

NASKAH PUBLIKASI

**A STUDY ON THE TWELFTH-GRADE STUDENTS' GRAMMATICAL
ERRORS IN REPORT TEXT WRITING AT SMKN 2 SEWON IN
ACADEMIC YEARS 2022/2023**

BACHELOR THESIS

Submitted to the Faculty of Teacher and Education

Universitas Ahmad Dahlan Yogyakarta as a Partial Fulfillment of the
Requirements

for the Attainment of *Sarjana Pendidikan*



By

Dani Sinta Satria Putri

1900004125

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS AHMAD DAHLAN
YOGYAKARTA**

2023

Dani Sinta Satria Putri. Putri. 2023. **“A STUDY ON THE TWELFTH-GRADE STUDENTS’ GRAMMATICAL ERRORS IN REPORT TEXT WRITING AT SMKN 2 SEWON IN ACADEMIC YEAR 2022/2023”**. S1 Thesis.
Yogyakarta. Universitas Ahmad Dahlan.

ABSTRACT

Writing report text is one of the challenging activities for Students in learning English. This study aims to describe and analyze the types of errors in students' assignments. In the analysis, the researchers analyzed students' grammatical errors based on Betty's types of errors.

The subject of this research is students of the twelfth grade of Tata Busana 1 which consists of 35 students. Based on the problem of this research, the researcher wants to know the grammatical errors that students make. The research was conducted in SMKN 2 Sewon. To collect the data, the researcher used documentation of the writing assignment about the report text, then the researcher analyzed the data based on Betty's strategy to find out and calculate the most frequent errors to know the highest types of errors. The researcher used triangulation data to validate the research. After analyzing the data, the researcher gave the result to the English teacher to check the result.

The result shows that Betty's strategy for analyzing student writing errors identified fourteen types of errors . However, in this study, researchers only focus on the three error categories. The students' most common errors were spelling, capitalization, and punctuation. The number of errors is 34% for spelling, 18% for capitalization, and 17% for punctuation.

Keywords: Grammatical errors, Report text, Error analysis

1. INTRODUCTION

Students are expected to be fluent in spoken and written English skills. Listening and reading are referred to as receptive skills, namely the ability to understand spoken language that is heard or read. This is related to English learning input. Meanwhile, speaking and writing are referred to as productive skills. Students always carry out activities that are productive and receptive in the process of learning English. Among the four English skills, writing is the most difficult skill. Students are afraid of making mistakes, such as difficult grammar because students are used to using Indonesian in its application. The next challenge is that students must write paragraphs using English which will be very challenging.

The students must know how to write a report text in a good grammar structure. Meanwhile, the students cannot avoid making mistakes while composing the paragraph, especially when arranging the sentence or using the tenses. Based on this study, it was found that students in the 12th grade of Tata Busana had difficulty in dealing with English grammar. Based on this research, the researcher found that many students had difficulty writing a report text. Students make mistakes when writing a text because they do not know where the mistakes are, and there is no correction when writing, so it is called an error. Based on several explanations of the problems above, it can be concluded that students' grammar knowledge is the main factor of errors when writing.

The students often make mistakes when writing because they do not know where the grammatical errors are. In general, making mistakes when writing a text is common because it is the process of learning English for students who are usually faced with writing in Indonesian. However, students have to write a report in English. Therefore, the researcher wants to examine

errors in English grammar using error analysis to get the correct correction so that students know their abilities in English foreign languages.

The report text was chosen to be the object of this research. It is hoped that in the future, students will be able to write text reports about their research proper and correct in English. Students often experience errors when writing report texts, including arranging ideas to become paragraph outlines. It can happen because students do not understand the elements of writing report text. Two crucial aspects of writing are grammar and composition, which include content, organization, vocabulary, and language. These are two factors to consider while producing any content and in every kind of written text. This research aims to discover the grammatical errors commonly happening and made by the students and analyze the students' in writing a report text. Based on observations during PLP activities, researchers found grammatical errors in student worksheets in learning English during writing material, such as when learning report texts and during short interviews with English teachers at SMKN 2 Sewon.

