

**GRAMMATICAL ERROR ANALYSIS ON PARAGRAPH WRITINGS OF
HIGHEST SCORE IN WRITING STUDENTS OF ENGLISH EDUCATION
DEPARTMENT IN UNIVERSITAS ISLAM MALANG**

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Abstract

This current research focused on grammatical errors and the source of errors in second-semester paragraphs writing. This study used the descriptive qualitative research method. The participants were 15 students consisting of 11 women and 4 men second-semester English Education Department in Universitas Islam Malang. The data was obtained from the administration section for score final exam students and lecturer writing II for paragraph writings. The result of this research showed that misformation error is the highest and misordering is the lowest case of the students made. There was also a source of error found in this research, 95 Intralingual errors and 42 interlingual errors wasfound in the 15 data students second-semester. Based on data findings, it was concluded that learners were still influenced by the first language or the influence of mother tongue, and learners had difficulties learning grammatical structures in their writing process. Therefore, it can be suggested that students should read more on using correct grammar in writing and practice more in writing and for English teachers can be suggested that the teachers should watch out for grammatical errors in writing and provide an understanding of how to write using good and correct English rules. Besides that, the role of the lecturer is also important to motivate students and provide an understanding of how to write using good and correct English rules, so students can improve their grammar knowledge and writing. It is expected that this research can be beneficial for future researcher as a reference to conduct in depth study, especially for the same topic as the present study.

Keywords: *Grammatical Error, Error Analysis, Writing Skill*

INTRODUCTION

Writing skills are very needed for learners in the English department because when learners write, they should consider the content, grammar, concepts, and overall writing composition to produce correct and good writing, one of which is argumentative writing. Troia (2014:30) stated that students can use writing to explore, modify, and transform ideas, as well as reflect on their previous knowledge, views, and misunderstandings in a written form of expression. When writing, students should focus on word spelling, punctuation, dictation, grammar, purpose, and an idea of their writing. Writing skills are very needed for learners in the English department because when learners write, they should consider the content, grammar, concepts, and overall writing composition to produce correct and good writing.

However, many learners still make errors while writings paragraph. Napitupulu (2017) Explained that there are two types of errors: ones that are grammatically incorrect or ones that are correct but improper for the context in which they were used. Many English Education Department learners were still making errors while writing paragraphs. In writing, learners should understand how to use correct tenses, phrase structures, verb agreement, inappropriate use of articles, pronouns, and nouns.

It appears that still few learners can grasp writing skills because of the numerous aspects that learners must consider when studying them. Because of their lack of grammatical comprehension, learners often make mistakes and errors when writing. Watcharapunyawong (2013) stated that the lack of linguistic knowledge or language skills has a negative effect on writing skills and the quality of writing in a second language. It is critical to understand the distinction between mistakes and errors to analyze the learners' errors. It shows that grammar rules are still a difficult challenge for students in English learning. Many students still have difficulties with English grammar. Grammar in English is more complex than grammar in Indonesia. In learning English, some students usually make grammatical errors, especially in writing. In English writing, they still utilize Indonesian grammar. However, making errors is a natural part of the learning process. Therefore, learners might make errors

when writing subconsciously. Analyzing learners' errors would play a crucial role in giving English lecturers and researchers feedback to analyze and develop the material in the teaching-learning process. As stated by Muhammad (2013) That the analysis of errors made by learners is an important aspect of the learning process. So, it can be concluded that the learners make an error because they do not know what is correct, whereas a learner makes a mistake because they do not apply the rules they know. In other words, errors cannot be self-corrected, but mistakes can.

The teachers must analyze errors to improve learners' writing abilities by improving or modifying their teaching methods. Error analysis also provides meaningful feedback to learners, so they do not make the same errors again. Dulay and Burt (1982: 146) in Abdillah (2017) classified the language errors were into four taxonomies. There was four of them: (1) linguistics, (2) surface structure taxonomy, (3) comparative taxonomy, and (4) communicative effect taxonomy. This study only uses surface structure taxonomy.

This research only focuses on students who get the highest score in their writing paragraph from the English Department in the University of Islam Malang, and this research was carried out during the covid-19 pandemic. The difference with the previous research study is in the chosen subject.

METHOD

In conducting the current research, the researcher uses descriptive qualitative research. According to Ary et al. (2018:29), Qualitative research focuses on the whole picture rather than breaking it down into variables to comprehend a phenomenon better. Descriptive design is adequate to be applied in this research because the purpose is to describe grammatical errors those students made that then classify them into types of errors and find the source of grammatical errors those students contained in the data. As for the number of participants was 15 students consisting of 11 women and 4 men. The instrument of this study is a document of second-semester students' paragraph writing. The form of the document is soft file students' argumentative writing assignment obtained from the lecturer of writing II. The procedures of collecting the data done by the researcher are the researcher

selected students who had the highest scores above 85 in their final writing exam. And 15 students were picked who had the highest score above 85. The researcher began to read the argumentative paragraphs of the 15 selected students. When the researcher found an error in a sentence, the researcher categorizes or classifies the error according to the type. To further ensure that the errors analyzed by the researcher are nothing was missed, the researcher used the Grammarly application to help analyze the errors made by students. In the last step, the researcher calculated the dominance of errors that appeared in the writing of paragraphs argumentative. So, the most frequent errors were shown.

