



An Analysis on English Education Students' Grammatical Error in Writing Essay

Meliana Muliawati¹, Restu Arini²

**^{1,2} English Language Education Study Program, Universitas Mercu Buana Yogyakarta
Jl. Raya Wates-Jogjakarta, Karanglo, Argomulyo, Kec. Sedayu, Kabupaten Bantul,
Daerah Istimewa Yogyakarta 55752**

Email: melianabbcell@gmail.com

Abstract

This study discusses the grammatical error analysis performed on essay writing. Errors have become commonplace for foreign language learners. The impact of an error in writing can make the sentence not meet the proper language rules, and will cause the sentence to be difficult to understand or even its meaning not conveyed properly. The main objective of this study is to find the types of errors based on the surface strategy taxonomy in essays written by 26 senior college students. The methodology used in this study is descriptive qualitative and begins with the stage of collecting essays written by students, followed by analyzing student essays to find errors by reading them slowly, then classifying the errors based on surface strategy taxonomy. The result shows there are 86 errors found in the students essay: 45 errors in the omission category, 12 errors in the addition category, and 20 errors in the miss formation type, and 9 errors in misordering category. Of the student essays that have been analyzed, this study implies that the students' writing skills are moderately good; however, there are some aspects of trivial errors that were made by students. Thus, an appropriate strategy for mastering grammar and writing should be the concern of the college, but it is also unfortunate because there are some aspects of trivial errors but there are still students who make errors.

Keywords : error analysis, grammar, essay writing

INTRODUCTION

Cole and Feng (2015) stated that one of language's main elements is writing. As humans, language is our way of communicating with each other. This communication can be achieved in two ways, through verbal and non-verbal communication that are also known as receptive and productive skills. This includes writing which is categorized as a productive skill because the end result is in the form of language output in written form. Writing skills, according to Iskandarwassid (2013), are abilities that allow a writer to convey what they think and feel and put them into written form. Writing is a language skill used for communicating indirectly with people rather than face-to-face, Tarigan (2013). Apart from being used for communication with each other, writing can also help to get and remember information, and writing can help to solve problems (Tarigan, 2013) because through

writing someone will indirectly remember what they wrote and learn to compose a thought that is in their mind.

According to Burhan Nurgiyantoro (2001, cited in Ramadhina 2020), writing is an activity that allows people to express themselves via words. Writers must be able to utilize vocabulary, grammar, and language structures since writing is a productive and expressive activity. Elhabiri, (2013) explained that writing is a type of communication that is considered as a skill that must be learned and honed. Therefore, to have good writing skills, writing is one of the learning topics that students must learn both at school and college, especially in college that requires students to be able to think critically, communicate well and clearly which aims to make students able to persuade people, convey their ideas, and share thoughts and viewpoints. Moreover, writing encourages students to examine ideas, create good opinions, establish strong arguments, and communicate well (Bergeron, 2013). This is in line with what students are required to do during college studies, that is producing well-structured writing with strong arguments and supporting ideas which is called academic writing. Academic writing are papers and general subject reports, essays, academically focused journals, short-answer test responses, reports, theses, and dissertations (Brown, 2004, cited in Ratna 2020). One of the types of academic writing that becomes the concern of this study is essay.

Zaidan, A.R et al., (1994, cited in Sitorus 2017) states that an essay is a subjective paragraph that discusses a particular topic or theme. An essay is a written response that combines facts and discussions. Writing essays needs to be studied by students because it will hone students' critical thinking skills on every topic or problem they face. Fitzgerald, (1994, cited in Febriani T.N 2022) provides three factors for why essays are important to the educational process: first, it can help learners in better understanding concepts and encourage critical thinking; second, it improves students' writing abilities, particularly when it comes to organizing arguments; and lastly, it can assist teachers in giving learners feedback that is appropriate for their skills.

