

**ANALYSIS OF GRAMMATICAL ERRORS IN STUDENTS' WRITING OF
HORTATORY EXPOSITION TEXT AT THE FIFTH SEMESTER OF STKIP-
PGRI BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2021/2022**

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Abstract: English is important for Indonesian people now, especially to Indonesian students but there are still a lot of them cannot write, speak and understand it well. The students think writing is difficult because the students must produce a good grammar. and grammar is one of the problems in their writing. This research was aimed to analysis of grammatical errors in students' writing of hortatory exposition text. Surface strategy taxonomy as omission, Addition, misformation, Misordering was used in this research. This research was used descriptive method. The total number of the research sample was 29 writings taken from the total students of A and B classes. The result showed that there were 206 errors found in 29 students' writings. Misformation is the most dominant error and misordering word is the least error in students' writing of hortatory exposition.

Keywords: Analysis of Grammatical Error, Grammatical Error, Hortatory Exposition.

INTRODUCTION

English is important for Indonesian people now, especially to Indonesian students. In Indonesia, English subject has been taught at elementary school to senior high school but there are still a lot of them cannot write, speak and understand it well. Therefore, when they practice four English skills (Listening, Reading, Speaking, Writing). it becomes a problem to them. Listening and reading have the same role in languages which are stated as passive skills, meanwhile speaking and writing are stated as active skills. There are many problems faced by the students. The students think writing is difficult because the students must produce a good grammar. and grammar is one of the problems in their writing. The difficulty of grammar is caused by difference rules between Bahasa and English. English has tenses and bahasa hasn't. This problem can cause English learners hard to understand or hard to write a text

Writing is a skill that important to be learnt, writing subject has learnt by English department students of STKIP-PGRI Bandar Lampung since they were in the first to fifth semester. Langan (2010: 11) said that "writing is a skill, like driving or typing, that you can master with hard work". It means, to be a good writer we must study and practice more so we can master writing skill like we master driving or typing skill. We must have a good interesting to study writing also. Hortatory exposition is one of the kinds of text in english writing. "Hortatory exposition text is one kind of non-fiction text. It is included in the persuasive text in the form of exposition" (Butt 2000: 241). So, hortatory exposition is text that contain the writer opinions about something issue and it is explained comprehensively. with the aim of influencing or persuading readers or listeners that something that is the focus of the conversation should or should not have happened. The tenses use present tense, evaluative word and compound and complex sentences.

The researcher is focused to investigate grammatical error in students' writing of hortatory exposition at the fifth semester. All languages have its own grammar. People who speak the same language are able to communicate because they know the grammar system of that language. Because the use of the language to communicate presuppose a grammar, it follows that all speakers and writers of a language must have a knowledge of its grammar. "Grammar is a description of the rules that govern how a language's sentences are formed" (Thornbury 2001: 1) and "Grammatical error is error occurred based on the wrong using rule that show how word is combined and arranged" (Fatmawati 2016: 14). In this research reviews grammatical error use surface strategy taxonomy as omission, Addition, misformation, Misordering. To specify the analysis, the problem is only focused on the analysis of the grammatical errors in students' writing of hortatory exposition at the fifth semester of STKIP-PGRI Bandar Lampung in academic year 2021/2022.

Based on the several statements from the expert above, the goal of this research is to know the types of grammatical errors occurred in the fifth semester students' writing of hortatory exposition at STKIP-PGRI Bandar Lampung, to know the dominant grammatical errors occurred in the fifth semester students' writing of hortatory exposition at STKIP-PGRI Bandar Lampung, to find out the source of errors found in the fifth semester students' writing of hortatory exposition at STKIP-PGRI Bandar Lampung.

