



GRAMMATICAL ERROR ANALYSIS IN AUTHENTIC LANGUAGE USED BY SENIOR STUDENTS IN UNIVERSITY OF MATARAM

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Abstract:

Grammar is an essential element in language learning and it is used as ingredients for the application of language skills (listening, speaking, reading, and writing). Students of EED need grammar to support their language proficiency and to prepare them to be teachers of English. To achieve these goals, students of EED at Unram have been given 8 credits of grammar courses. However, the fact that students still make errors in the use of grammar. This research aims at finding out errors made by senior students of EED Unram in authentic language use and finding out the causes of errors in writing authentic texts. This research involves 7th semester students of EED Unram, consisting of 177 students. Of the totals, 35 students were used as sample selected using purposive random sampling. The data for students' errors were collected from assignments submitted in CAR subject and for causes of errors were taken from students using interview technique. To validate the analysis, a grammar check --- Grammarly --- was used and the followed by human analysis. The results show that the errors were dominated by Omission (36%), followed by Misformation (31%), Addition (29%), and Misordering (4%). The causes of errors are lack of knowledge, carelessness, influence of first language, and direct translation.

Keywords: English grammar, error analysis, authentic language use, senior students

INTRODUCTION

Grammar is an essential part of language use. Grammar, in addition to vocabulary and pronunciation becomes an “ingredient of language learning” in the application of four language skills (Cahyono & Widiati, 2011). In teaching English using Genre-Based Approach, lexico-grammatical aspects are one of three main components to form a text. Every text in this approach consists of social function, generic structures, and lexico-grammatical features. Grammar and generic structure a text are used to realize the social functions (Egins cited in Emilia & Hamid, 2015). In relation to the importance of grammar, Richards & Renandya (2002) argue that grammar needs to be taken into account in teaching English to help them improve their language ability. Mastery of grammar will contribute to clarity and effectiveness in communication process (Debata, 2013; Ur, 2012). The demand of grammar will be along with students' levels of English. The higher the level of English proficiency needed, the higher the demand for language accuracy.

For students of English Education Department (EED), who are prepared to have a high level of English proficiency, mastery of grammar is urgently needed for being fluent and accurate communicator and for preparing them to be teachers. As Sujana, et al. (2021) argue that grammar is needed to achieve least three main goals for building good communication (spoken and written), for preparing graduation requirement (TOEFL) which require high demand of SWE), preparing themselves as teachers who are sometimes required to be able to explain grammar roles on related topics. Therefore, without having high standard of grammar mastery, they will have difficulty achieving those goals.

To achieve those 3 goals mentioned above, students at the English Education Department have been given 8 credits of Grammar lessons from semester 1 to semester 4, consisting of Basic English Grammar 1 to Advanced English Grammar. It is expected that by giving 8 credits of grammar, from Basic English Grammar to Advanced Grammar, students should have sufficient mastery of English Grammar. However, the result of TOEFL test especially on the Structure and Written Expression section show that the students' performance did not correspond to the time spent to learn grammar.

Seeing the fact that students have spent their time learning English grammar (8 credits) and their low results in test performance, it is important to investigate students' performance in applying English Grammar in real and authentic contexts. The present research is directed to analyze students' grammar error in authentic language use. Authentic language use in this research is defined as the application of grammar to support their major assignment submitted for a content course. In other words, grammar is a part of realization of completing the assignment, not as a part of language learning. The authentic texts in this research are texts produced by senior students of EED University of Mataram for *Class Action Research* (CAR) Final Project. For this project, the students were assigned to write a research proposal based on problems found at school contexts. Therefore, the problems investigated are (1) what are the grammar errors commonly made in authentic language use by senior students of EED Unram? and (2) what causes the errors?

RESEARCH METHODS

This research used mixed method. This method is a way of collecting and analyzing as well as combining qualitative and quantitative methods to conduct research and find problems (Creswell, 2003). This research involved 7th semester students of English Education Department (EED), the University of Mataram, registered at a Class Action Research (CAR) subject. Two kinds of data --- students' errors and causes of errors --- were collected through documentary and interview. The first data were collected from students' final project (research proposal) available at class LMS (Learning Management System) spada.unram.ac.id. Of 177 data available at the account, 35 data were selected using purposive random sampling with the criteria of word length (250 - 500 words). To validate the data, a grammar check software -- called *Grammarly* (premium) --- was used to identify errors and followed by human checking. Surface strategy taxonomy, classifying errors into four categories: omission, addition, misformation and misordering, was used as the basis for collecting data. The data on sources of errors were collected using interview technique. Data collected were then analyzed quantitatively and qualitatively based on the characteristics of the data.

