

**THE ELEVENTH GRADE STUDENTS' GRAMMATICAL ERRORS IN WRITING
PERSONAL LETTER AT SMA NEGERI 1 INDRALAYA**

THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADYAH PALEMBANG**

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PERSONAL LETTER AT SMA NEGERI 1 INDRALAYA**

THESIS

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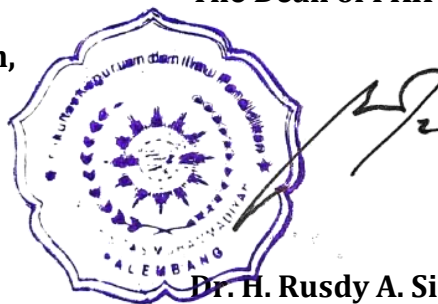
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Menyatakan bahwa skripsi berjudul:

The Eleventh Grade Students' Grammatical Errors in Writing Personal Letter at SMA Negeri 1 Indralaya beserta seluruh isinya adalah benar merupakan hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila dikemudian hari ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

Palembang, Agustus 2022

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Motto and Dedication

Motto:

“Allah SWT will always help us if we have helped ourselves to try hard and believe in our own abilities”

Dedication:

I would like to dedicate this thesis for people who always be special in my heart and who always there for me. They are:

- 1. My beloved parents, H. Pirdaus, M.M., M.Pd. and Hj. Marmiyanah, M.Pd. Thank you so much for supporting me in all conditions and always praying for me. Thank you for everything, I love you so much.**
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ABSTRACT

Fatimah, Munirotul, 2022. The Eleventh Grade Students' Grammatical Errors in Writing Personal Letter at SMA Negeri 1 Indralaya. Thesis, English Education Study Program, Bachelor Degree (S1), Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang, Advisor (1) Masagus Sulaiman, S.Pd., M.Pd., (2) Dian Septarini, S.Pd., M.Pd.

The objectives of this study were to find out the grammatical errors that are often made by students in writing personal letters. The subject of this study was XI IPA 3 students of SMA Negeri 1 Indralaya. In this study, the researcher used qualitative method. To collect the data, the researcher used documentation in terms of giving writing exercises. To analyze the data, the researcher used surface strategy taxonomy by Dulay, Burt, and Krashen. It consisted of four error types, they were omission, addition, misformation, and misordering. The technique of choosing the subjects was using purposive sampling. The result of this study showed that there were 268 errors with omission 33%, addition 24%, misformation 40%, and misordering 3%. Therefore, the dominant error occurs in misformation with a percentage of 40%.

Keywords: Errors, grammatical error, writing

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The researcher recognizes that his or her thesis is far from perfect. There are still several flaws that must be addressed. The researcher welcomes any criticism, comments, suggestions, and guidance. Last but not least, the researcher hopes that this thesis will be valuable to any reader as well as future researchers.

Palembang, August 2022

The researcher,

Munirotul Fatimah

CONTENTS

| | |
|---|------------|
| TITLE PAGE | i |
| AGREEMENT PAGE | ii |
| APPROVAL PAGE | iii |
| STATEMENT LETTER | iv |
| MOTO AND DEDICATION | v |
| ABSTRACT | vi |
| ACKNOWLEDGEMENT | vii |
| CONTENTS | ix |
| LIST OF TABLES | x |
| LIST OF APPENDICES | xi |
| | |
| CHAPTER I. INTRODUCTION | |
| A. Background of The Study | 1 |
| B. Formulation of The Problem | 3 |
| C. Objective of The Study | 3 |
| D. Significance of The Study | 4 |
| | |
| CHAPTER II. LITERATURE REVIEW | |
| A. Errors | 5 |
| B. Grammatical Errors | 6 |
| C. Writing and Grammar | 6 |
| D. Previous Related Studies | 7 |
| | |
| CHAPTER III. RESEARCH METHODOLOGY | |
| A. Method of the Study | 10 |
| B. Subject of the Study | 11 |
| C. Technique for Collecting the Data | 11 |
| D. Technique for Analyzing the Data | 12 |
| | |
| CHAPTER IV. FINDINGS AND DISCUSSIONS | |
| A. Findings | 14 |
| B. Discussions | 20 |
| | |
| CHAPTER V. CONCLUSIONS AND SUGGESTIONS | |
| A. Conclusions | 22 |
| B. Suggestions | 22 |
| | |
| REFERENCES | |
| APPENDICES | |

LIST OF TABLES

| | |
|------------------------|-----------|
| Table 3.1 | 11 |
| Table 3.2 | 12 |
| Table 4.1 | 14 |
| Table 4.2 | 20 |

LIST OF APPENDICES

Appendices

| | |
|--|----|
| 1. Silabus Bahasa Inggris SMA Kelas XI | 28 |
| 2. The Transcription of Students' Writing | 34 |
| 3. Documentation | 69 |
| 4. Surat Keputusan (SK) Dosen Pembimbing | 70 |
| 5. Kartu Laporan Kemajuan Bimbingan Skripsi | 71 |
| 6. Surat Permohonan Riset ke SMA Negeri 1 Indralaya | 73 |
| 7. Surat Keterangan Penelitian di SMA Negeri 1 Indralaya | 74 |
| 8. Persetujuan Ujian Skripsi | 75 |
| 9. Surat Tugas Ujian Skripsi..... | 76 |
| 10.Undangan Ujian Skripsi | 77 |
| 11.Daftar Hadir Dosen Penguji Skripsi | 78 |
| 12.Bukti Perbaikan Skripsi Hasil Ujian | 79 |
| 13.Curriculum Vitae | 80 |

CHAPTER I

INTRODUCTION

This chapter discusses background of the study, formulation of the study, objective of the study, and significance of the study.