METHODS

This research was used descriptive method to analyzed and provided the fact systematically, factually and accurately so that the research will be understood and useful. In this research, the researcher used a test to gain the data. The test that was used in this research is writing test. The researcher asked the students to create a hortatory exposition text. The students' hortatory exposition text was used to collect or to find the grammatical errors made by the students. The researcher described, noticed and analyzed grammatical errors which are found in students' writings of hortatory exposition text. The researcher analyzed the data by using percentage to count which error is often made by students in their writings. The data in this research were in the form of sentences taken from students' hortatory exposition text in the fifth semester of English department of STKIP-PGRI Bandar Lampung in the academic year of 2021/2022. The total number of the research sample was 29 writings taken from the total students of A and B classes. In qualitative research, findings or data can be stated valid if there is no difference between what the researcher will be reported with what the reality happens on object. But it needs to know that the truth of reality data according qualitative research is not singular, but is plural and it depends on human construction that is formed in a person as a mentality process of individual with the variety of background.

RESULTS AND DISCUSSIONS

This part contains the results of data collection through hortatory exposition text from students of STKIP PGRI Bandar Lampung in the fifth semester. It describes the results and discussions outlined in the form of paragraphs and tables.

1. Results

The students who took part in this study has made a hortatory exposition text. The text was analyzed and the data was arranged to know the percentage of the grammatical error. The grammatical error was used surface strategy taxonomy as omission, Addition, misformation, Misordering.

Table 1 shows Frequency of Grammatical Error Occurrences in Students' Writings of hortatory exposition in the Fifth Semester of STKIP-PGRI Bandar Lampung in Academic Year of 2021/2022. The results show the number of errors was made by students are 206 errors of 29 texts. While table 2 described the Percentage of the Grammatical Error. Table 3,4,5 and 6 was shown the Percentage of Misformation, omission, addition and misordering word.

Table 1: Frequency of Grammatical Error Occurrences in Students' Writings of hortatory exposition in the Fifth Semester of STKIP-PGRI Bandar Lampung in Academic Year of 2021/2022.

NO	NUMBER OF STUDENTS	TYPES OF GRAMMATICAL ERROR				THE NUMBER OF ERRORS
		M	O	A	MW	
1	TEXT 1	10	5	1	0	16
2	TEXT 2	5	2	0	1	8
3	TEXT 3	9	7	5	1	22
4	TEXT 4	6	5	0	2	13
5	TEXT 5	10	1	1	1	13
6	TEXT 6	3	0	0	0	3
7	TEXT 7	14	5	1	0	20
8	TEXT 8	7	1	2	0	10
9	TEXT 9	3	2	2	0	7
10	TEXT 10	3	0	1	0	4
11	TEXT 11	2	1	0	2	5
12	TEXT 12	4	1	0	0	5
13	TEXT 13	7	0	1	0	8
14	TEXT 14	6	1	2	1	10
15	TEXT 15	7	2	0	1	10
16	TEXT 16	3	2	0	0	5
17	TEXT 17	0	3	1	1	5
18	TEXT 18	4	3	1	0	8

19	TEXT 19	3	1	1	0	5
20	TEXT 20	3	1	1	0	5
21	TEXT 21	1	1	0	1	3
22	TEXT 22	3	2	0	1	6
23	TEXT 23	1	0	0	0	1
24	TEXT 24	1	1	2	0	4
25	TEXT 25	1	1	0	0	2
26	TEXT 26	3	0	0	0	3
27	TEXT 27	1	1	0	0	2
28	TEXT 28	0	1	0	0	1
29	TEXT 29	1	1	0	0	2
TOTAL		121	51	22	12	206

Note:

M = Misformation

A = Addition

O = Omission

MW = Misordering word

As table 1 has shown, they were four types of grammatical errors occurred in students' writings. The result showed that there were 206 errors found in 29 students' writings. For the result of misformation, it shows 121 errors that were divided into two types in which archi/alternating form got 120 errors and regularization got one error. Omission got 51 errors with 15 omissions of pronoun, 10 omissions of article, 10 omissions of preposition, 10 omissions of to be, 1 omission of verb, 1 omission of noun, 2 omissions of conjunction, 1 omission of helping verb, and 1 omission of quantity. Addition got 22 errors with 12 simple additions and 10 double markings. Meanwhile, misordering words got 12 errors with 1 misordering of subject pronoun, 2 misorderings of noun, 5 misorderings of adverb and 4 misordering of adjective.

