



The Eighth Grade Student's Errors in English Sentence Patterns at MTs Al-Islami Tugasari Kurungan Nyawa I OKU Timur

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Abstract

The title of this thesis is "The eighth grade Students errors in English sentence patterns at MTs Al-Islami Tugasari Kurungan Nyawa 1 OKU Timur". The main problems of this thesis were What are the students' errors in using sentence pattern and What is factor made the errors by the students? Therefore the objectives of this research were To know what kinds of error that made by the students in using sentence pattern and find out the Eighth grade students' error in English sentence patterns, and to know the possible cause made by the Eighth grade students' The population of this research was the eighth year students at MTs Al-Islami Tugasari Kurungan Nyawa 1 OKU Timur in the academic year of 2011/2012 and the sample of this study was 35 students taken randomly by using cluster sampling. The method of this study was the descriptive method. To collect the data, the writer used written test. The results of the test were analyzed descriptively. The findings show the students made errors in using conjunctions with the Subordinating sentence patterns; "object" (40.57%), "adverb" (42%), and "complement" (39.43%). The average on the percentage of students errors was 40.66% on the written test.

Keywords: *Error, sentence, patterns*

INTRODUCTION

One of linguistic aspects that should be mattered by EFL learners as mention above is the patterns of how to construct sentences (sentence pattern). The arrangement of word order in English, which is called sentence pattern, is very important to master because than meaning of an utterance may change with a change in word order. For instance, there is a sentence 'you are there'. There are two other sentences made of the same words but put in different order 'are you there' and 'there you are'. The three sentences, although using of the same vocabulary items, give different meaning because of a different way in which the words are arranged. The arrangement of word order is called sentence patterns.

According to Effendi (2004:17), it is better to learn sentence patterns rather than to enrich vocabularies. Only if someone has mastered all of English word enclosed within a comprehensive dictionary, but he doesn't know how to manage them effectively, he may create misunderstanding in communication. There for, it is more beneficial to understand English sentence pattern rather than, to memorize all English words. Lock (1996) describes the importance of the mastering English sentence patterns as follows:

Many particularly non-Indo-European languages do not have a regular distinction between finite and non-finite verb forms in the way English does. However, mastering the faction of subject and finite form the beginning is important for second language learners. Without such mastery, they are likely to have many problems with the basic sentence structure, with the formation of questions and negative, and with the making of tense and of number agreement etc.

According to Brown (1980:164), human learning is fundamentally a process that involves the making of mistakes. Mistakes, misjudgements, miscalculations, and erroneous assumptions form an important aspect of learning virtually any skill or acquiring information. Language learning is like any other human learning. Children learning their first language makes countless "mistakes" from the point of view adult grammatical language. Many of these mistakes are logical in the limited linguistics system within which the child operates, but by carefully processing feedback from others the child slowly but surely learns to produce what is acceptable speech in his native language. Second language learning in its trial-and error nature. Inevitably the learner will make mistakes in the process of acquisition, and indeed will even impede that process if he does not commit errors and then benefit in turn from various forms of feedback on those errors.

Researchers and teachers of second language soon came to realize that the mistakes a person made in this process of constructing a new system of language needed to be analysed carefully, for they possibly held in them some of keys to the understanding of the process of second language acquisition. As Corder (1991:167) noted: "A learner's errors . . . are significant in that they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language." This kind of analysis is called error analysis.

There is a distinction between errors and mistakes (Brown, 1980:165). An error is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter language competence of the learners. A mistake refers to a performance error that is either a random guess or a "slip," in that it is a failure to utilize a known system correctly. For example, if a learner of English asks, "Does John can sing?" he is probably reflecting a competence level in which all verbs require an auxiliary verb do 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.

Moreover, it can be thought that so far the teacher of English of MTs Al-Islami Tugasari Kurungan Nyawa 1 OKU Timur who taught in the eleventh grade have focused more on the teaching of vocabulary rather than on the structures. A lot of work has done on the selection and gradation of structures. Whereas, it is important to learn how to put words together in sentences with clear meanings. Unless the learners become familiar with the patterns. of English, they will not be able to use the vocabulary in a good word order or pattern.

