THE USE OF ERROR ANALYSIS ON GRAMMAR LEARNING:
STUDENTS' IMPROVEMENT IN USING *SOME* AND *ANY*

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ABSTRACT
This study aims at investigating whether the use of error analysis can improve the students' ability in using some and any or not. The research population was the grade VIII students at SMP Negeri 1 Buko. The sample of this research was selected by using cluster sampling technique. The main instrument used to collect the research data was test (pretest and posttest). Having analyzed the data from test (pretest was 27.6, and posttest was 77.8, the researcher found the t-counted value was 18.208 by applying 0.05 level of significance 29 (29-1) degree of freedom (df) was higher than the t-table value 1.701. It means that the research hypothesis was accepted. In other words, the application of Error Analysis was effective to be used in improving students' grammar learning especially in using "some" and "any".

Keywords: Error Analysis, grammar learning, "some" and "any"

I.   INTRODUCTION

Grammar is one of components in learning English that is important to be mastered by students. It is a study of rules for forming words and making sentences. Besides that, studying grammar helps one to learn about a language. Corder (1967:53) states "Every moment in a learner's career he has what we call a '*grammar*', that is, a set of rules for making sentences." It is a basic or fundamental in constructing a good sentence not only in spoken but also in written form. It means that grammar is important to be learnt for people who want to be able to mastering English, especially students. Without mastering grammar, it is impossible for students to be able forming words, making sentences, and using English correctly. In short, grammar possession will facilitate someone well in English.

Even though grammar is important to be mastered but in fact, learning grammar is considered as a difficult subject. There are many problems faced students. One of them is the use of *some* and *any*. *Some* and *any* are frequently used in daily conversation. We use them to express a quantity of things. However, they are used differently. That is why most of students are confused to use them in communication. This problem is faced by grade VIII students of SMP Negeri 1 Buko, Banggai Kepulauan. The writer found a student who writes in her paper "I don't have some pencils to write". In another situation, she found a student who said "don't worry I have any money to pay your cake." Both of the sentences are wrong. *Some* is used with affirmative sentence and interrogative sentence. *Any* is used with negative and interrogative sentence. It means that the first sentence should be "I don't have any pencils to write" and the second

sentence should be "don't worry I have some money to pay your cake."

Generally, *some* and *any* have the same meaning but are different in use. *Some* is mostly used in affirmative sentence or the question which the answer is "yes" with accompanied countable and uncountable nouns. As Martinet and Thomson (1986:67) defines that *some* is used with affirmative verbs, in question where the answer "yes" is expected in offers and requests. To be cleared examples are provided below:

1)   They have some money (affirmative sentence)
2)   Roy has some pencils (affirmative sentence)
3)   Does she bring some books in her bag? Yes, she brings some. (question)
4)   Would you like some coffee? Yes, please. (offer)
5)   Could you do some typing for me? (request)

In addition, Krohn (1986:51) describes that the word *some*, usually unstressed, means an indefinite number of countable nouns or an indefinite quantity of something not countable. Examples:

Countable noun	Uncountable noun
Some books	Some ink
Some chairs	Some water
Some pencils	Some bread
Some apples	Some milk
Some cats	Some rice

In a different use, *any* is used with negative or interrogative sentences to attribute nouns. It also refers to an indefinite quantity or number. *Any* is not used in positive case. According to Martinet and Thomson (1986:66) *any* can be used in various way as follows:

1) *Any* is used with negative sentence.
   e.g. I *do not* have *any* matches.
2) *Any* is used with hardly, never, barely, scarcely, without (which has negative meaning).
   e.g.
   You *never* gave me *any* help.
   We got there *without any* trouble.
   There is *hardly any* tea left.
3) *Any* is used with question.
   e.g.
   Have you got *any* money?
   Did he catch *any* fish?
4) *Any* is used after *if* and expression of doubt.
   e.g.
   If you have *any* money, please let me know.
   I *don't think* there is *any* petrol in the tank.

Just like *some*, *any* is also put before nouns (countable and uncountable nouns). The examples of *any* followed by nouns are presented below.

