

AN ANALYSIS OF GRAMMATICAL ERRORS IN THE SKRIPSI DISCUSSION OF EFL STUDENTS

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Abstract

This present study aims to analyze the most dominant errors made by the last semester students of English department of University of Islam Malang on their thesis especially in the part of discussion. This study was designed to be descriptive qualitative method. The data were collected by simple random sampling from some of *skripsi* discussion made by EFL students of University of Islam Malang in the last two years 2018 and 2019. Furthermore, the researcher followed the error analysis procedures to analyze the data. Moreover, the errors were classified into surface strategy taxonomy theory as proposed Dulay et al. the result shows that the most dominant errors were misformation 34 (40%) followed by omission 33 (38.83%), misordering 10 (11.77%), and addition 8 (9.42%) so, the total errors from the *skripsi* discussion were 85 errors. The current study investigated that the causes of errors were inter-lingual interference. Based on the result of this study, the researcher found that the students still have problem with understanding their English grammar rules to their writing process.

Keywords: Grammatical errors, *skripsi* discussion, omission, addition, misformation, misordering.

INTRODUCTION

Nowadays learning English is a requirement for every student in Indonesia or other countries because English has become the language of communication in the world, so that's why learning English is being important to be learn. The curriculum of teaching English divides language skill into four parts, those are: speaking, listening, reading and writing. That four English skills have language components such as grammar, vocabulary and pronunciations. Grammar is a rule made by native speakers to understand the context in

communication. According to the expert in his book *Practical English Usage*, Swan (2005) said that grammar is the rules that show how words are combined, arranged or changed to show certain kinds of meaning. Novita (2014) argue that in other words grammar can also be interpreted as a language structure that regulates sounds, words, sentences, phrases and other like.

Grammatical errors have become very important for us to know in order to, we can understand the English text perfectly and there is no misunderstanding in conveying information. From the previous study conducted by Budiarta, Suputra & Widiasmara (2018) found that the analysis of grammatical errors in writing showed that the most of grammatical errors that are often made in writing narrative texts were in misformation and interlingual transfers. Therefore, it was good for students to minimize the grammatical errors with add insight into vocabulary especially in the term of verbs.

Even though, many people assume that grammar is a subject which difficulty to understand. Therefore, EFL students should master in English grammar to make easy their English skills such as speaking, listening, reading and writing. Sometimes they also find difficulty in writing or speaking English correctly in grammar. However, grammar is a matter that must be understood and mastered especially EFL students to assist learners in achieving language targets. Wang (2010) assumed that Chinese students believe that grammar is a very important component in mastering English skills because grammar can help them to improve their understanding in writing, reading and listening to be much better.

From the explanation above, as known that this research is related to the analysis of grammar errors on the *skripsi* discussion made by EFL students of English department of University of Islam Malang. Moreover, they have been studying grammar for several years starting from elementary school to university. Therefore, it can be said that they already known about grammar before. *Skripsi* discussion is the most important part to describe and interpret the findings of study. In this part, the researcher will explain a new understanding

or insight that appears as a result of the study. Discussion is usually always connected with the introduction through a research question or a proposed hypothesis of study. And also researcher want to find out whether *skripsi* discussion made by EFL students of UNISMA Malang have been proven to be free from grammatical errors such as plural, singular, pronoun, tenses, preposition, sentence structures, active or passive sentences.

On the other hand, this paper mainly focuses on the analyzing *skripsi* discussion. Based on the background above, the research problem of this study can be formulated as follow:

1. What Types of grammatical errors are found in the *Skripsi* discussion made by EFL students of University of Islam Malang in the last two years 2018 and 2019?
2. What common grammatical error types are frequently used in their *Skripsi* discussion?

METHOD

In this present study, the researcher implemented descriptive qualitative method in that the researcher focused to describe the classification of grammatical errors in the *skripsi* discussion written by EFL students of UNISMA Malang. This study also used qualitative approach. This type of descriptive qualitative research is a research method that utilizes qualitative data and is explained descriptively. This type of descriptive qualitative research is often used to analyze events, phenomena, or social circumstances. This type of descriptive qualitative research is a combination of descriptive and qualitative research. Therefore, the researcher will identify, classify and describe the type of errors on using of grammar in the *Skripsi* discussion made by EFL students of UNISMA Malang. In this stage, the researcher uses Dulay's Surface Strategy Taxonomy to classify the category of error on grammatical in writing English.

