

GRAMMATICAL ERRORS MADE BY ENGLISH DEPARTMENT
STUDENTS IN WRITING ANALYTICAL EXPOSITION ESSAY:
A STUDY AT THE ENGLISH DEPARTMENT OF
UNIVERSITAS NEGERI PADANG

THESIS



By

ANNISHA DYULI ADHA
NIM. 1304088

*Submitted as partial fulfillment of the requirement
to obtain a degree in Master of Education*

LANGUAGE EDUCATION STUDY PROGRAM
GRADUATE PROGRAM
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ABSTRAK

Annisha Dyuli Adha. 2016. Grammatical Errors Made by English Department Students in Writing Analytical Exposition Essay: A Study at English Department of Universitas Negeri Padang. Tesis. Program Pascasarjana Universitas Negeri Padang .

Tujuan penelitian ini adalah untuk mengetahui kesalahan-kesalahan *structure* yang muncul dalam tulisan essay analitis eksposisi. Selain itu, penelitian ini juga bertujuan untuk mengetahui penyebab kesalahan-kesalahan tersebut. Sumber data penelitian ini adalah mahasiswa semester empat program studi pendidikan bahasa Inggris UNP yang terdiri dari 150 mahasiswa. Para mahasiswa tersebut dipilih secara acak dengan mengurutkan nama-nama mahasiswa tersebut dari nomor 1 sampai 150, kemudian peneliti memilih nama-nama mahasiswa pada setiap nomor kelipatan lima sebagai sampel dalam penelitian ini. Maksudnya, dari siswa nomor 1 sampai nomor 150, peneliti hanya memilih mahasiswa nomor 5, mahasiswa nomor 10, mahasiswa nomor 15, mahasiswa nomor 20, mahasiswa nomor 25, mahasiswa nomor 30, mahasiswa nomor 35, dan seterusnya hingga didapatkan 30 siswa.

Jenis penelitian yang digunakan dalam tesis ini adalah penelitian deskriptif. Data penelitian dikumpulkan melalui proses pemberian tugas menulis dan wawancara. Seluruh data yang telah terkumpul dianalisis dengan menggunakan prosedur analisis penelitian deskriptif. Data tersebut disederhanakan dan dipindahkan dari data mentah menjadi bentuk yang telah tersusun dengan baik. Kemudian, data tersebut dikelompokkan dalam sebuah table berdasarkan indikator yang digunakan dan disimpulkan.

Temuan penelitian menunjukkan bahwa mahasiswa membuat kesalahan dalam penggunaan *simple present tense*, *passive voice*, *conjunctive relations*, *direct and indirect object*, *linking and possessive verbs* dan *modals*. Selain itu, adapun penyebab kesalahan mahasiswa tersebut yaitu dikarenakan lima faktor; *language transfer*, *overgeneralization*, *ignorance of rule restriction*, *incomplete application of the rules*, dan *false concept hypothesized*. Dari temuan penelitian tersebut disimpulkan bahwa mahasiswa membuat kesalahan dalam menggunakan struktur bahasa dalam menulis essay analitis eksposisi.

ABSTRACT

Annisha Dyuli Adha. 2016. Grammatical Errors Made by English Department Students in Writing Analytical Exposition Essay: A Study at English Department of Universitas Negeri Padang. Thesis. Graduate Program of Padang State University.


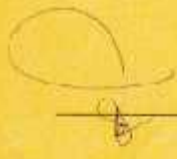
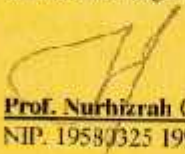

This research was aimed to find out the students' grammatical errors in writing analytical exposition essay. Besides, it is also to find out the causes of the errors. The source of data was the students of English language teaching program of UNP who were in the fourth semester that consist of 150 students. The students were chosen randomly by ordering the names of the students from number 1 up to 150, then the researcher chose the names of the students in every the fifth stage as samples of this research. It means that from the student number 1 until the student number 150, the researcher just chose the student number 5, student number 10, student number 15, student number 20, student number 25, student number 30, student number 35, and so on, until the researcher got 30 students as the samples of the research.

The type of this research was a descriptive research. The data were collected by using writing test and interview. The test was done out of students' learning time and it was followed by the interview done to 16 students that had more errors than other students. The data collected were analyzed based on the theories to analyze descriptive data. The data collected were simplified and transformed from the raw data into manageable form. After that, the data were classified based on the indicators used, and they were concluded.