Countable nouns	Uncountable nouns
Any tables	Any water
Any pens	Any soap
Any pencils	Any paper
Any books	Any ink
Any magazines	Any bread

Concerning the use of *some* and *any* in the sentence, affirmative, negative, and interrogative, Murphy (1946:140) describes that use some in positive sentences; use any in negative sentences; any and some in questions. Frank (1972:122) defines that "*some* is used in positive statement." Positive statement refers to affirmative sentence. Swan (1984:244) defines that "*Any* is used in negative statement." Then, Swan (1984:242) states that we usually use *any* in question; we use *some* in question if we expect or want people to say "yes" for example in offers and request. Moreover, Frank (1972:123) adds comment in the following: "in question *any* and *some* may be used. *Do you have any money*? *Do you have some money*? Here, *some* refers to the presence of small quantity, *any* has little meaning beyond serving structurally to fill a grammatically slot." It can be concluded that *some* and *any* can be used in interrogative sentences. While to show the quantity of things in affirmative sentence we use *some*. However, to show the quantity of things in negative sentence we use *any*.

Students learning depend on the effectiveness of the teacher technique. The use of various teaching technique is necessary for motivating students to learn English especially in grammar. In this study, the writer applied Error analysis as the technique to teach *some* and *any*.

Error Analysis is a technique that is used to guide the students to correct the wrong word or sentences by analyzing the errors or mistakes written on a text or the errors that they had made by themselves. Error analysis is one technique that proposes to the teacher especially to the English teacher to make students creatively in finding out the error. Brown (2000:160) suggests: "Error analysis as the process to observe, analyzes, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner." It means that in using Error analysis, students observe and analyze the errors, know the errors and decide the right way based on the rules of the second language that they learn especially in using *some* and *any*. In line with this, Richards (1985:47) describes "developmental errors illustrate the learner attempting to build up hypothesis about the English language from his limited experience of it in the classroom or text book." By this statement we can say that by using error analysis, it is possible for students to improve their ability in using English language by learn from mistakes that they have made in classroom or in text book.

Study from errors is important to help students understand about the material of English language and help students be more active in learning process and creative in constructing a sentence and producing the language because of their ability in understanding where the correct and the incorrect sentence. As Richards (1974:189) explains that the realization that the second language learners' errors are potentially important for the understanding of the process of the second language acquisition, and consequently the planning of courses incorporating the psychology of second language learning, is a current focus in the literature on modern language teaching.

The advantages of Error Analysis can be illustrated as a method that make teacher more tolerance to face the students' error and can make students easy and free to analyze and correct their error. According to Jiang (retrieved the information on November 2016:12), the advantages of Errors Analysis as follows:

Firstly by Error Analysis, teacher will get an overall knowledge about the students' errors. Foreign language learning is a process of hypothesis and trial and error occurrence is inevitable. So, the teacher should learn to tolerate some errors, especially some local errors. Secondly, errors can tell the teacher how far towards the goal the learners have progressed and consequently, what reminds for him or her to learn. So student's errors are valuable feedbacks. We can do some remedial teaching based on their errors. Thirdly, errors are indispensable to the learners themselves, for we can regard the making of mistakes as a device the learner employs in order to learn. Finally, some errors need to be handled, otherwise they will become fossilized.

In a sense, errors analysis theory together with other theories, have enriched the second language theory in that learning involves in a process in which success comes by profiting from mistakes and by using mistakes to obtain feedback from the environment. With the feedback they make a new attempt to achieve the more closely approximate desired goals.

Based on the above statement the writer states the advantages of this technique in teaching grammar for the teacher as follows:

1) By analyzing errors, the teacher will get an overall knowledge about the students' errors.
2) The teacher can know the students learning progress. Consequently, it reminds for them to learn.
3) By using this technique, the teachers can regard the making of mistakes as a device to the learners to be more seriously in studying.
4) The teachers are able to categorize which errors or mistakes need to be handled, otherwise, which errors or mistakes will become fossilized.