An essay must include three elements that consist of introduction, body, and conclusion. Moreover, in writing an essay students must also pay attention to the grammar which sometimes becomes the difficult part because students have to adjust the context of the sentence before using the tenses that fits the context of the sentence. Debata (2013)

explains that grammar is a rule or study that focuses on words and the way they work together with each other to form a unified sentence that conforms to grammatical rules. Understanding grammar is very important, using the right grammar will produce clear sentences and paragraphs. So, what is meant in sentences and paragraphs can be understood correctly without any misunderstanding. If not studied, then the written work produced by someone will be unsystematic and less understandable by others. In addition to grammar, word selection, and the arrangement of words and sentences in writing essays must also be considered. Learning to write an essay especially in a foreign language is not an easy and practical thing. Kalsum (2018), found that students faced difficulties in writing due to three issues; a lack of vocabulary. Second, lack the ability to construct effective phrases; this is related to how students use grammar in their writing. Third, lack of skill to construct writing. These three difficulties if left unchecked will make students cause errors in their writing.

In the learning process, it's only natural if students make errors in their writing. According to J. Richard et al., (2002, cited in Ria 2022), error is the use of words, speech acts or grammatical items that are not appropriate so that they appear imperfect and significant, this can occur because of an incomplete learning. Corder (1987, cited in Prastikawati 2013), stated that error shows teachers how far their students have come in reaching their objectives and what they still need to learn. In learning English as a second language, it is impossible if students do not make mistakes in the learning process. A study presented by Wulandari and Harida (2021) showed that there were 118 errors in essays written by students, which were divided into nine categories, namely errors in tenses, nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions, and determiners . And based on these errors, the determiner error category is the one that appears the most, and the use of adverb is the error with the least amount.

This study aims to find the types of errors in student's essays, by using error analysis. Error analysis is a method used to look into a person's language whether the language is correct and systematic or even contains an error. Richards (1984, cited in Utami.,et al, 2018) explains that error analysis is the study of errors found in second and foreign language learning. Error analysis can be done for knowing the quality of the language someone uses, knowing how someone learns a language, and obtaining information about the difficulties encountered in learning a language, so that this information will then be useful as an aid in

teaching or in preparing teaching materials. In analyzing errors in writing, there are 4 taxonomies to consider: linguistic taxonomy, surface taxonomy, comparative taxonomy, and communicative taxonomy, Dulay et.al., (1982). This study focused and limited the analysis based on the surface taxonomy that consists of four error categories, namely omission, addition, misformation, and misordering.

Omission

Omission is a type of error which is characterized by the absence of an item that must appear in a well-formed utterance. which makes a sentence not fall into the correct grammatical category. Omission is divided into two: the Omission Grammatical Morphemes and Content Morphemes. The first one consists of omission to be, omission of the article, omission of -s as a plural marker, omission of -s as possessive, and omission of -s in a tense; whereas the second one concerns on the absence of elements of nouns, verbs, adjectives, adverbs. The second is Omission of Content Morphemes, such as the absence of elements of nouns, verbs, adjectives, adverbs.

Addition

Addition is in contrast to omission which concerns on the appearance of a part/element in a sentence that actually does not need to be present in the sentence. These types of errors are sub-categorized into three types: 1) regularization, 2) double markings, occurs due to neglect or misuse in the use of regular and irregular verbs, and 3) Simple addition, an error that occurs due to the addition of other elements besides double marking and regularization.

Mis-Formation

Mis-Formation is an error that occurs due to the use of the wrong form of the morpheme/structure used. This happens because the user does not know which form to use in the sentence they want to make. Mis-formation is divided into three types; (1) regularization errors, an error that occurs due to neglect or misuse in the use of regular and irregular verbs; (2) archi forms, an error that occurs because of using the wrong demonstrative pronoun, such as this, these, that, and those; (3) alternating forms is an error that occurs because of an inaccuracy in the use of words (I, you, they, we, me, we, them, etc) to indicate the subject. For example in the sentence "Me is the best student" students use the word "me" instead of "I" in the sentence.

