

**ANALYSIS OF GRAMMATICAL ERROR ON STUDENTS' WRITING TEXT OF  
ENGLISH EDUCATION DEPARTMENT OF IAIN PONOROGO**

**THESIS**



**By**

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## ABSTRACT

**PUTRI, APRISKA ARDILIA. 2020.** *Analysis of Grammatical Error on Students' Writing Text of English Education Department of IAIN Ponorogo.* Thesis, English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo. Advisor Dra. Aries Fitriani, M.Pd.

**Key words: grammatical error analysis and expository essay**

Error is term used when the learner does not know the correct thing should be used and faulty made in learning process. Error can be analyzed using error analysis. Error analysis is system to observe, analyze, and classify error in order to reveal causes of error and lead depth study about learner's error.

The purposes of this research were to find out what kinds of grammatical errors found in the students' expository text, what the most frequent grammatical error found in the students' expository text, and what the factors are influencing the students' grammatical errors in writing expository text.

This research used Rod Ellis' theory. This research applied qualitative research and used descriptive analysis design. This research took one class out of five classes of English Education Department of IAIN Ponorogo. The sample was 21 students of TBI B. The data were collected through documentation and interview. The researcher took the data from the students' expository essays and interview. To analyze the data, the researcher used data analysis technique proposed by Rod Ellis. The steps were collection of sample of learner language, identification of errors, description of errors, and explanation of errors. To check the validity of the research, the researcher used triangulation.

The results of the research showed that the kinds of errors found in the students' expository text were misinformation, omission, misordering, overgeneralization and transfer. There were 13 students who made 47 omission errors in 36 sentences with the percentage of 27%, 4 students who made 6 misordering errors in 5 sentences with the percentage of 3%, 20 students who made 108 misinformation errors in 86 sentences with the percentage of 66%, 2 students who made 2 overgeneralization errors in 2 sentences with the percentage of 1%, and 2 students who made 4 transfer errors in 4 sentences with the percentage of 2%. From those data, the most frequent error was misinformation. The factors influencing the students' error in writing expository texts are classified into four types; interlingual transfer, intralingual transfer, context of learning, and communication strategies. Interlingual transfer involves grammatical and vocabulary mastery. Intralingual transfer involves adding suffix s/es in verb and noun, choosing appropriate conjunction, deciding appropriate modal, and choosing appropriate tenses. Context of learning involves class situation, material in book, and leaning style. Communication strategies involve word coinage, circumlocution, and false cognates.

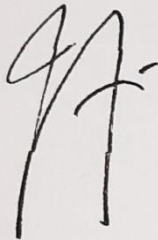
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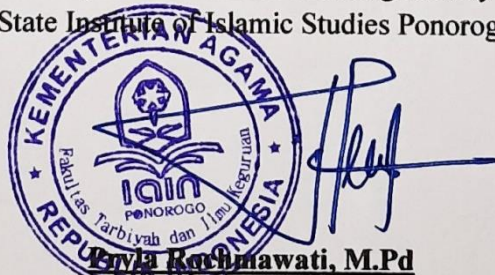
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

English, now, is considered as an International Language that everybody used to communicate among others all around the world. Marcus stated that languages are sets of signs<sup>1</sup>, while Eva stated that language is the primary communication system for human species<sup>2</sup>. The global status of English is because of the number of people who speak it. According to Crystal, there were approximately 1.500 million English speakers in worldwide consisting of around 329 million native speakers, 430 million ESL speakers, and 750 million EFL speakers. From those facts, we can conclude that the biggest population of English speaker is from EFL countries<sup>3</sup>. Indonesia as one of EFL countries uses English for various international communication purposes, such as diplomacy, politics, trading and education.

Indonesia as EFL country thinks that English is important to be included in educational curriculum. Based on Indonesian educational system revised in 2018, English is allowed to be taught in junior and senior high school<sup>4</sup>. While at university level, some colleges provide English Education Department as one of majorities to support their educational purposes. According to Dikti, Indonesia has about 4.671 colleges including 922 academies, 308 polytechnics, 2.522 higher educations, 243 institutions, 638 universities and 38 community academies<sup>5</sup>. From that data, it means that there are many

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<sup>1</sup> Marcus Kracht, *Introduction to Linguistic*(Los Angeles), 3

<sup>2</sup> Eva M. Fernandez and Helen Smith Cairns, *Fundamental of Psycholinguistics*(Singapore: Wilwy Blackwell, 2011) 3

<sup>3</sup> Allan Lauder, *The Status and Function of English in Indonesia: A Review of Key Factors*, (Depok: 2008), 10.

<sup>4</sup> Permendikbud no. 37, 2018, 254

<sup>5</sup> "Jumlah Perguruan Tinggi", <https://forlap.ristekdikti.go.id/perguruantinggi/homegraphpt> accessed on Thursday, 30 January 2020, at 10:24, in Magetan

colleges in Indonesia and it can be concluded that students' interest in continuing their education to higher level of education is high.

Studying in higher education, moreover in studying other language for example English, the learners need to speak bilingually to achieve the goal of the subject. The goal of a language classroom is communicative competence<sup>6</sup>. Communicative competence is ability to use grammatical competence to communicate effectively<sup>7</sup>. Bachman, Canale and Swain explained communicative competence consists of combination of organizational competence (grammatical and discourse), pragmatic competence (functional and sociolinguistic), strategic competence, and psychomotor skill. It is important to be noted that the communicative competence principle still has a bit of reacting to other paradigms that emphasized attention to grammatical forms<sup>8</sup>. From those theories, no matter how, grammar of a language is still the most important component in communication.

Focusing in grammar, Brown stated that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence<sup>9</sup>. According to Marcus Kracht, grammars are ways to generate signs from more basic signs<sup>10</sup>. Grammar competence covers a wide range of abilities which are broadly structural. It entails two kinds of cognitive skills; lexical knowledge and syntactic knowledge<sup>11</sup>. From those experts' statements, it can be said that mastering English grammar is really important in order to communicate effectively.

Around the world, there are thousands of languages, each with its own grammatical system. As students who learn English as Foreign Language, they can easily

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<sup>6</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*(San Francisco: Longman, 2001), 68

<sup>7</sup> Geoffrey Finch, *How to Study Linguistics: A Guide to understanding Language*(Great Britain: Palgrave, 2003), 21

<sup>8</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*(San Francisco: Longman, 2001), 69

<sup>9</sup> *Ibid*, 362

<sup>10</sup> Marcus Kracht, *Introduction to Linguistic*(Los Angeles), 3

<sup>11</sup> Geoffrey Finch, *How to Study Linguistics: A Guide to understanding Language*(Great Britain: Palgrave, 2003), 16



get it wrong when the students try to put words together to make a sentence in English<sup>12</sup>. The students sometimes make error and mistake in using English. In the purpose of analyzing the errors made by the language learners, the tools used is error analysis. The fact that students make errors, and that there are errors can be observed, analyzed, and classified to reveal something of the system operating within the students, led to a surge of study of students' errors, called error analysis. Error analysis can keep the researcher too closely focused on specific languages rather than viewing universal aspects of language<sup>13</sup>. By using error analysis, the researcher gets the specific and detail data of error. One of the most famous error analyses is error analysis proposed by Rod Ellis. In her theory, it involves the way to differentiate between mistake and error, the written and spoken text that was being analyzed, the procedure of error analysis, the process of analyzing the errors, the types of errors that cover all of grammar scope, and the source of error<sup>14</sup>. That is why the researcher takes this theory to be used in this research.

Grammar caused a big problem, so did writing. Grammar is considered as the most difficult English component while in English skills is writing. Hamp-Lyons states that writing is commonly a difficult activity for most people, both in mother tongue and in foreign language. It is because the writing skill requires capabilities more than other language skills and it needs a special preparation. Writing is also the carrier of message of significance historical, scientific and technological findings, laws, and any other form of documented messages built in well-organized written setting. It is frequently the most challenging for students as stated by Ivanic, "social struggles in which the self is

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<sup>12</sup> Michelle Maxom, *Teaching English as a Foreign Language for Dummies*(England: John Wiley&Sons, 2009), 211

<sup>13</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*(United State of America: San Francisco State University, 2016), 227

<sup>14</sup> Rod Ellis, *Second Language Acquisition*(New Zealand: Oxford University Press, 2003), 18

implicated through the act of writing”<sup>15</sup>. From those theories, it can be seen that writing needs complex skill and higher grammatical mastery level.

The higher level skill and component that are needed, the higher risk can be taken. The risk can be caused by many factors, one of them is errors. Errors can occur from various kinds of reasons, such as, lacking knowledge or lacking confidence. In writing English text, errors are mostly found in grammar, spelling, and punctuation.

In a research conducted by Li Fengjie in Tianjin University of Finance and Economics, she found some problems in grammatical in English writing. In her research, the grammatical errors were from nouns, verbs, third singular person, verb forms, modal verbs, passive forms, tenses, adjectives, articles, adverbs, preposition, conjunctions, sentence fragments, subject-predicate disagreement, and part of speech. She also mentioned the reasons of grammatical errors. There were three main reasons; mother tongue interference, differences in cultural background, and incomplete and unsystematic English knowledge<sup>16</sup>. It can be seen that grammar causes many problems in any English writing since this is considered as the most important thing to be mastered in English.

There are many kinds of writing genres which have their own functional communication. In the education field, especially in higher level education, writing is divided into 4 stages; basic writing, paragraph writing, essay writing and academic writing. Each stage is taken in each semester. The last semester in last year was third semester which the lecture was taken was essay writing. University essays are a specialized form of communication, with their own expectation, rules and conventions. Writing is both a process and a product, and the two aspects are equally important, because writing about something makes someone thinks about it in a much deeper and more focused way.

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<sup>15</sup> Dolar Yuwono, *Writing: From Practice to Theory: Getting Smart and Creative to Write*(Yogyakarta: Magnum Pustaka Utama), 2

<sup>16</sup> Li Fengjie, Ren Jia, Zhao Hongyi, Grammatical Mistake in College English Writing: Problem Analysis, Reasons and Solutions, 2016, 8, DOI:10.11648/j.ijalt.20160203.11, international journal of applied linguistics and translation, sciencePG

Therefore, essay writing is difficult; it is not just a matter of putting ‘facts’ on paper<sup>17</sup>. Essay writing needs deeper understanding and higher skill to be mastered, because the style of the essay depends on the genre of the essay itself.

Essays have various kinds of genres. The genres of the essay proposed by Halliday and Hasan are analytical exposition, descriptive, news item, report, hortatory exposition, spoof, discussion, narration, anecdote, explanation, recount, procedure and review. To examine and identify the obligation and optional rhetorical elements of a certain type of text or essay, what should be known is the purpose of the text, generic structure of the essay and language feature<sup>18</sup>. The genre of essay is used to define what kind of style the essay will be and the language feature is the language style used to write an essay.

At university level, it is very important to write not only describing something but more than that, providing facts, informing and explaining to the reader, etc. This kind of skill is needed to write more formal written text, such as thesis, journal, essay, article, etc. Kind of genre used to write those texts is expository text. The expository essay is an informative piece of writing that presents a balanced analysis of a topic. In an expository essay, the writer explains or defines a topic, using facts, statistics, and examples. Expository is meant to describe, explain and inform the reader<sup>19</sup>. This kind of genre makes the writer has to be more aware and well prepared in transferring ideas to the reader. By knowing the importance of formal writing in university level, the researcher takes expository essay to be analyzed in this research.

In transferring the writer’s idea, the writer needs to make well-organized sentences. Therefore, the students need to be careful in making essay. Likewise, in IAIN Ponorogo, essay writing is provided in third semester. In this lecture, the students were

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<sup>17</sup> Shields Munling, *Essay Writing a Student’s Guide*(London: SAGE Publications Ltd, 2010), 1-2

<sup>18</sup> Dolar Yuwono., *Writing: From Practice to Theory: Getting Smart and Creative to Write*(Yogyakarta: Magnum Pustaka Utama, 2016), 3-9

<sup>19</sup> Emmanuel Tatah Mentan, *English Essay Writing Handbook*(Bloomington: AuthorHouse, 2019)

asked to make various kinds of essay genres. Unfortunately, there were some grammatical errors found in in the third semester students' expository writing.

From the explanation, the researcher wants to conduct a deeper analysis on students' grammatical error under the title "Analysis of Grammatical Error on Students' Writing Text of English Education of IAIN Ponorogo".

## **B. Limitation of the Study**

In this qualitative study, the researcher focuses on the grammatical error made by the third semester students of IAIN Ponorogo in academic year 2019/2020. The text used was expository writing text and the researcher uses error analysis theory by Rod Ellis<sup>20</sup>. To support this research result and validity, the researcher also uses supporting theory of source of error by Douglas<sup>21</sup>.

## **C. Statement of the Problems**

Based on the background above, the researcher formulated some research questions as follow:

1. What kinds of grammatical errors are found in the students' expository text?
2. What is the most frequent grammatical error found in the students' expository text?
3. What are the factors influencing the students' grammatical errors in writing expository text?

<sup>20</sup> Rod Ellis, *Second Language Acquisition*(New Zealand: Oxford University Press, 2003), 18

<sup>21</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*(United State of America: San Francisco State University, 2016), 232

#### **D. Objective of the Study**

This research is aimed to achieve the objectives as follow:

1. To find out the kinds of grammatical errors are found in the students' expository text.
2. To find out what the most frequent grammatical error is found in the students' expository text.
3. To find out what the factors are influencing the students' grammatical errors in writing expository text.

#### **E. Significances of the Study**

1. Theoretical significance

The result of the study is hoped to give contribution for developing theory especially in analyzing grammatical error in expository text. The researcher also hopes this research can enrich knowledge and reference in grammatical error that can be used for the next researcher.

2. Practical significances

- a. Lecturer

This research is expected to give lecturer information about errors the students made and help the lecturer to solve the problem the students have, in order to make better mark and higher writing skill.

- b. Students

This research is expected to make students be conscious where they frequently made errors and make better writing in the future. This research is also hoped to give information about the language feature of expository text.

## F. Organization of the Thesis

To make the research is easier to read, the researcher divides the research into six chapters. The first chapter is introduction. This chapter introduces the whole of the research which involves background of the study, limitation the study, statement of the problems, objective of the study, significances of the study, and organization of the study.

The second chapter is previous research findings and theoretical background. This chapter discusses previous research findings related to the subject matter and literature review related keywords.

The third chapter is research method. This chapter explains the research systematic which involves research approach and design, researcher's role, research setting, data and data source, data collection technique, data analysis technique, checking validity of findings and research procedure.

The fourth chapter is research finding. This chapter tells general data description and specific data description. The fifth chapter is discussion. This chapter explains the data have been classified and categorized from the previous chapter. The last chapter is conclusion. This chapter explains conclusion of the research and recommendation.



## CHAPTER II

### PREVIOUS RESEARCH FINDINGS AND THEORETICAL BACKGROUND

#### A. Previous Research Findings

There are many related researches have been conducted before. The researcher takes some to be guidance to finish this study. The researcher takes three researches to support this research.

The first research is Rury Novita's research. She conducted a research under the title "An Analysis of Grammatical Errors in the First Year Students' Writing at English Department, Andalas University". She conducted to find the grammatical errors had been committed by the first year students of English Department at Andalas University in writings. The data were collected from the essays written by the students in essay writing class. The research was conducted following the steps proposed by James. The data were data collection, error detection, locating error, describing error, and diagnosing error. In her conclusion, the most frequent errors were in the use of the correct verb and tense. It could be concluded that verb and tense caused the biggest difficulty for the students when they study grammar. The errors were mostly caused by intralingual factor. It was related to the complexity of English which was far different from Bahasa Indonesia<sup>22</sup>.

The other research is Rochman Abdul Aziiz's research. He conducted a research under title "Grammatical Errors in Students Descriptive Writing at SMK Muhammadiyah 5 Purwontoro". The research was conducted to find out what grammatical errors are made by tenth grade student of SMK Muhammadiyah 5 Purwontoro in their descriptive text. The research methodology was case study qualitative research. In his

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<sup>22</sup>RuryNovita, *An Analysis of Grammatical Error in The First Year Students' Writing at English Department, Andalas University*, 2014

research, the main data were taken from the teacher task and were collected through documentation. The result of his research showed that the grammatical errors made by the students were in the form of punctuation and spelling, 93,33%, the second was errors in tenses, 71,11%, the third was errors in pronoun, 66,67%, the fourth was errors in sentence pattern, 31,11%, and the last errors in preposition, 6,67%<sup>23</sup>.

Another research was conducted by Elisa Oktavia in 2014. The research was a qualitative research entitled “Error Analysis on Unity, Coherence and Cohesiveness of Expository Text of The Fourth Semester Students of STAIN Ponorogo in Academic Year 2014/2015”. She used documentation to collect the data and five stages to analyze the data; collecting, identifying, describing, explaining and evaluating. The result of the study showed that the students made 10 errors on unity, 32 errors on coherence and 21 errors on cohesiveness<sup>24</sup>.

This research is different from those researches. This research uses descriptive qualitative method. The data is expository writing of third semester students of IAIN Ponorogo. This research observes the grammatical error using Rod Ellis theory.

## **B. Theoretical Background**

### **1. Teaching Grammar**

#### **a. Definition**

Gerot and Wignell stated that grammar is a theory of language; of how language is put together and how it works. More particularly, it is the

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<sup>23</sup>Rochman Abdul Aziizs, *Grammatical Errors in Students Descriptive Writing at SMK Muhammadiyah 5 Purwanto*, 2017

<sup>24</sup> Elisa Oktavia, *Error Analysis on Unity, Coherence and Cohesiveness of Expository Text of the Fourth Semester Students of STAIN Ponorogo in Academic Year 2014/2015*. 2014



study of wordings<sup>25</sup>. They argued that this study is important in learning language and in making meaning.

Another expert, Brown, stated that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. Technically, grammar refers to sentence-level rules only, and not to rules governing the relationship among sentences, which it refers to discourse rules. As Diane Larsen and Freeman pointed out, grammar is one of three dimensions of language that are interconnected. Grammar gives the form or the structures of language, but those forms are literally meaningless without a second dimension, that is semantics (meaning), and a third dimension is pragmatics. In other words, grammar tells people how to construct a sentence (word order, verb and noun system, modifiers, phrases, clauses, etc)<sup>26</sup>.

Other experts had their opinions about grammar. According to Marcus Kracht, grammars are ways to generate signs from more basic signs<sup>27</sup>. Grammar is a set of language rules governing the sounds, words, sentences, and other elements. In a restricted sense, the term refers only to the study of sentence and word structure (syntax and morphology), excluding lexical and pronunciation<sup>28</sup>.

Grammar may be roughly defined as the way language manipulates and combines words (or bits of words) in order to form longer units of meaning. Richards, Platt and Weber stated in David Nunan that grammar is a description of the structure of a language and the way in which units such as words and phrases are combined to produce sentences in the language. Harmer

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<sup>25</sup>Gerot and Wignell, *Making Sense of Functional Grammar*(Australia:GerdStabler, 1995), 2

<sup>26</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*(San Francisco: Longman, 2001), 362

<sup>27</sup> Marcus Kracht, *Introduction to Linguistic*(Los Angeles), 3

<sup>28</sup>Novita, Rury, *An Analysis of Grammatical Errors in the First Year Students' Writing at English Department, Andalas University*. 2014

also stated that grammar is the way in which words change themselves and group together to make sentences. The grammar of a language is what happens to words when they become plural or negative, or what order is used when we make questions or join two clauses to make one sentence.

The term grammar has multiple meanings. It is used to refer to both a subconscious internal linguistic system and linguistic attempts to explicitly codify-or describe – that system. As Larsen-Freeman stated in David Nunan that minimally to explain the same phenomena; how words are formed and how words are combined. From these definitions, David Nunan stated that grammar has to do with the ways in which units of language combine together to form sentences<sup>29</sup>.

Teaching itself has various meanings. Many experts have their thoughts in describing teaching. Feiman, Nemser and Buchman define teaching as the work of helping people learn worthwhile things, which as they pointed out, adds an explicitly moral dimension. Teaching involves identifying ways in which a learner is thinking about the topic or problem at hand, to structure the next steps in the learner's progress. In short, teaching requires an unnatural orientation toward others and a simultaneous, unusual attention to the what of which they are helping others learn<sup>30</sup>. Besides saying teaching is meaningful and purposeful activity, Marlow Ediger views teaching as considered a process of verbal interaction between teacher and the students. Teaching should be child-centered rather than content-centered<sup>31</sup>.