No	The Types of Grammatical Error	Number of Frequency	Percentage
1	Misformation	121	58.74%
2	Omission	51	24.76%
3	Addition	22	10.68%
4	Misordering Word	12	5.83%

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The Percentage of the Grammatical Error

Total	206	100%
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With regard to table 2, it shows the frequency and percentage of grammatical errors made by the students. As the researcher has mentioned before, **misformation** holds the highest frequency of occurrence or the most dominant error made by them with 121 times of error or 58.74%. **Omission** holds the second place with 51 times or 24.76%. The third place is occupied by **addition** with 22 times or 10.68%. Meanwhile, **misordering word** is the least error with only 12 times or 5.83%. This implies that misformation is the dominant grammatical error that was made by the students in their writings. Whereas, misordering word is the least error that was made by them.

The percentage of each error is presented in the following section. It is arranged from the highest to the lowest error made by students.

a.

No	The Types of Misformation	Number of Frequency	Percentage
1	Archi/Alternating form	120	99.57%
2	Regularization	1	0.43%
Total		121	100%

tage of Misformation

Misformation holds the highest frequency of occurrence of all grammatical errors. The students made this type of error 121 times or 58.74% in their writings. The occurrences of misformation in students' writings are divided into two types, they are archi/alternating form and regularization. The result shows that there were 120 errors of archi/alternating form and there was 1 error of regularization. The following table shows the percentage of the occurrences of each type.

Table 3: The Percentage of Misformation

It can be seen in table 3 above that the most dominant error made by students is archi/alternating form. The researcher found 120 errors of archi/alternating form or 99.57%. It is followed by regularization with only once occurrence or 0.43%.

b. Percentage of Omission

Omission occurred 51 times or 24.76% in their writings. It is classified into several types as Omission of pronoun, article, to be, preposition, verb, conjunction, noun and quantity. Omission of pronoun occurred 15 times, article 10 times, preposition 10 times, to be 10 times, verb 1 time, conjunction twice, noun once, helping verb once and quantity only once. Table 4 below illustrates the frequency and percentage of each type.

Table 4: The Percentage of Omission

No	The Types of Omission	Number of Frequency	Percentage
1	Omission of Pronoun	15	29.4%
2	Omission of Article	10	19.61%
3	Omission of to be	10	19.61%
4	Omission of Preposition	10	19.61%
5	Omission of Verb	1	2%
6	Omission of Conjunction	2	3.92%
7	Omission of Noun	1	2%
8	Omission of Helping Verb	1	2%
9	Omission of Quantity	1	2%
Total		51	100%

Table 4 above illustrates the types of omission which the students made. The most dominant type is omission of pronoun with 15 times or 29.4% out of 51 data. The omission of article was found 10 times or 19.61%. The

No	The Types of Addition	Number of Frequency	Percentage
1	Simple Addition	12	54.55%
2	Double Marking	10	45.45%
Total		22	100%

omission of preposition was found 10 times or 19.61%. The omission of to be was found 10 times or 19.61%. The omission of verb was found 1 time or 2%. The omission of conjunction was found once or 3.92%. The omission of noun was found once or 2%. Meanwhile, the omission of helping verb and quantity was found only once or 2%.

c. Percentage of Addition

There were 22 additions or 10.68% out of 206 errors. Addition is divided into two types; they are simple addition and double marking. Simple addition was found 12 times and double marking was found 10 times. The detail of each type of addition is shown in the following table:

Table 5: The Percentage of Addition

As table 5 has shown, there are two types of addition; they are simple addition and double marking. The dominant type was simple addition which was found 12 times or 54.55%. Double marking was found 10 times or 45.45%.

d. Percentage of Misordering Word

In students' writings, there were 12 misordering words or 5.83%. Misordering word is divided into four types; they are misordering of subject pronoun, noun, adverb and adjective. All types are displayed in the following table:

Table 6: The Percentage of Misordering Word

No	The Types of Misordering Word	Number of Frequency	Percentage
1	Misordering of Subject Pronoun	1	8.33%
2	Misordering of Noun	2	16.67%
3	Misordering of Adverb	5	41.67%
4	Misordering of Adjective	4	33.33%
Total		12	100%

Based on the table 6 above, the most dominant type of misordering word is adverb with 5 times or 41.67%. Misordering of noun was found 1 time or 8.33%. Misordering of noun was found times or 16.67%. Meanwhile, misordering of adjective was found 4 times or 33.33%.

