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Creating Teacher & Learner
Autonomy in TEFL”**



**A RESEARCH ON ERROR ANALYSIS MADE BY THE MALES AND FEMALES
STUDENTS ON THE THIRD YEAR (ACADEMIC 2012) SEMESTER V AT
ENGLISH DEPARTMENT IN FKIP UHN PEMATANGSIANTAR**

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**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
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ABSTRACT

This research discussed about error analysis made by the Males and Females Students on the Third Year (Academic 1012) Semester V at English Department in FKIP UHN Pematangsiatar. The writer limited the discussion by following problems: 1) what are the types of error made students? 2) What are the causes of errors made by the students? The objectives of this research are to classify the kinds of error in using passive voice, and to find out the causes of the error in using passive voice. The theoretical framework is by using some theories, such as; Dulay, Burt and Krashen (1982) *Surface Taxonomy Strategy*, Brown (1980) *Principles of Language Learning and Teaching*, Richards (1974) causes of errors, *Error Analysis*. This research was a qualitative research. There are 30 students as the subject of the research. Based on the analysis, the researcher found out the students' errors, they were addition, omission, misformation and misordering errors. The causes were interlingual error and intralingual errors. As the conclusion, to solve the students' errors, the lecturer should give exercises continuously to their students and encourage the students to memorize the form of simple present tense, present continuous, present perfect, simple past, past continuous, past perfect, simple future, future perfect used in exercise text.

Keywords: errors, Error Analysis, Language Learning

I. INTRODUCTION

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. As an international language, English is very important and it has many interrelationships with various aspects of life owned by human being. In Indonesia, English is considered as a foreign language and taught formally from elementary school up to the university level. To know parts of the language, we have to study about grammar. Grammar is one of the aspects of teaching English. Grammar is the most important part of language for anyone, which would be understood first before being able to construct the sentence. In the case of foreign language learners, the students may make some errors, for it requires sufficient understanding of every student's ability. In order to analyse learner's errors in a proper perspective, it is crucial to make distinction between mistakes and errors. A mistake refers to a performance error that is a failure to utilize a known system correctly. Error may occur in all components of language such as grammar. Knapp (2005:33) says that grammar therefore needs to deal with language from three perspectives: the generic, the textual, and

syntactical. Error is a systematic deviation from the accepted system of target language. Mistake is a non systematic deviation from accepted system of the target language. While lapse is a non systematic deviation from the accepted system of language being learnt it's usually due to human limitation such as tiredness, nervous, and fatigue. Passive voice is used when the focus is on the action. It is not important or not known; however, who or what is performing the action. For example (1): *My bike was stolen*. In this example, the focus is on the fact that my bike was stolen. I do not know, however, who did it. Sometimes a statement in passive is more polite than active voice, as the following example shows: In this case, I focus on the fact that a mistake was made, but I do not blame anyone.

This research discussed Error Analysis made by the Males and Females Students on the Third Year (Academic 1012) Semester V at English Department in FKIP UHN Pematangsiatar. There are 30 students as the subject of the research. Government has determined English as a Foreign Language. The process of teaching learning in English subject with curriculum and doing of training English language has been revision in standard competence by using "Communicative approach" it means that all the students are able to communicate by using English language accurately, fluently, and understandably which is related with nearest environment. The problems of this research are formulated as follows: (1) What are the types of errors made by the Males and Females Students on the Third Year (Academic 1012) Semester V at English Department in FKIP UHN Pematangsiatar? (2) What are the causes of the errors made by the Males and Females Students on the Third Year (Academic 1012) Semester V at English Department in FKIP UHN Pematangsiatar. The objectives of this research are following : (1) To find out the types of errors made by the Males and Females Students on the Third Year (Academic 1012) Semester V at English Department in FKIP UHN Pematangsiatar. (2) To find out the causes of the errors made by the Males and Females Students on the Third Year (Academic 1012) Semester V at English Department in FKIP UHN Pematangsiatar. In research, it is very important to limit the scope of analysis to get the relevant data. It will be better by limiting the analysis into the errors of using passive voice in tense. In this research the writer would like to analyze the errors in using passive voice, especially in four tense, namely: Simple Present, Present Continuous, Simple Past, Past Continuous tense made by the Males and Females Students on the Third Year (Academic 1012) Semester V at English Department in FKIP UHN Pematangsiatar. According to Brown (2000:169), there are four types of errors, they are: Error of Omission, Error of Addition, Misformation, Misordering. In here the writer will limit only two kinds of error, namely : Error of Omission and Error of Addition.

