out that the error source may be psycholinguistic, sociolinguistic, epistemic, or may be residing in the discourse structure. Psycholinguistic sources concern the nature of the L2 knowledge system and the difficulties learners have in using it in production. Sociolinguistic sources involve such matters as the learners' ability to adjust their language in accordance with the social context. Epistemic sources concern the learners' lack of world knowledge, while discourse courses involve problems in the organization of information into a coherent text.

There are a number of different sources of psycholinguistic errors that have been identified. Richards (in Ellis 2008) distinguished three main sources. The first is Interference errors. They occur as a result of 'the use of elements from one language while speaking another. The second is Intralingual errors. They reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply. The third is Developmental errors. They occur when the learner attempts to build up hypotheses about the target language on the basis of limited experience. This research paper aims to explore (1) the types of grammatical errors made by the second grade students of SMA N 1 Kasihan Yogyakarta in writing recount text and (2) the intralingual and developmental errors based on the categories of students' identified errors.

3. RESULTS AND DISCUSSION

The types of the grammatical errors identified and analyzed in this research paper entail omissions, additions, misinformations, and misorderings.

3.1 Omissions

Omissions exist since the absence of certain elements or grammatical features that make the utterance meaningless and confusing. Based on the

analysis, the students' omissions were categorized into two types: omission of verb and subject. In omission of verb, most students omitted *To Be* in their sentences, such as *When I at school, I very tired*, and *My dad proud of me*. Besides, the students omitted the *Auxiliary Verb (Have)*, for example, in *We must arrived at Ketapang*.

3.2 Additions

In creating sentences, the students sometimes added more features that actually disoriented the meaning. This unintended feature is called additions. It can be in the form of double elements such as *double subjects*, *verb*, or *object*. In this analysis, the students tended to make an addition of verb like what appeared in *'We was get a big trophy*, *'That time was my school is holiday*, and *'My group is didn't ready.*' In addition, the students made an addition of preposition as in *'I won't to bother him.'*

3.3 Misinformations

The sentences the students made sometimes were categorized as misinformation either due to the use of wrong noun form, adjective form, or verb form. In the analysis it was figured out that in the students' recount text composition, the tense of simple past became a significant feature. However, they had a tendency to use *present tense* instead of *past tense* such as in *'I'm very excited*, *'I get there*, and *'I feel so happy.'* Furthermore, they made errors in creating passive voice such as in *'I was training for the physical training*, *'I'm there to teach discipline*, and *'I surprise.'* On the reverse, they also made passive voice which actually should be active such as in *'His father was prepared*, *'Akbar was asked we*, and *'So, the five people including me was prepared the traditional stove.'* The students also produced errors in parallelizing verb, such as in *'I played with my friends like played guitar, sang a song.'*

Misinformation in terms of verb became the most frequent one in this analysis. The concept of past

tense used in recount text drives students to change the verb in any structural positions into past tense such as in *'All the people used the car to brought their bicycles*, *'We must came back*, *'We wanted to performed*, *'I came to joined*, and *'My mom invited me to accompanied her.'* In addition, the students made errors in using Past continuous tense. This tense is used to state an event which was happening in the past when another event or activity occurred.

However, there are misinformations made by the students as in *'I was thinking to resign and I was carrying the tray.'* Both sentences (based on each context) refer to events that ended in the past. Hence, they should use *past tense* instead of *past continuous tense*. Other misinformation occurred in the concord or agreement between the subject and its verb, as in *'There is many people came for* and *'There is old people.'*