FINDINGS AND DISCUSSION

Finding

1. Error frequencies

Based on the analysis of 35 texts submitted for CAR class, the results can be displayed in the following table:

Table 1. Results of Error Frequency

No	Surface strategy taxonomy	Frequency	Percentage (%)
1	Omission	267	36%
2	Addition	211	29%
3	Misformation	230	31%
4	Misordering	30	4%
Total		738	100%

The research was conducted on 35 students from a total of 177 students in year 2018 who are still studying at this time. From these results, it is found there are 738 errors which the highest error percentage is in **Omission** with 36%, the omission is an error where the element that should be there was omitted. In omission, the students tend to miss the use of to be, plural and conjunctions. **For example:** *In addition, when we are talking about speaking skill, there are some definition of speaking according to experts. **It should be:** *In addition, when we are talking about speaking skills, there are some definitions of speaking according to experts. **Example:** *Vocabulary is one of the skills in English, and is included in the basic skills that at least they can understand the vocabulary. **It should be:** *Vocabulary is one of the skills in English, and is included in the basic skills so,that at least they can understand the vocabulary. **Example:** *They tend to be passive and silent because they afraid to speak or giving their opinions. In this sentence it needs 'to be' to connect the subject with the adjective. **It should be:** *They tend to be passive and silent because they are afraid to speak or giving their opinions.******

Next, the frequency of error followed by **Misformation** is 31%, while Misformation is characterized by the wrong morpheme, in this study Misformation occur because of the incorrect use of tenses causing the error in the use of to be and verb.. **For example:** *The*

researcher considered that reporting techniques were the way of language practiced. **It should be:** The researcher considered that reporting techniques is the way of language practiced. The use of *were* in this sentence is not correct because it is telling about fact that should use simple present. **Example:** Third, lack of memorization, students who have lack (+a) of memorization usually not really confidence in developing their writing skills. **It should be:** Third, lack of memorization, students who have lack of memorization usually not really confident in developing their writing skills. The 'confidence' word is not correct, because it needs an adjective word.

Addition is in third place with 29% , this error is characterized by the appearance of items that should not appear in a correct form. In this error students tend to make an error in the use of gerunds and possessive or even the redundancy. **For example:** *But they still have a low interesting in English and do not have self-awareness for their learning activities.* **It should be:** *But they still have a low interest in English and do not have self-awareness for their learning activities.* The use of gerund in this sentence is incorrect, because it is telling about fact that should be use a simple present tense and use a verb 1. **Example:** *Therefore, speaking is an extremely important method of communication besides listening, writing and reading. Speaking is the action, words or words of the speaker.* **It should be:** *Therefore, speaking is an extremely important method of communication besides listening, writing and reading. Speaking is the action, words of the speaker.*

the least is **Misordering** with 4%, which is characterized by the missplaced of words. **For example:** *Teacher takes longer to teach skills reading but because of the limited study time. it should be: The word 'skills reading' is incorrect. It should be: Teacher takes longer to teach skills reading but because of the limited study time.* **Example :** It fits with the regulation of the minister of education national. **It should be:** This sentence should be: It fits with the regulation of the minister of national education.

2. Cause of Error

After interviewing 6(six) participants the results of causes of errors according to categories are divided into 3, carelessness, first language and translation.

Carelessness happened because of the low motivation of the students. Students don't have enough motivation to know and learn about something. Carelessness in this research such as the students' lack of awareness of the use of 'to be', article, preposition, verb or incorrect word choice. *That matter it is the teacher's job to understand each student's character and every student has a different way of understanding and mastering material presented by the teacher.* In the sentence above the word 'That matter is' is double subject, word 'job'. This sentence it should delete 'that matter it is' should use 'to be'. **To Knowing english as great as native speaker the basic is to understanding the vocabulary. In this sentence. To infinitive should be followed by verb1. it should be To Know.**

First language. Interference of first language affected students because they usually communicate with their first language (Norrish.1983). Example: ***Then can we use learning media which in Indonesian we call LKPD or in English exercise sheets. (then,we can use learning media).*** In learning English, students are expected **to at least understand** and be able to communicate using English. **(at least to understand)**. The example sentences above have meanings that are unclear and confusing, because the pattern of sentence structure is influenced by the first language.

Translation error can affect of the awareness of students in translating the word or even sentence. Some errors that affected by translation :*Third, lack of memorization, students who have lack of memorization usually not really **confidence (confident)** in developing their writing skills. In fact, the teacher always being the center or we can say the learning process only **involved (involves)** teacher.* From the examples above the word that should be using Adjective but in translation it is using Noun. And the word 'involved' it should be 'involves' because it is talking about fact which use Verb 1. Learners would not be able to **speak English** or **write English** properly. It should be: speak or write properly.

Discussion

This study finds 738 errors with the highest percentage is in **Omission**, where the students tend to miss the use of article, to be and conjunctions. The second is **Misformation**, tend to happened because of the incorrect use of tenses the third is **Addition**, the students tend to make an error in the use of gerunds and possessiveness and the least is **Misordering**, which is happened because of the wrong placement of words.