II. REVIEW OF RELATED LITERATURE

2.1 Description of Error and Mistake

Brown (2000: 166) says errors is the fact that learners do make errors and that these error can be observed, analyzed and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors. According to Brown in principles of language learning and teaching (2000: 169) errors can be classified into four types, they are: errors of omission, errors of addition, misformation and misordering.

Palmer (1971:83) says Grammar is something that can be good or bad, correct or incorrect. It is bad (Incorrect) grammar to say ' It's me' for instance. There are some categories of grammar, such as: gender, number, person, tense, mood, Voice, and case nominative. Praninskas (1977: 297) passive voice is the English sentence the subject is the performer

of the action expressed by the verb. We often hear that people make a lot of mistakes in their past time and eventually be successful in the future. It may be occurred in learning a language or a target language. The definition of error can be seen through the classification of errors. The classification is very important to explain the error analysis. Brown (2000: 166) says the fact that learners do make errors and that these errors can be observed, analyzed and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors called error analysis. Error analysis became distinguished from constructive analysis by its examination of error attributable to all possible sources, not just those which result from native transfer of the native language. An error is noticeable deviation from the adult grammar of native speaker, reflecting the interlanguage competence of the learner. For example (2): **If a learner of English asks, "Does John sing? The explanation from this example is** "He is probably reflecting a competence level in which all verbs require a pre-posed *do* auxiliary for question formation. He has committed an error, most likely not a mistake, and an error which reveals a portion of his competence in the target language."

Learning sometimes needs a process in which the success will come by profiting from their errors. From those opinions above, it can be concluded that error is a deviation that is made by the learners because they do not understand the rules of second language and cannot be corrected by themselves while they are learning. While the diminishing of errors is an important criterion for increasing language proficiency, the ultimate goal of second language learning is the attainment of communicative fluency in a language. Error analysis is used to analyze and classify the learners' error from which the learners' learning problem can be inferred. Thus, error analysis is the study and the analysis of error made by language learners which function as to give the information on how they learn a language, how well they know the language and what difficulties faced by them in achieving the objective. For the beginners, learning English grammar may be difficult. Moreover, the grammar is a second language to them. The beginners might produce many errors since the grammar they learn is a second language grammar. The word error is commonly used when the beginners give the wrong answer or respond to the grammar question.

Mistake is non-systematic deviation from the accepted system of a language being learned and it usually due to human limitation such as tiredness, nervousness, and fatigue. According to Brown (2000: 164) says A mistake refers to a performance error that is either a random guess or a "slip" in that it is failure to utilize a known system correctly. All people make mistakes, in both native and second language situations. Native speakers are normally capable of recognizing and correcting such "lapses" or mistakes, which are not the result of a deficiency in competence but the result of some sort of breakdown or imperfection in the process of producing speech. For example (3): "*He made the mistake before of not reading her mind when he should have.*" It is a mistake from oneself, so that we realize what we are doing. The mistake is an act beyond consciousness we know and are able to be repaired.

2.2 Error Classification

Types of Error

According to Brown in principles of language learning and teaching (2000: 169) errors can be classified into four types, they are:

1.Errors of Omission: It is a sentence where an element is omitted, actually it should be presented. For example: *I not go to school by bus everyday*

It should be : I **do** not go to school by bus everyday.

Based on structure grammatical especially auxiliary verb, “do” as auxiliary verb, if the subject I, we, you, and they. (Kardimin, 2011 : 240).

2.Errors of Addition: is a phenomenon in which a certain aspect of language rules is added into a correct order (correct sentence), in order words some elements are presented which should not be presented. For example: “We **do** study English three times in a week.”

It should be : *We study English three times in a week.*

Based on structure sentence “do” in here don’t put it because “do” didn’t have function and influence. So “do” in here is wasting. (Kardimin, 2011 : 240).

3.Misformation: Misformation is the error of using one grammatical form in the place of another grammatical form. For example: “I **doesn’t** know him.”

It should be : I **don’t** know him

Based on grammatical “Does ” is not auxiliary verb for I. But auxiliary verb for I, You, we, and they is **Do**, than auxiliary verb for he, she, it is **does**. All this use for verbal sentence like predikat as verb. And commonly do and does uses on present tense. (Kardimin, 2011: 240).

4.Misordering: It is a sentence which its order is incorrect. The sentence can be right in presented elements, but wrongly sequenced. For example: “*She **not does** come early to school.*” It should be : She **doesn’t** come early to school.

