# STUDENTS' GRAMMATICAL ERRORS IN WRITING PROCEDURAL TEXT: A CASE STUDY IN PUBLIC HEALTH STUDENT AT DELI HUSADA DELI TUA HEALTH INSTITUTE

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**Abstract:**

This thesis entitled "Students" Grammatical Errors In Writing Procedural Text: A Case Study In Public Health Student at Deli Husada Deli Tua Health Institutei" is an analysis about the kinds of error in grammatical and causes of error which found in writing a procedural text made by the students of 3rd semster of Public Health Student at Deli Husada Deli Tua Health Institute. It used the Keshavarz (1994) theory which explained about kinds of error and Touchie (1986) theory which explained about causes of error. This research used qualitative method. Aim of this study is to measure the ability of the students of grade eleven in writing a procedural text. The object of the study in the discussion of this thesis is taken from the questions which are given to the students. The findings of kinds of error there were grammatical errors made by the students which are classified into twelve types of grammaticalerrors, they are errors in the use of tenses, errors in the use of prepositions, errors in the use of articles, error in the use of active and passive voice, errors in the use of relative clauses and relative pronoun, errors in the use of part of speech, and errors of typical Bahasa Indonesia-English structure. Based on the data above, the writer concluded that the dominant kinds of error was errors in the use of part of speech and the dominant causes of error was false concept hypothesis, fossilization, overgeneralization, and simplification.

**Keywords: Error analysis, Grammatical error, Writing, Procedural text**

## INTRODUCTION

Language is a means of communication that must be owned by all people who have social relationship with others. It is used for many kinds of purposes. Thus, it has many functions as well. One of them is a media for writing which demands the skills, such as writing skill which has been highly required in many fields today.

Such skill reflects someone"s personal quality since writing, for many people, is very difficult. During their studies in the university, for instance, students often find hard to express their thoughts in good organization of writing. Writing skill is one of the productive skills that should be mastered in using a language. It is because writing skill has significances in improving a communicative competence of learning the language. Writing is also one of our ways to realize what we think or ideas we have into writing. In the process of teaching and learning, writing becomes one of the essential skills for every student to have.

The English learners have to master grammar in learning English otherwise the errors will occur. Error describes that there is a gap in the learner's knowledge. It happens because the learner does not know the correct grammar of the second language as the result, grammatical errors are deviations from established rules in written.

Making errors in language learning is natural. Therefore, when the teacher is teaching at school, they will find many phenomena; they will find many students are good, average at writing in English or maybe they will find many students who have low ability in writing English.

In our daily life, we are often confronted with many types of procedural activities such as how to make something like food, drink, etc, and how to operate internet, how the computer works, or how to write a project proposal, etc. One or two types of activities may fit on you and few of them may not. However, writing the procedural text plays important role for us as a future professional

The students of Public Health at Deli Husada Deli TUa Health Institute are students who learn English as the second language and have learned how to write a procedural text. In writing procedural text, the students should know the characteristics of the procedural text, so they will be able to imagine the topic and write it in to a procedural text. After that, the students should look carefully what kinds of the grammartical aspects are accurate in writing.

Based on the explanation above, the writer is encouraged to analyse students" writing skills related to grammatical errors in writing a procedural text. This is the case examples I found from the work of the students in the writing of the procedural text ; Heat a frying pan and gave two teaspoons oil. One of the students did not use the correct language structure in writing the procedural text, because the type of tenses used in writing procedural text is simple present ; using infinitive ( Verb I ). The correct sentence in writing procedural text should be Heat a frying pan and give two teaspoons oil. The writer chose this topic because the writer wants to know grammatical errors often made by the students in writing a procedural text. Moreover the studies dealing with or discussing about it are very limited. This study focuses on analyzing types of grammatical errors and finding the most dominant grammatical errors in writing a procedural text. This study also tries to describe and analyze the areas of difficulties in writing a procedural text by senior high school students.

## METHOD
## Research Design

The writer used a descriptive qualitative method in conducting this study. Descriptive qualitative method is used to describe the student"s point from the tables to some sentences.