Misordering

Dulay et al., (1982) explained that misordering is an error characterized by an incorrect placement of word order in a sentence or utterance. This error occurs because students often translate from Indonesian to English by translating it word for word. For example in sentences "*Saya seorang pekerja keras*", if students translate it English as "I am a working hard person" then the sentence will contain an error in the misordering category. The right sentence should be "I am a hard working person."

METHOD

This study used a qualitative descriptive design, qualitative descriptive used because the data analyzed descriptively, in the form of a written document, namely a student's essay. According to Lichtman (2013), qualitative research was a technique for revealing implicit language and a tool for data analysis. According to Moleong (2017), qualitative research aims to comprehend the phenomena of what research respondents experience, such as behavior, perception, motivation, action, and others, holistically. This is done by verbal and language descriptions, in a particular natural setting using different natural ways. This is in line with the notion of qualitative research from Cresswell, J.W (2018), which states that qualitative methods make use of text and visual data, have distinctive analysis stages, and rely on a variety of designs.

Descriptive research is a purposeful process of gathering, analyzing, classifying, and tabulating data about current conditions, practices, trends, and cause-and-effect relationships and then providing an adequate and accurate interpretation of the data, sometimes with little or no help from statistical methods (Calderon, 2006, cited in Somblingo & Eliato, 2018)

The data in this study were collected by document collection procedures and the document analysis techniques were used to analyze the existing data. In the process, there are three steps in analyzing the data: 1) gathering data; The data were collected in the form of student's essays written by English education students 2) identifying the errors; analyzed the data by reading it carefully and identifying the errors. 3) And the last one is classifying the errors; after the error was found, the data then classified by referring to the surface strategy taxonomy which consisted of omission; addition; mis-ordering; mis-formation.

FINDINGS AND DISCUSSION

A total of 26 students' essays were analyzed based on the Surface Strategy Taxonomy; and a total of 86 errors were found and classified into four categories: omission, addition, misformation, misordering. In the omission category, there were a total of 45 errors which were divided into two subcategories: 37 errors in grammatical morphemes; and 8 errors of content morphemes. Further, the addition error was identified amount to 12 errors, that consists of simple additions which have 12 errors. The third error is found in the error of misformation category with a total of 20 errors. From all errors in the misformation category, it is then divided into two sub-categories consisting of 18 errors from the regularization sub-category, and 2 errors from the archiforms sub-category. And the last and also the one with the least number of errors, namely errors in the misordering category with a total of 9 errors found. The data displayed in each error table is chosen randomly and there is no special reason for choosing error sentences that come from students.

Table 1, Numbers of Errors Found

No	Types of Error	Number of Error	Total of Error
1.	Omission		
	a. Omission of Grammatical Morfem	37	
		8	45
	b. Omission of Content Morfem		
2.	Addition		
	a. Simple Addition	12	12
	b. Double Marking	-	
	c. Regularization	-	
3.	Misformation		
	a. Regularization	18	
	b. Archi forms	2	20
	c. Alternating forms	-	
4.	Misordering	9	9
	Total		86

Omission

This study found 45 errors in the category of omissions which were divided into 37 omissions in grammatical morphemes (Table 2) and 8 omissions in content morphemes (Table 3). Omission of grammatical morphemes occurs if students do not include some of the

elements needed in the sentence, which consists of omissions “to be”, “article”, ending “s” as a plural marker, ending “s” as possessive, and ending “s” in a tense. Meanwhile, omission of content morphemes occurs because students do not include the main elements in sentences such as the absence of elements of “nouns”, “verbs”, “adjectives”, “adverbs”.

Omission of Grammatical Morfem

One of the errors made by the students was about the omission of articles. Articles are words that are used to limit the meaning of nouns in a sentence. In particular, the article does not have a specific meaning, it's just that the article has a special function to complete a phrase or clause related to the noun in it which is divided into two: definite and indefinite articles. Definite articles refer to the use of the word "the" to indicate specific things or have been mentioned in the previous sentence and used to cover the categories of things, ideas, persons, countries, and for names of things that only have one thing; while indefinite articles are articles consisting of "a" and "an" used on things that are not specific or have not been explained before. The errors made by the students was the absence of definite article “the” in their sentence: “Based on _ international journal entitled ...” (students 10 line 9 on Table 2). Since *international journal* is identified as a specific thing, the use of “the” before the term should be added so the correct sentence would be “Based on the international journal entitled ...”.

