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AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN CONSTRUCTING CAUSE AND EFFECT ESSAY BY USING WPS OFFICE MEDIA AT THE THIRD GRADE STUDENTS OF SMKN NGADIROJO

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Abstract: Grammatical error analysis is important because it uncovers the types of errors and their causes. Utilization of new digital media as a medium for writing. This research aims to analyze students' grammatical errors in constructing cause and effect essays, to find out the most dominant errors that occurred, and to know how students respond to the use of WPS Office media in constructing cause and effect essays in the third grade students of SMKN Ngadirojo. This research used a descriptive qualitative research design. The research instruments were writing tests, questionnaires, interviews, observation, and documentation. To analyze errors, the errors were collected, identified, and classified according to the Surface Strategy Taxonomy by Dulay. Researchers also distributed questionnaires, conducted interviews, and observations to analyze how students respond to the use of WPS Office media in constructing cause and effect essays. The result of the research showed that there are 197 total errors divided by 80 omission errors (41%), 13 addition errors (6.5%), 93 misformation errors (47%), and 11 misordering errors (5.5%). The most dominant error was misformation errors with 93 errors (47%). The results also showed very positive student responses toward the use of WPS Office media as a new technology for them in constructing cause and effect essays. Where students who initially never used this media to write, in the end, they become motivated, and will develop their writing.

Keywords: Grammatical, Error, Essay, WPS Office.

INTRODUCTION

In this era of globalization, English plays a role as a communication tool in a universal society which helps to communicate with people from other countries. This is undeniable because English is an international language. As an international language, English has been studied all over the world as a second or foreign language. Indonesia as a non-English speaking country, makes English a mandatory subject in schools to produce students who are able and proficient in English. The reason for this policy is to prepare them to be able to adapt and live in a global society and can provide great opportunities in obtaining various information that will add insight.

Therefore, to prepare themselves, the scope of learning English as a compulsory subject at the Senior High School and Vocational High School levels includes four aspects of English language competence, including listening, speaking, reading, and writing. As stated by Morrow in Demirbas (2013: 108), there are four skills in English, namely listening, speaking, reading, and writing skills.

In this modern life, writing skills are needed. According to Silaban (2017), basically writing is not only in the form of generating thoughts or feelings, but also expressing ideas, knowledge, and life experiences of a person in written form. So writing is a whole series of activities of a person in conveying ideas through the written form to the reader to be understood.

One of which is writing in the form of an essay. According to Davies (2017: 3) states an essay is a prose essay that discusses a problem from the author's perspective. There are various kinds of writing in the form of essays in English, one of which is the cause and effect essay. The cause and effect essay is an essay consisting of several paragraphs containing the author's analysis of the causes and effects of an event.

In writing cause and effect essays, it is not uncommon for students to still experience some difficulties. From several factors, these difficulties can cause errors, especially errors in grammar. Grammar is the most important aspect of writing. This reflects the meaning, genre, and results of the discourse of an article (Wahyuningsih, 2015). Faisal and Suwandita (2013) state that grammar contains the rules that make up a language. In terms of understanding grammar, it still makes most students make errors. There are still many students who make grammatical errors in writing English essays and have difficulty in applying tenses, structure, syntax, semantics, lexical meaning, and phonology into sentences. Dulay in Fara (2020) states that errors are deviations from the grammar of native speakers of adults. However, grammatical errors in learning English are normal because of the structural differences between their mother tongue and the foreign language they are fluent in.

In addition to the reasons above, the use of media in terms of writing can also affect students' learning motivation. Currently, there are many digital media that can be used for learning. This is so that learning to write does not seem monotonous and does not only use books or sheets of paper in general. The use of media in writing, one of which is Media Writer, Presentation and Spreadsheets Office or abbreviated as WPS Office is an office software package that can run on Microsoft Windows, Linux, Ios, and Android OS operating systems launched by Kingsoft, software from China developed based in Zhuhai. In WPS Office there are three components, including: WPS Writer, WPS Presentation and WPS Spreadsheet (Harianja, 2019). The use of the WPS Office application in learning to write was chosen based on several factors, namely, introducing new technology that had never previously used this media to learn English, as the use of new technology to learn English, especially in writing essays because previously it only used paper, WPS Office applications are easily accessed via android, the WPS Office application contains interesting features that can be used as learning media, especially in learning to write, the process of using the WPS Office application is not difficult for beginners, by using this application, writing activities do not seem monotonous and become more interesting.

Looking at the previous problems, it was also experienced by students of SMKN Ngadirojo. There are several problems, such as is that there are grammatical errors made by students in making essays. On average, students still have difficulty using grammar rules and making wrong sentences over and over again. The next problem is that there is no use of digital media in learning at SMKN Ngadirojo, especially in writing. Based on these problems, research on the analysis of grammatical errors is important because it uncovers the types of errors and their causes. In this case, it used digital media as a medium for writing essays.

