

AN ANALYSIS OF STUDENTS' ERRORS IN WRITING NEGATIVE SENTENCES

Mita Nurmayanti Rohendi
Herlina
(herlina_cbn@yahoo.com)

Department of English Education, Unswagati Cirebon

Abstract

This study was carried out to analyze and to classify the kinds and the source of students' errors in writing negative sentences using simple present tense and simple present continuous tense. The purpose of this study were to describe kinds of the students' errors in writing negative sentences and to find out the source of errors which the students made in writing negative sentences. The method used in this study was descriptive analysis research. Descriptive analysis in form qualitative research design applied in this study was case study. Furthermore, the subject of this study was the students of the seventh grade students of SMPN 13 Cirebon which consisted of 20 students. The data were collected through writing test and interview for students. The result of the analysis of students' errors process showed that students committed errors into ten kinds of errors are made by students: 1. Omission, 2. Additional, 3. Misformation, 4. Misordering, 5. Omission and misformation, 6. Omission and misordering, 7. Additional and misordering, 8. Additional and misformation, 9. Omission and additional, 10. Misformation and misordering. Based on the finding of analysis, it showed the students made a total of 120 errors in category of verb which consist of 21 are omission, 22 are additional, 15 are misformation, 6 are misordering, 8 are omission and misformation, 20 are omission and misordering, 5 are additional and misordering, 10 are additional and misformation, 10 are omission and additional, and 3 misformation and misordering. These errors were conducted because most of students were still influenced by their mother tongue and their Indonesian logical thinking (interlingual transfer). Besides, errors occurred because students generalized the rule and applied it incompletely (intralingual transfer). To sum up, it showed that the analysis of students' errors in writing negative sentences using simple present tense and simple present continuous tense is difficult for students.

Keywords : *Analysis Students's Errors, kinds errors, source of errors, writing negative sentences.*

INTRODUCTION

The fact that the grammar is very important for students. Because the grammar is one component of the English language to be learned and understood by the students. They still have problems in the grammatical sentence patterns. One of them is to write negative sentences in the simple present tense and simple present continuous tense. Based on observation did by the writer in three junior high schools (SMP) there are seventh grade students can not master the sentences pattern in negative sentences correctly. They are still confused with the verb be with an auxiliary verb in negative sentences. In the simple present tense with an appropriate subject. the purpose of this research is to describe kinds of the students' errors in writing negative sentences are made by the seventh grade students of SMPN 13 Cirebon.

Error Analysis

Error in foreign language teaching especially in English are the cases which are difficult enough to avoid. James (1998:1) called that: *"Error analysis is the process of determining the incidence, nature, cause, and consequences of unsuccessful language."*

Richard (1973:96) states that:

"Error analysis is an activity to reveal errors found in writing and speaking. Error analysis also is the study of error made by the seventh and foreign language learners. Error analysis may be carried out in order to: (a) find out how well someone knows a language, (b) find out how a person

learns a language, and (c) obtain information on common difficulties in language learning, as an said in teaching or in the preparation of teaching materials. This definitions of error analysis."

Another concept of error analysis is given by Brown: "Defined as the process to observe, analyze and classify the deviations of the rules of the second language and than to reveal the systems operated by learner." Error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable form produced by some one learning a foreign language, using any of the principles and procedures provided by linguistics. The three definitions above clarify that error analysis is an activity to identify, classify and interpreted or describe the error made by students in writing and it is carried out to obtain information on common difficulties faced by students in writing English sentences. Another thing which should be noticed is the procedure of error analysis.

Brown said (1987:263): *"That there are three major sources of error. He labels interlingual transfer, intralingual transfer, and context of learning."*

a. Interlingual transfer

Interlingual transfer happened because the native language or mother tongue language interference. In these early stages, before the system of the second language is familiar, the native language is the only linguistic system in previous experience upon

which the learner can draw. Richards said (1992:187): “*That interlingual error is an error which results from language transfer, that is which caused by learners’ native language.*” For example:

The sun not rises in the west. The sentence supposed to write, *The sun does not rise in the west.*

To identify an interlingual error, the writer can translate the grammatical form of the learner’s phrase or sentence into the learner’s first language to see the similarity exist. From the sentence above, it can known that the learner didn’t put *does not* and didn’t change *rises* to *rise* because there is not rules in learner’s first language.

b. Intralingual transfer

Intralingual transfer (the transfer within the target language it-self). Reseachar have found that the early stages of language learning are characterized by a predominance of interference (interlingual tranfer), but once learner have begun to acquire parts of the new system, more and more intralingual transfer generalization within the target language is manifested.