Based on the explanation above, a research entitled "**The eighth grade Students ability in English sentence patterns at MTs Al-Islami Tugasari Kurungan Nyawa 1 OKU Timur**"

In relation to the problem above, the objectives of this study are to know what kinds of error that made by the students in using sentence pattern; find out the Eighth grade students' error in English sentence patterns, and to know the possible cause made by the Eighth grade students'

METHOD

In writing this thesis the writer has been used descriptive method. Narbuko and Achmad cited in Daliniarsy (2007:24) state that descriptive research is the one which tries to face out the problem based on the object, so it also shows the data analysis and interprets the data. Furthermore, Suryabrata (2003:76) states that the descriptive research is the accumulation of basic data with descriptive way, which does not need to find or explain the relationship, test the hypotheses, make the prediction or get the meaning and implication although the purpose of research to find them.

This method has been applied because it is intended to describe the data systematically and then to analyze them as accurately as possible. In doing the research, some steps are taken such as, proposing the data, defining the purpose, selecting the data, using the instrument, collecting and analyzing the data and then concluding the research

Population

The population was a group of interest to the researcher, the group to which the researcher would like to generalize the results of the study. It includes all individuals with certain characteristics (Wallen and Fraenkel, 1991:339). The population of this study is all the eighth grade students of MTs Al-Islami Tugasari Kurungan Nyawa 1 OKU Timur in the academic year 2011/2012 with the total number of 101 students. Table I shows the population of the study.

Table 1. Population of the Study

No	Class	Total
1	VIII. 1	35
2	VIII. 2	36
3	VIII. 3	35
Total		101

Sample

Sample refers to any group on which information obtained (Wallen and Fraenkel,1991:129). In this research, the writer took all of the population as the sample because the it was less from a hundred, (Wallen and Fraenkel,1991:137). The sample of the study was shown in table 2.

Table 2. The Sample of the Study

No	Class	Total
1	VIII. 1	35
Total		35

Technique for Collecting Data

According the Richard, at.al. (1958:291)" a test is any measuring ability, knowledge, and performance. "in the technique for collection the data the writer a written test. The test is in the form of sentence complication and the

test consisted of 30 items in write test with 45 minutes for the students to do the test. In this case, the students were asked to answer the questions in form of subordinating conjunctions. “Because” the number of items 10,” as” the number of items 10, and” although” the number of items 10 by choosing the propriety answer. It was considered as the most reliable way to get some information about ability and knowledge for the students especially vocabulary in using conjunction. The test is a function to identify and analyze the errors made by the students in handing a target language. So before giving the test to the students the writer discussed the terms of validity and reliability below.

Validity of the Test

One of the characteristics of a good study was that the test should be valid. Validity is used to measure whether a test is legally acceptable in relation of the variables treated in a research. According to McMillan (1992:100), validity is the judgment of the appropriateness of a measure for the specific inferences/decisions that result from the score generated by the measure. In this study, the content validity of the test was estimated. Content validity refers to the extent to which the test items or questions in the instrument were representative of some appropriate universe domain of content (Brown, 1991:233) In order to estimate the content validity, a tester must decide whether the test is representative sample of the content whatever the test was designed to measure (Brown, 1991:233). In this case, the tester made the test items based on the table of specification of each test.

Reliability of the Test

Reliability is a necessary characteristic of any good test: for it to be valid at all. A first test is reliable as a measuring instrument. In this research, the internal consistency reliability was estimated by KR-21 Richardson reliability coefficient. This method measures the extended to which items with are from of the test have as media in common with one another as to the form of the items in that one expending items in an equivalent from.

Technique for Analyzing the data

In order to have meaningful data, they were presented as conclusion in designing the test material and the writer classified two groups of items, as follows:

- 1) Identifying students’ answers
- 2) Identifying students’ incorrect answers in using subordinating conjunction of because, although, and as, in the sentences.
- 3) Classifying errors/grouping errors made by the students into four categories.
- 4) Counting the dominant errors in using English proposition percentage analyzing

Table 3. Percentage of achievement

No	Percentage of achievement	Category	Percentage of Errors
1	86-100	Excellent	0-14
2	71-85	Good	15-20
3	56-70	Fair	30-44
4	41-55	Poor	45-59
5	40	Failed	≥ 60

RESULTS

Results deal with the result of the students' scores obtained through the result of the written test. The data was taken by giving students the test which consisted of 30 test items; 10 items in simple sentences form, 10 items in compound sentences form, and 10 items in complex sentences form. They were in the forms of multiple choice items by completion sentences. The data were analyzed to identify the kinds of errors made by the students. The test in this thesis was written test, the result of the test could be seen in the following table:

