

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research questions, research purposes, research significances, research scope, conceptual framework, and previous studies that support the research. These sections are presented to provide a comprehensive overview of the study, including the problems investigated, the objectives of the research, its theoretical and practical contributions, the limitations of the study, and the theoretical foundation underlying the analysis of grammatical errors in students' news text writing.

A. Background of the Study

With more than 1.5 billion speakers worldwide, English plays an important role in connecting people from different linguistic and cultural backgrounds (Crystal, 2003). In educational contexts, English proficiency is particularly important because it enables students to access academic resources, participate in scholarly communication, and engage in global knowledge exchange. Among the four language skills, writing is considered one of the most complex productive skills for students of English as a Foreign Language (EFL) because it requires learners to combine linguistic competence, cognitive processes, and organizational ability simultaneously.

Writing requires learners to generate ideas, organize information logically, and express thoughts through accurate grammatical structures. Hyland (2019) explains that writing is not only a linguistic activity but also a cognitive process that involves grammar, vocabulary, organization, and rhetorical awareness. Therefore, students are expected to produce written texts that are clear, coherent, and grammatically accurate. However, many EFL learners still experience difficulties in applying English grammar correctly in their writing. These difficulties often appear in the form of grammatical errors that affect the clarity and effectiveness of written communication.

Grammar plays a fundamental role in written communication because it helps writers convey ideas clearly and avoid ambiguity. Grammatical accuracy

contributes significantly to the quality and credibility of a text, particularly in formal and informational writing. Nevertheless, grammatical errors remain common among EFL learners. Alhaysony and Alhaisoni (2021) state that EFL students frequently produce errors in verb tense usage, subject-verb agreement, article usage, prepositions, and sentence structure. Such grammatical problems may reduce the comprehensibility, coherence, and effectiveness of written texts.

The issue of grammatical accuracy becomes more significant in news writing. News texts are a type of informational writing intended to report factual events objectively, clearly, and concisely (Bell, 1991; Reah, 2002). Unlike narrative or descriptive texts, news texts require writers to present information accurately and systematically. Linguistically, news texts commonly employ past tense forms, passive voice constructions, concise sentence structures, and formal language features to maintain objectivity and factuality. Consequently, grammatical precision is essential because grammatical inaccuracies may distort meaning, reduce clarity, and weaken the credibility of the reported information.

For EFL learners, writing news texts is particularly challenging because students must simultaneously apply grammatical rules and follow the conventions of news writing. (1991) states that news texts require writers to present factual information clearly, objectively, and systematically through appropriate linguistic structures. In addition to organizing information using the inverted pyramid structure, students are required to maintain objectivity and produce grammatically accurate sentences. Furthermore, Hyland (2019) explains that successful writing in EFL contexts depends on learners' ability to control grammatical accuracy while organizing ideas coherently according to genre conventions. These multiple demands often lead to grammatical inaccuracies in students' news texts.

Several previous studies have shown that grammatical errors are still prevalent in EFL students' writing. Rahmawati and Marlina (2020) found that tense errors and subject-verb agreement errors frequently appeared in Indonesian students' academic writing. Hasyim and Abdullah (2021) identified article misuse, verb errors, and preposition errors as dominant problems in students' descriptive writing. Furthermore, Fauzi and Rahman (2023), who specifically investigated news

writing, reported that grammatical inaccuracies in tense and article usage significantly affected the quality of students' news texts. These findings indicate that grammatical accuracy remains a major challenge for EFL learners across different genres of writing.

To understand these grammatical problems more systematically, this study applies Error Analysis theory proposed by Corder (1967). Corder (1967) explains that learners' errors should not merely be viewed as failures, but as evidence of language development and indicators of learners' current grammatical competence. Through Error Analysis, researchers can systematically identify, classify, and explain learners' grammatical errors in second language learning. Furthermore, Corder (1981) explains that grammatical errors reflect learners' interlanguage development and may occur due to several factors, such as first language interference, overgeneralization of grammatical rules, and incomplete mastery of English grammar. In addition, Ellis (1997) states that analyzing learners' errors is pedagogically important because it helps teachers understand students' learning difficulties and develop more effective grammar instruction and corrective feedback strategies in EFL writing classes. Therefore, applying Error Analysis in news writing is important to identify recurring grammatical problems and examine the possible causes of those errors systematically.

