

THE ANALYSIS OF STUDENTS' ERROR IN TRANSFORMING PRESENT TENSES SENTENCES INTO NEGATIVE AND INTERROGATIVE FORMS AT SECOND GRADE OF SMP NEGERI 8 BANDAR LAMPUNG

By:

Dwi Paramita Saputri, Sudirman, Ramlan Ginting Suka

FKIP Universitas Lampung

Email : Queendwiee_Leviosa@yahoo.com

Abstract: Negative and interrogative forms are the important elements of English grammars that have to be mastered by SMP students. The learners need to have substantial capability of English grammar in order that they are able to speak and write correctly.

Therefore, the objectives of this research are (1) to identify the frequencies of occurrence of the students' grammatical errors based on surface strategy taxonomy found in their sentences, (2) to identify the frequencies of occurrence of students' grammatical errors based on developmental category that are found in their sentences, and (3) to find out which types of errors were mostly made by the students. Descriptive method was used in this research, where the data were taken from the students to draw conclusions. This research was conducted at SMP Negeri 8 bandar Lampung. The subject of the research was class VIII.H consisting of 34 students. The data gained were further analyzed based on surface strategy taxonomy and developmental category.

Having analyzed the data, it is found that the students committed four types of errors based on surface strategy taxonomy and developmental category, the highest frequency of error types based on surface strategy taxonomy is misinformation error (63,17%) followed by misordering errors (23,36%), addition errors (11,34%) and misordering errors (2,27%). While based on the developmental category, the errors are: pre-systematic stage (44,75%), systematic stage (33,14%) and post-systematic stage (22,09%).

The result shows that the highest number of errors occurred is misinformation. This indicates that students have more serious problems in using grammar especially tenses in present tenses. They might also be influenced by Indonesian grammar. And based on developmental category the most frequent error occurred is pre-systematic stage. This might be due to the students' lack of knowledge about grammar. The errors students produced were possibly caused by some factors such as insufficient grammar mastery, lack of knowledge of present tenses and lack of awareness. In line with the result, it is suggested that English teachers should not ignore the errors made by them. The teachers can give remedial teaching for the students and provide some tasks or exercises which enable them to practice using tenses.

Key words : Students errors, present tenses sentences, negative and interrogative

**ANALYSIS KESALAHAN SISWA DALAM MENGUBAH KALIMAT
PRESENT TENSES KE DALAM BENTUK NEGATIVE DAN
INTERROGATIVE PADA KELAS VIII SMP
NEGERI 8 BANDAR LAMPUNG**

Oleh

Dwi Paramita Saputri

Email : Queendwiee_Leviosa@yahoo.com

Abstrak: Bentuk negatif dan interogatif adalah unsur penting dalam Bahasa Inggris yang harus dikuasai oleh siswa SMP. Siswa harus mempunyai kemampuan substantial dalam Bahasa Inggris agar mereka mampu untuk berbicara dan menulis dengan benar.

Oleh sebab itu, tujuan dari penelitian ini adalah (1) Mengidentifikasi frekuensi kesalahan tata bahasa siswa berdasarkan surface strategy taxonomy yang ditemukan dalam kalimat mereka, (2) Mengidentifikasi frekuensi kesalahan tata bahasa siswa berdasarkan developmental category yang ditemukan dalam kalimat mereka, dan (3) Mengetahui jenis kesalahan yang dibuat oleh sebagian besar siswa. Metode deskriptif digunakan dalam penelitian ini, dimana data yang diambil dari siswa untuk menarik kesimpulan. Penelitian ini dilakukan di SMP Negeri 8 Bandar Lampung. Subyek penelitian adalah kelas VIII.H yang terdiri dari 34 siswa. Data yang didapat kemudian di analisis menggunakan surface strategy taxonomy dan developmental category

Setelah analisis data dilakukan, ditemukan bahwa siswa melakukan 4 jenis empat jenis kesalahan berdasarkan surface strategy taxonomy dan developmental category, Frekuensi tertinggi dari jenis kesalahan berdasarkan surface strategy taxonomy adalah misinformation (63.17%) Diikuti oleh misordering (23.36%), lalu addition (11,34%) dan ommission (2,27%). Sementara berdasarkan developmental category, adalah: pre-systematic tahap (44,75%), sistematic (33.14%) dan post-sistematis (22,09%).

