THESIS

**AN ANALYSIS OF GRAMMATICAL ERRORS OF SELECTED
ESSAY IN ENGLISH WRITING CLASS OF UNIFA ON
FACEBOOK GROUP**

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UNIVERSITAS FAJAR
2022

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Submitted for the English Literature Study Program of Economic and Social Science Faculty at Universitas Fajar of Makassar in Partial Fullfilment of Requirement for the Literature School Degree (S.S)

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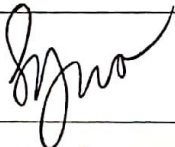Andi Febriana Tamrin, S.S., M.Hum.

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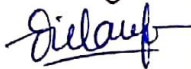**THESIS**

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Has been maintained in the thesis examination
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PERNYATAAN KEASLIAN

Saya yang bertandatangan di bawah ini:

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Dengan ini menyatakan dengan sebenar – benarnya bahwa skripsi berjudul **An Analysis of Grammatical Errors of Selected Essay in English Writing Class of Unifa on Facebook Group** adalah karya ilmiah saya sendiri dan sepanjang pengetahuan saya di dalam naskah skripsi ini, tidak terdapat karya ilmiah yang pernah diajukan oleh orang lain untuk memperoleh gelar akademik ini di suatu perguruan tinggi dan tidak terdapat karya atau pendapat yang pernah ditulis atau diterbitkan oleh orang lai, kecuali secara tertulis dikutip dalam naskah atau di sebutkan dalam sumber kutipan dan daftar Pustaka.

Apabila dikemudian hari ternyata di dalam naskah skripsi ini dapat dibuktikan terdapat unsur – unsurplagiasi, saya bersedia menerima sanksi atas perbuatan tersebut dan di proses sesuai dengan peraturan perundang – undangan yang berlaku di Indonesia yaitu UU No. 20 Tahun 2003, pasal 25 ayat 2 dan pasal 70.

Makassar, 28 September 2022

Yang Membuat Pernyataan,

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Makassar, 28 September 2022
Researcher

Rini Rahayu

ABSTRACT

AN ANALYSIS OF GRAMMATICAL ERRORS OF SELECTED ESSAY IN ENGLISH WRITING CLASS OF UNIFA ON FACEBOOK GROUP

Rini Rahayu

Ana Rosida

This study analyzes grammatical errors in student essays. The purpose of this study is to find grammatical errors in the essay. This study focuses on four grammatical categories: omission, addition, misformation, and misordering.

This study uses a quantitative research method. The data source in this study came from the English Writing Class of UNIFA group on Facebook. In analyzing the data, the researcher uses the grammar theory proposed by Heidi Dulay (1982). The results of this study indicate that the most grammatical errors made by the authors of the selected essays is in omission with the highest number of errors, namely 43%, the second is misformation with 41%, the third is addition with 12% and misordering with 4%.

Keywords: Grammatical Error, Quantitative, Essay

ABSTRAK

ANALISIS KESALAHAN GRAMMATICAL DARI ESAI TERPILIH PADA ENGLISH WRITING CLASS OF UNIFA PADA GROUP FACEBOOK

Rini Rahayu

Ana Rosida

Penelitian ini menganalisis kesalahan grammatical pada essay mahasiswa. Tujuan dari penelitian ini adalah untuk menemukan kesalahan grammatical pada essay tersebut. Penelitian ini focus pada 4 kategori gramatikal: omission, addition, misformation, dan misordering.

Metode yang digunakan di penelitian ini adalah metode penelitian kuantitatif. Sumber data dalam penelitian ini berasal dari grub English Writing Class of UNIFA di Facebook. Dalam menganalisis data, peneliti menggunakan teori grammar yang dikemukakan oleh Heidi Dulay (1982).

Hasil dari penelitian ini menunjukkan bahwa kesalahan gramatikal terbanyak yang dilakukan oleh penulis dari essay terpilih adalah terdapat pada omission dengan jumlah error tertinggi yaitu 43%, kedua adalah misformation dengan 41%, yang ketiga adalah addition dengan 12% dan misordering dengan 4%.

Kata Kunci: Kesalahan Gramatikal, Kuantitatif, Essay

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CHAPTER I

INTRODUCTION

This chapter explains the research backgrounds, questions, objectives, significances, and scopes.

1.1 Research Backgrounds

English language abilities need to be owned by every person in this globalization era because English is the second language of most countries. Therefore English can also be called an international language. Baratta (2019:1) states that "English has been exported and imported throughout the world, to the extent that it is generally recognized as the (or certainly *an*) International language." So, it can be said that English is one of the most vital languages.

Each language has its own rules, including English. Grammar is the term used to describe the rules in English. When learners do not understand English grammar, a few errors are committed. English grammar may be defined as a system of rules that govern the organization of words, phrases, and expressions in various languages. Grammar has an important role in understanding English so that people who learn the language better understand the message conveyed. Based on Strumpf & Douglas (2004:13) cited in (Royani & Sadiah, 2019:765) argue "we study grammar then we may speak and write in a clearer and more effective manner".

