



GRAMMATICAL ERROR ANALYSIS ON STUDENTS`WRITING OF APPLICATION LETTER AT 12TH GRADE OF VOCATIONAL HIGH SCHOOL

Irma Wahyuni^{1*}, Putri Dewi Melia²

¹STKIP Muhammadiyah Bogor

*wahyuniirma96@gmail.com

ABSTRACT

This research is qualitative research. The objective of the research is to determine the students' ability in writing application letters and analyzing grammatical error in writing application letters. The subject of the research is twelfth grade students of SMK Pertiwi, located in Cibungbulang-Bogor. The purposive sampling is sample to determine the class that would treatment. Purposive sampling is sampling based on certain considerations such as population characteristics or previously known characteristics. The sample of the research is the twelfth-grade students consisting of 10 students from two classes. The data collecting technique of the research used questionnaire and writing test. The result of the research from the data, the writer described the percentage based on the type of error. First, omission, there were 10 errors of omission that found on the students` writing application letter. The percentage of omission error was 77%. Second, There were 6 errors of misformation. The percentage of misformation error was 46%. Third, addition. There were 4 errors of addition. The percentage of addition error was 31%.. Last, misordering. There were 2 errors of misordering. The percentage of misordering error was 15%. Based on the results that the students still have so many lack of vocabulary, lack of understanding on grammar, they though English was very difficult because it was a foreign language. Students also realized that they still had lack of grammar mastery, and practice.

Keywords: Application letter, writing skill, grammatical error, error analysis.



Introduction

Writing accurately involves spelling correctly, forming letters, writing legibly, punctuating correctly, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraph correctly. These subskills are quite complex so that they create some problems for students in writing class.

In writing, it has characteristic which must be noted to have a perfect writing, they are; permanence, production time, distance, orthography, complexity, vocabulary and formality (Arista, 2016). So, the first is permanence. It means the students abdicate a certain power to clarify. The second is production time. It means that the students should use the time as efficient as possible. The third is distance. It means the students' needs to be able to predict the audience's general knowledge and specific subject-matter knowledge and very importantly, how their choice of language was interpreted. The fourth is complexity (Habibie, 2017). It means the students must learn how to remove redundancy how to combine sentences. The fifth is vocabulary. It means, a good students learn how to the advantage elements of English vocabulary. The last is formality. It means the writers have to learn how to describe, explain, compare, contrast, illustrate defend, criticize, and argue. Based on those characteristics, it is clear that to write good paragraphs, the students should identify and understand well, the characteristics of the writing. If they do not understand the characteristics of writing well, they also cannot write good paragraphs and it will not be interested to be read by other people.

Generally speaking, it is clear that writing is not an easy skill to master (Alsharaideh, 2020). It is also supported by the following reason. Firstly, the writing skill is placed in the last part after three skills namely listening, speaking, and reading. Secondly, writing is important for students to communicate in their daily lives such as writing letter, job applications, memo and short messages, etc. Although the students are familiar with writing, it has many important points that make writing not as easy as it is assumed. Learning writing is not easy for vocational high school students, but they have to master this skill well to reach the goal of their future. Writing skill will be needed by them when they look for jobs, because they must make an application letter, or curriculum vitae. Therefore, teacher has to teach the students to the informational level in order to communicate in written and spoken texts, to solve the daily problems. To reach that goal, a special way to solve some problem in writing is needed. The use of an appropriate technique in teaching writing will give a contribution to the success of students' writing skill.

The ability to write an application letter is important for learned by students because it performs an important function in get a job (Akinyode, 2018). Cover letter is a type of business a letter written by a job applicant for a company that its primary purpose is to express interest in a particular position and to demonstrate relevant skills and qualifications of the applicant.

A cover letter is one of the documents needed to apply for a job. Students need to pay attention to mastery of English in writing cover letters. To write a clear and

orderly job application letter, it is necessary to have good grammar qualities to avoid any grammatical errors. Writing has become a complex task for students, and in a foreign language praxis, students face more difficulties regarding formality and understanding. For every foreign language learner, make Grammatical errors are becoming a common phenomenon.

Based on the explanation above, the writer wants to know understanding of students' ability in writing application letter and to identify the classification and the dominant grammatical errors made by students at twelfth of Vocational High School. So, the writer choose the title of Grammatical Error Analysis On Student's Writing of Application Letter at 12th Grade of Vocational High School.