The major causes of error in this study is Carelessness. This related to the lack of motivation of the students. The next is first language. It happened because of the habit of the students, if they trying to learn new language their first language interfere the new language. It it also because the differences of the rules from their first language to the English. The next is Translation, this also can be influenced by the first language, because the students tend to translate the word from their first language into the target language which can affect the translation of their sentences.

The results of this study is **same as** Alfiani's (2013), where the results found error were made by students with the highest percentage is in Omission. The causes of error from this study is the students **misleading** the **explanation** from the teacher. The novelty of this research is the use of **Grammarly** application in analyzing the error and in this research also showed the causes of the error. Therefore, these research showed the students in University of English department still making a lot of grammatical errors especially in writing.

CONCLUSION

It can be concluded, there are 741 errors occurred in students' online assignments.: Omission as much as 36%, Addition 29%, Misformation 31% and Misordering 4%. Where the most errors occur in omissions, omissions occur in this study, because of missing 'to be', and missing s in plural nouns, conjunctions and articles. Relating to the factor of the cause of error is dominantly caused by, carelessness, first language and translation. Three causes of

errors due to the lack of knowledge and awareness of students. In this study, Carelessness is the most influenced the occurrence of errors in online assignments in writing by students. Students tend not to pay close attention to what they write in their assignments, so there are some redundant and missing words or morphemes in a correct utterance.

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Appendix

No	Surface strategy taxonomy	Error	Notes
1	Omission	In addition, when we are talking about speaking <u>skill</u> , there are some <u>definition</u> of speaking according to experts.	This sentence requires an additional 's,' because it shows plural. It should be : In addition, when we are talking about speaking <u>skills</u> , there are some <u>definitions</u> of speaking according to experts
		Teacher face some <u>problem</u> in teaching English especially in reading comprehension	This sentence also tell about the plural. It should be : Teachers face some <u>problems</u> in teaching English especially in reading comprehension
		Students have lack of motivation to practice because they don't know what to say and they are afraid of <u>making mistake</u> when they practice,	The sentence of making mistake needs an article to complete the sentence. It should be <u>making a mistake</u>
		Vocabulary is one of the skills in English, and is included in the basic skills <u>that</u> at least they can understand the vocabulary	In this sentence it needs conjunction to express a conclusion. It should be : Vocabulary is one of the skills in English, and is included in the basic skills <u>so,that</u> at least they can understand the vocabulary
		One <u>the</u> most problematic causes that always hamper students	This sentence is needs a preposition to describe about the quantity. It should be : One <u>of the</u> most problematic causes that always hamper students
		They tend to be passive and silent because <u>they</u> afraid to speak or giving their opinions.	In this sentence it needs 'to be' to connect the subject with the adjective. It should be : They tend to be passive and silent because <u>they are</u> afraid to speak or giving their opinions.
		The reason for choosing this solution is because the Show & Tell method does <u>not only</u> use images to support the learning method. Show and Tell method has 3 types that can be applied, which Show and Tell (S&T) method with personal objects, Show and Tell (S&T) method with the food, and Show and Tell (S&T) method with images and photos	This sentence is uses 'not only' which means that is a correlative conjunctions where 'not only' is followed by 'but also'. It should be : The reason for choosing this solution is because the Show & Tell method does <u>not only</u> use images to support the learning method <u>but also.....</u>
		In learning a foreign language, writing is one of <u>important</u> skills that should be emphasized and practiced regularly.	These sentences needed article it should be : In learning a foreign language, writing is one of <u>the</u>
		to be more creative or they have <u>opportunity</u> to express their idea through the mind mapping.	<u>most important</u> skills that should be emphasized and practiced regularly. To be more creative or

			they have <u>the opportunity</u> to express their idea through the mind mapping.
		There are several activities that will help <u>build</u> vocabulary, namely use_words in conversation and do crossword puzzles.	The word build is missing 'ing' to describe as a subject . it should be: There are several activities that will help <u>in building</u> vocabulary, namely use_words in conversation and do crossword puzzles.
		When explain the material they look enthusiastic and when I ask some of them already understand,	This sentence is missing the subject. It should be: When <u>I explained</u> the material they look enthusiastic and when I asked some of them, <u>they</u> already understand,
		on language features and social processing, not all students <u>are able</u> practice language orally, that speaking is one of the central elements of communication	The basic structure of be able is followeb by 'to'. It should be: on language features and social processing, not all students <u>are able to</u> practice language orally, that speaking is one of the central elements of communication.
2	Addition	It will make students <u>be</u> confuse during reading.	The used of 'be' in this sentence is inappropriate, because 'be' can be used as a common word or auxillary. And it is not both of that. It should be: It will make students confuse during reading.
		Therefore, speaking is an extremely important method of communication besides listening, writing and reading. Speaking is the action, words <u>or words</u> of the speaker.	These redundant words. <ul style="list-style-type: none"> • It should be: Therefore, speaking is an extremely important method of communication besides listening, writing and reading. Speaking is the action, words of the speaker. • To improve students' vocabulary, first of all, before using learning media, it would be nice if we woke up students' enthusiasm.
		To improve students' vocabulary, first of all, before using learning media, it would be nice if we woke up students' enthusiasm <u>and enthusiasm</u>	
		But they still have a low <u>interesting</u> in English and do not have self-awareness for their learning activities.	The use of gerund in this sentence is incorrect, because it is telling about fact that should be use a simple present tense and use a verb 1. It should be: But they still have a low <u>interest</u> in English and do not have self-awareness for their learning activities.
		Since English has become an international language, it has become important <u>subjects</u>	The word 'subjects' it refers to English as a subject. So, it shows

