

ISSN 2962-4711



PROCEEDING

International Conference
on Learning and Education (ICLE)
Volume 1, 2022

**INTERNATIONAL CONFERENCE ON LEARNING AND EDUCATION (1ST ICLE)
STKIP PGRI PACITAN 2022**

Theme:

"The Demand for Innovation and Connectivity in Education"

Host:

**Lembaga Penelitian dan Pengabdian kepada Masyarakat
STKIP PGRI Pacitan**

Published By:

**Lembaga Penelitian dan Pengabdian kepada Masyarakat Press STKIP PGRI Pacitan
(LPPM Press STKIP PGRI Pacitan)
Jalan Cut Nyak Dien No 4A Ploso Pacitan**

Editor: Afid Burhanuddin [et.al]

Volume 1, 2022

Proceedings can be accessed:

<http://icle.stkippacitan.ac.id>



PROCEEDING
INTERNATIONAL CONFERENCE ON LEARNING AND EDUCATION
Volume 1, 2022

Person in Charge	:	Dr. Mukodi, M.S.I. (Ketua STKIP PGRI Pacitan)
Steering Committee	:	1. Arif Mustofa, M.Pd. (Wakil Ketua I STKIP PGRI Pacitan) 2. Urip Tisngati, M.Pd. (Wakil Ketua II STKIP PGRI Pacitan) 3. Mulyadi, M.Pd. (Wakil Ketua III STKIP PGRI Pacitan)
The Chief Committee	:	1. Sugiyono, M.Pd. 2. Dwi Rahayu, M.Pd.
Secretary	:	1. Welly Novitasari, S.Pd. 2. Apriyatno, S.Pd.
Treasurer	:	1. Nuryatin, S.Pd., M.Si. 2. Preilly Erwinta Cintariani, S.Pd.
Publication and Human Relationship	:	1. Eny Setyowati, M.Pd. 2. Sutarman, M.Pd. 3. Taufik Hidayat, M.Pd. 4. Wira Dimuksa, M.Pd. 5. Afrizal Ahmad Ansori
Reviewer	:	1. Prof. Dr. Muslimin Ibrahim, M.Pd. 2. Dr. Rohizani Yaakub 3. Sandrotua Bali, PhD. 4. Dr. Agus Wibowo, S.Pd.I., S.Pd., M.Pd. 5. Dr. Imam Machali, M.Pd. 6. Dr. Supardi, M.Pd. 7. Dr. Imam Sujadi, M.Pd. 8. Dr. Agustina Sri Hafidah, M.Pd.B.I. 9. Muhammad Thobroni, M.Pd. 10. Chusna Apriyanti, M.Pd.B.I. 11. Indah Puspitasari, M.Pd.
Editor	:	1. Afid Burhanuddin, M.Pd. 2. Riza Dwi Tyas Widoyoko, M.Pd. 3. Ridha Kurniasih Astuti, M.Or. 4. Nely Indra Meifiani, M.Pd. 5. Mega Isvandiana Purnamasari, M.Si. 6. Heru Arif Pianto, M.Hum. 7. Muga Linggar Famukhit, M.Kom.
IT Support	:	1. Zainal Fanani, S.Pd. 2. Budi Setiawan, S.Kom. 3. Sofyan Hadi
Registration and online service	:	1. Vit Ardhyantama, M.Pd. 2. Anindita Retno Wardani, S.Pd.
Screening for Plagiarism	:	1. Dhita Indah Puspitarini, S.I.P. 2. Muhammad Yusron Afifi, S.Hum.
General Affair	:	1. Dra. Martini, M.Pd. 2. Purwanto, S.Pd., M.Si. 3. Samsul Hadi, M.Pd. 4. Zuliyanto, S.Pd.I. 5. Tri Ruli Vidiani, S.Pd.
Speakers	:	1. Adjunct Associate Professor Roger Chen (Department of English, Tzu Chi University Taiwan/Faculty member, Language Center, National Dong Hwa University Taiwan) 2. Assoc. Professor Dr. Anis Malik Thoha (Faculty of Usuluddin, and Faculty of Islamic Development Management, UNISSA Brunei Darussalam) 3. Dr. Emil Elistianto Dardak, M.Sc. (Deputy Governor of East Java)