II. RESEARCH METHOD

This study used qualitative research, which means the researcher shows the result of the research in a word form. In short, qualitative studies commonly use descriptive analysis to gather information about something with conclusions. This research is qualitative research using descriptive methods.

The total population in this study was Tata Busana 1 class of SMK N 2 Sewon. According to Creswell (2012, p. 142), a population is a set of people with a few features of the populace of the studies. It consisted of 35 students. Furthermore, in deciding on this research, the researcher chose Tata Busana (1) 35 students. Based on the recommendation from the teacher and other considerations, the researcher chose Tata Busana 1, which consists of 35 students.

The researcher used the document. The researcher used the documentation to find out students' grammatical errors. To find the data, the researcher analyzed the student writing results the teacher gave by handwriting the task of writing report text. The students' paragraphs are evaluated and corrected, categorized, and examined for their common grammatical errors in paragraph writing. Thus, the primary thing of this research's calculated number of errors is evaluation (Endrias, 2017). The English teacher asked the students to write report text by observing their surroundings and reading reliable sources on the internet on any subjects, including animals, social phenomena, or natural phenomena that the students chose and wrote on a sheet of paper for approximately forty minutes and it must be done in one week. The students could choose any topics to create or write the report text based the task from the English teacher. The researcher used data reduction to analyze data because the mass of information must be prepared and meaningfully decreased or reconfigured. Describe this primary of the three factors of qualitative

information. "Data reduction refers to selecting, focusing, simplifying, abstracting, and reworking the information that seems in written up discipline notes or transcriptions"

In analyzing the students' data, the researcher used data reduction. Data reduction is a way of reducing some particular information that can make the data or result efficient. Then the researcher gave a score number to each error that appears so that it can be calculated to determine the result and how many errors appear.

The researcher calculated every percent of students' mistakes in writing report text. The researcher selected and analyzed the data based on Betty's strategy that there are fourteen types of errors. After calculating the data, the researcher gave it to the English teacher to check the results from the data research.

To count the number of errors, the researcher calculated using this pattern (Rina Hidayah, 2020) as follows: $P = F/N \times 100\%$

In which:

P = Percentage of students' error

F = Frequency of incorrect answer

N = Total of errors

100% = Constant value

III. RESEARCH FINDINGS AND DISCUSSIONS

1. The description of grammatical errors in the students' report text writing.

The researcher has identified the students' errors and calculated the number of each error. The researcher analyzed the types of errors based on the Betty's error strategies. The researcher analyzed the students' work that consists of 35 students in class Tata Busana 1. After count the number of the errors, the researcher describe each of types of error in description explanation, there are fourteen types of error that the researcher explained. The researcher drew the calculation results into a table and converted them into percentages. Then, made a pie chart based on the result. After that, the reseracher interpreted the data after processing the result. The table below summarizes the students' report text writing errors.