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<sup>29</sup> David Nunan, *Practical English Language Teaching Grammar*(Singapore: McGraw Hill, 2005), 2

<sup>30</sup> Deborah Loewenberg Ball and Francesca M. Forzani, *The Work of teaching and the Challenge for Teacher Education*, 2009, 499, DOI:10.1177/0022487109348479, *Journal of Teacher Education*, Sage

<sup>31</sup> Marlow Ediger, B. S. VenkaraDutt, D. BhaskaraRao. *Teaching English Successfully*(New Delhi: Discovery Publishing House, 2007), 6

According to Kimble and Garmezy in Brown, teaching is showing or helping someone to learn how to do something, giving someone in the study of something, providing someone with knowledge, and closing someone to how or know or understand. Brown stated that teaching as guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning. Gage has same opinion with Brown, he defined teaching as any causing learning on the part of another<sup>32</sup>.

From those definitions of teaching and grammar, Dianne Larsen and Freeman stated that teaching grammar means enabling language students to use linguistic forms accurately, meaningfully, and appropriately<sup>33</sup>. Practically, in teaching grammar, learners are taught rules of language commonly known as sentence patterns. According to Ur, in the case of the learners, grammatical rules enable them to know and apply how such sentence patterns should be put together. The teaching of grammar should also ultimately center attention on the way grammatical items or sentence patterns are correctly used. In other words, teaching grammar should encompass language structure or sentence patterns, meaning and use<sup>34</sup>.

b. Approach

1) Approach to Grammar

Before defining the kinds of approaches to teaching grammar, the first thing must be established is what kind of grammar that is being talked. As educators, there are three choices. Those are traditional school

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<sup>32</sup>Rika Retnaningtyas, *The Classroom Management of English Teaching-Learning Process in a Big Class*(State University of Yogyakarta: 2011), 10

<sup>33</sup> Diane Larsen and Freeman, *Teaching Grammar*, 256

<sup>34</sup>Handoyo Puji Widodo, "Approaches and Procedures for Teaching Grammar,"1(May 2006),122

grammar, formal grammar and functional grammar<sup>35</sup>. Those are some approaches to grammar that has each validity, value and purpose.

a) Traditional Grammar

Traditional grammar, inherited from the Greeks and Romans, was closely tied to the study of rhetoric and logic and enjoyed a scholarly tradition into the 19<sup>th</sup> century<sup>36</sup>. Traditional grammar aims to describe the grammar of Standard English by comparing it with Latin. As such, it is prescriptive. Students learn the names of part of speech (nouns, verbs, prepositions, adverbs, adjectives), parse textbook sentences and learn to correct so-called bad grammar. The bare remnants of this tradition are likely to recognize as the grammar students study in English classes today<sup>37</sup>.

Traditional grammar focuses on rules for producing correct sentences. In so doing, it has two main weaknesses. Firstly, the rules it prescribes are based on the language of a very small group of middle class English speakers. Secondly, the rules deal only with the most superficial aspects of writing. Following the rules in no way guarantees that written or intended audiences for writing<sup>38</sup>.

Traditional grammar begins with the different word classes that can be found in a language and how these word classes function grammatically at the level of the sentence. English has the common word classes of nouns, verbs, adjectives, and adverbs, and

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<sup>35</sup>Diane Lapp and Douglas Fisher, *Handbook of Research on Teaching the English Language Arts*(New York: Roulledge, 2011), 297

<sup>36</sup>Diane Lapp and Douglas Fisher, *Handbook of Research on Teaching the English Language Arts*(New York: Roulledge, 2011), 297

<sup>37</sup>Ibid, 297

<sup>38</sup>Gerot and Wignell, *Making Sense of Functional Grammar*(Australia:GerdStabler, 1995), 5

less common classes such as articles and prepositions. Within the sentence, these word types have five different grammatical roles; subject, verb, object, complement and adverbial. Traditional grammarians recognize seven different clause types made up of these basic building blocks.

Table 2.1 Clause Types

Clause Type	Example
Type 1: Subject + verb	Maria sang
Type 2: Subject + Verb + Object	William saw a UFO
Type 3: Subject + Verb + Complement	I became wary
Type 4: Subject + Verb + Adverbial	I've been in the office
Type 5: Subject + Verb + Object + Object	Malcolm bought his wife a diamond
Type 6: Subject + Verb + Object + Complement	We think traditional grammatical analysis is rather pointless
Type 7: Subject + Verb + Object + Adverbial	We had to take our relatives home

There are many problems with traditional approaches to grammar terminology. Many of these problems stem from the fact that traditional grammatical descriptions and terms were inherited from the grammars of classical languages such as Greek and Latin, and did not really suit the analysis of English. Traditional grammar also fails to distinguish between the way a word is formed and how it functions within a sentence.

b) Transformational Grammar

Unlike traditional grammar, both transformational and functional grammars are based on work by theoretical linguists<sup>39</sup>. Transformational-generative grammar was developed by the

<sup>39</sup> Diane Lapp and Douglas Fisher, *Handbook of Research on Teaching the English Language Arts* (New York: Routledge, 2011), 297

American linguist Noam Chomsky. For Chomsky, a grammar is an abstract set of rules for specifying grammaticality. It is therefore concerned with investigating the internal structure of the human mind rather than with communication. Chomsky argued that grammar was independent of meaning. To support his view, he coined sentences such as the following; Colorness green ideas sleep furiously. Chomsky argued that such sentences were meaningless and yet grammatical.

While transformational-generative has had a major influence on linguistic research, it has had relatively little impact on the teaching of grammar. In fact, early on, Chomsky himself specifically denied any relevance of his approach in pedagogy.

c) Functional Grammar

On the other hand, functional grammarians reject this separation of form and meaning. The aim of these grammarians is to show how form, meaning, and use are interrelated. To achieve this aim, it is needed to ask how a given sentence or utterance is formed, what it means, and when/why it is used<sup>40</sup>.

Functional grammar view language as a resource for making meaning. These grammars attempt to describe language in actual use and so focus on texts and their contexts. They are concerned not only with the structures but also with how those structures construct meaning<sup>41</sup>.

Functional grammars focus on the purposes and uses of language. They derive from examination of spoken and written

<sup>40</sup> David Nunan, *Practical English Language Teaching Grammar*(Singapore: McGraw Hill, 2005), 3

<sup>41</sup>Gerot and Wignell, *Making Sense of Functional Grammar*(Australia:GerdStabler, 1995), 6

language and the contexts of their use. They investigate how language is used and its effect. Their aims include revealing many of the choices language users have in interaction and showing how meaning is made<sup>42</sup>.

## 2) Approach to Teaching Grammar

After knowing what kind of grammar that is being talked about, as teacher, teaching grammar is the basic material to teach. There are many things to be said about the teaching grammar. There are two fundamental aspects of the subject, the first is the distinction between deductive and inductive approaches to pedagogy, and the second is the importance of repetition in language learning<sup>43</sup>.

### a) Deductive Approach

Deductive approach is derived from the notion that deductive reasoning works from the general to specific. In this case, rules, principles, concepts, or theories are presented first and then their applications are treated.

Dealing with the teaching grammar, the deductive approach can also be called rule-driven learning. In such an approach, a grammar rule is explicitly presented to students and followed by practice applying the rule. This approach has been the bread and butter of language teaching around the world and still enjoys a monopoly in many course books and self-study grammar books<sup>44</sup>.

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<sup>42</sup> Ibid, v

<sup>43</sup> Ibid, 15-22

<sup>44</sup> Handoyo Puji Widodo, "Approaches and Procedures for Teaching Grammar," 1 (May 2006), 126

In a deductive approach, the teacher presents the grammar rule and then gives students exercises in which they apply in rule. In an inductive approach, the teacher presents samples of language and the students have to come to an intuitive understanding of the rule<sup>45</sup>. Giving the grammatical rules means no more than directing learners' attention to the problem discussed.

According to Eisenstein suggestion, with deductive approach, learners is in control during practice and have less fear of drawing an incorrect conclusion related to how the target language is functioning<sup>46</sup>.

Deductive approach has advantages and disadvantages in teaching grammar as shown in the table below.

Table 2.2 Advantages and Disadvantages of Deductive Approach

Deductive Approaches	
Advantages	<ul style="list-style-type: none"> <li>• It gets straight to the point and can therefore be time-saving. Many rules can be more quickly explained than elicited, thereby allowing more time for practice and application.</li> <li>• It respects the intelligence and maturity of many students and acknowledges the role of cognitive processes in language acquisition.</li> <li>• It confirms many students' expectations about classroom learning, particularly for those with an analytical learning style.</li> <li>• It allows the teacher to deal with language points as they come up, rather than having to anticipate them and prepare them in advance.</li> </ul>
Disadvantages	<ul style="list-style-type: none"> <li>• Starting the lesson with grammar explanation may be frustrating for some students, especially younger ones. They may not have sufficient metalanguage or</li> </ul>

<sup>45</sup> David Nunan, *Practical English Language Teaching Grammar*(Singapore: McGraw Hill, 2005), 15-22

<sup>46</sup>Handoyo Puji Widodo, "Approaches and Procedures for Teaching Grammar,"1(May 2006),126



	<p>may not be able to understand the concepts involved.</p> <ul style="list-style-type: none"> <li>• Grammar explanation encourages a teacher-fronted, transmission style classroom.</li> <li>• Explanation is seldom as memorable as other form of presentation, such as demonstration.</li> <li>• Such an approach encourages the belief that learning a language is simply a case of knowing the rules<sup>47</sup>.</li> </ul>
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b) Inductive Approach

An inductive approach comes from inductive reasoning stating that a reasoning progression proceeds from particulars (that is, observations, measurements, or data) to generalities (for example, rule, laws, concepts or theories). In inductive approach, the teacher observes a number of specific instances and from them infers a general principles or concept.

Experts argued that inductive approach can also be called rule-discovery learning. It suggests that a teacher teaches grammar starting with presenting some examples of sentences. In this case, learners understand grammatical rules from examples. The presentation of grammatical rules can be spoken or written.

Eisenstein maintains that the inductive approach tries to utilize the very strong reward value of bringing order, clarity and meaning to experiences. This approach involves learners participating actively in their own instruction. Inductive approach encourages learners to develop their mental set of strategies for dealing with the tasks.

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<sup>47</sup>David Nunan, *Practical English Language Teaching Grammar*(Singapore: McGraw Hill, 2005), 15-22

Likewise deductive approach, this approach has advantages and disadvantages in teaching grammar as shown in the table below<sup>48</sup>.

Table 2.3 Advantages and Disadvantages of Inductive Approach

Inductive Approaches	
Advantages	<ul style="list-style-type: none"> <li>• Rules learners discover for themselves are more likely to fit their existing mental structures, making them more meaningful, memorable and serviceable.</li> <li>• The mental effort involved ensures greater cognitive depth, again ensuring greater memorability.</li> <li>• Students are more actively involved in the learning process and are therefore likely to be more attentive and motivated.</li> <li>• It favors pattern-recognition and problem-solving and is therefore particularly suited to learners who like this kind of challenge.</li> <li>• If the problem-solving is collaboratively in the target language, learners get extra language practice.</li> <li>• Working things for themselves prepares students for greater self-reliance and autonomy.</li> </ul>
Disadvantages	<ul style="list-style-type: none"> <li>• Time and energy spent working out rules may mislead students into believing that rules are the objective of language learning.</li> <li>• The time spent in working out a rule may be at the expense of time spent putting the rule into productive practice.</li> <li>• Students may hypothesize the wrong rule, or their version of the rule may be either too broad or too narrow.</li> <li>• It can replace heavy demands on teachers in planning a lesson.</li> <li>• However carefully organized the data is, many language areas resist easy rule formation.</li> <li>• An inductive approach frustrates students who, because of personal learning style or past learning experience, would prefer simply to be told the rule<sup>49</sup>.</li> </ul>

<sup>48</sup>Handoyo Puji Widodo, "Approaches and Procedures for Teaching Grammar," 1(May 2006),127

<sup>49</sup> David Nunan, *Practical English Language Teaching Grammar*(Singapore: McGraw Hill, 2005), 15-22

Handoyoin his research has explained the relation between deductive and inductive approaches to Second Language Acquisition (SLA) theory. Deductive approach is related to the conscious learning process in which this approach tries a great emphasis on error correction and the presentation of explicit rules. The deductive approach is often used to teach adult learners. Through the deductive approach, a teacher tries to teach the rule explicitly to the learner so that they are ready to cope with exercise given.

While inductive approach relates to subconscious learning processes similar to the concept of language acquisition. According to this approach, the learners learn the system of language in the same way as children acquire their first or second language. In this regard, meaningful interaction in the target language is more important than the form of the language. For this reason, error correction and explicit teaching of the rule are de-emphasized<sup>50</sup>.

The popularity of these two approaches has alternated through the years. The traditional grammar translation approach was based on deduction. This approach was then challenged by audiolingualism. A basic tenet of audiolingualism was that students should learn inductively. "Learning by analogy, not analysis" was a popular motto of audiolingualism. In fact, the deductive and

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<sup>50</sup>Handoyo Puji Widodo, "Approaches and Procedures for Teaching Grammar," 1(May 2006), 127

inductive approaches are not mutually exclusive, and most teachers probably deploy both in their teaching.

c) Repetition

One of the key to successful language learning is to maximize the amount of time that the learners spend practicing the target language in class. This means that rather than spending a great deal of time talking about the language, the teacher should devise practice opportunities in which learners are actually using the language. This is known as “learning by doing.”<sup>51</sup>

3) Scope of Grammar

The word grammar is used variously, both in everyday language and as a technical term. It may refer to a book or to the contents of a book. Its scope may be restricted to syntax; the way in which words combine into structures of phrases, clauses, and sentences, or it may include many other aspects of language. Grammars may be primarily intended as reference works or as textbooks. But grammars may also include description of one or more other aspect of language such as morphology, word formation, phonetics, phonology, orthography, vocabulary, semantics, and pragmatics. Grammars treat all these aspects of language<sup>52</sup>.

4) English Grammatical Aspects

a) Nouns

Noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. In addition, it may function as the

<sup>51</sup>David Nunan, *Practical English Language Teaching Grammar*(Singapore: McGraw Hill, 2005), 15-22

<sup>52</sup>Sidney Greenbaum, *English Grammar*(New York: Oxford University Press, 1996), 22

chief or head word in many structures of modification. These are some types of nouns.

(1) Proper Nouns

A proper noun begins with a capital letter in writing. it includes (a) personal names; (b) names of geographic units such as countries, cities, rivers; (c) names of nationalities and religions; (d) names of holidays; (e) names of time units; (f) words used for personification.

(2) Concrete or Abstract Nouns

A concrete noun is a word for a physical object that can be perceived by the senses—we can see, touch, smell the object, such as flower, girl, etc. An abstract noun is a word for a concept—it is an idea that exists in mind only, such as beauty, justice, mankind, etc.

(3) Countable or Uncountable Nouns

A countable noun can usually be made plural by the addition of –s, such as two girls. An uncountable noun is not used in the plural, such as coffee, iron, etc.

(4) Collective Nouns

A collective noun is a word for a group of people, animals or objects considered as a single unit. Examples of collective nouns are audience, committee, class, crew, etc.

Collective nouns are countable nouns.

(5) Noun Compounds

The term compound, as it is used for a part of speech, refers to a group of words joined together into one vocabulary unit

that functions as a single part of speech. Noun compounds consist of the following composite form.

- (a) (noun + noun) The examples are bathroom, department store, grammar book, etc.
- (b) (possessive noun + noun) The examples are lady's maid, artist's model, and traveler's checks.
- (c) (adjective + noun) The examples are blackbird, common sense, and blue print.
- (d) (verb + noun) The examples are pickpocket, flashlight, and dance team.
- (e) (noun + verb) The examples are handshake, garbage dump, and lifeguard.
- (f) (gerund + noun) The examples are washing machine, dining room, and wearing apparel.
- (g) (noun + gerund) The examples are fortune telling, housecleaning, and water skiing.
- (h) (preposition + noun) The examples are overalls, by-way, and downpour.
- (i) (verb + preposition-adverb) The examples are breakdown, makeup, and grown-up.
- (j) (noun + prepositional phrase) The examples are son-in-law and editor-in-chief.

Nouns have a special position in a sentence. The position of noun is determined by its function in the sentence. These are the positions of noun in the sentence.

- (1) Subject, (The pen is good.)

- (2) Subjective complement or predicate noun, (Marry is a pretty girl.)
- (3) Direct object, (The child ate his meal.)
- (4) Indirect object, (The lawyer sent him a letter.)
- (5) Objective complement, (The members elected Mr. Jones as a chief.)
- (6) Object of preposition, (He deposited the money in the bank.)
- (7) Noun adjunct, (He bought some gas at the gas station.)
- (8) Appositive, (Shakespeare, a great writer, wrote many fine plays.)
- (9) Noun in direct address, (John, please come here.)

Besides, noun also has many forms functioning as other part of speech. These are the forms of noun.

#### (1) Inflectional Forms

Nouns in many European languages may be inflected, that is, changed in form, for certain grammatical properties. Usually these changes are made through special endings.

Inflectional forms of noun may indicate; (1) gender. Special endings mark nouns as masculine, feminine or neuter, not necessarily according to actual sex. (2) Case. Special endings mark nouns according to their function in the sentence such as subject, object of the verb, etc. (3) Number. Special endings mark singular or plural nouns.

#### (2) Plural Inflectional Form

The general rule for writing the plural of English nouns is to add –s to the singular form. However, this rule is complicated because of the many exceptions given below.

- (a) After a sibilant sound spelled as s, z, ch, sh, and x, -es is added. The examples are classes, churches, dishes. However, if final ch is pronounced [k], only -s is added like in monarchs, stomachs, and epochs.
- (b) After y preceded by a consonant, the y is changed to i and es is added such as in lady becomes ladies, country becomes countries. If final y is preceded by vowel, no change is made like in attorneys, valleys.
- (c) In one-syllable words, final f or fe becomes ves in the plural such as in wives, leaves, and thieves. However, some such words take the regular s ending such as in chiefs, roofs.
- (d) After final o, es is sometimes added, especially in some common words like heroes, echoes, potatoes. If a vowel precedes the final o, or if the word is a term used in music, only s is added like studios, zoos, pianos and sopranos.
- (e) Irregular plurals based on older English may take an internal change like men, feet, mice, and an en ending like children and oxen.
- (f) The plural has the same form as the singular like in sheep and deer.
- (g) The singular has the same form as the plural like in series and means.
- (h) Many foreign words retain their foreign plural in English like stimuli, radii, larvae, vertebrae, etc<sup>53</sup>.

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<sup>53</sup> Marcella Frank, *Modern English a Practical Reference Guide*(United States of America: Prentice-Hall, 1972), 6-15



b) Pronouns

Pronouns make up a small class of words of very high frequency. The traditional definition of a pronoun as a word that takes the place of a noun is applicable to some types of pronouns but not to others. Modern grammarians who regard position and function as the decisive factors in classifying a part of speech often consider pronouns as a subclass of nouns. However, they point out important formal differences; many pronouns are more highly inflected for grammatical properties like person, number, case and gender, and all pronouns lack the derivational endings that nouns have. These are types of pronouns.

(1) Personal Pronouns

There are three types of personal pronouns. The first is the speaker called the first person. The singular person is I and the plural is we. The second is the person spoken to, called the second person. The singular person and plural is the same, you. The last is the person or thing being spoken of, called the third person. The singular are he, she, and it while the plural is they.

(2) Interrogative Pronouns

Interrogative pronouns introduce direct or indirect questions. There are three interrogative pronouns; who which is for persons, what which is for things, and which which is for either persons or things. The pronoun what also introduces exclamations.

The example is ‘What beautiful flowers those are!’.

(3) Relative Pronouns

Relative pronouns refer to noun antecedents which immediately precede them. They introduce adjective clause in

which they serve as subjects or objects. The example is ‘The man who answered the phone was rude.’ Who is the subject of the verb ‘answered’ in the adjective clause ‘who answered the phone’.

(4) Demonstrative Pronouns

Demonstrative pronouns point out someone or something. The most common demonstrative pronouns are ‘this, plural these’ and ‘that, plural those’. The example is ‘This table is good.’ And ‘I like those tables.’

(5) Reflexive Pronouns

The reflexive pronoun is a combination of –self with one of the personal pronouns or with the impersonal pronoun, one. The reflexive pronoun generally refers to an animate being, usually a person. The most common use of the reflexive pronoun is as an object that reflects back to the subject. The example is ‘The child hurt himself.’