The function of to be is as a liaison between the subject and the predicate so that the absence of “to be” can cause errors. Sentence number two in table 1 does not have "to be" which connects the subject "student" to the complement. “The students_ also happy with that because of the features ...” In order to make the sentence correct an addition of “to be” which corresponds to the subject, is needed. Thus the correct sentence would be “The students are also happy with that because of the features ...”

Table 2, Sample of Error in Omission of Grammatical Morfem

Omission of Grammatical Morfem			
No	Data Source	Error Sentences	Correctness Sentences
1	Student 10, line 29	Based on _ international journal entitled	Based on <u>the</u> international journal entitled

2	Student 6, line 34	The students _ also happy with that because of the feature make the vibes as they play a game at that time.	The students <u>are</u> also happy with that because of the feature make the vibes as they play a game at that time.
3	Student 7, line 17	if only because it can make him spend less time and energy _ classroom	if only because it can make him spend less time and energy <u>in</u> classroom
4	Student 22, line 4	significant contribution in _ future _ education	significant contribution in <u>the</u> future <u>of</u> education

Besides the use of "article" and "to be", prepositions are also important elements in sentences. Prepositions are used as conjunctions that are placed before nouns, the use of prepositions aims to indicate some explanatory aspects in sentences such as position, place, or even time. In the sentence made by student 7 " ... *it can make him spend less time and energy _ classroom.*" does not include the preposition before the word "classroom" as placeholders in sentences, the sentence may give an incorrect meaning. Thus, adding this sentence with the preposition "in" as a clarification of direction in the sentence which would make the sentence more understandable like this "... *it can make him spend less time and energy in classroom*"

Errors caused by not including "articles" and "prepositions" do not occur just once, some students often make such mistakes. For example, in the sentence "*significant contribution in _ future _ education*" students forget to add the article "the" in their sentence, the sentence is grammatically incorrect, and students should add the article "the" before the word "future" because in this sentence the object of the conversation is already very clear and understandable. Then students also have to add the preposition "of" before the word "education" to show ownership. The correct sentence will be "*significant contribution in the future of education*"

Omission of Content Morfem

Omission of content morphemes occurs because students do not include the main elements in sentences such as the absence of elements of "nouns", "verbs", "adjectives", "adverbs" (Table 3).

Table 3, Sample of Error in Omission of Content Morfem

Omission of Content Morfem			
No	Data Source	Error Sentences	Correctness Sentences
1	Student 2, line 32	students will _ <u>enthusiast</u> with the learning in class	students will <u>be</u> <u>enthusiastic</u> with the learning in class
2	Student 6, line 32	I agree with this because I _ experienced with it	I agree with this because I <u>have</u> experienced with it
3	Student 6, line 20	when the students <u>past</u> the clas	when the students <u>pass</u> the clas
4	Student 6, line 19	because it is more <u>practice</u> for them	because it is more <u>practical</u> for them

The auxiliary verb is also one of the main elements in a sentence which has the function of completing and clarifying the main verb. There are several types of auxiliary verbs, one of which is "be". In the sentence "*students will _ enthusiast with the learning in class*" students do not include verbs in their sentences, students should add a verb auxiliary "be" after the word "will", "be" is an auxiliary word used to describe a condition that is happening or is still happening. Error sentence made by student 2 in line 32 doesn't only contain an error in the auxiliary verb part, but the sentence also does not use the proper adjective for the word "enthusiast" which should use the adjective "enthusiastic". The word "enthusiast" must be replaced with "enthusiastic" so that the sentence has the correct context and can be understood. After that, the sentence can become a complete sentence like "*students will be enthusiastic with the learning in class*"