2. The Final Result Types of Errors

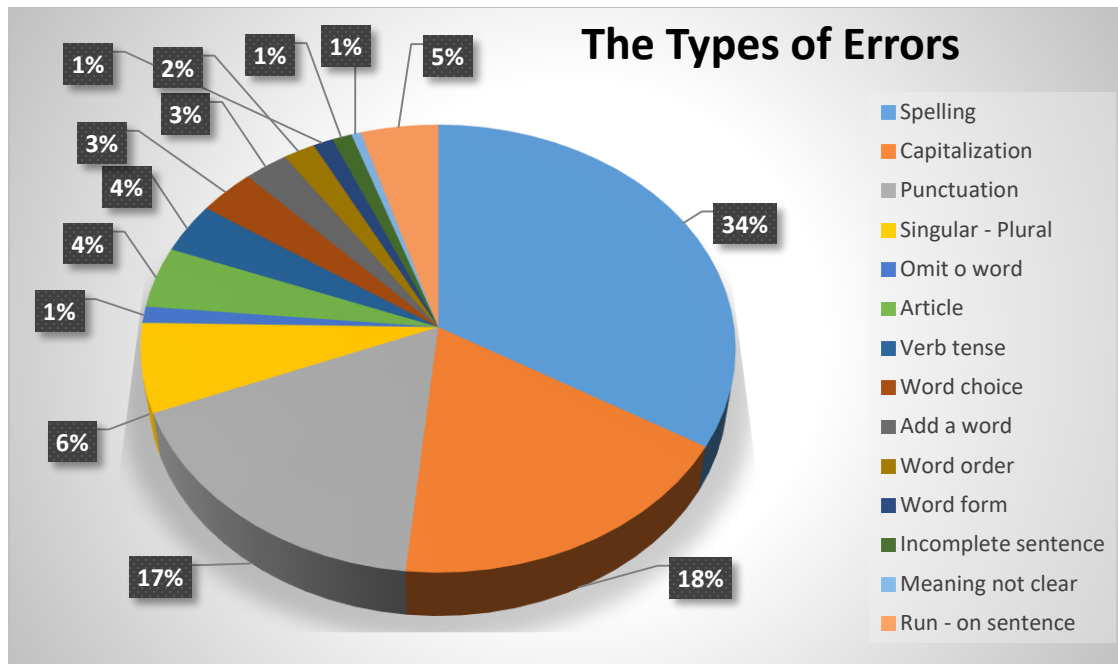


Figure 4.1

The pie chart above is the final result from students' writing data and explains the data errors. The writer would like to explain the pie chart's final result, starting from the highest to the lowest Percentage.

a. Spelling

Most of the students made errors in spelling which the number of errors is 34%. An example of error spelling is “the **characteristic** of pears are oval...” which is correct, "the **characteristic** of pears are oval...". On the other hand, most of the students made spelling errors when writing "gentelmen". It should be "gentlemen."

b. Capitalization

Most of the students made errors in capitalization, defined with the error as 18%. An example of error capitalization is when the students wrote the scientific names of animals,

plants, or fruits in Latin. For example, “the *latin* name of durian is *durio* ” which is the correct “the *Latin* name of durian is *Durio*”. Also, the students made errors in capitalization when wrote their names. For instance, “my name is **naila nor hidayah** from fashion class” which is the correct “My name is **Naila Nor Hidayah**. Some points should be.” be understood when writing person names, scientific names of animals/plants/fruits/vegetables, or names of place should be written with a capital letter. When writing prefix sentences after the period, it should use capital letters.

c. Punctuation

Most did not pay attention to proper punctuation because the students may not have realized the importance of punctuation in writing. The number of errors is 17 % . As a result, they occasionally missed punctuation or even ignored it. The students ignored the significance of using a period at the end of the sentence and made the sentence less precise. Also, the students use over spaces and fewer commas. Therefore, the sentence is not correct. For instance, “Melon fruit is a rich in water and carbohydrates and contains several minerals and vitamins, melon fruit is ideal for fighting thirst and reducing blood pressure This.” is correct, "Melon fruit is rich in water and carbohydrates and contains several minerals and vitamins. Melon fruit is ideal for fighting thirst and reducing blood pressure.”

d. Singular-Plural

The students made 6% errors. Some students do not understand the difference between regular-irregular verbs and countable–uncountable nouns. For instance, "They usually eat deer, crocodiles, snakes, turtles, **frog**, fish, and monkey". It should be “They usually eat deer, crocodiles, snakes, turtles, **frogs**, fish, and monkeys.”

e. Omit a word

The number of errors is 1% . An example of omitting the word “Jakarta is the capital city of the Indonesia” . It should be, "Jakarta is the capital city of Indonesia." The students wrote the word that was unnecessary in the sentence. It occurred due to the students' over-generalization, which proved to be an error.

f. Article

The errors have occurred 4%. The students often forget to add an article in sentences like an/a and the. An example, “A temperature of twenty four to thirty degrees celcius in a tropical climate .”This is correct, “ **The** temperature of twenty-four to thirty degrees Celsius in a tropical climate.”

