

CHAPTER I

INTRODUCTION

This section introduces the problems of the study. It starts with the background of the study, research questions, purposes of the study, scope of the study, significances of the study, and definition of key terms.

1.1 Background of the Study

Making errors is an unavoidable part of learning. In a learning process, especially in learning English, students can frequently commit errors. Even the native speaker themselves also commonly make errors. Errors usually occur in productive skills such as speaking and writing (Bahar, 2017). In Indonesian high school curriculum, writing is one of the skills taught in the English subject. Manik and Suwastini (2020) that writing is a complicated skill. It is due to writing can not finish just in one step. Zemach and Rumisek (2005:3) state that there are six steps in writing process. They are choosing a topic, gathering ideas after they get the topic, organizing the ideas, deciding what the writers will write and putting the writing to make the reader are easy to understand, reviewing structure and content of the writer's writing, and revising structure and content, proofreading and making final correction. Therefore, it is not surprising that students mostly commit errors in this skill.

It should also be realized that errors and mistakes are two different things (Asni & Susanti, 2018; Brown, 2007). Errors happen systematically and are not easily corrected by the students themselves, owing to a lack of language knowledge or competence. If these errors are not corrected immediately, the learners will continue to

assume that what they are doing is correct. In contrast, mistakes occur as a result of random guessing or tongue slip. Mistakes are usually made by a language learner who has already understood the language system. Budiarta et al. (2018) state that students commonly commit errors in their writing activities. The errors experienced by the students can be in the form of lexical and grammatical ones. According to Thornbury (2000), lexical errors include the errors in how words are formed, while grammatical errors refer to the errors related to how words are organized to form a good structure.

Several studies about error analysis in learning English has been conducted by some experts. The first research was from Andre and Jurianto (2015), who investigated the types of lexical errors found in the English narrative writings produced by the tenth-grade students of SMA Negeri 9 Surabaya. They found that there were misselection errors such as suffix, prefix, vowel-based and consonant-based types errors. Moreover, Hamdi (2016) also conducted lexico-error analysis by Tunisian English learners at the ISEAH Institute of Kef (Tunisia). The result showed that the distortion of words was the most problematic in lexical errors. It included omissions, overinclusion, misselections, misordering, and blending. Another research was from Hendrita and Syandri (2017), who were concerned with the students' lexicogrammatical errors in writing descriptive texts in SMA N 1 Batipuh. The result was that simple present tense was the most dominant error committed by the students. Furthermore, Budiarta et al. (2018) observed the grammatical errors in Junior High School students' narrative text and revealed that the students frequently committed misinformation and omission. Therefore, it proves that lexical and grammatical errors are still difficult problems students face in learning English.

Since the students had errors in writing, there must be some factors as the roots of the students' errors. Studies by Andre and Jurianto (2015) and Budiarta et al. (2018) identified intralingual transfer as the dominant factor of the students' errors among the students' writings. It occurred from mother-tongue interference, where the students had a lack of knowledge in their second language. Meanwhile, the studies by Sermsook et al. (2017) and Hendrita and Syandri (2017) identified interlingual transfer as the primary source of students' errors. It is due to the influence of the first language of the students in learning a second language. In short, interlingual and intralingual errors lead to the students' errors.

Indeed, to master the writing skill, the students have to consider or pay attention to the target language's lexis and grammar. Lexical knowledge is essential to develop language proficiency. It has benefits both to communicate and do effective writing in academic settings. For example, an appropriate choice of lexical items in a written composition can avoid misunderstanding the meaning of the text or a flaw in interpreting it (Andre & Jurianto, 2015). Besides lexical knowledge, grammar is an essential part of learning a language because it regulates and produces the language (Budiarta et al., 2018). Grammar plays a crucial role in a language because it affects every sentence's meaning to produce good and correct writing. As a result, lexical and grammar knowledge are essential to be mastered by the students.

According to the preliminary observation done by the researcher at SMK Teknologi Nasional, almost 65% of the tenth-grade students lacked competency in writing descriptive texts because of being less proficient in lexis and grammar knowledge. Therefore, the students needed more special attention from their teacher, such as feedback and correction to solve their errors. In addition, it becomes crucial

because Curriculum 2013 in the Vocational High School indicates writing as one of the core competencies which belong to the language skill components that the students need to master and apply. Therefore, these reasons were used as the consideration to conduct an error analysis. Furthermore, since the teacher knew the students' problems, the teacher could find the solutions to help the students improve their ability in writing descriptive texts.

Related to the phenomena of error in learning English mentioned previously, an error analysis is needed to be done by teachers to describe the errors committed by students and to know the causes of those errors. According to Divsar and Heydari (2017), doing an error analysis enables teachers to find whether the error is found systematically or not and explain the causes of the errors. Khan and Khan (2016) state that it can help teachers identified the problematic parts students encounter in learning English. The teacher or syllabus designer will also be assisted by finding useful corrective material to solve these errors. It is crucial to identify some common errors produced by the learners to help them improve their English skills (Gayo & Widodo, 2018). Therefore, error analysis is significant to facilitate teachers, learners, and syllabus designers to improve teaching and learning strategies for the English language.

