

Students' Grammatical Error Analysis in Writing Manual Procedure Text:

A Study on SMK Negeri 1 Batusangkar

An Undergraduate Thesis

*Submitted as Partial Fulfillment of the Replacements to Obtain Bachelor of
Education (B.Ed.) in English Language Education*



Amelia Putri Perdana

18018113

Advisor:

Dian Safitri, S.Pd., M.Pd.

ENGLISH LANGUAGE AND LITERATURE DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

UNIVERSITAS NEGERI PADANG

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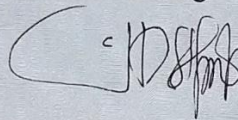
HALAMAN PERSETUJUAN SKRIPSI

Judul : Students' Grammatical Error Analysis in Writing
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Batusangkar
Nama : Amelia Putri Perdana
NIM : 18018113
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, 18 Agustus 2022

Disetujui oleh,

Pembimbing




Dian Safitri, S. Pd., M.Pd.

NIP. 198809162019032016

Mengetahui,

Kepala Departemen Bahasa dan Sastra Inggris



Desvalini Anwar, S.S., M.Hum., Ph.D

NIP. 19710525 199802 2 002

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Skripsi
Program Studi Pendidikan Bahasa Inggris Jurusan Bahasa dan Sastra Inggris
Fakultas Bahasa dan Seni Universitas Negeri Padang
dengan judul

**“Students’ Grammatical Error Analysis in Writing Manual Procedure Text:
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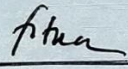
Nama : Amelia Putri Perdana
NIM : 18018113
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, 18 Agustus 2022

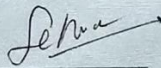
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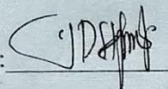
1. Ketua : Fitrawati, S.S., M.Pd.

: 

2. Sekretaris : Senorica Yulia Sari, S.Pd., M. TESOL

: 

3. Anggota : Dian Safitri, S.Pd., M.Pd.

: 



SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan dibawah ini:

Nama : Amelia Putri Perdana
NIM / TM : 18018113 / 2018
Program Studi : Pendidikan Bahasa Inggris
Departemen : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

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Diketahui oleh,

Ketua Departemen Bahasa dan Sastra Inggris

Desvalini Anwar, S.S. M.Hum. Ph.D

NIP. NIP.19710525.1999802.2.002

Saya yang menyatakan,

Amelia Putri Perdana

NIM. 18018113

ABSTRACT

Perdana, Amelia Putri. (2022). *Students' Grammatical Error Analysis in Writing Manual Procedure Text: A Study on SMK Negeri 1 Batusangkar*. Undergraduate Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang.

This study aimed to find out grammatical errors and to reveal the most frequent grammatical error in writing manual procedure text. The population of this study was the eleven graders of SMK Negeri 1 Batusangkar. The sample of this study was the eleven graders of AKL 1 and AKL 2. The sample was taken using purposive random sampling technique. The number of sample in this research was 42 students. The researcher used descriptive research design. The data were collected through a test. The finding was based on an analysis of the researcher and a rater. The rater was an English teacher of SMK Negeri 1 Batusangkar. After collecting the finding from the researcher and the rater, the researcher counted mean percentage of each grammatical error occurrence. According to likert scale, the interpretation of each grammatical error in writing manual procedure text was categorized as *excellent*, *very good*, *good*, and *average*. The final result showed that determiner error's mean was 46,80% (average), noun error's mean was 14,28% (good), verb error's mean was 12,25% (good), conjunction error's mean was 9,30% (very good), preposition error's mean was 8,21% (very good), subject-verb agreement error's mean was 7,15% (very good), and pronoun error's mean was 2,15% (excellent). So, determiner error's mean was the most frequent grammatical error in writing manual procedure text committed by eleven graders of SMK Negeri 1 Batusangkar academic year 2021/2022.