Apart from completing and clarifying the main verb, auxiliary verbs are also commonly used to clarify the tenses used in sentences. For example in errors that occur in sentences "*I agree with this because I _ experienced with it*". In that sentence, the student did not include the auxiliary verb "have" as a sign that the context of the sentence occurred in the past. Therefore, to fix this sentence, the sentence can be changed to "*I agree with this because I have experienced with it*"

The absence of a verb in a sentence will make the sentence less perfect, this happens in the sentence "*when the students past the class*". The word "past" which is an adjective should not be used and included in the sentence. The right word that must be present in the sentence is the verb "pass" which refers to an action that someone takes. Therefore, students

should replace the word "past" with "pass", the form of the sentence will become "*when the students pass the class*"

Something similar to the example of an error caused by choosing an incorrect word. The word "practice" should not be presented in the following sentence arrangement "*because it is more practice for them*". The word that should be there to replace "practice" is the adjective "practical", "practical" will be appropriate if used or put into the context of the sentence. Where the word "practical" which is one part of the adjective has a function to describe or explain nouns (nouns) and pronouns (pronouns). The correct form of the sentence would be "*because it is more practical for them*"

Addition

This study found 12 errors in the category of addition that consists of 12 additions in simple addition (Table 4). There are three types of addition, namely double markings, regularization, and simple addition. However, this study only found an error in the subcategories of simple addition and no errors were found in the double markings and regularization subcategory. Many students made errors in the addition category because they added several words that were not needed in the context of the sentences they made, such as add conjunctions, prepositions, auxiliary verbs, modal verbs, and demonstrative determiners.

Simple Addition

Errors in the simple addition subcategory occur if students add unnecessary words, for example conjunctions. The function of conjunctions in a sentence is to connect sentences so that they are structured properly. Conjunctions can also function as additional information, one example of which is the conjunction "by". In the sentence "*According to by Melinia and Nugroho (2022) Educational videos, especially ...*" student 1 added the conjunction "by" with the aim of explaining the author who wrote the references. However, the use of the conjunction "by", makes the sentence ineffective because there is conjunction "according to" which functions as a pointer before the word "by". Therefore the correct sentence would be "*According to Melinia and Nugroho (2022) Educational videos, especially those made with the Canva program*"

Another example that causes errors in the addition subcategory is the addition of prepositions. Prepositions have several functions in sentences, some of which include

explaining direction, time, place, and position. Words included in prepositions such as “at”, “in”, “of”, “for”, “about”, “before”, “from”, “by”, “on”, “under”. What will be discussed in the following error example is the preposition "for" which has a function to indicate a function or usage. In sentences “*technological tools for professional development that teachers can for use in their classrooms*”. It is obvious that the addition of the preposition "for" is not needed in the sentence. Without these prepositions, the sentence is correct and understandable but adding the preposition "for" only causes the sentence to have an error in the addition category. This sentence can be corrected by removing the preposition "for", and then the correct sentence will become "*a technological tool for professional development that teachers can use in their classrooms*".

Table 4, Sample of Error in Simple Addition

Simple Addition			
No	Data Source	Error Sentences	Correctness Sentences
1	Student 2 line 32	According to <u>by</u> Melinia and Nugroho (2022) Educational videos, especially	According to Melinia and Nugroho (2022) Educational videos, especially
2	Student 8 line 31	technological tools for professional development that teachers can <u>for</u> use in their classrooms	technological tools for professional development that teachers can use in their classrooms
3	Student 23, line 3	In summary, <u>in</u> many studies and investigations have been done by all researchers	In summary, many studies and investigations have been done by all researchers
4	Student 17, line 30	Use techno action already there <u>is</u> since the appearance of the compute	Use techno action already there since the appearance of the compute
5	Student 19, line 35	The central question that arise is <u>that</u> how	The central question that arise is how

Still in the category of conjunction, but the next example is a sentence that contains an error due to the addition of the word "in". In sentences, “*In summary, in many studies and investigations have been done by all researchers*” students used conjunction "in" inappropriately. It is better for students to remove the second "in" so that it will make the sentence effective for reading. And the sentence will be "*In summary, many studies and investigations....*"

