The Use of Collaborative Strategic Reading to Teach Reading

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Abstract

The objective of this research is to investigate the types of grammatical errors made by the sixth semester English department students of Syiah Kuala University in writing. The method used in this research was quantitative in nature. The samples of this research were 20 English Department Students of Syiah Kuala University using writing test on the descriptive text. The data were analysed that focus on omission, addition, misformation, and misordering. The result found that the most common type of errors made by the students is misformation (47 errors), followed by omission (43 errors), addition (6 errors), misordering (5 errors). So, it can be concluded that students still made errors in their writing. Hence, this research result can give information for the teachers or readers about the types of grammatical error committed by the students. Thus, through the error analysis, the lecturers should give more detailed grammar teaching materials to the students.

Keywords: Analysis, Grammatical Errors, Writing, and Students

I. INTRODUCTION

Language is one of the most important elements in human daily life which is used to communicate with other people in order to express their ideas. According to (Saeed, 1998, as cited in Saeed, Hussain, and Fatima, 2015, p. 120) “Language is the most powerful source of communication and self-expression through which we express our feelings, emotions and share ideas”. By using language, we can share and transfer information and knowledge. Nowadays, English has emerged as an important language to communicate with people across the world. In Indonesia, English is taught to students in every level of education; from junior high school to university. There are four skills that students have to learn in order to master English; listening, speaking, reading & writing. As one of the four skills, writing is one of the ways to communicate with other. By means of communication, writing is used to share ideas through written form.

In writing a text, students may find it difficult to produce a good writing text due to the lack of grammatical aspects, thought shaping, paragraph organization, etc. Ur (2009, p. 86-87) asserted that grammar is a set of language rules to organize the words in order to form correct oral or written sentences, it concerns with the
way how units are brought together as well as on the meaning. With respect to this, students are expected to be able to understand the rules and know how to apply them in acceptable way and grammatically well-formed. However, the difficulties in applying the language rules in writing cause students to make errors. Sujoko (1989, p. 5) stated that an error is a noticeable deviation from the adult grammar of a native speaker reflecting the interlanguage competence of the students. It occurs when the features of the language is different from the students’ native language.

In addition to the problems above, students always consider writing as a difficult skill because they have to face the difficulties in all writing process. For example, the first problem that students face is when the teacher asks them to write a certain topic. Students spend so much time thinking about an idea to write and the problem is not resolved right away, they struggle with grammar, word choice and coherency.

Grammar is taught inseparably in high school. There is no special class for learning grammar. The case is different at university in English department where listening, speaking, writing & reading have its own class and so does grammar. It probably affects students’ ability in learning grammar when in high school. They have so little time to understand English grammar because they have other skills and subjects to learn. Furthermore, it will affect their understanding when they learn it at university. Some of them may still have no idea about English grammar.

The researcher conducted a preliminary study to several 6th semester English education students of Syiah Kuala University by interviewing them regarding their writings on June 2nd 2016. The results of interview showed that grammatical aspect is one of the problems that students face. Furthermore, the final grades they achieved for grammar subjects (Basic English Grammar, Intermediate English Grammar & Advanced English Grammar) are unsatisfactory. Moreover, their writing also shows they still make some errors. They also mentioned that they are incapable of expressing themselves in a clear, correct and comprehensible manner in writing. The students confirmed that they still make grammatical errors even though they have been studying it since junior high school.

An analysis of grammatical errors made by advanced learners has already been studied by some researchers. Başoz and Aydin (2011) did a grammatical error analysis on 75 advanced students studying in ELT Department of Necatibey Education Faculty at Balikesir University in Balikesir, Turkey. The result of the research showed that the students produce rare mistake about the tense, verbs, adjectives, nouns, adjectives, adverbs, conjunctions, articles, relative clauses, adverbial clauses and prepositions. Furthermore, Mardijono (2003) also did a research in the same field of interest on English department students who have finished the seventh semester of a four-year undergraduate English program in Petra Christian University, Surabaya, Indonesia. The errors analysis was identified and classified using linguistic category taxonomy as a guideline and surface strategy taxonomy was used to describe the errors. The analysis was done on 17 proposals for linguistics research as the final projects upon the completion of undergraduate study. The findings present the types of morphological and syntactic errors, their detailed description and the frequency of occurrence of each error type. In addition, Sermsook, Liamnimitr, and Pochakorn (2017) also did a study about error analysis of written production. The study investigated the language errors made by 26 second-year English major students of Thai University and to explore the source of errors. 104 pieces of writing were collected and analyzed. Result showed that the
most frequently committed errors were punctuation, articles, subject-verb agreement, spelling, capitalization, and fragment. Interlingual interference, intralingual interference, limited knowledge of English grammar and vocabulary, and carelessness of the students were found to be the major sources of the errors.