As the foreign language of a country like Indonesia, many people have difficulty using the rules of English, and this is because English is a complex language. Martin (2017:28) in his book state that English is often said to be more complicated than most other languages, so English means a very complicated

language. Johnston & Powers (2017:47) also state that "English is a complicated language".

Foreign language errors, particularly those in English, are difficult to prevent. Several factors might lead foreign learners to make errors and mother tongue interference is one of them. This grammatical error is most commonly observed in written works, as writing takes substantial information as well as the ability to construct word for word to form a phrase with proper grammar. However, sometimes people find it difficult to define errors and mistakes. According to Rafoth (2014:106) "Notion of error in the field of second-language acquisition make an important distinction between errors and mistake, an error is something learners say or write incorrectly and usually cannot recognize or repair on their own because they do not know the rule behind it, while a mistake is something they can both recognize and repair because they have learned the rule and can apply it".

It can be concluded that a mistake is made accidentally but knows the applicable rules. While errors usually occur due to a lack of understanding of grammar itself, especially if the language is a second language in a place, such as in Indonesia.

This research focuses on the grammar essay of writing class students. The researcher will identify grammatical errors in essays in the English Writing Class of UNIFA on the Facebook group. On December 17, 2018, the group was founded by Yusri, an influential lecturer in the Writing course. This group was created to serve as a repository for student assignments, as proved by posts uploaded by lecturers who are knowledgeable about the subject.

Figure 1 Facebook group post

According to Richards & Schmidt (2010:203), an essay (in composition) is a lengthy piece of writing, notably one produced by a student as part of a course of study or by a writer writing for publication, that reflects the writer's point of view on a topic. So, an essay means a type of prose that describes a new point of view or a brilliant idea by the author accompanied by accurate arguments so that the reader can understand the idea clearly. Writing an essay is particularly common in academic life, especially in college. Students at this level expect to compose educational writing. Writing an essay is one of the numerous responsibilities assigned to students. The researcher assumes that the students may also have some errors in grammatical when they write in English writing.

According to Myles (2002:230) cited in Limengka & Kuntjara (2012:1), as students using a second language, namely English, students might produce errors, so this research is helpful to find out what grammatical errors often occur in student essays and to find out the extent to which students understand to assemble a sentence with the correct grammatical structure. One of the errors that the researcher meant was as follows:

"The other said that they have long hair because many of their predecessors **were have** long hair."(Pandung, 2019a).

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In the sentence, there is an error in the bold word, 'were have' should be replaced using 'had' because the text is simple past tense. This type of error includes the omission error type, which is the reduction of items in a well-arranged sentence.

This researcher will conduct research under the title "An Analysis of Grammatical Errors of Selected Essay in English Writing Class of Unifa on Facebook Group." In examining these materials, the researcher used the surface strategy taxonomy theory by Dulay et al. (1982:150), in which there are four types of errors, namely omission, addition, misformation, and misordering.

1.2 Research Question

Based on the above background, the researchers formulated the problem: what grammatical errors frequently happen in the selected essay in the English Writing class of UNIFA on the Facebook group?

1.3 Objective of The Research

Based on the research question above, this research aims to determine what grammatical errors often occur in the selected essay in the English Writing class of UNIFA on the Facebook group.

1.4 Significances of The Research

The result of this research expects to be able to give the following benefits:

1. For the researcher, it provides a deeper understanding of grammar rules.

2. For readers, it is possible to find grammatical errors that often occur in a written work to improve their writing skills by paying more attention to the applicable grammatical rules.

3. To other researchers, it can provide references regarding grammatical errors. This study can also provide more information about written grammatical errors. This study can also inform other researchers and inspire them in conducting their research. Next, other researchers try to find other solutions to the error problem. Apart from that, they could inspire the next new research, but the debate is deeper than before and they are trying to create the new best report.

1.5 Scope of The Research

Based on the background of the observation, it is impossible to speak about all issues above. it's essential to make obstacles so you can draw up the trouble. This look is limited to discussing a blunders evaluation in surface strategy taxonomy based on Dulay's theory in students' essay writing. There are four categories of errors: omission, addition, misformation, and misordering.

The researcher wants to examine essays written by students in the UNIFA English Writing class in the Facebook group. The Facebook group was formed on December 17, 2018, to be a place to collect student assignments in the writing class at Fajar University. The group was created by a lecturer named Yusri, a lecturer in the Writing course. Until the time this research was conducted, the number of members in the group was 59 people, 58 of which were students, and the total writings in the group reached 152 student writings. From this data, the researcher took the writings of 10% of the total number of students in the group. So, the number is six people.