Hasilnya penelitian menunjukkan bahwa jumlah kesalahan tertinggi yang terjadi adalah misinformation. Ini Menunjukkan bahwa siswa memiliki masalah serius dalam menggunakan tata bahasa terutama dalam bentuk kalimat present tenses. Hal ini kemungkinan dipengaruhi oleh tata bahasa Indonesia. Dan erdasarkan developmental category kesalahan paling sering terjadi pada tahap pre-systematic. Hal ini mungkin karena kurangnya pengetahuan siswa tentang tata bahasa dalam bahasa Inggris. Para siswa melakukan kesalahan disebabkan beberapa factor seperti pemahaman tata bahasa yag kurang baik, kurangnya pengetahuan tentang bahasa Inggris terutama present tenses dan kurangnya kesadaran siswa akan

pentingnya belajar. Oleh karena itu disarankan Bahwa guru bahasa Inggris sebaiknya tidak mengabaikan kesalahan yang dibuat oleh mereka. Para guru dapat memberikan pengajaran remedial bagi siswa dan mempersiapkan beberapa tugas atau latihan untuk membantu mereka berlatih menggunakan tenses

Kata kunci : Kesalahan siswa, kalimat present tenses, negative dan interogatif

Introduction

In Indonesian schools, English is taught as a compulsory subject. It is taught in formal level from elementary to university. Learners are aware that mastering English, especially its structure is not easy. Constructing English sentence needs some important rules, called grammar. The students who want to master English well should understand better the English grammar. In learning English, it is common that students make mistakes or errors both in spoken and written form. According to Corder (1973) error that the students make when they learn a language is very common. It signals that the students are on stage of internalizing the rule of the language.

Negative and interrogative sentences are the important parts of English grammar that should be mastered by the learners. In communication, naturally the positive, negative and interrogative form appear interchangeably. So, it is important for the learners to master the negative and interrogative form of the sentences. The learners need to have high capability of English grammar in order that they are able to speak and write correctly and grammatically. In real life communication with native and non-native speaker, making errors does not become a big problem, but for the learners who learn English in academic affairs, making errors will be very serious problem. Most students of junior high school still lack of understanding the grammar, especially in negative and interrogative form. This might be caused by some differences between the students' language (Bahasa Indonesia) and the language being learnt.

As a matter of fact the research of error analysis is still needed in order to come closer to problem faced by the teacher and the teacher can select better method and technique of teaching. In relation to this research, the researcher analyzed the errors that the students make when they change present tense sentences into negative and interrogative form. The researcher calculated and analyzed the errors to find the source of the students' errors can be identified and the follow-up can be organized.

The research was conducted to the second grade of SMPN 8 Bandar Lampung. The research was focused on analyzing and clasifying students' errors based on surface strategy taxonomy and developmental category. The students were asked to transform present tenses sentences in simple sentences. Each tenses in present tense was conducted in 5 sentences.

METHODS

The writer used descriptive method in this research. It means that the writer described and analyzed students' errors in transforming present tense sentences to negative and interrogative sentences and then classified the students' errors based on the surface strategy taxonomy and developmental category.

In collecting the data, the writer employed test and conducted an interview to the students. The writer came to the school, and then distributed the test to the students. All of the data were analyzed by researcher and inter rater. After giving the test, the student was asked to answer the four questions in the interview one by one. Therefore, the result described using the descriptive method in order to find the answer of the research question.

The subject of the research was the second grade students of class VII.H in SMP N 8 Bandar Lampung. There were eight classes of the second year and each class consist of 35 students. Among those classes the researcher used only one class. The reason for choosing this class is the second grade students are already studied about present tenses. The class was selected based on the English teacher's

recomendation that the class had relatively low ability in English especially in English tenses. Therefore the class was suitable for the purpose of this research. The data taken from the students' work were analyzed through the following steps:

Recognizing the errors

In recognizing the student' errors, the researcher checked the students' task together with interraters. In order to avoid the subjectivity in determining the errors, the researcher used interraters to analyze the students' error in transforming present tenses to negative and interrogative sentences.

The researcher checked the students' writing test carefully; those that deviated from the correct one were considered as errors. Then in order to make it easy in classifying and counting each error type initial code were used, namely:

OM = Omission

Pe = Pre-systematic Error

AD = Addition

Se = Systematic Error

MF = Misformation

Po = Post-systematic error

MO = misordering

Classifying Erros

In this step, the researcher classified the students' errors based on the surface strategy taxonomies and developmental category.

On the other hand, to classify the students' errors based on Developmental Category, the researcher initially conducted the interview. In the interview, the student were asked to explain and correct their errors identified from the test they had done previously. Then their errors were classified based on the following criteria:

The Pre-systematic stage

The errors is pre-systematic if the students are not able to correct their error and to explain it. The errors in this stage are quite random.

The Systematic stage

The error is systematic if the student can not correct their error but they can explain it because they have discovered and are operating a rule of some kinds but the wrong one.

The Post-systematic stage

The error is post systematic stage if the students are able to correct and explain their error because they actually have learnt the rule but fail through lack of attention or lapse of memory to apply it consistently.

