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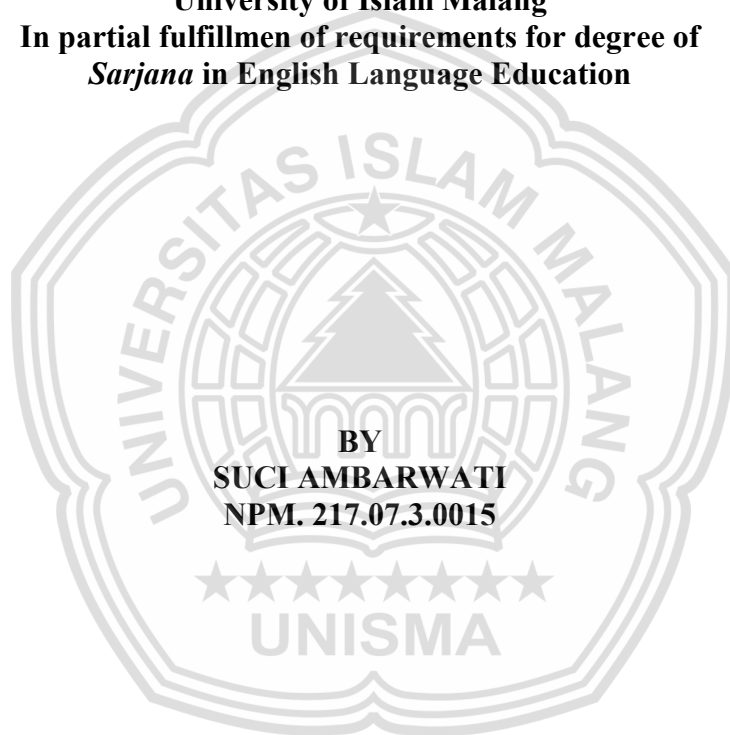
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AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS AND THE STRATEGIES TO COPE WITH THEIR ERRORS

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ABSTRACT

Key words: Error Analysis, Types of Grammatical Errors, Sources of Errors, Descriptive Text, and Grammar Learning Strategies

This research was conducted to describe the kinds of grammatical errors, to discover the sources of the errors, and to find out the strategies in grammatical errors. This study applied descriptive qualitaive research design. The subject was the second-semester students of the English Department of Teacher Training and Education Faculty of University of Islam Malang. The researcher observed the 28 students' descriptive text from one class who were chosen using purposive sampling. The instrument used was students' descriptive text to get the data and also use the questionnaires by Pawlak (2018).

Based on the analysis, the data showed that the total grammatical errors made by the students were 76 items where the errors of omission were 33 items or 43.4%, errors of addition were 21 items or 27.6%, errors of misformation were 15 items or 19.7%, and error of misordering was 7 item or 9.2%. Moreover, the grammatical errors made by the students were caused by intralingual errors with 69 items, and interlingual errors with 7 items. Therefore, the grammatical errors mostly produced by the students were errors of omission which were mostly caused by their lack of knowledge of target language.

The researcher could say that the students were lack of grammar mastery, so it made them applying their own rules for expressing their idea. Moreover, most of the students used incorrect grammar rules in their sentences. In general, those errors were mostly caused by intralingual errors. Although this study was conducted at the university students level, this study proved that there were many university students confused in using the correct grammar in their text.

Based on the data, it could be seen that metacognitive and cognitive strategies are the most grammatical strategies that used by the students, then social strategies become the next strategies mostly choosen by the students and the strategies that have the lowest respons from the students are affective strategies.

To sum up, the student's understandings of the use of English structure were still low. The suggestions for the next researchers are to work more on the solutions of the sources of the errors made by the students, the future researcher also can analyze the other object besides students'text, for example on the students' video project focusing on speaking aspects. Further researchers can also examine the effect of strategy implementation on grammatical errors by using an experimental design.

CHAPTER 1

INTRODUCTION

The general accounts of the study are presented in this chapter. The study's background, research problems, objectives, significance, scope and limitation, and definition of key terms are all included.

