AN ANALYSIS OF GRAMMATICAL ERRORS AND THE CAUSES OF ERRORS IN STUDENTS' ANALYTICAL EXPOSITION TEXT

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i

ABSTRACT

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Keywords: *Grammatical Errors, The Causes of Errors, Analytical Exposition Text,* and *Students' Attitude.*

This research was aimed to find out the types of grammatical errors made by EFL senior high school students in writing an analytical exposition text, the causes of their grammatical errors in writing the text, and their attitude towards errors correction suggested by their teacher. This study was done based on the realisation that the grammatical errors are considered the most common errors found in students' analytical exposition text and the role of the teacher's errors correction in writing. This study applied descriptive qualitative research design. The data were taken from the students' writing product purposively and a semi-structured interview with 10 guided questions. The researcher identified and described the errors based on the steps of Dulay, Burt, Krashen (1982), whereupon the researcher calculated the total number and percentage of each kind of errors and found the causes of the students to make the errors. Through document analysis of 10 students' texts, the present study found the highest frequency of students' grammatical errors was omission which consisted of 53.40%, the second was misformation which consisted of 38.63%, and then the third was addition which consisted of 5 errors or 5.68%, and the last was misordering which consisted of 2.27%. Besides, the findings in the interview session suggest that the students considerd the teacher's errors correction influenced their recognition in writing. However, the teacher's written corrective feedback should be

combined with oral feedback to help the students have better understanding towards the feedback given by teacher

CHAPTER 1

INTRODUCTION

In this chapter presents the background of the study, statement of the problem, purpose of the study, the scope of the study, the significance of the study, and the definition of key terms.

1.1 The Background of the Study

Writing is one of four skills that is crucial to be mastered by learners. They can share their opinion freely followed by logical reason through writing. In order to master this skill, students must first be able to listen, talk, and read. This necessitates a lot of writing practice. According to Harmer (2007), the thought can be seen from writing, the ideas can be changed into printing, it can be used to boost and evolved the ideas. Writing is a skill that combines vocabulary, syntax, spelling, punctuation, capitalization, and colorful transition cues to produce a coherent work (Permatasari et al., 2018). However, it could not be denied that many EFL students still encounter the difficulties in writing English.

In context of Indonesian senior high school, students are demanded to acquire 13 genres or types of the text. They are recount, narrative, descriptive, analytical exposition, hortatory exposition, procedure, anecdote, review, report, discussion, spoof, news item, and explanation (Zuana, 2020). Analytical exposition text is one type of text taught in Indonesian eleventh grade class of

English. It is a writing that discusses the author's thoughts on various phenomena with the goal of persuading the reader that the notion is essential. The generic structure of this text consists of thesis, argument, and reiteration. The following language traits are present in this genre: rational process, external-internal conjunction, causal conjunction, present simple tense, abstract noun, relational process, modal verbs, and passive phrase.

However, this kind of text is considered to be hard among the students. It is found that the students have difficulties in writing the analytical exposition text. It is in line with what Zuana (2020) stated that the students have difficulties in writing the analytical exposition text. They have to think about the ideas or topics which can influence the reader, at the same time they have to consider grammatical correct. As Permatasari et.al (2018) said that Aside from contemplating the themes that will influence the readers, essay writing with proper grammar must also be considered.

To write grammatical writing content correctly, students require extensive information and critical thought. As stated by Brown (2001), grammar is one important elements that support communicative competence. The purposes of writing will be easier understood by the readers if the writer uses a good grammar (Nanning et al., 2020). In fact, many students make grammatical errors throughout their learning, particularly in writing. Furthermore, their errors were not rectified by professors, and they continue to make them. As a result, this situation is referred to as "error." It is likely what Hayrunnisa (2019) said that sometimes the teacher is unaware of the students' errors, and as a result, the students repeat their

errors because they lack the necessary correction, which is referred to as error.

To analyze the students' errors is crucial since this shows the students' process in learning language. It is in line with what Corder (1967) stated that the researcher can use the students' errors analysis to indicate the way learners acquired, or the strategies applied by them in the target language. Moreover, error analysis can help learners in their learning process. It is in line with what Ellis (1994) stated that Error analysis can help diagnose learning issues in students at any level based on their errors. In addition, the students' falling of the past is their lesson of the next writing text if their errors are corrected by teachers.

Hence, due to the importance of error analysis, more and more empirical studies have been done on error analysis in EFL countries included Indonesia. Permatasari et al. (2018) found three kinds of errors made by the students which are omission, misinformation, and disordering in students' analytical exposition text. Zuana (2020) analyzed 6 analytical exposition texts of senior high school students based on generic structure which results that there are some problems found in the study: composing improperly generic structure and the diction. Besides, the study of writing errors on hortatory text made by students concludes that the highest percentage of writing error made by students was grammatical error and the lowest was in organization (Putri et al., 2016). Another recent research was done by Subekti (2018) which analyzed the essays of English education department students about complex sentence and the result is the students made five themes of errors; tense inconsistency, omission errors, addition errors, erroneous verb formations (double finite verbs), and a mixture of

faults. Besides, Nanning et al, (2020) conducted the study to find out the students errors in their thesis writing, and it was found that grammatical errors made by the students namely Article, verb tense, subject-verb agreement, singular/plural, word Class, sentence structure, spelling, and punctuation.