Literature Review

The Definition of Error Analysis

Error analysis is analysis the deviations made by the language learner. It can be done by classify the deviations (Blanka, 2013). It tried to investigate how far the language learner understands the target language. Error analysis is an applied linguistics approach used to identify areas of great difficulty for second language learners . Errors indicate three important aspects of language learning: the first aspect is show what the learner has acquired and what remains to be learned, secondly, provide information on how language is learned and acquired, and what strategies and procedures a language learner is utilizing, the last aspect is serve as a guide to the language learners with aspect to hypothesis about the nature of the target language.

Therefore, the writer tries to conclude that the errors analysis is a way of looking at errors made by the learners of the target language, as a source of information to the teachers, which in turns helps them correct the students` errors, and improves the effectiveness of their teaching.

Types of Error

In classifying the students errors in writing application letter, the writer would like to use Corder theory. He stated five types error which will be explained below. The types of errors are error of omission, error of addition, error of selection, error of ordering.

1). Error of Omission

Error of omission is the absence of an item that should appear. "Errors of omission where some element is omitted which should be present." The learner omits the item that should appear in the good utterance. "Omission has two types of morphemes that are omitted more than others. They are content morphemes and grammatical morphemes." Content morphemes are morphemes that have meaning like nouns, verbs, adjectives, adverbs. Grammatical morphemes are little words that have minor play in sentences like noun and verb inflections, articles, auxiliaries, and preposition. Example: *Angelina is an actress*. From the explanation and example above, the word *Angelina* and *actress* are content morphemes because

Angelina and *actress* is noun and has a mayor meaning. The words *is* and *an* are grammatical morphemes because they are verb auxiliaries and article, and they are also play a minor meaning in that sentence.

2). Error of Addition

Error of Addition is the opposite of omission. Addition is the presence of an item that must not appear in well-formed utterances. In addition, the learners add the utterance which is not needed in a sentence, or the learners add some unnecessary element. For example: *She didn't studied yesterday*. From the example above, the learner want to tell that *she didn't study yesterday*. She knows that to tell the past event, she has to use the past verb, but she puts two items for the same features; *didn't* and *studied*.

3). Error of selections

Error of Selection This error is made by the learner where the learner chooses the wrong items in the right place. Different from omission where the items are not supplied at all, in errors of selection, the learner supplies something even though that is incorrect. For example; *I am buyed a novel two days ago*. A past tense marker is put by the learner, but it is incorrect.

4). Error of Ordering

Error of ordering is the error where the items presented are correct but wrongly sequences. For example, *I have pen blue*. From the example above, the items are correct, but the writer doesn't put the items in the appropriate order.

Grammatical Error

Grammatical error enables the students to produce a good writing. Grammar is important because it makes meaning for language (Bluman, 2014). To use a language properly, it is important to know grammar of language and their meanings. Grammar names the types of words and word groups that make up sentences in any language. The grammar is as a set of rules for constructing and analysis sentences. It is very clear that grammar consists of rules, which used to arrange or construct sentences.

The grammars also can be used for analysis words or sentences based on the form and function (Nanning, 2020). English has broad grammar; including tenses, noun, verb, adjective, adverb, pronoun, articles, and so forth. Both kinds of grammar are concerned with rules but in different ways. The use of English grammar is different from other languages. In writing skill, it is important to use good grammar because it is meaningful when the grammar is correct. The reader easily understands the ideas and meanings if the writer uses good grammar.

Research Method

In this research, the writer conducted the research used qualitative research. Qualitative research is research that involves analyzing and interpreting texts and interviews in order to discover meaningful patterns descriptive of a particular

phenomenon. In qualitative study, the literature serves a slightly different purpose. In many projects, writer often cite the literature at the end of the study as a contrast and comparison with the major findings in the study. In qualitative inquiry do not make predictions about findings. They are more interested in the findings of study support or modify existing ideas and practices advanced Indah literature. The data obtained tend to be data qualitative, data analysis is inductive/qualitative, and qualitative research results are to understand meaning, understand uniqueness, contribution of phenomena, and find hypotheses.

Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a Social or human problem. The process of research involves imaging questions procedures; collecting data in the participant setting; analysis the data inductively, building from particulars to general themes; and making interpretations of the meaning of data. The final written report has a flexible writing structure.

Research Instruments

A research instrument is a tool used to obtain, measure, and analyze data from subjects around the research topic. In this research used a qualitative method the instrument that used depends on the object that is research. In conducting the study, the writer needed the instrument to go the data to analyze.

Based on the explanation above, the writer used some instruments in this study, as follow;

Questionnaire

In this case, students learning by using online media. Therefore, the writer made questionnaire in form of google form. Then the writer send the link to the Whatsapp group that previously made and private chat. The questionnaire contained of ten questions. In the questionnaire the writer wanted to know student's knowledge in learning English about writing skills.