Keywords: grammatical error, procedure text, manual procedure text

ABSTRAK

Perdana, Amelia Putri. (2022). *Students' Grammatical Errors Analysis in Writing Manual Procedure Text: A Study on SMK Negeri 1 Batusangkar*. Skripsi. Padang: Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini bertujuan untuk mengetahui kesalahan *grammar* oleh siswa kelas XI di SMK Negeri 1 Batusangkar dan untuk mengungkap kesalahan *grammar* yang paling sering muncul. Populasi penelitian ini adalah siswa kelas XI di SMK Negeri 1 Batusangkar. Sampel penelitian ini adalah siswa kelas XI AKL 1 dan AKL 2. Sampel diambil dengan menggunakan teknik *purposive random sampling*. Jumlah sampel dalam penelitian ini adalah 42 siswa. Peneliti menggunakan penelitian deskriptif. Data diambil melalui tes. Hasil penelitian ini berdasarkan analisis dari peneliti dan seorang *rater* yang merupakan guru Bahasa Inggris SMK Negeri 1 Batusangkar. Setelah mengumpulkan hasil penelitian dari peneliti dan *rater*, peneliti menghitung persentase rata-rata dari setiap kesalahan *grammar* yang terjadi. Menurut *liker scale*, interpretasi setiap kesalahan *grammar* dalam penulisan teks prosedur manual berada dalam kategori *excellent*, *very good*, *good*, dan *average*. Hasil akhir menunjukkan bahwa rata-rata kesalahan *determiner* adalah 46,80% (*average*), rata-rata kesalahan *noun* adalah 14,28% (*good*), rata-rata kesalahan *verb* adalah 12,25% (*good*), rata-rata kesalahan *conjunction* adalah 9,30% (*very good*), rata-rata kesalahan *preposition* adalah 8,21% (*very good*), rata-rata kesalahan *subject-verb agreement* adalah 7,15% (*very good*), dan rata-rata kesalahan *pronoun* adalah 2,15% (*very good*). Jadi, kesalahan *determiner* adalah kesalahan *grammar* yang paling sering terjadi dalam penulisan teks prosedur manual yang dibuat oleh siswa kelas sebelas SMK Negeri 1 Batusangkar tahun ajaran 2021/2022.

Kata Kunci: kesalahan *grammar*; teks prosedur; teks prosedur manual

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The Researcher

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

According to Sioco & Vera (2018), grammar is one of the fundamentals of languages to send clearer messages, as the way a language combines words and express certain kinds of meaning. So, words and meanings can be understood by grammar. Grammatical error can lead EFL students to have wrong interpretation of words and meanings because they cannot understand the message clearly. Therefore, EFL students should have competence in grammar to achieve good communication skill with the target language. It was supported by Sioco & Vera (2018), who said that regardless of any language, competence in grammar was foundational to one's ability to communicate.

Ellis (1997) explained that grammatical error was a term used to describe faulty usage of grammatical rules that came regularly from EFL students. So, it means that students cannot correct grammatical error by themselves because it still happen regularly. There are some types of grammatical error. According to Sioco & Vera (2018), grammatical errors consisted of errors of noun, pronoun, adverb, preposition, conjunctions, and verbs. Almost similarly, Nanning, et al (2020) was inspired from La Trobe University Handout for Students, named the kinds of grammatical error were Determiner, Verb, Subject-Verb Agreement, and Singular/Plural. According to Jie in Watcharapunyawong & Usaha (2013), grammatical errors happen from a lack of knowledge of a language learner. As such, he/she makes such grammatical errors in his/her writing because he/she does not know grammatical rules in a target language.

Procedure text is one of the writing genres. According to Oshima (2005) in Dirgeyasa (2016), a procedure text is a written text which shows the instructions or the way how to do something. There are two types of procedure text, which are manual and recipe; manual procedure text explains the sequence of steps of how to use technologies correctly, for example, 'How to Use the Computer'; recipe procedure text explains the sequence of steps of how to cook food or drink, for example, 'How to Make a Sandwich' (Knapp & Watkins, 2005).

Most previous studies only analyzed the *recipe* procedure text type. In fact, there is another type of procedure text which is manual procedure text. There were some examples of the previous studies that were still only about recipe procedure text: (1) 'Developing Healthy Recipe Instagram Account as Teaching Media of Procedure Text' written by Musono & Ulya (2021); (2) 'The Text Genres of the Recipe and the Menu in the Teaching of English' written by Hendrice, Estelle (2020); (3) 'Cooking Recipe Analysis based on Sequences of Distributed Representation on Procedure Texts and Associated Images' written by Ninomiya & Ozaki (2020); (4) 'An English Culinary Recipe as a Text and a Speech Genre: Present-Day Research Perspectives' written by Dolgusheva & Smahliuk (2020); (5) 'Frame Selection for Producing Recipe with Pictures from an Execution Video of a Recipe' written by Nishimura, T et al. (2019). So, the researcher continued to analyze the other type of procedure text which was manual procedure text that had not been found in the previous study yet. Besides that, manual procedure text has higher demands than recipe procedure text. It was supported by Barwick (1999) who said that manual procedure text, for example how to use a video recorder which is appropriate to give information to the more advanced group than a

recipe procedure text. So, manual procedure text is actually more challenging for students.