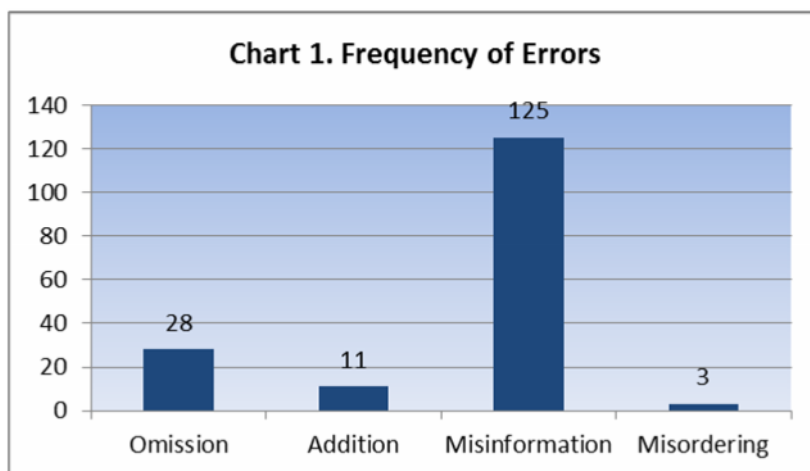
Noun form misinformation posited the second spot in this analysis. The students used wrong noun forms as in *'I was ten grade*, and *'When I was nine grade.'* Likewise, they created wrong adjective forms such as in *'With a smile face*, *'their team more good than my team*, and *'My English so bad and so embarrassed.'*

3.4 Misorderings

The fourth type of error is *misordering*. A morpheme or a group of morphemes was incorrectly placed in sentences. Misordering in this research is categorized as misordering of noun. The students arranged the elements of a noun phrase incorrectly. The errors appeared in such sentences as *'A program study tour*, *'A traditional food Bali*, and *'My experience first time.'*

3.5 Frequency of Errors

Based on the analysis, *misinformation errors* occurred the most frequent one; meanwhile, *misordering errors* occurred the least frequent one as described in the following chart.



3.6 Intralingual and Developmental Errors

As pointed out in the theoretical review, the errors can likewise be categorized as Intralingual and Developmental errors. Both share virtually similar features yet with a slight distinction. Therefore, it seems pivotal to, once again, have a critical look at the difference. *Intralingual errors* have to do with *faulty rule-learning* at various levels. Meanwhile, *developmental errors* derive from *faulty*

comprehension of distinctions in the target language.

These are sometimes due to poor gradation of teaching items. The form *was*, for example, may be interpreted as a marker of the past tense like in ‘*One day it was happened.*’

The students made the Intralingual errors since they got misleading in understanding the rules of English sentence pattern, as depicted in Table 1 that follows.

Table 1: Interlingual Errors

Classification of error	Error	Reconstruction	Linguistic Description
Over-generalization	We was get a big trophy	We got a big trophy	Simple past tense
Ignorance of rule restriction	There is old people	There are old people	Concord, verb for plural noun
Incomplete application rule	He opening the door	He is opening the door	Verb phrase; Progressive tense
False concept hypothesized	We must came back	We must come back	Concord, verb after modal

The Developmental errors were resulted from misunderstanding of the defined distinction between, say, *simple present* and *simple past*, or in other cases, sprung from confusion between *too*, *so* and *very* (yet

these will not be addressed). The examples of developmental errors are displayed in Table 2 as follows:

Table 2: Developmental Errors

Classification of error	Error	Reconstruction	Linguistic Description
False concept hypothesized	We must came back	We must come back	Concord, verb after modal

3.7 Discussion

The discussion is merely within the scope of the formulated research questions. Comprising of *Types of Grammatical Errors* and *Interlingual and Developmental Errors*.

3.7.1 Types of Grammatical Errors

Grammatical error in this research consisted of *omission*, *addition*, *misinformation*, and *misordering*. Based on the analysis, *misinformation* occurred most frequently with 125 errors, followed by *omission* (28

errors), addition (11 errors), and misordering (3 errors).

On the basis of the findings, it can be inferred that most of the students still had difficulties constructing correct sentences. The biggest problems were on utilizing such sentence elements as Verb, Adjective, Adverb, Modal, etc. These elements were not properly posted. For instance, in such sentences as '*I must to politely*', '*I try not scared*', '*I try rode motorcycle*', '*There is many people came for*', '*I was amaze*', '*I really don't knew*', and the like. These errors indicate that the students have not fully understood the basic rules of sentence formation, the way how to create sentences using proper grammatical rules.

The second most frequently made errors were on the case of omissions. And, these omissions were mostly connected with *To Be* (is, am, are, was, were). These can be seen in such sentences as '*We very scared*', '*My sister angry*', '*My family ready to go*', '*My dad proud of me*', etc. These findings showed that the students have not really grabbed the usage and function of *To Be*. In other words, the students were not very clear yet on how to use '*Be*' in sentences. Very likely, the students were not given enough drills and exercises to practice using *To Be* both orally or in written forms.

