



**AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN
WRITING DESCRIPTIVE TEXT: A CASE STUDY IN
MADRASAH ALIYAH MODEL ZAINUL HASAN GENGGONG**

THESIS

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**UNIVERSITAS ISLAM MALANG
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THESIS
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ABSTRACT

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Writing in English is very important for every student who learns English as a foreign language (EFL). EFL students often find difficulties in learning writing by using English as a target language. Errors in grammar as one of writing aspect are unavoidable while students are trying to develop their writing skills. There have been several studies on identifying grammatical errors in students' writing. It is believed that identifying students' written tasks is an effective tool to explore the difficulties involved in learning language. This helps teachers' awareness of the serious problems which occur in students' writing and allows them to pay closer attention to their errors.

This study aims (I) to analyze the types of errors made by the high and low achiever students in writing descriptive text (II) to analyze the cause of errors made by the high and low achiever students in writing descriptive text.

The design of the study is a case study. The instruments were documents and questionnaires. The subjects of the study were 30 high achiever students and 20 achiever students of MA Model Zainul Hasan Genggong. The researcher classifies the high and low achiever by the students score on writing descriptive text. The researcher found out some errors made by the high and low achiever students, where the low achiever students often made errors while the high achiever students made errors in little frequency. Both those two categories made errors in same types with different number and percentage.

The types of errors they made are, addition, misformation, misordering, and spelling. The low achiever students have spelling as the highest frequent of error. Spelling errors happen because of carelessness where students have low motivation to learn. They have no good will to know more about new knowledge. Here can be either English is not something interesting or situation of teaching class comfortable for their tendency. The high achiever students have omission as the highest frequent of error. The omission happens due to the language interference, especially first language. Its interference of them occurs when they learn English as a new language for them. As a foreign language, English may be difficult for them. Their native language (Bahasa Indonesia) interferes the process of understanding English.

The implication of this study is beneficial for the teachers to find out the difficult area of English subject in which students find difficulty in learning a language and it also assists teachers, learners and syllabus designers in discovering beneficial remedial material for solving the errors.

CHAPTER I

INTRODUCTION

In this chapter, the researcher provides an explanation of the study, research question, objective research, research significance, scope and limitation, and definition of key terms.

1.1 Background of the Study

English is understandable by people having a great role in a life especially in international communication. Almost all countries in the world replace English as a second language while the others make it as foreign one. It is why governor of Indonesia inserts English in Indonesia's education and he employs it as a formal education for all Indonesian students (Putri, 2013). English education for Indonesian students starts from elementary schools until colleges. In junior high school, English has been confirmed by Government of Indonesia as a required subject taught to students. It is based on the Decree of Education Ministry number 24 in 2006 about School Based Curriculum and Standard of Content. There are four English skills which are learned by Indonesian students in English group, namely: reading, listening, speaking, reading, and writing. However, writing is recognized as the most complex skill to be mastered by people (Al-Shujairi and Tan, 2017).

Writing is one of English skills that are taught by teacher to students in Indonesia. Writing is one of the learning materials included in every

teaching and learning syllabus (Harmer, 2004). This skill is categorized as a productive skill (Golkova and Hubackova, 2014). Writing can be described as a cognitive activity to find ideas, how to express the idea, and organize the ideas into statement and paragraph obviously (Nunan, 2003). In writing, students learn several subjects. Students learn syntax, grammar and vocabulary in writing group which will help them to produce a good foreign language writing (Hermini, 2015). From all subject, grammar comes as the most difficult and complicated subject to be mastered by students (Belo, 2017).

Foreign language learners find difficulty in applying grammar rules of a target language into text and they may commit error. Limited knowledge about grammatical rules and rare occasion to use the rules in interaction start the error production from foreign language learners (Silalahi, 2014). According to Moqimipour and Shahrokhi (2015), errors can be seen as inadequate knowledge about foreign language rules which start the production of unacceptable written or oral linguistic items. As the result of errors, readers may create misinterpretation about the meaning that the writer wants to convey to readers. Juniarti (2021) stated that the problems could be caused by both internal and external factors. Students' problems are caused by the lack of vocabulary and tense.

Recently, there had been several studies about error analysis done by some experts. The first research was a research from Putri (2013) The result was most of the students made errors of omission. The omission in her study

consisted of omission of verb inflection (marker s/es), omission of auxiliary verbs (is, am, are) and other omission.