g. Verb tense

The report text uses timeless simple tense, which describes a habit or something that keeps repeating itself (usually/often/sometimes etc.). Most of the students still did not understand using the correct tenses. An example, “ The female panda prefers konifer or coniferous forest **consisting** of various types of trees .”It should be, "The female panda prefers conifer or coniferous forest that **consists** of various types of trees."

h. Word choice

The errors have occurred 3% . Most students write sentences based on direct translations from Indonesian to English, so sometimes, they are wrong and incorrect. An example, “Spinach **it self** has a latin name, namely Amarathus we usually find spinach in various places in Indonesia.”It should be, “ Spinach has a Latin name, Amaranthus. We usually find spinach in various places in Indonesia”.

i. Add a word

The students made errors 3% . An example, “dragon fruit has many **benefit** from fruit stems, fruit flesh, fruit skin..”. it should be, “The dragon fruit has many **benefits** from fruit stems, fruit flesh, **and** fruit skin..”

j. Word order

The students made errors of 2% . An example, "the community can use **all parts of the banana tree.**" It should be, “The communities can use all of the parts from the banana trees.

k. Word form

The result of word form is 1% . An example of this error is, “Frist, **goats live one land, have four legs, two ears, and goats usually eat grass.**" That should be, "First, goats live on land. They have four legs and two ears, and goats usually eat grass."

l. Incomplete sentence

It has 1%. Some students didn't understand how to arrange the sentence properly, so they arranged it based on their minds. Therefore, the meaning is incomplete. An example is, “We can see the semi-circle from a higher place. **And** have a variety of colors." That should be. "We can see the semi-circle from a higher place **and** have a variety of colors.”

m. Meaning not clear

The students made errors 1%. This can happen when the meaning of the sentence cannot be interpreted. For example, " **dense ash and others.**" It should be. “Volcanic **eruptions are a natural disaster because they carry magma, hot cold lava, dense and others.**”

n. Run–on sentence.

The students made errors of 5% . For example, “Durian has a wide variety, there are twenty types of durian in Indonesia. nine of them can be eaten fresh.” It should be.

“Durian has a wide variety, there are twenty types of durian in Indonesia **and** nine of them can be eaten fresh.” This error appeared because the two sentences incorporated without connecting words.

B. Discussion

The researcher wants to interpret the data based on the students' work. After calculating all students' work, the researcher found three common grammatical errors that students made. The first is spelling 6,54% or 339. The researcher assumed that the students still lacked vocabulary. The problem that is dominating in English writing skills is spelling. It is caused by the lack of phonetic composition abilities and less understanding of the morpheme (Davletyarova, 2022). The researcher assumes that most students still use everyday language or Indonesian, which is translated into English, which will make the sentence structure different. Therefore, the grammar and the morphemes in English are very different, so it must be avoided in writing English sentences so that there are no errors in writing, especially in spelling, that won't happen. The importance of spelling is to understand the reader because spelling is a critical component of communication. It helps us to understand the grammar and sentence structure because when they change the spelling, it changes the meaning.

The second is capitalization with 3,51% or 123. Indonesian and English are not the same when translated, which is different when spoken to written into text or sentence. The students did not think about the capital letters when writing, especially handwritten. Most students made errors and could not think about grammatical mistakes. They think about how the sentence could be finished on time. Furthermore, the previous research shows that capitalization errors are a significant source of errors in the EFL writing of Saudi students and that these errors affect all significant types of

capitalization. The study provides proof that a significant portion of Saudi students' EFL composition faults are capitalization problems. (Siddiqui, 2015)

The third is punctuation. The researcher thinks that most students did not notice the importance of punctuation in sentences. Punctuation is also an important aspect in writing. Most of the students ignore the use of punctuation in writing sentences. Students struggle with proper punctuation when writing essays. Teachers' replies indicate that when students are writing essays, they frequently struggle with or are unclear about how to use question marks, colons or semicolons, apostrophes, and commas. Teachers must consider students' punctuation issues, especially when they are editing essays submitted by students (Ghabool, 2012).