Based on the reasons above, the researcher wants to conduct research on the analysis of grammatical errors made by students in writing essays, especially cause and effect essays. The researcher argues that there are still grammatical errors made by students which must be revealed in the types of errors and their causes in order to learn from the grammatical errors they made and to produce cause and effect essays with good and correct grammatical structures. In addition, in this study the researchers also used digital media, namely WPS Office as a new media for writing cause and effect essays. Indeed, there has been researched on the analysis of grammatical errors in previous studies, but in this study using WPS Office media as a new technology for writing which in the end besides want to reveal the types of grammatical errors made by students, researchers also wanted to know student responses toward the using WPS Office media especially in writing cause and effect essays. This is a fundamental difference from previous research. The title of this research is: "An Analysis of Students' Grammatical Errors in Constructing Cause and Effect Essays by Using WPS Office Media at the Third Grade Students of SMKN Ngadirojo".

METHODOLOGY

This study used a descriptive qualitative research method. This research is focused on analyzing grammatical errors made by students in writing cause and effect essays. To find out the types of errors made by students and the most dominant errors that occurred. In addition, this study is also to find out how students respond to the use of digital media used for writing, namely WPS Office. The main data source of this research from the results of students' writing tests, while secondary data is taken from questionnaires, interviews, and observations. Researchers took data from class XII Accounting II students of SMKN Ngadirojo, totaling 25 students. The instruments in this research were writing test sheets, questionnaire sheets, interview sheets, observation guidelines, and mobile phones. To analyze grammatical errors, the researcher used Dulay's theory, namely Surface Strategy Taxonomy which is divided into four types of errors, namely addition, omission, misformation, and misordering. Steps for analyzing student grammatical errors are a collection of samples of learner language, identification and classification of errors, and explanation and evaluation of errors. To analyze student responses toward using WPS Office media in constructing cause and effect essays is used questionnaires, interviews, and observations.

RESULT AND DISCUSSION

Table 1. Frequency of Types Students' Grammatical Errors

Number	Type of Error				Total
	Omission	Addition	Misformation	Misordering	
1	3	1	5		9
2	1	2		2	5
3	1		4	1	6
4	1		2	1	4
5	4	1	1		6
6	2			1	3
7	2		8	1	11
8	1		3	1	5
9	15	2	8	1	26
10			1		1
11	2				2
12	2		1	1	4
13	1		1		2
14	4	1	2	1	8
15	12	2	8		22
16	10		1		11
17			2		2
18	1	1	4		6
19			3		3
20	1		6		7
21			3		3
22	3	2	7	1	13
23			1		1

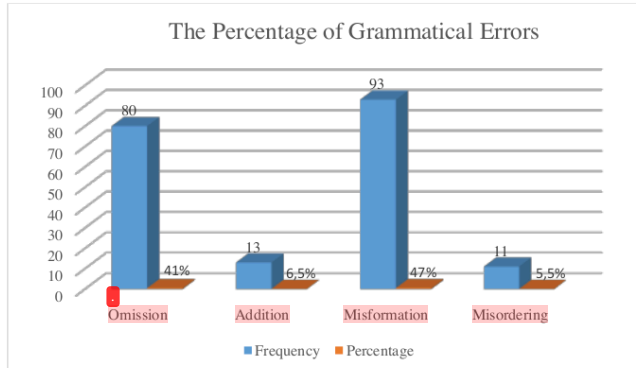| Number	Type of Error				Total
	Omission	Addition	Misformation	Misordering	
24	13	1	18		32
25	1		4		5
Frequency	80	13	93	11	197
Percentage	41%	6,5%	47%	5,5%	100%

Figure 1. The Percentage of Grammatical Errors

Based on table 1 and figure 1 above, of the 25 students who became the object of research, the researchers found the types of errors made by each student. Based on Dulay's theory, namely Surface Strategy Taxonomy, grammatical errors are divided into four types, namely; omission, addition, misformation, and misordering. Types of grammatical errors found based on table 1 and figure 1 above with omission errors with a frequency of 80 errors, addition errors with a frequency of 13 errors, misformation errors with a frequency of 93 errors, and misordering errors with a frequency of 11 errors.

Table 2. Result of Students' Response Toward Using of WPS Office Media in Constructing Cause and Effect Essay

Number	Indicator	Percentage	Category
1.	Have used WPS Office media.	88%	Very Positive
2.	WPS Office media as an alternative to writing.	88%	Very Positive
3.	Technology utilization for students.	100%	Very Positive
4.	Learn by using WPS Office media.	100%	Very Positive
AVERAGE			94%

Based on table 2 above, it shows the results of student responses used to know how student' responses toward the using of WPS Office media in constructing cause and effect essays.

