

THE ANALYSIS OF GRAMMATICAL ERRORS ON STUDENTS' ESSAY WRITING BY USING GRAMMARLY

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Abstract

Considering the importance of grammar knowledge in the process of writing essays to students, the researchers aimed to research and explain the grammar errors in the essays of students of the English Department at UNISKA Kediri. The research study is classified into qualitative study. The study analyzed 14 samples English Essays written by UNISKA students. To classify the different types of errors made by students and identify common errors in writing student essays are using triangulation method. The results of this research found types of grammatical errors in the students' essays consist of 7 total errors in the grammar section, including 19,66% were found in articles a/an/the error, 13,68% were found in punctuation errors, 11,97% were found in plural/singular error, 11,97% were found in preposition errors, 5,13% were found in tenses error, 0,85% were found in to + V1 error, and 0,85% were found in pronoun error. Those errors indicated the problems faced by students in writing essays. The most dominant grammatical error found is in the articles a/an/the error including 19,66%. Researcher also found students' difficulties facing in writing their essays. That found students' questionnaire answers. Researcher found the students' difficulties are selecting and developing topic, write a well structured sentence and paragraph, grammar, and vocabulary. Based on the findings of grammar errors in student essays, the researcher hopes students to be more aware of writing essays with the correct grammar, aware of the wrong grammar on their Essays and using Grammarly Application to help in writing essays.

Key words: analysis, errors, essay, grammar, student, writing

INTRODUCTION

Nowadays, technology is developing rapidly in human life. Technology also has a great influence on the lives of every human being. Technology can help humans in facilitating the activities of human life. Warsita (2008:135), technology is resources and infrastructure systems to obtain, transfer, process, decipher, repository, organizing, and using data's meaningfully". Ellul in Miarso (2007:131), technology is a whole method that rationally leads and has efficiency characteristics in every field of human activity. It can be concluded that technology is the largest information system created by a group of informatics experts to help human daily activities. If students today want to learn new knowledge, technology can make it easier for students to get the knowledge they need. In this era, technology also can be used to learn languages. It is very good for students if they have the ability of two languages

or even more because this ability will broaden their horizons and connection throughout the world. In learning English as an international language, students can use technology as a practical and effective media. Technology provides a better approach in the preparation of learning that ends with a simple curiosity. Gilakjani (2017) said that technology can help the learners in choosing their learning activity and they can have entrance to a lot of information. Students can expand language skills through online learning that requires the internet to connect to YouTube, Google, Instagram, Facebook, etc so they are able to become learning media. Not only providing technological knowledge, but it can also motivate students to be enthusiastic in extending language knowledge. Through internet technology, students can obtain unlimited resources in learning languages so that it can help and motivate students to learn languages more.

When studying a language, students can choose whether to learn the language in the oral form first or in writing first or even learn both at the same time. In oral form, students will learn how the language is spoken and how the language will be used. If students want to learn languages in written form, students will learn about how to write vocabulary correctly, write languages with grammar correctly, how to use language that fits in writing, make text stories, write letter, write news, write essay, etc. In learning languages, both verbally or in writing there are online applications that can test and correct our language skills in learning so that we do not need to feel afraid and doubtful in learning. For example, applications that can test and correct language knowledge verbally are Learn to speak English with Busuu, Hello English, Learn English Daily, English Listening & Speaking, etc. Applications that can test and correct language knowledge writing are White Smoke, Ginger, Reverso, Language Tool, Paper Rater, Hemingway Editor, Pro Writing Aid, Spell Check Plus, Grammarly, etc. All the applications mentioned can test and correct student's language learning skills. For this reason, the researcher wants to analyze the essays of UNISKA students in Second Semester Faculty of Teacher Training and English Education Department with the help of Grammarly application to find out the types of errors and difficulties the students faced in writing essays. Researcher chooses Grammarly as a medium because grammarly has been widely used by previous research as a research medium, the results is able to accurately correct grammar in a text so it is able to have a good effect on students' writing. Researcher use writing skills as research because writing skills are one of the difficulties that occur in students today.

Literature Review

Writing

Writing is the expertise that is studied by students in studying nonnative language especially English language. Tarigan (1994:3-4) states writing is one of language skill that is used to communicate with other people indirectly, thus, it does not need face to face interaction. Nurgiyantoro (2001:298), from the perspective language competency, states that writing is a productive activity of producing language.

Error

Error is an action that is inaccurate or not in accordance with the rules. Error and mistake have the different meaning. Brown (2000: 76) said error is visible deviations from the grammar of adults or non-native speakers that reflect the competence of their learner's language, while mistakes refer to performance factors such as memory, spelling fatigue, and emotional tension. Error is commonly made by students and non-native speakers who have not been able to master all grammar properly. Meanwhile, as defined by Dulay, Burt, and Krashen (1982: 138), in other words, errors deviate from some of the norms chosen for the performance of the target language.