The third kind of errors made by the students was in terms of *Addition*. These can be seen in the sentences like '*We was get a big trophy*', '*I'm really wanted a new hand phone*', '*The teacher was be angry*', etc. By looking at the errors, it can be said that the errors were typical in the sense that what was added was generally *To Be*. Presumably, the students had no clear idea of double markers or having two verbs in one sentence which is incorrect. Even, they seemed to have not fully learnt the difference amongst *is*, *am*, *are*, *was*, and *were*. But, if we put a closer look, we could find the students' intention to use simple past tense by inserting *was* and *were* before the main verb. This implies that the students were not well nurtured on the difference between Auxiliary verb and Full verb or main verb / regular and irregular verbs and how to put them in sentences.

The last type of errors was *Misorderings*. The examples are like '*A program study tour*', '*A traditional food Bali*', and '*My experience first time.*' This is about which word comes first and which one

comes latter. These errors are considered plausible as word orderings are quite tricky in English especially for Senior High School students. However, when the students were well-informed and well-trained they would get used to using them correctly.

3.7.2 Intralingual and Developmental Errors

Observing the findings on these errors, the discussion goes well with the theory presented previously. The errors the students made in both tables 1 and 2 indicate that the students encountered all types of errors that belong to intralingual and developmental errors (over-generalization, ignorance of rule restriction, incomplete application of rules, and false concepts hypothesized). This also denotes that the students still had problems in most types of errors. Therefore, it can be summed up that 'theoretically the students still created a deviant structure on the basis of their experience of other structures in the target language.' In addition, the students also failed to apply the grammatical rules to contexts where they should apply. Furthermore, the students were not well-informed about the ways how to apply grammatical rules completely. Lastly, the students still had wrong perception, conception and understanding on certain syntactic aspects. Consequently, they could not decide *which word* to use, *which verb* to apply, *which To Be* to put in sentences.

Based on the findings and discussions, it is learnt that the students were still lack of the knowledge on how to differentiate the verbs, from the simple one (prerequisite) to the more complex one. In terms of tense, they acquired the insufficient concepts of *present tense* and *past tense*. This process of acquisition affected them in making grammatical errors in their recount text composition. This interpretation is proven that they still used *present tense* quite often where *past tense* was actually required. This wrong hypothesis also influenced them in changing all verbs into past tense in recount text even after '*modal*' and '*to infinitive.*'

The findings and discussions, therefore, brought about the interpretation that the students have not successfully acquired their L2, in this case English. The students still encountered most of the error categories in terms of grammatical errors. Based upon

these facts, it can be assumed or hypothesized that the teaching materials of English were not properly (see Ellis 2003) graded so that the students had difficulties acquiring the basic grammar of English and consequently experiencing problems in the application of the rules in their recount text writing given by the researchers. In brief, the second language acquisition particularly referring to the grammatical points of English was not appropriately given and projected and the students have not embraced the given grammatical points clearly and still confused how to put them properly into their recount text composition.

3.8 Student Self-Evaluation of The Errors They Made

The purpose of this student self-evaluation is to know what constitutes effective pedagogy for the acquisition of a second language (L2) in a classroom context. In other words, the evaluation searches to answer the question: why did they make those grammatical mistakes? The answers for this question are expected to be the proper answers for Ellis' student evaluation question: How can instruction best ensure successful (see: **Error! Hyperlink reference not valid.**)

This, according to Ellis (1985), is not an easy question to answer, both because there are many competing theories offering very different perspectives on how instruction can promote language learning an acquisition and because the empirical research does not always afford clear cut findings. This student feedback is a means to produce useful feedback which the teacher and school can use to improve their quality of instruction. They are beneficial because instructors can review how others interpret their teaching methods, thereby improving their instruction. The following are the overview of the students' feedback on their mistakes that they did in the test of some grammar points and types of teacher they expected and believed could make them learn better.