Calculating the percentage of the errors After the evaluation of each subcategory is done, the frequency and the percentage were counted in order to determine which category of errors is committed most frequently by the students. Individual recapitulation is used as basis of calculation of the class recapitulation. Then the percentage of each category is calculated by using the following formula:

$$\frac{\text{Frequency of errors in each category}}{\text{Total number of errors}} \times 100\% = \text{Percentage}$$

RESULT AND DISCUSSION

The objective of this research is to find and classify the errors made by the students in transforming negative and interrogative form of present tenses sentences based on surface strategy taxonomy and developmental category. In this research, data collecting technique was done by conducting the task. Data collection involved the second grade students' of SMP Negeri 8 Bandar Lampung. The students were given twenty sentences to be transformed from positive into negative and interrogative form. The students were given 90 minutes to transform the sentences.

From the four types of present tenses Simple present tense is the highest among the types of tenses, reaching 294(39,25%). On other hand, the number of errors in

present continuous tense 211 (28,17%), present perfect continuous tense sentences errors are 128 items or (17,08%) and present perfect tense are 116 items or (15,48). The data showed that the students made the highest frequency in their transforming the sentences is in simple present tense.

Misformation is the highest among the types, reaching 472(63,17%). On other hand, the number of errors in misordering 175 (23,36%), the addition errors are 85 items or (11,34%) and omission is only 17 items or (2,27). The data showed with surface strategy taxonomy, misformation is the most errors made by the students.

The data derived from the interview shows that frequency of errors identified from the writing task are distributed into three stages. Among the three stages of errors, the most highest error is in pre-systematic stage, there are 162 items of errors or 44,75% occurring in this stage. The types of errors come after the pre-systematic error is the systematic errors occurred in the systematic errors with 120 errors or 33,14%. And at last, the item of errors occurred in post systematic stage only accumulated as 80 item of errors or 22,09%.

In this research, the insufficient students' about tenses especially present tenses distract most frequently on the students' production of errors in transforming the sentences, because students' knowledge extremely influence the students' ability in understanding when make a sentence. The insufficient knowledge on it made the students unable to decide the correct tenses they should use. classroom situation and other external factors more or less distract the students' awareness in considering the correct form they should use and this also frequently results in errors. It is provided when they are asked to think again about their answer carefully, many of them are able to recognize that their answer is incorrect and they are also able to correct it.

Related to the source, the errors of the students can be classified into intralingual transfer where the students got some difficulties because of the rule of the target language itself. The students are confused of using the different rule for each pattern. The students used one rule for another. It seems that the students tend to make errors that are caused by overgeneralization of the rule of the target language. Based on Brown's classification of source of errors, these errors are belong to intralingual transfer.

It is usual if the student make errors, especially those who are learning English as the foreign language. In Indonesia, English is considered as the foreign language not the second language meanwhile English is totally different from Indonesian terms of vocabulary, pronunciation, and the sentence structure (grammar). Therefore, the student of VII.H SMP Negeri 8 Bandar Lampung committed errors when they had transform present tenses sentences into negative and interrogative form. Dulay et.al (1982:138) say that making error is inevitable part of learning and people can not learn without first systematically committing error. Moreover, Hendrickson (1979:5) points out that a student cannot really learn in the class without an error made by him or somebody else. In conclusion, the students may make errors as the as the process of learning. So, they can learn from the errors they make. From the errors, the students are expected to make some improvements in the learning process and we should be wise and smart to trick this fact, so that it can be valuable input for the success of learning language.

CONCLUSION AND SUGGESTION

Having analyzed the data of the students' grammatical errors, the writer would like to conclude as follows:

1. All students of class VIII of SMP Negeri 8 Bandar Lampung committed all the four types of errors based on surface strategy taxonomy. It means that although the students have been taught English 4 hours a week, they still have

problem with English grammar. In other words they still committed many errors in terms of English grammar, especially in transforming positive sentences into negative and interrogative form in present tenses.

2. The percentage and frequency of the errors (among the four types of present tense) resulted from the students' sentences in transforming present tenses are:

- Errors in simple present tense : 294 items (39,25%)
- Errors in present continuous tense : 211 items (28,17%)
- Errors in present perfect tense : 116 items (15,48%)
- Errors in present perfect continuous : 128 items (17,08%)

Among the four types of present tenses, simple present tense is the highest frequency of the errors that students made (39,25%), followed by present continuous tense (28,17%), present perfect continuous (17,48%) and the last present perfect tense (15,48%).

3. The percentage and frequency of the errors (ranked from the type of error that is mostly made by the students) resulted from the students' sentences in transforming present tenses are:

Based on surface strategy taxonomy

- Errors in misinformation : 472 errors or 63,17%
- Errors in misordering : 175 errors or 23,36%
- Errors in addition : 85 errors or 11,34%
- Errors in omission : 17 errors or 2,27%

The highest frequency of errors based on surface strategy is misinformation errors (63,17%). This is because the students have not mastered the verbs changes and still do not understand the present tense pattern. And the students also committed 175% items of errors (23,36%) The students committed misordering error because they failed to arrange the correct order of sentence. The student did not place the correct form of negative and interrogative. Especially in interrogative form most of the student arrange the

sentence like affirmative form. The errors occur in students' sentences because of the influence of the structure in Indonesian language that has not found in this pattern.