Other advantages of this technique, especially for the learners can be decided based on the all statements or explanation above. So the researcher describes the advantages of this technique for learners as follows:

1) Students can be more confidence to analyze their errors and correct the errors themselves.
2) By this technique, students' motivation in learning can be increased.
3) Through this technique, students can decide the correct form (especially the use of *some* and *any* in a sentence).
4) Through this technique, students can avoid the same mistakes or errors in daily using.

So, it is clear about the reason why the writer choose this technique. The first one is because this technique makes the students more active; they can analyze and decide the correct form of the sentences. The second one is because this technique helps students to see their mistakes or errors. The last one is because by doing this technique the students can avoid the same errors in other situation. The researcher thinks that this technique is suitable for teaching grammar especially *some* and *any*. However, it was never practiced by the English teacher in the SMP Negeri 1 Buko in teaching English subject especially in grammar, so the writer use it to proof that the students' ability in using *some* and *any* can be improved.

According to Wikipedia (retrieved on January, 2017) that teacher should identify students' error by giving them error sentences. She then asks them to correct the error sentences.

Related to crucial problem faced the grade VIII students at SMP Negeri 1 Buko, there are some steps of applying error analysis in teaching *some* and *any*: First, the writer prepared the material that is going to teach to the students. Second, explained about the material to the students. Third, asked the students to analyze some Error sentences in this case about *some* and *any* related to the topic. For example: a) I bring any apples in my bag; b) She doesn't need *some* medicine. The italic words are wrong. It should be *some* and *any*. It aims to measure how far the students' achievements in understanding the material. When the students analyze the sentences, the writer guides them to make them fully understand. Then, the writer and the students discuss the students' result together.

Focus of the research

As stated before, the students did not know how to differ the use of *some* and *any*. The students still make errors in using them in sentences. This problem can be solved by answering the following research question: Is the use of error analysis effective to improve the students' ability in using *some* and *any*? Related to the research question, the objective of this study was to prove that the use of error analysis is effective to improve the students' ability in using *some* and *any*. A hypothesis was drawn by the writer in this research as follows: the use of error analysis is effective to improve the students' ability in using *some* and *any*.

The Significance of research

The writer hopes the result of this research will give benefits for both students and English teacher:

1) For students, it can be used as one of ways to improve their ability in study grammar especially in using *some* and *any* and it will give great motivation to them in learning English.
2) For teacher, this research will give contribution for English teacher in order to teaching grammar to the students.

II.   METHODOLOGY
2.1.   Research design

In this research, the researcher applied pre-experimental research design to prove that the use of error analysis is effective to improve the students' ability in using *some* and *any*. The research design use model of Arikunto's model (2006:85) as follows:

$$O1 \quad X \quad O2$$

Where:
O1: Pretest
X: Treatment
O2: Posttest

2.2. Population and Sample

Creswell (2005:145) describes, "A population is a group of individuals who have the same characteristics". The population on this study was the grade VIII students at SMP Negeri 1 Buko. It consists of three classes. They are VIIIA, VIIIB, and VIIIC. This population is homogeneous. Three of the classes had the same competence, the same English teacher, and the same material of English subject. The total number of the population can be seen below.

Table 1. Population of research

Name of classes	Number of students
VIIIA	28
VIIIB	28
VIIIC	29
The total number	85

Sample must be able to represent the condition of research population. Best (1981: 8) explains: "sample is a small proportion of population selected for observation and analysis." In this study, the sample was class VIIIC that was selected by applying cluster sampling. In selecting the sample, the researcher prepared some pieces of small papers and then wrote down the name of each class on the pieces of paper. After that, all of the small papers be rolled and she put them into a box. Then, she shook them for a few minutes. Finally, the first paper which fallen down from the box was the sample of the research.

2.3. Research Variable

Dependent variable and independent variable are the variables manipulated in this research. The dependent variable is *some* and *any* which was being influenced by error analysis. The independent one is error analysis as the writers' technique in solve the problem. It influenced *some* and *any* as the dependent variable.

Research Instrument

In conducting this research, the main instrument used by the writer was test: pretest and post test. Pretest was given before treatment while posttest was given after treatment.