The use of "to be" if it is not needed in a sentence will also give an error in a sentence. "To be" itself is an auxiliary word used to describe activities that are or are still happening. "to be" can be used for sentences in the context of the present tense, namely using "is", "am", "are", and the past tense using "was" and "were". In the sentence *"Use techno action already there is since the appearance of the computer"* there is the addition of "to be; is" which is not needed in the sentence. To fix this sentence, can be change into *"Use techno action already there since the appearance of the computer"*

The next error occurs due to the addition of an unnecessary relative pronoun in the sentence: that, which, who, whom, whose. Relative pronouns can be defined as a pronoun that is used to connect sentences that explain 'noun', "noun" in this case can be humans, animals, or goods. The sentence *"The central question that arise is that how"* uses two relative pronouns "that" in the sentence. This makes the sentence less effective, and it would actually be fine if using one relative pronoun. The presence of two relative pronouns in the sentence makes one of relative pronouns less functional in the sentence, it would be better if one of the relative pronouns was omitted. *"The central question that arise is how"*

Misformation

This study found 20 errors in the category of misformation which were divided into 18 errors in regularization (Table 5) and 2 errors in archi forms (Table 6). Misformation has three subcategories which consists of regularization, archi forms, and alternating forms. Errors in the alternating forms subcategory was not found in this study. Misformation error can be caused by several reasons: (1) they used the wrong forms of verbs and demonstrative determiners, (2) did not comply with the rules of grammar, and (3) did not fit the context of the sentences students made.

Regularization

Regularization is an error that occurs due to neglect or misuse in the use of regular and irregular verbs. This error occurs when the author uses regular verb rules into irregular verbs. Regular verb is a regular form of verb that has definite rules in forming the simple past tense and past participle of the verb. The "definite" rule is meant by adding "-ed" or "-d" to the verb base to make the past tense. Meanwhile, irregular verb is a verb that is characterized by an inconsistent past tense and past participle. This means that the second and third forms of verbs do not change and do not use the additional "-ed" or "-d" like in "go-

went-gone". The incorrect use of regular and irregular verbs can cause errors in a sentence, for example, "there are teachers who feel that with technology the learning process". The errors in this sentence occur because the student does not change the form of the verb "feel" into the past form, "felt", because this sentence concerns something that has already happened. The new sentence after correcting the error would become "there are teachers who felt that with technology the learning process in the classroom becomes more interactive"

Table 5, Sample of Error in Regularization

Regularization			
No	Data Source	Error Sentences	Correctness Sentences
1	Student 8, line 4	there are teachers who <u>feel</u> that with technology the learning process	there are teachers who <u>felt</u> that with technology the learning process
2	Student 7, line 22	There was a time when the classroom <u>is</u> a safe haven for the teacher	There was a time when the classroom <u>was</u> a safe haven for the teacher
3	Student 10, line 26	they have to <u>teaching</u> using technology in the classroom	they have to <u>teach</u> using technology in the classroom
4	Student 16, line 26	a group of 40 students of the school who were <u>has</u> experience in teaching	a group of 40 students of the school who <u>had</u> experience in teaching

The use of "to be"; "is" "am" "are" "was" and "were" must be adjusted to the context of the sentence because one of the functions of "to be" is to show the tense or time background in the sentence. The incorrect usage of "to be" such as using "to be" which represents the past time in a sentence that has a present tense setting and vice versa will create obvious errors. For example in a sentences written by student "There was a time when the classroom is a safe haven for the teacher" is identified as an error because the use of to be "is" which represents present tense in the simple past sentence. Therefore, to make it incorrect, the sentence must be changed into this one "There was a time when the classroom was a safe"

In the sentence "they have to teaching using technology in the classroom" the word "teaching" acts as an infinitive verb so the verb "teaching" should be in the basic verb "teach" the formula for the infinitive verb rule is "to + basic verb". Therefore the sentence should be changed to "they have to teach using technology in the classroom".

