

GRAMMATICAL ERROR ANALYSIS ON STUDENTS' ARGUMENTATIVE ESSAY WRITING

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Abstract

This research aimed at finding out: (1) the type of grammatical error by using categories of surface strategy taxonomy written by the fifth semester students in their academic essays; and (2) the most frequent type of grammatical error by using categories of surface strategy taxonomy written by the fifth semester students in their academic essays at one of state universities in Palembang. The method of this research was a descriptive quantitative method. The data were collected from 34 essays that were written by the students. The researchers used students' writing sheets as the instrument. In this case, all types of grammatical errors were classified and described based on the taxonomy of grammatical errors regarding omission, addition, misformation, and misordering. In analyzing students' errors, the procedure of error analysis was applied. They were identification, description, and explanation. Based on the result of the analysis, there were 257 grammatical errors found in the students' argumentative essay. It was found that the students made 110 (42.80%) errors of omission, 72 (28.01%) errors of addition, 70 (27.23%) errors of misformation, and 5 errors (1.94%) of misordering. Thus, it can be concluded that omission error was the highest, while error in misordering was the lowest.

Keywords: argumentative essay, grammatical errors, writing.

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Introduction

English can be categorized as a foreign language in Indonesia. English as a foreign language (EFL) is studied in countries where English is not used as an official language (Wold, 2006). Abushihab (2014) assumed that English has a major focus on mastery of the language competencies desired for communication, both spoken and written. Therefore, Indonesian students who study English expected to master all aspects of language skills. They are required to be able to communicate in English well and fluently.

Education is one of the most important aspects of human existence that must be achieved, which means education is extremely necessary in supporting a career. Sadly, there are still many people whose level of understanding of education is quite low. Education is very necessary in supporting a career. According to Wang

(2010), English is one of the dominating media in a variety of fields, including politics, economics, culture, science, and education. According to Subasini and Kokilavani (2013), the term "education" can be used in three different ways: as "knowledge," "subject," and "a process of instilling something into human beings." Kurniawati (2022) remarked that education can be used to promote ideals such as multiculturalism and environmental awareness in a different way. Consequently, education is one of the significant factors that encouraged people to increase their level of knowledge.

In this age of globalization, everyone needs good speaking skills to help them with their daily lives. Heliawati et al. (2020) backs this up. The importance of English education in life is a sign of love for the country, especially in the children of the country, which will have a big impact on the

future success and growth of this country. In this time of modern globalization, language skills are also very important (John and Sons, 2015). Science and technology are changing quickly, so the book now has more knowledge. (Muslim, 2014) A book is a set of written pages with a cover. Now, you can get e-books, write a blog, etc. Books are important to people's lives. With books, people can improve their ability to think creatively and use them as a gateway to the world of dreams, ideas, and creativity. It is clear that reading books has something to do with writing. The more we read, the more information, creativity, and references we will have for writing (Dorji, 2021).

Students of English are encouraged to become proficient in the following four linguistic abilities (Sagita et al., 2018). These includes listening, speaking, reading, and writing. Which means that there are challenges associated with every skill. When compared to the other talents listed above, writing skills are among the most challenging since students need to understand how to articulate their thoughts and arguments using appropriate grammar (Dorji, 2021). In conclusion, the ability to write is one of the most fundamental and significant aspects of language use, and it is a skill that needs to be acquired.

There are three categories that can be used to classify different types of writing: academic writing, writing connected to work, and personal writing (Brown, 2004). Which of the benefits of academic writing level is needed for college students since it is employed in the process of teaching and learning is the fact that it is required. Additionally, it is utilized in the process of composing papers on theses as the published scholar. The students are competent to write the abstract of their thesis in English, and they are also capable of

writing on an international scale for the sake of their continued education. Weigle (2010) makes the assumption that it is impossible to argue against the necessity of having the ability to comprehend academic writing. Writing that is created to fulfill the criteria of a college or university is one broad definition of academic writing. This type of writing is sometimes referred to as a thesis.

Nevertheless, most students face difficulties in the academic writing process (Gass and Selinker, 2008). Because writing is complex and sometimes difficult to teach, requiring mastery of not only grammar but also rhetorical tactics, students often struggled with acquiring the linguistic competence necessary to become proficient in English. All of the pitfalls of writing must be known by the students. It includes coming up with concepts, expanding one's lexicon, writing phrases, arranging those sentences into paragraphs, composing in a logical fashion, using suitable language, punctuation, and syntax (Weigle, 2010). Many students, Sadiku (2015) argued, commit grammatical error when writing English paragraphs, even when composing argumentative essays.