Descriptive qualitative method is not talking about number or calulation, it talks about sentence, statement, word, symbol or picture. Moleong (2006: 3) states that qualitative method is a procedure that generates the data in the form of descriptive words in written or spoken from people and observed behavior.

## Population and Sample

Population in this study was the 3$^{rd}$ semester students of Public Health

Department at Deli HUsada Deli Tua Health Institute as 46 students.

## Data and Data Source

The data used in this study are words or phrases contained grammatical errors found in the texts of the students. And the source of data is student"s work in writing procedural text.

## Data Collecting Procedure

The procedures of collecting the data are explained below:

a) The writer explained how to write a procedural text, included definition, generic structure and textual elements.

## ANALISYS AND FINDING

b) The writer explained how to write a grammatically correct procedural text.
c) The students were instructed to make a procedural text based on the topic given for 60 minutes.
d) The writer asked the students to write a grammatical correct procedural text.
e) The writer collected the data

## Technique of Analyzing Data

a) The writer analyzed the collected data to find out types of errors made by students according to Keshavarz (1994) by labeling the sentences containing errors.
b) The writer found out the most dominant error made by the students.
c) The writer made a temporary conclusion.
d) The writer explained to the students their common errors they made in writing a procedural text.
e) The writer interviewed and recorded the students to find out the causes of grammatical errors made by the students.
f) The writer drew the final conclusion.

| No | Tenses | Preposision | Articles | Active, Pasive Voice | Relative Clause, Relative Pronoun | "it is" instead "there is" | Wh Questions | Indirect Question | Part of speech | Lack of Concord | Typical B.indo English | Quantifiers and intensifiers |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 4 | 2 | 1 | 1 | - | - | - | - | 2 | - | 1 | - |
| 2 | 1 | 2 | 2 | - | - | - | 1 | - | 4 | - | 1 | - |
| 3 | 3 | - | 2 | - | - | - | - | - | 3 | - | - | - |
| 4 | 3 | - | 2 | - | 1 | - | - | - | 3 | - | - | - |
| 5 | 3 | - | 2 | - | - | - | - | - | 3 | - | - | - |
| 6 | 1 | - | 1 | - | - | - | 1 | - | 1 | - | - | - |
| 7 | 3 | - | 2 | - | 1 | - | - | - | 3 | - | - | - |
| 8 | 1 | 1 | 1 | - | - | - | - | - | 1 | - | 1 | - |
| 9 | 1 | 1 | 1 | - | - | - | - | - | 1 | - | - | - |
| 10 | 1 | 1 | 2 | - | 1 | - | - | - | 1 | - | - | - |
| 11 | 4 | 1 | 2 | | - | - | - | - | 4 | - | 1 | - |
| 12 | - | 1 | 2 | - | - | - | - | - | 3 | - | 1 | - |
| 13 | 1 | 2 | 2 | - | - | - | - | - | 3 | - | 1 | - |
| 14 | 1 | 2 | 2 | - | - | - | - | - | 3 | - | 1 | - |
| 15 | 2 | 1 | 2 | - | - | - | - | - | 1 | - | - | - |
| 16 | 3 | 1 | 2 | - | - | - | - | - | 3 | - | - | - |
| 17 | 3 | 2 | - | - | - | - | - | - | 1 | - | - | - |
| 18 | 3 | 2 | - | 1 | - | - | - | - | 1 | - | 1 | - |
| 19 | 3 | 2 | 2 | - | - | - | - | - | 1 | - | - | - |
| 20 | 3 | 2 | 2 | - | - | - | - | - | 4 | - | 1 | - |
| 21 | 4 | 1 | 2 | - | - | - | - | - | 3 | - | 1 | - |
| 22 | 1 | 2 | 2 | - | - | - | 1 | - | 3 | - | 1 | - |
| 23 | 1 | 1 | 2 | - | - | - | - | - | 3 | - | - | - |
| 24 | 1 | 1 | 1 | - | - | - | - | - | 1 | - | 1 | - |
| 25 | 1 | 2 | 2 | 1 | - | - | - | - | 3 | - | 1 | - |
| 26 | - | 2 | 1 | - | - | - | - | - | 1 | - | 1 | - |
| 27 | 4 | 2 | 1 | - | - | - | - | - | 1 | - | - | - |
| 28 | 4 | 2 | 2 | - | - | - | - | - | 1 | - | 1 | - |
| 29 | 2 | 2 | 2 | 1 | - | - | - | - | 4 | - | - | - |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 30 | 1 | 2 | 2 | - | - | - | - | - | 1 | - | - | - |
| 31 | | | 2 | 2 | | | | | | | - | - |
| 32 | 2 | - | 2 | - | - | - | - | - | 4 | - | 1 | - |
| 33 | 2 | - | 2 | 1 | - | - | - | - | 4 | - | 1 | - |
| 34 | 2 | 2 | 2 | - | - | - | - | - | 2 | - | 1 | - |
| 35 | 4 | 2 | - | - | - | - | - | - | 1 | 1 | 1 | - |
| 36 | - | 2 | - | - | - | - | - | - | 3 | - | 1 | - |
| 37 | 3 | 2 | 2 | - | - | - | - | - | 2 | - | 1 | - |
| 38 | 3 | 2 | 2 | - | - | - | - | - | 2 | - | 1 | - |
| 39 | - | 2 | - | - | - | - | - | - | 2 | - | 1 | - |
| 40 | - | 1 | - | - | - | - | - | - | 4 | - | 1 | - |
| 41 | - | 2 | - | - | - | - | 1 | - | - | - | 1 | - |
| 42 | - | 2 | - | 1 | - | - | - | - | 3 | - | 1 | - |
| 43 | 4 | 1 | - | - | - | - | - | - | 3 | - | - | - |
| 44 | 4 | 1 | 1 | - | - | - | - | - | - | - | - | - |
| 45 | 4 | 1 | 1 | - | - | - | - | - | - | - | - | - |
| 46 | 4 | 1 | 1 | - | - | - | - | - | - | - | - | - |