		that must be studied in the world in general and Indonesia in particular, which students must have competence in understanding English	a singular noun. It should be: Since English has become an international language, it has become an important <u>subject</u> that must be studied in the world in general and Indonesia in particular, which students must have competence in understanding English
		<i>finally, teaching methods</i> , as we know teaching methods play an important role in improving and developing students' writing skills because people who have good teaching methods will make it easier for students to develop their skills.	The phrase 'finally,teaching methods' is meaningless in this sentence it is also redundant. So,it should be: As we know teaching methods play an important role in improving and developing students' writing skills because people who have good teaching methods will make it easier for students to develop their skills.
		I will <i>be</i> focus on teaching method, because teaching methods play an important role in improving and developing students' writing skills	The use of 'be' is inappropriate, because 'will be' should be followed with gerund. it is also a present future perfect tense. It should be: I will focus on teaching method, because teaching methods play an important role in improving and developing students' writing skills
		To <i>knowing</i> English as great as native speaker the basic is understanding the vocabulary.	Infinitive is always followed by verb1. The correct sentence should be: To <u>know</u> English as great as native speaker the basic is understanding the vocabulary.
3	Misformation	The researcher considered that reporting techniques <u>were</u> the way of language practiced.	The use of were in this sentence is not correct because it is telling about fact that should use simple present. It should be: The researcher considered that reporting techniques <u>is</u> the way of language practiced.
		to teach <u>student's</u> vocabulary, the interesting method or technique will motivated students in learning.	The used of apostrophe in students is not correct because it refers to possessive. It should be: to teach <u>students</u> vocabulary, the interesting method or technique will motivated students in learning.
		Third, lack of memorization, students who have lack (+a) of memorization usually not	The 'confidence' word is not correct,because it is need an

		really <u>confidence</u> in developing their writing skills,	adjective word. It should be: Third, lack of memorization, students who have lack of memorization usually not really <u>confident</u> in developing their writing skills,
		The impact of negative issues about English can affect students in determining the success <u>of</u> learning English.	Preposition in this sentence is inappropriate. It should be: The impact of negative issues about English can affect students in determining the success <u>in</u> learning English.
		the use of music and song in the classroom can stimulate positive associations <u>to</u> someone	The preposition to is inappropriate. To connect the word 'associations' is using the preposition 'with'. It should be: the use of music and song in the classroom can stimulate positive associations <u>with</u> someone
		Through games it also <u>have</u> some kind that is appropriate for <u>teahing</u> .	Possessive in this sentence is incorrect, because the subject is 'games'. And the spelling of teahing also is incorrect. It should be: Through games it also <u>has</u> some kind that is appropriate for <u>teaching</u>
		students is so good but we can see our <u>currently</u> situation.	The used of adverb in this sentence is inappropriate, adverb need to change with a noun. It should be: students is so good but we can see our <u>current</u> situation.
		As we know that learning English aims to develop <u>student's</u> ability <u>in speaking</u> .	The possessive in this sentence is incorrect. It shows the plural and 'in speaking is inappropriate it should followed by to infinitive, while it should be : As we know that learning English aims to develop <u>students'</u> ability <u>to speak</u> .
4	Misordering	It fits with the regulation of the minister of <u>education national</u>	This sentence should be: It fits with the regulation of the minister of <u>national education</u>
		Thus, based on this explanation, researcher concluded that without adequate <u>vocabulary mastery English</u> learners would not be able to speak	The phrase 'vocabulary mastery English' is inappropriate structure. It should be: Thus, based on this explanation, researcher concluded that without adequate <u>mastery English vocabular learners would not be able to speak</u>
		Teacher takes longer to teach <u>skills reading</u> but because of the limited study time	The word 'skills reading' is incorrect. It should be: Teacher takes longer to teach <u>skills reading</u> but because of the limited study time.