Qualitative approach is data collection which used of natural methods through a descriptive analysis process. In this study, researcher collect the qualitative data from the results of the analysis that collected the types of grammatical errors in the *Skripsi* discussion made by EFL students. Based on Hancock, Ockleford, Windridge (2009) defined that qualitative research focuses on the report on the experience of researchers and the data obtained by researchers written and explained numerically on the results of research. While the quantitative approach is data collection in the form of numbers. A Quantitative data in this study were obtained from the results of the percentage frequency categories of error in using grammar according to Dulay's Taxonomy Strategy.

The data target of this study was *skripsi* discussion written by undergraduate EFL students of UNISMA Malang from two years 2018 and 2019. Furthermore, to get the sample of data the researcher used simple random sampling method and also the researcher assumed that all *skripsi* discussion have an equal chance to be selected as samples from this study. To get representative data, the researcher only took 5 *skripsi* discussions from each years. In each *skripsi* discussion consist of 3 pages so, the total of data analysis will be 30 pages.

In this study, researcher makes herself into the research instruments or commonly referred to as human instruments. Where, the researcher has collected data and analyzed data by herself. In analyzing data, the researcher uses 'underlining' to classify several words or sentences that included in the category of grammatical errors.

In collecting data, researcher obtains data from *skripsi* discussion written by EFL students of UNISMA Malang where researcher took from the library of FKIP UNISMA Malang.

In this case, the researcher used four steps. First, the researcher looked for *skripsi* discussion made by EFL students in the library of FKIP UNISMA Malang. The second, the researcher chose the last two years (2018, 2019) from *skripsi* discussion made by EFL students and took photo all of them for data collection then, prints out into a hard file to make it easier for researcher to obtain analytical data. Third, the researcher reads all of *skripsi* discussion as a whole thoroughly to identify words or sentences that contain in

grammatical errors. And finally, the researcher analyzes the words and sentences that contained in the grammatical error and then classifying them into the category of errors.

In this study, to obtain data analysis there are several steps that must be done by researchers, as stated by Ellis (1994, p. 48). There are four stages in conducting an EA, they are: (1) "a collection of student language samples, (2) identification of errors, (3) description of errors, and (4) explanation of errors". These stages are summarized and discussed in the following subsections.

From the explanation above, the researcher does not deal with the steps of the EA. The steps made by the current researcher are just to find the categories of errors in the *skripsi* discussion made by the last semester students of UNISMA Malang, such as:

1. Identifying the Sample of *Skripsi* Discussion.

At this stage, the researcher identifies a partial failure from *skripsi* discussions that refers to the misuse of grammar. In this case, the researcher uses the method of bolding and coding to establish the grammatical errors on the *skripsi* discussion. As mentioned by Azar (2003) about sentences as the basis of the standard rules of English grammar. The researcher made a significant comparison to the sentence reconstructed with the original one.

2. Classification of Errors

After identifying the analysis data, the researcher classified errors based on Dulay's Surface Strategy Taxonomy theory that categorizes errors into four parts, that is; omission, addition, misformation and misordering. In this step, the researcher collects data by classifying errors found in *skripsi* discussion into the four categories of errors above. In addition, researchers also add the right sentence or word in accordance with English grammar rules.

3. Description of Errors

In this last step, the researcher wants to describe each error in the error category according to the previous. The data obtained will be described through descriptive quantitative methods and will be calculated the frequency of errors from each type of

grammatical errors in the *skripsi* discussion. The following frequently of errors can be seen from the code below:

Ce = Category of grammatical errors.

Fe = Frequency of errors in each type of grammatical errors.

Tf = Total frequency of grammatical errors.

All of that is the process of taking data analysis conducted by researchers on this occasion. It is used only for the analysis of grammatical errors in *skripsi* discussion on undergraduate EFL students of UNISMA Malang.

FINDING AND DISCUSSION

In this part of study, the researcher has evaluated the use of grammar written by EFL students. The aim of this study was focused on the students' performance and problem in using grammar. The identification of data was conducted by collecting all the items of errors then, make a list of grammatical errors found. The data of the study related to the classification of grammatical errors in the *skripsi* discussion appropriate with the Dulay's Surface Strategy Taxonomy Theory. The researcher found 33 errors of omission (38.83%), 8 errors of addition (9.42%), 34 errors of misformation (40%), and 10 errors of misordering (11.77%). Hence, the total of errors in *skripsi* discussion made by EFL students of UNISMA Malang was 85 errors. The details of the errors were presented in the description table below.