The researcher realizes that it is important to increase students' writing skill in order to prevent the same mistake in the future. Based on the preliminary study, the researcher concerns what types of grammatical error committed by the sixth semester English Department students of Syiah Kuala University in writing. Therefore, the researcher planned to conduct a study on analyzing grammatical errors made by English department students in writing. The researcher limited this study on investigation of the types of grammatical error committed by the sixth semester English department students of Syiah Kuala University in writing skill. In addition, the errors were analyzed by using Surface Strategy Taxonomy by Dulay, Burt & Krashen (1982, p. 150), i.e. omission, addition, misformation, and misordering.

2. LITERATURE REVIEW
2.1 Writing Definition

Creme & Lea (2003, p. 5) states that writing consists of words and those words are put together in particular formations to make sentences which are then grouped together into paragraphs. Nunan (2003, p. 88) also states that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly.

2.2 Types of Error

In the classification of the error types that are identified by the researcher in this research, there are 4 types of error based on Surface Strategy Taxonomy suggested by Dulay, Burt, & Krashen (1982). They are omission, addition, misformation and misordering.

2.2.1 Omission

Error of omission is the removal of an element in the part of the word or the sentence (Ellis 1994, p. 56). Omission errors are characterized by the absence of an item that must appear in a well-formed phrases or sentence (Dulay, Burt, & Krashen 1982, p. 155). Any morpheme or word in a sentence is a potential candidate for omission. However, between content words and function words, grammatical morphemes are more frequently omitted by the learners; they include noun and verb inflections, verb auxiliaries, articles and prepositions (Dulay, Burt, & Krashen 1982, p. 155). For examples:

- He eating in the bedroom*) He is eating in the bedroom
  (The student omitted the linking verb to complete the simple progressive tense rule of the sentence)
- The car repaired by father*) The car is repaired by father.
  (The student omitted the linking verb to complete the passive voice rule of the sentence)
2.2.2 Addition

Addition of errors are opposite of omission. According to Dulay, Burt & Krashen (1982), the error of addition is the presence of an extra item which must not be required in a word or a sentence. They divide them into 3 categories;

(a) Double marking
Some semantic features in most English sentences such as verb tense may be marked only once. For example:
- He doesn’t knows my name. *) He doesn’t know my name.
  I am is a student. *) I am a student.
- He didn’t went to the party. *) He didn’t go to the party.
In the examples, the student double-marked the verb in the sentence which is unnecessary.

(b) Regularization
The rule usually applies to a class of linguistic items, such as the class of main verbs or the class of nouns. There are regular and irregular form of verbs and nouns in English. Students used the regular form to those which are irregular resulting in errors of regularization. For example:
- I eated the cookies this morning. *) I ate the cookies this morning.
  (The verb ‘eat’ is irregular in past form)
- There are sheeps in the backyard. *) There are sheep in the backyard.
  (The noun “sheep” is irregular)
She has 4 childs. *) She has 4 children.
  (The noun “child” is irregular)

(c) Simple Addition
For example:
- The dogs doesn’t live in the water. *) The dog doesn’t live in the water.
  (3rd person singular)
- The car is going to broke it. *) The car is going to break it.
  (Past tense irregular verb)
- Put the table in over here. *) Put the table over here.
  (Preposition)

2.2.3 Misformation

Misformation errors are characterized by the use of the wrong form or morpheme of structure. It occurs when some elements is used in the wrong form of morpheme and structure. For example:
- “I know Jakarta city there the climate is hot”*) I know Jakarta city where the climate is hot.
  (The student misformed the word “there”)
- “My sister has tree children”*) My sister has three children.
  (The student misformed the word “tree”)
- “She is an enginer”*) She is an engineer.
  (The student misformed the word “engineer”)
2.2.4 **Misordering**

Misordering is characterized by the incorrect placement of one or more elements in a phrase or sentence. It occurs when some elements are correctly presented but wrongly sequenced. This means that students order the sentence pattern incorrectly. For example:

- “What Daddy *is* doing?”* What is Daddy doing?  
  (The student misordered the verb for progressive tense interrogative sentence)
- “I don’t know what *is* that.”* I don’t know what that is.  
  (The student misordered the verb because it is indirect question)
- “I met Jhonny when *was I in Bali.”* I met Jhonny when I was in Bali.  
  (The student misordered the verb for past tense affirmative sentence)

2.3 **Error Analysis**

Error analysis is a study or method to investigate the error made by the learners. According to Brown (2007), Error analysis is the study of the learner’s error, which can be observed, analyzed, and classified to reveal something of the system operating within the learner. In addition, by investigating the learners’ error in learning process, the teachers/lecturers are able to know the students’ problem in acquiring a foreign language in language learning. Johansson (1975) stated that an analysis of the learners’ error gives the teacher evidence of the learners’ competence in the foreign language. The teacher will also gain information concerning learner’s difficulties at different levels. For instance, it is important for teachers to design lesson plans and the construction of teaching materials.

