

**AN ANALYSIS OF GRAMMATICAL ERROR IN WRITING
SUBJECT COMMITTED BY EFL STUDENTS AT IAIN**

KENDARI



RESEARCH PAPER

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by

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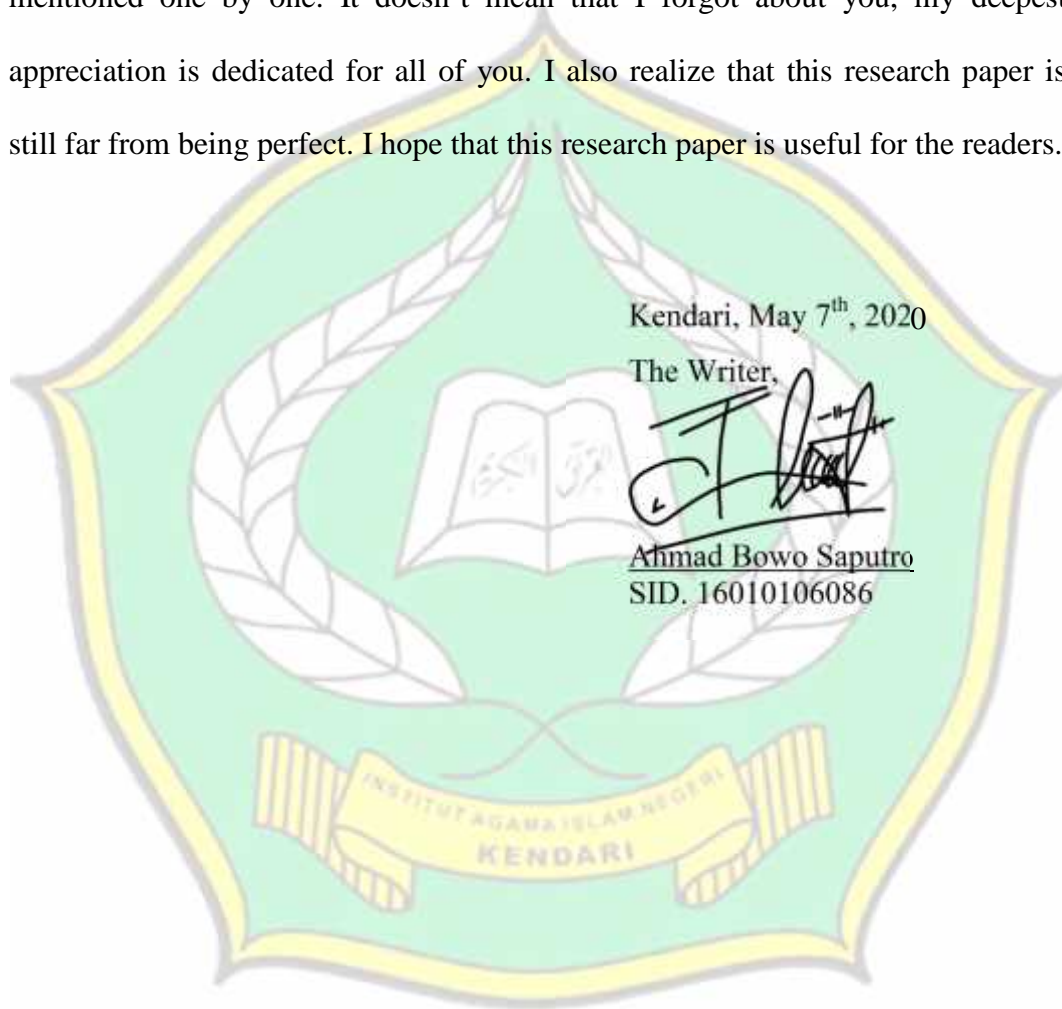
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ABSTRACT

Ahmad Bowo Saputro. SID. 16010106086. An analysis of grammatical errors committed by EFL students in writing subject at IAIN Kendari. Supervised by: Abdul Halim, MA. TESOL.

This study sought to examine the frequency, and sources of writing errors committed by EFL students at IAIN Kendari. To gather the information, 35 students were selected; the students were enrolled in a writing course in the second semester of academic year 2019–2020. They were asked to write three different topics of essays with 100 to 150 words in 40 minutes and requested to make reflection regarding the causes of errors according to their perception. The results of data analysis revealed that capitalization was the common mistake done by students followed by wrong word and punctuation. From students perception the causes of errors were 38% grammatical understanding, 21% vocabulary, 17% less idea, 13% in rush, 6% less practice and 5% less focus. The researcher believes that the causes of those errors were incomplete knowledge about basic writing and grammatical rules. According to the results, recommendations and any suggestions that are of importance to teachers and policymakers as well as to EFL learners are presented in detail.