Based on structure of the negative sentence, the formulated of the negative sentence is S+ Does/do + not + V + O. She not does come early to school is wrong sentence because the sentence not consist of the formulated. So, she doesn’t come early to school is a true sentence based on formulated. (Kardimin, 2011: 240).

2.3 Cause of Error

Brown (2000 :172) says that source of errors can be divided into 6 categories, they are:

1. Interlingual Transfer

Interlingual transfer that is an error is the result of transfer from the native language, many such errors are detectable in learner speech. The learners are not aware of differences between the system of two language. To give a clear explanation, the following example shows :In Indonesian phrase: “*Anak pintar*”

It is a good phrase but if we translate it, in English the ordered of word will replace is not become a boy smart but, “a smart boy”.

2. Intralingual Transfer

Intralingual transfer that is recognition of sources of error that extend beyond just interlingual errors in learning a second language. The native transfer of items within the target language, or, put another way the incorrect generalization of rules within the target language. The system of the target language which still strange for the learners caused by the unfamiliarity it, can make confused. For example: “*He goed*”

We don’t know what time is it, so to from the verb in past tense “ S+V2+O+time signal” actually “Goed” is wrong. Because the second form “Go” is “went”, but the students didn’t know about regular an irregular verb. They think that all verb in past tense only add-Ed.

Richard (1974: 174) classified some causes of intralingual errors into:

(1) Over Generalization

Over generalization happens when a learner uses a certain structure that is over generalization in the target language. It is caused the learners basic experience of certain structure. Generally, overgeneralization is the creation of one deviant structure in place of two regular structures.

Example: “*She can sing*”.

In this case, there is an over form of a structure verb “sing” becomes “sings”. It should be “she can sing”, because “she” usually uses verb+s. For example: She sings.

(2) Ignore of Rule Restriction

Ignore of rule restriction is failure to observe the restriction of existing structures. That is the application of rules to context where they do not apply.

Example: “*The baby crying was.*”

It should be : The baby was crying

(3) Incomplete Application of Rules

Incomplete application of rules means errors are due to the occurrence of structure whose deviancy represents the degree of development of rules required to produce acceptable utterance. The learners fail to produce a correct sentence according to the standard rules.

Example: “*You student*”

It should be : You are student

(4) False Concept Hypothesized

False concept hypothesized means basically errors are the result from faulty comprehension of distinction in the target language.

Example: “*she is not go to school yesterday.*”

It should be : she did not go to school yesterday

2.4 Description of Grammar

There is a great deal of confusion about grammar because of the very many different ways in which the term is used in ordinary speech. Grammar is the structural foundation of our ability to express ourselves. According Palmer (1971:83) says Grammar is something that can be good or bad, correct or incorrect. It is bad (Incorrect) grammar to say ‘ It’s me’ for instance. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and other use language. According Palmer (1971: 83) There are some categories of grammar, such as: gender, number, person, tense, mood, Voice, and case nominative.

Passive Voice

Passive voice is a voice that indicates that the subject is the patient or recipient of the action denote by the verb. Passive voice is used when the focus is on the action. According Jean Praninkas (1977:298) passive voice is the English sentence the subject is the performer of the action expressed by the verb. It is not important or not known; however, who or what is performing the action.

Form of Passive Voice

According Kardimin (2011: 109) there are six teen about the passive form follow the tense, such as:

Tense	Active	Passive	formula
Simple Present	Jack bites Jhon My step- mother treats me well. She Writes the book	Jhon is bitten by Jack I am well treated by my step-mother. The book is written by her.	Active: S + to be (is,am, are) + V1 Passive: S + To be (is, am, are) + V3 + by + O
Present Continuous	They are singing hymn in the church. The teams are playing	A hymn is being sung in the church. The final matches are	Active: S + To be (is,am , are) + Ving.