Based on the table above, the writer found errors and analyzed the data to find out the types of grammatical error, the most dominant grammatical error and the causes of error made by the student of grade eleven in writing procedural text. Based on the table above, it os show that the most dominant grammatical error made by the students in writing a procedural text is syntactical-Morphological errors in wrong use of part of speech. That most students made error in using grammatical form of parts of Speech.The causes of the occurrence of grammar errors made by the sudents of 3rd semester of public health department at Deli Husada Deli Tua Health Institute in writing procedural text the above were taken from Touchie (1986), by doing direct interview with 46 students writing the procedural text. The author also asks other constraints that come directly from them in writing procedural text.

## CONCLUSION AND SUGGESTION

### Conclusion

After determining, identifying, classifying and analyzing all the data, the writer draws some conclusions, they are :

1) There are grammatical errors made by the students which are classified into twelve types of grammatical errors, they are errors in the use of tenses, errors in the use of prepositions, errors in the use of articles, error in the use of active and passive voice, error in the use of relative clauses and relative pronoun, errors in the use of part of speech, and errors of typical Bahasa Indonesia-English structure.

2) The most dominant grammatical error made by the students of grade eleven in writing a procedural text is error in the use of part of speech.

3) The causes of grammatical errors found in the students of grade eleven in writing procedural text based on the dominant errors are :
   1. False concepts hypothesized
   2. Fossilization
   3. Overgeneralization
   4. Simplification

4) Having analysed the data related to writing procedural text, it can be concluded that there are so many problem made by the

students of 3rd semester of public health department at Deli Husada Deli Tua Health Institute. The students do not understand using good grammatical rules when they are writing.

**Suggestion**

The writer has some suggestions that might be useful for the readers and those who are interested in researching this study. Through this thesis, the writer wants to tell the readers that grammar is essential. Although most people regard that grammar is very difficult to be understood and it is not as important as the others to use especially in the writing, but it will be much better if grammar is considered more in our writing. Moreover, the writer expects her thesis can be useful for the readers especially who are interested in Grammar very much because in this study, the readers can get the knowledge about the basic grammatical rules of English language, so that they can be much better especially in grammar in the next time.

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