Wahyuni (2016) found that the most frequent error committed by students in writing descriptive texts was misformation. The error of misformation consisted of misformation of gerund, an article, personal pronoun, possessive pronoun, and words. Each of the previous research had different result.

Amnuai (2020) found that there are five types of errors that were found frequently in the abstracts were word choice, prepositions, sentence problems, singular/plural forms, and quotation marks.

In addition, another study by Amalina (2020), which investigated the types of linguistic errors produced by students by adopting the notions of Error Analysis (EA) and the Surface Strategy Taxonomy as the theoretical framework shows that overall, 122 (63%) cases out of 195 cases were categorized under the omission type of errors. The number marker, verb-tense, article, preposition, subject-verb agreement, and pronoun were the category of frequent errors made by students respectively. These were followed by addition (18%), misformation (15%), and misordering (5%). Significance to the source of errors, intralingual transfer turned out to be the main reason that triggers the error in the students' writings.

In other chance, Mubarok (2021) also did a research to analyze grammatical errors in the writing of Indonesian EFL students through the

error analysis approach. He made a research about auxiliaries, word choice, parallel structure, redundancy, preposition, articles, plurality, punctuation, and unnecessary words which take higher percentage of errors done by most of students in university level.

Errors in writing are unavoidable while students are trying to develop their writing skills. There have been several studies on identifying grammatical errors in students' writing. It is believed that identifying students' written tasks is an effective tool to explore the difficulties involved in learning language. This helps teachers' awareness of the serious problems which occur in students' writing and allows them to pay closer attention to their errors. The aim of this study is to pinpoint grammatical errors in writing descriptive texts by the eleventh class students of MA Model Zainul Hasan Genggong. This study tries to analyze the errors made by the students in writing descriptive text. The researcher tries to analyze what errors made by the high achiever and low achiever in writing descriptive text. The researcher classifies the high and low achiever by the students score on writing descriptive text.

This study investigated the students of MA Model Zainul Hasan Genggong, Probolinggo. Its eleventh class students was chosen as the subjects of the research. This class was selected because the result of preliminary observation. It was seen that the eleventh class students were more active in using English rather than other classes. The eleventh class students also made more and various errors in using English rather than other

classes. This result of preliminary observation was also strengthened by some statements from a teacher of MA Model Zainul Hasan Genggong. He said that the eleventh class students in this school are better in writing English. He said that the production of grammatical error in this grade is a common problem. Furthermore, the eleventh class students of MA Model Zainul Hasan Genggong were currently learning descriptive text in this semester.

1.2 Research Questions

Based on the preliminary observation the researcher try to find out two questions:

1. What are types of errors made by the high and low achiever in the eleventh class students of MA Model Zainul Hasan Genggong in writing descriptive texts?
2. What are the causes of errors made by the high and low achiever in the eleventh class students of MA Model Zainul Hasan Genggong in writing descriptive text?

1.3 Research Objectives

Based on the research questions above, this study purposes to:

1. Analyze the types of errors made by the high achiever and low achiever in the eleventh class students of MA Model Zainul Hasan Genggong in writing descriptive texts.
2. Analyze the causes of errors made by the eleventh class students of MA Model Zainul Hasan Genggong in writing descriptive text.

1.4 Significance of the Study

1.4.1 Theoretical Significance

An error analysis is needed to be done by teachers to describe the errors committed by students and to know the causes of errors committed by students. According to Divsar and Heydari (2017), error analysis (EA) is a way to gather errors found in students' language, decide either the errors are systematic or not, and clarify what the reasons behind errors found in students. It means that error analysis is an approach done by someone to sum up all errors that appear in students. Not only that, error analysis also tries to discover whether the errors are systematically found or not. And the last, error analysis describes the causes of errors that the teacher has found. Doing an error analysis can provide certain kinds of benefits. Several experts have expressed their arguments about the benefits of error analysis. An error

analysis is needed to be done to enrich the development of knowledge especially in instruction of English as a Second Language. An error analysis should be done regularly by a teacher toward students with the idea and hope that the error should be done anymore later. Ellis (2008) stated that an analysis of error is a procedure done by teacher or researcher by collecting the data, identifying error contained by the data, explanation of the error, classifying the error based on the cause, and evaluating or assessment of the error.

