



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

SKRIPSI

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ABSTRACT

Aprilia, Indah Dwi. 2021. *Grammatical error analysis on writings of the highest score in writing students of English education department in Universitas Islam Malang*. Advisor: (I) Drs. Yahya Alaydrus, M.Pd (II) Diah Retno Widowati S.Pd., M.Pd

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The importance of grammatical knowledge in the writing process, this research aimed to describe the types of grammatical errors, to examine the most frequent grammatical errors, and to find the sources of grammatical errors on writings of students who have the highest writing score of English Education Department in Universitas Islam Malang.

The design of this research was descriptive qualitative to analyze the learners' writing. The data was collected from the learners writing of the second semester of the English Department in Universitas Islam Malang in 2020-2021. The key instrument which was used in this research was the researcher. The researcher also used a supporting instrument; the instruments used in this research are a table of error analysis and Grammarly application. Using Dulay's theory that is Surface Strategy Taxonomy becomes the main key in the data analysis.

From the 15 data of learners' writing, the researcher found four types of grammatical errors that matched Dulay's theory. The four types of errors are Omission error was found 39 times, misformation error was found 32 times, addition error found 50 times, and misordering errors 2 times in the analysis. As for the sources of errors that learners made, intralingual transfer was found 95 errors, and Interlingual transfer was found 42 errors.

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, learners and teachers need to pay attention to the most frequent errors in paragraph writings, such as tenses structure, grammar, and application in writing. If these errors can be corrected, it can minimize learners' errors in writing.

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research problem, the objective of the study, the significance of the study, the scope and limitation of the study, and the definition of key terms.

Background of The Study

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 writing. 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. 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.

From the explanation above, the researcher was interested in analyzing grammatical errors in the writings with the title "Grammatical Error Analysis on Writings of Highest Score Students of English Education Department in Universitas Islam Malang."

1.2 Research Problem

Based on the discussion in the background of the study above, the problem in this study is formulated as follows:

1. What type of grammatical errors are found in the writings paragraph of highest writing achieves students of English Education Department in Universitas Islam Malang?
2. What were the most frequent errors that students made in their writings paragraph?
3. What are the sources of grammatical error analysis in writings paragraph of highest writing achieves students of English Education Department in Universitas Islam Malang?

1.3 The Objective of the Study

Based on the research questions above, the objectives of the study from this research are :

1. To describe the types of grammatical errors on writings paragraph of highest writing achieves students of English Education Department in Universitas Islam Malang.
2. To examine the most frequent grammatical errors in writings paragraph of highest writing achieves students of English Education Department in Universitas Islam Malang.
3. To find the sources of grammatical errors on writings paragraph of highest writing achieves students of English Education Department in Universitas Islam Malang.

1.4 The Significance of the Study

1. For the English teachers: it is expected to provide feedback for teachers of the English Education Department that may be useful to recognize learners' still make errors while writing, so they would pay more attention to the errors made by the learners and the causes of the errors in writing.
2. For the English learners: it is expected to provide was shown to learners about the errors they frequently make so that they can be given attention to enhance their writing abilities so that errors are minimized.

1.5 The Scope and Limitation of the Study

Based on the background of the study, the researcher wants to focused on the types of grammatical errors in writings paragraph that made by second-semester students of English Education Department of Universitas Islam Malang and to know the most frequent errors. Furthermore, The researcher only focused on the categories of errors that consist of omission, addition, misformation, and then misordering which included from surface strategy taxonomy.

The limitation of the research is that the research was carried out during the covid-19 pandemic. The researcher collected data direct from to administration section to get the final score of the second-semester writing exam and the lecturer of writing II to request a document file about the writings of writing II.

1.6 The Definition of Key Terms

1. Writing skill is an English skill that includes all knowledge and abilities related to expressing an idea through written form. Then writing itself has a meaning that is a communication form that allows all people to express their ideas, opinions, and feelings in written language. Writing skill is also the skill to organize their knowledge into convincing arguments.
2. Error Analysis is a strategy used to identify errors in learner language and explain what caused them. Language learners can make errors in the learning process of other languages, and error analysis is a method used by the researcher to know how many errors are created by the learners. In this research, the researcher uses Dulay's Surface Strategy Taxonomy theory to analyze learners' types of errors.

Grammatical errors are errors that happen in paragraph writings. In this study, the researcher wanted to know about grammatical errors in argumentative text on the use of verb tenses, verb agreement, articles, nouns, and pronouns

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher concludes the results based on the research findings and the discussions that were presented in the previous chapter. The researcher also offers some suggestions which are hopefully useful and helpful for English teachers and the students in teaching and learning English.

Conclusions

Based on the findings and discussion in the previous chapter regarding the grammatical error analysis on paragraph writings of the highest score in writing students of English education department in Universitas Islam Malang, it was concluded as follows. 15 data from the learners' paragraphs of the second semester has analyzed. The learners still made many grammatical errors which were divided into four types of errors based on Dulay's theory. They were omission, addition, misformation, and misordering error. The most frequent errors are errors of misformation, included errors of regularization and archi-form. Looked at the findings of this study, learners' errors were intralingual. This is because learners not yet understood the use of English rules, so they end up applied certain English rules in some of the sentences they make.

5.2 Suggestions

According to the results of this research, several suggestions can be conveyed related to the research carried out. These suggestions are submitted to English teachers and for the 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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