

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

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Abstract: 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 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 highest frequency of students' grammatical errors was omission which consisted of 53.40% errors, 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%. The causes of errors are resulted from interlingual, and intralingual transfer. Besides, the findings in the interview session suggest that the students considered 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.

Key words: Grammatical Error, the Causes, Analytical Exposition Text, the Students' Attitude

INTRODUCTION

Writing is crucial to be mastered by learners. They can share their opinion freely followed by logical reason through writing as it was stated by Harmer (2007), the thought can be shown 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. However, it could not be denied that many EFL students still

encounter the difficulties in writing English. Senior high school students are demanded to acquire 13 genres or types of the text which is included an analytical exposition text. It is the text that describes various phenomena with the goal of persuading the reader that the notion is essential. In fact, several studies for example the study of Adha (2018), Permatasari (2018), Zuana (2020) found that the students still encounter the difficulties in writing analytical exposition text, one of the problems is grammatical problem. One of pivotal elements that can be supported to have good communicative competence is grammar mastery (Brown, 2001). Therefore, grammar should be mastered by learners. In fact, many students make grammatical errors throughout their learning, particularly in writing.

To analyze the students' grammatical errors in writing 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. Hence, due to the importance of error analysis, more and more empirical studies have been done on error analysis in EFL countries included Indonesia. 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.

METHOD

Descriptive qualitative study was used as the data in this research were in the form of written language. The researcher focused on what the grammatical errors that made by the students, how the errors were made, and the attitude of them toward error corrections suggested by the teachers. The participants of the study were the students of EFL senior high school in their eleventh grade. The researcher took 10 analytical exposition texts written by 8 female students and 2 male students between the ages of 16-17 years old. The researcher instructed the students to compose the text containing 3 paragraphs with at least 200 words under the determined topic then submitted the soft file to the researcher. In addition, top 3 students who have the highest number of errors were selected to be interviewed about the causes of their errors and their attitudes towards the correction. The steps of Dulay et al (1982) were used to analyze the students' grammatical errors which are; identifying the errors, classifying the grammatical errors, and calculating the total number and percentage of each kind of errors. Besides, the data of interview session were derived from students' interview and translated from Indonesian to English. Then, these were transcribed, summarized and categorized.

FINDING AND DISCUSSION

Based on the data analysis, there were nine types of omission found, namely the omission of article, noun, subject, verb, subject and verb, object, auxiliary, suffix for multiple noun, and preposition. Secondly, it was addition which was found three types of addition including addition of pronoun, relative word, and preposition. The next was misformation, there were three types of misformation which are misformation of verb, gerund, and infinitive form, and the lastly was misordering which consisted from misordering of adjective-noun, and noun phrase. The types of grammatical errors committed by the students were classified and described into each error, as follows:

3.1 Errors of Omission

An omission occurs when a word or grammatical element needed in a sentence is eliminated. The highest students' errors frequency is omission which consists of 47 errors or 53.40%.

Table 3.1 The Example of Omission Errors

No.	Types of Errors	Errors	Corrections
1	Omission of Articles	Besides having the difficulty focusing, not a few are easy to just capture the material.	Besides having the difficulty <u>of</u> focusing, not a few are easy to just capture the material.
2	Omission of Verb	Online education during this pandemic many advantages and disadvantages in online learning, and many changes in online learning.	Online education during this pandemic <u>has</u> many advantages and disadvantages in online learning, and many changes in online learning.
3	Omission of Subject and Verb	Hard to focus because of a lot of distraction.	It is hard to focus because of a lot of distractions.
4	Omission of auxiliary	The result is many students not participate in zoom meetings.	The result is many students <u>do</u> not participate in zoom meetings.
5	Omission of Suffix for Multiple Nouns	The student must cooperate with their parents.	The students must cooperate with their parents.
6	Omission of Preposition	Besides having the difficulty focusing, not a few are easy to just capture the material.	Besides having the difficulty <u>of</u> focusing, not a few are easy to just capture the material.

3.2 Errors of Addition

An error of addition occurred when learners added some unnecessary or incorrect element in an utterance. It was found that the students committed the errors of addition which 5 items or 5.68%.