The researcher assumed that the students ignore sentence structure, and when writing, they must be careful. It will reduce the accuracy of the meaning of the sentence. Besides that, many students still lack an understanding of vocabulary, which would also cause other grammatical errors. Therefore, the students often do not pay attention to sentence structure. It will cause grammatical errors. Punctuation and spelling are the most common aspects of grammatical errors. It could be seen that the difficulties shown in the studies are grammatical errors, incorrect spelling, and lack of vocabulary (Nursela Pakaya, 2022). Furthermore, the researcher found that the causes of other obstacles in the difficulty of writing are a lack of choosing ideas, inappropriate linking verbs, and lack of grammar. The statements above show the obstacles when writing in English, which are the roles in the writing. Some of the challenges are already mentioned above, students still do not realize that spelling, punctuation, and capitalization are important aspects in writing.

English is a foreign language in Indonesia having a different structure from Indonesian. Due to these distinctions, many beginners of English encounter problems when learning the language. The researcher assumed that the students need to improve in report writing practice, especially in

academic writing because this may be important to the next future challenges. The teacher must understand that most of the students still lack writing strategies that cause errors in punctuation, misspelling, identifying capital letters, writing elements, and other aspects of writing. Furthermore, many implications caused the students to have writing problems. Language barriers, for non-native English speakers, language barriers could influence writing proficiency. The solution is to provide the proper English language source for instance ESL classes or additional for non-native English speakers. In other words, lack of motivation or lack of interest is still facing most of the students. The students may connect the writing assignment with real scenarios to encourage motivation and self-expression.

IV. CONCLUSIONS

A. Conclusion

The data above showed that the twelfth-grade students of SMKN2 Sewon still made many errors in writing report text. From several types of errors, the researcher would interpret the three highest. The students' most common errors were spelling, capitalization, and punctuation. The number of errors is 34% for spelling, 18% for capitalization, and 17% for punctuation. From the previous statements, the students from the previous statements still lack vocabulary, have difficulty choosing expressions, do not pay attention to the importance of punctuation, and ignore the structure of sentences which can cause errors.

B. Suggestion

After the researcher goes through long steps in analyzing and calculating the grammatical errors based on the students' works, the researcher provides several

suggestions related to this research. It is hoped that this research could be useful for those who have related research, or it can be applied to learning activities.

1. The teachers should provide brainstorming such as reading literacy related to the material that students will learn so that the students' vocabulary understanding expands because reading will enrich students' knowledge of vocabulary and the sentence structure in the text.
2. The teachers should give the students the importance of structure and components in writing texts so that they will decrease mistakes or errors when writing.
3. The teacher should expand the creative learning in writing text in English and give feedback about the mistakes in writing a text, especially the grammar mistakes so that the students know where the mistakes they have made in writing text.

REFERENCES

Allison, R. (2015, May 15). Validity and reliability in quantitative studies. *Evid Based Nurs*, 18(3).

