

# GRAMMATICAL ERROR ANALYSIS ON ANALYTICAL EXPOSITION TEXT MADE BY THE ELEVENTH GRADE STUDENTS OF SMAN 1 PORONG

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## ABSTRACT

*This research aimed to find out the common types of errors committed by the eleventh grades students of SMAN 1 Porong. Theoretically, this research intended to identify, classify, and explain the types of errors made by the students. In addition, this research aimed to find out the highest frequency of errors that had been found on analytical exposition written text made by the students. The method utilized in this research was descriptive qualitative research. The subject was 15 students of the eleventh grades students in SMAN 1 Porong. The data were collected by instructing the students to write analytical exposition text. The errors were classified using the theoretical of Dulay's surface strategy taxonomy including omission, addition, misformation, and misordering. By analyzing the students' analytical exposition written text, the total number of errors was 85 errors. The students committed error in all types: 30 omissions (35%), 21 addition (25%), 22 misformation (26%), and 12 misordering (14%). Hence, the highest frequency of errors on students' analytical exposition written text is omission with 30 errors (35%). The frequency of students' error happened because the students did not know well about the grammar or English structure rules that should be used in a sentence. Based on the findings and discussions of the result, the conclusion was many students still faced difficulties in the English structure rules. Due to the result of this research, the students needed to learn more about grammar to enhance their knowledge and decrease their errors in writing.*

**Keywords:** *The Types and the Highest Frequency of errors, Surface Strategy Taxonomy*

## **INTRODUCTION**

In making written form, the students often make some errors. Making errors is natural for the students in their learning process including in learning English process. Ellis & Barkhuizen (2009) claims that error analysis contain of a set of ways for identifying, describing, and explaining the learner errors in teaching and learning process especially in writing. It showed that there are many students still have low ability in writing English.

In this study, the theory of error analysis will be used as a basic for analyzing the errors found in analytical exposition text of the students (Ellis, 2010). Ellis states that mistakes occur because the students don't know what is right. Additionally, the errors analysis is a study of the types and causes of language errors, especially in the acquisition of a second language. The most error was found in students' written text is in the grammatical.

Grammar is the most useful tool for understanding how human language is structured and to explain how communication takes place. Thornbury & S (2002) argues that grammar is an explanation of the guideline that conducts to how sentences are assembled. Therefore, teaching grammar is crucial once it involves employing a language in its correct forms and functions.

There are various kinds of text that must be mastered by the students in learning English. One of the texts that must be mastered by the students is analytical exposition text. Subari (2013) views that analytical exposition text is a kind of texts to elaborates the writer's idea about the phenomenon surrounding. The objective of learning this material is that students are able to express meaning in the form of analytical monologue text using spoken and written language. Thus the students are expected to convey all meaning or fill analytical exposition text properly to the reader so that the social function of the text can be achieved.

The researcher takes this study because from the data of the school, it shows that there are many students that are still lack in the composition of writing. There are many errors that were made by students. The students often make some errors especially in grammatical written text.

Based on the reasons above, the research was conducted by the researcher. The researcher wants to focus on analyze "Grammatical Error Analysis on Analytical Exposition Text made by The Eleventh Grade Students of SMAN 1 Porong". Furthermore, the researcher hopes to be able to provide new knowledge about the issue.

## **METHOD**

In conducting the research, descriptive qualitative research was applied as the research method. The descriptive research has main goal to describe the fact systematically and characteristic of object and subject study accurately (Sulistyaningsih,

2019). Based on this view, the research design was chosen because it was interesting to analyze the grammatical error on analytical exposition text.

The subject of this study was XI MIPA 2 of SMAN 1 Porong. The 15 students were taken randomly as a sample of this study for descriptive qualitative research. It was supported by opinion of Esch & Esch (2013) claims that qualitative research has a caveat of being only preliminary and implies research should contain random sample, standardized instruments, statistical tests and precisely calculated levels of significances.