Has" and "have" are part of the auxiliary verb. Have is used with the subject "I", "you", "they", "we"; whereas "has" is used for "he", "she", "it", and "one person's name". Then there

is "had" which can be used for all subjects, but "had" is only used in the past tense or has already been done. The sentence "a group of 40 students of the school who were has experience in teaching" shows the incorrect usage of "has". Because the context of the sentence is something that has already happened. Therefore the correct sentence would be "a group of 40 students of the school who had experience in teaching".

Archi Forms

Dulay et al., (1982) explained that "Archi-forms errors are those of selection of one member of a class of forms to represent others in the class." Error in archi forms subcategory has only one characteristic known as the inappropriate use of demonstrative determiners that are used to designate something specific in a sentence. Demonstrative determiners can show items in space or in time and they can be in the form of singular or plural. If the context of the conversation uses a topic that is close and in singular form to the speaker, then the demonstrative determiner used is "this". Second, if the context of the conversation uses a topic that seems far away but in singular form, with the speaker, the demonstrative determiner used is "that". Third, if the topic being discussed changes the plural, then the demonstrative determiner used is "these". And finally, if the topic being discussed changes the plural but is far away, then the demonstrative determiner used is "those".

There are only two errors found in this category. The first error is in the sentences (1) "*digital cameras, projectors, mind training software, computers, Powerpoint presentations, 3D visualization tools, interactive multimedia, digital videos and animations, all of this things will help*" and (2) "*This is the types of teachers that*", The use of "this" which should be used to designate a singular noun does not correspond the context of both sentences that have plural nouns. The correct form of the sentence should be changed into "*digital cameras, projectors, mind training software, computers, Power point presentations, 3D visualization tools, interactive multimedia, digital videos and animations, all of these things will help*" and "*These are the types of teachers that*"

Table 6, Sample of Error in Archi Forms

Archi Forms			
No	Data Source	Error Sentences	Correctness Sentences
1	Student 7 line 39	digital cameras, projectors, mind training software, computers, Power point	digital cameras, projectors, mind training software, computers, Power point

		presentations, visualization interactive multimedia, digital videos and animations, all of <u>this</u> things will help	3D presentations, 3D visualization tools, interactive multimedia, digital videos and animations, all of <u>these</u> things will help
2	Student 8, line 4	<u>This is</u> the types of teachers that	<u>These are</u> the types of teachers that

Misordering

This study, found 9 errors in the category of misordering. The description about misordering errors is shown in table 7. Errors in the misordering category are the simplest errors and do not have a special category. Sentences that are categorized as having errors in the misordering category are actually sentences that can still be understood and are not fatal mistakes that can change the meaning of a sentence. It is just that the order of the words arranged in the sentence is incorrect and does not match what native speakers usually use.

The first error example occurs in sentences "*Supporting for Tools Teachers*". In that sentence students make an error in the sentence by placing the preposition "for" before the noun and "*Tools*". This sentence makes the meaning conveyed less precise because the word "*for*" itself has a function to show a purpose, or someone who receives something, and it would be correct if it was directly lined up with an object that becomes a character in this sentence, namely "*teacher*". And if fixed, the correct order will be "*Supporting Tools for Teachers*".

The second error example appears in the sentence "*AI in the world of Education also has a possibility big*". The error in that sentence occurs more precisely in the word "*possibility big*". The sentence is included in the compound noun rules, compound nouns are nouns made up of two or more words. There are several types of words that can form compound nouns, some of which are "noun+noun" "noun+verb" "noun+adverb" "verb+noun" "adj+verb" "adj+noun", but of the many compositions it is not stated that "noun+adj" can form a compound noun, there is only "adj+noun". Therefore, the sentence "*AI in the world of Education also has a possibility big*" contains an error in the misordering category. More precisely on the word "*possibility big*", because the sentence uses the formula "noun+adj". Students should replace it and change it using the formula "adj+noun". And the correct sentence will be "*AI in the world of Education also have a big possibility*"