A. Background of the Study

English, as an international language, plays an important role in the world. We cannot ignore the importance of English because more people communicate in English in many countries. Every language in the world is made up of four talents that cannot be separated. According to Dawson (1984, p. 4), learning a language means acquiring pronunciation, vocabulary, and grammar through practice of the four abilities of listening, speaking, reading, and writing. As a result, grammar is inextricably linked to writing, and writing plays an important role in the process of language learning.

Writing is one of the most vital abilities. According to Herlinawati (2011, p. 14), writing is a crucial talent for expressing an idea without using sound. According to Wulandari (2015, p.2), one of the English abilities taught in school is writing, and the school should pay more attention to it. Writing, in other terms, is a method of written communication employed by someone to guarantee that the information provided in writing may be conveyed to others.

Writing should be taught in schools at all times since it is one of the most effective strategies to improve students' cognitive capacities for a better education. Writing, according to Davoudi (2015), is the process of communicating thoughts and ideas in a readable form. It is often believed that writing is a tough skill to master. We must convert the concepts into written words in a difficult procedure. Furthermore, Ahmadian and Hosseini (2012) claimed that a complicated writing process must address crucial areas such as content, vocabulary, grammar, structure, and mechanics.

Writing is one of the abilities that require users to grasp grammar; therefore, when people want to write something, they must consider grammar. A draft of writing written without excellent grammar has a lower chance of being understood, readable, and acceptable by the readers.

According to Yule (2010, p. 81), grammar is the act of defining the structure of phrases and sentences in such a manner that all grammatical sequences in a language are accounted for while all ungrammatical sequences are excluded. According to Thornbury (2012, p. 36), grammar is described as "part of the study of what forms are conceivable in a language that is concerned with sentence analysis that describes the rules of how language sentences are constructed."

Grammar is one of the English language factors that must be addressed when writing. Purpura (2014, p. 6) described grammar as a systematic means of anticipating a speaker's or hearer's understanding of a language. According to Brinton & Brinton (2011, p. 7), grammar refers to the rules or principles that govern the operation of a language, i.e., its system or structure. Regardless of whether or not they can enunciate the language's rules, all speakers of a language have integrated grammar. According to Richards and Schmidt (2012, p. 25), grammar is a description of the structure of a language and how linguistic components such as words and phrases are created into sentences.

Furthermore, the statement was meaningless without grammar. According to Syarif (2014, p. 1), writing requires significant knowledge and critical thinking when students construct words, phrases, and paragraphs while adhering to standard English grammar. According to Effendi, Rokhyati, and Rachman, grammar is also an important component of a language (2017, p. 42). Grammar is seen to be especially important in writing. To guarantee that the reader understands what the writer writes, the student's writing must employ acceptable grammar and meaningful phrases. As a result, to successfully integrate words into phrases and sentences into paragraphs, students must understand grammatical skills.

Students in senior high school grade eleven must learn how to compose a personal letter according to the 2013 curriculum (K-13). A personal letter is also known as a private letter, according to Harni and Dewi (2016, p. 3), since it comprises private information regarding experience in written form to be conveyed to a specific individual. Furthermore, according to Crane (2016), personal letters are commonly used to give news, maintain social contacts, and

achieve a specific discourse goal relating to special events. A personal letter, in other words, is a private letter that communicates precise information about something to share news, maintain strong social relationships, and reach certain goals.

Most students make errors while writing a personal letter. According to Hussain et al. (2013), errors are induced by students' memory lapses as a result of exhaustion and intense emotions. In language learning, there are two types of errors. There are both interlingual and intralingual errors. Interlingual errors are those caused by someone's intrusion. While intralingual errors are produced by someone's misreading or overgeneralization of English grammatical rules. (Silalahi, 2014, citing Bryant, 1984). In other words, because they are unsure of grammatical rules and do not use English as the target language in their daily activities, they find English writing more difficult than writing in their first language, and they frequently make errors in their writing exercises as a result of their limited knowledge. Based on the data provided, the researcher needs to conduct an error analysis study on the writing of eleventh-grade senior high school students.

B. Formulation of the Problem

Based on the background of the study above, in this research, the researcher formulates the problem as "What are the types of errors and their dominant that made by the eleventh-grade students at SMA Negeri 1 Indralaya in writing personal letter?".

C. Objective of the Study

The objective of this study that represent what this research wants to accomplish is described as "To find out the types of errors and their dominant that made by the eleventh-grade students at SMA Negeri 1 Indralaya in writing personal letter".

D. Significance of the Study

There are some significances of this study. The first is for the researcher, the researcher be able to enhance her knowledge and has good experience about grammatical error in writing personal letter. The second is for the teacher, this study would expect to provide useful sources of guidance for English teachers on grammatical errors in writing personal letters. The third is for the students, this study could be used as study materials for students to enhance their understanding of grammatical errors in English writing. The last is for other researchers, hopefully, this study could be useful to other researchers as a reference addition for their same problem of grammatical errors in writing personal letters.

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