Most, if not all, of the students found out that learning grammar was difficult. They considered it difficult because there are many types to learn and did not really understand how to put it in a sentence. Other reasons were that many of they were forgetful,

and they were not used to using English yet since they did not fully understand the given materials in the class. The students also felt that learning grammar was sometimes easy and some other time difficult depending on whether they have learnt it before or not. They believed that if they have learnt it earlier they would find it easy and so the other way around. Sometimes, the students found English easy and sometimes difficult to learn. One of the reasons was that their vocabulary was still very limited. Yet, they also realized that English would be easy if practiced daily and hard if rarely practiced. Another reason was that English has many types of rules, with some complex patterns, that seemed confusing especially with the positions of words composing correct sentences and these were apparently hard to comprehend and memorize. However, they also believed that they would understand it easily if they learnt it pleasantly. The students were also not used to using English daily and this made them hard to acquire it. They also had to know where and when the grammar was to be used. In their opinion, the students thought that learning English would be easy as long as they had the strong willingness to learn the grammar moodily and joyfully.

The students likewise exposed their reasons underlying their making mistakes in *OMISSION* as in *I very tired*. The majority of the students admitted that they had not fully understood the use of *to be* in sentences and they were not used to using it in varied examples. Instead, they could merely use it in self-expressions like telling names, place of origin, and feelings. They also felt that the pronunciation of *I very tired* seemed easier than *I am very tired*. This denotes that they had not understood the English *tenses* correctly and did not really know their correct forms. Therefore, they could not use the formula using *to be* in constructing sentences followed by adjective, adverb and adverb of place. Another reason was that sometimes they were not very careful when doing exercises or tests. What made them unable to understand the patterns of *to be* in sentences was that the explanation of *to be* followed by adjective was less sufficient in which the teacher did not explain the difference between the pattern of adjective in Indonesian and English because in Indonesian *to be* is not available while in English *to be* is needed.

Besides, the students many times lacked of motivation and concentration when the teacher explained about English grammar like the use of *to be*. Therefore, they thought that the missing *am* would not be very influential in a sentence construction. Lack of understanding about the order of English words in sentences led to the confusion in the arrangement of sentences. In other words, they many times just guessed or based on the habit or what they heard without realizing as to whether the sentence would be right or not if the sentence was added with *am*. In short, they did not really understand the rules of English sentence formation especially the patterns and uses of *to be* in English.

The marked reasons why the students made mistakes in *ADDITION* such as in *My group is did not ready*. Most of them mentioned that they had not fully understood the use of *did* and *did not* in sentences so that we made mistakes in *Addition*. The students also thought it was difficult to determine the positions of both *to be* and *auxiliary* indicating that they had not understood the rules of *tense* properly. They also said that their carelessness in the *Addition* part because they did not know the meaning. This perhaps due to the fact that they did not clearly understand the difference between *is* and *did* so they used both of them altogether. Another reason was that they knew a bit that both *to be* and *did* were both *auxiliary verb* so sometimes it was confusing for them which one was right which one was wrong. The students also were lack of understanding in sentence formation in which *didn't* should be used for simple past. This indicates that their errors were due to the lack of understanding of the contexts. Consequently, many times they just made a guess, instead of leaving it blank, as they were not clear what to use and why.

The critical reasons the students posed for their making mistakes in *MISINFORMATION* like *I feel so happy* instead of *I felt so happy* are also disperse. First, they had not understood the variants of English verb forms in simple past and past participle. This means that they were just used to using verb 1 (present tense) owing to the easiness of articulation, which was partly caused by the difficulty to pronounce verb 2 or verb 3. However, some students just forgot the pattern of simple past and just pronounced it the same as other forms meaning that

they were not able to differentiate the form, articulation and use of verb 1, verb 2 and verb 3 in this case between *feel* and *felt*. Some students forgot (the time aspect in the recount text) and had not understood well what and how the recount text was (the text type used) and which verb to use where simple past must be utilized.

The fundamental reasons were also revealed by the students on their making mistakes in *MISORDERING* as in *A program study tour* instead of *A study tour program*. Firstly, the students had not understood the ordering system where the students tended to order English words like in Indonesian which reflects that they were influenced by the construction of their L1 (*program studi wisata*) which should be *A program study tour* in English. Another reason seemingly syntactically logical was that they had yet understood the noun phrase construction. Some students were also blank in the sense that they did not know the meaning and position of the English words. This tells us that the sentence construction in Indonesian which is Modified-Modifying also known as DM in Indonesian term is contradictory with the English counterpart where it is reversed Modifying-Modified also learnt as MD. In brief, the students were still confused because they were not clear yet about the correct placement or order of English words in sentences; therefore, they were rarely accurate in constructing their sentences.