CHAPTER II

LITERARY REVIEW

This chapter will go through past research connected to this study. This chapter will also discuss the theoretical foundation, grammatical knowledge, error analysis, and some research-related talks.

2.1 Previous Study

In performing research, this study refers to earlier research. The study required three past studies from these comparable in terms of object, subject, and theory applied.

First, a thesis from Hayrunnisa (2019) with the research title "Students' Grammatical Errors in Using Simple Present Tense in Analytical Exposition Text at The First Semester of The Eleventh Grade of SMA Negeri 4 Bandar Lampung in The Academic Year of 2018/2019". The descriptive qualitative research approach was used in this research. The study examined mistakes using the simple present tense based on Linguistic Category Taxonomy. Noun Phrase Error, Verb Phrase Error, Verb-and-Verb Construction Error, Word Order Error, and Some Transformations Error are the errors. The analytical findings are then converted into percentages. The most prevalent mistakes discovered were Noun Phrase Error (35.51%), followed by 49 instances of Verb Phrase Error (35.51%).

The similarity of the research conducted by Hayrunnisa is that they both analyze grammatical errors and use the same data analysis procedures. The difference is the object under study. Hayrunnisa uses simple present tense sentences made by students of SMA N 4 Bandar. In contrast, this study uses essays written by a student in English Writing class; the other difference is the research method.

Second, the thesis from Kumala (2017) with the research title "Grammatical Error Analysis of Speaking Skill At the Sixth Semester Students of English Department of IAIN Palopo". The study focused on students in the sixth semester of the 2017 academic year. The study aimed to identify what types of mistakes make by sixth-semester students. The study used quantitative research methods. The researcher found misformation got the most significant error, as much as 80.17%, followed by omission with 10.58%, addition with 5.88%, and misordering with 2.35%.

Research from Kumala has something in common with this study. Namely, they both analyze grammatical errors and use the same research method, the quantitative research method. The difference between this research and the research conducted by Kumala is the object under the studies.

Third, research was conducted by Solihah (2017) under the title "Grammatical Errors Analysis in the Fourth Semester Students' Essay Writing at Universitas Muhammadiyah Sidoarjo" This research was conducted to find the most common errors in the fourth-semester student essays based on surface strategy taxonomy: omission, addition, misformation, and misordering. The research used qualitative research methods.

The difference between the research conducted by Solihah and this research can be seen in the object under study and the method he used. In contrast, the equation that can be seen is the theory of the research.

2.2 Theoretical Backgrounds

2.2.1 Grammar

According to Hariyono & Carthy (2008:13) grammar is the study of how to arrange words that have a certain form into a proper sentence. English

grammar is a science that studies how to arrange several types of English words so that they become a proper English sentence.

Grammar investigates language unit functions and how they are used in a sentence to convey meaning (Hirai et al., 2010:183). According to Webster cited on (Ekaningsih, 2017) "Grammar is the study of the classes of words, their inflections, and their functions and relations in the sentence".

Based on expert opinions regarding grammar, it can be concluded that grammar is a science that studies the relationship and how to arrange words informing appropriate sentences so that they can convey the meaning of sentences clearly.

2.2.2 Classification of Error

Dulay et al. (1982:146) stated that there are four categories of error classification. These are linguistic category, surface strategy, comparative analysis, and communicative effect.

2.2.2.1 Linguistic Category

In accordance with Dulay et al., (1982:146) linguistic category taxonomy classifies mistakes in keeping with both or each the language factor such as syntax and morphology (grammar), phonology (pronunciation), discourse (style), semantics and lexicon (meaning and vocabulary).

1. Morphology

   Politzer and Ramirez (1973:73) categorized errors in morphology into indefinite article incorrect, possessive case inaccurate, third-person singular verb incorrect, simple past tense incorrect, part participle incorrect, and comparative adjective/adverb incorrect.

2. Syntax

Politizer and Ramirez (1973:90) also categorize syntax into a noun phrase, verb phrase, verb and verb construction, word order, and some transformations.

2.2.2.2 Surface Strategy

The surface strategy taxonomy shows the methods through which surface systems deviate from the norm. Learners may, for example, omit or add necessary elements or misform or misorder objects. Surface strategy taxonomy was classified by Dulay et al.,(1982:150) as omission, addition, misformation, and misordering.

1. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Content morphemes carry the bulk of the referential meaning of a sentence: Nouns, verbs, adjectives, adverbs. Language learner omit grammatical morphemes much more frequently than content words (Dulay et al., 1982:154).