1.1 Background of the Research

An error is something that is often found in students' writing. Errors in writing are an unavoidable aspect of English writing for English Foreign Learner (EFL) students since English writing is a difficult process for EFL students. It's because a student should be able to create concepts, organize a text's structure, construct words, phrases, and paragraphs, and apply proper mechanics like punctuation and connections all at the same time. According to Dulay, Burt, and Krashen (1982), in their study, the term 'errors' refers to parts of a conversation or a composition that deviate from a selected norm's advanced language output. People cannot learn a language without making errors regularly. Unequivocally, Al-Khresheh (2016) defines errors as errors in the use of certain structures or rules that are carried out by students continuously and cannot be corrected by themselves. In other words, when a student is unable to correct his deviant speech, the student has made errors.

When discussing errors made by students, it cannot be separated from the

1

discussion of error analysis. Error analysis is a procedure that involves researchers and teachers collecting samples, determining errors, describing those errors, organizing them based on their features and error causes, and assessing their importance (Corder, 1967). Another concept of error analysis is given by Brown (1980). He defined errors as the process of observing, analyzing, and classifying departures from the rules of a second language and subsequently revealing the systems used by the learner. This is known as 'error analysis'. It means that error analysis is necessary to have a better understanding of students' English ability profiles.

Because many students made many errors in their text, Agustina (2016) stated that grammatical errors are the most common errors in students' writing, including errors in omission, addition, misformation, and misordering. According to Gerot and Wignel (1994), grammar is the theory of language that demonstrates how language works. Moreover, Ur (1991) stated that grammar is the process of producing meaning from a group of words and it describes how language works. Grammar is the study of the structure of sentences that have meaning (Scott Thornbury, 1999). Another definition of grammar was also put forward by Hirai (2010), the technique for ordering a sentence and developing good language is through grammar. English grammar is very complex, so it makes many students confused about understanding and using it. Many students face grammar problems when studying for language learning. It is in line with Brown (1980), learners will face greater challenges as they advance in their

language learning, such as in pronunciation, vocabulary, grammar, and other aspects of the language. Grammar is one of the things that makes it difficult for students to learn a language. Knowing the right strategy can help students more easily learn the language. This is also supported by Thornbury (1999), who noted that the selection of an appropriate strategy has also been proven to ensure success in future language learning because it aids in the effective learning of a language.

Regarding analyzing the students' errors in the use of grammar, Andansari (2019) analyzed the students' errors of writing recount texts for millennial students. Manik and Suwastini (2020) conducted the previous study, which examined the major grammatical error and the major sources of grammatical errors in eighth-grade students' recount text writing during the academic year 2019/2020. Another research conducted by Agustina (2016) about identifying the types of morphological, syntactic, and discourse errors in writing recount text by the eighth-grade students of SMP Muhammadiyah 4 Surakarta, to know the frequency of each type of error, and also to know the dominant type of error, and to know the sources of the errors. Related to the grammar learning strategy, the study conducted by Nurliana (2020) about the grammar learning strategy used by EFL students during the COVID-19 pandemic at IAIN Palangkaraya. The focus of the study is to describe the grammar learning strategies used by students during the eCOVID-19 pandemic.

Those previous studies only covered the types of grammatical errors in writing recount texts made by high school students; therefore, this study investigated the same topic at the university level by analyzing students' errors in the use of grammar in their descriptive texts based on the surface strategy taxonomy theory by Dulay, Burt, and Krashen (1982), which also discussed the sources of errors based on Richard's (1974) theory. The previous study focused on the grammar learning strategy adopted by the Oxford (1990) theory, and therefore this study discussed the grammar learning strategies based on the Pawlak (1982) theory.

From the review above, the students' errors in writing descriptive text will be analyzed in this research entitled "An Analysis of Students' Grammatical Errors and The Strategies to Cope with Their Errors." The errors that occurred in the descriptive text written by the second-semester of the English Department students at the Universitas Islam Malang will be analyzed in this research. This research will also identify the sources of the errors and the strategies used by the students to cope with their errors. Besides the reasons that have been presented before, descriptive text was chosen because the researcher wanted to continue the previous research done in error analysis in descriptive text.