1.4.2 Practical Significance

Khan (2016) state that error analysis can assist teachers to find out the difficult area of English subject in which students find difficulty in learning a language and it also assists teachers, learners and syllabus designers in discovering beneficial remedial material for solving the errors. Mustafai (2015) also argue that error analysis gives a deep insight for more understanding about the process of language learning done by students. The last benefit comes from Nzama. According to Nzama (2015), error analysis is beneficial for the teachers, syllabus designers, and textbook writers since it can reveal the problems faced by learners in learning a language. An error analysis is needed to be done to give a first description to anticipate error that my happen along instruction of English as a Second Language.

1.5 Scope and Limitation

This research was conducted to analyze the errors made by the high and low achiever in grammar of writing. The researcher focused on writing descriptive text tasks of 50 students of MA Model Zainul Hasan. The researcher focused on theory of Krashen (1982) assisted with spelling error from Sawalmeh's theory (2013). Dulay, Burt, and Krashen (1982) state there are four types of error, namely: (1) Omission, (2) Addition, (3) Misformation, and (4) Misordering.

1.6 Definition of Key Terms

To avoid any confusion of unclear meaning the definition of key terms is needed. The researcher defines it as follows:

1. Error analysis is an effort to analyze, describe errors that appear, make explanation systematically on structural. It requires avoiding the errors of the learners' produce frequently.
2. Writing is a visual depiction of thoughts, feelings, or ideas, using language system symbols for communication or note-taking purposes.
3. Descriptive text is the text that describes a particular object in detail.
4. Low achiever students refers to the students who have 0-69 score based on the students' academic guidebook of MA Model Zainul hasan.



5. High achiever students refers to students who have 70-100 score based on the students' academic guide book of MA Model Zainul Hasan.



CHAPTER VI

CONCLUSION AND SUGGESTION

6.1 Conclusion

Based on finding analyzing and discussion of first research questions “What are types of errors made by the high and low achiever in the eleventh class students of MA Model Zainul Hasan Genggong in writing descriptive texts?”, it can be concluded that based on this study, the researcher found out some errors made by the high and low achiever students, where the low achiever students often made errors while the high achiever students made errors in little frequency. Both those two categories made errors in same types with different number and percentage. The types of errors they made are, addition, misformation, misordering, and spelling. High achiever students did error of omission till 30.19% while the low achiever students did the errors till 25.39%. High achiever students did error of addition with the percentage of 13.21% while low achiever students did the errors with the percentage of 10.06%. High achiever students did errors of misformation up to 27.67% while the low achiever students did the errors up to 25.93%. High achiever students did errors of disordering until 7.23% while low achiever students did the errors until 7.40%. High achiever students reached errors of spelling on 21.70% while low achiever students reached the errors on 31.22%.

Based on finding analyzing and discussion of second research questions “What are cause of errors made by the high and low achiever in the

eleventh class students of MA Model Zainul Hasan Genggong in writing descriptive texts?”, it can be concluded that based on this study, the researcher found out three causes of errors, they are:

1. Carelessness. The carelessness was indicated by three activities of students, they are less pay attention to either material or teachers explanation, material of English is not interesting due to style of teacher’s teaching are dislike by students and material of English will never guarantee their future life, and lack of motivation because of complication of descriptive text.
2. First language interference. Students feel hard to learn English as a new language for them. Here happen because they learn English recently. So, their native language (Bahasa Indonesia) interferes the process of understanding English as a new language. The consequence they will depend on their native language to understand English. It is logically when they often write which contain errors such as: omission of apostrophe ‘s, omission of to be, omission of article “a”, omission of s/es for subject and verb agreement, omission of s for plural, misformation of possessive pronoun, misformation of personal pronoun, misformation of gerund, and misformation of verb.
3. Translation. Here happens because students write English sentences based on their native language structure (Bahasa Indonesia). They easily write English based on structure of Bahasa Indonesia. They write “I so happy in

there” to express “saya sangat senang disana” while it should be “I was so happy there”. “I” is “Saya”, “so” is “sangat”, “happy” is “senang”, “in” is “di”, “there” is “sana”.

6.2 Suggestion

Here are suggestions given for teachers and students:

1. Teachers:

- a. Should understand that their students were not born in English environment.
- b. Should give feedback, direct and indirect.
- c. Should select material and focus on the topic of errors
- d. Should acknowledge culture of England and American people where English come from. ★★★★★★
- a. Should teach idiom and proverb that cannot be translated into first language.

2. For students

They should obey teachers ordering in holding learning and teaching class. They must write when teachers ask them to write. Whatever the errors they might make, they must go on practicing English writing under teacher guidance. They should understand also that understanding English will make them easy and comfortable in future life.

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