(6) Reciprocal Pronouns

Like the reflexive pronoun, the reciprocal pronoun has the same identity as the subject. The reciprocal pronoun indicates that the individual members of a plural mutually react one on the other. The reciprocal pronouns are each other and one another.

(7) Indefinite Pronouns

Such pronouns refer to indefinite (usually unknown) persons or things, or to indefinite quantities. These pronouns are all singular in form and are used without noun antecedents. Those are somebody, someone, something, anybody, anyone, anything, nobody, no one, nothing, everybody, everyone, and everything.

Besides, pronouns have their own function in a sentence. Pronouns have most of the same functions as nouns. These are the functions of pronouns in a sentence.

- (1) Subject of the verb, (They were late for their appointment.)
- (2) Direct object, (We enjoyed ourselves at the party.)
- (3) Indirect object, (We will send you the goods immediately.)
- (4) Subjective complement, (That's the one.)
- (5) Object of preposition, (After this, be more careful.)

Pronouns have the same position as nouns do. Pronoun subjects appear before verbs, pronoun objects appear after verbs or after prepositions. These down below are the forms of personal and reflexive pronouns.

Table 2.4 Forms of Personal Pronouns and Reflexive Pronouns

	<b>Subject</b>	<b>Object</b>	<b>Possessive Adjective</b>	<b>Possessive Pronoun</b>	<b>Reflexive</b>
<b>Singular</b>	I	Me	My	Mine	Myself
	You	You	Your	Yours	Yourself
	He	Him	His	His	Himself
	She	Her	Her	Hers	Herself
<b>Plural</b>	We	Us	Our	Ours	Ourselves
	You	You	Your	Yours	Yourself
	They	Them	Their	Theirs	Themselves <sup>54</sup>

c) Verbs

The verb is the most complex part of speech. Its varying arrangements with nouns determine the different kinds of sentences; statements, questions, commands, and exclamations. Like the noun, the

<sup>54</sup> Ibid, 20-29

verb has the grammatical properties of person and number, properties which require agreement with the subject. These are types of verbs.

(1) Predicating or Linking Verbs

A predicating verb is the chief word in the predicate that says something about the subject. The predicating word or predicator has traditionally been called a verb of action, but has actually been interpreted to include most non-action verbs that are not linking verbs.

A linking verb is a verb of incomplete predication; it merely announces that the real predicate follows. The important word in the complement is usually an adjective or a noun. The –y adverbs of manner are not used with linking verbs. Also functioning as linking verbs are the verbs of perception like feel, taste, smell and sound. The examples are; he is handsome, he is a handsome boy, the man is here.

(2) Transitive or Intransitive Verbs

A transitive verb takes a direct object; He is reading a book. An intransitive verb does not require an object; He is walking in the park. Only transitive verbs may be used in the passive voice. All linking verbs are intransitive.

(3) Auxiliary or Lexical Verbs

Two or more words may be joined together into a single verb phrase that functions as the full of the predicate. The first of the verb phrase is the auxiliary, and the second part is the lexical verb. The lexical verb carries the chief burden of semantic content. The auxiliary verb acts as a helping verb to the lexical verb by

adding either a structural element that marks differences in tense, mood, voice, aspect or that signals questions and negatives, or a semantic coloring such as ability, possibility or necessity.

Some verbs used as auxiliaries may also occur independently; be, have and do. Other verbs function chiefly as auxiliaries and must be used with a lexical verb; shall, will, can, may, must, should, would, could, and might.

#### (4) Finite or Non-finite Verbs

A finite verb is a lexical verb with or without auxiliaries that acts as the full verb in the predicate. It is limited by all the grammatical properties a verb may have like person, number, tense, voice, etc. Non-finite or infinite verbs are incomplete verb forms that functions as other part of speech than verbs. They consist of the infinitive forms (to + the simple form of the verb) and the participial –ing or –ed forms.

The verb is used after subject, or before an object or complement. The verb appears before the subject in most questions, and in sentences or clauses that begin with certain types of negative adverbs<sup>55</sup>.

#### d) Articles

The two articles are ‘a’ and ‘the’. ‘The’ may be used with a singular or a plural noun; ‘a’ is generally used with a singular countable noun. Each of the articles undergoes a change before a word beginning with a vowel sound.

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<sup>55</sup> Ibid, 47-52

The chief structural function of articles is as determiners that precede nouns. However, they differ from other determiners in one important respect. They do not have the additional power of serving alone as pronouns.

The chief semantic function of articles is to mark nouns as definite or indefinite. 'The' signals a particular person or thing that has been singled out from others. The example is 'The students sitting next to you.' 'A' signals an unspecified one of others like in 'A student sitting in the front row.'<sup>56</sup>

e) Adverbs

The punctuation of adverbials is sometimes complicated. Commas used to set off adverbials are often optional. In many cases they are determined by whether the writer would pause in speech. There are three positions of adverbs in a sentence.

(1) Adverbials in Initial Position

Commas often occur after adverbials in initial position.

The longer the adverbial or the adverbial expression is the more likely that commas will be used. Sentence adverbs and conjunctive adverbs especially are likely to be cut off by commas.

(2) Adverbials in Final Position

Commas generally do not cut off adverbials of time and place appearing in final position. The occasional sentence adverbs or conjunctive adverbs that appear in final position are usually cut off by commas.

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<sup>56</sup> Ibid, 125

## (3) Adverbials in Mid-Position

In this position, sentence adverbs and conjunctive adverbs are likely to be set off by commas. Such commas must appear before and after the adverbial element. Short adverbs of frequency or manner appearing in mid-position are rarely cut off by commas<sup>57</sup>.

## f) Preposition

Preposition is classified as a part of speech. It has no characteristic endings like conjunction. Preposition can be modified into other parts of speech. Preposition plus noun combination forms prepositional phrase that can be functioned as adverb, adjective or noun.

Preposition can be in form of time, place, etc. The examples of preposition of time are on, in, at, since, by, from, for, during, etc. as in 'I saw him on Saturday', 'I have not seen him since Monday', and 'I can see him during this week'. Prepositions of place are in, on, at, over, above, below, underneath, etc. as in 'Put the dish on the table', 'The plane flew over the mountain', and 'He lives on the floor below us'<sup>58</sup>. Preposition can be followed by noun, pronoun, gerund, and noun clause. This is called object of preposition. If it is an object of preposition, it cannot be a subject of the sentence<sup>59</sup>.

## g) Conjunction and Compounding

Like prepositions, the conjunctions are members of a small class that have no characteristic form. They function chiefly as unmovable structure words that join such units as part of speech, phrase,

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<sup>57</sup>Ibid, 155

<sup>58</sup>Ibid, 163-166

<sup>59</sup>Deborah Phillips, *Longman Complete Course for the TOEFL Test*(New York: Longman, 2001), 201

or clause. There are two types of conjunctions, coordinate and subordinate.

### (1) Coordinate Conjunctions

The coordinate conjunction joins structural units that are equal grammatically. The conjunction comes before the last unit and is grammatically independent of this unit. Units are joined by coordinate conjunction are labeled compound.

Coordinate conjunction consists of ‘but, and, or, yet, and also’. The examples are ‘The old woman slipped and fell on the pavement’, ‘She is beautiful but dumb’, ‘To be or not to be, that is the question’ and ‘Feeling hungry but he tiptoed down to the kitchen’

A comma after the last coordinate auxiliary is optional, depending on whether the user would pause in speech. Mistakes are sometimes made when the first coordinate auxiliary requires a different form of the lexical verb than the last auxiliary does.

Where there is a difference in number or person between the items in a compound subject joined by ‘or’, the verb agrees with the last item in formal English.

### (2) Subordinate Conjunctions

A subordinate conjunction introduces a clause that depends on a main, or independent clause. The subordinate conjunction is grammatically part of the clause it introduces. It is never separated from its clause by a comma. All the introductory words in the three subordinate clauses, even pronouns or adverbs, may be classified as subordinate conjunctions.



Subordinate conjunctions range in meaning from those having strong semantic content like time, place, cause, etc. Subordinate conjunctions may have –ing or –ed participial form. Some examples of subordinate conjunctions are while, whereas, inasmuch as, but that, now, only, only if, etc<sup>60</sup>.

#### h) Capitalization and Punctuation

MLA (Modern Language Association) is used for over thirty years. There are million colleges and high school students used MLA Handbook. This handbook explains the rule in writing; starts form research and writing to specialized style manuals. One of chapters in this book explains capitalization and punctuation. To write a title, the first and last word, and all of the important things are capitalized. Nouns, pronouns, adverbs, adjectives, and subordinating conjunctions are capitalized. The examples are ‘The Ugly Duckling’, ‘One If by land and Anywhere that Chance Leads’, and ‘Save Our Children’. Some parts of speech that are not capitalized are articles, prepositions, coordinating conjunctions, and ‘to’ in to infinitive. The examples are ‘A Dialogue between the Soul and Body’, ‘Romeo and Juliet’, ‘How to Play Chess’, and ‘Under the Bamboo Tree’<sup>61</sup>.

## 2. Writing

### a. Definition of Writing

For decades, the most influential paradigm of writing was contrastive rhetoric, proposed by Kaplan. The contrastive rhetoric tradition focused on the product of writing and established perspective approaches to the

<sup>60</sup> Marcella Frank, *Modern English a Practical Reference Guide*(United States of America: Prentice-Hall, 1972),, 206-217

<sup>61</sup> Modern Language Association of America, *MLA Handbook for Writers of Research Papers*(New York: the Modern Language Association of America, 2009), 86-87

teaching of writing. Kaplan claimed that in English, writers tended to develop their thoughts in a linear fashion, advancing a thesis, forwarding supporting evidence in sequentially presented topic sentences, developed in unified paragraphs<sup>62</sup>. Besides Kaplan theory, Horvath Jozsef in his book stated that writing is among the most complex human activities. It involves the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects<sup>63</sup>.

Besides to develop idea, writing is also a tool or instrument to convey the ideas in the written form to the world. As a tool, of course, it is very advantageous to be used as device for communication either exposed in the pile of papers or on a screen of computer uploaded to the internet. Writing is also the carrier of message of significance historical, scientific and technological findings, laws, and any other form of documented messages built in well-organized written setting. It is frequently the most challenging for students as stated by Ivanic, “social struggles in which the self is implicated through the act of writing”. However, writing is not always approached from a communicative perspective; linguistics and textual emphases are fostered instead<sup>64</sup>.

#### b. Types of Writing

Munling stated there are some types of writing to be required in undergraduate or postgraduate course. Those are summaries, essays, project reports, portfolios of works, laboratory reports, a dissertation, research papers/articles, book/chapter reviews, journal articles, exam answers, case study analyses, reflective journals and essays, and reflective diaries and logs.

<sup>62</sup> Sidney Greenbaum, *English Grammar*(New York: Oxford University Press, 1996), 8

<sup>63</sup> Horvath Jozsef, *Advanced Writing in English as a Foreign Language*(Lingua Franca Csoport: 2001), 4

<sup>64</sup> Ibid, 2

From those types of writing, there are common types of academic writing. The first writing assignments that students face are a report or an essay. One of the last and most important will often be a dissertation<sup>65</sup>. According to Lillis, essay production is widely used but not very often seen from a social and situated perspective that makes writing a meaningful and purposeful activity<sup>66</sup>.

Essays have various kinds of genres. The genres of the essay proposed by Halliday and Hasan are analytical exposition, descriptive, news item, report, hortatory exposition, spoof, discussion, narration, anecdote, explanation, recount, procedure and review. To examine and identify the obligatory and optional rhetorical elements of a certain type of text or essay, what should be known are the purpose of the text, generic structure of the essay and language feature<sup>67</sup>.

#### c. Writing Process

Writing is usefully described as a process, something which shows continuous change in time like growth in organic nature. Different things happen at different stages in the process of putting thoughts into words and words onto paper<sup>68</sup>. In their work, Hayes and Flower who developed cognitive theory of writing process proposed a model that was based on three tenets:

- Processes of writing, such as planning, organizing reviewing and evaluating, often interact with each other
- Writing follows a goal the writer is aware of

<sup>65</sup> Shields Munling, *Essay Writing a Student's Guide*(London: SAGE Publications Ltd, 2010), 13

<sup>66</sup>DolarYuwono, *Writing: From Practice to Theory: Getting Smart and Creative to Write*(Yogyakarta: Magnum PustakaUtama, 2016), 2

<sup>67</sup> Ibid, 3-9

<sup>68</sup> Christina Russell McDonald, Robert L. McDonald, *Teaching Writing Landmarks and Horizons*(United State of America: Southern Illinois university Press, 2002),7

- Processes are performed differently by experienced and inexperienced writers

The theory identified a task environment, a three major components of the writing process (generating, translating and reviewing), each of which is controlled by a monitor. In proposing this model, Flower and Hayes also generated much needed empirical research<sup>69</sup>.

Munling in his book stated the most common process of writing is four stages. Those are:

1) Pre-writing

As the name suggest, involves the preparation for writing. For any particular assignment this is the stage where ideas are generated, and will include reading the assignment carefully, analyzing it, drawing up a rough plan, sourcing the necessary data/information, reading widely, and reading in depth, taking and making notes, discussing ideas and information with others, refining the plan, and so on. At the pre-writing stage that may not be seen as writing skill, but which nevertheless have great impact on the quality of the writing.

2) Drafting

Drafting is a stage when the shape of the writing is already made and the writer has acquired enough information to put it together. Drafting involves arranging ideas into some kinds of structures to give the writing in a shape, writing paragraphs to connect the ideas, thinking about form and function, namely the language and style will be used.

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<sup>69</sup> Horvath Jozsef, *Advanced Writing in English as a Foreign Language*(Lingua Franca Csoport: 2001), 9

### 3) Revising

In this stage, it involves re-drafting or re-writing, and even re-planning. This is rather more focused than writing the first draft. The writer has a clearer idea of what he wants to say, and he should start thinking more about his reader and purpose. The writer perhaps needs to refine his argument or examine the supporting evidence. To do this, the writer might have to make his writing clearer by re-organizing, re-phrasing, re-examining and so on.

### 4) Editing

This is the final, the very important step before the writer hand in his writing. This is what the writer needs to take on board any feedback the writer has received and check the spelling, punctuation, grammar, and references. Evidence of editing is often missing in writing that has been put together in haste<sup>70</sup>.

## 3. Expository

### a. Definition

In this research, the researcher's focus is expository essay. As Meyer and Poon statement quoted by Kendra, expository conveys and communicate factual information. This text contains more unfamiliar vocabulary and concepts, fewer ideas related to the here-and-now, and less information directly related to personal experience. Expository text has hierarchical structures<sup>71</sup>. Callella has viewed expository as text where the author intends to inform, explain, describe or define their subject. This is the most common type of text that will be found in text book or online. As the author is mostly trying to tell

<sup>70</sup> Shields Munling, *Essay Writing a Student's Guide*(London: SAGE Publications Ltd, 2010), 14

<sup>71</sup> Kendra M. Hall, Brenda L. Sabey, Michelle McClellan, *Expository Text Comprehension: Helping primary-Grade Teachers Use Expository Texts to Full Advantage*(Rouledge, 2005), 212

all about the subject, their opinions are left out leaving with facts and figures instead of trying to defend or support an opinion.

b. Language Feature and Generic Structure

Every text has its own characteristics to differ from other texts, whether from the language is used or the structure of the text. Those are called language feature and generic structure. And in this table is showed the language feature and generic structure of expository text.

Table 2.5 Table of Language Feature and Generic Structure of Expository Text

Structure	Generic Structure	Language Feature
Introductory	Thesis statement/ general statement	<ul style="list-style-type: none"> <li>• Focusing on the writer</li> <li>• Using action verb</li> <li>• Using modal adverb; certainly, surely, etc.</li> <li>• Using temporal connective; firstly, secondly, however, therefore, etc.</li> <li>• Using evaluative words; important, valuable, trustworthy, etc.</li> <li>• Using passive voice</li> <li>• Using simple present tense</li> <li>• Using modals and adverbs; must, may, should, etc.</li> <li>• Using emotive words; worried, alarmed, etc.</li> <li>• Using words of qualify statements; usual, probably, etc.</li> <li>• Using subjective opinions; I and we<sup>72</sup>.</li> </ul>
Body/Content	Arguments	
Conclusion	Reiteration	

4. Grammatical Error

a. Definition

Error, according to Ellis, reflects gaps in a learner's knowledge. It occurs because the learner does not know what is correct<sup>73</sup>. John Hawkins in

<sup>72</sup>DolarYuwono, *Writing: From Practice to Theory: Getting Smart and Creative to Write*(Yogyakarta: Magnum PustakaUtama, 2016), 13

Carl James' book, *Error in Language Learning and Use*, stated the whole concept of error is an intrinsically relational one. A given feature of an interlanguage is an error only by comparison with the corresponding target language<sup>74</sup>. While Corder in Xiao-Ming Yang's book viewed error is lack of active competence of the learner<sup>75</sup>.

Richard Nordquist, in his journal, stated that grammatical error is a term used in perspective grammar to describe an instance of faulty, unconventional, or controversial usage, such as a misplaced modifier or an inappropriate verb tense. It is also called usage error.

Grammatical errors are usually distinguished from factual errors, logical fallacies, misspellings, typographical errors, and faulty punctuation<sup>76</sup>. Furthermore, grammatical error is the error in combining words into larger unit, such as phrases, clauses, and sentences. Grammatical error can also be defined as the errors at morphological and syntactical levels. James stated that morphological error is the error which involves a failure to comply with the norm in supplying any part of word classes; noun, verb, adjective, adverb, and preposition. Syntactical errors are errors that affect texts larger than word, namely phrase, clause, sentence, and paragraphs. Syntactical errors cover phrase structure error, clause error, and sentence error<sup>77</sup>.

b. Difference between Error and Mistake

Errors reflect gaps in a learner's knowledge; they occur because the learner does not know what is correct. While mistake reflects occasional lapses in performance, it occurs because in a particular instance, the learner is unable

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<sup>73</sup> Rod Ellis, *Second Language Acquisition*(New Zealand: Oxford University Press, 2003), 18

<sup>74</sup> Carl James, *Errors in Language Learning and Use: Exploring Error Analysis*(USA: Roulledge, 2013),7

<sup>75</sup> Xiao-Ming Yang, HuaxinXu, *Errors of Creativity An Analysis of Lexical Errors Committed by Chinese ESL Students*(New York: University Press of America, 2001), 16

<sup>76</sup> Richard Nordquist, *What Is a Grammatical Error?*

<sup>77</sup>Novita, Rury, *An Analysis of Grammatical Errors in the First Year Students' Writing at English Department, Andalas University*. 2014

to perform what he or she knows<sup>78</sup>. Another difference between error and mistake according to Corder is that errors are significant to the error analysis because they provide evidence of the system of the language that the learner is using at a particular point in the course. A mistake, on the other hand, is not relevant to the error analysis because its occurrences represent the flawed side of learners only at the performance level<sup>79</sup>.

Ellis in her book had given a transcription of story, based on a series of pictures, told by Jean, an adult French learner of English. He told the story orally after having been given the chance to write it out first.

“The big of them contained a snake.”

using the past tense of the verb “contain” correctly. However, in the final sentence he said

“The basket contain a snake.”

making what seems to be a past tense error. But clearly Jean knows what the past tense of ‘contain’ is as he has already used it correctly once. His failure to say ‘contained’ in the last sentence, then, might be considered a mistake.

How to distinguish errors and mistakes then, it can be seen from the consistency of learners’ performance. As the example above, if they consistently substitute ‘contain’ for ‘contained’, this indicates a lack of knowledge, an error. However, if they sometimes say ‘contain’ and sometimes ‘contained’, this suggests that they possess knowledge of the correct form and are just slipping up, a mistake. Another way is asking them to try to correct

<sup>78</sup> Rod Ellis, *Second Language Acquisition* (New Zealand: Oxford University Press, 2003), 18

<sup>79</sup> Xiao-Ming Yang, Huaxin Xu, *Errors of Creativity An Analysis of Lexical Errors Committed by Chinese ESL Students* (New York: University Press of America, 2001), 16



their own deviant utterances. When they are unable to, it is error, and if they are able to, it is mistake<sup>80</sup>.

c. Error Analysis

According to Ellis, to identify errors, the thing to do is comparing the sentences learners produce with what seem to be the normal or 'correct' sentences in the target language which correspond with them. For example, Jean says, "A man and a little boy was watching him". It is not difficult to see that the correct sentence should be "A man and a little boy were watching him". By comparing the two sentences, it can be seen that Jean has used 'was' instead of 'were'. This is called error in subject-verb agreement.

