

# AN ANALYSIS OF STUDENTS GRAMMATICAL ERRORS IN WRITING AN ESSAY AT THE ENGLISH EDUCATION STUDY PROGRAM OF UNISKA BANJARMASIN

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## ABSTRACT

The aims of the research is to know some grammatical errors made by the students of the second semester at English Education Study Program of Uniska Banjarmasin in writing an essay. The population of this research were consisted 20 students of second semester. The method used in this study was Descriptive quantitative Research. The data of this research were gathered from student's archive when they wrote an essay collected by lecturer. Grammatical errors were analyzed based on surface strategy taxonomy by Dulay, Burt, and Krashen. It consisted of four types, they were omission, addition, misformation, and misordering. The quantitative analysis used to count the percentage of the student's errors, which uses the formula:  $P = F/N \times 100\%$ , P=Percentage, F=Frequency of error occurred, N=Number of cases (total frequency). The qualitative analysis used to describe or interpret the result of quantitative analysis.

By analyzing the students' answer sheet, the researcher obtained their scores of the test result and found that there were 45.6% students who made errors in omission, 27.7% students who made errors in Addition, 15.7% students who made errors in misformation, 11% students who made errors in misordering.

**Keyword:** *grammatical errors, students, writing*

## INTRODUCTION

English has four language skills. They are listening, speaking, reading, and writing. These skills help students make good communication with other people, get good job, and make new business. Writing is one of important skills to be mastered by students because in writing activity the students can show their writing ability. In order to compose good writing, students should understand grammar well. Based on the preobservation, the researcher found that there were grammatical errors in students' writing. It should not be ignored because it will give impact on communication in English. The researcher wants to know what errors are mostly made by the students on grammar under the title "An Analysis of students grammatical errors in writing essay at the English Education study program of Uniska Banjarmasin".

### LITERATURE OF REVIEW

#### 1. Definition of Error Analysis

Taylor (1997:3) states that 'error analysis is the study and evaluation of uncertainty in measurement'. It implies that error has a positive role in language learning since it is the sign that a language learner do not learn the rules of the target language effectively.

#### 2.Errors in surface strategy taxonomy

Analyzing errors from a surface strategy perspective holds much promise for researchers concerned with identifying cognitive processes that underlie the learner's reconstruction of the new language.

##### a) Omission errors

An omission is a type of error which is "characterized by the absence of an item that must appear in a well-formed utterance".

##### b) Addition errors

Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance (Dulay et all 1982:156). It is usually occurred in the later stages of L2 acquisition or learning, when the learner has already acquired some target language rules.

##### c) Misformation errors

Misformation errors are characterized by the use of the wrong form of the morphemes or structure. It is occurred when the learner supplies something although it is incorrect.

##### d) Misordering errors

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. It occurs systematically for both L1 and L2 learners in constructions that have already been acquired. e.g. I don't know what is that. There is misordering error that should be "I don't know what that is".

### METHODOLOGY

This design used quantitative research method with descriptive approach. The quantitative method was chosen because this study aims to measure and describe an overview of students' grammatical errors writing an essay at the English Education Study Program students of Uniska Banjarmasin. . The purpose of the study is to analyze the grammatical errors of writing an essay middle test. The researcher analyzed the research based on the surface strategy taxonomy and the comparative analysis to infer the source of the errors. The researcher was interested in error analysis of grammatical because grammar are believed to contain valuable information on the strategies that learners use to acquire a language. The researcher described the student's grammatical errors of middle test of Writing an essay, analyzed the data, and

finally inferred the causes they committed those errors. The result of this research was presented in the form of words and percentage.

### **DISCUSSION**

The formula is:

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

Where :

P= percentage

F= Frequency of errors

N= Total of errors which is observed

### **CONCLUSION**

Based on the data analysis and the discussion in the previous chapter, the writer made conclusion that the ability of the second semester of English Education Study Program at Uniska Banjarmasin in writing an essay was still low. Researcher found that there were 45.6% students who made errors in omission, 27.7% students who made errors in addition, 15.7% students who made errors in misformation and 11% students who made errors in misordering. The errors came from many factors, the students still confused to choose the right word in a sentence because of the lack of knowledge. Besides, errors happened because of their first language (Indonesian logical thinking), errors occur because students only know the basics of grammar but not in detail so that students miss the details that include every part of the grammar.

**Table 1.1**  
**The Recapitulation of Students' Grammatical Errors in Writing**  
**an essay**

No	Students	Types of Error			
		Omission	addition	misformation	Misordering
1	AA	6	3	1	-
2	AH	4	2	-	-
3	BAS	5	4	2	1
4	CK	12	3	4	2
5	DI	6	3	2	-
6	EP	10	5	-	-
7	F	9	4	2	1
8	J	7	5	3	2
9	KCH	8	4	-	1
10	KR	9	5	7	2
11	LNB	13	6	5	3
12	MAQ	4	2	-	1
13	NA	6	3	1	1
14	NKH	5	2	1	5
15	NN	2	1	-	-
16	NR	1	-	-	-
17	S	5	2	5	7
18	SR	5	2	1	-
19	PS	5	8	6	2
20	Y	6	6	5	3
<b>Total</b>		<b>130</b>	<b>79</b>	<b>45</b>	<b>31</b>
<b>Total</b>	<b>285</b>				

**Table 1.2**  
**Surface Strategy Errors Frequency**

No	Surface strategy taxonomy	Frequency	Percentage%
1	Omission	130	45.6%
2	Addition	79	27.7%
3	Misformation	45	15.7%
4	Misordering	31	11%
	<b>Total</b>	<b>285</b>	<b>100%</b>

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