However, numerous studies have been carried out in relation to learner's errors; this present study is different because instead of only investigating the learners' error and the causes of error, it is conducted to acknowledge the students' attitude subjected to error correction due to the fact that previous studies have not covered to this issue. The study of Permatasari et al (2018) for example, was conducted the error analysis found in students writing analytical exposition text, while Zuana (2020) studied the students' analytical exposition text based on generic structure. Similarly, the study of Subekti (2018) and Nanning et al (2020) were conducted to find out the common types of errors made by the students. It can be seen that those studies only focus on the learners' error classification. The focused area in this study is expected to know the learners' perception on error's correction so that it helps in creating an effective language learning if the teacher can decide what suitable way to use in teaching writing. Therefore, this study incorporates the categorization of learners' error, finding the errors causes, and the most importantly is uncovering the students' attitude subjected to error correction of Indonesian senior high school students in writing class.

1.2 Statement of the Problem

Based on the background above, the statement of the problem are as followed:

1. What types of errors do the students make in analytical exposition text?

2. What are the causes of the students' grammatical errors in analytical exposition text?

3. How is the students' attitude towards the error correction suggested by teacher?

1.3 Purpose of the Study

This research is aimed:

1. to find out what types of grammatical errors made by eleventh grade students in writing an analytical exposition text.

2. to find out the causes of students' grammatical errors in writing an analytical exposition text.

3. to find out the students' attitude towards errors correction suggested by their teacher.

1.4 The Scope of the Study

This study would be focus on an analysis of grammatical errors which are found among the students in writing an analytical exposition text at eleventh grade. The writer wants to analyze the errors of language features. The writer only focuses on surface category. Surface taxonomy strategy is divided into four parts, such as omission, addition, malformation and disordering, then the researcher

analyzes the causes why the students make the errors whether it is interlingual transfer, intralingual transfer, content of learning, or communication strategy. Besides, the researcher also investigates the students' attitude towards the errors correction suggested by teacher.

1.4 The Significances of the Study

The significances of the study in theoretically, the result of the study is expected to be useful to get a new perspective in writing an analytical exposition text, and to increase an understanding of grammatical features used in analytical exposition text. Moreover, through this study, the errors in writing an analytical exposition text can be recognized. Additionally, practically, the significance of the research is conducted to useful for the students since research helps in realizing their errors in all types of grammatical errors and profiting by mistakes to overcome the said errors and reduce of making them in the next semester. Moreover, it can be an input to improve their knowledge of teaching English, and it can be used to encourage students to be more cautions in composing the text. This research also helps the readers in increasing references about language features in writing analytical exposition text and to avoid errors in writing analytical exposition text.

1.6   Definition of Key Terms

Based on the background of this study, the definitions of key terms are as followed:

1. Grammatical Errors: grammatical errors refer to surface taxonomy strategy that contains omission, addition, misformation and misordering made by students in writing analytical exposition text.

2. The Causes of Errors: refers to the reasons why the students make the errors in writing analytical exposition text involve interlingual transfer, intralingual transfer, context of learning, and communication strategies.

3. Analytical Exposition Text: the writing text composed by students of eleventh grade which is used to write the students' idea concerning to the latest phenomenon under the title *"The Challenges of Online Learning during the Covid-19 Pandemic"* containing 3 paragraphs within at least 200 words.

4. Students' Attitude: it refers to how the students think about the teather's error correction including their experience of teacher correction style, the preference of teacher's correction style, their understanding towards the teachers' marking, and the benefits of teacher's correction towards their errors.

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, it is divided into two parts which are conclusions and suggestions. They are displayed as follow:

5.1 Conclusion

This research discovered four types of grammatical errors committed by the students namely, omission, addition, misformation, and misordering. From those types of errors, omission was the highest frequency of students' grammatical errors capered to misformation, addition, and misordering. It can be said that the students still have the difficulties in applying grammatical features in an analytical exposition text due to the fact that they transfer the pattern of their native language into the target language (interlingual transfer) or they might over generalize and apply incomplete rules in producing English sentences (intralingual Transfer). Finally, the students have positive attitude towards the teacher's errors correction, since it affects their awareness towards their writing and increases their grammar knowledge.

5.2 Suggestions

Regarding the findings of this research, some suggestions would be given by the researcher as reported as followed:

5.2.1 The English Teacher

The English teacher should not ignore to the students' errors. The strategy used by the teacher has to be proper with students' proficiency level so that it makes them easier to understand the feedback. Otherwise, the teacher has to check their capability to learn through teacher's correction feedback in order to achieve the learning target of writing class. It is suggested for the teacher to give the errors' correction through a combination between written and oral feedback to reduce the number of students' committing errors.

5.2.2 The Students

The students are suggested to pay attention in learning English especially about grammatical structures, and always practice as much as possible. The students can enhance their writing abilities and grammar mastery through studying hard on the subject being taught in the classroom and exercising English grammar regularly.

5.2.3 Further Researchers

The other researchers are suggested to find out the solution of students' grammatical errors in order to discover an effective technique in increasing the students' grammar mastery. Besides, this present study only acknowledged the students' attitude towards teacher's errors correction. Therefore, the further researcher would do in-depth investigation regarding how the students factors such as, their proficiency, motivation, and beliefs impact to teachers' error correction as well as the students' ability to learn from it.

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