

**AN ANALYSIS OF GRAMMATICAL ERROR IN WRITING  
EXPOSITORY ESSAY MADE BY THIRD YEAR STUDENTS OF  
ENGLISH STUDY PROGRAM OF TEACHER TRAINING AND  
EDUCATION FACULTY UNIVERSITAS RIAU**

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**Abstract:** *The research was aimed to analyze the grammatical error made by third year students of English Study Program based on Dulay's Surface Strategy Taxonomy Theory (1982). The research was conducted at English Study Program of Universitas Riau. In conducting the research, the researcher distributed instrument of writing test to class C of third-year students of English Study Program of Universitas Riau. 37 students employed in this study were given the instrument of writing test. The research design was descriptive research that focused on quantitative approach. The data were collected by using Google Classroom. The collected data were analyzed by three raters and the result were calculated by using Microsoft Excel. The findings of this study revealed that the students made 473 errors with the highest error was Double Marking (21% of total error) and the lowest error was regularization in Addition (7% of total error). Furthermore, in order to be good in using grammar especially in writing, several recommendations were given to the students such as the students need to do more exercise to understand about grammar as well as to practice more in productive skills in order to implement grammar learnt as well as receptive skills in order to understand how grammar is used.*

**Key Words:** *Error Analysis, Grammatical Error, Writing.*

**SEBUAH ANALISIS KESALAHAN TATA BAHASA DALAM  
MENULIS ESAI EKSPOSITORI DARI MAHASISWA TAHUN  
KETIGA PRODI PENDIDIKAN BAHASA INGGRIS  
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**Abstrak:** Penelitian ini bertujuan untuk menganalisa kesalahan tata bahasa oleh mahasiswa prodi bahasa inggris tahun ketiga berdasarkan teori Dulay tentang Surface Strategy Taxonomy (1982). Penelitian ini diadakan di prodi Bahasa Inggris Universitas Riau. Dalam pengadaaan peneltian, peneliti mendistribusikan instrumen test tertulis pada mahasiswa kelas C pada tahun ketiga Universitas Riau. 37 mahasiswa yang dipekerjakan dalam penelitian ini menggunakan tes tertulis dengan 3 topik yang boleh dipilih. Desain peleitian ini menggunakan penelitian deskriptif yang berfokus pada pendekatan kuantitatif. Pengambilan data menggunakan media Google Classroom. Data tersebut dianalisa oleh tiga rater dan hasilnya dikalkulasikan menggunakan aplikasi Microsoft Excel. Hasil dari kajian ini mengungkapkan bahwa mahasiswa melakukan 473 kesalahan dan kesalahan dengan hasil paling tinggi adalah kesalahan pada Double Marking (21% dari total kesalahan) dan kesalahan paling sedikit yaitu pada kesalahan jenis Regularization pada bidang Addition (7% dari total kesalahan). Selanjutnya, agar bisa menggunakan grammar yang benar khususnya dalam hal penulisan, beberapa rekomendasi diberikan diantaranya yaitu mahasiswa perlu perlu lebih banyak berlatih agar lebih paham mengenai grammar serta berlatih tentang kemampuan produktif untuk mengimplementasikan grammar yang dipelajari serta kemampuan reseptif untuk memahami penggunaan grammar.

**Kata Kunci:** Analisa Kesalahan, Kesalahan Tata Bahasa, Tulisan

## INTRODUCTION

Writing is one of productive skills in language learning. The writing activity is different from other activities. It is less spontaneous, it takes much time and need concentration in practice. In writing, there are a number of language aspects involved such as model texts, grammar, spell-check, punctuation and prepositions.

Harmer (2002) 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. 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. Palmer (1994) 'Writing is difficult to learn because authors should utilize a process that includes planning, organizing, and revising to present meaning in words form'.

One type of writing is writing an essay. Writing an essay is different from writing a paragraph. A paragraph only focuses on one idea; sometimes a topic is too complex to be explained in a single paragraph. So the writer expands it into some paragraph, into an essay. It contains the same part as a paragraph: introduction of topic sentence, support and conclusion. The body part of an essay may be expanded into more than one paragraph.

Errors according to Brown (2007) are the result of one's systematic competence. An error reveals a portion of one's competence in the target language. Myles (2002) claims that errors might be made by EFL learners. To the context of this study, even though the students learn writing at the last level of writing class, many students still have problems in writing basic English grammar. The students need to master how to transfer the knowledge of grammatical concepts to their written work, so that they will not commit many grammatical errors in writing. Corder in Sompong (2014) notices how error is accepted as a kind of learning activity that needed to be studied and analyzed. It is in line with as suggested with Sompong (2014) stating that analyzing grammatical errors is important because it is unique to human, and error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language.

Based on researcher's experience, not all students majoring in English can be a good in writing essay, even though their major is English. To the context of this study, the third year students of English Study Program of University of Riau have learned writing essay in Writing III. It is supposed that the students have mastered how to write an essay. However, they still have difficulties in writing essay. The students said that sometimes they were confused about tenses. They also have struggle for grammar in writing because they know that the rules and structures between English and Mother tongue are different. Based on the fact above, grammar still becomes the common problem in writing. So that, learners' problems in writing may leads the learners to make errors.