The findings of this research showed that the students' grammatical errors were to use simple present tense, passive voice, conjunctive relations, direct and indirect object, linking and possessive verbs, and modals. Besides, there were also the causes of the students' errors, namely language transfer, overgeneralization, ignorance of rule restriction, incomplete application of the rules, dan false concept hypothesized. From the data gotten, it could be concluded that the students made errors in six elements of grammar in analytical exposition essay.

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Padang, 6 Maret 2017



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The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

People are more aware of how important the language is. Language is a means of communication, which helps people to interact, express, and communicate their ideas. The use of language cannot be separated from human life because it is a tool that is used by people in speaking or writing. By using language, we can ask other people to do something, exchange our ideas, and communicate each other about our plans in the future or experiences.

English is an international language and it has an important role for communication in the world, and it is also used in the world of science, technology, commerce, and economic. Since English is a foreign language, it is realized that most of EFL students generally got some difficulties in learning it. The difficulties occurred when they lack of knowledge about vocabulary and grammar. In fact, they had to master the language skills, including listening, speaking, reading, and writing because the goal of learning English is to use them in spoken and written communication.

Writing is a basic and very important language skill because it is essential to the learning process and it can improve the students' academic performances. Writing cannot be learned in a short time. According to Vallete (1985: 81), writing skill requires more capabilities than other

language skills and needs special preparation. It requires the students to understand the spelling and punctuation, the sentence structures, the vocabulary, and the paragraph development. Because of that, writing is one of the four skills which has a high status as a part of the culture of society or institution. It means that writing is one of the communication means by which the students can communicate their ideas and messages.

In order to be able to write in English well, the students need to take writing subject. In the writing subject, the students will learn how to write simple sentences, until they became a paragraph and even an essay. In syllabus of English writing subject of English Department of UNP, the students are taught how to write in English from the basic level until advanced level which are studied in the subjects of Paragraph Writing, Essay Writing, Academic Writing, and Paper/Thesis Writing. In those subjects the students learn how to write simple sentences, paragraphs, essay, academic paper until they write their thesis.

According to Miles (1982: 4), writing process is easier than speaking process because people who write something have time to think about the idea and find out the right words then express them into writing. It means that the students should choose suitable words to be arranged into sentences and determine the right verb that is suitable to the tense. It also means that the students have time to prepare their writing such as the topic that they are going to write, to revise and rearrange into a good composition. Although writing is easier than speaking but the students still say that

writing is difficult because the English rules are very complicated and different from their native language. They often make incorrect construction of structures or break the language rules. They still use Indonesian English in their sentences. In fact, a wrong sentence can disturb the meaning of the sentence. Braganza (1998: 14) says that by breaking the fundamental rules and grammar, our ideas become wrong, the sentences become erroneous and we stand self-condemned.

The difficulties in applying the rules of language in writing cause the students to make errors. Error is different from mistake. If the student is unable or in any way disinclined to make the correction, we assume that the form the learner use is the one intended, and that is an error. It means that error arises because of students' inadequate proficiency in the target language (L2). It occurs repeatedly because of lack of knowledge and hardly difficult for students to recognize it. If, on the other hand, the student is inclined and able to correct a fault in his or her output, it is assumed that the form he or she selected is not the one intended, and we shall say that the fault is a mistake.

Brown (1980) states that mistake refers to a performance error that is a random or a slip, in that it is a failure to utilize a known system correctly. While an error is a noticeable deviation from the adult grammar of native speaker reflecting the interlanguage competence of the learner. In addition, Porte (1993) explains that errors tend to occur again and again until

someone masters the language well. While, mistakes can be corrected just at the time.

Moreover, Crystal (2008: 173) describes error as an act, assertion, or belief that unintentionally deviates from what is correct, right, or true. It shows that errors reflect gaps in students' knowledge that is happening because the learner does not know which one the correct form is. Thus, the errors made by the students in their writing, make them believe that anything they write is accurate, and do not consider them as errors. In reality, errors in the acquiring process is unavoidable and is part of learning (Dulay et al., 1982:65), as well as the moment the students committed errors in their writing.

On February 10th, 2015, the researcher took preliminary data by asking five of students' writings of analytical exposition essay to the lecturer that taught writing subject to be copied as samples to be analyzed by the researcher. Based on the preliminary data, the students still had problems in writing the analytical exposition essay. The first problem was the students tended to make errors in using grammar. In this case, the students' writing were not in correct grammar, sometimes the use of subject and verb agreement were not appropriate. As known that in a sentence, the subject and the verb should be in agreement. Besides, the students also did not know how to use modal, adjective, possessive, article, and noun. In addition, most of the students got confused to differentiate between verbal sentence and

nominal sentence and the use of singular/ plural form. They just put them all together. As a result, what actually they meant could not be understood.