Richards said (1992:187): “*That an intralanguage error is one which results from faulty or partial learning of the target language, rather than from language transfer.*” Intralingual errors many be caused by the influence of one target language item upon another. For example a learner many produce *He does not comes*, based on the

blend of the English structures *He is not coming* or *He does not come*.

c. Context of Learning

Context of learning is the source of error that comes from the teacher, the situation in the class, and also from the textbook. Brown said (1987:174): “*Context refers, for example, to the classroom with its teacher and its material in the case of school learning or the social situation in the case of untutored second language learning.*” The teacher or a textbook can be one of the source of errors that made by learners in the classroom. It is caused by the learner make faulty hypothesis about the language. The learners often make error because misleading explanation from the teacher, the faulty presentation of the structure in textbook, or the concept of item that is memorized by drilling but it is not proper with the other context.

Among the common errors are:

a. Omission

Omission errors are characterized by the absence of an item that must appear in a sentences.

Example:

Incorrect : My brother not at home every Sunday.

Correct : My brother is not at home every Sunday.

b. Addition

Addition errors are the opposite of omission. They are characterized by the presence of an item which must not appear in a sentence.

They are two kinds of addition errors:

- Double Markings

Double markings are characterized by two items that are marked for the same feature.

Example:

Incorrect : The girl does not dresses up appropriately.

Correct : The girl does not dress up appropriately.

- Regularization

When learners apply the rules of the regular to those that are irregular, it will produce regularization errors.

e.g. : taked, hitted, quitted (took, hit, quit)

Incorrect: She is not having a child.

Correct : She dose not have a child.

c. Misformation

Misformation errors are characterized by the use of wrong form of the morpheme or structure.

Example:

Incorrect : My mother is not go to the market right now.

Correct : My mother is not going to the market right now.

d. Misordering

Misordering errors are characterized by the incorrect placement of words in a sentence.

Example:

Incorrect : Michel to school is not going by bike.

Correct : Michel is not going to school by bike.

The Procedures of the Research

This research specifically focuses on the analysis of students' error in writing negative sentences made by the seventh grade students of SMPN 13 Cirebon. In this case, the students are to write the negative sentences using simple present tense and present continuous tense. The procedures of the research are:

1. Firstly, the writer met the headmaster to get her permission to make a reaearch in her school.
2. The writer observed the process of teaching and learning in the classroom.
3. One week after that the writer came to the field and gave the students VII the writing test.
4. Than, giving the students piece of paper.
5. Asking students to change the positive sentence into a negative sentence by using simple present tense and present continuous.
6. Analyzing students in any error in writing negative sentence and focus in error the verbs used in the sentence written by students.
7. Outline by describing what kinds of errors are found by focusing on their mistake in determining the verbs used in the sentences.
8. Giving interview to students to support the data.
9. Analyzing the questions of interview for students.
10. Describing the students' difficulties in writing negative sentences based on the result all of the data and interview.

Instruments

Writing test is one of the instruments of collecting the data. The writer will give a test to the students about writing negative sentences using simple present tense and simple present continuous tense. In the test, the students are asked to change the positive form sentences into a negative form sentences using simple present tense and simple present continuous tense. Then, all the data could be analyzed what kinds of errors made by the students.

FINDING

Omission of Errors

In this case, omission error happened when the students forget some element of the good sentences. In the research, the writer analyzes errors of omission found in students' errors in writing negative sentences. From the data of omission that had been found in this students error is followed:

George not go to the cinema very often.

The student made error of auxiliary verb in a sentence. The student incorrect is *George not go to the cinema very often*. Because the student omitted of auxiliary verb *does*. This subject (*George*) is singular not plural, if the subject (*George*) is singular must use *does* and auxiliary verb *does* can not be omitted. Until this error included **omission**. So, the correct sentence is *George does not go to the cinema very often*.

Misformation of errors

In this kind, the writer found out misformation error in writing negative sentences. Misformation error happened when the students used the form and the structure of words or morpheme incorrectly. The writer found of misformation errors in students errors are:

1. George is not go to the cinema very often.
2. George don't go to the cinema very often.
3. George doesn't go to the cinema very often.