Despite the importance of grammatical accuracy in news writing, most previous studies have focused primarily on academic essays, descriptive texts, and report writing. Relatively few studies have specifically examined grammatical errors in students' news texts within the Indonesian EFL context. Moreover, limited studies have systematically applied Corder's Error Analysis framework to investigate grammatical errors in news writing. This condition indicates a research gap that still requires further investigation, particularly regarding the analysis of grammatical errors and their possible causes in students' news texts.

Moreover, based on preliminary observation conducted by the researcher in the sixth semester of the English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Gunung Djati Bandung, many students still experienced difficulties in writing grammatically accurate news texts.

Several grammatical problems were frequently found, particularly in tense usage, subject-verb agreement, article usage, prepositions, and sentence structure. Students also tended to translate directly from their first language into English, which often resulted in grammatical inaccuracies and unclear sentence construction. These findings indicate that students' grammatical competence in news writing still requires greater attention and improvement.

Therefore, this study aims to analyze grammatical errors found in sixth-semester students' news texts at the English Education Department of UIN Sunan Gunung Djati Bandung by using Corder's Error Analysis framework. The study focuses on identifying the types of grammatical errors and examining the possible causes of those errors. The findings of this study are expected to contribute theoretically to the field of Error Analysis and practically to improving grammar instruction in EFL news writing classes, particularly in the Indonesian educational context.

B. Research Questions

Researchers in this study wanted to know about the answers to the following questions:

1. What grammatical errors are found in students' news texts?
2. What are the causes of grammatical errors found in students' news texts from their points of view?

C. Research Purposes

The purposes of this study are:

1. Identify and analyze the grammatical errors found in students' news texts.
2. To examine the causes of grammatical errors found in students' news texts from the students' points of view.

D. Research Significances

This study is expected to provide both theoretical and practical contributions:

1. Theoretical Significance

This study contributes to the development of applied linguistics, particularly in the field of error analysis in EFL writing. It enriches previous studies by focusing

specifically on grammatical errors found in students' news texts within the Indonesian EFL context.

2. Practical Significance

The findings of this study are expected to provide useful insights for:

1. English Lecturers

The results may help lecturers identify students' dominant grammatical difficulties and develop more effective grammar instruction strategies.

2. Students

This study can increase students' awareness of common grammatical errors and support them in improving their grammatical accuracy in writing news texts.

3. Future Researchers

The study may serve as a reference for future research related to grammatical error analysis in EFL writing.

E. Research Scope

This study focuses on analyzing grammatical errors found in students' news texts written by sixth-semester students of the English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung. The analysis is limited to five categories of grammatical errors, namely incorrect tense usage, subject-verb agreement errors, incorrect article usage, incorrect preposition usage, and sentence structure errors. This study does not examine other aspects of writing such as vocabulary choice, punctuation, spelling, coherence, cohesion, or rhetorical organization because the analysis is restricted to grammatical accuracy at the sentence level. Furthermore, the data are limited to students' news texts produced as academic assignments and interview responses regarding their difficulties in writing news texts. This study also does not evaluate the effectiveness of specific teaching methods or interventions, but rather focuses on identifying grammatical error patterns and examining the possible causes of those errors from the students' point of view.

F. Conceptual Framework

This study is based on three interconnected theoretical perspectives, namely Error Analysis theory, EFL writing theory, and genre theory of news texts. These theories are integrated to explain the relationship between students' grammatical competence, the grammatical errors found in their news writing, and the pedagogical implications of those errors. The integration of these theories provides a comprehensive framework for understanding grammatical problems experienced by EFL learners in writing news texts.