1.2 Research Problems

The researcher tries to find a grammatical error in the writing of descriptive text based on the background of the study explained above. The researcher was curious about the following:

1. What types of grammatical errors are made by students in writing descriptive texts?

2. What are the sources of the grammatical errors made by students in writing descriptive texts?

3. What are the strategies used by the students to cope with grammatical errors in writing descriptive texts?

1.3 Objectives of the Study

The study's objectives are formulated as follows, based on the background of the study: On the background of the study above, the purposes of the study are formulated as follows:

1. To describe the types of grammatical errors made by the students in writing a descriptive text.

2. To describe the sources of grammatical errors made by the students in writing a descriptive text.

3. To describe the students' strategies to cope with the students' grammatical errors in writing a descriptive text.

1.4 Significance of the Study

This study, hopefully, can give some advantages practically and theoretically. Theoretically, it is expected that the result of this study contributes to the development of knowledge in the area of linguistics and language learning strategies. Practically, this study can make teachers more aware of implementing strategies in writing. This study is expected to provide significant information to students about how to write in a way that minimizes grammatical errors.

1.5 Scope and Limitation of the Study

Based on the background of the study, it is impossible to discuss all of the issues raised above. This paper focused on error analysis in the Surface Strategy Taxonomy based on Dulay's (1982) theory. The purpose of this study was to examine students' omission, addition, misformation, and misordering errors in text writing, particularly descriptive text, using surface strategy taxonomy, which is made by the second-semester students of the English Department at the Universitas Islam Malang. The sources of errors were only discussed in terms of interlingual and intralingual errors in this study. The limitation of this research was that the researcher only analyzed 28 students' descriptive texts and only took one class, so the results of this study only focused on that class.

1.6 Definition of Key Terms

In this study, there are five key terms. The definitions of key terms below are provided to avoid misunderstandings inthis study. They are error analysis, types of error, sources of error, descriptive text, and writing strategy.

1. Error Analysis

The error analysis, in this case, was the analysis process of learners' errors in writing descriptive text that will be analyzed using Dulay's (1982) theory.

2. Types of Error

The types of errors that occurred in the writing of descriptive text by the students in the second semester of the English Department at the Universitas Islam Malang were related to errors of omission, addition, misordering, and misinformation.

3. Source of Error

The source of errors in this term was an interlingual and intralingual error that occurred during the writing of descriptive text by students in the second semester of the English Department at Universitas Islam Malang.

4. Descriptive Text

The descriptive text in this term is related to the text that should be done by the students in the second semester of the English Department at Universitas Islam Malang with a free topic.

5. Strategies

Strategies in this part talk about grammar learning strategies that can be used by the students and are adapted from Pawlak (2018), such as metacognitive strategies, cognitive strategies, affective strategies, and social strategies.

CHAPTER V

CONCLUSSION AND DISCUSSION

In this chapter, the researcher would discuss the conclusion and the suggestions based on the research findings and the research discussions.

5.1 Conclusions

After identifying and analyzing grammatical errors made by the second-semester students of the English Department of Teacher Training and Education Faculty of Universitas Islam Malang, then the researcher concluded. The conclusion is based on the researcher's findings as follows:

1. The students still do not understand the use of proper grammar rules. It was evidenced by the students' grammatical errors, fulfilling all types of errors based on surface strategy taxonomy theory.

2. The intralingual error was the cause of the majority of errors in the use of grammatical rules because the students still lack the structure knowledge in the English context.

3. The students have applied all types of strategies that are appropriate to cope with grammatical errors.

5.2 Suggestions

Considering the result of this study, some suggestions were given to

the following people.

1. For the Lecturer

Related to the research findings and theory, the researcher hoped that the lecturers could often discuss grammatical rules in their class. Moreover, the lecturers can pay attention to teaching basic grammatical rules such as suffix-s/es and can apply effective strategies to improve students' grammatical understanding. The lecturers should also motivate their students to learn English, especially by reading a lot so that they can become familiar with the target language rules. Lecturers are expected to maximize the use of strategies in learning to reduce the error rate in grammar.

2. For the Next Researchers

The researcher suggests observing more subjects studied in collecting data. The future researcher can also analyze the other objects besides the students' text, for example, the students' video project focusing on speaking aspects. Furthermore, researchers can also examine the effect of strategy implementation on grammatical errors by using an experimental design.

3

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