The student made error of the word in *is not* and the correct word is *does not*. Because this sentences is simple present tense included verbal not nominal. If it contained a verb, auxiliary verb (to be) can not be used again. Incorrect sentence is *George is not go to the cinema very often*. Until the error included **misformation**. So, the correct sentence is *George does not go to the cinema very often*.

The student made error of the word in *don't* and the correct word is *does not*. Because the subject (*George*) is singular not plural, if the subject (*George*) is singular then use *does* not use *do*. Incorrect sentence is *George don't go to the cinema very often*. Until this error included **misformation**. So, the correct sentence is *George does not go to the cinema very often*.

The student made error of the word in *doesn't* and the correct word is *does not*. Because the subject (*George*) is singular not plural, if the subject (*George*) is singular then use *does* not

use *do*. The incorrect sentences is *George **doesn't** go to the cinema very often*. Until this error included **misformation**. So, the correct sentence is *George **does not** go to the cinema very often*.

Omission and Misformation of errors

In this kinds, the writer analyzes omission and misformation errors found in the students' errors writing negative sentences are:

1. George is not go the cinema very often.
2. George is not the cinema very often.
3. George don't to the cinema very often.

The student made two errors, such as omitted of the word in *to* and error of the word in *is not* and the correct is *does not*. Because *to* included in article and this subject (*George*) is singular not plural, if the subject (*George*) is singular then used *does* not used *is*. The student incorrect sentence is *George **is not** go the cinema very often*. Until this error included **omission and misformation**. The correct sentence is *George **does not** go to the cinema very often*.

The student made two errors, such as omitted the word in verb (*go*) and article (*to*), and the student made error of the word *is not* and the correct word *does not*. Because the student omitted the word in verb (*go*) and article (*to*) in the sentence, and the subject (*George*) is singular not plural, if the subject (*George*) is singular then used *does* not used *is*. The student

incorrect is *George **is not** the cinema very often*. Until this error included **omission and misformation**. So, the corect sentence is *George **does not go to** the cinema very often*.

The student made two errors in the sentence, such as ommitted verb (*go*) and made error of the word *don't* and the correct word *does not*. Because the student omitted the word in verb (*go*), and the subject (*George*) is singular not plural, if the subject (*George*) is singular then used *does* not used *do*.the student incorrect is *Goerge **don't** to the cinema very often*. Until this error included **omission and misformation**. So, the correct sentence is *George **does not go** to the cinema very often*.

Omission and Additional of errors

In this kind, the writer analyzes omission and additional of regularazation found in the students' errors in writing negative sentences are followed:

Jack do is playing the piano very well.

The student incorrect is *Jack **do is** playing the piano very well*. The student made two errors in a sentence. The student made error of double marking in auxiliary verb *do is* and the corect is *is*. And the student omitted of word *not* in a sentence. Because this sentence is simple present continuous tense negative included nominal not verbal. If it already exist auxiliary verb *is*, then can not add the auxiliary verb *do* and the word *not* must not omitted in a negative sentence. Until this error

included **additional (double marking) and omission**. So, the correct sentence is *Jack is not playing the piano very well*.

Misformation and Misordering of errors

The data of misformation of auxiliary verb and misordering of word that had been found the students' errors in writing negative sentences is:

Jack does playing not the piano very well.

The student made two errors in the sentence. The student incorrect sentence is *Jack does playing not the piano very well*. The student made error in words **does not** and the correct is *is not*. Because the sentence is simple present continuous tense negative included singular not plural and the subject is **Jack**, it should used auxiliary verb (is) not (does). The student made error in order of word *not* because the word *not* in placed after the auxiliary verb *is* and the correct is *is not*. Until this error included **misformation and misordering**. So, the correct sentence is *Jack is not playing the piano very well*.

From the finding and discussions above, it can be analyzed that the students made 10 kinds of errors. The kinds of errors are namely the omission, additional, misformation, misordering, omission and misformation, omission and misordering, additional and misordering, additional and misformation, omission and additional, and mifformation and misordering. The

writer finally lists 10 sentence having students error. On exiting the data, the writer reveals 21 are omission, 22 are additional, 15 are misformation, 6 are misordering, 8 are omission and misformation, 20 are omission and misordering, 5 are additional and misordering, 10 are additional and mifformation, 10 are omission and additional, 3 misformation and misordering.

