



Grammatical Errors Made by the Teacher Professional Education Program (PPG) Students in Giving Instructions

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Article

Abstract

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The study aims to find the grammatical errors made by Teacher Professional Education Program (PPG) Students in giving instructions at Universitas Negeri Padang. It employed descriptive research with PPG students 2021 majoring in English as the population of the research. The research sample consisted of 33 PPG students who were chosen using the total sampling technique. The data of the research were collected through video recording when the Teacher Professional Education Program (PPG) students while teaching. Each student has three times in teaching. There were 99 videos. The teaching video was held for about 15 minutes. The videos were transcribed and analyzed when giving instructions. The result of the study showed that the most type of errors made by Teacher Professional Education Program (PPG) students in giving instructions is misformation error which consisted of 41 errors or 45% of errors. The error occurred specifically in forming a pronoun in giving instructions.

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INTRODUCTION

In learning English as a foreign language, there are four language skills that should be mastered. Those are listening, speaking, reading and writing. Apart from the four skills above, the students also needs to understand the aspects of the English. It can complete the language skills in English. There are some aspects including in English which are grammar, vocabulary, pronunciation and fluency. Grammar is one of the important aspects of language. Grammar is a study regarding to forms or structures included in a language or describes the rules of how language's sentences are formed (Thornbury, 1999).

According to Widiati and Cahyono (2006), grammar is determined as the most important foundation for learning a second or third language. Language learning can be analogous as the house building, grammar can be illustrated as the foundation of the house. Thus, grammar is crucial to be understood since it is the most important aspects in forming the language.

Based on some previous studies, most students made the grammatical errors while they are speaking (Melinda, 2018; Fitriani, 2019; Chania, 2019). Even though they conducted the research about grammatical errors in speaking, but Melinda (2018) and Chania (2019) look at errors based on the type, while Fitriani (2019) looks more at grammar errors from what aspects of grammar are wrong. The first study that is conducted by Melinda (2018) found that the students made error in omission, addition, misinformation, and misordering. Another researcher, Fitriani (2019) had conducted a research about grammatical errors in speaking. The research showed that students made errors in part of speech and there were two factors influenced students' errors; *intrelingua-transfer* and *intralingua-transfer*. Then, Chania (2019) did a research about an analysis of students' grammatical errors on speaking at SEA Debate. The results of the study showed the most type of errors made by the SEA Debate students was omission error.

In speaking, grammar is one of the important aspects that must be considered. The ability to speak using correct grammar also needs to be mastered by teachers as a professional teacher. The government provides a program named teacher professional education (PPG) to make a teacher in Indonesia has good competence. Teacher Professional Education (PPG) is higher education program after an undergraduate education program which prepares students to have jobs with special skills requirements to become teachers.

As teacher professional education program (PPG) students, as well as English teachers, they are required to have a good comprehension in English in order to help the students understand during the learning.

Based on Minister of Education Regulation No 16 year 2007 about standards of academic qualifications and teacher competences, a teacher must master the concept, material, structure, and scientific mindset that support the subjects being taught. In addition teacher should also master the competency standards and fundamental competencies of the subjects/fields of development being taught and design creatively learning materials. As teachers, Teacher Professional Education program students are expected to have good knowledge in their subjects. Besides, teachers should also have mastery in explaining, delivering material and giving instruction. So that messages or information to be conveyed to students can be transferred properly.

Instructions can be delivered in two ways. It can be delivered in oral form or written form. In giving oral instructions, the way of teachers talk play important role (Margaretha, 2015). Richards and Renandya (2002) stated, grammar is too essential to be ignored in learning English. That is why grammar is one of the important things that teachers should keep in mind when giving instructions. If the teachers do not understand the grammar properly, so the students will find it difficult to understand what the teacher is talking about.

This research has similarities with previous studies, which are discussing about grammatical errors. However, the difference between this study and others is the subject. Previous researchers chose Senior High School students or university students as the subject, but this research will choose teacher professional education program (PPG) students which already get the undergraduate degree as the subject of this research. Not only the subject but also the aspect that will be analyzed is different. The previous studies analyzed about the grammatical errors in speaking. However, the researcher's goal in this study is to look at grammatical errors in giving instructions which are made by teacher professional education program (PPG) students. So, it can

be as an evaluation for the teacher to try reducing the errors in grammar especially in giving instructions.