According to the preliminary study in 2021 by interviewing one of the lecturer in one of state university in Palembang, the lecturer indicated students were interested in essay writing, especially argumentative essay writing. This was one approach to explain their thoughts and beliefs logically and get what they wanted. There were various sources they might research to write their arguments. That made students interested in argumentative essays. She said that teaching argumentative essays was easy, but there was one problem. When students started drafting or outlining a topic and checked and

assessed their work. Based on their argumentative essay writing, students were inventive in their ideation. Students can grasp essays through reading journals, novels, or articles. They could reference them in writing. They had trouble with grammatical errors, reputable sources, vocabulary, and diction in argumentative writings. Most students used informal phrases in argumentative essays.

This study was related to Analysis of Grammatical Errors in Writing by certain scholars. The first was from Murtadho (2017). He found that grammatical errors dominate English Education Study Program writing at UIN Raden Fatah Palembang. Since the students struggle to write correctly and grasp grammatical norms. Second, Heryanti et al. (2017) conducted the study. This study examined common narrative grammatical faults from Jambi University English Education Study Program students. This research used format error identification to evaluate writing test data. This study divides grammatical errors into 12 categories: punctuation, capital letters, word choice, misordering, etc. They found that students' writing errors were caused by a lack of writing abilities. The last, Albayinnah et al. (2020). This study assesses students' grammatical faults in argumentative essay writing using Dulays' (1982) surface approach taxonomy. Six argumentative papers for second semester students were collected. From evaluating student errors, the researcher identified auxiliary word form faults to be the most common misformation, with 22 grammatical errors. Then the omission error had 6 errors, the fewest in grammar analysis.

Considering the previous explanation, the researchers were interested to conduct the study "Grammatical Error Analysis on Students' Argumentative Essay Writing". This study focused on the results of error

analysis on students' writing based on Dulay's Taxonomy.

Research Method

The quantitative methodology was used as the basis for the research design in this study. There were a total of 34 students who were participants, all of whom were enrolled in an English education study program at one of the state university in Palembang. In this study, the researchers investigated and examined the common mistakes that students make when writing argumentative essays. Its primary focus was on analyzing mistakes made in the utilization of articles, as well as wrong placement, usage of verbs, and improper tenses in written work.

In addition, documentation was the method of choice for this study's data collection procedures. Over the course of a considerable amount of time and making use of a variety of data sets, specific information was acquired. For the purpose of the study, the researchers chose to collect the data on grammatical errors in argumentative essay writing through the documentation method. The process of assessing the data involved a few different steps. The first step in the process of conducting this research was to collect, sort, and prepare the documentation (students' work) of the argumentative essays that were submitted by students and made available to the course lecturer. Third, the researchers began to examine the writing of the pupils and identify any mistakes they found. Last but not least, in this piece of quantitative research, the researchers' findings or the conclusions have been interpreted in a straightforward manner based on the data that have been researched.

Results and Discussion

Results

The results of this study were classifications and the percentage of each error in using theory of Dulay et al (1982). The data was analyzed taken from the result of the students' composition sheets from the lecturer to obtain data. There were 143 errors found by the researcher. Then, those errors were classified into three categories based on Dulay et al (1982) such as error of omission, addition, misinformation and misordering. Descriptive analysis employs descriptive statistic, so one of relative frequency tables which was percentage was employed. The formula of calculating a percentage is $\text{Error \%} = \frac{f}{n} \times n$. Table 1 below is classification and percentage of errors

Table 1. Classification and Percentage of Errors

No	Type of Errors	Number of students' Error	Percentage
1	Ommision	55	38.47%
2	Addition	43	30.00%
3	Misformat ion	40	27.98%
4	Misorderi ng	0	0%
	Total	143	100%

Based on table 1, it was seen that the students exhibited a total of 55 errors (38.47%) in omission, 43 errors (30.00%) in addition, 40 errors (27.98%) in misinformation, and no errors (0%) in misordering. Therefore, it may be inferred that the omission error exhibited

the highest frequency, whilst the error in misordering demonstrated the lowest occurrence. The chart below also provides a visual representation of this observation.