2. Discussion

The goal of this study is, to know the types of grammatical errors occurred in the fifth semester students' writing of hortatory exposition at STKIP-PGRI Bandar Lampung, to know the dominant grammatical errors occurred in the fifth semester students' writing of hortatory exposition at STKIP-PGRI Bandar Lampung, to find out the source of errors found in the fifth semester students' writing of hortatory exposition at STKIP-PGRI Bandar Lampung.

The data was taken from students' writing of hortatory exposition and to review grammatical error, the researcher used surface strategy taxonomy as omission, Addition, misformation, Misordering. All of them was explained in detail to know the dominant and the source of errors found in their writing.

From the results of the data review, it can be concluded the students still make many mistakes in their writing of hortatory exposition. the number of errors was made by students are 206 errors of 29 texts. With misformation holds the highest frequency of occurrence or the most dominant error made by them with 121 times of error or 58.74%. Omission holds the second place with 51 times or 24.76%. The third place is occupied by addition with 22 times or 10.68%. Meanwhile, misordering word is the least error with only 12 times or 5.83%.

From the result above also, misformation is the dominant grammatical error that was made by the students in their writings. Misformation is divided in two, archi/alternating form and regularization. The researcher found 120 errors of archi/alternating form or 99.57%. It is followed by regularization with only once occurrence or 0.43%. Archi/alternating form is the most frequent error in misformation.

In the result of the data above, omission occurred 51 times or 24.76% in their writings. It is classified into several types as Omission of pronoun, article, to be, preposition, verb, conjunction, noun and quantity. Omission of pronoun occurred 15 times, article 10 times, preposition 10 times, to be 10 times, verb 1 time, conjunction twice, noun once, helping verb once and quantity only once. The most dominant type is omission of pronoun with 15 times or 29.4%. The omission of article, preposition, and to be were found 10 times or 19.61%. The omission of verb was found 1 time or 2%. The omission of conjunction was found once or 3.92%. The omission of noun, helping verb, and quantity were found once or 2%. The most appear error in omission was omission of pronoun.

The next result is addition. 22 additions or 10.68% was occurred. Addition is divided into two types; they are simple addition and double marking. Simple addition was found 12 times and double marking was found 10 times. The dominant type was simple addition which was found 12 times or 54.55%. Double marking was found 10 times or 45.45%. So, the most occur in addition was simple addition.

The last result was misordering word. There were 12 misordering words or 5.83%. Misordering word is divided into four types; they are misordering of subject pronoun, noun, adverb and adjective. The most dominant type of misordering word is adverb with 5 times or 41.67%. Misordering of noun was found 1 time or 8.33%. Misordering of noun was found times or 16.67%. Meanwhile, misordering of adjective was found 4 times or 33.33%. So, misordering of noun is the most appear in misordering word.

CONCLUSION

The results of the study can be concluded that the students made all the types of grammatical error in their writings. Based on the data result, misformation was divided into two types; they were archi/alternating form and regularization. omission was divided into 9 types; they were omission of pronoun, article, to be, preposition, verb, conjunction, noun, helping verb and quantity. Addition was divided into 2 types; they were double marking and simple addition. Misordering word was divided into 4 types, they were misordering of subject pronoun, noun, adverb and adjective. The grammatical error occurred 206 times of in which misformation was found 121 times or 58.74% with 120 times of archi/ alternating form and once of regularization. Misformation gained more than 50% or more than half of the other grammatical errors and misordering word is the least error in students' writing of hortatory exposition. Error of misordering word was found the least with only 12 times or 5.83%. In students' writing of hortatory exposition, there were four types found in misordering word; they were misordering of subject pronoun with 1 time or 8.33%, misordering of noun with 2 times or 16.67%, misordering of adverb with 5 times or 41.67%, and misordering of adjective with 3 times or 33.33% out of 12 errors. So, it can be concluded that misformation is the most dominant error and misordering word is the least error in students' writing of hortatory exposition.

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