METHOD

This research was descriptive research because the results of the research are related to interpreting about grammatical errors found in teachers' instructions. The population of this research was the teacher professional education program (PPG) students in 2021 at Universitas Negeri Padang majoring in English. It consists of 33 students. The research sample was taken using total sampling technique. It means that all of the population was the sample of this research.

The instruments used in this research were observation through video recording, documents, and a table of indicators for analyzing grammatical errors based on Surface Structure Taxonomy by Dulay, Burt and Krashen (1982). The researcher collected the video recording of teaching from teacher professional education program (PPG) students. The videos aim to know the teacher professional education program (PPG) students' error in grammar in giving instruction while teaching. After the teaching videos of the teacher professional education program (PPG) students were collected, the researcher watched and observed the videos. After that, there have been a transcription process that makes it easier for researcher to analyze the data. The researcher typed all of the words and sentences which were produced by the teacher professional education program (PPG) students in giving instructions.

The data were analyzed using error analysis method by Gass and Selinker (2008). In this method, there were four steps in distinguishing error analysis. The first step is identifying the error. In identifying the grammatical errors, the researcher transcribed their speaking and analyzed the grammatical errors in giving instruction. After identifying the grammatical errors, the researcher will determine what type of grammatical errors which were done by teacher professional education program (PPG) students in giving instructions. The second step is classifying the errors. After identifying errors, the researcher classified them into the types of grammatical errors by using surface taxonomy which was proposed by Dulay, Burt and Krashen (1982). The grammatical errors which have been identified will write and the type of error will fill by types of grammatical errors such as omission, addition, misformation, or misordering. The next step is quantifying the errors. After classified the type of grammatical error, it was calculated to determine the most type of grammatical errors. Then, described the grammatical errors by using surface taxonomy by Dulay, Burt and Krashen (1982). After classified the type of grammatical errors, it calculated to determine the most type of grammatical errors. To calculate the frequency of error, it was used the formula:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage of Error

F = Frequency of Error occur

N = Number of total of error

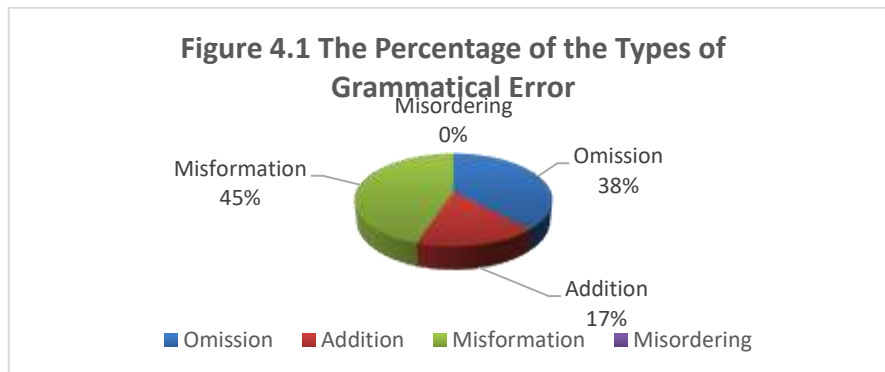
The last step is analyzing the errors. In analyzing step, the errors were described by referring to the result of the observation and transcription of the video recording. After that, the error were accounted to find the most type of errors made by teacher professional education program (PPG) students in giving instructions.

RESULT AND DISCUSSION

Research Finding

In this section, the answer to the research question is explained. The research question was related to the types of grammatical errors made by teacher professional education program students in giving instructions.

Based on the Surface Taxonomy, the most common grammatical error is misformation occurred for 45% of the total errors, followed by omission (38%), addition (17%) and no error in misordering.



According to the chart above, the highest percentage of types of errors done by teacher professional education program students was misformation errors with 45%. There were 41 total of errors found in this type including regularization, archi-form and alternating form. The errors in regularization occurred in forming regular past, adverb, and verb. For example “I hope that everybody read silent(ly), okay?” the word “silent” should be an adverb not an adjective.