Once the errors have been identified, they can be described and classified into types. There are several ways of doing this. This research classifies errors into grammatical categories. Ellis has classified some categories in which errors are mostly found. Those are:

Table 2.6 Categories of Errors

Categories	Definition	Example
<b>Omission</b>	Leaving out an item that is required for an utterance to be considered grammatical	... sleeping baby It should be the sleeping baby
<b>Misinformation</b>	Using one grammatical form in place of another grammatical form	The big of them contained a snake It should be the bigger of them contained a snake
<b>Misordering</b>	Putting the words in an utterance in the wrong order	What is daddy doing? It should be what daddy is doing?
<b>Overgeneralization</b>	Overgeneralize forms that someone finds easy to learn and process.	She eated It should be she ate
<b>Transfer</b>	Reflects learners' attempts to make use of their first language knowledge.	We went at Johannesburg last weekend It should be we went to

<sup>80</sup> Rod Ellis, *Second Language Acquisition* (New Zealand: Oxford University Press, 2003), 18

		Johannesburg last weekend. The learners used their first language knowledge, Bantu language.
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Error analysis is the first approach to the study of second language acquisition which includes an internal focus on learners' creative ability to construct language. It is based on the description and analysis of actual learner errors in second language, rather than on idealized linguistic structures attributed to native speakers of L1 and L2. Error analysis largely augmented or replaced contrastive analysis by early 1970s<sup>81</sup>.

Douglas stated in his book, *Principle of Language Learning and Teaching*, that error analysis is the system to observe, analyze, and classify errors in order to reveal something of the system operating within the students, led to a surge of study of students' errors. Error analysis can keep the researcher too closely focused on specific languages rather than viewing universal aspects of language<sup>82</sup>.

Another expert has given his perspective about error analysis, Carl James. In his book called *Errors in Language Learning and Use*, he identified error analysis as the process of determining the incidence, nature causes and consequences of unsuccessful language<sup>83</sup>. Further, Corder claimed that the making of errors is significant because it is part of the learning process itself; A way the learner has of testing his hypothesis about the nature of the language he is learning. This includes testing whether aspects of existing first language knowledge can be used in the second language. Errors are thus a sign that the

<sup>81</sup> Muriel Saville, Troike, *Introducing Second Language Acquisition*(United Kingdom: Cambridge University Press, 2012), 40

<sup>82</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*(United State of America: San Francisco State University, 2016), 227

<sup>83</sup> Carl James, *Errors in Language Learning and Use: Exploring Error Analysis*(USA: Roulledge, 2013), 1

learner is exploring the new system rather than just experiencing interference from old habits.

The procedure for analyzing learner errors includes the following steps proposed by Ellis:

1) Collection of sample of learner language.

Most samples of learner language which have been used in error analysis include data collected from many people who are responding to the same kind of task or test. Some studies use samples from a few learners that are collected over a period of weeks, months, or even years in order to determine patterns of change in error occurrence with increasing second language exposure and proficiency.

2) Identification of errors

The first step in the analysis requires determination of elements in the sample of learner language which deviate from the target second language in some way. Corder distinguishes between systematic errors and mistakes, which he excludes from the analysis.

3) Description of errors

For purposes of analysis, errors are usually classified according to language level whether an error is phonological, morphological, syntactic, general linguistic category (e.g. auxiliary system, passive sentences, negative constructions), or more specific linguistic elements (e.g. articles, preposition, verb forms).

4) Explanation of errors

Accounting for why an error was made is most important step in trying to understand the processes of SLA. Two most likely causes of second language errors are interlingual factors, resulting from negative

transfer or interference from first language and intralingual factors, not attributable to cross-linguistic influence. Intralingual errors are also considered developmental errors and often represent incomplete learning of second language rules or overgeneralization of them<sup>84</sup>.

Those steps proposed by Ellis have been used by many experts to analyzing grammatical errors in either their research or books. It can be said that those steps are recommended by experts to be used by other researcher to conduct research.

d. Sources of Error

After analyzing the error made by the students, it is important to know why and how they made the error. It is very necessary for the teacher to know the source of their error. By knowing the source, the teacher can identify what factor influencing his students, what next step should be used in teaching and learning process, what special treatment should be given to the students who find difficulty, what material should be deepen. There are some sources according to Douglas.

1) Interlingual Transfer

This factor is significant source of error for all learners. The learners, when they learn their second language, are especially vulnerable to interlingual transfer from the native language, or interference. The learners are using their native language knowledge of linguistic in learning their second language. The example is like in 'ship'; the English learners pronounce it by 'sheep', or 'the book of Jack' instead of 'Jack's book'. Those two errors are caused by the interlingual transfer made by the learners because of their native language. It can be from the fluent

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<sup>84</sup> Muriel Saville, Troike, *Introducing Second Language Acquisition* (United Kingdom: Cambridge University Press, 2012), 41

knowledge or even familiarity of their native language to the second language they are learning.

## 2) Intralingual Transfer

The interlanguage transfer is source of error between the native and the target language, while intralingual transfer is source of error that extends beyond interlingual errors. It occurs within the target language itself. This source is also the major source caused the error. Some researchers have found that in the beginning of learning of new language, the errors made are likely in form of interlingual transfer, but after the learners have begun to acquire the language, the errors made are more in intralingual transfer.

Some examples of intralingual transfer are like in ‘Does John can sing?’, ‘He goed’, ‘I don’t know what time is it.’, and many more. Barry Taylor has analyzed the errors made by the ESL learners and classified the errors into 9 types. Those are past tense form of verb following a modal, present tense –s on a verb following a modal, -ing on a verb following a modal, are (to be) following will, past tense form of verb following do, present tense –s on a verb following do, -ing on a verb following do, past tense form of a verb following be, and present tense –s on a verb following be<sup>85</sup>.

## 3) Context of Learning

Another major source influencing learners’ error is context of learning. This means the context of learning the learners get in acquiring their second language. It can be from the teacher and the material given, or the situation of the class. In the class, the teacher and the material or

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<sup>85</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*(United State of America: San Francisco State University, 2016), 232

text book used by the learners can lead misunderstanding, as stated by Richards; it is called false concepts. The examples are a misleading explanation from the teacher, faulty presentation of a word structure, and pattern that the learners memorized wrong.

#### 4) Communication Strategies

This source is related to the learning styles the learners used. Every learner has their own learning style but sometimes, their learning style can be the source of the errors in acquiring their target language. An example given by Tarone is 'Let us work for the well done of our country'. This sentence should use 'welfare'. Other examples are errors in word coinage, circumlocution, false cognates, and prefabricated patterns<sup>86</sup>.



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<sup>86</sup> H. Douglas Brown, *Principles of Language Learning and Teaching* (United State of America: San Francisco State University, 2016), 234

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The type of this research was qualitative research. Qualitative research was applied to observe the grammatical error made by the third semester students in writing expository text and what factors are influencing the errors. The result was aimed to be depth understanding rather than numeric data. The researcher used descriptive analysis design to analyze and interpret the data.

#### B. Researcher's Role

There are two types of observation; participant observation and non-participant observation. Participant observation is when the researcher participates in the activities of the group being observed in the same manner as its members, with or without their knowing that they are being observed. Non-participant observation is when the researcher does not get involved in the activities of the group but remain a passive observer, watching and listening to its activities and drawing conclusion from this<sup>87</sup>. In this research, the researcher was non-participant observer, where the researcher was not involved in the activities. The researcher was a passive observer, drawing conclusion from watching and listening to the activities.

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<sup>87</sup> Ranjit Kumar, *Research Methodology A Step-by-Step Guide for Beginners* (London: SAGE Publications Inc, 2011), 134

### C. Research Setting

This research took a place in IAIN Ponorogo Jl. Pramuka 156 Ponorogo. The researcher chose the institution based on the observation had been conducted earlier. The researcher took one class out of 5 classes to be observed. The researcher took TBI B class for the sample because of the recommendation from the lecturer. This class is standard and almost equal in skill, cooperative and the students who are diligent. The student, for about 40%, can write well and understand the concept<sup>88</sup>.

### D. Data Source

#### 1. Primary Data Source

The primary data are data that has been observed, experienced, or recorded close to the event. This source is the nearest one can get to the truth<sup>89</sup>. The primary data in this research were 21 written forms of expository writing from third semester students of IAIN Ponorogo in academic year 2019/2020.

#### 2. Secondary Data Source

The secondary is written success of that interpret or recorded primary data<sup>90</sup>. Secondary data of this research were taken from written and recorded materials, such as books, theses, recording, interview related to the topic.

### E. Data Collection Technique

In qualitative research, data were taken from many different sources, but each source was in a small number because it was not the representativeness of a sample that counts, but the authoritativeness that came from the source selected based on the certain

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<sup>88</sup>See the appendix 01/I/2-Vi/2020 Interview Transcript

<sup>89</sup>Nicholas Walliman, *Research Method* (London and New York: Routledge, 2011), 69.

<sup>90</sup>Ibid., 69



criteria. Therefore, different data collection instrument were used<sup>91</sup>. This researcher collected the data through interview and documents.

## **F. Data Analysis Technique**

After gathering the data, the researcher came to do the analysis in order to reach the research questions. Qualitative data analysis is a process of searching and arranging the data and taken from the observation, interview, and documentation. In this research, the researcher used error analysis method by Rod Ellis.

### **1. Collection of sample of learner language.**

Most samples of learner language which have been used in error analysis include data collected from many people who are responding to the same kind of task or test. Some studies use samples from a few learners that are collected over a period of weeks, months, or even years in order to determine patterns of change in error occurrence with increasing second language exposure and proficiency. In this step, the researcher asked the writing lecturer for the third semester students' expository essay texts.

### **2. Identification of errors**

The next step was identification of errors. After getting the primary data, the researcher identified and classified error out of mistake based on Ellis' theory.

### **3. Description of errors**

For purposes of analysis, errors are usually classified according to language level whether an error is phonological, morphological, syntactic, general linguistic category (e.g. auxiliary system, passive sentences, negative constructions), or more specific linguistic elements (e.g. articles, preposition, verb forms). In this

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<sup>91</sup> Mohammad Adnan Latief, *Research Methods on Language Learning An Introduction* (Malang:UM Press, 2013), 80.

step, the researcher described the grammatical error based on part of speech (noun, pronoun, adjective, adverb, subject-verb agreement, conjunction, punctuation, determiner, and preposition).

#### 4. Explanation of errors

Accounting for why an error was made is most important step in trying to understand the processes of SLA. Two most likely causes of second language errors are interlingual factors, resulting from negative transfer or interference from first language and intralingual factors, not attributable to cross-linguistic influence. Intralingual errors are also considered developmental errors and often represent incomplete learning of second language rules or overgeneralization of them<sup>92</sup>. The last step needed was explanation of errors. After analyzing the grammatical errors, the researcher explained the factor influencing the error based on the theory proposed by Douglas.

#### **G. Checking Validity of Finding**

Validating findings means that the researcher determines the accuracy or credibility of the findings through strategies. There are three primary forms of validity checking used by qualitative researcher; triangulation, member checking and auditing. In this research, the researcher used triangulation method. Triangulation is the process of corroborating evidence from different individuals, types of data, or methods of data collection in description and themes in qualitative research<sup>93</sup>. Patton stated that triangulation is based on the premise that no single method can adequately answer research question; therefore, multiple methods of data collection and analysis are ideal. A myth

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<sup>92</sup> Muriel Saville, Troike, *Introducing Second Language Acquisition*(United Kingdom: Cambridge University Press, 2012), 41

<sup>93</sup> John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research* (Boston: Pearson, 2012), 259

regarding triangulation is that it uses different data sources to find the same result. The key to triangulation is to look for consistency rather than identical results<sup>94</sup>.

## H. Research Procedures

1. Selecting the research area. In this step, the researcher selected the research area due to professional and personal interest in the area and this statement must be true.
2. Formulating. Formulating the research aim and problem depend on the research approach before conducting the research.
3. Reviewing literature. The researcher should conduct a wide range of secondary data source such as books, journals, and articles related to the subject will be conducted.
4. Selecting methods of data collection. The researcher needs to select data collection technique to make depth understanding of the advantage and disadvantage of the primary data.
5. Collecting primary data. The researcher asks a permission of essay writing lecture and collects the result of third semester students' expository text to be analyzed.
6. Data analysis. After collecting the primary data, the researcher needs to analyze the data with the selected method.
7. Conclusion. After analyzing the data, the researcher concludes the result of the research and describes whether the research objectives have been achieved or not.
8. Completing the research. The researcher organizes the research into well-organized thesis.

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<sup>94</sup> Randal R. Cottrel, James F. McKenzie, *Health Promotion & Education Research Methods*(London: Jones and Bartlett Publishers International), 242

## CHAPTER IV

### RESEARCH FINDINGS

#### A. General Data Description

##### 1. Profile of IAIN Ponorogo

As stated in IAIN Ponorogo's official website, the existence of IAIN Ponorogo is strongly related to Akademi Syari'ah Abdul Wahab (ASA) as the main point which is built in 1<sup>st</sup> February 1968 by the idea of two important figures, KH. Syamsuddin and KH. Chozin Dawoedy. The academy then became Syari'ah Faculty Ponorogo IAIN Sunan Ampel lead by R.M.H. Aboe Amar Syamsuddin in 12<sup>nd</sup> May 1970 and held a scholar program. The faculty developed rapidly and held a complete scholar program or undergraduate study by opening Qodlo' and Muamalah Jinayah major in 1985/1986.

According to Kepres No. 11 tahun 1997, Fakultas Syari'ah IAIN Sunan Ampel had to separate from the main office, IAIN Sunan Ampel Surabaya. From that year, it became STAIN Ponorogo (Sekolah Tinggi Agama Islam Negeri) that had no relationship between IAIN Sunan Ampel Surabaya. STAIN Ponorogo was a dependent organization which had its own administration, office, system, and leader. STAIN Ponorogo opened three majors, Syari'ah, Tarbiyah, and Ushuluddin, in 21<sup>st</sup> March 1997.

In 2016, STAIN Ponorogo changed the status from Sekolah Tinggi Agama Islam Negeri to Institut Agama Islam Negeri. According to Perpres 75 tahun 2016, the changing status was aimed to held professional education and academic. Besides

increasing the quantity of facilities, IAIN Ponorogo increased also the quality of institution. IAIN Ponorogo was accredited B by Government in 2015.

Now, IAIN Ponorogo is led by Hj. S. Maryam Yusuf, M. Ag. since 2010. It has 5 faculties; Syari'ah Faculty, Education and Teachers Training Faculty, Ushuluddin Faculty, Economy and Islam Business Faculty, and Postgraduate with 21 majors and 10.349 students.

## 2. Profile of English Education Department

English Education Department is one of the majors provided by IAIN Ponorogo. This department built in 2007 and since 2018 until 19<sup>th</sup> September 2020, it is accredited B. Alumni of English Education Department are aimed to be an English teacher in Junior High School and Senior High School who are good at personality and creativity, they are also hoped to be innovative and responsible. Besides, they are hoped to be able to be good translator who can apply the basic principles of translation theories. Those purposes are stated in vision and mission of English Education Department in its official website<sup>95</sup>.

In order to conduct a good teaching and learning process, IAIN Ponorogo provides good lecturers that are expert in their field. One of Java's popular words, 'Guru, digugu lan ditiru' means that teacher is someone who is obeyed and imitated. Form this word, it is really important to study from qualified teacher like the lecturer in English Education Department. This is the table of lecturer of English Education Department:

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<sup>95</sup> "Sejarah Singkat IAIN Ponorogo", <https://iaiponorogo.ac.id/sejarah-singkat/> accessed on Tuesday, 16 June 2020, at 20:13, in Magetan

Table 4.1 List of English Education Department Lecturers

No.	Lecturer Name	Educational Background	Course
1.	Dra. Aries Fitriani, M.Pd	S1 Tadris Bahasa Inggris IAIN Suka Yogyakarta S2 Teknologi Pembelajaran Universitas Adibuana Surabaya	Ilmu Bahasa Inggris
2.	Pryla Rochmawati, M.Pd	S1 Pendidikan Bahasa Inggris UNESA Surabaya S2 Pendidikan Bahasa Inggris UN Malang	Ilmu Pendidikan Bahasa Inggris
3.	Nurul Khasanah, M.Pd	S1 Pendidikan Bahasa Inggris Universitas Islam Malang S2 Pendidikan Bahasa Inggris Universitas Islam Malang	Ilmu Bahasa Inggris
4.	Andi Susilo, M.Pd	S1 Pendidikan Bahasa Inggris Universitas Jember S2 Pendidikan Bahasa Inggris UNISMA Malang	Ilmu Pendidikan Bahasa Inggris
5.	Tintin Susilowati, M.Pd	S1 Sastra Inggris Wima Madiun S2 Pendidikan Bahasa Inggris UM Malang	Ilmu Bahasa Inggris
6.	Wiwin Widyawati, M.Hum	S1 Sastra Inggris Universitas Dr. Soetomo Surabaya S2 Pengkajian Amerika UGM Yogyakarta	Ilmu Pendidikan Bahasa Inggris
7.	Winantu Kurnianingtyas Sri Agung, M.Hum	S1 Sastra Inggris UNESA Surabaya S2 Linguistik Universitas Sebelas Maret Surakarta	Ilmu Pendidikan Bahasa Inggris
8.	Ahmad Nadhif, M.Pd	S1 Pendidikan Bahasa Inggris UM Malang S2 Pendidikan Bahasa Inggris UM Malang	Bahasa Inggris
9.	Dhinuk Puspita Kirana, M.Pd	S1 Pendidikan Bahasa Inggris UNESA Surabaya S2 Pendidikan Bahasa dan Sastra UNESA Surabaya S3 Universitas Negeri Malang	Ilmu Pendidikan Bahasa Inggris <sup>96</sup>

<sup>96</sup> "Dosen Tetap Tadris Bahasa Inggris" <https://tarbiyah.iainponorogo.ac.id/index.php/akademik/dosen-tetap/>  
accessed on Tuesday, 16 June 2020, at 20:37, in Magetan

The researcher took TBI B class based on the suggestion given by the lecturer of essay writing in third semester. There were some reasons; the students' skills are almost equal, they are cooperative and diligent, they can write well and understand the concept<sup>97</sup>. There were 21 students in that class. This is the list of the students.