First, this study is grounded in Error Analysis theory proposed by Corder (1967). Error Analysis is a systematic approach used to identify, classify, and explain learners' errors in second language learning. Corder (1967) argues that learners' errors should not merely be viewed as failures, but as evidence of language development and indicators of learners' current grammatical competence. Similarly, Ellis (1997) explains that error analysis helps researchers understand learners' language development and identify specific grammatical difficulties experienced by students. Through error analysis, researchers are able to identify patterns of errors and investigate the possible causes behind them. In this study, Error Analysis is used to analyze grammatical errors found in students' news texts, particularly errors related to tense usage, subject-verb agreement, article usage, prepositions, and sentence structure.

Furthermore, this study adopts the concept of interlanguage development proposed by Corder (1981), which explains that learners construct their own linguistic system during the process of learning a second language. This concept is also supported by Selinker (1972), who states that learners develop an interlanguage system that is influenced by their first language, learning strategies, and target language rules. In this process, grammatical errors may occur due to several factors, such as first language interference, overgeneralization of grammatical rules, and incomplete mastery of English grammatical structures. Therefore, grammatical errors are considered a natural part of language learning and provide important information about students' learning difficulties and grammatical competence.

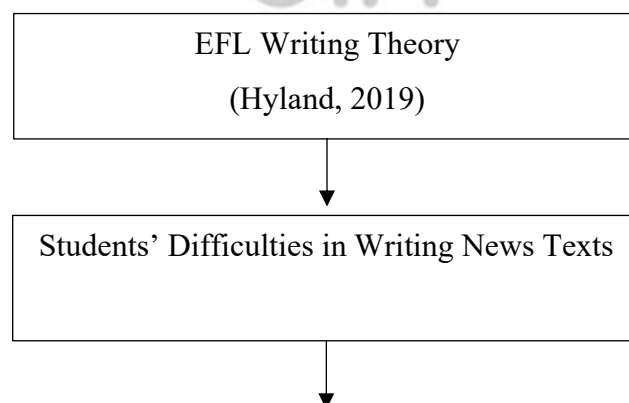
Second, this study is supported by EFL writing theory. Writing is considered one of the most difficult productive language skills because it requires learners to combine linguistic knowledge, cognitive processes, and organizational skills simultaneously. Hyland (2019) emphasizes that successful writing depends not only on generating and organizing ideas, but also on the ability to express those ideas accurately and coherently through appropriate grammatical structures. Similarly, Nunan (2003) explains that writing is a complex cognitive activity that involves controlling grammar, vocabulary, organization, and mechanics simultaneously. In EFL contexts, students often experience difficulties in maintaining grammatical accuracy while developing and organizing their ideas in written texts. As a result, grammatical errors frequently appear in students' writing.

Third, this study applies genre theory related to news texts. News text is categorized as an informational genre whose primary purpose is to report factual events objectively, clearly, and concisely (Bell, 1991; Reah, 2002). Hyland (2007) explain that genre theory emphasizes that every type of text has specific communicative purposes, organizational structures, and linguistic characteristics. News texts generally follow the inverted pyramid structure, in which the most important information is presented first, followed by supporting details and background information. Linguistically, news texts commonly employ past tense forms, passive voice constructions, formal language, and concise sentence structures to maintain objectivity and factuality. In addition, Biber et al. (1998) explain that news writing frequently uses concise grammatical structures and formal language features to deliver factual information efficiently. These genre characteristics require students to apply grammatical rules accurately in order to produce effective and reliable news texts.

The integration of these three theoretical perspectives forms the basis of this study. Error Analysis theory is used to identify and classify grammatical errors, EFL writing theory explains students' difficulties in producing grammatically accurate texts, and genre theory explains the linguistic and structural demands of news writing. Hyland (2019) explain that effective writing instruction in EFL contexts should integrate grammatical competence, genre awareness, and communicative

purposes in order to help learners produce meaningful and accurate texts. Similarly, Richards and Renandya (2002) explain that grammatical knowledge and genre understanding play important roles in developing students' writing competence because learners must understand both language forms and contextual text conventions simultaneously. Through this framework, the study examines how students' grammatical competence influences the quality of their news texts and identifies the possible causes of grammatical errors in their writing. Therefore, the integration of these theories provides a comprehensive understanding of grammatical problems in EFL news writing and supports the pedagogical objective of improving grammar instruction in writing classes.