In archi-form, the errors occurred in forming pronoun, preposition, possessive noun, verb, and possessive pronoun. The pronoun was error formed in utterance “Let we pray together!”. In this instruction, the student was error in forming the pronoun. It should use “us” instead of “we”. Therefore, the instruction should be “Let us pray together!”.

Next, there were 34 errors in omission error. The analysis showed that the errors occurred in some parts including noun inflection (10 errors), verb inflection (5 errors), infinitive marker (6 errors), plural form (8 errors), preposition (4 errors), article (1 error). In noun and verb inflection, the errors occurred due to the omitted -s in plural form, -to in infinitive, for example “There will be several jumble sentence(s).” It was found that the teacher professional education program student omitted -s in word “sentence”. The errors were also found in infinitive, for example “Now we are going watch the video”. An infinitive is a verbal which functions as a noun, adjective or adverb. In this instruction the students omitted -to after the verb. Therefore, the instruction should be “Now we are going to watch the video”.

Besides infinitive marker, the errors were also found due to the omitted items of preposition in utterance “Pay attention my picture in the board!”. It was found that the teacher professional education program student omitted a preposition “to” after word attention. The utterance should be “Pay attention to my picture in the board!”.

In addition error are found in this type is 15 errors. The analysis show that the errors occurred in adding subjects, articles, and regular plural. The subject was added in utterance “Let’s ~~we~~ check!”. The pronoun “we” is not necessary if it has been added

“us” in ‘s. Then, the lowest percentage of errors made by the teacher professional education program (PPG) students was misordering error with no error.

Discussion

Dulay et al (1982) proposed errors into four types: omission, addition, misformation, and misordering errors. In this case, the teacher professional education program students did only three types of errors in giving instructions. However, these errors were mostly found in misforming a pronoun and omitting a noun in giving instructions.

Based on the previous studies, the result was different from the studies conducted by Melinda (2018). The type of error that mostly occurred was omission error with 161 (42%) on students speaking performance. Furthermore, Tiarina (2014) discovered that misselection was the most common type of error in students' teaching performance in micro teaching class. In addition, Chania (2019) found that omission errors were the most common form of error produced by SEA Debate students. Inadequate learning, overgeneralization, and simplification were all factors that influenced the students' errors. Meanwhile, this study found that the misformation as the most type of error in teachers' instruction. Some misordering errors were also found in previous studies, yet in this study no misordering error found.

According to the theory proposed by James (1998) and Brown (2007) false concept hypothesized resulted misformation errors. These errors basically are the result from faulty comprehension of distinction in the target language. As it was found, this instructions contained a misformation error made by the teacher professional education program student 8 “Let we discuss it!”. In this case, there was a misformation of pronoun “we” in the sentence. It should be replaced to be “us”. The reconstructed sentence was Let us discuss it!.

Based on the types of errors found, incomplete application of rules resulted omission errors. These errors occur when the students omit an item that should be put in a sentence. It occurred because the students forget the rules of the target language. As it was found, this sentence contained an omission error made by the teacher professional education program student 19 “can lead to pray together?” In this case, the noun “you” should be written because there in no subject in that instruction. The instruction should be can you lead to pray together?.

CONCLUSION

Based on the findings and discussion above, it may be conclude that Teacher Professional Education Program students of English Language and Literature Department students in 2021 academic year at Universitas Negeri Padang made the three types of grammatical errors in giving instructions. Those are omission, addition, and misformation. The sequence of the types of errors from the highest to the lowest made by the professional teacher education program students was misformation, omission, and addition errors.

Based on the finding of this research, there are some suggestions offered. First, it is really recommended for the Teacher Professional Education Program Students to learn and practice more about the grammar especially in using imperative sentences, because mostly the instructions using imperative sentence. Practices will lead them to be better. Second, it is suggested for English lecturers to give clear explanation about

grammar, so that the professional teacher education students can avoid or reduce making errors in teaching. Third, for other researchers, it is suggested to conduct further research regarding the topic of this study. For example, it is possible to see if the grammar errors are influenced by other factors, such as gender or the educational background. It is also possible to see the cause of grammatical errors made by the teacher professional program students.

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