It seems that most of the previous error analysis studies were carried out on the students at Junior High school, Senior High School, and University. There were only a few studies on error analysis of lexico-grammatical errors in vocational high schools, especially to the students majoring accounting, office administration, multimedia and computer network engineering in their writing. Therefore, in the present study, the researcher was interested in conducting a research on lexico-grammatical analysis of descriptive texts written by the tenth-grade students of accounting, office

administration, multimedia, and computer network engineering department in academic year 2020/2021. This study was conducted at vocational high school or SMK Teknologi Nasional Denpasar, in which the investigation of lexico-grammatical errors and their sources of the errors became the focus of the study. Descriptive text was chosen to be analyzed since it is important for students, particularly to the students majoring accounting, office administration, multimedia and computer network engineering because in Curriculum 2013, especially in the syllabus of Vocational High School indicates that students should be able to produce descriptive texts in the form of written text to fulfill the basic competence and come as the first type of English text in the syllabus. Descriptive text is one of text types that is frequently used in daily life of tenth-grade students of SMK Teknologi Nasional Denpasar.

1.2 Research Questions

Based on the background above, the research questions of this study can be formulated as follow:

- 1.2.1 What are the types of lexico-grammatical errors committed by the tenth-grade students of SMK Teknologi Nasional Denpasar in academic year 2020/2021 in writing descriptive texts?
- 1.2.2 What are the sources of the lexico-grammatical errors committed by the tenth-grade students of SMK Teknologi Nasional Denpasar in academic year 2020/2021 in writing descriptive texts?

1.3 Objectives of the Study

Concerning the problem stated above, this research aimed at accomplishing the following purposes:

- 1.3.1 To analyze the types of lexico-grammatical errors committed by the tenth-grade students of SMK Teknologi Nasional Denpasar in academic year 2020/2021 in writing descriptive texts.
- 1.3.2 To describe the source of lexico-grammatical errors committed by the tenth-grade students of SMK Teknologi Nasional Denpasar in academic year 2020/2021 in writing descriptive texts.

1.4 Significances of the Study

This research focused on lexico-grammatical errors analysis of the tenth-grade students' descriptive texts at SMK Teknologi Nasional Denpasar. Practical reflection in undertaking the present investigation was the significance of the expected research findings. Therefore, the findings were expected to provide both theoretical and practical significance in the present study, which was further discussed as follows:

1.4.1 Theoretical Significance

Theoretically, the results of the study are expected to strengthen and support the existing similar research findings with more empirical evidence, especially in analyzing errors in descriptive text. The present study's findings are expected to produce new knowledge in teaching English as a foreign language, especially in teaching writing. It is also expected to increase the theory of error analysis in English writing. The results of the present study are expected to be used as a reference for the other researchers who do the same investigation.

1.4.2 Practical Significances

Practically, the present study's findings are helpful for students, English teachers, and other researchers. The results of the studies are helpful for students, particularly for the tenth-grade students of SMK Teknologi Nasional Denpasar, to increase the students' awareness about errors that they commit so that they can develop their writing skills. For English teachers, the study's output will help them seek more effective strategies and contribute to teaching writing, especially in writing class. This research is expected to be useful as remedial material to minimize the lexico-grammatical errors in writing. Finally, for other researchers, the present study's findings are expected to be useful as references in conducting future research about an analysis of lexico-grammatical errors in students' descriptive texts.

1.5 Scope of the Study

Based on the purpose of the study, the scope of the study is limited to analyze the lexico-grammatical errors and the source of them of the tenth-grade students in academic year 2020/2021 in writing an English descriptive text. The errors of lexico-grammatical in students' writing were categorized into lexical errors and grammatical errors. Accordingly, the study focused on descriptive text writing, which describes a tourism object written in curriculum 2013. Moreover, in describing the sources of students' errors, this study used Touchie's (1986) and Brown's (2007) theories to investigate it. The results of the students' descriptive texts writing were analyzed in a descriptive way.

1.6 Definition of Key Terms

In order to overcome misunderstanding toward the terms used in this study, some definitions of the key terms are presented both conceptually and operationally follows:

1.6.1 Conceptual Definition

1.6.1.1 Lexicogrammar

Lexicogrammar is the core stratum of 'wording' of language to which both the sound system and the writing system are related (Halliday, 2014). It also can be said that lexicogrammar is a term used in systemic functional linguistics (SFL) to emphasize the interdependence and continuity between lexis and grammar.

1.6.1.2 Errors

Error is people's failure when they have not recognized and understood the language patterns used (Brown, 2007).

1.6.1.3 Descriptive Text

Descriptive text is defined as a text which describes a particular thing and consists of introduction or identification, description and conclusion (Gerot & Wignell, 1994).

1.6.1.4 Source of Errors

Interlingual transfer, intralingual transfer, the context of learning and communication strategy are four categories of sources of errors (Brown, 2007). The interlingual transfer is the primary source of students' errors because their mother tongue still influenced them to learn a second language. Meanwhile, the intralingual transfer occurs from mother-tongue interference, where the students have a lack of knowledge in their second language. On the other hand, the

context of learning refers to errors resulting from misleading explanations or providing incorrect information from the teacher, faulty explanation of the textbook or a non-contextualized memorized pattern. Meanwhile, communication strategy is an error due to the students' learning styles.

1.6.2 Operational Definition

1.6.2.1 Lexicogrammar

Lexicogrammar refers to the use of lexicon and grammatical system used by the tenth-grade students of SMK Teknologi Nasional Denpasar in academic year 2020/2021 in writing descriptive texts.

1.6.2.2 Errors

Errors are the deviation committed by the tenth-grade students of SMK Teknologi Nasional Denpasar in academic year 2020/2021 when they have not recognized and understood the language used in writing descriptive texts.

1.6.2.3 Descriptive text

Descriptive text is a text in form of descriptive such as describing a tourism object written by the tenth-grade students of SMK Teknologi Nasional Denpasar in academic year 2020/2021.

1.6.2.4 Source of Error

Source of error is the cause of errors in the tenth-grade students of SMK Teknologi Nasional Denpasar's descriptive writing.