Keywords: EFL students; error analysis; grammatical error.

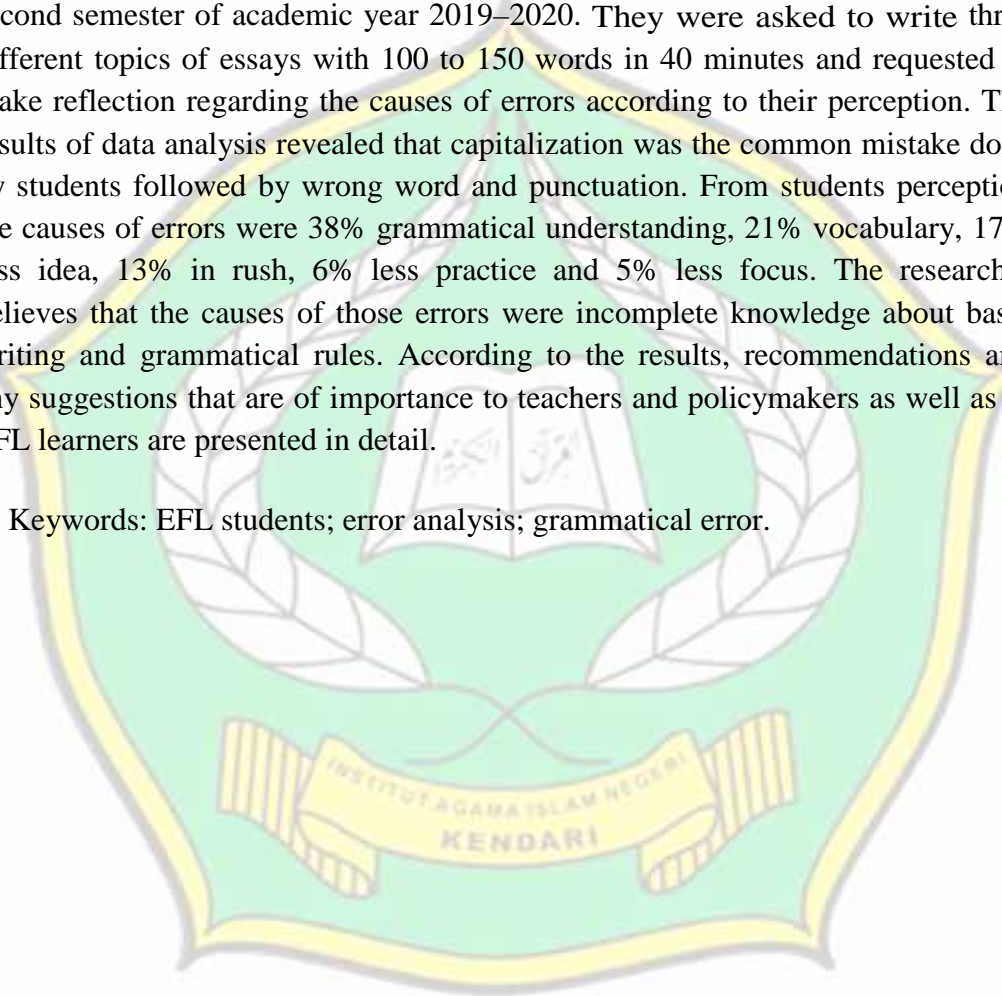
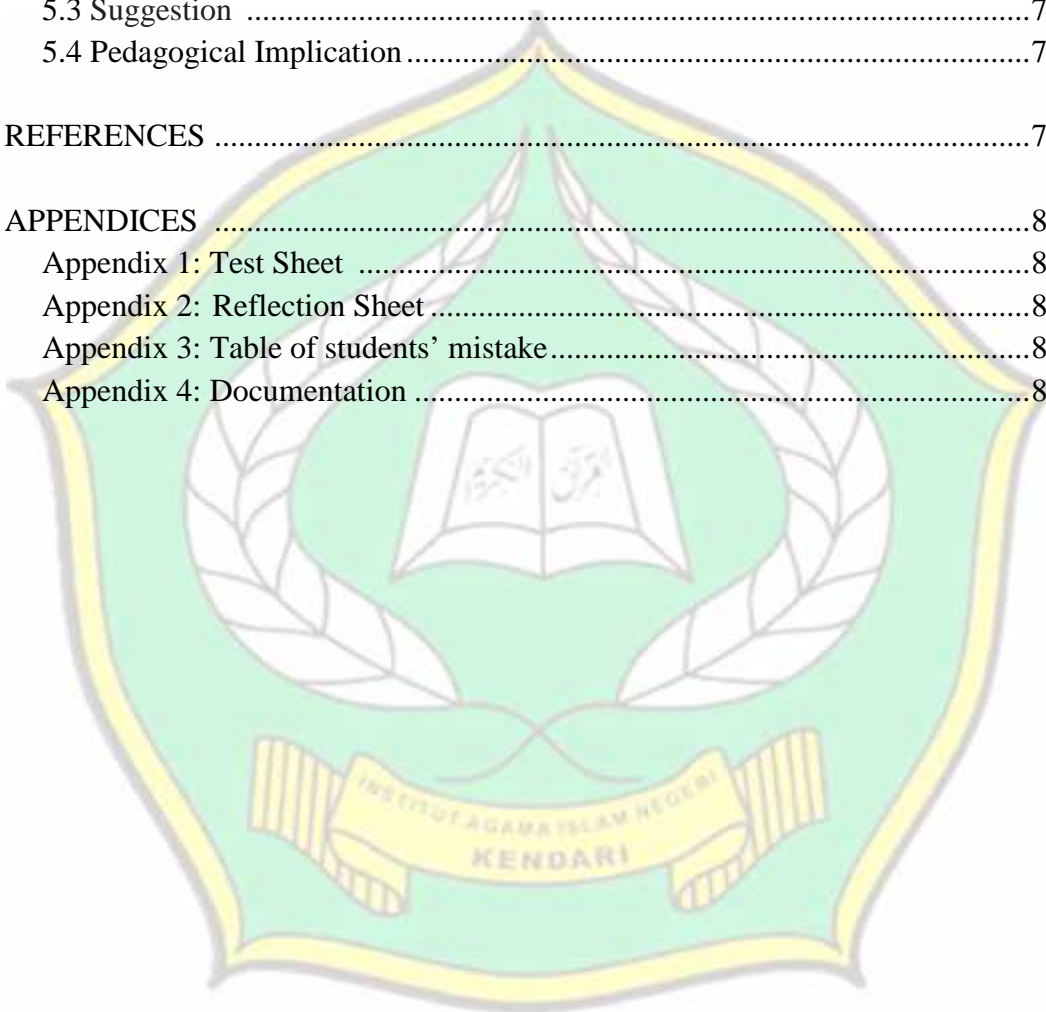