The researcher has done a teaching experience in SMK Negeri 1 Batusangkar at eleven graders academic year 2021/2022. Manual procedure text is taught to eleven graders of SMK Negeri 1 Batusangkar. However, the researcher found the phenomenon that students still have grammatical errors in writing manual procedure text. Based on the researcher's survey of eleven graders of SMK Negeri 1 Batusangkar, most students said that they made grammatical errors because they had difficulties to change their daily Bahasa Indonesia (their mother tongue) to be the correct English grammatical structure that made them to have lack of accuracy. So, that's why they are often to make grammatical errors such as subject-verb agreement, pronouns, etc. In fact, this reason was also found in the previous study by Atashian & Al-Bahri (2018) that stated that the main obstacle ESL students face in their writing is because of the differences between their mother tongue and second language systems which aren't used in their mother tongue system.

Regarding to the explanation of the phenomena above, the researcher needs to do a research about students' grammatical errors in writing manual procedure text, because grammar is important and the previous study only analyzed about *recipe* procedure text. As Atashian & Al-Bahri (2018) said that grammar is an essential aspect of any good piece of writing. Then, Farooq, et al (2012) claimed that ESL students face errors in grammar which is considered as the most difficult field in writing. So, if students have many grammatical errors, they will have bad writing score and have more obstacles to achieve advance writing levels. That's why grammar should be mastered in writing. The researcher conducted a research entitled "Students' Grammatical Error Analysis in Writing Manual Procedure Text: A Study on SMK Negeri 1 Batusangkar". So, the

populations were eleven graders of SMK Negeri 1 Batusangkar, because manual procedure text is taught for eleven graders and the researcher has done a teaching experience there. Therefore, the researcher has found directly the phenomena of grammatical errors in writing manual procedure text by students there. The sample was a purposive sampling taken from AKL 1 and AKL 2 of eleven graders of SMK Negeri 1 Batusangkar. This research found students' grammatical errors in writing manual procedure text.

1.2 Identification of the Problem

In relation to background of the problem above, the identified problem was there were some students who wrote grammatical errors in writing manual procedure text. Grammatical errors cause students to have low performance in writing. Some students were constrained by the different structure of their mother tongue from English structure. It happens because some English structures are not used in students' mother tongue.

1.3 Limitation of the Problem

The researcher focused on grammatical errors in subject-verb agreement, verb, noun, preposition, conjunction, pronoun, and determiner in writing manual procedure text made by eleven graders of SMK Negeri 1 Batusangkar academic year 2021/2022.

1.4 Research Questions

1. What are the grammatical errors in writing manual procedure text made by eleven graders of SMK Negeri 1 Batusangkar?
2. What is the most frequent grammatical error committed by eleven graders of SMK Negeri 1 Batusangkar in writing manual procedure text?

1.5 Purpose of the Research

The researcher aimed to know what the grammatical errors in writing manual procedure text committed by eleven graders of SMK Negeri 1 Batusangkar are and to reveal the the most frequent grammatical error.

1.6 Significance of Study

By knowing what the grammatical errors in writing manual procedure text committed by eleven graders of SMK Negeri 1 Batusangkar are and to reveal the the most frequent grammatical error, it will give pedagogical implication. Because errors analysis research is theoretically used to know what have been achieved and what still need improvement. So, by the result of this research, the teacher will plan some new improvement for the learning process of grammar, especially in writing manual procedure text.

1.7 Definition of Key Terms

a. Grammatical Errors

Grammatical errors happen when people use the wrong grammar rules or structure of a language.

b. Procedure text

Procedure text is a type of writing text which explains to the reader about sequences of processes or ways to do, use, or solve something correctly.

c. Manual Procedure Text

Manual procedure text is the part of procedure text type which is used to explain *how to use* a noun or technologies, for example *how to use the oven, how to use the cell phone, how to use the printer*, and so on.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the data described in the previous chapter, it is concluded that some students still make errors in subject-verb agreement, verbs, nouns, prepositions, conjunctions, pronouns, and determiners. The subcategory of grammatical error that were committed by the eleven graders of SMK Negeri 1 Batusangkar in writing manual procedure text from the most to the least frequent were determiner error with mean 46,80% (average), noun error with mean 14,28% (good), verb error with mean 12,25% (good), conjunction error with mean 9,30% (very good), preposition error with mean 8,21% (very good), subject-verb agreement error with mean 7,15% (very good), and pronoun error with mean 2,15% (excellent). So, determiner error was the most frequent grammatical error in writing manual procedure text made by eleven graders of SMK Negeri 1 Batusangkar academic year 2021/2022. So, there was not found the interpretation of each grammatical error percentage that was in the three lowest categories consisted of *fair*, *poor*, and *inadequate*.

5.2 Suggestions

Based on the presentation of the research finding, the researcher would like to propose some suggestion that will be useful for both students and the English teachers. For the students, they should gain awareness of their grammatical errors and try to communicate them to the English teacher and also try to learn them again by autodidact until getting a comprehension of those grammar subcategories. So that, their writing quality in the next text genres will not be constrained by grammatical errors anymore. For the teachers, they can modify the learning material to have easier grammatical explanations to be understood by students.

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