Writing Test

In this research, the writer used writing test. Written test is a test where questions and answers are given to students in written form. The purpose of this test is to know the students' ability in writing application letter. The writer give assignments to 12th grade students. Students work on assignments in class. Students given 60 minutes to write an Application Letter. The text must consist of at least 3 paragraphs (Opening, middle paragraph, and closing paragraph). The writer classifies grammatical errors into five aspects: Sentence Pattern (subject and verbs), Tenses, Pronouns, prepositions, Punctuation and Spelling. The writer calculates the error using a simple statistical formula.

Discussion

1. The Result of writing test

Based on the calculating above, it can be concluded that the total errors of addition are 4 errors, the percentage was 31%. The total error of misformation are

6 errors, the percentage was 46%. The total error of omission are 10 errors, the percentage was 77%. The total error of misordering is 2 error, the percentage was 15%. It was clear that based on the calculation from the data, the most frequent errors that was done by twelfth grade students at SMK Pertiwi in their writing application letter was misformation 46%, the second type of error that mostly students did was ommision, with the percentage 77%. Then followed by the misordering that was 15% and the last was addition with percentage 31%.

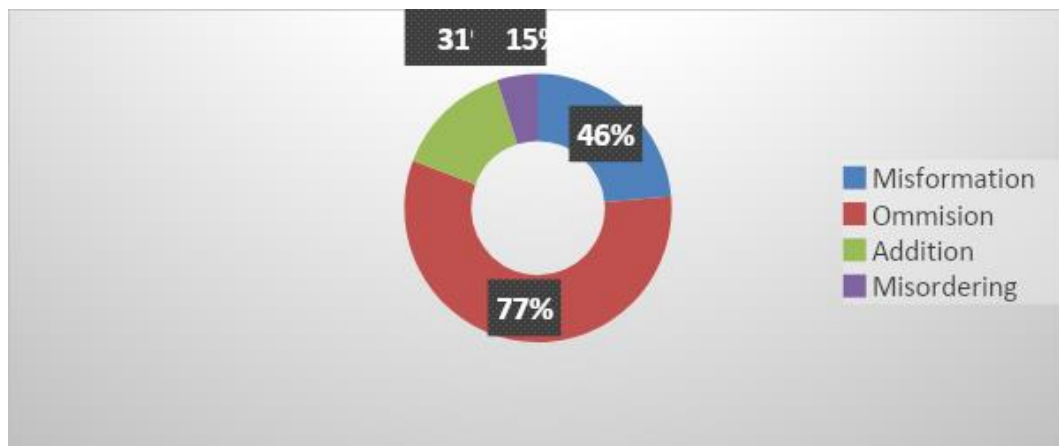


Figure 4.1
The Students`s Type Of Error In Writing Application Letter

From the data that have been calculated, it can be concluded that the writer found errors of misformation are 6 errors, the percentage was 46%. The total error of omission are 10 errors, the percentage was 77%. The total error of misordering is 2 error, the percentage was 15%. The total errors of addition are 4 errors, the percentage was 31%. It can be concluded that the most frequent errors that was done by the twelfth grade students at SMK Pertiwi in their writing application letter was misformation with the percentage of error was 58%.

Conclusion

The writer finds the most errors that occur in the material are errors in the category of omissions or omissions of supposed language elements, as many as 10 errors or 77%. Which consists of 6 article components, 2 verb components, and 2 adjectives. This error includes a morphological error due to this error at the word level.

The second highest error that occurs in the teaching material is in the Misformation category or errors in the formation of a word, as many as 6 errors or 46%. which consists of 3 errors in the verb component, 1 error in the preposition, 1 error in the conjunction, 1 error in the auxiliary verb, 1 error in the pronoun, Misformation errors are included in morphological errors, because they are still at the word level.

The third highest error that occurs is addition which consists of 4 errors or 31%, namely 1 error in adverb, 1 error in preposition, 1 error in conjunction, and 1 error in verb.

And the last one is the category of misordering or errors in the preparation and use of words in sentences which consist of 2 errors or 15%, this error is included in a syntactic error because it includes an error in wording.

Based on the result of questionnaire with the twelfth grade students of SMK Pertiwi Cibungbulang, Bogor, the students still have so many lack of vocabulary, lack of understanding on grammar, they through English was very difficult because it was a foreign language. Students also realized that they still had lack of grammar mastery, and practice. That's why the students still often did an errors in their writing especially in application letter.

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