Table 4.2. List of TBI B' Students

No	Name	No	Name
1.	Faishal Kharisma Pradana	12.	M. Imam Bayhaqi
2.	Feri Nofitasari	13.	Mumthazza Nur Aini
3.	Frilyana Faradila	14.	Ninda Rizki P
4.	Hanna Haike Humaira	15.	Norwenia Eka Maulida
5.	Heppy	16.	Nur Aeni
6.	Khoirun Nisa	17.	Nurul Khasanah
7.	Khuriyatul Mala	18.	Oktafiyanti Ayu Dwi R
8.	Lailatul Haizah	19.	Putri Melinia
9.	Liza A	20.	Putri Wulandari
10.	Liza Nur Alfina F	21.	Reza Febiola
11.	Luthfiah Khairatun		

## B. Specific Data Description

### 1. The Data of the Kinds of Grammatical Errors Found in the Students' Expository Text

In this chapter, the researcher wants to identify, describe, and explain the grammatical errors found in the expository text made by third semester students of English Education Department of IAIN Ponorogo. The errors are identified, described, and explained in the table below:

Table 4.2.1 Analysis of Expository Text 1 "Success Start From Get Up In The Morning"

No	The Wrong Sentence	Types of Error
1.	Success <b>Start From Get Up In The Morning</b>	Misinformation Misinformation
2.	Every people surely want to be <b>success.</b>	Misinformation

<sup>97</sup>See the appendix 01/I/2-Vi/2020 Interview Transcript

3.	Everything <b>to do</b> in order to achieve a success.	Misinformation
4.	Some people became success because __ like to get up in the morning because <b>that is can</b> make some benefit__ in our life.	Omission Misinformation Omission
5.	There are 3 reason__ that make <b>get up</b> in morning to be the key for the success.	Omission Misinformation
6.	So, <b>that make</b> our mind more relax and also <b>avoid with</b> noisy in around.	Misinformation Misinformation Transfer
7.	There are no <b>polution air</b> and dirty environment.	Misordering
8.	That all will help you to __ more spirit to prepare your activity.	Omission
9.	Preparation <b>before start</b> something can help us more enjoy <b>to do</b> activity.	Misinformation Misinformation
10.	<b>With get up</b> in the morning all __your file or document <b>can prepare</b> with deal.	Transfer Omission Misinformation
11.	Therefore, to make that preparation, we must get up early in order our activity <b>can be going to</b> smoothly.	Misinformation
12.	If we get up early, so we can get a lot of time to __ our activity.	Omission
13.	So that, we <b>will finishing</b> all __ our activity in a day <b>with faster</b> .	Misinformation Omission Transfer
14.	Therefore, get up in the morning <b>have to do</b> by us from now in order to make our daily <b>activity are</b> running smoothly.	Misinformation Misinformation

Table 4.2.2 Analysis of Expository Text 2 “How to get healthy skin”

No	The Wrong Sentence	Types of Error
1.	How to <b>get healthy skin</b>	Misinformation
2.	<b>While</b> many people want healthy skin because of the radiant appearance it provides.	Misinformation
3.	Skin <b>is covered in</b> layer of dead skin, oil and good bacteria that <b>help prevent</b> harmful things from entering your body.	Misinformation Misinformation
4.	Besides <b>that things</b> you must keep your food and keep your sleep.	Misinformation
5.	Do not sleep <b>at very night</b> because that can make your health decrease.	Transfer



Table 4.2.3 Analysis of Expository Text 3 “The benefits of Listening Music”

No	The Wrong Sentence	Types of Error
1.	The <b>benefits</b> of Listening Music	Misinformation
2.	The positive effects that can inspire you for loving the music are it can make your mind to be fresh, it can be your bestfriend, and it <b>can heals</b> your wounds.	Misinformation
3.	In spite of that, you can __ a miracle in the music which is probably better than having <b>the</b> friend.	Omission Misinformation
4.	<b>Because</b> there are the lyrics that <b>appropriates</b> to your story or your feelings and it will cheer your spirit up to survive in life.	Misinformation Misinformation
5.	The music can encourage you to be <b>the stronger</b> person than before.	Misinformation
6.	Listening music <b>can motivates</b> you to control your mind, your soul, and you heart in facing the real world.	Misinformation
7.	So that, listening music <b>refresh</b> your self.	Misinformation

Table 4.2.4 Analysis of Expository Text 4 “The Benefits of Breakfast”

No	The Wrong Sentence	Types of Error
1.	Many of us often <b>forgot</b> or even deliberately postpone to breakfast.	Misinformation
2.	<b>With have</b> breakfast we will concentrate more on learning or <b>the other our</b> activities.	Misinformation Misordering
3.	Good immun will help our body to <b>keep increase</b> and healthy.	Misinformation

Table 4.2.5 Analysis of Expository Text 5 “Music for Our Life”

No	The Wrong Sentence	Types of Error
1.	Listening to music <b>also can</b> change brain function to the same extent like meditation.	Overgeneralization
2.	Researchers at Stanford university said that music can be __ stress reduction tool and it __ easy to get.	Omission Omission
3.	Music __ also believed can change human brain.	Omission
4.	<b>It happen</b> when someone <b>do</b> something or __ in some event__ they may listen to same music, and when <b>those music are</b> played again, people will remember their memories.	Misinformation Misinformation Omission Omission Misinformation
5.	We know that <b>music give</b> us many benefits in our life.	Misinformation
6.	We also can get stronger, more energetic, and	Omission

	be __ better person when listen to motivational lyrics.	
7.	__ <b>Can conclude</b> that in case to be better, we can listen to music everyday.	Omission Misinformation

Table 4.2.6 Analysis of Expository Text 6 “How to make a successful diet”

No	The Wrong Sentence	Types of Error
1.	How to <b>make a successful diet</b>	Misinformation
2.	Ideal body weight and body shape <b>is</b> something <b>that is</b> dreamed of by almost everyone.	Misinformation Misinformation
3.	Various methods are used so that someone can have an attractive appearance and <b>beautiful to look at.</b>	Misinformation
4.	The best way to ensure the safe eating plan is you have to make the right <b>choice is</b> to create an ‘if-the’ or ‘if-then’ plan.	Misinformation
5.	If you do that kind of three ways to make a successful diet, you will get the body shape <b>you wants.</b>	Misinformation

Table 4.2.7 Analysis of Expository Text 7 “Fasting is make us healthy”

No	The Wrong Sentence	Types of Error
1.	Fasting <b>is make us healthy</b>	Misinformation Misinformation
2.	This worship has been done from our prophet Daud era until now, but prophet Muhammad <b>SAW to command</b> us for doing fasting as a worship <b>for the sake to</b> Allah.	Misinformation Misinformation Misinformation
3.	Fasting <b>can be doing everywhen</b> such on when we are __ pure situation.	Misinformation Overgeneralization Omission
4.	Moreover, fasting has many part__.	Omission
5.	<b>We have to do fasting is not</b> just as a worship of daily, but <b>there</b> can be <b>alternative the way</b> if you want to reduce weight.	Misinformation Misinformation Misordering
6.	Many scientist__ said <b>within do fasting our life be</b> healthy because, <b>in our body be able</b> to restrain from many food and drink, so this __ the best way to doing within fasting for 2 weeks in everyday <b>can be reduce</b> weight and weight loss.	Omission Misinformation Misinformation Misinformation Omission Misinformation
7.	Moreover, fasting <b>can be do</b> if you <b>will to</b> surgery.	Misinformation Misinformation
8.	Within who is fasting the blood <b>out</b> isn’t much than who is not.	Misinformation
9.	Fasting is a type __ worship has many	Omission

	benefits in our life, and staying <b>hydrated in our body</b> .	Misinformation
10.	Fasting <b>is too</b> as <b>a the</b> worship and __ best activity in the <b>healthy</b> .	Misordering Misordering Omission Misinformation
11.	Fasting can make <b>your longlife</b> and always be healthy without many diseases.	Misinformation

Table 4.2.8 Analysis of Expository Text 8 “How To Keep our Health?”

No	The Wrong Sentence	Types of Error
1.	How <b>To</b> Keep <b>our</b> Health?	Misinformation
2.	First <b>is change</b> our lifestyle to be healthier.	Misinformation
3.	The second <b>is be</b> careful with our food and also our drink.	Misinformation
4.	Because many food__ and drink__ that __ not healthy for us.	Omission Omission Omission
5.	For example food and drink <b>that sale</b> by the roadside.	Misinformation
6.	Because we don't know <b>how do</b> they make that.	Misinformation
7.	It means you should eat food that can make you healthy and some drink__ that can make you healthy.	Omission
8.	If we want our body health every day we have to be careful to choose our food and also our drink, <b>doing sport</b> , and also change our lifestyle, to make us <b>health</b> .	Misinformation Misinformation

Table 4.2.9 Analysis of Expository Text 9 “Music In Our Life”

No	The Wrong Sentence	Types of Error
1.	Music <b>In</b> Our Life	Misinformation
2.	The world is full of beautiful music and <b>every culture and time in history has</b> its special tune.	Misinformation
3.	It is present when we celebrate something and also when we just want to make the dullness of everyday life <b>go</b> away.	Misinformation

Table 4.2.10 Analysis of Expository Text 10 “The danger of a wrong diet”

No	The Wrong Sentence	Types of Error
1.	The <b>danger of a wrong diet</b>	Misinformation
2.	They will feel <b>disturbed of</b> your attitude.	Misinformation

Table 4.2.11 Analysis of Expository Text 11 “The Benefits of music for human Psychology”

No	The Wrong Sentence	Types of Error
1.	The Benefits of <b>music for human Psychology</b>	Misinformation
2.	Music __ usually synonymous with mood expression.	Omission
3.	In a study published by the journal of positive psychology, __ explains that music can improve mood and increase feelings of happiness.	Omission
4.	Besides <b>to improving the mood of music</b> can also be used as a therapeutic medium.	Misinformation Misinformation
5.	When the baby or fetus is still in the womb, __ usually have to listen __ music that can stimulate brain performance.	Omission Omission
6.	__ Example of music that can improve our brain intelligence and IQ <b>are</b> music from Mozart and Bethoven.	Omission Misinformation
7.	All of the explanations __ that listening to music is good for human psychology, because it is proven that music can improve mood, music can be used as music therapy, and music can improve our brain intelligence and IQ.	Omission

Table 4.2.12 Analysis of Expository Text 12 “The benefits of listening to music for the fetus”

No	The Wrong Sentence	Types of Error
1.	The <b>benefits of listening to music for the fetus</b>	Misinformation
2.	<b>And this</b> __ some benefits of listening to music for the fetus.	Misinformation Omission
3.	<b>Play on</b> music <b>can help optimize</b> the development of the fetus.	Misinformation Misinformation
4.	When <b>hears</b> the music she likes, the rhythm of the fetus’s breath in the womb will tend to follow that <b>strains</b> .	Misinformation Misinformation

Table 4.2.13 Analysis of Expository Text 13 “Drinking Enough Water”

No	The Wrong Sentence	Types of Error
1.	In our body __ there <b>are</b> fluids substance in 55% to 78% <b>depend</b> on our body size.	Omission Misinformation

		Misinformation
2.	Drinking enough water can give many benefits for our health, <b>that are</b> ; drinking enough water can lack of our tired feelings.	Misinformation
3.	Beyond that, consuming enough water can also help you <b>lose</b> weight because the tendency to eat more is smaller.	Misinformation

Table 4.2.14 Analysis of Expository Text 14 “Health and Fitness For School Students”

No	The Wrong Sentence	Types of Error
1.	Health and Fitness <b>For</b> School Students	Misinformation
2.	Health and fitness just <b>does not</b> mean physically but also mentally and healthy fit.	Misinformation

Table 4.2.15 Analysis of Expository Text 15 “The Three Bad Effect Being Kpopers”

No	The Wrong Sentence	Types of Error
1.	The Three Bad Effect__ Being Kpopers.	Omission
2.	Intimate and intense interaction with kpop idols can make someone <b>forget</b> that there are still boundaries between idols and their fans.	Misinformation

Table 4.2.16 Analysis of Expository Text 16 “Healthiest Food”

No	The Wrong Sentence	Types of Error

Table 4.2.17 Analysis of Expository Text 17 “How to Get Rid of Insomnia”

No	The Wrong Sentence	Types of Error
1.	<b>It is</b> some thing good or not?	Misordering
2.	We have to change our lifestyle, be careful with our food and drink before sleep, and <b>increasing</b> our physical exercise.	Misinformation
3.	We can avoid some food__ and drink__ which <b>contains</b> high cafein levels like coffee.	Omission Omission Misinformation

Table 4.2.18 Analysis of Expository Text 18 “How Importance of breakfast for our

body and health”

No	The Wrong Sentence	Types of Error
1.	<b>How Importance of breakfast for our body and health</b>	Misinformation Misinformation
2.	What __ the most important thing, that we must do before we __ going to do <b>the</b> activities?	Omission Omission Misinformation
3.	Usually some people <b>are forget</b> to have breakfast in the morning and they don't have time to breakfast.	Misinformation
4.	It can make our bodies <b>becomes</b> strong to do all day activities.	Misinformation
5.	Our body and brain __ not functioning optimally.	Omission
6.	So we have __ do the breakfast.	Omission
7.	So that our body and brain function <b>being</b> optimal.	Misinformation
8.	If we don't have breakfast__ it makes our body's daily needs for vitamins and nutrients __difficult to <b>fulfil</b> .	Omission Omission Misinformation
9.	Those who <b>are</b> breakfast also tend to consume fewer calories than __ who skip breakfast.	Misinformation Omission
10.	Breakfast <b>support</b> cognitive function for our body.	Misinformation

Table 4.2.19 Analysis of Expository Text 19 “How to Lead A Healthy Lifestyle”

No	The Wrong Sentence	Types of Error
1.	The steps to lead a healthy lifestyle are to adopt a healthy diet, engage regular exercise, and <b>enough</b> rest and sleep.	Misinformation

Table 4.2.20 Analysis of Expository Text 20 “The Important of Breakfast”

No	The Wrong Sentence	Types of Error
1.	The <b>Important</b> of Breakfast	Misinformation
2.	__Every activity in the morning we need energy.	Omission
3.	Ultimately, this <b>help</b> reduce the risk type 2 diabetes and cardiovascular disease, (Gererdus Septian Kalis).	Misinformation
4.	Therefore, if we skip breakfast it can <b>worse</b> the metabolic system.	Misinformation
5.	Breakfast can help the brain <b>work</b> better.	Misinformation
6.	When receiving food and nutrition intake, the brain gets a signal <b>that</b> the body and start the process of metabolism to carry out various	Misinformation

	activities a day.	
7.	Expert from Swansea University, Wabe, <b>prove</b> that people who always eat breakfast are 22% smarter than people who don't eat breakfast.	Misinformation
8.	That __ why we should eat breakfast, because breakfast is very important.	Omission

Table 4.2.21 Analysis of Expository Text 21 “Avian Influenza Diplomacy”

No	The Wrong Sentence	Types of Error
1.	News of the nationwide barrage of bird flu in various <b>print</b> media has given the impression of the extent and magnitude problem.	Misinformation
2.	The case in Indonesia shows that avian influenza actually <b>afflict</b> many common people and __ not cage workers.	Misinformation Omission

## 2. The Data of the Most Frequent Grammatical Error Found in the Students' Expository Text

From 21 students of TBI B class, there are 106 sentences consist errors. Those errors are identified and classified in 5 types; omission, misordering, misinformation, overgeneralization, and transfer, based on a theory proposed by Rod Ellis. The frequency of errors found in the students' expository essay is calculated using this formula below:

$$\text{Percentage of error} : \frac{\text{number of error for each types}}{\text{total number of errors}} \times 100\%$$

Table 4.2.22 Recapitulation of Students Grammatical Errors

No.	Types of Errors	Number of Errors	Percentage of Errors	Number of Sentences	Number of Students
1.	Omission	47	27%	36	13
2.	Misordering	6	3%	5	4
3.	Misinformation	108	66%	86	20
4.	Overgeneralization	2	1%	2	2
5.	Transfer	4	2%	4	2
Total		167	100%		

From that table, it can be seen that the students of TBI B class made many errors in omission, misordering, misinformation, overgeneralization, and transfer. There are 20 students who made misinformation errors, 13 students who made omission errors, 4 students who made misordering errors, and 2 students who made overgeneralization and transfer errors.

The most frequent error is error of misinformation; 86 sentences with the percentage 66%. The second most frequent error is omission; 36 sentences with the percentage of 27%. The rest of three types of error are quiet low. The error of misordering is 3% in 5 sentences, transfer is 2% in 4 sentences, and the least frequent error is overgeneralization with the percentage of 1% in 2 sentences.

### 3. The Data of the Factors Influencing the Students' Grammatical Errors in Writing Expository Text

There are many factors influencing the grammatical errors made by TBI B students. Based on online interview conducted on Saturday 27<sup>th</sup> June 2020, the researcher got so many factors in grammatical aspects that the students got difficulty on. The factors came from many aspects, such as from noun, pronoun, conjunction, verb, class situation, material, etc. The most students were mentioned that tenses and verbs were the most difficult thing to be mastered as Hanna, Putri, Norwenina, Nur Aini, and Lailatul said in their interview.

I have difficulty in grammar especially in structure and I still confuse when I have to use one verb form than other verb forms. It is like when we have to use was, when we have to use –ing form. I am careless in using suffix s/es also<sup>98</sup>.

I got difficulty in grammar because of the tense I used. Sometimes, I got wrong in when I have to use one tense than other tenses. I also got hesitation in choosing verb, sis. I got many errors in subject-verb agreement. It was like, it should be in –ing form but I wrote in other forms, like in getting up, I wrote get up instead<sup>99</sup>.

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<sup>98</sup> See appendix 03/I/27-VI/2020

<sup>99</sup> See appendix 05/I/27-VI/2020



Other students got difficulty in noun, pronoun, modal, and conjunction as well. Feri, Liza Nur, Mala, and Putri said in their interview.

For me, the most difficult thing isn't part of speech but the rules/structure. For part of speech, I usually got difficulty in verb, modal, and noun. I am difficult in deciding the placement of noun and verb. Sometimes, the verb is the same like the noun. For modal, it is because of kinds and usages of modal<sup>100</sup>.

Pronoun, noun, and verb. Those three word classes are very confusing. For example is like I wrote "ideal body weight and body shape" as a verb but in the next sentence I wrote 'is something that is dreamed of by almost everyone' that is plural subject, I should write 'that are'. For noun, there are many kinds of noun that make me confuse<sup>101</sup>.

I got lot of errors in verb, modal can, and article a and the. Sometimes, I am careless in writing. Honestly, I got the point that after can, it should be an infinitive, but I was careless. And for the article a and the, that is the problem; when I have to use a or the. Besides, my error comes from using because in the beginning of a sentence. It was not suitable if I joined it to the previous sentence<sup>102</sup>.

There were two students who said that interest is the factor influencing their grammatical errors. Nur Aini and Lailatul said that in their interview.

So, my difficulty comes from the beginning. Actually, I entered English Education Department because of my parents. So when I entered this major, I didn't have any basic in English<sup>103</sup>.

I don't like grammar that much, sis. I rather like speaking more<sup>104</sup>.

Another factors come from external such as learning style, material in the book, and class situation as stated by Putri, Luthfiah, Liza Akromatul, Nurul, Heppy, and Lailatul.

Honestly, the method used in classroom is very suitable even sometimes it can be too fast but I can handle it by recording the explanation. The main factor is my learning style. The material that is not discussed in the class should be learnt by me at home but I didn't do it. Another factor is from the material. Sometimes, the material explained and the application of the material is different. The material explained is the general material but the

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<sup>100</sup> See appendix 14/I/29-VI/2020

<sup>101</sup> See appendix 06/I/27-VI/2020

<sup>102</sup> See appendix 04/I/27-VI/2020

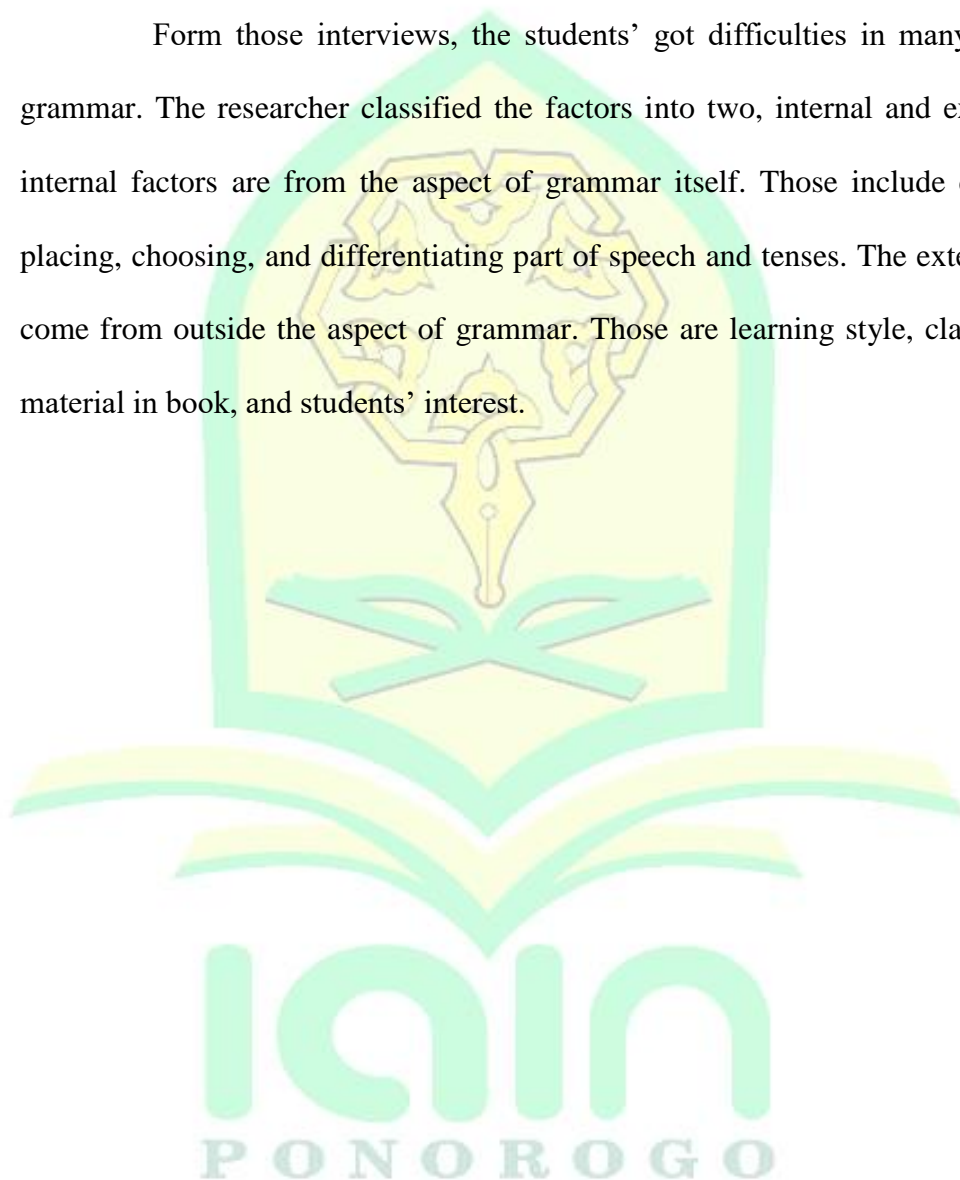
<sup>103</sup> See appendix 13/I/27-VI/2020

<sup>104</sup> See appendix 12/I/28-VI/2020

application of the material is very vary. It makes me have many errors in making complex sentence<sup>105</sup>.