	the final matches today.	being played today.	Passive: S + to be(is, am, are) + being + V3 + by + O.
Present Perfect	She has beaten him. I have seen it. I have already seen him.	He has been beaten by her. It has been seen by me. He has been already seen by me.	Active : S + Have/ has + V3 + O. Passive : S + have/ has + been + V3 + By + O
Present Perfect Continuous	Neymar has been kicking the ball. Rita has been calling me. You have been teaching him.	The ball has been being kicked by Neymar. I have been being called by Rita. He have been being taught by you.	Active : S + have/ has + been + Ving + O Passive : S + have/has + been + being + V3 + By + O
Simple Past	Jack bit Jhon. She cleaned the house. Jefri bought a new car.	Jhon was bitten by Jack. The house was cleaned by her. A new car was bought by Jefri.	Active : S + Did + V1 + O. Passive : S + to be (was, were) + V3 + By + O
Past Continuous	I was waiting for Dina. She was reading a novel. Andi was learning an English.	Dina was being waited by me. A novel was being read by her. An english was being learnt by Andi.	Active : S + to be (was,were) Ving + O Passive : S + to be (was were) + being + V3 + By + O
Past Perfect	He had left that place. I had finished my work. She had missed the last bus.	That place had been left by him. My work had been finished by me. The last bus had been missed by her.	Active : S + had + V3 + O Passive : S + had been + V3 + By + O
Past Perfect Continuous	I had been eating food. Jack had been biting jhon.	Food had been being eaten by me. Jhon had been being bitten by Jack.	Active : S + had + been + Ving + O Passive: S + had + been+ being + By + O

Simple Future	Jack will bite Jhon. The minister will distribute the prize.	Jhon will be bitten by jack. The prize will be distributed by the minister.	Active : S + Will + V1 + O Passive : S + Will + be + V3 + By + O
Future Continuous	Jack will be biting Jhon. We shall be bringing a bag.	Jhon will be being bitten by Jack. A bag will be being brought by we.	Active: S + Will + Be + Ving + O Passive: S + Will + be + being + V3 + By + O
Future Perfect	Jack will have bitten Jhon. I shall have read this book.	Jhon will have been being bitten by Jack. This book will have been being red by me.	S + Will + have + V3 + O Passive : S + will + Hve + been + V3 + By + O
Future perfect continuous	Jack will have been biting Jhon. She will have been washing the car	Jhon will have been being bitten by Jack. The car will have been being washed by her.	Active : S + will + have + Been + Ving + O Passive: S + Will + Have + been + being + V3 + By + O
Simple Past Future	She would wash the car. He would write the book. They would cook the noodle	The car would be washed by her. The book would be wrote by him. The noodle would be cooked by them.	Active : S+ Would + V1+ O Passive: S + would + be + V3 + by + O
Past Future Continuous	She would be washing the car. They would be painting the picture. We would be looking the view.	The car would be being washed by her. The picture would be being painted by them. The view would be being looked by us.	Active: S + would be + Ving Passive : S + would + be + being + V3 + by O
Past Future Perfect	She would have washed the car. She would have brought the cycle. Messi would have played the ball.	The car would have been washed by her. The cycle would have been brought by her. The ball would have been played by	Active : S + would + have + V3 + by + O Passive: S + would + have + been + V3 + by

		Messi.	O
Past Future Perfect Continuous	She would have been washing the car. Jokowi would have been waching the quick count. Prabowo would have been attracting the peoples.	The car would have been being washed by her. The quick count would have been being wached by Jokowi. The peoples would have been being attracted by Prabowo.	Active: S + would + have + been + Ving + O Passive : S + would + have + been + being + V3 + by + O

III. RESEARCH METHODOLOGY

This research is designed as a qualitative research. The following characteristics of qualitative research are; 1) it concerns for context and meaning. It means that human behavior is context bound and inseparable from social, historical, political, and cultural influences. 2) It has natural setting. 3) Human as an instrument. 4) Descriptive data, 5) Emergent design, 6) and the qualitative research tends to analyze the data inductively (Ary, 2010:424). So, the writer used the descriptive data. Descriptive data is designed to obtain information concerning the current status of phenomena. And the researcher also tends to analyze the data inductively. The subject of this research is the Males and Females Students on the Third Year (Academic 1012) Semester V at English Department in FKIP UHN Pematangsiatar. There are 30 students to be the subject in the research. The object of the resarch is the errors on the students' writing that makes by the Males and Females Students on the Third Year (Academic 1012) Semester V at English Department in FKIP UHN Pematangsiatar.

Instrument is tools or facilities that used by the researcher to collect the data to make the research become easier and also the result be better, complete and systematic so that it will be easier to do. The kind of instruments for used to collect the data is test. In using test method, the researcher use intrument such as essay test. There are 20 exercise of essay test. In this research, the researcher will do some techniques to get the data, they are:

1. The researcher will use white board and marker to repeat about passive voice so that the students understand what they will do.
2. The researcher will give the question sheet for the students and give clear instruction to them.
3. The researcher will give time to the students to fiil the question (40 Minutes)
4. The researcher will collect the student's answer sheet.