Table 7, Sample of Error in Misordering

Misordering			
No	Data Source	Error Sentences	Correctness Sentences
1	Student 8, line 2	Supporting <u>for</u> <u>Tools</u> Teachers	Supporting <u>Tools for</u> Teachers
2	Student 23, line 34	AI in the world of Education is also have a <u>possibility big</u>	AI in the world of Education also have a <u>big possibility</u>
3	Student 23, line 6	the appearance of the computer <u>generation first</u>	the appearance of the computer <u>first generation</u>
4	Student 23, line 12	AI has <u>influenced majors</u> in the education sector	AI has <u>majors influenced</u> in the education sector
5	Student 26, line 18	have full control over the climate in the <u>atmosphere</u> <u>learning</u>	have full control over the climate in the <u>learning</u> <u>atmosphere</u>

The sentence "*the appearance of the computer generation first*" also contains errors in the misordering category. The error is caused by an incorrect placement in the word "generation first", this probably happened because the students translated it and are still influenced by the native language, Bahasa Indonesia, where in Bahasa Indonesia the modifier comes after the noun that would be said "*generasi pertama*" or *generation first* if it is directly translated into English. However, in English, the word order will be the opposite; the modifier comes before the noun and the phrases would be "first generation", and if corrected, the error sentence will become "*the appearance of the computer first generation*".

Another error caused by the compound noun appears in the sentence "*AI has influenced majors in the education sector*" More precisely, in the sentence "*influenced majors*" which uses the formula "verb+adj", where the formula does not exist in the terms of words that can form compound nouns. The correct order or formula is "adj+verb", so students must change the sentence "*influenced majors*" to "*majors influenced*" and the correct sentence structure will be "AI has majors influenced in the education sector."

The error in the sentence "*have full control over the climate in the atmosphere learning*" occurs because of the wrong order of placement in the words "*atmosphere*" and "*learning*". This can happen because students are still influenced by their main language, Indonesian, where in Indonesian, mentioning the "*atmosfir pembelajaran*" will be in the order "*atmosfir*" first, and then followed by the word "*pembelajaran*". But in English the

order is not like that, most of the order is reversed and becomes "*learning*" first and then "*atmosphere*". Therefore, it is better if the sentences are replaced with the correct order and become "*have full control over the climate in the learning atmosphere*"

CONCLUSION

Based on data analysis from student essays, it can be concluded that this study found four types of errors in student essays based on the surface taxonomy strategy, which consist of 45 errors of omission, 12 errors of addition, 20 errors of misformation, and 9 of misordering error. However, not all sub categories of errors were found in student essays. For example, in the addition errors of the double markings and regularization sub-category, this study did not find a number of errors in that category, as well as the misformation category in the alternating form sub category there were also no errors found in that sub category.

The error that appears the most is the one in the omission category. This shows that students often ignore several elements in sentences that should be included in the sentence; for example, students forget to add articles to their sentences, do not add the ending -s in a verb to indicate that the verb is plural or in present tense, do not put auxiliary verbs to their sentences, and even forgot not to include elements such as conjunctions, prepositions, or nouns, verbs, adverbs, and adjectives. Further, the error that has the second highest number of errors made by the students is the error in the miss formation category that is using the wrong verb in a sentence. Errors with the third highest number of errors belong to errors in the addition category because students tended to add elements such as prepositions, conjunctions, articles, and even words that are not needed in sentences such as prepositions, conjunctions, articles, and even words that are unnecessary and unconnected with sentences. After all, the misordering category became the least errors made by the students.

From the results of this study, it can be conclude, that students' ability to write essays is quite good in terms of word choice and grammar mastery. This was evident from the 26 student essays where an average of one essay contained 500 words, but only 86 errors were found overall. Even so, it is very unfortunate that there are some students who make mistakes in trivial categories, but that is part of a student learning process that must be

respected. From this study, hopefully it can provide benefits to others, and can be a feedback for student learning outcomes in writing essays.

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