AN ERROR ANALYSIS ON GRAMMATICAL ASPECTS OF STUDENTS' TEYL PROJECT ON COMPOSING ENGLISH SHORT STORIES FOR KIDS

Indah Puspitasari^{1*}, Syafi'atul Lailiyah²

^{1,2} STKIP PGRI Pacitan
Email: inkiku47@gmail.com

Abstract: The objective of this research is to find out the types of the students' TEYL project grammatical errors in composing English short stories for kids. A qualitative descriptive method has been applied in this research design. The researchers took the correspondence on in 16, came from third-level PBI students. For collecting data used the documentation of students' English short stories for kids. The Surface Strategy Taxonomy from Dulay was used by the researchers to analyze the short stories for kids. As the result, the percentage of Omission shows 40%, Addition is 15%, Misformation is 43%, and Misordering is 6%. It indicated that most students need more treatment and remedial teaching from the lecturer towards their errors in composing English short stories for kids right away and it implies that the students still need more practice to develop their writing skills.

Keywords: error, analysis, grammatical, writing

INTRODUCTION

Officially, English has been learned by Indonesian students as the international language since they were basic until the upper level of their education, where the students need to have more knowledge of language macro skills. It is a reason why is English a universal language. Harmer in Cholipah (2014:1) stated that language skills are regarded as receptive skills in reading and listening, while language skills are regarded to be productive skills in speaking and writing. Additionally, the students must have a piece of good knowledge of vocabulary and also in grammar.

Grammar defines as a process of clarifying the speaker's meaning when lacking contextual information happened. People who have good grammar absolutely can understand the meaning and clear information of the material. To support the speaker, and understand the meaning of phrases or sentences in a language, the existence of grammar is a very significant tool to develop the order of language. Purpura (2004:6) stated that grammatical structure and grammatical meaning in a language are the principles of arrangement which able to be used to make all well-formed sentences.

Grammar in English is perceived as more difficult and harder to learn rather than grammar or structure in Indonesian. In teaching and learning English, some students still make mistakes in grammar. It is seen in their product of writing. Sometimes, the students still put on Indonesian grammar in their English writing projects. Some previous research proved that a hard problem faced by students in learning English is the grammatical aspect. Most students often experience confusion in the use of rules or formulas in grammar.

An error refers to incorrect action. In some cases of error usage, it has the same meaning as a mistake. The errors are usually made by the students who have not mastered yet or do not fully understand yet the language system in constructing sentences or paragraphs. If the language system in constructing a sentence or paragraph can be understood yet by the students, certainly they will face some problems or errors in their learning. Moreover, as a linguistics expert, Dulay

had mentioned the EA (Error Analysis) which can be characterized as an effort to explain the students' error that cannot be explained or predictable through CA (Contrastive Analysis) or behaviorist theory, and also support and move the applied linguistics field to further steps with the current climate of theoretical opinion (Dulay: 1982). Based on the explanation mentioned before means that EA (Error Analysis) successfully has a significant role in giving contributions in using linguistics rather than CA (Contrastive Analysis).

Dulay (1982) stated the linguistics categories of error, are Errors Types Based on Linguistics Category and Errors Based on Surface Strategy Taxonomy. One of the error types proposed by Dulay, the Errors Based on Surface Strategy Taxonomy is then categorized into four classifications: The Omission error, the Addition error, the Misformation error, and the Misorder error. The Omission error is defined as the missing items which must exist in the sentence. Meanwhile, the contrary of omission error is Addition error. The Addition means the existence of an item that in well-formed sentences, it must not appear. The Misformation itself can be explained as the application of the incorrect form of grammar or structure in the sentence or paragraph. The last, Misordering is interpreted as the existence of a morpheme that comes from across an utterance where its placement is incorrect.