4. The percentage and frequency of the errors (ranked from the type of error that is mostly made by the students) resulted from the students' interview are:

Based on developmental category:

- Pre-systematic stage : 162 items (44,75%)
- Systematic stage : 120 items (33,14%)
- Post-systematic stage : 80 items (22,09%)

So, it can be said that the highest errors based on developmental category is pre-systematic stage. The data shows that the type of developmental category which is mostly made by students of class VII SMP Negeri 8 Bandar Lampung in grammatical errors is pre-systematic stage.

Suggestions

Referring to the findings previously presented, the writer would like to propose some recommendations as follows:

1. Related to the frequency of error production in transforming present tense sentences, the English teacher should give explanation of the usage of verb changing and auxiliary verb on the changing of the tenses, in which the students have it difficult to understand and give more contextual exercise about it. The teacher can give the summary of the tenses in the table in order to make it easier for the student to be learnt.
2. The English teacher should initiate to do remedial teaching. Remedial teaching is required to emphasize language area that has not been achieved. The material of remedial teaching should be arranged from the easy grammatical rules to the more difficult ones. To select the material, the teacher should be concerned with the most common errors made by students.

3. In order to minimize students' errors, the teacher should improve the students' knowledge of English tenses by teaching them how to construct sentences that are grammatically and appropriately correct and by explaining the function of the language itself. Besides that, the teacher must set the first priority to the errors that mostly occur.
4. It is important for the teacher to give attention on the common errors (misformation errors and pre-systematic errors) that students produce in their language performance and carefully discuss them in the class. So that the students are able to take some improvements from it; they can learn from the errors they produced and it is expected that they will not produce the same error over and over.
5. The teacher should ask the student to do assignment in the classroom as practice and to do assignment at home as homework. It should be intensively done until the student come to progress.
6. The teacher should give any corrections after he she ask the students to do practice. In giving correction, the teacher may explain the students' error. Therefore, the teacher should be able to make the students grasp her explanation. Clear explanation leads the students to achieve complete understanding to improve their knowledge gradually.

REFERENCES

- Azar, Betty Schramper. 1989. *Understanding and Using English Grammar*. New Jersey: Prentice Hall Regents.
- Biber, D. et al. 1999. *Grammar of Spoken and Written English*. London: Longman.
- Brown, H. Douglas. 1980. *Principle of Language Learning and Teaching*. New Jersey: Prentice Hall Inc.
- Corder, S. Pit. 1981. *Error Analysis and Interlanguage*. New York: Oxford University press.
- Dulay et al. 1982. *Language Two*. New York: Oxford University press.
- Finochiaro. 1973. *Guide for Teacher. The Foreign Language Learning*. New York: Regents Publishing Company. Inc.
- George and Burk. 1980. *How to Teach Grammar*. Longman. Toronto: Green and Co:
- Hendrickson, James M. 1979. *Error Analysis and Error Correction in Language Teaching*. Singapore: Seamo Regional Language Centre.

- Hermawan, Anton. 1997. *Uraian Praktis Tenses 16 Bentuk Waktu*. Surabaya: Arkola.
- Hornby, A.S. 1975. *Guide to Pattern and Usage in English*. Second Edition. New York: Oxford University press.
- Lado, Robert. 1968. *Language Teaching. A scientific Approach*. New York: Mc Grew Hill. Inc.
- Lampung University. 2005. *Pedoman Penulisan Karya Ilmiah Universitas Lampung*. Bandar Lampung: Unila Press.
- Murphy, Raymond. 2007. *Essential Grammar in Use, New Edition*. Cambridge: Cambridge University press.
- Napitu, Betty Tresya M. 2012. *An Analysis of Students' grammatical Errors in Recount Text Writing at The First Grade of SMA Negeri 13 Bandar Lampung*. Bandar Lampung: Lampung University.
- Rivers, Wilga M. 1970. *Teaching Foreign Language Skill*. Chicago: The University of Chicago Press.
- Setiyadi, A.G. Bambang. 2006. *Metode Penelitian Untuk Pengajaran Bahasa Asing; Pendekatan Kualitatif dan Kuantitatif*. Yogyakarta: Penerbit Graha Ilmu.
- Stainly, Shimkin. 1988. *Second Langage Learning and Teaching*. London: Edward Arnold Publisher.
- Tarigan, Henry Guntur. 1988. *Pengajaran Analisis Kesalahan Berbahasa*. Bandung: Angkasa.