The second one was in using the appropriate punctuation. As known that punctuation is needed to make a writing understandable, because punctuation is to structure and organize the writing. Punctuation is important, because it tells the readers where they need to stop, to pause, or to emphasize. In this case, the students did not use punctuation properly so that their writings were confusing. Whereas, punctuation illustrates the relations among the ideas and between the parts of sentences.

The third problem was the students tended to make errors in constructing phrases or clauses as well. They did not construct the phrases in a correct arrangement. As known that syntax is about the rules or pattern relations which govern the ways of how words are combined to form phrases to become sentences. Syntax is very important for the students to be noticed, because syntax is related to the composition of words that are arranged in a phrase, clause, or sentence, so that the students should pay more attention to their sentence arrangement, in order that it becomes a good composition of English writing. For example, one of the students wrote “*Computer is connect to internet is way that powerful to socialize with others*”. In that sentence, the students made errors in using passive voice and constructing the noun phrase. The student should use past participle to make passive form, it should be “*Computer is connected*”. Then, the student did misordering of words to make the noun phrase. In fact, she/ he should

write “*powerful way*”. From this sentence, the student did not pay attention to the use of passive voice and noun phrase construction in his or her sentence.

Considering the problems above, the researcher did investigation to find out the grammatical errors found in the students’ writing of analytical exposition essay and the causes of the errors. The researcher chose the analytical exposition essay as an object of the investigation because it had been learned by the students in semester three, so it was not difficult for the researcher to ask the students to write the analytical exposition essay because they had already known about it. Besides, many students made errors in using the correct verbs in constructing the sentences in writing analytical exposition essay. It means that the students found difficulties to use the correct verb so that grammatical errors could be found in their writing.

Related to teaching and learning writing, there had been many researches discussed about the students’ grammatical ability. Julinarti (2008) conducted her research about students’ grammatical ability. Amalia (2008), Daarus (2009), Herlina (2011) conducted researches about error analysis of students’ writing with different settings of research and participants. Then, Emmaryana (2010), Rosidani (2011), Nurhikmah (2011), Purwanti (2013), Hendriwanto (2013), and Abushihab (2014) did their researches about students’ grammatical errors, also Ihsan (2013) studied about students’ morphological errors. Those researches had

similarities with this research in investigating grammatical errors on the students' writings. However, types of the essay that they used were different. Besides, setting and results of the researches made them different each other. In this research, besides investigating the students' grammatical errors, this research also investigated the processes of how the errors occurred on the students' writing and the causes of the errors. These cases made this research was different with those researches.

Hence, the reason to conduct this research was by finding out the types of grammatical errors found in the students' writing of analytical exposition essay, also by finding out the causes of the errors, hopefully the students could be more aware about the importance of correct grammar in making good writing. Moreover, by taking the benefit of error analysis result, the lecturer can improve his/ her teaching in order that the students can master the grammar rules well so that the grammatical errors in their writing can be reduced.

B. Identification of the Problem

Based on the background of the problem above, there were some writing problems that could be identified. The problem was related to the use of inaccurate grammar when the students wrote analytical exposition essay. In this case, the students' writing were not in correct grammar, sometimes the use of subject and verb agreement were not appropriate, whereas the subject and the verb should be in agreement. Besides, the students also did not know how

to use modal, adjective, possessive, article, and noun. In addition, most of the students got confused to differentiate between verbal sentence and nominal sentence and the use of singular/ plural form. They just put them all together. As a result, what actually they meant could not be understood. Whereas, to make good writing and understandable, the use of correct grammar was important. Besides, the students also had problems or made errors in using correct punctuation and constructing phrases or clauses. From those problems, grammatical errors in the students' writing of analytical exposition essay were identified in this research.

C. Focus of the Research

Based on the problems identified above, the focus of this research was the types of grammatical errors made by English Department students of UNP. It was done by looking at the students' grammatical errors in writing the analytical exposition essay. The grammatical errors were based on the grammatical features of the analytical exposition essay. Besides, it also had sub-focus related to the causes of the students' errors in writing the analytical exposition essay.

D. Formulation of the Problem

Based on the limitation above, the problems of the research could be formulated in the following question: "What are the types and factors of

existing grammatical errors found in students' analytical exposition essays at the English Department of UNP?"

E. Research Questions

Based on the formulation of the problem above, the research questions were stated as follow:

1. What are the types of grammatical errors found in analytical exposition essay written by English Department students of UNP?
2. What are the causes of grammatical errors in writing analytical exposition essay done by English Department students of UNP?