Based on the initial research, the researchers found that one of the big problems or difficulties faced by students in the English Education Study Program is grammar. It is proved by the students' unstructured interview results in the TEYL subject. When the researchers asked the students to construct a piece of writing project, then most of them still faced confusion in using grammar. They still had some mistakes in choosing the verb, had incorrect in applying grammatical patterns, and repeatedly they had made the wrong sentence. Based on the investigation done by the researcher, a reason why students often made some errors repeatedly is that they had not to review anymore their writing project and do not have the initiation to make some corrections. Formally, the step of revising and editing or making some corrections for their errors in the English writing process is a part of the whole process of learning a foreign language.

TEYL stands for Teaching English to Young Learners. One of the subjects in the English Education Study Program of STKIP PGRI Pacitan teaches the third-level students about how to teach children, including how to prepare teaching media and materials for kids. In TEYL subject in the academic year of 2021/2022, students have a project task in composing English short stories for kids. Although the story for children is made simply, it must follow the correct grammar. Some direct sentences should also be shown. Students are also required to make stories that are interesting and easily understood by children. Those become a reason why the researchers initiated to have an investigation in analyzing students' grammatical aspects in their TEYL project of composing English short stories for kids. Besides, the researchers also need to contribute by giving some feedback on their writing, to the students have better at writing TEYL projects.

From the explanation above, it can be assumed that it is important to analyze students' grammatical errors in their TEYL project on composing English short stories for kids. In this research, the researcher will conduct the study in the Teaching English for Young Learners (TEYL) class of STKIP PGRI Pacitan in the academic year of 2021/2022.

METHOD

A qualitative descriptive method has been applied in this research design. By using this method, the researchers hope that it can exactly describe a problem or phenomenon investigated by the researchers. In other words, it can be said that this research objective is to analyze the students' grammatical aspect of their TEYL project on composing English short stories for kids through one of the linguistics categories of error that is surface strategy taxonomy by Dulay. For collecting data, the researchers used the documentation of students' English short stories for kids. After doing the steps of investigating whether the students made some errors or they used correctly grammatical. Then, those errors were identified by the

researchers adopted from Dulay's surface strategy taxonomy as further research steps to collect and conclude the result.

Conducted in the academic year of 2021-2022, the subject of the research is the students from the fifth semester, taking a group of TEYL (Teaching English to Young Learners) classes. As the instrument of the research, the researchers used students' TEYL project in composing English short stories for kids to investigate their grammatical errors. Previously, some materials related to how to make good short stories for kids had been learned by them in the last meeting. Besides, the researchers also offered two topics that can be chosen by students. This means that using this way can reduce students' writing problems and order the students were not confused in creating English short stories for kids. The further procedures done by the researchers were determining the data, administering the data, identifying the data, and reporting the findings of the research.

FINDINGS AND DISCUSSION

The research of analyzing grammatical aspects is conducted from November to December 2021 in TEYL class. The focus of the research is on analyzing students' grammatical aspects in their project of composing English short stories for kids. Descriptively, the data of the research were analyzed by using one of Dulay's linguistics categories of error which is the surface strategy taxonomy. The changing in the sentence surface structures is analyzed through surface strategy taxonomy, which is Omission error, Addition error, Misformation, and Misordering. The errors happened when the students did omit, add, misform, or as well disorder the sentence components. Nevertheless, only some representative data can be described in this part. In other words, the researchers cannot display and presented the whole data in detail in this section.

By doing an investigation and conducting some research evaluation, the researchers obtained 104 errors yielded from all of those data. The researchers categorized the errors into four classifications. As follow that is displayed in the table, the summary of students' error types and percentages were analyzed through one of Dulay's linguistics categories of error, which is Surface Strategy Taxonomy.