The source of data in this research was taken from the result of the total 15 students' writing on analytical exposition text. The resource of the data is 50% from the total population of the students in the classroom as stated by Esch & Esch (2013). For the data, all students' analytical exposition written text was taken in this research.

### **Instruments**

For this subchapter, the researcher explained about the instrument that will be used in this research to take the data. The first was the researcher as the person that take the data, the second was the students' analytical exposition written text for finding out the students' types of errors occurred in analytical exposition written text made by the eleventh grade students of SMAN 1 Porong. The last was columns that used for analyzing types and the highest frequency of error that occur on students' analytical exposition written text.

### **Procedures**

Data collection procedure was done through several necessary steps. The first steps, the students were instructed to write analytical exposition text in order to get the data of students' writing skill on analytical exposition text. The second step, the results of students' analytical exposition written text were analyzed and classified into parts of grammatical errors: Omission, Addition, Misformation and Misordering. The third step, types of grammatical errors on omission, addition, misformation and misordering were calculated to found out the highest frequency of students' grammatical errors. The last step, results of calculation were presented in a chart then conclusion and description were taken by the researcher.

### **Data Analysis**

In analyzing the data, the researcher used four techniques. The first was the researcher identified the errors on admission, omission, misformation, and misordering each of the result of the students' analytical exposition written text. The second was the researcher would put the result into table form. The data of the students' analytical exposition text classified by Dulay's surface strategy taxonomy which was divided into four points (Omission, Addition, Misformation, and Misordering). After that, the



researcher classified and calculated the data to find out the highest frequency of grammatical errors that occur on writing analytical exposition text made by the students. The last, the researcher made a conclusion for this data.

## RESULTS AND DISCUSSIONS

The errors found on students' analytical exposition written text had been identified and classified using Dulay's surface strategy taxonomy. There were four types of errors to be classified based on omission, addition, misformation and misordering. Then, the number of each part were classified and calculated to find the highest frequency. The analysis of errors was presented below:

### The explanation of types of error on students' analytical exposition text

#### Student 1

There were four types of error that had been found on student's analytical exposition written text. The first was omission. In student 1 text the omission was found in "Nowadays, most *teen* like playing online game". The student needed to put suffix -s because the sentence shows plural subject "*most*". Thus, the sentence should be "Nowadays, most teens like playing online game".

The second error was addition. The addition was found in "They often *neglects* many things which are more important for their future". The student did not need to put suffix -s because the subject is plural "**They**". The sentence should be "They often *neglect* many things which are important for their future".

The third error was misformation. The misformation of error was on "When their friends ask for going out, they often reject it *ask* they like being in front of computer". The student did misformation. The word "*ask*" should be replaced by "*as*". Hence, the correct sentence must be "When their friends ask for going out, they often reject it *as* they like being in front of computer".

The last error was misordering. The misordering of error was found in "Playing *game online* makes them spend a lot of money". The student put incorrect placement of that words. The sentence should be "Playing *online game* makes them spend a lot of money".

#### Student 2

There were two types of error that had been found on student's analytical exposition written text. The first was addition. The addition of error was on "Firstly, birthdays only come once a *years*". The student was unnecessary to add suffix -s because there was a signal that it was singular. There was article "**a**" in the sentence. The sentence should be "Firstly, birthdays only come once a *year*".

The second error was misordering. The misordering of error was on “We believe we should celebrate *birthday children’s* for a number of reasons”. There was incorrect replacement of possessive pronoun. The sentence should be “We believe we should celebrate *children’s birthday* for a number of reasons”.

### Student 3

There were three types of error that had been found on student’s analytical exposition written text. The first type of error was addition. The addition of error was on “Internet *accesses* and e-commerce remains inequitable”. The student did not need to add suffix –es. The sentence should be “Internet *access* and e-commerce remains inequitable”.