2.4. Technique of Data Analysis

In analyzing the data, the writer computed the individual score by using formula stated by Arikunto (2002: 276) as follows:

$$\sum = \frac{x}{n} \times 100$$

Where:
$\sum$ = individual score
X = obtained score
n = maximum score

Then, the writer computed the mean score of the students in pretest and posttest by using formula stated by Arikunto (2002: 225):

$$M = \frac{\sum x}{N}$$

Where:
M = mean score
$\sum x$ = students score
N = number of students in sample

Next, the researcher computed the mean score differences of pretest and posttest. The researcher applied formula adopted Arikunto (2002: 276) as follows:

$$Md = \frac{\sum d}{N}$$

Where:
Md = mean deviation score of pretest and posttest
$\sum d$ = number deviation of pretest and posttest
N = number of students in sample

After getting the mean deviation, the writer computed the sum of score deviation by using formula proposed by Arikunto (2006: 276) as follows:

$$\sum x^2 d = \sum d^2 - \frac{(\Sigma d)^2}{N}$$

Where:
$\Sigma x^2 d$ = Score deviation
Σd^2 = total score deviation
N= number of students in sample

The last, the researcher computed t-counted in order to analyze the effectiveness of the treatment by using formula proposed by Arikunto (2002: 275)

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Where:
t = t-counted
Md = mean deviation score of pretest and posttest
$\sum x^2 d$ = total quadrate deviation
N = number of students in sample
1 = constant number

2.5. Testing Hypothesis

After doing statistical computation to find the value of the t-counted by comparing the deviation of pretest and posttest result, the researcher tests the hypothesis aimed to proving the effectiveness of the treatment whether the use of *error analysis* can improve the grade VIII students at SMP Negeri 1 Buko ability in using *some* and *any* or not. If the t-counted is higher than t-table, it means that the hypothesis is accepted or there is significant influence. However, if the t-counted is lower than t-table, the hypothesis is rejected or there is no significant influence to the students' achievement in using *some* and *any*.

III. DISCUSSIONS

Before giving treatment, the writer examined the students. This examination called pretest. This test was administered in order to know the students' ability in using some and any. The writer conducted pretest on August 18th, 2017. Having counted the students' score, the writer found the students' mean score on pretest was (27.6).

$$M= \frac{\Sigma x}{N}$$
$$M= \frac{800}{29}$$
$$M= 27.6$$

The students' ability in using *some* and *any* was low in pretest. It means that they still got failed to learn *some* and *any* before Error Analysis is applied.

After giving pretest, the researcher gave treatment to the students that was conducted seven times and spend 2x40 minutes for each meeting. The researcher used error analysis as the technique in teaching *some* and *any*. Then, after applying the treatment, the writer gave posttest to the students in order to know whether the use of error analysis was effective to improve the students' achievement in using some and any or not. The posttest was given in November 15th, 2017. Having counted the students' score, the writer found the students' mean score on posttest was (77.8).

$$M= \frac{\Sigma x}{N}$$
$$M= \frac{2256}{29}$$
$$M= 77.8$$

The result of the computation obviously shows that there were significant differences between the students' mean score in pretest and posttest. The students' mean score in pretest (27, 6) was lower than the students' mean score in posttest (77, 8). It proved that the progress of the students' achievement in posttest or after treatment was greatly increased.

The researcher then computed the deviation and square deviation of the students' scores in pretest and posttest. The deviation of their pretest and posttest can be seen in Table 2. You can also see the result of students' pretest and posttest in that table.

Table 2
Deviation of Pretest and Posttest

No	Initial Name	Pretest (X1)	Posttest (X2)	Deviation (d) (X2-X1)	Square Deviation(d^2)
1	JEI	2	23	21	441
2	CHR	1	18	17	289
3	MIL	17	25	8	64
4	NUR	9	20	11	121
5	APR	4	13	9	81
6	KAD	5	23	18	324
7	FIR	7	17	10	100
8	RIF	6	19	13	169
9	HAR	6	17	11	121
10	SRI	3	15	12	144
11	NOV	7	21	14	196
12	RUS	1	19	18	324
13	RIS	2	16	14	196
14	YEH	5	14	9	81
15	MAH	4	15	11	121
16	BAY	2	15	13	169
17	NRL	15	24	9	81
18	HER	18	25	7	49
19	GRA	20	25	5	25
20	ICH	17	25	8	64
21	RAH	9	23	14	196
22	LUM	5	13	8	64
23	ROL	3	14	11	121
24	RAB	5	21	16	256
25	ALF	6	20	14	196
26	LUS	3	17	14	196
27	REF	7	20	13	169
28	LIK	7	19	12	144
29	FAD	4	18	14	196
Total				354	4698