For other factors, I don't understand the material in the source book well, I am very shy in the question and answer session even I do want to ask a question, sometimes there is no one who want to ask, the lecturer explains the material too fast sometimes and if the students who don't understand yet about the material, they are suggested to ask their friends but sometimes the other students don't get the point of the material also. It makes me confused and don't understand the material<sup>106</sup>.

Form those interviews, the students' got difficulties in many aspects of grammar. The researcher classified the factors into two, internal and external. The internal factors are from the aspect of grammar itself. Those include difficulty in placing, choosing, and differentiating part of speech and tenses. The external factors come from outside the aspect of grammar. Those are learning style, class situation, material in book, and students' interest.



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<sup>105</sup> See appendix 11/I/28-VI/2020

<sup>106</sup> See appendix 13/I/27-VI/2020

## CHAPTER V

### DISCUSSION

#### A. The Analysis of the Kinds of Grammatical Errors Found in Students' Expository Text

In this chapter, the researcher wants to describe the kinds of errors that are found in the TBI B's student's expository essay. Based on the theory the researcher used, Rod Ellis' theory, there are five kinds of errors in grammatical categories; misinformation, omission, misordering, overgeneralization, and transfer.

Misinformation error is an error when the writer puts a grammatical form in another grammatical form. Omission error is when the writer leaves a grammatical item that is needed in utterance to be considered grammatical. Misordering error is putting a word of utterance in wrong order. Overgeneralization error is using one form of word to other words; it indicates the writer overgeneralizes the form of word. The last error is transfer error; it is happened when the writer uses his first language knowledge in making utterance.

Those five errors are found in TBI B's students' expository essay. The brief explanation is in the table below:

Table 5.1 Explanation of Expository Text 1 "Success Start From Get Up In The Morning"

No	The Wrong Sentence	Types of Error	Grammatical Categories	The Correct Sentence
1.	Success <b>Start</b> From Get Up In The Morning	Misinformation Misinformation	Subject-verb agreement Punctuation	Success Starts from Getting Up in the Morning  – 'Success' is a singular noun which needs a singular verb.

				<p>–Articles, prepositions, coordinating conjunctions, and the ‘to’ in ‘to infinitive’ are not capitalized in writing title.</p>
2.	Every people surely want to be <b>success</b> .	Misinformation	Adjective	<p>Every people surely want to be successful.</p> <p>–The appropriate part of speech is an adjective rather than a noun. ‘Success’ is a noun. The writer should use ‘successful’ which is an adjective.</p>
3.	Everything <b>to do</b> in order to achieve a success.	Misinformation	Subject-verb agreement	<p>Everything is done in order to achieve a success.</p> <p>–The sentence doesn’t have a main verb. The writer should use a passive voice to make a complete sentence.</p>
4.	Some people became success because __ like to get up in the morning because <b>that is can</b> make some benefit__ in our life.	Omission Misinformation Omission	Subject-verb agreement Subject-verb agreement Noun	<p>Some people became success because they like to get up in the morning. That can make some benefits in our life.</p> <p>– The writer omitted the subject of the sub clause. After a conjunction ‘because’, there must be a subject to make a dependent clause.</p> <p>– The second ‘because’ has double verb, ‘is and can’. To make the sentence runs well, it can be separated into two sentences.</p> <p>– The writer omitted suffix –s for regular plural noun.</p>
5.	There are 3 reason__ that make <b>get up</b> in morning to be the key for the	Omission Misinformation	Noun Noun	<p>There are 3 reasons that make getting up in the morning to be the key for the success.</p>

	success.			<ul style="list-style-type: none"> <li>– The writer omitted suffix –s for regular plural noun.</li> <li>– Two verbs cannot be in sequence. One of them should be changed into noun. A verb that functioned as noun is called gerund.</li> </ul>
6.	So, <b>that make</b> our mind more relax and also <b>avoid with</b> noisy <b>in around</b> .	Misinformation Misinformation Transfer	Subject-verb agreement Adjective Adverb	<p>So, that makes our mind more relax and also avoided by noisy around.</p> <ul style="list-style-type: none"> <li>– ‘That’ is categorized as a third singular pronoun that uses ‘s/es’ for the verb.</li> <li>– Using ‘avoid with’ doesn’t appropriate for the meaning of ‘terhirdar dari’. It is more appropriate using ‘avoided by’ instead of ‘avoid with’.</li> <li>– The adverb used by the writer is contaminated by the first language the writer used. In Indonesia, ‘di sekitar’ is used in explaining adverb of place. While in English, adverb of place ‘around’ has meaning ‘di sekitar’ without adding ‘in’ anymore.</li> </ul>
7.	There are no <b>pollution air</b> and dirty environment.	Misordering	Noun	<p>There are no air pollution and dirty environment.</p> <ul style="list-style-type: none"> <li>– The writer wrote the noun phrase in wrong order.</li> </ul>
8.	That all will help you to __ more spirit to prepare your activity.	Omission	Adjective	<p>That all will help you to be more spirit to prepare your activity.</p> <ul style="list-style-type: none"> <li>– An adjective clause has to be preceded by to be.</li> </ul>
9.	Preparation <b>before start</b> something can	Misinformation Misinformation	Noun Noun	<p>Preparation before starting something can help us more enjoy doing activity.</p>

	help us more enjoy <b>to do</b> activity.			<ul style="list-style-type: none"> <li>– A verb after conjunction ‘before’ has to be in –ing verb form.</li> <li>– If there is a verb followed by another verb, the second verb must be in to-infinitive form or gerund form. ‘Do’ is a verb that is commonly in gerund form.</li> </ul>
10.	<b>With get up</b> in the morning all __your file or document <b>can prepare</b> with deal.	Transfer Omission Misinformation	Preposition Preposition Subject-verb agreement	<p>By getting in the morning, all of your file or document can be prepared with deal.</p> <ul style="list-style-type: none"> <li>– The writer seems to add Indonesian form in making English sentence. In English, to say ‘dengan’ can be in form ‘with and by’, but more commonly by ‘by’ followed by –ing form.</li> <li>– The writer omitted a preposition ‘of’ in showing a partition of something.</li> <li>– To make a passive voice, the verb must be in past participle and preceded by to be.</li> </ul>
11.	Therefore, to make that preparation, we must get up early in order our activity <b>can be going to</b> smoothly.	Misinformation	Subject-verb agreement	<p>Therefore, to make that preparation, we must get up early in order that our activity can be done smoothly.</p> <ul style="list-style-type: none"> <li>– ‘Be going to’ is meant to go to somewhere. It should be ‘can be done’ to make a passive voice.</li> </ul>
12.	If we get up early, so we can get a lot of time to __ our activity.	Omission	Preposition	<p>If we get up early, so we can get a lot of time to do our activity.</p> <ul style="list-style-type: none"> <li>– The writer omitted a verb to make a meaningful sentence.</li> </ul>
13.	So that, we <b>will</b>	Misinformation	Subject-verb	So that, we will finish all

	<b>finishing</b> all ___ our activity in a day <b>with faster</b> .	Omission Transfer	agreement Preposition Adjective	of our activity in a day, faster.  – In present future tense, the verb after modal must be infinitive. – The writer omitted preposition ‘of’ to explain possession. – The writer also used Indonesian sentence form to make an adverb which is meant ‘dengan lebih cepat’. In English, it is only written by ‘faster’. A comma occurs to avoid confusion.
14.	Therefore, get up in the morning <b>have to do</b> by us from now in order to make our daily <b>activity are</b> running smoothly.	Misinformation Misinformation	Subject-verb agreement Subject-verb agreement	Therefore, getting up in the morning has to be done by us in order to make our daily activity is running smoothly.  – To form a passive sentence, to be is followed by past participle. – The subject of the adverbial clause is a singular noun, so the verb should be singular also.

Table 5.2 Explanation of Expository Text 2 “How to get healthy skin”

No	The Wrong Sentence	Types of Error	Grammatical Categories	The Correct Sentence
1.	How to <b>get healthy skin</b>	Misinformation	Punctuation	How to Get Healthy Skin  – Nouns, pronouns, verbs, adjectives, adverbs, and subordinating conjunctions are capitalized in writing title.
2.	<b>While</b> many people want healthy skin	Misinformation	Conjunction	Many people want healthy skin because of the radiant appearance it provides.

	because of the radiant appearance it provides.			<ul style="list-style-type: none"> <li>– A dependent clause cannot stand alone. It must be in the form of independent clause. The writer can erase the conjunction ‘while’.</li> </ul>
3.	Skin <b>is covered in</b> layer of dead skin, oil and good bacteria that <b>help prevent</b> harmful things from entering your body.	Misinformation Misinformation	Preposition Noun	<p>Skin is covered by layer of dead skin, oil and good bacteria that help preventing harmful things from entering your body.</p> <ul style="list-style-type: none"> <li>– In making passive voice, the verb must be in past participle and preceded by to be.</li> <li>– A verb cannot be followed by another verb unless in the form of gerund or to-infinitive.</li> </ul>
4.	Besides <b>that things</b> you must keep your food and keep your sleep.	Misinformation	Determiner	<p>Besides those things you must keep your food and keep your sleep.</p> <ul style="list-style-type: none"> <li>– The writer used wrong demonstrative pronoun for plural noun.</li> </ul>
5.	Do not sleep <b>at very night</b> because that can make your health decrease.	Transfer	Adverb	<p>Do not sleep late because that can make your health decrease.</p> <ul style="list-style-type: none"> <li>– The writer seems to use Indonesian sentence form to say late sleep at night. ‘At very night’ ,in Indonesia, means ‘tidur terlalu malam’ while in English, the writer can use ‘late’ as an adverb.</li> </ul>

Table 5.3 Explanation of Expository Text 3 “The benefits of Listening Music”

No	The Wrong Sentence	Types of Error	Grammatical Categories	The Correct Sentence
1.	The <b>benefits</b> of Listening Music	Misinformation	Punctuation	<p>The Benefits of Listening to Music</p> <ul style="list-style-type: none"> <li>– Nouns, pronouns,</li> </ul>



				verbs, adjectives, adverbs, and subordinating conjunctions are capitalized in writing title.
2.	The positive effects that can inspire you for loving the music are it can make your mind to be fresh, it can be your bestfriend, and it <b>can heals</b> your wounds.	Misinformation	Subject-verb agreement	The positive effects that can inspire you for loving the music are that it can make your mind to be fresh, it can be your best friend, and it can heal your wounds.  – A verb which is after a modal auxiliary must be infinitive verb.
3.	In spite of that, you can __ a miracle in the music which is probably better than having <b>the</b> friend.	Omission Misinformation	Subject-verb agreement Determiner	In spite of that, you can find a miracle in the music which is probably better than having a friend.  – The sentence doesn't have a main verb. The verb that appropriates to that sentence may be 'find'. – An article that appropriates to the noun 'friend' in this sentence is 'a' instead of 'the' because 'the' is used in more specific thing and has been stated before.
4.	<b>Because</b> there are the lyrics that <b>appropriates</b> to your story or your feelings and it will cheer your spirit up to survive in life.	Misinformation Misinformation	Conjunction Subject-verb agreement	There are lyrics that appropriate to your story or your feelings and it will cheer your spirit up to survive in life.  – An independent clause cannot stand by itself. To make it stand alone, the writer can whether join it to the sentence before or erase the conjunction 'because' in the first sentence. – The object of the sentence is plural, so it needs a verb in the form

				of plural also.
5.	The music can encourage you to be <b>the stronger</b> person than before.	Misinformation	Determiner	The music can encourage you to be a stronger person than before.  – The article ‘the’ is used in a ‘superlative adjective’, it is more appropriate using ‘a’ than ‘the’.
6.	Listening music <b>can motivates</b> you to control your mind, your soul, and you heart in facing the real world.	Misinformation	Subject-verb agreement	Listening music can motivate you to control your mind, your soul, and you heart in facing the real world.  – A verb which is after a modal must be infinitive verb.
7.	So that, listening music <b>refresh</b> your self.	Misinformation	Subject-verb agreement	So that, listening to music refreshes yourself.  – A singular subject needs a verb which has to be added by ‘s/es’.

Table 5.4 Explanation of Expository Text 4 “The Benefits of Breakfast”

No	The Wrong Sentence	Types of Error	Grammatical Categories	The Correct Sentence
1.	Many of us often <b>forgot</b> or even deliberately postpone to breakfast.	Misinformation	Tense	Many of us often forget or even deliberately postpone to breakfast.  – The language feature of expository text is simple present tense. It seems that the verb sequence is not appropriate.
2.	<b>With have</b> breakfast we will concentrate more on learning or <b>the other our</b> activities.	Misinformation Misordering	Preposition Noun	With having breakfast, we will concentrate more on learning or our other activities.  – ‘With’ is a preposition that is equivalent with adverbial clause. A preposition cannot be followed by verb. It is followed by noun.

				<ul style="list-style-type: none"> <li>– The writer used a wrong order in writing ‘our other’. A possessive pronoun is followed by a noun and it cannot be changed in order.</li> </ul>
3.	Good immun will help our body to <b>keep increase</b> and healthy.	Misinformation	Adjective	<p>Good immune will help our body to keep increased and healthy.</p> <ul style="list-style-type: none"> <li>– Two verbs cannot be in sequence. The writer can use ‘increased’ which is a stative passive functioned as an adjective instead of ‘increase’.</li> </ul>

Table 5.5 Explanation of Expository Text 5 “Music for Our Life”

No	The Wrong Sentence	Types of Error	Grammatical Categories	The Correct Sentence
1.	Listening to music <b>also can</b> change brain function to the same extent like meditation.	Overgeneralization	Subject-verb agreement	<p>Listening to music can also change brain function to the same extent like meditation.</p> <ul style="list-style-type: none"> <li>–The writer wrote a correct sentence with preposition ‘also’ before. ‘Also’ is placed before a verb if it is a verbal sentence, and after to be, auxiliary or modal verb. The writer writes ‘also has’ in the sentence before and it is right, but not for sentence which has modal verb.</li> </ul>
2.	Researchers at Stanford university said that music can be ___ stress reduction tool and it ___ easy to get.	Omission Omission	Determiner Subject-verb agreement	<p>Researchers at Stanford university said that music can be a stress reduction tool and it is easy to get.</p> <ul style="list-style-type: none"> <li>– The writer omitted an article ‘a’ to say an unspecified noun.</li> <li>– The writer also omitted the linking verb ‘is’ to</li> </ul>

				make a clause.
3.	Music ___ also believed can change human brain.	Omission	Subject-verb agreement	Music is also believed can change human brain.  – The writer omits ‘to be’ in making a passive voice.
4.	<b>It happen</b> when someone <b>do</b> something or in ___ some event___ they may listen to same music, and when <b>those music are</b> played again, people will remember their memories.	Misinformation Misinformation Omission Omission Misinformation	Subject-verb agreement Subject-verb agreement Subject-verb agreement Noun Subject-verb agreement	It happens when someone does something or is in some events they may listen to same music, and when that music is played again, people will remember their memories.  – The writer used a wrong form of verb, plural noun, and demonstrative noun. ‘It’ is a third person and needs suffix ‘s/es’ to the verb. – ‘Event’ is a countable noun. When it is plural, suffix ‘s’ is added. – ‘Music’ is an uncountable noun. It cannot be added by suffix ‘s’ to form a plural noun. So, the demonstrative noun used is ‘that’.
5.	We know that <b>music give</b> us many benefits in our life.	Misinformation	Subject-verb agreement	We know that music gives us many benefits in our life.  – ‘Music’ is an uncountable noun which is singular, so it should be added by suffix ‘s/es’ for the verb.
6.	We also can get stronger, more energetic, and be ___ better person when listen to motivational lyrics.	Omission	Determiner	We also can get stronger, more energetic, and be a better person when listening to motivational lyrics.  – An article ‘a’ is used in signaling one specimen that represents a class. In this case, ‘better person’ is a class who is

				not worse person.
7.	<b>Can conclude</b> that in case to be better, we can listen to music everyday.	Omission Misinformation	Subject-verb agreement	It can be concluded that in case to be better, we can listen to music every day.  – The writer omitted subject in the main clause – She used wrong form of passive voice pattern. The pattern of passive voice is to be plus past participle.

Table 5.6 Explanation of Expository Text 6 “How to make a successful diet”

No	The Wrong Sentence	Types of Error	Grammatical Categories	The Correct Sentence
1.	How to <b>make a successful diet</b>	Misinformation	Punctuation	How to Make a Successful Diet  – Nouns, pronouns, verbs, adjectives, adverbs, and subordinating conjunctions are capitalized in writing title.
2.	Ideal body weight and body shape <b>is</b> something <b>that is</b> dreamed of by almost everyone.	Misinformation Misinformation	Subject-verb agreement Subject-verb agreement	Ideal body weight and body shape are something that are dreamed of by almost everyone.  – A plural subject needs a plural to be. ‘Ideal body weight and body shape’ here is a plural subject. – The subject is plural, so the sub clause must in plural also. To be should be used is ‘are’.
3.	Various methods are used so that someone can have an attractive appearance and <b>beautiful to look at.</b>	Misinformation	Noun	Various methods are used so that someone can have an attractive appearance and beautiful body to look at.  – A conjunction ‘and’ is used to gather two same clauses or phrases. If the

				first clause is 'an attractive appearance' which is noun phrase, the second one must be in the noun phrase also.
4.	The best way to ensure the safe eating plan is you have to make the right <b>choice is</b> to create an 'if-the' or 'if-then' plan.	Misinformation	Subject-verb agreement	The best way to ensure the safe eating plan is you have to make the right choice to create an 'if-the' or 'if-then' plan.  – The sentence has verb confusion. It has double verb. The second 'is' should be omitted.
5.	If you do that kind of three ways to make a successful diet, you will get the body shape <b>you wants</b> .	Misinformation	Subject-verb agreement	If you do that kind of three ways to make a successful diet, you will get the body shape you want.  – 'You' is considered as second person who doesn't need suffix 's/es' for the verb.