The second error was misformation. The misformation of error was on “The commission *suggest* that students with needed particular attention when material educational was provided in electronic form”. This error was misformation because it used wrong form. The sentence should be “The commission *suggested* that students with needed particular attention when material educational was provided in electronic form”.

The third error was misordering. The misordering was found on “The barriers include the physical design of facilities, the cost of internet access and the design of *systems interactive voice-response*”. There was incorrect of replacement words. Thus, the correct sentence should be “The barriers include the physical design of facilities, the cost of internet access and the design of *interactive voice-response systems*”.

### Student 4

There were two types of error that had been found on student’s analytical exposition written text. The first was omission. The omission of error was on “Every year *thousand* of people die, due to weather related problems”. The student needed to add suffix –s because “**thousand**” presented the plural form. Thus, the sentence should be “Every year *thousands* of people die, due to weather related problems”.

The second error was misformation. The misformation of error was found on “The year 2003 *were* a time of extreme cold in winter”. The student used wrong verb. The verb should be “*was*” because the subject was singular. Thus, the sentence should be “The year 2003 *was* a time of extreme cold in winter”.

### Student 5

There were three types of error that had been found on student’s analytical exposition written text. The first was omission. The omission of error was on “There have been many *complaint* recently about the ABC garbage collection service”. The student needed to add suffix –s because there was “**many**” that indicated the plural

form. Thus, the sentence should be “There have been many *complaints* recently about the ABC garbage collection service”.

The second error was addition. The addition was found on “The official *departments* has agreed that the service needs improvement”. The student did not need to add suffix –s in subject. Hence, the sentence should be “The official *department* has agreed that the service needs improvement”.

The last error was misformation. The misformation of error was on “In some streets the garbage *are* collected only once a month because the workmen are not supervised”. The student chose the incorrect to be because the subject was singular thus the sentence should be uses “*is*”. Hence, the correct sentence was “In some streets the garbage *is* collected only once a month because the workmen are not supervised”.

### Student 6

There were four types of error that had been found on student’s analytical exposition written text. The first was omission. The error was on “Surely humans must understand that when they surfing, sharks may mistake them for an animals”. The student should add be “*are*” because the sentence used present continuous tense and the subject was plural “*they*”. Hence, the sentence should be “Surely humans must understand that when they *are* surfing, sharks may mistake them for an animals”.

The second error was addition. The addition of error was found on “Surely humans must understand that when they are surfing, sharks may mistake them for an *animals*”. The student was not supposed to add suffix –s because there was article “*an*” that indicated the thing was singular. Hence, the sentence should be “Surely humans must understand that when they are surfing, sharks may mistake them for an *animal*”.

The third error was misformation. The misformation of error was found on “In conclusion, I would like to *strees* that sharks should not be hunted or killed after they attack humans”. The student wrote the incorrect form. Thus, the sentence should be “In conclusion, I would like to *stress* that sharks should not be hunted or killed after they attack humans”.

The last error was misordering. The misordering of error was found on “Foolishly, when humans go surfing they are disturbing the sharks’ *habitat natural*”. There was incorrect of replacement. Hence, the sentence should be “Foolishly, when humans go surfing they are disturbing the sharks’ *natural habitat*”.

### Student 7

There were four types of the error that had been found on student’s analytical exposition written text. The first was omission. The first omission came from “Car the most popular transportation”. There was no verb in the sentence. The sentence needed



be “*is*” as the verb for the sentence. Hence, the sentence must be “Car *is* the most popular transportation”.

The second error was addition. The addition of error was found in “Even a small problems like a flat tire can be serious”. The words “*a small problems*” must be “*a small problem*” because there was article “*a*” that indicated the singular form. Hence, the sentence should be “Even a small *problem* like a flat tire can be serious”.

The third error was misformation. The misformation was on “Sometimes accidents are *cause* by bad weather”. The sentence used passive voice. The formula of passive voice is to be (am, is, are) + V3. Thus, the sentence must be “Sometimes accidents are *caused* by bad weather”.