F. Purposes of the Research

The purposes of the research are:

1. To explain the types of grammatical errors found in analytical exposition essay written by English Department students of UNP.
2. To explain the causes of grammatical errors in writing analytical exposition essay done by English Department students of UNP.

G. Significance of the Research

The findings of the research are expected to contribute to English teaching and learning. Theoretically, the result of study could support and enrich the theories of teaching writing especially to the use of essay types

in term of analytical exposition. Besides, this research could also be one of the reference theories for further research.

Practically, the result of the study helped lecturers by giving a view of how far the goal of teaching learning progressed by the students and consequently what remained for them to learn. The lecturers would know students' weaknesses in writing such kinds of essay, they may focus more on developing the lacking aspect. By analyzing the errors, the lecturers may give more attention to this point and search suitable ways to improve this lacking aspect.

Besides, the result of the study would help the students to increase their ability in writing by giving valuable input about errors that were habitually made by them in writing such kinds of essay and how to overcome them. By reviewing this study, the students would know some errors that they often made. They would learn from their errors and would not do it again next time when they composed a writing or other language construction. Hopefully, the students became more careful and paid attention more to grammar of language that they tried to construct, moreover to the errors that they often made.

H. Definition of the Key Terms

1. Error: noticeable deviation from the adult grammar done by English Department Students of UNP in their writing of analytical exposition essay, reflecting their interlanguage competence.

2. Writing: an ability to express an idea, opinion, feeling, or experience in written form done by English Department Students of UNP.
3. Analytical exposition essay: a kind of essay that elaborates the writer's idea about the phenomenon surrounding.
4. Grammatical error: inappropriate arrangement of letters of a word in writing analytical exposition essay committed by English Department Students of UNP.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

An analytical exposition essay has special grammatical features as well as the other essays. The students who learn about the essay are expected to be able to use the grammar in writing accurately. The grammar is needed to master by the students since they contribute the quality of writing. In fact, when they ignore the structure of language, the language which they use are difficult to be understood. Because of that, it is important to see the students' grammatical errors in writing analytical exposition essay. It is also essential to know the processes of the occurrence of students' errors and the causes of the errors.

Based on the data analysis, the students made errors in using grammatical features in writing the analytical exposition essay. In using the grammatical features, there are six of grammatical features of analytical exposition essay that the students made errors. In other words, the students made errors in using simple present tense, passive voice, conjunctive relation, direct and indirect object, linking and possessive verbs, and modal verbs. Actually, those elements of grammar were needed to be concerned to get good quality of writing.

The students' grammatical errors in writing analytical exposition essay were caused by some cause. The first cause was language transfer. Transferring two different languages by the students who did not master the languages affected their English use. The second cause was overgeneralization. In this cause, the students

tended to extend the rules of English grammar on the basis of their experience of other structures in the target language. Third, ignorance of rule restriction. In this cause, the students ignored the rules of grammar by not paying attention and not following to the rules while writing. Fourth, incomplete application of the rules. In this cause, the students did not use the rules completely so that there were missing rules in the students' writing. Fifth, false concept hypothesized. In this cause, the students did not fully understand rule distinctions in the target language. It was from the students' faulty knowledge or inaccurate ideas about language rules.

All of those research findings need to be followed up to find out some solutions which are appropriate to solve the students' errors. Besides, these research findings proved that the students of English Department of UNP made grammatical errors in writing analytical exposition essay. In other words, the use of the grammatical features needs to be improved by the students. Therefore, the result of the students' writings is good in the language use.

B. Implication

There are some implications related to the students' grammatical errors in writing analytical exposition essay. They are:

1. The lecturers can ask the students to have more practices using English with good grammar in oral even written so that they will be accustomed to apply their sentences in correct grammar.
2. The lecturers teach the grammar elements explicitly with adequate exercises. When the lecturer explains grammar clearly and gives grammar

exercises, the students can understand the grammar and apply it in their communication.

3. The lecturers give more exercises to the students to apply their grammar. Therefore, the lecturers do not only give the theory of grammar but also a chance for the students to practice.
4. In writing class, the lecturers should give more writing exercises to the students so that they are familiar to English writing form.

C. Suggestion

Based on the research findings presented in the previous chapter, the researcher suggests several points for the students. Those suggestions are:

- a. The students should practice using English to communicate in their environment since quantity and quality of L2 interaction influence on ultimate success of L2 learning.
- b. The students should master two languages, English and Indonesian language so that they know the different rules used to express something.
- c. The other researchers are suggested to continue this research to get a solution to solve the students' grammatical errors in writing analytical exposition essay.

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