Table 5.7 Explanation of Expository Text 7 "Fasting Is Make Us Healthy"

No	The Wrong Sentence	Types of Error	Grammatical Categories	The Correct Sentence
1.	Fasting <b>is make us healthy</b>	Misinformation Misinformation	Subject-verb agreement Punctuation	Fasting Makes Us Healthy  – The sentence has double verb. Since 'fasting' is singular, it needs a verb that is added by 's/es'. – Nouns, pronouns, verbs, adjectives, adverbs, and subordinating conjunctions are capitalized in writing title.
2.	This worship has been done from our prophet Daud era until now, but prophet Muhammad SAW <b>to command</b> us for doing fasting as	Misinformation Misinformation Misinformation	Tense Determiner Preposition	This worship has been done from our prophet Daud era until now, but prophet Muhammad SAW commands us for doing fasting as worship for the sake of Allah.  – The sub clause has no

	<p>a worship for the sake to Allah.</p>			<p>main verb. It should be 'commands' without 'to'.</p> <ul style="list-style-type: none"> <li>- A preposition phrase should be used is 'for the sake of' instead of 'for the sake to'.</li> <li>- 'Worship' here is an uncountable noun. An uncountable noun cannot be used for uncountable noun.</li> </ul>
3.	<p>Fasting <b>can be doing</b> <b>everywhen</b> such on when we are ___ pure situation.</p>	<p>Misinformation Overgeneralization Omission</p>	<p>Subject-verb agreement Adverb Preposition</p>	<p>Fasting can be done every time such on when we are in pure situation.</p> <ul style="list-style-type: none"> <li>- To form a passive voice, it should use past participle. The verb used is past participle.</li> <li>- 'Everywhen' doesn't exist in English. The writer seems overgeneralized the use of 'everywhere' in making adverb. Instead of using 'everywhen', the writer can use 'every time'.</li> <li>- 'Pure situation' here is a noun functioned as adverb. An adverb is preceded by a preposition in specifying that it is an adverb.</li> </ul>
4.	<p>Moreover, fasting has many part__.</p>	<p>Omission</p>	<p>Noun</p>	<p>Moreover, fasting has many parts.</p> <ul style="list-style-type: none"> <li>- 'Part' is a regular noun. To show it is plural, the writer needs to add 's/es'.</li> </ul>
5.	<p><b>We have to do fasting is not</b> just as a worship of daily, but <b>there</b> can be <b>alternative the way</b> if you want to reduce weight.</p>	<p>Misinformation Misinformation Misordering</p>	<p>Subject-verb agreement Adverb Noun</p>	<p>We have to do fasting. It is not just as a worship of daily, but it can be the alternative way if you want to reduce weight.</p> <ul style="list-style-type: none"> <li>- It seems that the sentence is compound sentence because it used</li> </ul>

				<p>coordinate conjunction, but it has a subject error. It is better if the writer separate into two sentences.</p> <ul style="list-style-type: none"> <li>– The next error comes from the usage of ‘there’. The writer can use ‘it’ for referring ‘fasting’ in the sentence before.</li> <li>– The writer formed a noun clause in wrong order. An article should be place in the beginning of noun clause.</li> </ul>
6.	<p>Many scientist__ said <b>within do fasting</b> our <b>life be</b> healthy because, <b>in our body be able</b> to restrain from many food and drink, so this __ the best way to doing within fasting for 2 weeks in everyday <b>can be reduce</b> weight and weight loss.</p>	<p>Omission Misinformation Misinformation Misinformation Omission Misinformation</p>	<p>Noun Preposition Subject-verb agreement Subject-verb agreement Subject-verb agreement Subject-verb agreement</p>	<p>Many scientists said that by doing fasting, our life can be healthy because our body is able to restrain from many food and drink. This is the best way to do. Fasting for 2 weeks every day can reduce weight and weight loss.</p> <ul style="list-style-type: none"> <li>– The writer has many errors in this sentence. She made confusing compound complex sentence which made the researcher doesn’t sure what she tried to write. The sentence should be rearranged and separated into some sentences to make a clearer meaning. In the beginning, the writer omitted suffix ‘s’ in using plural noun.</li> <li>– The writer used so many ‘within’ in her essay. ‘Within’ is preposition means inside or not further than a particular area of space. It doesn’t same as ‘in’ in the usage.</li> <li>– The next error the writer</li> </ul>



				<p>made is misinformation. She used to be 'be' instead of 'can be', it makes the clause doesn't has a verb.</p> <ul style="list-style-type: none"> <li>– Conjunction 'because' joins two clauses or phrases. The writer used wrong form of subject. She should use 'our body' instead of 'in our body' as a subject and should use verb 'is' because it is a nominal sentence.</li> <li>– The writer also omitted the verb needed to make good sentence. She omitted verb 'is' in making nominal sentence.</li> <li>– The last is error in forming verb. She used 'can be reduce' to say active sentence. She should omit the 'be'.</li> </ul>
7.	Moreover, fasting <b>can be do</b> if you <b>will to</b> surgery.	Misinformation Misinformation	Subject-verb agreement Subject-verb agreement	<p>Moreover, fasting can be done if you will have a surgery.</p> <ul style="list-style-type: none"> <li>– A passive voice needs to be and past participle. The writer should use 'done' instead of 'do'.</li> <li>– A modal verb is always followed by infinitive. The writer should use 'have' that fits better than 'to'.</li> </ul>
8.	Within who is fasting the blood <b>out</b> isn't much than who is not.	Misinformation	Noun	<p>For someone who is fasting, the blood outcome isn't much than who is not.</p> <ul style="list-style-type: none"> <li>– The writer used wrong form in making noun phrase. 'Out' is considered as a verb. Instead of using 'out' in making noun phrase, the writer should use 'outcome' which is</li> </ul>

				functioned as a noun.
9.	Fasting is a type ___ worship has many benefits in our life, and staying <b>hydrated in our body.</b>	Omission Misinformation	Preposition Adjective	<p>Fasting is a type of worship that has many benefits in our life, and staying our body hydrated.</p> <ul style="list-style-type: none"> <li>– The writer omitted preposition ‘of’ to show partition of something.</li> <li>– ‘Staying hydrated in our body’ seems so wordy that makes confusion. It can be written ‘staying our body hydrated’. ‘Hydrated’ here is passive sentence which omits to be ‘is’.</li> </ul>
10.	Fasting <b>is too</b> as <b>a the</b> worship and ___ best activity in the <b>healthy.</b>	Misordering Misordering Omission Misinformation	Adjective Determiner Determiner Adjective	<p>Fasting too is as worship and the best activity in a healthy life.</p> <ul style="list-style-type: none"> <li>– Adverb ‘too’ is usually placed in the end of sentence. ‘Too’ occurs immediately after the subject, if it refers directly to the subject. It doesn’t normally occur after a modal or auxiliary verb.</li> <li>– The writer used an inappropriate article. ‘Worship’ is an uncountable noun which cannot be preceded by an article ‘a’.</li> <li>– The writer seems having confusion while writing her essay. She should put article ‘the’ right before ‘best’. It shows a superlative adjective.</li> <li>– She also used a wrong form of noun. She should write a noun, ‘health or healthy life’, instead of adjective, ‘healthy’ because an adverb must be in the form of noun.</li> </ul>
11.	Fasting can	Misinformation	Subject-verb	Fasting can make you have

	make <b>your longlife</b> and always be healthy without many diseases.		agreement	<p>long life and always be healthy without any diseases.</p> <p>– ‘Your’ is a possessive adjective which has to be followed by noun to make it as an object. While ‘long life’ here is an adjective, it cannot be as an object. It should be written ‘you’ as an object and ‘have long life’ as adjective of the object.</p>
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Table 5.8 Explanation of Expository Text 8 “How To Keep our Health?”

No	The Wrong Sentence	Types of Error	Grammatical Categories	The Correct Sentence
4.	How <b>To Keep our</b> Health?”	Misinformation	Punctuation	<p>How to Keep Our Health?</p> <p>– Nouns, pronouns, verbs, adjectives, adverbs, and subordinating conjunctions are capitalized in writing title. Articles, prepositions, coordinating conjunctions, and the ‘to’ in ‘to infinitive’ are not capitalized in writing title.</p>
5.	First <b>is change</b> our lifestyle to be healthier.	Misinformation	Noun	<p>The First is changing our lifestyle to be healthier.</p> <p>– A complement can be in the form of noun, adverb or adjective. In this sentence, the writer needs to make a noun clause by making the verb ‘change’ into a noun ‘changing’. A gerund can be an object.</p>
6.	The second <b>is be</b> careful with our food and also our	Misinformation	Noun	<p>The second is being careful with our food and also our drink.</p>

	drink.			<ul style="list-style-type: none"> <li>– A complement can be in the form of noun, adverb or adjective. In this sentence, the writer needs to make a noun clause by making the verb ‘be’ into a noun ‘being’. A gerund can be an object.</li> </ul>
4.	Because many food__ and drink__ that __ not healthy for us.	Omission Omission Omission	Noun Noun Subject-verb agreement	<p>Because many foods and drinks that are not healthy for us.</p> <ul style="list-style-type: none"> <li>– The writer omitted a suffix ‘s’ for regular plural noun. It should be ‘foods’.</li> <li>– The writer omitted a suffix ‘s’ for regular plural noun. It should be ‘drinks’.</li> <li>– The writer omitted to be ‘are’ for referring plural noun.</li> </ul>
5.	For example food and drink <b>that sale</b> by the roadside.	Misinformation	Subject-verb agreement	<p>For example food and drink that are sold by the roadside.</p> <ul style="list-style-type: none"> <li>– The writer used a wrong form in making passive voice. A passive voice should be in the form ‘to be + past participle’.</li> </ul>
6.	Because we don’t know <b>how do</b> they make that.	Misinformation	Subject-verb agreement	<p>Because we don’t know how they make that.</p> <ul style="list-style-type: none"> <li>– What, where, when, why, who, and how + auxiliary is used to make a question. If the writer wants to make a noun clause, she must change the form of the question into a noun clause by omitting the auxiliary.</li> </ul>
7.	It means you should eat food that can make you healthy and some drink__	Omission	Noun	<p>It means you should eat food that can make you healthy and some drinks that can make you healthy.</p>

	that can make you healthy.			– The writer omitted a suffix ‘s’ for regular plural noun. It should be ‘drinks’.
8.	If we want our body health every day we have to be careful to choose our food and also our drink, <b>doing sport</b> , and also change our lifestyle, to make us <b>health</b> .	Misinformation Misinformation	Subject-verb agreement Adjective	If we want our body health every day, we have to be careful to choose our food and also our drink, do sport, and also change our lifestyle to make us healthy.  – Conjunction ‘and’ is used to gather the same kind of clauses or phrases. The clauses that are gather by ‘and’ is in infinitive form, so all of them have to be in the same form. – The writer are also used a wrong form of adjective. She used ‘health’ which is a noun instead of ‘healthy’ which is an adjective.

Table 5.9 Explanation of Expository Text 9 “Music In Our Life”

No	The Wrong Sentence	Types of Error	Grammatical Categories	The Correct Sentence
1.	Music <b>In</b> Our Life	Misinformation	Punctuation	Music in Our Life  – Articles, prepositions, coordinating conjunctions, and the ‘to’ in ‘to infinitive’ are not capitalized in writing title.
2.	The world is full of beautiful music and <b>every culture and time in history has</b> its special tune.	Misinformation	Subject-verb agreement	The world is full of beautiful music. Every culture and time in history have its special tune.  – A subject that is joined by conjunction ‘and’ is considered as a plural noun, so it needs plural verb or to be.
3.	It is present	Misinformation	Subject-verb	It is present when we

	when we celebrate something and also when we just want to make the dullness of everyday life go away.		agreement	celebrate something and also when we just want to make the dullness of everyday life goes away.  – ‘Dullness’ is an uncountable noun which is a singular noun. It needs a singular verb.
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Table 5.10 Explanation of Expository Text 10 “The danger of a wrong diet”

No	The Wrong Sentence	Types of Error	Grammatical Categories	The Correct Sentence
1.	The <b>danger of a wrong diet</b>	Misinformation	Punctuation	The Danger of a Wrong Diet  – Articles, prepositions, coordinating conjunctions, and the ‘to’ in ‘to infinitive’ are not capitalized in writing title. Nouns, pronouns, verbs, adjectives, adverbs, and subordinating conjunctions are capitalized in writing title.
2.	They will feel <b>disturbed of</b> your attitude.	Misinformation	Preposition	They will feel disturbed by your attitude.  – The use of past participle here which is as an adjective must be followed by preposition ‘by’.

Table 5.11 Explanation of Expository Text 11 “The Benefits of music for human Psychology”

No	The Wrong Sentence	Types of Error	Grammatical Categories	The Correct Sentence
1.	The Benefits of <b>music for human Psychology</b>	Misinformation	Punctuation	The Benefits of Music for Human Psychology  – Nouns, pronouns, verbs, adjectives, adverbs, and

				subordinating conjunctions are capitalized in writing title.
2.	Music ___ usually synonymous with mood expression.	Omission	Subject-verb agreement	Music is usually synonymous with mood expression.  – ‘Synonymous’ is an adjective that needs to be to make a nominal sentence.
3.	In a study published by the journal of positive psychology, ___ explains that music can improve mood and increase feelings of happiness.	Omission	Subject-verb agreement	In a study published by the journal of positive psychology, it explains that music can improve mood and increase feelings of happiness.  – The writer omitted the subject needed to make a complete sentence.
4.	Besides <b>to improving the mood of music</b> can also be used as a therapeutic medium.	Misinformation Misinformation	Preposition Subject-verb agreement	Besides improving the mood, music can also be used as a therapeutic medium.  – ‘Besides’ can be functioned as a preposition or an adverb. Here, it is functioned as a preposition which has meaning ‘additional information’. A preposition is followed by a noun or a noun phrase. Gerund is verb functioned as noun, so it can be the solution. – The sentence has subject confusion. It should be separated by the use of punctuation ‘,’ to make a clear meaning.
5.	When the baby or fetus is still in the womb, ___ usually have to listen ___ music that can	Omission Omission	Subject-verb agreement Preposition	When the baby or fetus is still in the womb, she has to listen to music that can stimulate brain performance.

	stimulate6brain performace.			<ul style="list-style-type: none"> <li>– The main clause has no subject. It should be ‘she/he’ according to the referent ‘the baby’.</li> <li>Because of the subject is third singular person, the verb has to be in the form of singular, too.</li> <li>– The verb ‘listen’ is commonly followed by preposition ‘to’ in English.</li> </ul>
6.	__Example of music that can improve our brain intelligence and IQ <b>are</b> music from Mozart and Bethoven.	Omission Misinformation	Determiner Subject-verb agreement	<p>The example of music that can improve our brain intelligence and IQ is music from Mozart and Beethoven.</p> <ul style="list-style-type: none"> <li>– An article ‘the’ signals a particular person or thing that has been singled out from others. ‘Example’ as a subject of the sentence needs an article ‘the’ because it is a specific thing which is singled out from other music.</li> <li>– Here, the subject is ‘the example’ which is a singular noun, so the verb has to be a singular verb.</li> </ul>
7.	All of the explanations __ that listening to music is good for human psychology, because it is proven that music can improve mood, music can be used as music therapy, and music can improve our brain intelligence and IQ.	Omission	Subject-verb agreement	<p>All of the explanations conclude that listening to music is good for human psychology, because it is proven that music can improve mood, music can be used as music therapy, and music can improve our brain intelligence and IQ.</p> <ul style="list-style-type: none"> <li>– The sentence doesn’t have a main verb because the writer omitted it. One of the verbs that can be used is ‘conclude’ to make a clear sentence.</li> </ul>



Table 5.12 Explanation of Expository Text 12 “The benefits of listening to music for the fetus”

No	The Wrong Sentence	Types of Error	Grammatical Categories	The Correct Sentence
1.	The <b>benefits of listening to music for the fetus</b>	Misinformation	Punctuation	The Benefits of Listening to Music for Fetus  – Articles, prepositions, coordinating conjunctions, and the ‘to’ in ‘to infinitive’ are not capitalized in writing title. Nouns, pronouns, verbs, adjectives, adverbs, and subordinating conjunctions are capitalized in writing title.
2.	<b>And this</b> __ some benefits of listening to music for the fetus.	Misinformation Omission	Subject-verb agreement	These are some benefits of listening to music for the fetus.  – The object is plural noun. The demonstrative pronoun must be in plural form also. The plural form of ‘this’ is ‘these’. – The writer omitted a verb needed. Because the object is a plural noun, the verb must be in a plural form also, “are”.
3.	<b>Play on</b> music <b>can help optimize</b> the development of the fetus.	Misinformation Misinformation	Noun Subject-verb agreement	Playing on music can help to optimize the development of the fetus.  – ‘Play on’ is a verbal phrase that cannot be functioned as a subject. It should be in a noun form by making it into gerund. – Two verbs cannot be placed in sequence unless the last one is changed into gerund or to-infinitive.

4.	When <b>hears</b> the music she likes, the rhythm of the fetus's breath in the womb will tend to follow that <b>strains</b> .	Misinformation Misinformation	Noun Noun	<p>When hearing the music she likes, the rhythm of the fetus's breath in the womb will tend to follow that strain.</p> <ul style="list-style-type: none"> <li>– A subordinate conjunction is followed by independent clause or dependent clause in the form of noun clause or adverbial clause. In order to make a noun clause, the verb 'hear' should be changed into gerund 'hearing'.</li> <li>– The main object, 'strains', is in plural form while the demonstrative pronoun is singular. The demonstrative pronoun or the object should be changed.</li> </ul>
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Table 5.13 Explanation of Expository Text 13 "Drinking Enough Water"

No	The Wrong Sentence	Types of Error	Grammatical Categories	The Correct Sentence
1.	In our body __ there <b>are</b> fluids substance in 55% to 78% <b>depend</b> on our body size.	Omission Misinformation Misinformation	Punctuation Subject-verb agreement Adjective	<p>In our body, there is fluids substance in 55% to 78% depending on our body size.</p> <ul style="list-style-type: none"> <li>– If an adverb is placed in the beginning of sentence, a comma must be there to separate from the sentence.</li> <li>– 'Substance' here is a countable singular noun which needs a singular to be, 'is' instead of 'are'.</li> <li>– The sentence contains double verb. The verb 'depend' must be in gerund to make a clear sentence.</li> </ul>
2.	Drinking enough	Misinformation	Subject-verb	Drinking enough water

	water can give many benefits for our health, <b>that are</b> ; drinking enough water can lack of our tired feelings.		agreement	can give many benefits for our health, that is, drinking enough water can lack our tired feelings.  – The object is only one, so to be should be ‘is’.
3.	Beyond that, consuming enough water can also help you <b>lose</b> weight because the tendency to eat more is smaller.	Misinformation	Subject-verb agreement	Beyond that, consuming enough water can also help you to lose weight because the tendency to eat more is smaller.  – A verb phrase functioned as a subjective complement must be in form infinitive phrase (to infinitive).

Table 5.14 Explanation of Expository Text 14 “Health and Fitness For School Students”

No	The Wrong Sentence	Types of Error	Grammatical Categories	The Correct Sentence
1.	Health and Fitness <b>For</b> School Students	Misinformation	Punctuation	Health and Fitness for School Students  – Articles, prepositions, coordinating conjunctions, and the ‘to’ in ‘to infinitive’ are not capitalized in writing title.
2.	Health and fitness just <b>does not</b> mean physically but also mentally and healthy fit.	Misinformation	Subject-verb agreement	Health and fitness just do not mean physically but also mentally and healthy fit.  – The subject of this sentence is ‘health and fitness’ which is plural. The verb should be in the plural form also.

Table 5.15 Explanation of Expository Text 15 “The Three Bad Effect Being Kpopers”

No	The Wrong Sentence	Types of Error	Grammatical Categories	The Correct Sentence
1.	The Three Bad Effect__ Being Kpopers.	Omission	Noun	The Three Bad Effects Being Kpopers.  – A regular plural noun must be added by suffix ‘s/es’.
2.	Intimate and intense interaction with kpop idols can make someone <b>forget</b> that there are still boundaries between idols and their fans.	Misinformation	Subject-verb agreement	Intimate and intense interaction with kpop idols can make someone forgets that there are still boundaries between idols and their fans.  – ‘Someone’ is an indefinite pronoun which is singular. The verb used should be in singular form also.