Error Analysis

Learning the target language is very different from learning someone's native language. Therefore it takes full struggle in learning the target language. There are several point of view regarding Error Analysis. Brown (2007) states the errors can be detected, anatomized, and categorized to state something of the system operating within the learner, lead to a surge of study of learners' errors, called error analysis.

Grammarly Application

Grammarly checker is a type of application that corrects errors in writing such as grammatical errors, convention error, spelling error, and conciseness error. Grammarly users can easily correct spelling errors, grammatical errors, and other punctuation errors such as apostrophes, commas, etc. The Grammarly application has two versions, the free version and the premium/paid version. In this study, researcher used the free version of Grammarly.

Essay

According to the Big Indonesian Dictionary (KBBI), essay is a writing that discusses a cursory issue from the writer's point of view. From this understanding, we can conclude that essays are writings that contain opinions and are argumentative that supported by data facts.

Previous Study

Previous Study is a study that is used as a reference in subsequent research. There are some studies related to grammatical errors in writing. Firstly, a research done by Noviyanti (2013), entitled "*An Analysis on Students' Grammatical Errors in Writing Descriptive Paragraph*" (A case study at the Second Grade of SMPN 3 Tangerang Selatan), the researcher used qualitative descriptive method with the purpose of the research want to know the most grammatical errors made by the students in writing descriptive text, where the result was the highest grammatical errors was in tenses done by 19 students or 29,8%.

Secondly, a research done by Fadhilah, Lizawati, Saribu (2018), entitled "*Effectiveness of Grammarly Application for Writing English Abstract (Hang Tuah Tanjungpinang students)*", the researcher used this study used a pre-experiment method with the purpose of the research want to determine the effectiveness of Grammarly for writing abstract in English. Results showed a pre-test value of 64.86 with a standard deviation of 18.89 and a post-test of 85.72 with a standard deviation

of 6.82. The results of the hypothesis test using a Paired t-test obtained p-value 0.00 ($<0,05$), which means that there was the effectiveness of Grammarly application in writing English abstracts text of HangTuah Tanjungpinang students. Analysis of the correction results in abstract writing found that Grammarly showed errors in the use of punctuation 10.5%, Spelling as much as 35.5%, choice of words as much as 13.4%, and sentence structure as much as 33.0%. In conclusion, this study revealed that effective Grammarly was used as a tool to improve students' writing of abstract English texts related to the correct use of English grammar.

Based on the previous researchers above, it is known that grammatical factors in writing text still become the difficult material and grammarly application is one of application can be used to help student to write text.

METHOD

The research design in this research is qualitative research. In this research researcher using triangulation data to check and establish data validity by analyzing problem formulations answer result from multiple perspectives. The researcher uses research instrument such as students' essays document, open questioner and grammarly application. The researcher gave open questionnaires to 28 students, but the filled open questionnaires were 14 students. So that the researchers took 14 students as samples for research.

RESULTS AND DISCUSSIONS

Types of Grammatical Error Analysis in Student Essay with Grammarly

It was found that the most dominating error was the error in spelling as much as 30,77%. Then, the most dominant error in the grammar area is missing and less article a/an/the as much as 19,66%. Then the researcher found 13,68% punctuation errors in student essays. Then the plural/singular error was found as much as 11,97%. Researcher also found preposition error 11,97%, tenses error 5,13%, to+V1 error 0,85%, and on the pronoun error as much as 4.20%. The errors found consisted of spelling namely incorrect spelling 30,77%, conventions namely space error 4,27% , conciseness namely change word 0,85%. Those errors indicated the problems faced by students in writing essays.

Dominant Grammatical Errors Analysis in Student Essay

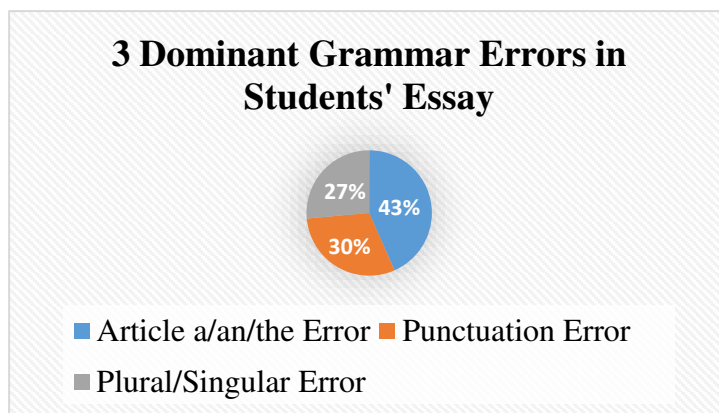


Figure Dominant Grammatical Errors Analysis in Student Essay

Biggest Grammar Errors in Essay Students appear in errors article as many as 43%, in punctuation error 30%, and plural/singular error 27%. According to the researcher, these three Grammar errors can occur because students do not understand grammar perfectly, students are not careful in writing essays, and students do not re-check essays that they have written.