Table 4. The Percentage of the Students Errors in Sentence Patterns

No	Kind of Errors	N	P
1	Errors in Sentence Patterns “Object”	142	40.57%
2	Errors in Sentence Patterns “adverb”	138	39.43%
3	Errors in Sentence Patterns “complement”	147	42.00%

To know kinds of errors made by the eighth year students of MTs Al-Islami Tugasari Kurungan Nyawa 1, the writer analysed each of the students' errors in their written test, then the writer classified the errors into four kinds of errors (omission, addition, misformation, and misordering). There were 420 errors found from the samples. The errors comprised 5% omission errors, 9% addition errors, 10.5% misformation errors, and 22.5% misordering errors.

Based on the data above, the writer shows the distribution of the students' errors in table 6.

Table 5. The Distribution of the Students’ Errors

Kind of error	Omission error	Addition error	Misformation error	Misordering errors	Total
Frequency	45	81	95	203	427
Percentage	5%	9%	10.5%	22.5%	40.674%

The Students' Errors in Sentence Patterns "object"

Based on the result of the test, the writer found that the eighth year students of MTs Al-Islami Tugasari Kurungan Nyawa 1 made errors in using conjunction "as". There were 142 errors with the total percentage of errors were 40.57%. There were 25 or 11.25% of errors identified as omission, 15 (9.25%) as addition, 18 (12.75%) as misformation, 35 (12.5%) as misordering listed in table 7.

Table 6. Errors in Using Sentence Patterns "Object"

Omission error	Addition error	Misformation error	Misordering errors	Total
15	39	42	46	142
3.75%	9.75%	10.5%	11.5%	35.5%

Omission

Based on the table above, here were 3.75% of students made omission errors in using Sentence Patterns. Omission errors which the students made in using Sentence Patterns "Object" were characterized by the absence of items that must be appeared in the correct form of constructing sentence structure. The following are the examples of omission errors in simple sentences.

Table 7. Omission errors

Omission Errors	Good sentence pattern
Anna to goes school everyday.	Anna goes to school every day.
John is handsome very.	John is very handsome.
My father not drives car his new.	My father not drives car his new.
Yogurt and cheese good students.	Yogurt and cheese good students.

Addition

There were 9.75% of students made addition errors in using conjunction "object". Addition errors were characterized by the presence of items that must not appear in the correct form, of constructing sentence structure. The following are the examples of addition errors in simple sentences.

- 6) Bill has known john as his old friend for ten years
- 7) As raining season, the sun is shines every morning.
- 8) As not having driving license, my father not drives his new car.
- 9) As Tina's birthday party, the woman was came to her birthday party yesterday.

Yogurt and cheese are as a good sources of calcium.

Example (5) shows that some students added copula "been". It was actually "Bill has been know john as his old friend for ten years". In (6), students added copula "is". The correct sentence should be "as raining season, the sun shines every morning". In (7), students added suffix "s" in the final verb "drive". The sentence should be "As not having a driving licence, my father does not drive his new car". In (8), students made errors in adding copula "was". They should not add copula "was" in sentences "As Tina's Birthday party, the woman came to her birthday party yesterday". The last example (9), shows that they added word "a". It should be "Yogurt and cheese are as good sources of calcium".

Misformation

The percentage of misformation errors were 10.5%. It occurred because most of the students' made misformation errors in using sentence patters "object". Misformation errors were characterized by wrong form of constructing sentence structure in simple sentence. The following are the examples of misformation errors in simple sentences.

- 10) Bill have been known john as his old friend for ten years,
- 11) as not having a driving license, my father do not drives his new car.
- 12) as Tina's birthday party, the woman coined to her birthday party yesterday.

Example (10) shows that some students made errors in misforming verb "has". It should be "Bill have been known john as his old friend for ten years". In (11), students made errors in auxiliary "does". They should use "does not" in sentence "as not having driving licence, my father does not drive his new car". In (12) was the same sentences and students made errors in verb "came". The sentences should be "as Tina's birthday party, the woman come to her birthday party yesterday".

Misordering

There were 12.5% of students made misordering errors in constructing sentence structure of simple sentence. Misordering errors were characterized by the incorrect placement of a morpheme or word in an utterance. The following are the example of misordering errors in simple sentences.

- 13) Music was one of his hobby, Richard will join school band the next year.
- 14) Music is one of his hobby, Richard will join school band the next year.
- 15)Yogurt and cheese are as sources of good calcium
- 16) Feti was sick, she did not come to my last Saturday party.

