

AN ANALYSIS GRAMMATICAL ERROR IN ARGUMENTATIVE ESSAY OF THE FOURTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF UNIVERSITAS ISLAM MALANG

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Abstract

All types of errors mentioned by Dulay in the surface strategy taxonomy occurred in students, but the researcher found that the most frequent errors made were misinformation 9 errors (31%), especially the wrong use of "complementary". Other errors that have been found are omission (Om) with 7 errors (24%), then addition (Ad) with 7 errors (24%), and last misordering (Mo) with 6 errors (21%). Thus it can be concluded that when creating a written work such as an essay, students focus on content more than grammar. Misinformation is a mistake that is made mostly because in Indonesian as L1, structures such as 'complementary' or regular and irregular past verbs are not significant or not found. Therefore, students must learn it as new knowledge. This takes time and four semesters is not enough. It is suggested that students give more time to study grammar and its application.

Key Words: Grammatical error, error analysis, argumentative essay

INTRODUCTION

Artikel Ilmiah ditulis dengan format 1 kolom. Pendahuluan berjarak 2 spasi, ditulis langsung setelah kata kunci, dengan huruf times new roman, ukuran 12, spasi 1 di kertas A4, dengan margin kiri 2 cm, kanan 2 cm, atas 2,5 cm, dan bawah 2,5cm dengan jumlah halaman ±20 halaman. Pendahuluan berisi latar belakang permasalahan yang didukung oleh konsep, teori dan hasil-hasil penelitian dari sumber-sumber pustaka yang relevan dan mutakhir. Diakhir pendahuluan disebutkan tujuan penulisan artikel atau penelitian secara jelas.

There was a prevalent perception that their proficiency in English writing was barely on the level of language beginners. They did not seem to have the same sense of confidence in their writing and in their identity as English majors as they did when discussing reading, listening, and speaking (Ruan, 2014). It was often thought that the development of English writing lagged behind that of other language abilities. In the learning process, writing is the most difficult task for students because they are not proficient in languages and lack good grammar mastery in everyday life (Ramadan, 2019). All of that will result in students' weaknesses in different language skills and especially writing skills.

According to Nugraheni & Basya, (2018) stated that the research described above has demonstrated that the main issues with students' writing tend to revolve around vocabulary and grammar. In other words, those literary works claimed that students' writing issues are related to their linguistics proficiency.

Based on the difficulty in topic development will affect the essay's structure and flow. The essays structure will be screwed up, and some of the concepts might not make sense together. Regarding difficulty with linguistic aspects, this was caused by a lack of writing skills

and knowledge. The reader may have to struggle with understanding the essays words sections due to grammatical errors.

Difficulties in writing English can cause students to stress, overwhelm, and confused when they have never done Bulqiyah, Mahbub, & Nugraheni (2021). Therefore, it is important to determine what can help students achieve writing success by overcoming writing challenges. One of the writing errors is in grammar.

Error analysis is a very important field of applied linguistics for EFL students. It is also a systematic method of analyzing learner errors. Language errors that students make should be examined to improve their comprehension of the subject matter and lesson errors.

According to Corder (1967), errors are made by beginners or second or other language learners who do not yet have full command of the language system. Therefore, they are native speakers of a second language. Learners could make mistakes in producing the language without deep understanding, the learners usually tend to look at the mistakes or errors in synonyms. Mistake is usually used as a verb and also a noun.

Grammatical errors are the most important thing for us to know to understand English. There are many definitions of language errors. From previous research conducted by Khansir (2012), it was found that the types of grammatical errors that students often make in their writing as well as the number of specific factors that contribute to these errors.

Grammatical errors are a type of linguistic analysis that focuses on errors made by learners. Therefore, students frequently errors during the learning process. That the students need to have a better knowledge of the topic for writing to be able to convince the reader. That is why an argumentative essay is considered the highest unit of writing. So in the process of learning, students can get correct grammar, new vocabulary, spelling, and language rules.

Moreover, Ellis (1997), said that analyzing language errors is a process employed by researchers and teachers that entails gathering a sample of students' language, recognizing the errors, classifying them according to potential causes, and determining how significant the errors are.

The current study adds to previous findings by concentrating investigate or analyze on writing grammar errors in general. Even though writing grammar errors has expanded, there is no clear study about the analysis of grammatical errors in argumentative essays in Universitas Islam Malang.

Furthermore what students get wrong rather than what they get right may initially seem pretty strange. But there are valid arguments in favor of emphasizing mistakes. First of all, they stand out as a characteristic of learner language, which begs the crucial question, "Why do learners make mistakes?" Second, teachers can benefit from knowing the mistakes that students make. Third, it is paradoxically possible that making mistakes can help in learning if students repair their own mistakes. Identification is the first step in the analysis of learner errors. In reality, it is simpler to say than to do (Abbasi & Karimnia, 2011).