After collecting the data, the researcher will take the next step that is analyzing the data. The step that the researcher will take in analysing the data are as follows:

1. Identify the data and present the kinds of errors thet make by the students and the causes of the error.

2. Analyze the data based of error of addition, error of omission, error of substitution or selection and error of ordering.
3. Analyze the causes of error based on inter-lingual transfer and intra-lingual transfer.

IV. RESULTS AND DISCUSSION

3.1 Results

The researcher makes the research finding as follow:

1. The types of the errors on the students' writing that makes by the Males and Females Students on the Third Year (Academic 1012) Semester V at English Department in FKIP UHN Pematangsiatar are: addition, omission, misformation, and misordering. The total of types of error in addition, omission, misformation, misordering can see in the table page 48.

2. There are two kinds of cause in errors, like: Interlingual of error, and Intralingual of error. Interlingual of error and intralingual error

Interlingual error: 1. They met by him yesterday. (Simple Present)

2. They met by him. (Simple Past)

Intralingual of error : Over-generalization and ignorance of rule restriction

Over generalization : 1. They will be **being** met by by him tomorrow (future)

2. They **are** will have been met by him before I get there tomorrow. (future perfect)

Ignorance of rule Restrictions: 1. This plant **had watered been** by her for 5 minutes when I gothere (Present Perfect)

2. They **will met be** by him tomorrow (simple future)

Incomplete application rule: 1. They met by him yesterday. (Simple Past)

2. They met by him. (Present Perfect)

False concepts hypothesized: 1. They **was** met by him yesterday (Past)

2. They have been met by **her**. (Present Perfect)

The diagram of percentage in types errors.

3.2 Discussion

In this discussion, the researcher discuss about what the problem of students when they learn english language. The problem of students when study english language is confused about to be of the sentence, the second is a verb formation and the third is object formation. The researcher found some problem about all of that. To solve this problem, the teacher more attention about the structure of the sentence, because the students can write the good sentence, especially passive voice. The structure of the sentence is consist about the grammar. Grammar is part of the rule of english language. without grammar the students didn't know about the meaning of the sentence and didn't know about the structure of sentence. Based on those errors made by the students prove that there is the lack of student's in passive voice. So, the students have to master the grammar well specially in using simple present tense, present continuous, present perfect, simple past, past continuous, past perfect, simple future, and future perfect. And how to arrange a good sentence by using the tense. The research finds that the errors occur because some of the students translate the grammatical form of the learner's phrase or sentence into the learner's first language to see if similarities exist. It called interlingual errors. And some of students apply in complete rules and ignorance of rule restrictions, it called intralingual errors.

V. CONCLUSIONS

After the researcher analyzed the result of the data, the researcher found that Males and Females Students on the Third Year (Academic 1012) Semester V at English Department in FKIP UHN Pematangsiatar made some errors in passive voice based its lexico grammatical, and the errors committed of 4 (four) types of “ Surface Strategy Taxonomy ”. They are omission, addition, misformation, and misordering. Based on the research findings, the researcher concludes that:

1. There are four kinds of errors are made by the Males and Females Students on the Third Year (Academic 1012) Semester V at English Department in FKIP UHN Pematangsiatar are: misformation errors, addition errors, ommision errors and misordering errors. And the most errors made by the students are misformation errors and misordering errors.
2. The result of this research shows that the errors caused by two factors, they are interlingual and intralingual, where most of the students still unable in arringing a sentences in simple present tense, present continuous, present perfect, simple past, past continuous, past perfect, simple future, future perefect in passive voice discussion text well.
3. English teachers has to able to motivate and support the students for learn of english language especially passive voice in grammar.
4. English teachers should not give the mark of the student’s writing but they have to also give the feed-back on it.
5. Because there are so many grammatical errors found in students’ grammar, if better the teacher give more attention for the grammatical material, may the teacher able to teach it one or two hours on a week.

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Adalah benar telah melakukan penelitian dengan judul : *A Research on Error Analysis Made by the Males and Females Students on the Third Year (Academic 2012) Semester V at English Department in FKIP UHN Pematangsiantar, dan telah dipublikasikan pada Prosiding "Questioning What Works Best Implementing Pedagogic Innovations For Creating Teacher & Learner Antonomy in TEFL" ISBN No. 978-602-1222-40-9 Terbit 2015 Penerbit Fakultas Sastra University of Muhammadiyah Purwokerto*

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 10 November 2016

Ketua LPPM,

Prof. Dr. Monang Sitorus, M.Si