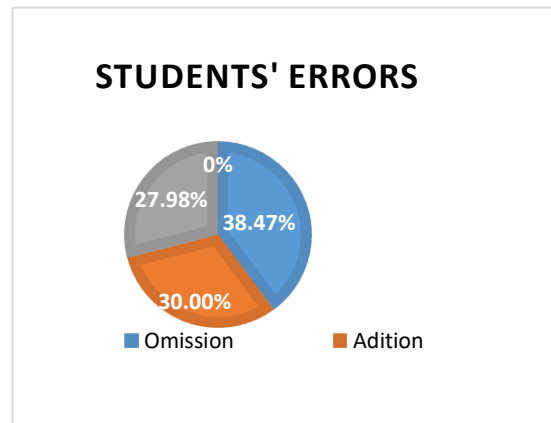


Chart 1. Percentage of Students' Errors

In this case, students often made this kind of error because they wrote the wrong answers and they did not understand about rule of omission with the meaning a mistake that consisted of not doing something the writers had done or not including something such as an amount or fact that should be included.

Table 2. Some of Examples of Students' Errors

No	Identified Sentences	Correct Sentences	Explanation	Categories of errors
1	A part From that, novice content material which include... (20x cases)	From that, novice content material which include	Because the word a part does not need to be used, including a waste of words.	Addition
2	Their Fabric to the web website online... (19x cases)	Their fabric to the website online	Because the word Website is enough to complete the sentence.	Addition
3	As well as being an inspiration and benefit... (15x cases)	As well as being and Inspiration for benefit...	Preposition For has a meaning to indicate a function.	Addition
4	People To go to college, also majors in the collage... (10x cases)	People go to college, they also major in the collage...	The use of conjunction is not placed at the beginning of the sentence	Addition
5	People to go to college, also majors in the collage...	People go to college, they also major in the collage...	In this sentences should has the subject after first sentences for explain the “people”.	Omission
6	People to go to college, they also majors in the college... (18x cases)	People go to college, they also major in the college...	The verb “majors” should not need to add “s” because the subject in the sentence is plural	Addition
7	The students are have had to endure... (17x)	The students have to endure...	The use of the word had in the sentence is not needed because there is already have to	Addition
8	The names on youtube Cameo project, Edhozell, And Chandraliow.... (19x)	The names are on youtube Cameo project, Edhozell, And Chandraliow...	Don't have to be are to explain the subject	Omission
9	The greater the job opportunities (4x cases)	For Example : The greater job the opportunities, the greater The chance of getting a salary	In this sentence, supporting sentences must be written to complete the anaphora figure of speech.	Omission
10	Encourage students to take internship programs at university to gain	Encourage The students to take internship programs at	An article “The” is more suitable use in this sentence.	Misformation

No	Identified Sentences	Correct Sentences	Explanation	Categories of errors
	real-life experience... (7x cases)	university to gain real-life experience...		
11	Content creator or better known as Youtuber is.... (7x)	Content creator or better known as a Youtuber is....	The use of a in English helps us to give information about the amount of an object	Omission
12	Got an Idea? Just write a script...	Got an Idea? You Just write a script...	Nothing Subject explain	Omission
13	There are some cons to youtube: a..... b..... (12x)	There are some cons to youtube such as : a..... b.....	the use of word such as in the sentence is very necessary to clarify the next sentence	Omission
14	But if the job you want requires... (7x)	But if the job that you want requires...	words That can be added to clarify the subject. Because relative pronoun "that" are used for animals, people or things.	Omission
15	College education also has a role in this also. (5x)	College education also has a role in this	There are two "also" in this sentence.	Misformation
16	While wait for my online classes to started. (8x)	While wait for my online classes to Start.	Simple present use verb 1 who talking about the fact. "started" is verb 2 of "Start"	Misformation
17	While wait for my online classes to started. (8x)	While waiting for my online classes to Start.	verb - ing is more suitable to be used in this sentence	Misformation
18	It start from ourself who determined to be serious in doing something (12x)	It starts from ourself who determined to be serious in doing something.	The third person singular "she/he/it" in the simple present tense always ends in "s".	Misformation
19	It start from ourself who determined to be serious in doing something (12x)	It starts from ourselves who determined to be serious in doing something.	ourself does not match this sentence	Misformation
20	The person done some job. They have main job and side job to keep their	The person does some jobs. They have main job and a side job to	Verb "Done" is not appropriate verb for this sentence, it's not	Misformation