The last error was misordering. The misordering of error was on “Knowing some factor causing accident is *important extremely* to prevent accident while driving”. The student did incorrect of replacement of adjective phrase. Thus, the sentence must be “Knowing some factor causing accident is *extremely important* to prevent accident while driving”.

#### Student 8

There were two types of error that had been found on student’s analytical exposition written text. The first was omission. The first omission was on “I personally believe that libraries among humanity’s most important institution for several *reason*”. The student was necessary to add be “*are*” because the sentence needed verb and put suffix –s because there was a signal “*several*” that indicated the plural form. Thus, the sentence must be “I personally believe that libraries *are* among humanity’s most important institution for several *reasons*”.

The last error was misformation. The misformation of error was on “I conclude that libraries *is* important institutions for humanity”. The error was on be “*is*” that must be replaced by “*are*” because the subject was plural form. Thus, the correct sentence must be “I conclude that libraries *are* important institutions for humanity”.

#### Student 9

There were three types of error that had been found on student’s analytical exposition written text. The first was omission. The first omission of error was on “School attendance *ensure* that children are educated”. The student was necessary to add suffix –s in verb because the subject was singular. Hence, the sentence must be “School attendance *ensures* that children are educated”.

The second error was addition. The addition error was found in “To begin with, I believe school teachers are responsible for teaching children the skills that are necessary to get a good *jobs*”. The student did not need to add suffix –s because there was article

“*a*” before the noun phrase. Thus, the correct sentence must be “To begin with, I believe school teachers are responsible for teaching children the skills that are necessary to get a good *job*”.

The last error was misformation. The misformation of error was on “I conclude, I believe that school does serve a useful purpose and it helps *we* and our country”. The misformation was on “*we*”, it should be “*us*”. The error happened because it should be using objective pronoun. Thus, the sentence must be “I conclude, I believe that school does serve a useful purpose and it helps *us* and our country”.

### Student 10

There were three types of error that had been found on student’s analytical exposition written text. The first error was addition. The addition was on “It is *significants* for Indonesia and Asian neighbors to strengthen the relationship”. The student was unnecessary to add suffix –s because the subject was singular. Hence, the correct sentence must be “It is *significant* for Indonesia and Asian neighbors to strengthen the relationship”.

The second error was misformation. The misformation of error was on “In 1947 Australia *suported strunggle* Indonesia’s for independence by placing embargos on Dutch supplies, arms, and troops”. The student wrote the wrong form. The word “*suported*” must be written “*supported*” then the word “*strunggle*” must be written “*struggle*”. Thus, the sentence should be “In 1947 Australia *supported struggle* Indonesia’s for independence by placing embargos on Dutch supplies, arms, and troops”.

The last error was misordering. The misordering of error was on “In 1947 Australia supported *struggle Indonesia’s* for independence by placing embargos on Dutch supplies, arms, and troops”. The student wrote incorrect of replacement of possessive pronoun. The correct sentence must be “In 1947 Australia supported *Indonesia’s struggle* for independence by placing embargos on Dutch supplies, arms, and troops”.

### Student 11

There were three types of error that had been found on student’s analytical exposition written text. The first error was omission. The first omission was on “The term “men sana in corpora sano” *mean* that a body healthy *make* a sound mind”. The student must add suffix –s in verb because the subject was singular. Thus, the correct sentence must be “The term “men sana in corpora sano” *means* that a body healthy *makes* a sound mind”.

The second error was addition. The addition of error was on “As a result, they *makes* sports an integral part of their lives”. The student did not need to add suffix –s in



verb because the subject was plural form. Thus, the sentence should be “As a result, they *make* sports an integral part of their lives”.

The last error was misformation. The first misformation was found in “People nowadays *is* aware of the truth behind the maxim”. The verb must be “*are*” because the subject referred to plural form. Hence, the correct sentence should be “People nowadays *are* aware of the truth behind the maxim”.