FINDINGS AND DISCUSSION

Based on the finding above, the researcher found that the error types in paragraphs of highest writing achieve learners second-semester divided into four classes: omission, addition, misformation, and disorder. Those analyses of paragraph writings show that the frequency of misformation is relatively high, as many as 50 or 40.65%. Misformation errors comprised the use of the wrong form of morphemes or structure. Error in misformation in this study was marked by the students using a wrong form in a sentence. For example, in the sentence "students can review the material being taught,". It indicated that the students did not get the production strategies in interpreting the rule of the sentence form. The learner was wrong in choosing word class which should learner use "has been taught". As Dulay et al. (1982) stated, misformation error is divided into regularization, archi-form, and alternating forms. This researcher only finds regularization errors and archi-form. The error of regularization is the students changing an item by equating an irregular rule to a regular one. Whereas Archi-forms because learners use one form of a specific class to represent others in the same class.

The second error is *omission* with a frequency of 39 or 31.70%. The most *omission* errors found is *omission of the articles*. As Dulay et al. (1982) explain, omission errors are defined by the lack of an item that must exist in a well-formed sentence.

The following error is *addition error* with 32 or 26.01%. In addition, Dulay et al. (1982) classified the types of *addition errors*. The most *addition errors* found is a simple addition. *Simple addition* occurs when grammatically correct sentences add items that cause grammatically wrong.

The last error is *misordering* with 2 or 2.46%. *Misordering* is the lowest case of learners made. Dulay et al. (1982) explain that *misordering* is defined as the incorrect arrangement of a morpheme or a collection of morphemes in an utterance. The *misordering* error here is a confusing sentence to read because of the wrong placement.

Table 1. The Summary of Types of errors

Types of Errors	Frequency	Percentage
Omission	39	31.70%
Addition	32	26.01%
Misformation	50	40.65%
Misordering	2	2.46%
Total of Errors	123	

Based on the data description above, the researcher would like to analyze the data by presenting the sources of learners' errors. The researcher would like to analyze the data by presenting the sources of learners' errors. According to Brown's theory, the researcher analyzes the learners' sources of error. In this case, the researcher found some sources of error that learners made. The first is intralingual transfer. Intralingual occurs because of incorrect generalization of rules within the target language. In this research, students do intralingual because students don't yet fully understand how to write English using good and correct English rules. The learner may cause errors in the target language since they do not know it well. Another source of error is Interlingual transfer. Error interlingual occurs because the learners transfer their native language into the target language. Brown (2007) in Gayo and Widodo (2018) Stated that interlingual and intralingual errors are the two most frequent types of errors.

In this case, the researcher found some sources of error that learners made. The first 95 errors are due to intralingual errors. In the data found by the researcher,

students made intralingual errors because students still did not understand how to use grammar correctly. So that in typewriting argumentative paragraphs, students make intralingual errors. Another source of error is Interlingual transfer has 42 errors. Error interlingual occurs because the learners transfer their native language into the target language. The researcher found in the student's argumentative paragraph typewriting data many students are still carried away with L1, and students compose sentences with Indonesian writing rules.

CONCLUSION AND SUGGESTION

Based on the results of the research grammatical error and source of error students second-semester typewriting paragraph argumentative in Universitas Islam Malang, it was concluded as follows. 15 data from the learners' argumentative paragraphs of the second semester has been analyzed. The learners still made many grammatical errors which were divided into four types of errors based on Dulay's theory. Namely omission, addition, misformation, and misordering error. The most frequent errors are errors of misformation, included errors of regularization and archi-form. Looking at the findings of this study, learners' errors were intralingual. This is because learners not yet understand the use of English rules, so they end up applying certain English rules in some of the sentences they make.

According to the results of this research, there are several suggestions that can be conveyed related to the research which has been carried out. These suggestions are submitted to English lecturers and students.

1. For the English teachers

Based on this study, it can be suggested that the teachers should watch out for grammatical errors in writing and provide an understanding of how to write using good and correct English rules. And also, teachers must provide sufficient feedback on the writing tasks to attract students' attention to the pros and cons of their work. Thus, they can recognize their students' difficulties in writing so they will pay more attention to the errors made by the students and the causes of the errors in writing. Knowing the problem will make it easier for teachers to solve the

problem. The result of the study will evaluate whether they are successful or not in teaching English. It is expected that the teacher should enhance the method in teaching grammar so that the students are motivated to improve their writing.

2. For the English learners

Learners are recommended to reading and write a lot about English so that they will quickly get used to understanding how to write in English and students can minimize the level of errors.

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