

# ***AN ANALYSIS OF GRAMMATICAL ERRORS IN THE WRITING OF PARAGRAPH BY THE FOURTH SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM FKIP UNIVERSITAS RIAU***

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***Abstract:*** Research of the analysed grammatical errors was conducted in Mai 2019 in the Faculty of Teachers Training and Education University of Riau with the aim to analyz the students errors in writing some paragraph .The method used is the writing test. The objective of the study is to describe the grammatical errors and infer the causes or sources of those errors in writing made by the Fourth semester students of English FKIP UR The results show, the highest error category is the omission errors committed 281 times or 47.22% and the highest factor of errors is developmental committed errors 302 times or 35.99%

***Key Words:*** Writing, Error Analisis

# **ANALISIS KESALAHAN GRAMMATIK DALAM PENULISAN PARAGRAF DENGAN MAHASISWA SEMESTER KEEMPAT PROGRAM STUDI BAHASA INGGRIS FKIP UNIVERSITAS RIAU**

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**Abstrak:** Penelitian kesalahan tata bahasa yang dianalisis dilakukan di Mei 2019 di Fakultas Keguruan dan Ilmu Pendidikan Universitas Riau dengan tujuan untuk menganalisis kesalahan siswa dalam menulis beberapa paragraf. Metode yang digunakan adalah tes menulis. Tujuan dari penelitian ini adalah untuk menggambarkan kesalahan tata bahasa dan menyimpulkan penyebab atau sumber kesalahan tersebut secara tertulis yang dibuat oleh mahasiswa semester empat Bahasa Inggris FKIP UR. Hasilnya menunjukkan, kategori kesalahan tertinggi adalah kesalahan penghilangan yang dilakukan 281 kali atau 47,22%. dan faktor kesalahan tertinggi adalah kesalahan yang dilakukan pengembangan sebanyak 302 kali atau 35,99%.

**Kata Kunci:** Menulis, Analisis Kesalahan

## INTRODUCTION

Writing is one of productive skills in language learning. The writing activity is different from other activities. It is less spontaneous but more permanent since it takes much time and concentrated practice. In writing, there are a number of language aspects involved such as model texts, grammar, spell-check, punctuation and prepositions. Harmer says that 'writing has a number of conventions which separate it out from speaking. Apart from differences in grammar and vocabulary, there are issues of letter, word, and text formation, manifested by handwriting, spelling, and layout and punctuation' (Harmer, 2002: 255). It means that writing offers opportunities to increase students' vocabulary, knowledge of grammar and develops their understanding of how things are expressed and how well students' message is understood in the written form. 'Writing is difficult to learn because authors should utilize a process that includes planning, organizing, and revising to present meaning in words form' (Palmer, 1994: 1)

Likewise, university students are often use the way of thinking and concept from their native language to express their ideas in English as well. They need to learn how to transfer their knowledge of rule/grammatical concepts of target language from oral language to written language. The difficulties in applying the rules of the language in writing cause students make errors. Dulay states that 'an error is a noticeable deviation from the adult grammar of a native speaker' (1982 in Brown, 1994: 205). It means that learners make errors because they lack knowledge of the rules of the target language. They may make the same errors at other times. Error is often considered as students' mistake in learning a language because the comprehension of that rules related to the student's ability. People cannot learn language without systematically committing errors first. Errors which are made by learners contribute in understanding the process of foreign language acquisition. By seeing students' errors, the researcher tries to collect information about students' errors in writing. Further analysis is needed in order to know in which language aspects they make errors and their frequency.

## METHODOLOGY

This study was conducted in Mai 2019. The research data were taken from one of class in fourth semester which has at least 20 students, due to the fact that they were still in the early phase of learning so they will be more enthusiastic to learn English and be more open to correction and pay attention to the errors they made. The grammatical errors they committed will assist them to greater learning and understanding of the English language.

The data needed in this research were the grammatical errors made by the second semester students in their writing test. The researcher collected the students' writing test paper to be documented and read carefully. After collecting the data, the next step was data classification and analysis. The following are steps for classifying and analyzing grammatical errors in writing:

The procedure of error analysis proposed by Ellis and Barkhuizen (2005) comprises the following five steps:

- (1) Collection of a sample of learner language,
- (2) Identification of errors
- (3) Description of errors
- (4) Explanation of errors
- (5) Errors evaluation.

## RESULTS AND DISCUSSION

To find out the types of errors and how many errors on those components, the researcher documented the students' writing. After that, the percentage of each category of errors in their writings was counted. And also the sources of errors were counted. The last step was counting the percentage of each type of errors and its sources. The data from the students' writing are presented below.

Table 1. Errors on Surface Strategy Taxonomy

No	Surface Strategy Taxonomy	Component	Frequency	Percentage (%)
1.	Omission		281	47.22 %
2.	Addition	Regularization	23	3.86 %
		Double marking	12	2.01 %
		Simple addition	84	14.11 %
	Total		119	19.98 %
3.	Misformation	Regularization	44	7.39 %
		Archi-form	61	10.25 %
		Alternating	84	14.11 %
	Total		189	31.76 %
4.	Misordering		6	1.00 %
	Total		595	100%

Comparative taxonomy classifies errors based on comparison between the structure of language learner errors and certain other types of construction. It is divided into four categories; intralingual or developmental errors, interlingual errors, ambiguous errors, and unique errors. After analyzing the students' writing errors and its source, it was found the data which are presented below:

Table 2. Errors Sources on Surface Strategy Taxonomy

No	Surface Strategy Taxonomy	Frequency	Percentage (%)
1.1	Developmental / Intralingual	302	35.99 %
2.2	Interlingual	191	22.76 %
3.3	Ambiguous	294	35.04 %
44.	Unique	52	6.19 %
Total		839	100%

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

The objective of the study is to describe the grammatical errors and infer the causes or sources of those errors in writing made by the Fourth semester students of English FKIP UR

The results show, the highest error category is the omission errors committed 281 times or 47.22% and the highest factor of errors is developmental committed errors 302 times or 35.99%.

### Recommendation

The first suggestion is intended for the teachers who are competent to create good atmosphere to facilitate teaching and learning process. The second is for the English students who are interested in improving their writing skill, thus they can be aware to their writing. The last is for further researchers who will conduct a research related to this research study.

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