No	Identified Sentences	Correct Sentences	Explanation	Categories of errors
	economy stable.(16x cases)	keep their economy stable.	supposed to be progressive, so “does” is the best fit for this sentences. Because the person is singular, so job+s must be added.	
21	The students directly practice with guidance the teachers. (3x)	The students Practice with some guidance from the teachers directly.	“from” should be added for explain an object “teacher” clearly.	Omission
22	The students directly practice with guidance the teachers. (3x)	The students directly practice with some guidance from the teachers	Quantifier should be added for complete the sentence.	Omission

Dicussion

According to the results, four different types of errors were committed, including: 55 omissions (38.47%), 43 additions (30.00%), and 40 misformations (27.98%) and misordering 0 (0%). From these categories, omission was the most errors that found with a frequency 38.47%. In this instance, students frequently committed mistakes of this nature because they provided incorrect responses and lacked a thorough understanding of the rule. Moreover, students were misleading in comprehending the grammar rule, they were unable to use the changing form of plural nouns in writing.

In the context of an omission error, the students committed the act of omitting an item that should have been included in a statement. The occurrence can be attributed to their limited comprehension of the principles governing the formation of plural nouns. In this particular instance, a majority of the students committed the blunder of omitting necessary letters. Cholipah (2014) showed the similar errors with this research. For example: Do you mind

taking five boxes to the room?. In this statement, the students provided an inaccurate response by writing "boxes" instead of the proper term "boxes."

The second, addition. It means that something that shouldn't be in polite speech was there. In this case, students often made mistakes like this by putting letters at the end of things that shouldn't have been there. Budiman (2017) found mistakes made by students, which is also what we found in our study. For example, this line should say "There are four deer," not "There are four deer. The student's use of the letter "s" made the extra information they gave unnecessary.

The next, addition This implies that an element of impoliteness or inappropriate language was present in the discourse. In this particular scenario, it is frequently observed that students commit errors by appending letters to the terminus of entities where such additions are unwarranted. Budiman's (2017) research identified errors committed by students, a finding that aligns with the results of our own investigation. For instance, this statement should be revised as follows: "There exist four deer," rather than "There are four deer. The student's utilization of the letter "s"

rendered the other information they provided superfluous.

The results show that the students made the most plural noun errors. Because they were unclear about how to respond. Students were puzzled when forming plural nouns, which have many rules and exceptions, resulting in omission and addition errors. Due to the differences between the target language and the pupils' first language, all of the errors may have been caused by target language elements that were difficult to understand. The original and target languages were also significantly different.

Interlingualism is a substantial source of inaccuracy. According to Brown (2007), who makes this claim. First language interference is another potential reason why students' argumentative essays contain mistakes. Even though the errors brought on by this interference didn't happen as frequently, it become difficult to understand what the statement meant as a result. The interlingual element is also related to English grammar, which is very dissimilar from Indonesian grammar to help them understand the plural nouns, the pupils were expected to learn more consistently. To prevent them from accidentally turning singular into plural forms in English to distinguish between Indonesian and English structural differences. Therefore the students must be able to distinguish between Indonesian structure and English structures in order avoid them from mistaken in changing singular into plural forms in English. The students also have to enrich their knowledge about plural by learning more and understanding well the rule.

Conclusion

Based on the results of the data analysis, the following conclusions can be drawn: There were four errors found

on students' argumentative essay writing, such as omission 55. Of these classifications (Surface Strategy Taxonomy), omission was the most common error, happening 38.47% of the time. After that, omission errors were the most common type of error, accounting for 30.00% of the 43 errors found. Addition errors were the second most common type of error, with 30.00%, followed by misformation errors, with 27.98% of the sample.

In light of the conclusions presented above, the researchers would like to provide some suggestions; firstly, the researchers hope that the students should be able to acquire themselves with linguistics aspect comprehensively. This will help full them to be alert of the structural rules rules of English sentences. Furthermore, students should be encouraged to acknowledge translation rules and theories in order to be skilful in finding or creating the exact equivalent of source language. Nevertheless, errors caused by first language interference will occur less.

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