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CHAPTER I

INTRODUCTION

This study is intended to investigate the errors that committed by English Department major students in IAIN Kendari, South East Sulawesi. This chapter depicts the background of the study, the scope of the study, the research questions, and the purpose of the study. Moreover, it includes the significance of the study, and the definition of the key terms used in this study.

1.1 Background of the Study

Writing is a difficult skill for both native and non-native speakers (Nuruzzaman, Islam, & Shuchi, 2018) since the writers need to maintain balance in a lot of issues in writing aspect such as content, purpose, grammar, vocabulary, organization, audience, and mechanics (Kepner, 1991). In many of the English as a foreign Language (EFL) academic contexts, students' success in learning English are measured by their competence in writing target language (Kellogg, & Raulerson, 2007). Therefore, writing is always being a threat for students especially for those who are difficult to digest the English lesson.

The phenomenon that happens today is that most of teachers conduct an improper method in teaching writing (Salleh, 2012). Teacher only comes in the class then giving students assignments or demanding them to write something then submit it on time (Nation, 2008). The obligation of teacher in the other hand is guiding the students to learn and help them to reach their goals (Myles, 2002). However, there a lot of teacher who do not know in what length they should teach

writing for their own students and what kind of approach do students need for their writing subject. As consequence, teacher still conducts things mention above which drive students difficult to digest writing material and compose word to make sentences.

By knowing what student's weaknesses and what they master on, teacher can try to identify students' difficulties in the classroom by conducting error analysis. James (2013) mentions that error analysis is a good way to measure students' difficulties because it can map students' ability clearly. If teacher can outline student's ability precisely, teacher can determine what method that students need the most, what scope in writing that teacher have to develop in order to guide students to understand the writing material and compose it to be sentence and paragraph.

Analyzing students' grammatical errors or error analysis has been voiced from a number of studies since 19th century (James, 1998; Norrish, 1983; Richards, 1971, 1974; Ziahosseiny, 1999) until recently (Darus & Subramaniam, 2009; Hwee, Siew, Yuanbin, Christian, & Joel, 2013). Most of those researchers put their trust on Corder (1974) believe; that is teachers and practitioners of the field may be able to define specific areas that needed support in the teaching process if they systematically analyze the type of errors committed by EFL learners. Errors are not always bad; rather they are important parts and aspects in the process of learning a language. They may provide insights into the complicated processes of language development as well as a systematic way for identifying, describing and explaining students' errors (Jobeen, Kazemian & Shahbaz, 2015).