Table 3.2 The Example of Addition Errors

No.	Types of Errors	Errors	Corrections
1	Addition of Pronoun	Do you believe online class can it be effective?	Do you believe online class can be effective?
2	Addition of Relative word	The next difficulty is where students have problems with the connection.	The next difficulty is students have problems with the connection.
3	Addition of Preposition	However, for the students have to follow the regulations.	However, the students have to follow the regulations.

3.3 Errors of Misformation

Misformation happens because the students use wrong form of the morpheme and structure. From the students' papers, 34 items or 38.63% errors of misformation were found.

Table 3.3 The Example of Misformation Errors

No.	Types of Errors	Errors	Corrections
1	Misformation of Subject-Verb Agreement	Online learning system are certainly not as effective as learning in schools.	Online learning system is certainly not as effective as learning in schools.
2	Misformation of Verb tense	They just doing their task from teacher.	They just do their task from teacher.
3	Misformation of Gerund Form	The teachers distribute the task without give them a material of it.	The teachers distribute the task without giving them a material of it.
4	Misformation of Infinitive Verb Form	We can't learning as usual.	We can't learn as usual.

3.4 Errors of Misordering

When the students place the word in wrong word order, they make the error of misordering. There were two students who made the errors of misordering or it is counted as 2 errors or 2.27%. the misordering errors committed by the students are as in the following.

Table 3.4 The Example of Misordering Errors

No.	Types of Errors	Errors	Corrections
1	Misordering Noun Phrase	To attend a class online, we need to understand the use of technology.	To attend an online class, we need to understand the use of technology.
2	Misordering Phrasal Verb	You will really not understand the material.	You will not really understand the material.

3.5 The Causes of Errors

After the researcher identified the errors, the researcher analyzed the causes of how the students made the errors from their text, and from interview. The causes of errors are resulted from interlingual, and intralingual transfer.

3.5.1 Interlingual

The students transfer the pattern of their native language into the target language. the example of this error is “*To attend a class online, we need to understand the use of technology.*”

3.6.1 Intralingual

The students might over generalize and apply incomplete rules in producing English sentences *as in the sentence “They just doing their task from the teacher.”*

It can be said that the students still have the grammatical features difficulties in writing an analytical exposition text. It is linear to Adha (2018), who claimed that the students still committed the grammatical errors in analytical exposition text. This indicated that the students have grammar problems as it was claimed by Handayani and Johan (2018) stated that grammatical errors appear to be the most difficult aspect for foreign language learners to avoid. However, the right use of form is one of crucial considerations when a writing product has to be performed (Harmer, 2004). It is reasonable for the students to transfer Indonesian grammar rules or patterns into their English sentences. It is in accordance to Richard (1971) interlingual transfer occurs when the learner's native language patterns, systems, or rules obstruct the acquisition of the second language's patterns and rules. Besides their L1 interference, mostly students were found that they have the difficulties in producing correct sentence in English because of the target language itself. As believed by James (1998), intralingual errors occur because of learners' unfamiliar with the target language form, they possibly use their own way to learn or inappropriate use in communication strategy, thus, the students had inadequate knowledge of English grammar, consequently, they applied inappropriate rules when they had to write in the target language.

Regarding the students' attitudes towards teacher's error correction, the students had positive attitudes towards the way their teacher responds to their errors through using written corrective feedback. Some students asserted that it could not be guaranteed that their writing achievement is getting better after they get teacher's corrective feedback. However, it leads them to evaluate on their mistakes as what Listiani (2019) claimed that when the students' writing problem is identified and given a suggestion, they can learn what their writing problems are, why they occur, and how to improve their writing. All students thought that they possibly repeated the same mistakes since they probably forget something they have acquired. It is in accordance to Karim et al (2018) who pointed out that

the majority students thought that they might make the same errors in the next compositions due to the fact they might forget what they have learnt. Besides, written corrective feedback accompanied by oral feedback in writing can increase the students' awareness the errors they made as it was claimed by Fitriani et al (2016), a teacher-student conference was helpful in the fields of students' understanding on language use and their awareness towards their errors. Therefore, 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.

CONCLUSION AND SUGGESTIONS

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. Therefore, it is suggested for the students to concentrate in learning English especially about grammatical structures, and always practice as much as possible. For English teachers, they have to correct the students' errors according to their writing proficiency level, and give the errors' correction through a combination between written and oral feedback. Lastly, further researchers 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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