Difficulties Students Face in Writing Essays

In this study, researcher wanted to find students' difficulties in writing essays. In finding out the various types of difficulties students have in writing Essays. Researcher uses an open questionnaire in examining it. There are 9 questions on the questionnaire. Researcher obtained data from the questionnaire from July 8 2020 - July 16 2020 using Google form media and WhatsApp chat to ask some questions that were answered less specifically by students on the Google form. This research was conducted online because all campuses were closed due to the COVID-19 pandemic.

1. First question "What is the difficulty that you face in writing an essay?"

No.	Categories	Percentage
a.	Selecting and developing topic	64,29%
b.	Write a well structured sentence and paragraph	35,71%
c.	Grammar	35,71%
d.	Vocabulary.	35,71%

2. Second question “Why can it be the difficulty in writing an essay?”

No.	Categories	Percentage
a.	Selecting and developing topic	64,29%
b.	Grammar	28,57%
c.	Vocabulary	21,43%
d.	Not interested in writing	21,43%
e.	Write a well structured sentence and paragraph	7,14%

3. The third question “What other difficulties do you have when you write an essay?”

No.	Categories	Percentage
a.	Selecting and developing topic	21,43%
b.	Finding the thesis statement	21,43%
c.	Apply the rule in writing an essay	7,14%
d.	Make a conclusion essay	7,14%
e.	Spelling	7,14%
f.	Grammar	7,14%
g.	Vocabulary	7,14%
h.	Structure writing	7,14%
i.	Much and confused	7,14%
j.	Nothing other difficulties	7,14%

4. The fourth question “Do you know Grammarly application?”

No.	Categories	Percentage
a.	Know the Grammarly application	71,43%
b.	Do not know the Grammarly application	28,57%

5. The fifth question “Have you ever used Grammarly?”

No.	Categories	Percentage
a.	Use the Grammarly application	50%
b.	Never use the Grammarly application	50%

6. The sixth question “Do you consult a dictionary or use Google translate while you are writing an essay? And why?”

No.	Category	Percentage
a.	All students use Dictionary and Google translate	100%

7. The seventh question “Do you write an essay in Bahasa Indonesia before writing it in English? And why?”

No.	Categories	Percentage
a.	Students writing essays by writing Indonesian before writing English	92.86%
b.	Students writing essays by writing English directly	7.14%

8. The eighth question " Let's see your essay! What type of errors did you make or find the most in your essay? Please mention one or more error words or sentences from your Essay!"

No.	Categories	Percentage
a.	Students can not find their error	92,86%
b.	Students answered find their error in grammar	14,29%
c.	Students answered find their error in article and unsuitable word	14,29%
d.	Student answered find their error in pronoun	7,14%
e.	Student answered find their error in choosing diction	7,14%
f.	Student answered a lack of writing skills	7,14%

9. The ninth question "Let's see your essay! Why do you think you made those errors?"

No.	Categories	Percentage
a.	Limit knowledge of essay and limit vocabulary when writing	14,29%
b.	Not careful when writing	7,14%
c.	Do not know a good essay and difficult to choose words when writing	7,14%
d.	Less understand grammar when writing	7,14%
e.	That the sentence does not connect with the next sentence and the main idea	7,14%
f.	Do not have enough time to find errors when writing	7,14%
g.	Do not have an idea when writing	7,14%

CONCLUSION

From the research results and finding above it can be concluded that types of grammatical errors that found in the students' essays are found 7 errors in the grammar section, including 19,66% were found in articles a/an/the error, 13,68% were found in punctuation errors, 11,97% were found in plural/singular error,

11,97% were found in preposition errors, 5,13% were found in tenses error, 0,85% were found in to + V1 error, and 0,85% were found in pronoun error. Those errors indicated the problems faced by students in writing essays. The most dominant grammatical error that found is in the articles a/an/the error including 19,66%. The Researcher also finds students' difficulties facing in writing their questionnaire answers. Researcher found the students' difficulties are selecting and developing topic, write a well structured sentence and paragraph, grammar, and vocabulary.

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