



An Analysis of Grammatical Errors Made by the Teacher Professional Education Program (PPG) Students in Giving Explanation

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Abstract

This research was purposed to analyze the most types of grammatical errors in giving explanation made by Teacher Professional Education Program Students (PPG). This research is descriptive research.. It included noticing and depicting the conduct of a subject, additionally utilizing the composed information from showing material of the understudies without affecting it in any capacity. The subjects of this examination were 33 students from 1 class of Teacher Professional Education Program Students that was using random sampling technique. classroom observation-video recordings and written explanation of Teaching material of students were the techniques of data collection of this study. The findings of this research are the most type of grammatical errors in giving explanation made by Teacher Professional Education Program Students is omission, with 62 errors (47% of the total errors).

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INTRODUCTION

Several studies have been conducted related to the grammatical errors made by students. The first one is the grammatical error of the student's speaking (Danurwindo,2014; Safrida and Kasim,2016; Chania, 2019). Even though that researchers conducted about grammatical error in speaking, Danurwindo looks at the types of grammatical error which were frequently made, while Safrida and Kasim look at the types of error occurred and most dominant errors on speaking by using Surface Strategy Taxonomy as proposed by Dulay, Burt, and, Krashen. Then, Chania looks at the types of grammatical error and analyze the causes of errors made by the students. Besides, the Teacher Professional Education Program students have had been the subject of the previous researches (Bahriassalim, 2017; Aditya and Corry, 2018; Murtafiah, 2018). Bahriassalim looks at curriculum analysis of teacher professional education program (PPG) of islamic education in Indonesia. Then, Aditya and Corry

focus on the perception of Teacher Professional Education Program students of the program PPG, while Murtafiah explores the explanation of the pre-service teacher in mathematics teaching practice.

This research has been similarities to the previous studies, which are analyze about the grammatical errors. However, this study and the others have the differences also. The researchers before used SHS students for the subject of their study, but this study chose the Teacher Professional Education Program students whose already got the bachelor degree for the subject. Not only is the subject of the study, but also the focus of this study different. The previous studies analyzed the grammatical error in speaking, but in this study the researcher wants to analyze the grammatical errors made by the Teacher Professional Education Program student in giving explanation. So, it can be as evaluation for the teacher to try reducing errors in grammar especially while giving explanation.

To master English, the students have to learn some important components, and one of the most important components is grammar. Without language structure the understudies won't comprehend about the importance of sentences (Prawoto, 2016). When the students have mastered grammar, they can write and speak in English correctly.

According to Thornbury (1999), somewhat the investigation of what structures are conceivable in a language. He also states that grammar concerned only with examination at the level of the sentences. Therefore, a grammar is a description of the rules how sentences are formed. Larsen-Freeman in Mahdi (2018) defines that grammar is a bunch of rules and frameworks for sentence control, and without these guidelines a sentence of clear and unequivocal importance can't be shaped.

As widely known, grammar can help students to speak or write correctly. However, there are many students who make grammatical errors in their learning. For example, they like to translate the language based on their first language, and they do not know that English has a complex rules about structure of speaking or writing a sentence in English, and the students disregard the syntax and just spotlight on the thoughts or contentions they need to say (Azar in Mahdi, 2018).

Grammatical error is a kind of errors that is made by the students while speaking or writing sentences. The errors are made not only by the students who have not got the bachelor degree, but also the students who have had the bachelor degree. It can we look in the students who continue their study on Teacher Professional Education Program (*Program profesi Guru*).

Teacher Professional Education Program is professional education in Higher Education after an undergrad program that gathers understudies in the field of work that requires extraordinary skill to turn into an instructor that is taken for 1-2 years after the understudies have graduated. Permendikbud No. 87 (2013) defines that the Education program Teacher Profession (*PPG*) is an educational program organized for prepare graduates of S1 education and S1/D IV non-education who have talent and interest in becoming a teacher in order to master the competence of the teacher as a whole according to with national education standards so that they can obtain an educator certificate professionals in early childhood education, primary education and secondary education.