Table 1 The Types of Students' Error in Their TEYL Project on Composing Short Stories for Kids

No	Error Types	Frequency	
		N	%
1	Omission	40	39
2	Addition	15	14
3	Misformation	43	41
4	Misordering	6	6
The Frequency of the Total Number		104	100

As displayed in the table above, it can be shown that the percentage of students' errors in the Omission of their TEYL project on composing short stories for the kids is 40 errors or 38.46 %, and the Addition error made by fifth-semester students is 15 errors or 14.42 %. While the Misformation errors are 43 or 41.34 %, and the Misordering are 6 or 5.76 of the total number of students' errors. The percentage of the error also can be realized from this figure.

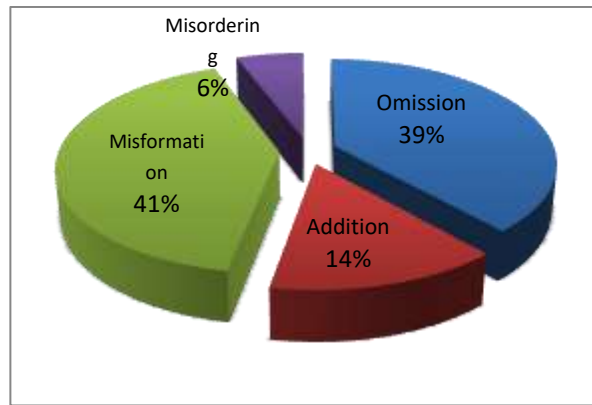


Figure 1. The Error Types in Students' TEYL Project on Composing Short Stories for Kid

According to the result of the analysis data through surface strategy taxonomy as one of Dulay's linguistics categories of error, the sum of the students' Omission errors was ten error types produced from their TEYL project on composing short stories for kids. It had been found that the highest error frequency which consisted of 18 errors happened in auxiliary: is, am, are. Then five errors in short plural: -s. Next, there were four errors in each type of applying the Main Verb: have/has; Preposition: in, on, at; and Long Plural: -e. Furthermore, which contained an error for each type, the omission also happened in the use of Head Noun and Progressive Pronoun: -ing. Moreover, there were two students' omission errors that happened in the use of Regular Past Tense: -d; Auxiliary: do/does; the use of Third Person Singular; and the Infinitive Marker: to.

The second type of grammatical error in surface strategy taxonomy is Addition. It is the contrary of omission error in surface strategy taxonomy. It was characterized by the existence of an item that in well-formed sentences, it must not appear. Based on the research result, there were four omission error types had been found in the students' TEYL project on composing English short stories for kids. The process results of analyzing data showed that the highest frequency of errors consisted of five numbers of errors. It occurred in their use of Prepositions. Next, in their use of Present, the students' made errors consisted of two. Moreover, the Addition error which consisted of two errors for each type occurred in using a Direct Object. Furthermore, also two Addition errors occurred in the use of Third Person Singular.

The Misformation in surface strategy taxonomy becomes the third type of grammatical error. Misformation error refers to an error indicated by the usage of the structure wrong form. Based on this research, the researchers established some Misformation errors in students' TEYL project on composing English short stories for kids. From the analysis result, it had been found that there were five total numbers of Misformation errors occurred in the data source, which is from students' product in writing English short stories for kids. The highest Misformation error type, containing 12 errors, occurred in the usage of Auxiliary: do/does, is, and am. Next, there were ten total numbers of Misformation errors that occurred in the use of Third Person Singular. Moreover, it consisted of five Misformation errors which also occurred in the use of Regular Past and Possessive Pronouns. In addition, the researchers also found three Misformation errors that occurred in the use of Prepositions and Subject Pronoun.

Misordering in the surface strategy taxonomy is considered the last type of grammatical error. The researchers found some Misordering errors in students' TEYL project on composing short stories for kids. It had been found that the type Misordering errors in the data source from English short stories for kids contained three errors. Besides, the researchers also found that four errors occurred in TEYL students' writing projects on the use of Adverbs. Moreover, error in the use of Auxiliary in a simple question, the researchers found there was one item only. Furthermore, also one error had found by the researchers from the embedded question, which is in the use of Auxiliary.