- Angga, R. S. (n.d.). An Analysis of Students Grammatical Errors in Writing An Essay at The English Education Study Program of UNISKA Banjarmasin. *Islamic University of Kalimantan MAB Banjarmasin*.
- Arikunto, S. (2010). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Rineka Cipta.
- Bella Rizky Amelia, S. R. (2021). An Analysis of Grammatical Errors in Writing Recount Text by the Tenth Grades. *Journal of Language, Literature, and Arts*.
- Best, J. W. (1993). *Research in Education (7th Edition)*. New York, NY.
- Brown, H. D. (2015). *Teaching by principles, Fourth edition*. New York: Pearson Education.
- Charles Teddlie, F. (2007). Mixed Method: A Typology With Examples . *Journal of Mixed Method Research*.
- Davletyarova. (2022). Difficulties in Teaching English Spelling. *Tashkent Pediatric Medical Institute, Department of Foreign Languages*.
- Desta Tririzki Liasari, C. S. (2015). An Analysis Of Students' Grammatical Errors In Writing Report Text. *Lampung University* .
- Dhillon, B. (2016). Grammatical Error of the Third Semester Students in Writing. *Journal of English Teaching as a Foreign Language*.
- Ellis, R. (2008). *The Study of Second Language Acquisition* . New York.
- Endrias, E. (2017). Analysis of Common Grammatical Errors in Written Paragraphs of First Year Students of Wolaita Sodo University Analysis of Common Grammatical Errors in Written Paragraphs of First Year Students of Wolaita Sodo University. *Global Journal of Human Social Science*.
- Floranti, A. D. (2019). Grammatical Error Performances in Indonesia EFL Learners' Writing. *Indonesian Journal of English Language Teaching and Applied Linguistics, Vol. 3(2)*,.
- Fraenkel, J. R. (2012). *How to Design and Evaluate Research in Education*. (8th Edition). New York, NY: Mcgraw.
- Gerot, L. a. (1994). *Making Sense of Functional Grammar*. Sidney: Antipodean Educational Entreprises.
- Ghabool, N. (2012). Investigating Malaysian Students' Writing Problems on Conventions, Punctuation, and Language Use at Secondary School Level. *Journal of Studies in Education*.
- Hyland, K. (2002). *Teaching and Researching Writing*. Pearson Education Limited.

- James, C. (1998). *Errors in Language Learning and Use: Exploring Error Analysis*. Longman.
- Lestari, S. (2018). Improving the Ability in Writing Paragraph at the Second Grade Students of SMK Negeri 5 Pinrang Through Paraphrasing Technique. *IAIN Parepare*.
- Liasari, D. (2017). An Analysis of Students' Grammatical Errors in Writing Report Text at Universitas Negeri Lampung. *Journal of English Teaching* .
- Miko, A. (2018). Analysis of Students Grammatical Errors in Writing at Faculty of Education and Teacher Training. *Journal Arraniry State Islamic University Darussalam* .
- Moleong. (2008). *Metodologi Penelitian Kualitatif*. Remaja Rosdakarya.
- N.I, D. (2022). Difficulties in teaching English spelling. *Tashkent pediatric medical institute*.
- Nursela Pakaya, A. R. (2022). Identifying students' difficulties in essay writing course. *Journal of English Teaching and Linguistic Issues*.
- Patoc, L. (2019). Grammatical Errors Reflected in the Narrative Composition of Grade 7 Students Bases in the Development of a Learning Support Material in English Grammar. *Asian English Foreign Language Journal*.
- Purwanti, L. (2013). Descriptive Analysis of Grammatical Errors in Writing Descriptive Essay Among the 8th Grade Students in MTs Amal Sholeh Sumogawe, Getasan, Semarang Regency In The Academic Year of 2012/2013. *Journal of Sekolah Tinggi Agama Islam Negeri Salatiga*.
- Puspitasari, D. (2013). Grammatical Errors Made by The Second Semester Students in Writing II Subject in the English Education Departement of Yogyakarta state University. *Yogyakarta State University Journal*.
- Rai, N. (2015). A study on Purposive Sampling Method in Research . *Khatmandu School of Law*.
- Rajesh, D. (2007). Teaching Writng: The Problems Encountered by the Rural Students. *Research Journal of English* .
- Rao, P. (2018). The Significance of Writing Skills in English Language Linguistic Environment. *Academian An International Multidisciplinary Research Journal*.
- Richard, J. (1974). *Error Analysis Perpective on Second Language Acquisition* . London Longman.
- Rina Hidayah, S. A. (2020). An Analysis of Students Grammatical Errors in Writing an Esay at English Education . *English Education Journal*.
- Siddiqui, M. A. (2015). Evaluating Capitalization Errors in Saudi Female students' EFL writing at Bisha. *Arab World English Journal* .

Stanley, L. (1998). *Ways to Writing: Purpose, Task and Process*. *Mac Millan Publishing*.

Suphat Sukamolson, P. (2016). *Fundamentals of quantitative research*. *Chulalongkorn University*.