Therefore, this study focuses on examining grammatical errors found in students' news texts by applying Error Analysis theory within the context of EFL writing and news genre conventions. The study investigates the relationship between students' grammatical competence, the linguistic demands of news writing, and the possible causes of grammatical errors from the students' point of view. The findings of this study are expected to provide pedagogical insights for improving grammar instruction and enhancing students' writing competence in EFL contexts, particularly in news writing.



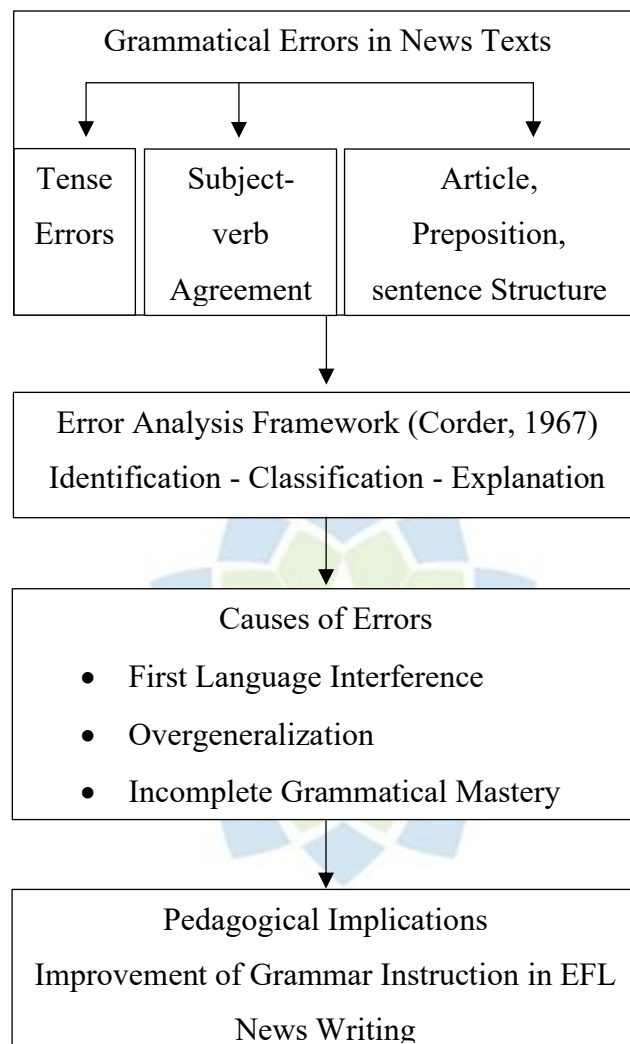


Figure 1.1 Conceptual Framework of the Study

Source: Adapted from Corder's Error Analysis Theory (1967), Hyland's Writing Theory (2019), and Bell's News Text Theory (1991); developed by the researcher.

Based on the conceptual framework above, this study begins from the perspective of EFL writing theory, which explains that writing is a complex skill requiring grammatical competence, idea organization, and genre awareness simultaneously. In the process of writing news texts, students often experience difficulties in applying grammatical rules accurately while maintaining the characteristics of news writing, such as objectivity, clarity, and conciseness.

These difficulties may result in various grammatical errors, particularly errors in tense usage, subject-verb agreement, article usage, prepositions, and sentence structure. The grammatical errors found in students' news texts are then analyzed using Corder's Error Analysis framework through three main stages: identifying the errors, classifying the errors into specific categories, and explaining the possible causes of the errors.

Furthermore, the analysis of grammatical errors is used to reveal several possible causes of errors, including first language interference, overgeneralization of grammatical rules, and incomplete mastery of English grammar. Understanding these causes is important because it provides insight into students' grammatical difficulties and learning processes.

Finally, the findings of this study are expected to provide pedagogical implications for English language teaching, particularly in improving grammar instruction and developing more effective strategies for teaching news writing in EFL classrooms. Therefore, the conceptual framework illustrates the relationship between students' writing difficulties, grammatical errors, error analysis, and the improvement of writing instruction.