According to the findings above, the research team members found that the students made an error in their project on composing English short stories for kids, such as Omission errors,

Addition errors, Misformation errors, and Misordering errors. These types of errors are constructed on the Surface strategy Taxonomy. The research result analysis showed that the students made errors typing in each error type, such as Omission was 40 errors or 39 %, an Addition was 14 errors or 15 %, Misformation was 43 errors or 41 %, and Misordering was 6 errors or 6 %. By using the Dulay theory, the results of the research defined that the Misformation error made by all the students was the maximum on the use of Auxiliary: *to be*.

Related to the findings of previous studies, the results of this research were systematically different from earlier research about error analysis on grammatical aspects. Based on the research of Purwanti (2013) who researched Junior High School, she found that Misformation and Omission error was the highest student error type in her finding. Moreover, research by Puspitasari (2013) who researched the university showed that focused on the linguistic category in Dulay's theory, she found that the occurrence of syntactical error was the highest error.

Meanwhile, based on the research result done by the researchers, there were 43 numbers of errors in Misformation error types. So, in this research, it becomes the highest error. In nutshell, not all of the students had a good mastery of grammatical aspects, they still had not known yet the ways to construct the right structure form of the sentence. According to the research, the research team members thought that the third-level students from TEYL class still need some writing treatment and remedial teaching from the lecturer towards their errors in composing English short stories for kids right away and it implies that the students still need more practice to develop their writing skills. Through this research, the researchers hope that it gives more understanding about the error analysis on grammatical aspects, especially addressed to the readers or the next researchers. As a suggestion to further researchers, it would be better for the next researchers to be able to provide examples and explanations of research results of analyzing errors in grammatical aspects by using other theories or subjects.

CONCLUSION

Some earlier research evidence that English grammatical patterns become challenging, in other words, it can be said that grammar is a problem faced by all students in learning a foreign language, as well as English. So, if the students do not know the language system, many errors would have occurred in their English learning experience. As what had been described by Dulay (1982) in his surface strategy taxonomy, he categorized the grammatical error into four classifications. These are Omission errors, Addition errors, Misformation errors, and Misorder errors.

According to the findings of this study, researchers found that there were 104 total frequencies of students' errors in their TEYL project on composing short stories for kids. The percentage of Omission errors in the students' TEYL project on composing short stories for the kids is 40 errors or 38.46 %, and the Addition error made by fifth-semester students is 15 errors or 14.42 %. While the Misformation errors are 43 or 41.34 %, and the Misordering is 6 or 5.76 of the total number of students' errors.

In nutshell, the findings in this research proved that the Misformation error type is the highest error by the total number of errors 43. Depending on the research result, the researchers thought that the TEYL students from the third level still need some writing treatment and remedial teaching from the lecturer towards their errors in composing English short stories for kids right away and it implies that the students still need more practice to develop their writing skills.

REFERENCES

- Cholipah. (2014). *An Analysis of Students' Error in Writing Recount Text (A Case Study in Second Grade Students of SMP Trimulia Jakarta Selatan)*. Jakarta: State Islamic University Syarif Hidayatullah Jakarta.
- Dulay, Heidi; Marina Burt and Stephen Krashen. (1982). *Language Two*. New York: Oxford University Press.
- Purpura, E, James. (2004). *Assessing Grammar*. United Kingdom: Cambridge University Press.
- Purwanti, Indah Sri. (2013). *Descriptive Analysis Of Grammatical Errors In Writing Descriptive Essay Among The 8th Grade Students In MTs Amal Sholeh Sumogawe, Getasan, Semarang Regency in the Academic Year of 2012/2013*. Semarang: STAIN Salatiga.
- Puspitasari, Dewi. (2013). *Grammatical Errors made by the Second Semester Students in Writing II Subject in the English Education Department of Yogyakarta State University*. Yogyakarta: Yogyakarta State University.

ISSN 2962-4711