1. **Students' grammatical errors in constructing cause and effect essay**

There are several types of grammatical errors made by students in constructing cause and effect essays based on Dulay's theory, namely the Surface Strategy Taxonomy which is divided into 4 types of errors as follows:

a. Omission

The first type of grammatical error was an omission. The omission is a type of grammatical error characterized by the absence of items that should appear in well-formed speech. The researcher found 80 errors in the type of omission in the construction of students' cause and effect essays with a percentage of 41%., such as in the words below:

Data 1
Bullying is now recognized as a widespread and usually neglected problem in school worldwide because it implicates severe consequences for children who initiate the bullying and those who bully victimize.

The underlined word "school" was categorized as an omission type error because of the omission of the -s phoneme in the word "school". This was because if after a plural countable noun, the phoneme –s must be added after that which functions as a plural marker. So, the correct sentence was illustrated in the following sentence, "Bullying was recognized as a widespread problem and it was usually ignored in *schools* around the world."

b. Addition

The second type of grammatical error was an addition. The addition is a grammatical error characterized by adding an item that should not be in a sentence. The researcher found 13 errors in the type of addition in the construction of students' cause and effect essays with a percentage of 6.5%., such as in the words below:

Data 4
Malnutrition that occurs between the fetus and toddler period will to cause physical growth disturbances

The underlined word "will to" was categorized as an addition error because the word "to" was added after the word "will". The word "to" was generally not needed after the modal verb "will". So, the correct sentence was illustrated as follows, "Malnutrition that occurs between the fetus and toddler period *will* cause physical growth disturbances."

c. Misformation

The third type of grammatical error was misformation. Misformation errors were errors characterized by the use of the wrong form of morpheme or structure. The researcher found 93 errors in the type of misformation in construction of students' cause and effect essays with a percentage of 47%., such as in the words below:

Data 7
So, the parents do young marriage to protect his son from the sinful.

The underlined word "his" was categorized as an error with the type of misformation due to the incorrect use of the pronoun "his" as the pronoun of the word "parents". The pronoun that should be used is "their". So, the correct sentence was illustrated as follows, "So, the parents do young marriage to protect *their* son from the sinful."

d. Misordering

The fourth type of grammatical error was misordering. Misordering errors are errors characterized by the wrong placement of a morpheme or group of morphemes in an utterance. The researcher found 11 errors in the type of misordering in construction of students' cause and effect essays with a percentage of 5.5%., such as in the words bellow:

Data 11

> From the explanation above, we that know our lack of awareness causes the accumulation of plastic waste.

The underlined word "that know" was categorized as a grammatical error with the type of misordering because of the wrong word order in a sentence. This wording should not be the word "that" followed by the word "know" but the word "know" followed by the word "that". So, the correct sentence was illustrated as follows, "From the explanation above, we *know that* our lack of awareness causes the accumulation of plastic waste."

Based on the explanation above, in this study showed that the most dominant type of grammatical error that occurs in class XII students of SMKN Ngadirojo in constructing cause and effect essays was the type of misformation error with a frequency of 47%. Based on observation, the highest error results were caused because the differences in the mother tongue system and the language being studied. The teacher factor also affects, such as the lack of teacher explanations at SMKN Ngadirojo in learning English grammar causes students not to understand the correct English grammar system. In addition, environmental factors also influence, such as the lack of response from the surrounding community regarding the importance of English and also the absence of English courses.

2. **Students' response toward the use of WPS Office media in constructing cause and effect essays**

The results of student responses are used to find out student responses toward the use of WPS Office media in constructing cause and effect essay. The results obtained from the student response questionnaire supported by the results of interviews and observations showed a very positive response with the following general description; the indicator has used WPS Office media where students who previously knew this media, but had never used this media to learn English, especially to write essays, but only to open documents. On the WPS Office media indicator as an alternative to writing, it can be concluded that after using WPS Office media students are more motivated to write on this media than on paper because it is more flexible and in the future will use WPS Office media to write if they don't bring paper. On the indicator of the use of technology for students, students assume that by using WPS Office media, they learn to take advantage of existing technological advances and want to develop their writing through this media. On learning indicators using WPS Office media, students assume that by using WPS Office media they feel more enthusiastic in writing and will develop their writing skills in compiling causal essays, they also consider the features available on WPS Office media to help and simplify especially in compiling essays about cause and effect. Based on the description above, it can be concluded that overall students gave a very positive response toward the use of WPS Office media as a new technology for them in constructing cause and effect essays.

CONCLUSIONS

Based on the description of the data above, in this study, it can be concluded that there are still many grammatical errors made by students in compiling causal essays. From a total of 197 errors which were divided into four types of errors, namely omission, addition, misformation, and misordering. The most dominant errors that occur are misformation errors with a total of 93 errors with a percentage of 47%. In second place is the omission error of 80 errors with a percentage of 41%. The third position is addition errors with a total of 13 errors with a percentage of 6.5%, and the last position is a misordering error of 11 errors with a percentage of 5.5%. The results also showed very positive students' responses toward the use of WPS Office media as a new technology for them in constructing cause and effect essays. Where students who initially never used this media to write, in the end, they become motivated and will develop their writing.

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