G. Previous Studies

Several previous studies related to grammatical errors in EFL students' writing have been conducted by various researchers. These studies provide important theoretical and empirical foundations for the present research.

The first study was conducted by Rahmawati and Marlina (2020) entitled "Grammatical Errors in Students' Writing: A Case of Indonesian EFL Learners" published in the "Journal of Language and Linguistic Studies", 16(3), 1250-1261. This study analyzed grammatical errors found in essays written by Indonesian EFL students using Corder's Error Analysis framework. The findings revealed that the most dominant errors were related to tense usage and subject-verb agreement. This study is relevant to the present research because it also focuses on grammatical error analysis in students' writing. However, the difference lies in the genre of writing

analyzed. Rahmawati and Marlina focused on academic essay writing, while the present study focuses specifically on news texts.

The second study was conducted by Hasyim and Abdullah (2021) entitled “An Analysis of Common Grammatical Errors in EFL Students’ Writing” published in “Studies in English Language and Education”, 8 (2), 780-795. This study examined various grammatical errors in students’ writing and identified article misuse, preposition errors, and verb usage errors as the most common problems experienced by EFL learners. This study is related to the current research because both studies investigate grammatical errors in students’ writing. Nevertheless, the previous study focused on descriptive writing, whereas the present study investigates grammatical errors in news texts.

The third study was conducted by Nguyen (2022) entitled “Error Analysis in Writing of Vietnamese University Students: Focus on Grammatical Errors” published in the “Asian EFL Journal”, 24(5), 115-135. The study investigated grammatical errors produced by Vietnamese university students and found that errors in verb usage and sentence structure were the most frequent. The study also highlighted that grammatical errors are a common phenomenon among EFL learners and reflect learners’ interlanguage development. This study supports the relevance of the current research because it demonstrates that grammatical errors frequently occur among university students learning English as a foreign language. However, Nguyen’s study was conducted in the Vietnamese context, while the present research focuses on Indonesian EFL students.

The fourth study was conducted by Fauzi and Rahman (2023) entitled “An Error Analysis of Indonesian EFL Students’ News Writing” published in the “Indonesian Journal of Applied Linguistics”, 13(1), 45-57. This study specifically focused on grammatical errors in students’ news writing. The findings showed that tense errors and article errors were the most dominant grammatical problems found in students’ news texts. This study is highly relevant to the current research because both studies focus on grammatical errors in news writing. However, Fauzi and Rahman’s research mainly provided descriptive findings without detailed analysis of error frequency distribution and possible causes of the errors. Therefore, the present study

attempts to provide a more systematic analysis of grammatical errors using Corder's Error Analysis framework.

The fifth study was conducted by Kurniawan and Fitriani (2019) entitled "Investigating Grammatical Errors in the English Writing of EFL Learners: A Corpus-Based Analysis" published in the "TEFLIN Journal", 30(2), 230-247. This study employed a corpus-based approach to analyze grammatical errors in EFL students' writing systematically. The findings demonstrated that grammatical errors frequently occurred in students' written production and could be analyzed effectively through detailed linguistic examination. This study contributes to the current research by providing methodological support for systematic grammatical error analysis. However, the focus of the study was broader and not specifically related to news text writing.

Based on the five previous studies above, it can be concluded that grammatical errors remain a common phenomenon among EFL learners. Previous studies revealed that errors in tense usage, subject-verb agreement, articles, prepositions, verb forms, and sentence structure frequently appear in students' writing. In addition, the findings indicate that the types and frequency of grammatical errors are influenced by the genre of writing and the learning context.

Although several studies have investigated grammatical errors in EFL writing, relatively limited research has specifically focused on grammatical errors in students' news texts within the Indonesian EFL context. Furthermore, only a few studies have systematically applied Corder's Error Analysis framework to identify error types, analyze error frequency, and explain the possible causes of grammatical errors in news writing. Therefore, the present study aims to fill this gap by conducting a systematic analysis of grammatical errors found in sixth-semester students' news texts at the English Education Department of UIN Sunan Gunung Djati Bandung. The findings of this study are expected to contribute to the development of Error Analysis studies and provide pedagogical implications for improving grammar instruction in EFL writing classes.