The finding describe that the respondents made the most errors in the category of verb with the total of error is 120 errors. And the most kinds of errors are amission and additional. This indicates that most of the respondents had problems in writing negative sentence of learning tense.

Discussion

This research aims describe kinds of the students' errors in writing negative sentences and to know the source of the students' errors in writing negative sentences. In preceding explanation, the data were taken from students' writing test and interview with the students. The writer calssified the students' errors in writing negative sentences. Based on the research finding above explained that there are 10 kinds of errors occur in students' errors in writing negative sentence in category of verb.

Based on the result of the research, the writer can sum up that the students still made error in writing negative sentences. There are confused which omission, additional, misformation, misordering, omission and misformation, omission and

misordering, additional and misordering, additional and misformation, omission and additional, and misformation and misordering.

Both of the interview provided the source of students' errors. The most interview student source of the errors are intralingual transfer and interlingual transfer. Because it is caused by the students might be influenced by their mother tongue in terms of pattern, systems or rules. The students are confused auxiliary verb and auxiliary to be. When the students made negative sentences should affect their learning. Interlingual transfer also become a problem that influence students difficulties in learning English. The teacher gave the students basic explanation about the used of tense, auxiliary verb, to be, and also explained about new vocabularies in a sentences. The errors occurred because the students pay full attention to the teacher's explanation and because they did not understand in teacher's explanation. It was also by the teacher never asked them to make a negative sentences in writing. From the interview above, the major source of errors is interlingual transfer.

BIBLIOGRAPHY

- Burns, Robert B. 2000. *Introduction to Research Method*. Melbourne: Longman Australia Pty Ltd.
- Brown, H. Douglas. 1980. *Principles of Language Learning and Teaching*. New Jersey: Prentice-Hall, Inc., Englewood Cliffs.
- Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching*. New York: Pearson Education Company. 4th ed.
- Cresswell, Jhon W. 2012. *Research Design: qualitative, quantitative, and mixed methods*. Approach: Third Edition. Thousand Oask, CA: SAGE Publication.
- Fitikides, T.J, B.A. 1989. *Common Mistakes in English*. UK. Longman Group Limited.
- Frank, M. 1972. *Modern English*. New Jersey: Prentice Hall Inc.
- Fraenkel, Jack R. Wallen, Norman E. Hyun, Helen H. 2011. *How to Design and Evaluate Research in Education*. Mc Graw Inc.
- Harmer, Jeremy. 2007. *The Practice of English Language Teaching*. London: Pearson Education Limited. 4th ed.
- Herlina. 2011. *An Analysis of Students' Errors in Writing Sentences (A Case Study at Eight Grade Students of Even Semester of Cendrawasih 1 Junior High School)*. A thesis. English Department of Syarif Hidayatullah. State Islamic University.
- Hubbrad, Peter, Et al. 1983. *A Training Course for TELF*. Oxford: Oxford University Press.
- James, Carl. 1998. *Error in Language Learning and Use: Exploring Error Analysis*. London: Longman.

- Kellerman, E. and M. S. Smith. 1986. *Crosslinguistic Influence in Second Language Acquisition*. Pergamon: Pergamon Institute of English.
- Kumar, Rajit. 1999. *Research Methodology*. New Delhi. Sage Publications.
- Larsen-Freeman, Dianne and Michael Long. 1991. *An Introduction to Second Language Acquisition Research*. London: Longman Inc.
- McMillan, H. James & Sally Schumacher. 2001. *Research in Education*. New York: Longman.
- Murphy, Raymond. 1998. *Essential Grammar in Use*. New York: Cambridge University Press. 2th ed.
- Natria, Ima. 2007. *Students' Errors*. Semarang: Semarang State University.
- Norrish, J. 1987. *Language Learning and their Errors*. London: Macmillan Publisher Ltd.
- Ramelan. 1992. *Introduction to Linguistic Analysis*. Semarang: IKIP Semarang Press.
- Richards, J. S. 1973. *Error Analysis*. London: Longman.

About authors:

Mita Nurmayanti Rohendi, S.Pd. is a fresh graduate of Department of English Education of Unswagati Cirebon

Herlina, Dra., M.Hum is lecturer of Department of English Education, Unswagati Cirebon