No	Error Type	frequency	Items
1	Omission	33	1, 23, 24, 26, 29, 30, 35, 39, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 54, 55, 59, 63,64,68, 72, 74, 75, 78, 82, 83, 84
2	Addition	8	5, 8, 38, 40, 65, 76,77,80
3	Misformation	34	3,4,6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 20, 21, 22, 25, 28, 23, 33, 34, 36,

			53, 56, 57, 60, 61, 62, 69, 70, 71 73, 79, 85
4	Misordering	10	2, 18, 19, 27, 32, 37, 58, 66, 67, 81
Total			85 errors

Table 1: The number of error classification per each item of error sentences

In attempting to find out the student's difficulties in using grammar on their written text. The researcher classifies of errors into some sections by following the Dulay's Surface Strategy Taxonomy theory. In the result of study have been mentioned classification of grammatical errors made by EFL students such as, 34 errors of misformation (40%), 33 errors of omission (38.83%), 10 errors of misordering (11.77%), and 8 errors of addition (9.42%). The total overall grammatical errors found by the researcher were 85 errors.

In this study, the researcher found the highest frequent of grammatical errors made by EFL students of UNISMA Malang in their written of *skripsi* discussion. The errors occur because of a lack of mastery over the well-structure. In this case, it was found that the highest value was in the misformation category with 34 errors (40%). And the lowest value was addition 8 errors(9.42%). Errors of misformation happened when the students make grammatical errors in the use of sentence structures or morphemes in an article such as in the term of pattern, grammar rules or tenses. For instance, the students not paying attention to sentence structure in terms of subject and verb-form, plural and singular-form or the relative pronouns like (who, whom, whose, which. that). Hence, usually the students often have difficulty in speaking because there are differences in Indonesian and English so it can be said that the students make interlingual errors where they prioritize L1 over L2 in their language. According to Dulay et al (1982) making error is fundamentally human in process. Therefore, it is possible for staff to make errors unconsciously when they were speaking. Abbasi & Karimnia (2011) have supported this study in their research findings which was said that 98 % of the students had problems in their grammatical structure, the most common errors that occurred the students in produced were of interlingual errors, indicating the influence of mother tongue.

The discussion above was supported by other researcher in the previous studies. In this study the researcher wanted to compare this present study with previous studies on grammatical errors made by students and conclude that the higher number of grammatical errors were misformation and omission. In the previous study Liasari (2017) found that the students produced all forms of grammatical errors included in both of errors classification strategy that is surface strategy taxonomy and communicative effect taxonomy. The total number of errors was 182 which the detail of surface strategy taxonomy was 58 errors in form of omission (32%), 28 errors in form of addition (16%), 82 errors in form of misformation (44%), and 14 errors in form of misordering (8%). And also in the term of communicative effect taxonomy the students made 26 errors included in global error (14%) and 156 errors included in local error (86%). For the finding above, conclude that the highest number of grammatical errors was in the form of errors of misformation 82(44%) and errors of omission 58 (32%). The result of Safrida and Kasim (2016) also support this present study, they found that the students produced many of errors in their speaking especially is grammatical aspect. The researchers found that all types of grammatical errors according to surface strategy taxonomy. The result showed that (55%) errors of omission, (29%) errors of misformation, (13%) errors of addition, and (3%) errors of misordering.

In addition, it has been explained that the most common of grammatical errors was omission and misformation- form. From the statement above, it can be concluded that the errors occur due to lack of understanding of students in learning grammar. They only learn English as the target language (TL). Therefore at least the teacher and lecturer should pay more attention to the common errors made by EFL students in terms of grammatical aspect.

CONCLUSION

Based on the result and discussion of study, the researcher was conclude that the writing ability in undergraduate EFL students of University of Islam Malang is still having trouble in learning grammatical aspect. Hence, the students usually make an interlingual errors that it is influenced in their writing. It was proven in the previous study Promsupa, Varasarin and Brudhiprabha (2017) this study found that the sources of the errors, both of

the interlanguage errors and the intralingual and developmental errors had influences on the errors made in the writing. The interlanguage errors occurred when the students attempt to use their existing knowledge of L1 structures to acquire the target language, but differences between the two languages caused them to apply the structures incorrectly.

In the result of data analysis in this present study, the researcher found that all the type of errors based on surface strategy taxonomy by Dulay et al. the finding showed that the highest number of errors was 34 errors of misformation (40%), 33 errors of omission (38.83%), 10 errors of misordering (11.77%), and 8 errors of addition (9.42%). See details on table 4.1

It means that the students of English department is still had a problem understanding in using grammar although they have been learn grammar in the last three year in their University of Islam Malang. In other words, students still made errors in their writing text. In order to minimize the student errors, the English teacher may use the other strategy to teach students in grammatical aspect more creatively and use language that is easy to understand.

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