Lack of grammatical knowledge and vocabulary can be a factor the idea of writing become ambiguous. Braganza (1998) states that by breaking the fundamental rules and grammar, the ideas become wrong, the sentences become erroneous. It proves that lacks of grammar still become the problem in writing that faced by the students of English study program. There are still many students who have problems in using English grammar in writing. It seems they still use Indonesian grammar in English writing.

This study answer a question: what are the types of grammatical errors made by the third year students of English Study Program of Teacher Training and Education Faculty of Universitas Riau in writing expository essay?

## RESEARCH METHODOLOGY

The data of this research was conducted to the third year students of English Department of Teachers Training and Education Faculty of Universitas Riau. In this study, the population of this research was the third year students of English study program of Universitas Riau in academic year 2019/2020. Where the third year students consists of three classes and the population is 116 students of English department Universitas Riau. This research used cluster random sampling techniques to choose the class to be the sample. Class C was selected as the sample. There are 37 students in the class, and all of them took as the sample of this research.

In conducting the research, the researcher collected the data online by using google classroom as the media. The data of this research analyzed by 3 raters and the data was calculated by using Microsoft Excel.

## RESEARCH FINDINGS

### Description of Grammatical Error

The researcher has calculated the number of each error based on Dulay's surface taxonomy theory. The result of calculation drawn up into a table and converted into percentages.

Table 1. Total error made by students

No	Types of Error	Total Error	Percentages
1.	Omission	82	17%
2.	Addition		
	Double Marking	98	21%
	Regularization	31	7%
	Simple addition	60	13%
3.	Misformation		
	Regularization	58	12%
	Archi-Forms	45	9%
	Alternating Form	44	9%
4.	Misordering	55	12%
	Total	473	100%

The table shows that students commit 473 errors in writing expository essay with the most frequent errors were: 98 error of double marking (21%), 82 error of omission (17%), 60 error of simple addition (13%), 58 error of regularization in misformation (12%), 55 error of misordering (12%), 45 error of archi-form (9%), 44 error of Alternating Forms (9%), and 31 error of regularization in addition (7%).

## **Discussion**

In conducting this research, the writer followed the steps to analyze the errors proposed by Abbot (1981), they were collecting the data, identifying the errors, classifying the errors onto errors types, giving statement of relative frequency of errors types. After collecting the data. they were identified and then classified based on Dulay's theory about Surface Strategy Taxonomy (omission, addition, misformation, and misordering)

Based on the result of the research, the writer found that the highest frequency of errors made by the students based on Surface Strategy Taxonomy was Double Marking by 21%. This result was different to the previous research on the errors in the students writing done by Devi Yenti (2019) which found that the highest errors made by student was misformation (48%). And the lowest number of errors in this research based on Surface Strategy Taxonomy was regularization in addition. The percentage of this type of error was only (7%) in this research. But, the lowest error was misordering (5%) in Devi Yenti. This case might be knowledge about English grammar. Widiatomoko (2011) stated that the second language learners might be confuse of recognizing second language because of their first language's influences. This error was caused by the influence of Bahasa Indonesia. From the table above, the writer did not explain why differences of percentage of each type of errors happened in both of research results. But, the writer just wanted to see the order of the types of errors which was the highest, the second, the third, and the lowest percentage. Since the differences of those percentages in both researches did not reveal the one was smarter than the other.

It could be inferred that the subjects still did many errors in writing, since they were developing their knowledge. From the research finding, although the third year students of English Study Program Universitas Riau used more correct grammar than error in their report essay, the errors that were made by the students should be clarified in order to know what the common errors are made by the students.

From the explanation above, it could be summarized that the factors caused the error related to students' background knowledge, and mother tongue. Experiences in learning English would gave impact on the students' writing performance. Therefore, the more factors faced by the students, the more frequency of errors on writing occurred.

## CONCLUSION AND RECOMMENDATION

### Conclusion

Most of Indonesian students have learned English since they were in primary school. However, their English proficiency, Especially in writing, is still unsatisfying. Error analysis which in this study used to investigate the grammatical error of the third year students of Universitas Riau in writing expository essay resulted that the students is still confused about how to use a good grammar, especially in writing form.

This study aimed at identifying, categorizing, and describing the types of grammatical error made by the English students' essay. As a result, the third year students of English Study Program of Universitas Riau still made many errors in writing expository essay. Based on the findings, the researcher found that students made 473 errors. The error classified into eight categories based on Dulay's Surface Strategy Taxonomy with the frequent errors were: 82 error of omission (17%), 189 error of addition (41%) that consist of 98 error of double marking (21%), 31 error of regularization (7%), 60 error of simple addition (13%), 147 error of misformation (30%) that consist of 58 error of regularization (12%), 45 error of archi-form (9%), 44 error of alternating form (9%), and 44 error of misordering (12%).

### Recommendation

Considering the conclusion above, researcher would like to offer several recommendation and suggestion based on the result of this research. Three main suggestion and recommendation of this study which are: First, the students need to do more exercise to understand about grammar as well as to practice more in productive skills in order to implement grammar learnt as well as receptive skills in order to understand how grammar is used. Second, this study may be as a consideration for the lecturers solve the students' difficulties and implement effective learning strategies to deal with the students' problem, so the error can be minimized by giving exercise and remedial work. Third, the other researchers can conduct researches on the improvements on grammar in writing essay.

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