The last list of reasons that were attributable to their making mistakes and difficulties in understanding English sentence patterns, even their lack or fading interest in learning English that altogether influence the success of the English instruction and acquisition were wrapped successively. And all these were referred to as to whether or not the teacher, the most powerful working curriculum, had a strong influence on the students' engagement in English learning are pivotal to mention here. In the students' perspectives, the teacher had a great influence in their learning success. In plain languages, they mentioned that they would excel in language learning if their teachers were pleasant and not strict who could sometimes use games to teach basic English grammar that still seemed challenging for students to understand. In addition, their teacher should be patient, understanding, friendly, not in rush,

serious but flexible, and capable of using varied teaching methods in order that the students did not feel bored easily in learning English. Next, the teacher should smiling, kind, caring, and attentive. The students, too, love the teacher who did not make the learning atmosphere tense and lenient in grading as learning is a continuous process. Besides, the students favored a teacher who is fun, humorous, not bad-tempered, cool and attractive. They, as well, like a teacher that could explain any given material clearly and who has many practical tips in teaching so they could understand the material easily. Then, they liked the teacher whose articulation is clear and understandable and interactive in their teaching. The students were happy to have the teacher who made a classification of his/her students based on their ability so that there would be no confusion in treating the students with high ability and those with low ability so that the material disseminations could be allocated more effectively and efficiently. They were likewise keen on the teacher who is fair to his/her students and competent in singing songs so that the students would feel thrilled and enjoyed. To make them able to understand the materials fast, the students had chemistry with the teacher who could provide lots of practices, not only theory, and encouraging rewards. They also were enthusiastic to learn English with the teacher who could communicate well with his students, who could listen to and understand about their learning problems. Last but not least, the students preferred to have the teacher who often has brilliant ideas in delivering the materials, the teacher that could guide them to be smarter and more competent user of English.

3.9 A Follow-Up Study

This follow-up study had been conducted through the aids of the school English teacher focusing mostly on some weaknesses that were attributed to the students as the subject of the research, as elucidated below. Many of teaching practitioners have been aware of the ideas scattered in numerous literature examining theories and researches looking at what really constitutes an effective pedagogy for the acquisition of a second language in a classroom context. The research identified some general

principles that can provide a guideline or a tool for classroom teachers (Ellis, 2005).

- 1) Instruction needs to ensure that learners develop both a rich repertoire of formulaic expressions and a rule-based competence. In this phase, the classroom teacher tried to show certain expressions to express certain ideas and feelings and she also tried to build up the students' confidence before the students were introduced to language forms since the materials for the eleventh grade students are mostly bound to language forms. One clear example was in the case of yes/no patterns. The teacher had to ensure that her students were clear about how the yes/no constructions were formed.
- 2) Instruction needs to ensure that learners also focus on form. Specific linguistic features are learned through planned and focused tasks which provide a meaningful context for students. Here the teacher asked the students to draw a picture according to the description heard or read and introduced the verb forms with the aid of postcards or pictures. The teacher designed tasks dealing with different skills, with cloze activities, and the like. The teacher also gave correction related with the focus on form. The teacher could not apply the self-correction as the students still lacked of grammar knowledge although this is highly effective method as the students have to process the information themselves rather than simply repeating the teacher's correction. According to the teacher, the students have not been very able to distinguish varied sentence patterns. Therefore, the teacher still gave a strong emphasis on understanding the forms as they are needed in understanding reading texts.
- 3) Successful instructed language learning requires extensive L2 input. The more often you teach your class and expose them to the target language, the better. The teacher actually realized that the target language should be both the medium and the object of the instruction if we wished the students to be able to use English fluently and correctly. However, according to the teacher, this was almost impossible to act out since the students' language mastery was still very limited. They just learnt how to construct basic sentence patterns that were

also found to be difficult to do. In other words, the teacher had not been able to manage to have social interaction both inside and outside the classroom in the target language. So, mostly they interacted with their peers in their mother tongues. The target language was used only when they were asked to do so, that was in the classroom or when the teacher asked them in English. In this section, the teacher used extensively both textbooks authored by Indonesian writers and published in Indonesia. In addition, the teacher utilized some relevant articles from The Jakarta Post supporting certain topics in the books. For topic-based discussions the teacher preferred to make use lots of the textbooks as they are presented in details in there. To supplement these, the writer likewise employed the on-line materials in the internet with which the teacher had to do more tasks because he had to select a certain texts, retype and edit them. All these are oriented to maximize the absorption of L2 input.