Table 5.16 Explanation of Expository Text 16 “Healthiest Food”

No	The Wrong Sentence	Types of Error	Grammatical Categories	The Correct Sentence

Table 5.17 Explanation of Expository Text 17 “How to Get Rid of Insomnia”

No	The Wrong Sentence	Types of Error	Grammatical Categories	The Correct Sentence
1.	<b>It is</b> some thing good or not?	Misordering	Subject-verb agreement	Is it something good or not?  – A yes-no question is formed with to be followed by the subject.
2.	We have to change our lifestyle, be careful with our food and drink before sleep, and <b>increasing</b> our physical exercise.	Misinformation	Subject-verb agreement	We have to change our lifestyle, be careful with our food and drink before sleep, and increase our physical exercise.  – The main clause here is ‘we have to’ which is followed by infinitive. The last clause should

				be in the form of infinitive instead of gerund.
3.	We can avoid some food__ and drink__ which <b>contains</b> high caffeine levels like coffee.	Omission Omission Misinformation	Noun Noun Subject-verb agreement	<p>We can avoid some foods and drinks which contain high caffeine levels like coffee.</p> <ul style="list-style-type: none"> <li>– A regular plural noun which is marked by determiner words of indefinite quantity, ‘some’, should be in the form of plural. The plural form must be added by suffix ‘s/es’. It should be ‘foods’.</li> <li>– A regular plural noun which is marked by determiner words of indefinite quantity, ‘some’, should be in the form of plural. The plural form must be added by suffix ‘s/es’. It should be ‘drinks’.</li> <li>– The verb should be in the form of plural also.</li> </ul>

Table 5.18 Explanation of Expository Text 18 “How importance of breakfast for our body and health”

No	The Wrong Sentence	Types of Error	Grammatical Categories	The Correct Sentence
1.	<b>How importance of breakfast for our body and health</b>	Misinformation Misinformation	Noun Punctuation	<p>How Important Breakfast for Our Body and Health Is! The Importance of Breakfast for Our Body and Health.</p> <ul style="list-style-type: none"> <li>– The sentence seems to be messy. The writer should choose one of the correct forms. The sentence can be formed either in exclamatory sentence or noun clause.</li> <li>– Articles, prepositions, coordinating</li> </ul>

				conjunctions, and the 'to' in 'to infinitive' are not capitalized in writing title. Nouns, pronouns, verbs, adjectives, adverbs, and subordinating conjunctions are capitalized in writing title.
2.	What __ the most important thing, that we must do before we __ going to do <b>the</b> activities?	Omission Omission Misinformation	Subject-verb agreement Subject-verb agreement Determiner	<p>What is the most important thing that we must do before we are going to do activities?</p> <ul style="list-style-type: none"> <li>– A WH question is formed by WH followed by to be or verb. The writer omitted to be needed.</li> <li>– The writer also omitted to be in the sub clause.</li> <li>– An article 'the' is used to refer something specific or has been stated before. The 'activities' is neither specific nor stated before. So, we can directly say 'do activities'.</li> </ul>
3.	Usually some people <b>are forget</b> to have breakfast in the morning and they don't have time to breakfast.	Misinformation	Subject-verb agreement	<p>Usually some people forget to have breakfast in the morning and they don't have time for breakfast.</p> <ul style="list-style-type: none"> <li>– The writer used double verb in this sentence. She must choose whether using verb or to be.</li> </ul>
4.	It can make our bodies <b>becomes</b> strong to do all day activities.	Misinformation	Subject-verb agreement	<p>It can make our bodies become strong to do all day activities.</p> <ul style="list-style-type: none"> <li>– 'Bodies' is a plural noun. The writer should use a plural verb which is one without suffix 's/es'.</li> </ul>
5.	Our body and	Omission	Subject-verb	Our body and brain are not

	brain __ not functioning optimally.		agreement	functioning optimally. – The writer omitted to be needed. The subject is plural, so the to be should in in the form of plural also.
6.	So we have __ do the breakfast.	Omission	Preposition	So we have to do the breakfast. – The writer omitted ‘to’ in order to make a modal verb which means equal ‘must’.
7.	So that our body and brain function <b>being</b> optimal.	Misinformation	Subject-verb agreement	So that our body and brain functions are optimal. – The writer used a wrong form of to be. She can use ‘is’ instead of ‘being’ because ‘being’ shows continuous tense.
8.	If we don’t have breakfast__ it makes our body’s daily needs for vitamins and nutrients __difficult to <b>fulfil</b> .	Omission Omission Misinformation	Punctuation Subject-verb agreement Subject-verb agreement	If we don’t have breakfast, it makes our body’s daily needs for vitamins and nutrients are difficult to be fulfilled. – As if-sentence is placed in the beginning of the sentence, it should be followed by comma. – The writer omitted the verb in the complement. – ‘Fulfill’ is an active voice. To make a passive voice, the verb must be in part participle and preceded by to be.
9.	Those who <b>are</b> breakfast also tend to consume fewer calories than __ who skip breakfast.	Misinformation Omission	Subject-verb agreement Subject-verb agreement	Those who breakfast also tend to consume fewer calories than those who skip breakfast. – The ‘breakfast’ can be functioned as either verb or noun. In the first clause, it seems to be functioned as verb instead of noun. – The writer omitted the

				demonstrative pronoun 'those' in order to make clear reference.
10.	Breakfast <b>support</b> cognitive function for our body.	Misinformation	Subject-verb agreement	Breakfast supports cognitive function for our body.  – 'Breakfast' is a singular noun, so it needs a singular verb.

Table 5.19 Explanation of Expository Text 19 “How to Lead A Healthy Lifestyle”

No	The Wrong Sentence	Types of Error	Grammatical Categories	The Correct Sentence
1.	The steps to lead a healthy lifestyle are to adopt a healthy diet, engage regular exercise, and <b>enough</b> rest and sleep.	Misinformation	Subject-verb agreement	The steps to lead a healthy lifestyle are to adopt a healthy diet, engage regular exercise, and have enough rest and sleep.  – The clauses that are joined by the conjunction 'and' are verb clause. The last clause should be verb clause also.

Table 5.20 Explanation of Expository Text 20 “The Important of Breakfast”

No	The Wrong Sentence	Types of Error	Grammatical Categories	The Correct Sentence
1.	The <b>Important</b> of Breakfast	Misinformation	Noun	The Importance of Breakfast  – 'The' is an article that used with noun. The writer should use a noun 'importance' instead of an adjective 'important'.
2.	__Every activity in the morning we need energy.	Omission	Preposition	For every activity in the morning, we need energy.  – The writer needs a preposition 'for' to make a clear adverb. It seems that 'for' is appropriate to complete the noun 'every



				activity’.
3.	Ultimately, this <b>help</b> reduce the risk type 2 diabetes and cardiovascular disease, (Gererdus Septian Kalis).	Misinformation	Subject-verb agreement	Ultimately, this helps reduce the risk type 2 diabetes and cardiovascular disease, (Gererdus Septian Kalis).  – The writer should use a singular verb for singular noun, ‘this’.
4.	Therefore, if we skip breakfast it can <b>worse</b> the metabolic system.	Misinformation	Subject-verb agreement	Therefore, if we skip breakfast it can worsen the metabolic system.  – A modal verb can be followed by a verb directly. If it is followed by a noun or an adjective, to be should be added after the modal. The writer used an adjective without adding to be. She should use a verb ‘worsen’ instead of an adjective ‘worse’.
5.	Breakfast can help the brain <b>work</b> better.	Misinformation	Subject-verb agreement	Breakfast can help the brain works better.  – ‘The brain’ is a singular noun, so it needs a singular verb.
6.	When receiving food and nutrition intake, the brain gets a signal <b>that</b> the body and start the process of metabolism to carry out various activities a day.	Misinformation	Preposition	When receiving food and nutrition intake, the brain gets a signal from the body and start the process of metabolism to carry out various activities a day.  – The writer seems using a wrong preposition here. She should use ‘from’ to make a clear and understandable meaning in this sentence.
7.	Expert from Swansea University, Wabe, <b>prove</b> that people who always eat	Misinformation	Subject-verb agreement	Expert from Swansea University, Wabe, proves that people who always eat breakfast are 22% smarter than people who don’t eat breakfast.

	breakfast are 22% smarter than people who don't eat breakfast.			– The expert is just one person, so it is a singular noun. A singular noun needs a singular verb.
8.	That ___ why we should eat breakfast, because breakfast is very important.	Omission	Subject-verb agreement	That is why we should eat breakfast, because breakfast is very important.  – The writer omitted to be in the main clause. 'That' is a singular noun, so it needs a singular to be, 'is'.

Table 5.21 Explanation of Expository Text 21 “Avian Influenza Diplomacy”

No	The Wrong Sentence	Types of Error	Grammatical Categories	The Correct Sentence
1.	News of the nationwide barrage of bird flu in various <b>print</b> media has given the impression of the extent and magnitude problem.	Misinformation	Adjective	News of the nationwide barrage of bird flu in various printed media has given the impression of the extent and magnitude problem.  – The writer used a wrong way to say a media which is printed. In saying that kind of passive voice, he can change it in 'printed media', the verb must be in past participle.
2.	The case in Indonesia shows that avian influenza actually <b>afflict</b> many common people and ___ not cage workers.	Misinformation Omission	Subject-verb agreement Subject-verb agreement	The case in Indonesia shows that avian influenza actually afflicts many common people and does not cage workers.  – 'Afflict' should be in the form of singular because the subject, 'avian influenza', is singular. – The clauses joined by conjunction 'and' are verb clause. The second clause should be verb clause also.

## B. The Analysis of the Most Frequent Grammatical Error Found in Students' Expository Text

From the explanation in point A, the researcher can analyze the most frequent grammatical error found in the TBI B's students' expository essay. The total error sentences students made is 167 sentences. The researcher classified the explanation chronologically from the most frequent to the least frequent error below.

### 1. Misinformation

There are 21 students in TBI B class and 20 of them made misinformation errors. From 167 error sentences the students made, the half of those is misinformation error. The students made 86 sentences of misinformation error. It contains 108 errors by the percentage of 66%. From this, it can be seen that misinformation is the most frequent error found in TBI B's students' expository essay. These are some examples of misinformation error.

- a) News of the nationwide barrage of bird flu in various **print** media has given the impression of the extent and magnitude problem. (It should be printed)
- b) The **Important** of Breakfast. (It should be Importance)

### 2. Omission

There are 13 students who made omission error. The total sentences they made are 36 sentences with 47 errors. This makes omission error becomes the second most frequent error found in their expository essay. Its percentage is 27% which means that almost quarter of them made this error. These are some examples of omission error.

- a) The Three Bad Effect\_\_ Being Kpopers. (It should be effects)
- b) Music \_\_ also believed can change human brain. (It should be added by is)

### 3. Misordering

The number of students who made this error is not as much as two other errors explained before. There are 4 students who made 5 sentences with 6 error of misordering. This number is quiet low. It can be seen that the students did not have difficulty in placing the word order in right place. These are some examples of misordering error.

- a) There are no **polution air** and dirty environment. (It should be air pollution)
- b) **It is** some thing good or not? (It should be is it)

### 4. Transfer

This error is the second least frequent errors found in TBI B's students' expository essay. There are 2 students who made 4 error sentences of misordering. Form those sentences, there are 4 errors which has the percentage of 2%. It can be seen that the students did not get confused too much in making English sentence. The students can differentiate between their first language knowledge to their foreign language knowledge. These are some examples of transfer error.

- a) Avoid with noisy **in around**. (It should be around)
- b) Our activity in a day **with faster**. (It should be faster)

### 5. Overgeneralization

The least frequent error made by the students is overgeneralization. There are 2 students who made 2 error sentences. While, the errors were made are 2 by the percentage of 1%. It can be seen that the students did not have much confusion in differentiate the one form of English item to other forms. These are some examples of overgeneralization error.

- a) Listening to music **also can** change brain function to the same extent like meditation. (It should be can also)
- b) Fasting can be doing **everywhen**. (It should be every time)

### C. The Analysis of the Factors Influencing the Students' Grammatical Errors in Writing Expository Text

From the data in the previous chapter, the researcher explains the detailed information in this chapter. There are some factors influencing students' grammatical errors that have been classified into internal and external factors by the researcher. The internal factors are part of speech and tenses, while the external factors are learning style, class situation, material in the book, and students' interest.

These factors can be said as the source of the students' grammatical errors. According to Douglas, the sources of errors are interlingual transfer, intralingual transfer, context of learning, and communication strategies<sup>107</sup>. The researcher explains and classifies the factors into 4 sources proposed by Douglas.

#### 1. Interlingual Transfer

Interlingual transfer, as stated in chapter II, is transfer when the learners are using their native language knowledge of linguistic in learning their second language<sup>108</sup>. This source may not give big impact for the students because they have been learning English for many years. Yet, it doesn't mean that an error cannot appear. It can be seen from the grammatical and vocabulary mastery the students mastered. They are lack of those mastery and the errors made by the students are misinformation and transfer. By seeing their misinformation and transfer errors, they are still using their Indonesia language knowledge in making English utterance. The example is 'Do not sleep **at very night** because that can make your health decrease.' This error is transfer error that the student used Indonesian sentence pattern.

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<sup>107</sup> H. Douglas Brown, *Principles of Language Learning and Teaching* (United State of America: San Francisco State University, 2016), 232

<sup>108</sup> Ibid, 232

## 2. Intralingual Transfer

The second source is intralingual transfer. This transfer is source of error that extends within the target language. It can be seen that the students are made omission and overgeneralization errors. As stated in chapter II, omission and overgeneralization are included intralingual transfer<sup>109</sup>. As Barry Taylor stated that the errors made by the ESL learners are classified into 9 types. Those are past tense form of verb following a modal, present tense –s on a verb following a modal, -ing on a verb following a modal, are (to be) following will, past tense form of verb following do, present tense –s on a verb following do, -ing on a verb following do, past tense form of a verb following be, and present tense –s on a verb following be<sup>110</sup>. The students made those error types and mentioned them in their interview. It can be seen that the students omitted some items that are needed to make grammatical sentence. The example is ‘That all will help you to \_\_ more spirit to prepare your activity.’ The students omitted to be needed.

The students were also mentioned in their interview that they got many difficulties in adding suffix s/es in verb and noun, choosing appropriate conjunction, deciding appropriate modal, and choosing appropriate tenses. Those difficulties are included intralingual transfer because those exist beyond native language.

## 3. Context of Learning

Another major source influencing learners’ error is context of learning. This means the context of learning the learners get in acquiring their second language. It can be from the teacher and the material given, or the situation of the

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<sup>109</sup> Ibid, 232

<sup>110</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*(United State of America: San Francisco State University, 2016), 232

class. In the class, the teacher and the material or text book used by the learners can lead misunderstanding, as stated by Richards<sup>111</sup>.

Some students said that their learning style was their problem. They supposed to learn the material that has not taught in the class by themselves but they didn't. They were also supposed to ask other friends if there was something unclear but the other students were confused as well. They were provided a chance to ask in the class in the question and answer session but they didn't even ask.

The situation of the class is the other factors. One student said that she didn't get motivated by the other students. This situation makes the class is passive that the students don't get the point of the material given in teaching and learning process.

Another factor is the material in the book. As stated in the interview, the book used in grammar class is *Modern English* by Marcella Frank and *Understanding and Using English Grammar* by Betty Schramper Azar<sup>112</sup>. These two books are the source book of grammar in TBI B. Since the researcher has also used those books for learning grammar, the researcher can get the point why the students got difficulty in the material. The book is not printed well and the point of the material is not in well order. It can lead a misunderstanding for the students. The point of a material should be in sequence to make easier reading. It can be seen that in the page 12 of *Modern English* by Marcella Frank, the capitalization and place of one point is not in sequence as the previous point.

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<sup>111</sup> H. Douglas Brown, *Principles of Language Learning and Teaching* (United State of America: San Francisco State University, 2016), 234

<sup>112</sup> See appendix 09/I/28-VI/2020

#### 4. Communication Strategies

This source is related to the learning styles the learners used. Every learner has their own learning style but sometimes, their learning style can be the source of the errors in acquiring their target language. The examples are errors in word coinage, circumlocution, false cognates, and prefabricated patterns<sup>113</sup>.

The students made some errors in word coinage, false cognates and circumlocution. 'Fasting **can be doing everywhen** such on when we are \_\_ pure situation' is the example of error in word coinage. In this sentence, the student made new word based on their native language. Everywhen doesn't exist in English; it should be every time. 'Many scientist\_\_ said **within do fasting our life be** healthy because, **in our body be able** to restrain from many food and drink, so this \_\_ the best way to doing within fasting for 2 weeks in everyday **can be reduce** weight and weight loss' is the example of error in circumlocution. This sentence contains too many words and ideas. The student should separate this sentence into two or three sentences to be easily understood.

The students also said that they got difficulties in choosing noun, verb, and adverb because there is a word that has same spelling for different form. Even though, the students are also made many errors in choosing one form to another form which has similar spelling. The example is 'Every people surely want to be **success**'. The student used a noun instead of an adjective. It seems that the student didn't know the adjective form of success because of her confusion in part of speech.

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<sup>113</sup> H. Douglas Brown, *Principles of Language Learning and Teaching* (United State of America: San Francisco State University, 2016), 234



## CHAPTER VI

### CLOSING

#### A. Conclusion

Referring to the findings and discussion in the previous chapter, it can be concluded that;

1. The kinds of errors found in the students' expository text are misinformation, omission, misordering, overgeneralization, and transfer. There are 13 students who made 47 omission errors in 36 sentences with the percentage of 27%, 4 students who made 6 misordering errors in 5 sentences with the percentage of 3%, 20 students who made 108 misinformation errors in 86 sentences with the percentage of 66%, 2 students who made 2 overgeneralization errors in 2 sentences with the percentage of 1%, and 2 students who made 4 transfer errors in 4 sentences with the percentage of 2%.
2. The most frequent error found in the students' expository text is misinformation. There are 108 misinformation errors with the percentage of 66%.
3. The factors influencing the students' error in writing expository text are classified into four types; interlingual transfer, intralingual transfer, context of learning, and communication strategies. Interlingual transfer involves grammatical and vocabulary mastery. intralingual transfer involves adding suffix s/es in verb and noun, choosing appropriate conjunction, deciding appropriate modal, and choosing appropriate tenses. Context of learning involves class situation, material in book, and leaning style. Communication strategies involve word coinage, circumlocution, and false cognates.

## **B. Suggestion**

### 1. For the Lecturer

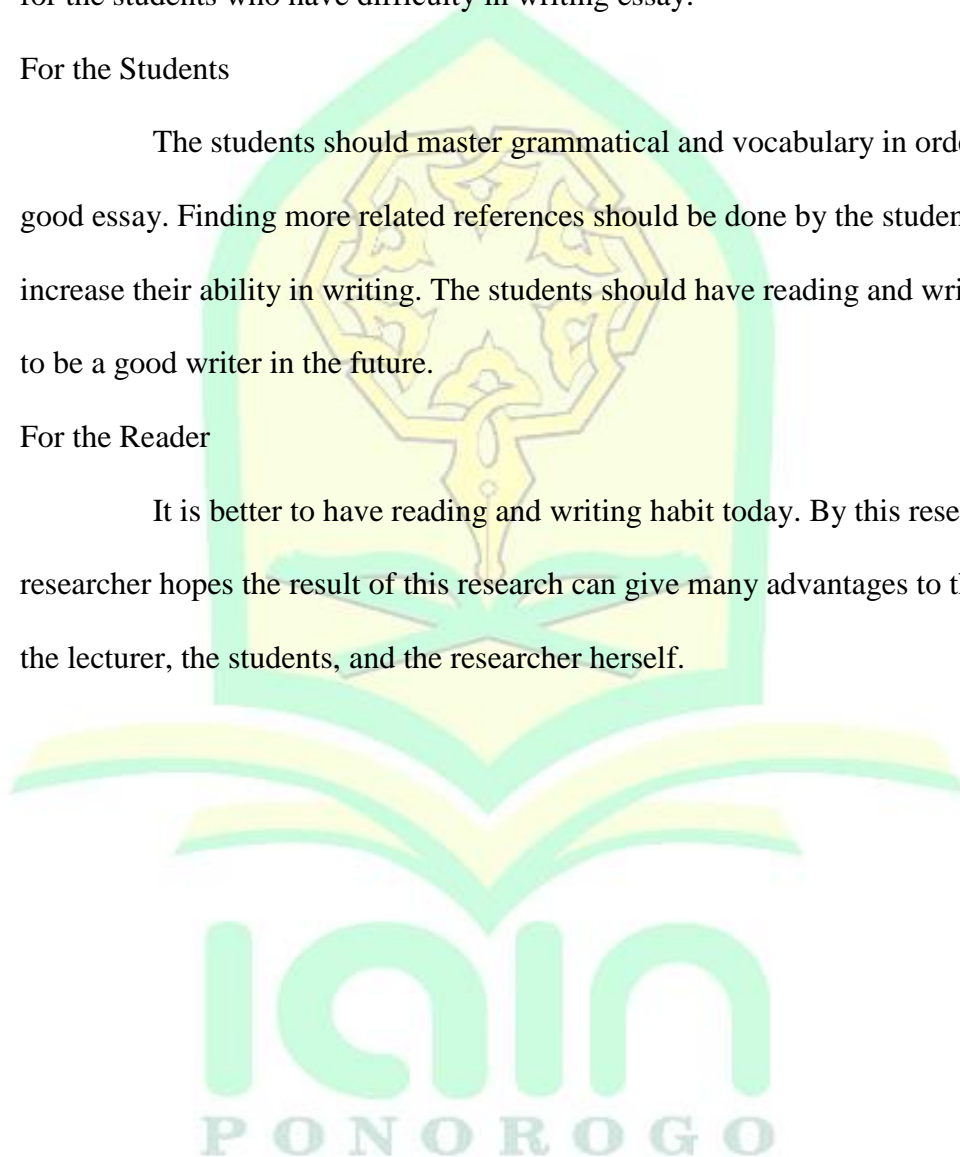
In the writing class, the lecturer should give enough time to the students that they can write a good essay. The lecturer should make sure that the class condition is quiet and comfort for the students. Giving extra material is much needed for the students who have difficulty in writing essay.

### 2. For the Students

The students should master grammatical and vocabulary in order to make good essay. Finding more related references should be done by the students to increase their ability in writing. The students should have reading and writing habit to be a good writer in the future.

### 3. For the Reader

It is better to have reading and writing habit today. By this research, the researcher hopes the result of this research can give many advantages to the reader, the lecturer, the students, and the researcher herself.



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