## Student 12

There were three types of error that had been found on student’s analytical exposition written text. The first error was omission that was found in “However, many *expert* said that exercise has great role in making our body healthy”. The student needed to add suffix –s in “*many expert*” because it refers to plural form. Thus, the correct sentence must be written “However, many *experts* said that exercise hat great role in making our body healthy”.

The second error was addition. The addition of error was found in “The majority of us *claims* that we do not have time for exercise”. The student was unnecessary to add suffix –s in verb because the subject was plural. Thus, the sentence must be “The majority of us *claim* that we do not have time for exercise”.

The last error that was found is misformation. The first misformation was on “We feel *to* busy to do that”. The student did misformation in word “*to*” that must be replaced by “*too*”. Thus, the sentence should be “We feel *too* busy to do that”.

## Student 13

There were four types of error that had been found in student’s analytical exposition written text. The first was omission. The first omission of error was on “Ninety percent of *lung cancer* are caused by smoking”. The student was necessary to add suffix –s with the result that the correct sentence must be “Ninety percent of *lung cancers* are caused by smoking”.

The second error was addition. The addition of error was found in “About 50 *thousands* people die every year in Britain as direct result of smoking”. The student did not need to add suffix –s. Hence, the sentence should be “About 50 *thousand* people die every year in Britain as direct result of smoking”.

The third error was misformation. The misformation of error that have been found was on “Smoking is really *god* for tobacco companies”. The student did the misformation in the word “*god*” that must be replaced by “*good*”. Thus, the sentence should be “Smoking is really *good* for tobacco companies”.

The last error was misordering. The misordering of error was on “They do make much money from *habit smoking*”. The student did incorrect of replacement. Hence, the correct sentence must be “They do make much money from *smoking habit*”.

#### **Student 14**

There were four types of error that had been found on student’s analytical exposition written text. The first error was omission. The omission was on “Overweight potentially *lead* high risk of health problem”. The student was necessary to add suffix –s in verb because the subject was singular. Thus, the correct sentence was “Overweight potentially *leads* high risk of health problem”.

The second error was addition. The addition has been found on “Being too fat is recognized as a *major* factor for heart disease”. The student did need to add suffix –s because there was article “*a*” that refers it is singular form. Thus, the correct sentence was “Being too fat is recognized as a *major* factor for heart disease”.

The third error was on misformation. The misformation that was found by researcher was on “Being too fat is often *avoid* by many young women”. The student did misformation because the sentence must be in passive voice. The formula of passive voice is be + v3. Thus, the sentence should be “Being too fat is often *avoided* by many young women”.

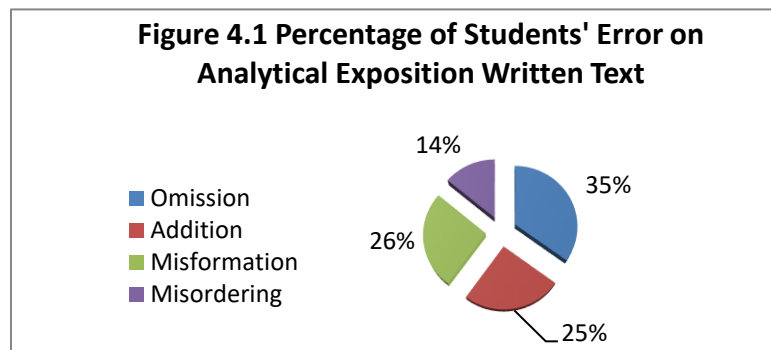
The last error was misordering. The misordering was found on “This will cause diabetes and other *disease serious*”. The student wrote the incorrect of replacement of noun phrase. The word “*disease serious*” must be replaced by “*serious disease*”. The adjective must be in front of the noun. Thus, the sentence should be “This will cause diabetes and other *serious disease*”.

