

# AN ANALYSIS OF GRAMMATICAL ERRORS IN WRITING SKILL

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## Abstract

As one of the language skills, writing has an important role in learning English. It serves knowledge and information for the readers. Writing is the process of putting ideas on a paper to change our thought into words, to sharpen our main ideas, to give them structure and coherent organization.

The object of the research is to know the dominant errors that made by the students and to know the causes those students made grammatical errors

By analyzing the students writing text, the writer found that there were 18 omission of to be, 14 omission of plural, 20 omission of article, 17 omission of preposition, 49 addition, 183 misformation, and 10 misordering.

The result of the research shows that the dominant error made by the students is misformation errors, misformation errors happened because the influence of the students' mother tongue, the students still confused to change the verb into past participle, it can be called as intralanguage errors where it happened because incomplete knowledge in the change of verb. Besides that, it happened because some factors of students made grammatical errors, those were; environment, the process of teaching and learning including of learning style and feedback, the availability of learning source, and less motivation.

Key words: Grammatical Errors, Writing Skill

## **Introduction**

Now days learning English becomes more important because English is one of international language that can be used to communicate with other people in the world. This is supported by Kachru 1986 (in Asni, S., & Susanti, S,2018, p. 131) likens English as Aladdin's lamp, which means that when someone has mastered then one can easily get in business, technology, and knowledge. So, by using English, students can improve the ability to understand in any knowledge. In Indonesia, English is learnt as the second language or a foreign language and English is one of compulsory subject that is taught to the students from elementary school to the university level. But English is not like Indonesian language, the learners feel that learning English is more difficult because learning a different language

has a different element compared to the native language or mother tongue. When the students learn English, they just focus on four language skills, those are; listening, reading, speaking and writing. Reading and listening are receptive skills while speaking and writing are productive skills and those are absolutely developed in the process of learning English.

Writing is an activity which is done by people to communicate or convey the message to another person but it is indirect way to express ideas through a piece of paper (Irawati, H. 2014, p. 3). In addition, writing activity does not only involve more than just producing sentences or putting one word after another, but writing is also a thinking process, the way to communicate. In writing, a person must be skilled at developing new ideas and in every paragraph well

and skillfully exploiting and using the grammar and vocabulary. Therefore, aspects of grammar in writing cannot be eliminated.

**Method**

This research was a descriptive qualitative research which was conducted at MTs Unggulan Al Qodiri 1 Jember. The subject of this research was VIII A class of the eighth grade students at MTs Unggulan Al Qodiri 1 Jember. The object of this research was the eight grade students' writing at MTs Unggulan Al Qodiri 1 Jember. According to Miles, Huberman & Saldana (2014), there were some procedures of data technique analysis, those are data collection, data reductions, data display, and conclusion.

**Result and Discussions**

Based on the findings of the research, the grammatical errors made by the students can be seen in table 1

Table 1 The Grammatical Errors Made by the Students

No	Types of Grammatical Errors	Number the Errors
1.	Omission of to be	18 (11 students)
2.	Omission of plural	14 (11 students)
3.	Omission of article	20 (10 students)
4.	Omission of preposition	17 (13 students)
5.	Simple addition	49 (13 students)
6.	Misformation	183 (19 students)
7.	Misordering	10 (9 students)
	<b>Total</b>	<b>311</b>

Based on the findings, omission of to be means that the students did not put to be in their sentences, they still use Indonesian structure in writing. Absolutely it comes from the influence of their first language, those errors are classified into the interlanguage interference because in Bahasa Indonesia does not have to be in making a sentence. Omission of plural means that the students did not put s/es in the end of

plural inflection, those errors are classified into the interlanguage interference because Indonesian language does not have the adding of s/es in the end of plural inflection. It is supported by Safrida and Kasim (2016, p. 77) omissions of the plural are classified into the interlanguage interference because there are no plural nouns in *Bahasa Indonesia*. Omission of an article means that the students miss an article that should be appeared in their sentences. It also comes from the influence of their first language, because in the first language does not have an article in making the sentence. Omission of preposition means that the students missed the preposition in their sentences, because they assumed that in making sentence in the target language does not need the preposition. It is supported by Mariko (2007), Ting et al (2010), and

Hojati (2013) in Safrida and Kasim (2016, p. 77) found that preposition is a problem for EFL learners. This kind of error is regarded as intra-language interference because of the complexity of the use of preposition. Based on the findings of the research, the students made addition errors are because of incomplete knowledge about the structure of grammar, they add some addition errors that should not appear in the target language. The students made misformation errors are because they have not mastered the change of verb. They were still confused which one to use when making a grammatical sentence. It could be because in the first language does not have the change of verb, does not have the changes of verb to determine the kind of the tenses. Misordering errors were the lowest errors that made by the students. It is supported by Mustafa et

al (2016) in Safrida and Kasim (2016, p. 77) who state that misordering errors mostly committed by the beginner learners. Those errors happened because the students put the morpheme in the wrong place, it was found that misordering errors occurred because of interlanguage interference errors, because in the first language the pattern of noun in Bahasa Indoneisa is noun+adjavtive but in the target language or English language is adjective+noun.

### **Conclusion**

Based on the result of the data analysis and the discussion presented in chapter 4 and 5, it can be concluded that the result are as follow:  
The dominant error in writing recount text that made by the eighth-grade students of MTs Unggulan Al Qodiri 1 Jember is Misformation errors.  
The factors that because the students make grammatical errors are:

Interlanguage errors; Intralanguage

errors, environment, the process of teaching and learning including feedback and learning style, the availability of learning sources, and less motivation.

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