Teacher Professional Education Program students of English education are expected to be capable understand grammar appropriately. It is because that students will become a great and professional teacher in the future. However there are many Teacher Professional Education Program students who made mistake or grammatical error while they are explaining something. That is why we need to analyze what types of grammatical errors that are made by the Teacher Professional Education Program students in giving explanation.

METHOD

This methodology uses descriptive research to find what types of Grammatical errors in giving explanations made by Teacher Professional Education Program Students. The most data collected from a video recording of the Teacher Professional Education Program Students in giving explanation in class and Teaching Material of the students. The data are a document of Teacher Professional Education Program Students teach includes the explanations of the Teacher Professional Education Program Students during the learning process and written explanation from Teaching material of the students.

The population of this study is English teachers from Teacher Professional Education Program students in 2020 academic year of English Department of Universitas Negeri Padang which have 33 students. Technique sampling that was used in this research is random sampling. The sample of this research is all of the students because the population less than 100. Arikunto (2010) explains that this technique of sampling can only be used to sample a homogeneous population. Moreover, If population less than 100 respondents, all population can be sampled, but it population more than 100 respondents, it can be taken at a rate of 10% to 15%, or 20% to 25% of the population. So, researcher determined to analyze all the videos of 33 students which have 3 videos for each students.

The data will be collected through the video recording of Teacher Professional Education Program students while giving explanation. The purpose of collecting the data collection is to know the Teacher Professional Education Program students' error in grammar in giving explanation while teaching. After the teaching videos of the Teacher Professional Education Program students are collected, the researcher will watch and observe the videos. After that, there will be a transcription process that makes it easier for researcher to analyze the data. The researcher will type all of the words and sentences which are produced by the Teacher Professional Education Program students in giving explanation. The video recording will be analyzed from the first student until the last student.

The technique analysis used Gass and Selinker (2008) concept to analyze the grammatical errors as follows: The first one is Identifying data. The grammatical errors will be identified by the transcription of Teacher Professional Education Program students video recording when giving explanation. In this step he errors will be identified are revised in reconstruction column and the types of errors are filled by types of grammatical errors (omission, addition, misformation, and misordering).

The second one is Classifying errors. After the errors had been identified, Classifying them into the types of grammatical errors made by Teacher Professional Education Program students when giving explanation by using surface strategy

taxonomy as proposed by Dulay, Burt, and Krashen (1982) is the next step. The types of errors are omission, addition, misformation and misordering.

The next one is Quantifying Errors. After the data had been classified, the types of errors amount of the frequencies by using frequency distribution. Then, the results were presented in the form of table and figure. Each types of grammatical error were calculated to find out the most type of grammatical error.

Moreover, the last step is Analyzing errors. In this study, the researcher used surface strategy taxonomy by Dulay, Burt and Krashen to find out the types of errors. After that, the errors account to find the most type of errors that Teacher Professional Education Program student made while giving explanation.

RESULT AND DISCUSSION

Research Finding

The data of this research were taken in classroom. There were 33 Teacher Professional Education Program students who were recorded by using video recorder. The videos were recorded for three meetings which has 15 minutes for each videos. The research data were transcribed from the recording. Not only the data from recording that used in this research but also the data from the document of the students used when teaching. After collecting the data, the errors were identified and classified into types using surface strategy taxonomy as proposed by Dulay, Burt, and Krashen. After that, the researcher used the formula to find the most type of errors in giving explanations made by Teacher Professional Education Program students .

There are 33 Teacher Professional Education Program students who participated. In this research 132 total of errors found, there are 62 errors of omission. In this error, there was 47% total of errors that were made by the students. The error on omission we can find by the students tended to omit the words or sentences. For example, the words “Who can number two?” , “so, why are look so sad?”, “what we do today?”. Those are the examples of omitting the words by some students and they did this error repeatedly. The correction of these errors are “Who can **answer** number two?”, “ Why **do** you look so sad?”, “ What **will** we do today?”.