#### **Student 15**

There were two types of error that had been found on student’s analytical exposition written text. The first error was omission. The first omission was on “It *mean* that all the time they mostly eat fast foods”. The student needed to add suffix –s in verb because the subject was singular. Hence, the correct sentence was “It *means* that all the time they mostly eat fast foods”.

The second error was misformation. The misformation of error was on “Fast food nowadays is *consider* a normal eating venture”. The student needed to write complete verb. The sentence used passive voice which the formula is be + v3. Thus, the correct sentence was “Fast food nowadays is *considered* a normal eating venture”.

The researcher wanted to find out the highest frequency of types of errors on students' analytical exposition written text. Thus, the researcher calculated the types of errors that had been found on analytical exposition written text made by the students through the chart.



The total errors on analytical exposition written text made by the eleventh grade students of SMAN 1 Porong was 85 errors. Those errors were 30 omission of errors (30%), 21 addition of errors (25%), 22 misformation of errors (26%) and 12 misordering of errors (14%). Hence, the highest frequency of types of errors was omission with the percentage was 35% or 30 errors.

Types of Error	Number of Errors	Percentage of Errors
Omission	30	35%
Addition	21	25%
Misformation	22	26%
Misordering	12	14%
<b>Total</b>	<b>85</b>	<b>100%</b>

Based on the result of the data analysis, it presented that the most error made by the eleventh grade students of SMAN 1 Porong was omission. The students omitted a word that must be written. It happened especially in verb where the sentence was singular. The students mostly forgot to add suffix –s while the subject or the thing was singular. The percentage of omission of error is 35% or 30 errors that had been found on students' analytical exposition written text.

The second common error that was made by the students was misformation. The students often did misformation in using verb when they wanted to use passive voice and some mistakes like missing a letter in a word. Thus, the word could not have meaning or could even change the meaning of a word. The percentage of misformation was 26% or 22 errors that made by the students.

The third common error that was found on students' analytical exposition written text was addition. The students pay less attention to the subject or the number of items contained in a sentence. Thus, they often made addition of errors where they add



suffix –s or auxiliary that was not needed in a sentence. The percentage of addition was 25% or 21 errors that were found on students' analytical exposition written text.

The last common error that was made by the students was misordering. The students often made incorrect of replacement that cause grammatical error in the sentence. The most frequent misordering of error was happened when the students misplaced possessive pronouns and adjective phrase. Hence, the percentage of misordering was 14% or 12 errors that were made by the students. The classification of types of errors was based the theoretical of Dulay's strategy taxonomy. The types of errors are omission, addition, misformation and misordering.

## **CONCLUSION**

Four types of errors, omission, addition, misformation, and misordering are made by the eleventh grade students of SMAN 1 Porong. The errors in each type of errors are 30 omission of errors or 35%, 21 addition of errors or 25%, 22 misformation of errors or 26%, and 12 misordering of errors or 14%.

The types of errors made by the eleventh grade students of SMAN 1 Porong in analytical exposition written text from the highest to the lowest frequency are omission followed by misformation, addition, and the lowest frequency of errors is misordering in surface strategy taxonomy. The total of each types of errors are 30 omission of errors (35%), 21 addition of errors (25%), 22 misformation of errors (26%), and 12 misordering of errors (14%). Hence, the highest frequency of errors that had been found on students' analytical exposition written text is omission with 30 errors (35%).

According to the conclusion, this writer introduces several suggestions that are expected to provide more awareness into the learning process especially in writing. This study provides information about the types of students' errors as a guideline to evaluate the weakness or progress of the students' ability to learn English especially in writing. Hence, to reduce the students' errors, this study can inspire how to construct or write the sentences correctly and meaningfully. The result of this study is expected to provide an informative knowledge in grammatical error analysis link with the error analysis. The result of this study hopefully motivates other researchers to attend the research link with the analysis of grammatical errors to enhance the knowledge of the study.

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