Students should know how to write well, suppose how to write an argumentative essay (Janah, 2015). Learning to write either in the first or second language is one of the most difficult tasks for an individual. Therefore, to make good writing, students need rigorous thinking and they must have broad knowledge to get the correct writing (Jobo & Arega, 2017). They should know some rules of writing in general, lecturers will always try to train their students to write in several styles in normal circumstances, such as arguments using outlining, objections, and other writing techniques. Teachers doing this will have a positive effect of giving students incentive or motivation to be more creative (Atmowardoyo, 2018).

The first study subject focused on high school students. The second study focused on students in tertiary institutions, especially in the second semester. This is very different from this study because this study takes a higher level of fourth-semester students, who have completed writing classes in the first, second, and third semesters of male and female students at the

Universitas Islam Malang. Based on the background of the research above, the research questions in this study are as follow:

1. What are grammatical errors made by students in their argumentative essays?
2. What are the most often grammatical errors made by the students in their argumentative essays?
3. What are the less often grammatical errors made by students in their argumentative essays?

METHOD

This research was conducted at the Universitas Islam Malang. This study uses a qualitative method, the method used in this study is a qualitative method with a case study approach. This research method was chosen to analyze fourth-semester students' writing errors. Case studies are research thus, this study focuses on the grammatical errors of argumentative essays produced by English students in the fourth semester. The researcher chose the argumentative essay because it was the initial class for writing training in the form of a longer paragraph structure and the researcher assumed that the students were able to organize and use grammar correctly. where researchers measured data to analyze common grammatical errors in argumentative essays written by students. Researchers collected the data using answer sheets of students' midterm tests. After data collection is complete, the researcher processes the data.

The researcher conducts this research at Universitas Islam Malang. The researcher takes five students in the fourth semester of the English Education Department Universitas Islam Malang majoring in English who had completed their writing III courses. The participants consisted of one male and four female. The age of the participants is 20 years. Each participant worked on an argumentative essay on a sheet of paper for 150 minutes each.

Table 1. Specification Errors Analysis on Surface Strategy Taxonomy

No	Surface Strategy Taxonomy	Component	Frequency	Percentage
1	Omission	Omission of "to be" Omission of "article" Omission of "-S" plural marker		
2	Addition	Double Marking Simple Addition		
3	Misformation			
4	Misordering			
Tota				100%

All of that is the process of taking data analysis conducted by researchers on this occasion. It is used only for the analysis of grammatical errors. In this case, there are several stages to obtain data. Researchers request a research permit to be given to teaching lecturers as a requirement for collecting data. The lecturer distributes worksheets to all students during the midterm test. The researcher collected data by asking the semester students for the results of worksheets for writing argumentative essays. After students finish working on the exam and submit the results of student writing to the teacher don't. The researcher identifies words or sentences that contain grammatical errors. The researcher analyzed and classified the most common errors made by the students based on Dulay's theory of misclassification. The researcher analyzed and made the most frequent types of percentage errors in the students' writing.

The following steps in analysing the data were : Classifying and putting them the erroneous words and phrases using the surface strategy taxonomy by Dulay et al.,(1982) and putting them into

table in order to make the process of analysis easier. Providing the correct grammar. Drawing conclusion based on the analysis.

The qualitative result was calculated and drawn up in the table of percentages which the formula as follows at Dulay's:

$$P \frac{F}{N} \times 100\%$$

P= Percentage

F= Frequency of error occurred

N= Total number of error

FINDINGS

RQ 1 : What are grammatical errors made by students in their argumentative essays ?

The research data is aimed at students in the task of writing essays. This task is intended to measure students' grammatical errors in writing essays. The grammatical errors made by the students have been analyzed based on the Betty Schramper Azar theory. Researchers use this theory to concentrate on the standards or criteria for students' grammatical errors. In this section, the researcher classifies grammatical errors based on the total number of grammatical errors made by students in writing essays.

RQ 2 : What are the most often grammatical errors made by the students in their argumentative essays ?

a. Addition of Double Marking

Table 2. Addition of Double Marking

No	Code	Error Sentences	Correct Sentences
1.	Paragraph, 4 Line 4	Students wanting to share their opinions with their lectures	Students want to share their opinions with their lectures

Those sentences above are incorrect. For example in data number one, the phrase “wanting” was wrong. It should be “Students want to share their opinions with their lecturers”. The pattern of the phrase should be ‘Subject + V1’ because in the sentences there is no ‘be’ to make it present continuous.

b. Simple Addition

Table 4.5 Simple Addition

No	Code	Error Sentences	Correct Sentences
1.	Paragraph, 2 Line 9	we forget that AI makes students doesn't have critical thinking to finish their problems	we forget that AI makes students don't have critical thinking to finish their problems
2.	Paragraph, 6 Line 24	Israel is clean and strict and does not give Palestine peace	Israel is clean and strict and doesn't give Palestine peace

Those sentences above are incorrect. For example in data number one, the phrase “doesn't” was wrong. It should be “We forget that AI makes students don't have critical thinking to finish their problem”. The pattern of the phrase should be ‘-es’ because in the sentences by adding the phome.