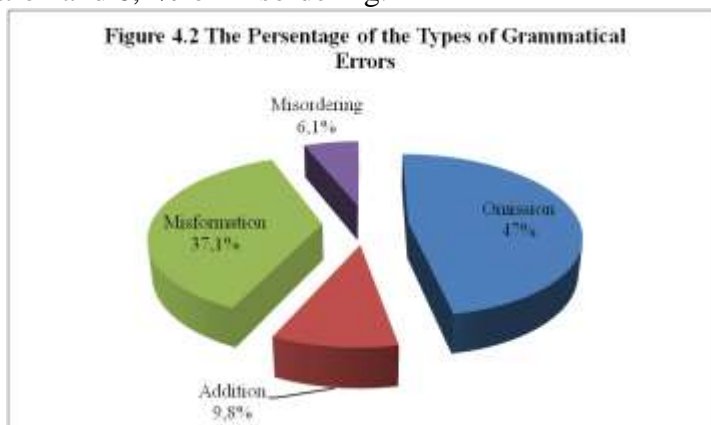
Besides, there are 13 errors of addition. In this part of error, there was 9,8% total of errors that were made by the students. In this error, he students usually add the words that should not be added. For example, the words “there are three a table?”, “I have a some question”. Those are the examples of adding the word which should not be added. The correction of these errors are “there are **three tables**”, “ I have some **questions**”.

After that, there are 49 errors of misformation. In this part of error, there was 37,1% total of errors that were made by the students. In this error, the students made a wrong form or structure in sentences. For example, the words “Have you ever give up on something?”, “Whose does make the song?”, “Have you ever get broken heart?”. Those are the examples of there is a wrong form or structure in sentences. In fact, many students did this kind of errors. The correction these errors are “Have you ever **given** up on something?”, “ **who** does make the song?” “Have you ever **got** broken heart?”

Moreover, the are 8 errors of misordering. In this error, there was 6,4% total of errors that were made by the students. In this section, the students made the wrong placement in sentences. For example, the words “who can answer what is notice?”,

“can you tell me what is procedure text”, “who can tell us, what is the main idea of first paragraph?. Those are the examples of misordering that were made by the students. The correction of these errors are “ who can answer **what notice is?**”, “ can you tell me, **what procedure text is?**”, “who can tell us, **what the main idea of first paragraph is?**”.

It can be concluded that the total of errors are 47% of omission, 9,8% of addition, 37,1% of misformation and 6,1% of misordering.



The most type of grammatical errors in giving explanations made by Teacher Professional Education Program students are found on the omission is 47%. This is the highest errors rather than the other errors.

Discussion

The findings of this study has a different result from Danurwindo (2014). in his findings, misformation was the highest frequency of errors that was made by the students. However, in this study omission was the mostly errors that were the students made.

More over, this research has a different result from Safrida and Kasim (2016). in their findings, the result showed that the students had serious problem in item of grammatical aspect, especially in omission of noun inflection. In this study, not only noun of inflection that the student mostly made but also verb inflection.

Furthermore, this research finding only similar with the results of finding that was done by Chania (2019). In her finding, the most types of errors that were made by the students was omission.

Based on the findings of this research, omission was the highest frequently made by the students. According to Ellis and Barkhuizen (2005), grammatical morpheme is frequently omitted made by the language learner than content words.

CONCLUSION

Based on the findings and discussions the researcher discussed before, the most type of grammatical errors made by Teacher Professional Education Program students in giving explanation is omission which are 47%. The other error is addition which has 9,8% Then, misformation has 37,1% The last error is misordering which has 6,1%.

Furthermore, it can be concluded that the highest errors that were made by Teacher Professional Education Program students was omission. Lacking of knowledge in grammatical of the students may be affect to this problem.

SUGGESTIONS

After knowing the most type of grammatical errors that the students have made, it can be delivered some suggestions:

1. For the next researcher, it can analyze about the causing of errors that made by PPG students because in this study there is no analyzing about the causing of the errors.
2. The students should have more pay attention to the knowledge of grammatical errors. It is because the Teacher Professional Education Program students will be a great teacher for their students.

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