3. **METHODS**

The subjects of this research were 20 students of English Department of Syiah Kuala University. They were in the sixth semester. The method that was employed in the study was quantitative descriptive method. Data of this study were collected from writing test. The researcher gave the topic that was going to write within 100 words. The topic that they wrote was about “My family”. The students were given 60 minutes to write the topic descriptively.

4. **FINDING AND DISCUSSION**

From the investigation, there were several sentences and phrases errors found in the students’ writing task. The summary of the types of errors committed by the students is tabulated below.

<table>
<thead>
<tr>
<th>No.</th>
<th>Type of Errors</th>
<th>Incorrect Sentences</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Omission</td>
<td>43</td>
<td>42.5%</td>
</tr>
<tr>
<td>2.</td>
<td>Addition</td>
<td>6</td>
<td>6%</td>
</tr>
<tr>
<td>3.</td>
<td>Misformation</td>
<td>47</td>
<td>46.5%</td>
</tr>
<tr>
<td>4.</td>
<td>Misordering</td>
<td>5</td>
<td>5%</td>
</tr>
</tbody>
</table>
The table shows the occurrence of errors in each type. There are 101 errors committed by the students. The first type is error of omission. There are 43 errors of omission found in students’ writing test which is divided into the omission of noun inflection, the omission of preposition, the omission of article, and the omission of phrase. The second type is addition errors. There are 6 errors of addition made by the students. This type is divided into the addition of verb, addition of pronoun, addition of preposition. The third type is misformation. There are 47 errors of misformation found in the students’ writing task which is the highest number of error. This type of error is divided into misformation of article, misformation of verb, misformation of noun, misformation of adjective, misformation of preposition. The last type is misordering. There are 5 misordering errors found in students’ writing which is the lowest number of the errors. The result shows that the most common type of errors committed by the students is misformation and the most infrequent error is misordering.

4.1 Discussion

Based on the research result, the researcher found that the total numbers of errors produced by the students in writing a descriptive text were 101. Among other error types of surface strategy taxonomy, misformation is the most common type of errors committed by the sixth semester English department students, Syiah Kuala University. It was followed by omission (43 errors), addition (6 errors), and misordering (5 errors).

From the research result, misformation is the most common type of error committed by the students. In spite of this type, the students committed misformation of article, misformation of verb, misformation of noun, misformation of adjective, and misformation of preposition. The second most common type of errors committed by the students is omission. The findings show that the students committed omission of noun inflection, the omission of preposition, the omission of article, and the omission of phrase. The third type of errors committed by the students is addition. The categories of addition error made by the students are the addition of verb, addition of pronoun, addition of preposition. Then, the most infrequent error committed by the students is misordering. The researcher found less misordering errors made by the students.

These cases are caused by students’ inadequate knowledge of grammatical rules in English. There are two kinds of error in language learning i.e. interlingual errors (L1) and intralingual errors (L2). Interlingual errors are errors resulted from one’s mother tongue’s intrusion; while intralingual errors are errors resulted from one’s misinterpretation or overgeneralization of grammar rules (Bryant, 1984, cited in Silalahi, 2014, p. 152). (Silalahi, 2013, cited in Silalahi, 2014, p. 152) found that L1 was the least cause of error while the L2 was the greatest cause for Indonesian students’ error in their spoken and written English.

5. CONCLUSION AND SUGGESTION

The aim of this research is to find out the types of grammatical error made by the sixth semester English department students of Syiah Kuala University in writing. From the research results and discussion, it can be concluded that students
still made some errors in their writing. The researcher found that there are 101 errors committed by the students which are classified into surface strategy taxonomy (addition, omission, misformation, and misordering). Regarding to the taxonomy, the most common type of errors committed by the students is misformation (47 errors), followed by omission (43 errors), addition (6 errors), and misordering (5 errors). In reference to the conclusions and the study, some suggestions are given to English students. They should be aware that grammatical error still becomes a serious problem for them especially about misformation, omission, addition, and misordering. They should learn more especially about grammar. They should improve their vocabulary by reading any kind of English readings. Moreover, the students should practice more to write about descriptive text or other kind of texts to minimize the problem.

REFERENCES