Question 3: What are the less often grammatical errors made by students in their argumentative essays ?

Table 4.7 Misordering

No	Code	Error Sentences	Correct Sentences
1.	Paragraph, 1 Line 3	They can visit so many webs to <u>knowing</u> much <u>more</u> about <u>anything else</u>	They can visit many webs to <u>know</u> so much *about other <u>things</u>

These grammatical mistakes in sentences happened as a result of the students' tendency to use the incorrect morpheme form in their speech. Take the phrase " They can visit so many webs to knowing much more_about anything else" from data number one as an example. The phrase was incorrect. The correct phrase would be "They can visit many webs to know so much *about other things" as if the student had stated, "What are the reasons."

DISCUSSIONS

Based on the explanation in the previous chapter, errors occur when students have not achieved high English proficiency. This fourth-semester student of the English Education Department, Faculty of Teaching Training and Education, Universitas Islam. Even though they learn English they still make a lot of errors, especially in the use of tenses. This can be seen in their writings.

In terms of percentage, errors in addition take the most part which is 31% of all errors (table 4.8). The errors that occurred in students' argumentative essays are mostly on the use of 'addition'. In this case, Addition became the most common error that the students made. The researcher found twelve errors. In this case, the students sometimes forgot to use singular or plural subjects.

The researcher found errors in the argumentative essays produced by the fourth-semester students of the English Study Program, Faculty of Teaching and Education. Four types of errors are stated by Dulay et al., (1982); omissions, additions, misinformation errors, and arrangement errors can be seen in paragraphs.

After addition, the second highest number is disappearance. Judging from the percentage, the omission and misinformation error takes the second part, namely 24% (table 4.1 and 4.7). The mistakes that occur in students' argumentative essays are mostly in the use of plural markers. In this case, the researcher divides omissions into three types, omissions of plural markers, omissions of 'be', and omissions of articles.

The last position after addition is misordering. In terms of percentage, errors in misordering take up a small part after addition which is 21% (table 4.8). The researcher only found six errors in misordering in students' argumentative essays.

Finally, the total number of errors is 29. The errors that the researcher found in argumentative essays are omission (Om) with 7 errors (24%), followed by Addition (Ad) with 9 errors (31%), then misinformation (Mf) with 7 errors (24%), and the last part is misordering (Md) with 6 errors (21%).

The result of this research was different from the previous research conducted by Satrio, (2012) in the highest number of errors was Addition (Ad) with 44 errors (54,3%). Next was followed by Omission (Om) with 29 errors (35,9%). Then followed by Misinformation (Mf) with 6

errors (7,4%). The last was Misordering (Mo) with 2 errors (2,4%). Specifically, the most dominant error in his research was addition.

CONCLUSIONS AND SUGGESTIONS

It shows that in producing a written work like an essay the students focus on the content more than grammar. Misformation errors are made the most because, in the L2, the structure like be or regular and irregular past tense verbs are not significant or not found. Therefore the students have to learn them as new knowledge. This needs time and it seems that studying them for four semesters is not enough. They need more time to master these kinds of structures.

A type of argumentative essay in which people agree or disagree with a statement and use it to support their point. The object of this research is an error in an argumentative essay made by fourth-semester students of the English Education Department of the Faculty of Teacher Training and Education, Universitas Islam Malang. The researcher categorizes and analyzes these errors based on the taxonomy of surface strategies proposed by Dulay et al. (1982).

The total number found in the resulting essay is 29 errors (100%). This shows that fourth-semester students still make errors in their argumentative essays. The errors are very simple, such as tenses, plural markers, prepositions, etc. The results showed that misformation was the most common error found in argumentative essays with 9 errors (31%). The second position is an omission with 7 errors (24%), then an addition with 7 errors (24%) and the last position is a stacking error with 6 errors (21%).

It is suggested that future researchers who want to carry out similar research adopt a different theory to round out their research or apply the theory to a different field.

Additionally, the researcher advises college students to study English grammar more, particularly the tenses, based on the analysis, since they should be more proficient than students who are not majoring in English. As a result, individuals can reduce errors and improve their English compared to before enrolling in the English Department.

The study also advises teachers to focus more on their students' comprehension of grammar, particularly tenses, as the students' argumentative essays still have several faults in this area. Perhaps the teacher should offer their pupils additional practice with the tenses, such as by providing a quiz in class, assigning homework at each class, and explaining the tenses so that it would be simpler for the students to learn them and so reduce error.

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