After computing the deviation score between pretest and posttest score, the researcher computed the mean deviation of the students' score that presented as follows:

$$Md= \frac{\Sigma d}{N}$$
$$Md= \frac{354}{29}$$
$$Md= 12.20$$

After getting the mean deviation, the writer computed the sum of square deviation shown in the next page:

$$\sum x^2 d = \sum d^2 - \frac{(\Sigma d)^2}{N}$$
$$\sum x^2 d = 4698 - \frac{(354)^2}{29}$$
$$\sum x^2 d = 4698 - \frac{(125316)}{29}$$
$$\sum x^2 d = 4698 - 4321.24$$
$$\sum x^2 d = 376.76$$

Then, the researcher computed the t-counted after getting the sum of square deviation. It aimed at knowing whether the research hypothesis was accepted or rejected. The computation was as follows:

$$t = \frac{Md}{\sqrt{\frac{\Sigma x^2 d}{N(N-1)}}}$$
$$t = \frac{12,20}{\sqrt{\frac{376,76}{29(29-1)}}}$$
$$t = \frac{12.20}{\sqrt{0.46}}$$
$$t = \frac{12.20}{0.67}$$
$$t = 18.208$$

The result of the data analysis showed that t-counted was 18.208 by applying 0.05 level of significant with 28 degree of freedom (df) or 29-1=28, the researcher found that t-counted (18.208) was higher than t-table (1.701). It could be concluded that the research hypothesis was accepted. In other words, the using error analysis is effective to improve the grade VIII students at SMP Negeri 1 Buko ability in using *some* and *any*.

The result above showed that the application of Error analysis was effective to use in teaching *some* and *any* to the students. After getting the result of the test both pretest and posttest, the writer found that the ability of the grade VIII students class C at SMP Negeri 1 Buko in using *some* and *any* was improved by using error analysis.

The research is started by giving pretest to the students. The students were asked to do completion test, error analysis, and sentence construction. Then, the researcher gave treatment to the students. In doing treatment, the researcher explained briefly about *some* and *any* with the example with used Error Analysis as the technique. After giving the treatment, the researcher gave posttest to the students. The posttest was asking the students to do the same way with pretest: completion test, error analysis, and sentence construction.

After analyzing the students' work in using *some* and *any*, it was found that the students'

achievement after treatment was high. Based on the result of the *t-counted* (18.208) was higher than *t-table* (1.701).

Furthermore, it can be supported by analyzing and comparing the result of pretest and posttest. The result of pretest was (27.6) and then posttest rose to (77.8) after giving treatment. On the other hand, the use of error analysis was effective to use in improving students' ability in using *some* and *any*.

IV.   CONCLUSIONS AND SUGGESTION

Based on the data, the researcher found that the use of *some* and *any* can be taught to the students through error analysis with follow some steps:
1)   The researcher explains the material to the students.
2)   The researcher asks the students to analyze some error sentences in this case about *some* and *any* related to the topic.
3)   The researcher and the students discuss the students' result together.
4)   The researcher gives task to the students.

Through Error Analysis, there was a significant difference of the students' ability in doing the test. It showed that the application of Error Analysis in teaching *some* and *any* to the students is effective.

Having known the application of Error analysis is effective in teaching *some* and *any*, the researcher suggested that:
1)   The students should be encouraged continuously to study English especially *some* and *any* through Error Analysis.
2)   Teacher should use Error Analysis in teaching English because this technique is considered effective to teach English especially *some* and *any* to the students.

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