- 4) Successful instructed language learning also requires opportunities for output. The teacher had put an effort to provide the opportunity for students to produce the language constructed grammatically correct forms after receiving the feedback when they made errors. The teacher also had stressed the importance of feedback (self-feedback, peer-feedback and teacher-feedback) to her students. This could help to make their knowledge automatic and lead to greater confidence and fluency. The teacher believed that the students needed to be given opportunities to talk about things that interest them and initiate interactions. This is best achieved through tasks (rather than exercises) that require both oral and written language. And all these need to be assessed. In her evaluation of the teaching learning processes, the teacher used virtually all kinds of assessment covering formative and summative tests, some mini quizzes and drillings during the lesson provisions. All these were intended to know and diagnose the level of the students' learning achievement, to know what they have learnt successfully and what they seemed to have to improve.

- 5) The opportunity to interact in the L2 is central to developing L2 proficiency. As learnt that where input and output take place, social interaction will occur. This means that learning and language acquisition will occur when students have a chance to do conversation and to negotiate for or clarify meaning when there are communication difficulties. The teacher did realize this aspect and therefore, she provided the opportunities to interact in English. The teacher also confessed that she and her colleagues had brought up chances for the students to express their personal ideas in English. The teacher also encouraged their students to have the opportunities to interact with native speakers that were clearly beneficial though rarely available in the school.

In this phase, the teacher tried to create a convenient classroom atmosphere so that the students would feel the joy of learning where they were willingly practicing their English. Normally, the students did the practice in groups or in pairs depending on the nature of the given tasks. The teacher, however, realized that it was virtually unlikely to create the students to have a native-like pronunciation or writing. According to the teacher, the students' articulation was good enough but it was very hard to get them near native speaker's English. The teacher sometimes reminded the students to keep using and practicing their English inside or outside the classroom.

4. CONCLUSION

4.1 Conclusion

The students still had problems in understanding the basic grammatical aspects of English and as a result they still found lots of problems in applying the rules in their composition of the recount text. Put differently, the students still made most types of grammatical errors exemplified by Ellis (2003) and Richards (1977). The students intralingual and developmental errors were also dominant and marked in their compositions. Thus, it can be summarized that their learning materials of English grammar were not specified and graded appropriately based on the gradation standard proposed by the SLA proponents. Presumably, the enrolled teachers might have forgotten to ensure their students' understanding by,

say, direct testing the students in the classroom. The learning targets were, then, very possibly the completion of their teaching loads per se. That is, it is the issue of how much the students have learnt, rather on how much they have given to their students. Very probably, too, the atmosphere in which the learning occurred was not conditioned for a successful language acquisition to occur where ample natural settings are to be provided.

As mentioned earlier that it is deemed significant to involve students in the evaluation of their language competence especially referred to their grammar aptitude since it is they who know well about themselves, who can feel their actual weaknesses, who can perceive the building blocks in their learning, and who can assume the kind of learning model that they best for their needs and expectations. By these facts blended with what the teacher or researcher have found and analyzed, a successful language instruction can emerge. In addition, a follow-up study is

considered salient to perform as both teacher and researcher can have a direct improvement of what was found insufficient, ineffective, counterproductive and negative back-washed effect. This follow-up study serves as immediate remedial acts for a better and improved teaching, learning and acquisition of the target language.

4.2 Recommendation

In order to have a successful learning and, more importantly, a successful language acquisition, it is highly recommended that any English language teachers engaged in that school look at the materials carefully and grade them properly and expose the students to the natural use of the grammatical points in the natural class settings as much possible. Back to the generic 'maxim', mentioned at the outset of this paper, the students' errors are welcome and the students are to be encouraged to make errors and mistakes repeatedly as all sorts of learning start there.

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