Example (13) and (14) were the same sentences, and students made errors in misordering words "the school band". The sentence should be "as music was one of his hobby, Richard will join the school band the next year".

In (15), students made errors in misordering words “good sources of calcium”. The sentence should be “Yogurt and cheese are good sources of calcium”. In (16) shows that same students made errors in misordering adverb of time “last Saturday”. It should be “as Feti was sick, she did not come to my party last Saturday”.

The Students’ Errors in Using Sentence Patterns “Adverb”

Through the analysis of the result of the test, the writer found that the eighth grade students MTs Al-Islami Kurungan Nyawa 1 made errors in constructing sentence structure of subordinating Sentence Patterns “Adverb”. There were 138 errors with the total percentage of errors were 39.43%. There were 10 or 2.5% of errors identified as omission, 18 (4.5%) as addition, 20 (7.5%) as misformation, 80 (20%) misordering listed in table 8. The following table shows the distribution of the students’ errors in constructing sentence structure of compound sentence:

Table 8. Errors in Using Sentence Patterns “Adverb”

Omission error	Addition error	Misformation error	Misordering errors	Total
10	18	30	80	138
2.5%	4.5%	9.50%	23%	39.43%

Omission

Based on the table above, there were 3.75% of students made omission errors in using Sentence Patterns. Omission errors which the students made in using Sentence Patterns “Adverb” were characterized by the absence of items that must be appeared in the correct form of constructing sentence structure. The following are the examples of omission errors in simple sentences.

17) Fety not goes to school yesterday, because she was sick.

18) My father not drives his new car because he doesn't have a driving license

Example (17) shows that some students were absent from using “did”. It was actually “Fety did not go to school yesterday because she was sick”. In (18), students made errors in omitting auxiliary “does”. They should use “does not” in sentences “my father doesn't drive his new car because he doesn't have a driving licence”.

Addition

There were 4.5% of students made addition errors in using Sentence Patterns “Adverb”. Addition errors were characterized by the presence of items that must not appear in the correct form of constructing sentence structure in Sentence Patterns “Adverb”. The following are the examples of addition errors in simple sentences.

19) Ann was received a doll from his husband last month because its on her birthday party

20) John was always playing a computer game or reading a story book because both of them are his hobbies.

Example (20) shows that some students added copula “was”. The correct sentence should be “Ann received a doll from his husband last month because it's on her birthday party”. In (21), students added copula “is”. The correct sentence should be “John was always playing a computer game or reading a story book because both of them are his hobbies”.

Misformation

The percentage of misformation errors were 7.5%. It occurred because most of the students' made misformation errors in using sentence pattern “Adverb”. Misformation errors were characterized by wrong form of constructing sentence structure in sentence pattern “Adverb”. The following are the examples of misformation errors in simple sentences.

20) Ann on and his friends come to visit Ricky because Ricky was sick last week.

21) Ann given a doll from his friends last month because she celebrated her birthday party.

sick last week.”. In (20), a student made errors in verb ‘gave’. It should be “Ann gave a doll to her sister last month because she celebrated her birthday party”. In (21), students made errors in verb ‘have’. They should use “does” in sentence “David has two sisters, but he doesn't have brother”.

Misordering

There were 20% of students made misordering errors in constructing sentence structure of Sentence Patterns “adverb”. Misordering errors were characterized by the incorrect placement of a morpheme or word in an utterance. The following are the example of misordering errors in Sentence Patterns “adverb”.

22) I eat that food because I am hungry.

23) I was waited for two hours because nobody came.

In (22), The students made errors in misordering words “eat”. The sentence should be “I ate that food because I am hungry”. In (23), students made errors in misordering copula “was”. It should be “I waited for two hours because nobody came”.

The Students’ Errors in Using Sentence Patterns “Complement”

Through the analysis of the result of the test, the writer found that the eighth grade students MTs Al-Islami Kurungan Nyawa 1 made errors in constructing sentence structure of subordinating Sentence Patterns “complement”. There were 147 errors with the total percentage of errors were 42%. There were 10 or 2.5% of

errors identified as omission, 20 (5%) as addition, 32 (8%) as misformation, 85 (21.25%) misordering listed in table 9.