In Indonesian context, there also some researchers who are aware with this issue; Syarifuddin (2015) for instance, he studied about Thai students' grammatical errors and analyzed the possible causes. He conducted the study at UIN Alauddin Makassar. Instead of focus on students grammatical errors in writing subject (Suhono, 2016; Hasan, & Marzuki, 2017), there also those who took different subject such as speaking (Sastra, 2014) and Grammar (Hasyim, 2004).

Although many studies have so far been conducted on writing errors all over the world including Indonesian contexts, many researches focus on comparing the writing errors between the class, different major, proficiency level, and different learning methodology; but there are not many researchers who study about common error especially in Kendari context. The researcher can only find two researches that conduct in Kendari recently (Kartika, 2019; Sarikah, 2019) but, these two researches have different method and focus compare to this ongoing research. In addition, the result of this research can be used as medium for enlarging students' writing skill. This study is more significant in the sense that it has categorized and measured the types of errors that makes the present study unique in its scope and context. Considering the researcher's experience in learning with students in the field who still make common mistake even though they are in high semester is the main rationale of this study. It is hoped that the study would shed light on types and frequency of errors in the English writing samples of different groups and would help students, teachers and the other stakeholders to design curriculum and the teaching materials accordingly.

1.2 Scope of the Study

For the purpose of this study, the researcher involves 35 students at English department major of IAIN Kendari. It was their second semester at the university and after studying writing I they have variety of understanding they will get writing II in this semester while being the subject of this study. This study focused on students' grammatical errors in writing II subject especially in constructing descriptive text. According to Corder (1967) and Brown (2000) language learners' errors are important to study because they show the levels of the learners' knowledge. The researcher will analyses students' error and map them from each types. In order to know students types of errors, comprehend the causes and find an appropriate method to handle the problem. The measure element from this study is Correction Symbol from Olsher (1995), which is believed, has a good role in defining grammatical errors. There are fifteen Correction Symbols from Olsher but in this study, the researcher was only use nine of them.

1.3 Research Questions

In an attempt to contribute to the body of knowledge in this study focused on the following questions as:

1. What is the frequent of writing errors which committed by English major students at IAIN Kendari?
2. Why do the students make grammatical errors in writing subject?

1.4 Purpose of the Study

Based on the research background, this present study was aiming:

1. To know the frequent of writing errors that committed by English major students at IAIN Kendari.
2. To describe the causes of errors in writing subject committed by English major students in IAIN Kendari.

1.5 Significance of the Study

The results of this study are expected to spell out the frequency of errors that committed by students from English major in writing subject. It is also hoped to help student, teachers as well as the other stakeholders to design curriculum and the teaching materials accordingly.

It is hoped that if it is proven that a new curriculum and teaching material which made based on the students' errors can give great impact on students' skill in writing, the language teachers in collage can continue this program to nurture students and simultaneously refine students' writing skill.

1.6 Definition of Key Terms

For the purpose of this study, the terms to be defined are listed as the following.

English for Foreign Language (EFL) Students: EFL Students is a name for those who are learning English but not for their first or second language. They learn English as an additional language because they live in non-English country. In the field case, EFL students were English Education Department of IAIN Kendari who took writing class in their second semester. Student's first language

is Indonesian and their second language is their culture language however, in some cases there also students who are use their culture language as their mother tongue and Indonesian as second language.

Error Analysis: Error Analysis (EA) is a method for recognizing, defining and describing students' mistakes (Ellis & Barkhuizen, 2005). Furthermore, it is a branch of Applied Linguistics that has two functions. The first function is theoretical which has its place in methodology and describes the learner's knowledge of the target language. It also helps the researcher find out the relation between the knowledge that delivered and teaching that learner has been receiving. Error Analysis in this study means the way the research evaluating the students written work to overcome the mismatch between the knowledge of the learner and the demands of the situation.

Grammatical Error: In the context of the study, grammatical error is an error that committed by students in their writing. By using correcting symbol developed by Olsher's (1995), the researcher was identify, count, and mapped student's errors into percentage table, included the types and their frequency. The researcher used this measurement element considering Olsher's research which found out variety of errors that usually committed by students. Those types of errors that Olsher found are Capitalization, Punctuation, Spelling, Plural/singular mistake, Subject-verb agreement, Verb tense agreement, Wrong word, Conjunction mistake, and word order.