The following table shows the distribution of the students' errors in constructing sentence structure, of compound sentence:

Table 9. Errors in Using Sentence Patterns "Complement"

Omission error	Addition error	Misformation error	Misordering errors	Total
10	20	32	85	147
2.5%	5%	8%	21.25%	36.75%

Omission

Based on the table above, there were 2.5% of students made omission errors in using Sentence Patterns "Complement". Omission errors which the students made in using Sentence Patterns "although" were characterized by the absence of items that must be appeared in the correct form of constructing sentence structure. The following are the examples of omission errors in Sentence Patterns "Complement".

24) Mira always bought meat for her dog although they ever bite her.

25) My father not drives his new car because he doesn't have a driving license,

Example (24) shows that some students were absent from using "bought". It was actually "Mira always buys meat for her dog although they ever bite her". In (25), students made errors in omitting auxiliary "does". They should use "does not" in sentences "my father doesn't drive his new car because he doesn't have a driving license".

Addition

There were 5% of students made addition errors in using Sentence Patterns "Complement". Addition errors were characterized by the presence of items that must not appear in the correct form, of constructing sentence structure in Sentence Patterns "Complement". The following are the examples of addition errors in simple sentences.

26) Ann was received a doll from his husband last month because its on her 'birthday party

27) John was always playing a computer game or reading a story book because both of them are his hobbies.

Example (26) shows that some students added copula 'was'. The correct sentence should be "Ann received a doll from his husband last month because it's on her birthday party". In (27), students added copula 'is'. The correct sentence should be "John was always playing a computer game or reading a story book because both them are his hobbies".

Misformation

The percentage of misformation errors were 8%. It occurred because most of the students' made misformation errors in using Sentence Patterns "Complement". Misformation errors were characterized by wrong form of constructing sentence structure in Sentence Patterns "Complement". The following are the examples of misformation errors in simple sentences.

28) Anton and his friends come to visit Ricky because Ricky was sick last week.

Example (28) shows that some students made errors in misforming verb "come". The sentence should be "Anton and his friends come to visit Ricky because Ricky was sick last week".

Misordering

There were 21.5% of students made misordering errors in constructing sentence structure of Sentence Patterns "Complement". Misordering errors were characterized by the incorrect placement of a morpheme o, word in an utterance. The following are the example of misordering errors in Sentence Patterns "Complement".

29) I eat that food yesterday because I am hungry.

30) I was waited for two hours because nobody came.

In (29), The students made errors in misordering words "eat". The sentence should be "I ate that food because I am hungry". In (30), students made errors in misordering copula "was". It should be "I waited for two hours because nobody came".

The result of analysis of percentage of students' errors

After the writer has analyzed the students' error through percentage analysis, the score and percentage of the students' errors in using conjunctions in the sentences on the written test. To analyze the data obtained, the following formula is used;

$$X = \left[\frac{R}{N} \times 100\% \right]$$

$$X = \frac{427}{32} \times 100\%$$

$$X = 12.20\%$$

Finally, the result of percentage on this investigation was 12.20% front the sample 35 students.

DISCUSSION

Based on the findings above, the writer would like to interpret that after doing the descriptive. From the result of analyzing of students' errors, the writer interpreted that most the students made errors in using sentence patters; "object", "adverb", and "complement". And most of the students made errors in using sentence patters and from the result of the analysis of percentage of students' errors in using sentence patters; "object" (40.57%), "adverb" (42%), and "complement" (39.43%). And the average of the students' errors was 35.5%.

CONCLUSION

Based on the result of the study, the writer concludes that the result of students' errors in using conjunctions. It showed that there was a progress reached by the students after they got the treatment. After the writer analyzing the data in chapter five, the writer concluded that the students made errors in using sentence patters; "Object" (40.57%), "Adverb" (42%), and "Complement" (39.43%). The average on the percentage of students' errors was 40.66% on the written test.

The writer concluded that the students made errors in using sentence patters object; "Omission Error" (3.75%), "Addition Error" (9.75%), "Misformation Error" (10.5%), "Misordering Error" (11.5%)". And sentence patters adverb; "Omission Error" (2.5%), "Addition Error" (5%), "Misformation Error" (8%), "Misordering Error" (21.25%)". And sentence patters complement; "Omission Error" (2.5%), "Addition Error" (4.5%), "Misformation Error" (9.5%), "Misordering Error" (23%)".

The distribution of the students' errors; "Omission Error" (5%), "Addition Error" (9%), "Misformation Error" (10.5%), "Misordering Error" (22.5%)". The average on the percentage of students' errors was 40.66% on the written test.

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