For example: "*Jessica is the teacher in the new school*"

From the example above, it can be divided into two parts, namely content word or content morpheme and grammatical morpheme.

a. Content morpheme including ***Jessica, teacher, new, school.***

Jessica the teacher in the new school (Omission "*is*")

b. Grammatical content including ***is***, ***the***, ***in***, ***the.***

Jessica is the teacher in the new (Omission "*School*")

2. Addition

This addition category is the opposite of the omission category. They are characterized by the presence of an item that must not appear in a well-formed utterance (Dulay et al., 1982:156). The addition category is divided into double marking, regularization, and simple addition.

a. Double marking

A double marking issue occurs when unnecessary elements are added to a particular linguistic structure. Double marking occurs when two objects are tagged for the same feature.

Table 1 Example of Double Marking

Semantic Feature	Error	Example of Error
Past Tense	Past tense is marked in the auxiliary and the verb.	She *didn't went/goed*
Present Tense	The present tense is marked in the auxiliary and the verb	He doesn't eat*s*.
Negation	Negation is marked as the auxiliary and the quantifier. Negation is kept in the auxiliary and the adverb.	-She did*n't* give him *none*. -He do*n't* go *no* wings. -They do*n't hardly* eat.
Equational Predicate	The equation is marked in two copula positions.	*Is* this *is* a cow?
Object	The object is both topicalized and expressed in the object pronoun.	That'*s the man* who I saw *him*
Past Tense	The auxiliary is produced twice.	Why *didn't* mommy *don't* make dinner?

b. Regularization

Regularization is included in the additional category, where a morpheme is added to exceptional words. A regular rule or an error is used to signify an item that requires special rules.

Table 2 Example of Regularization

No.	Regularization Error	Correction	Reason
1.	Sheeps	Sheep	*Sheep* and *deer* is also *sheep* and *deer* in plural.
2.	Deers	Deer	
3.	Putted	Put	*Put*, *hit*, and *beat* in past tense also *put*, *hit*, and *beat*.
4.	Hitted	Hit	
5.	Beated	Beat	

c. Simple addition

Simple addition is a type of addition error that is not covered by double marking or regularization. This simple addition has no special characters, this error should not appear in well-structured disclosures.

Table 3 Example of Simple Addition

No.	Simple Addition Error	Correction	Reason
1.	*On* over there *In* over there	Over there	The preposition 'in' and 'on' are by no meas used while pronouncing over there
2.	I can played the game.	I can play the game.	There has simple addition of verb one after modal.

3. Misformation

According to Dulay et al., (1982:158), misformation errors are defined by using the incorrect form of the morpheme or structure. The

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three types of misformation are regularization, archie - form, and alternating forms.

a. Regularization Error

This type of error includes those in which a typical marker is used instead of an irregular one.

Table 4 Regularization Error of Misformation

No.	Linguistic Item Misformed	Example
1.	Reflexive pronoun	His self (himself)
2.	Regular past	I falled (fell)
3.	Plural	Gooses (geese) Childs (children)

b. Archi – forms

The selection of one variation of a category of forms to represent others within the class, known as archi-form mistakes, is a prevalent aspect of all phases of second language acquisition.

Example: *This books* can be correct become *these books* because it is plural.

c. Alternating forms

The employment of archi - forms typically gives way to the seeming open alternation of various class members with one another as the learner's vocabulary and grammar expand.

Example: *I written a letter yesterday.*

Rose is beautiful. She likes swimming

Because the example is a past phrase, the proper form of the verb is 'wrote.' It is incorrect because subject Rose is a girl, so it must be use *she. The correct one is*:

I wrote a letter yesterday

Rose is beautiful. She likes swimming

4. Misordering

According to Dulay et al. (1982:162), misordering errors are the improper placement of a morpheme or set of morphemes in an utterance.

Example: He is *all the time late.*

The correct one is: *He is late all the time*

2.2.2.3 Comparative Analysis

The comparative taxonomy classifies errors based on comparing the form of the target language and native language errors.

Example: *The boy handsome* for *The handsome boy*

The comparative analysis divides errors into four categories: intralingual or developmental (errors in the target language), interlingual (errors between the target language and the local language), ambiguous (both developmental and interlingual errors), and unique errors (do now not in shape in any of comparative taxonomy).

2.2.2.4 Communicative Effect

The communicative effect categorizes mistakes based on their impact on the listener or reader. This class divides mistakes into two subcategories: global errors (missing, incorrect, or misplaced sentence connectors) and local errors (errors in noun or verb inflections, articles, auxiliaries, and formation of quantifiers).

2.2.3 Error

Errors in language are something that is difficult to avoid, especially if the language is the second language of a place. According to Dulay, Kharsen, Burt, and Krasen (1982:138) errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance. Another opinion was then expressed by Richards & Schmidt (2010:201) "The use of a linguistic item in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning".

2.2.3.1 Error Analysis

Language error analysis is a theory that is used to analyze the language between (interlanguage) language learners (Pranowo, 1996:48). According to Crystal (1985:95) cited in R. & Yusri (2020:3), error analysis is a technique for systematically discovering, categorizing, and understanding linguistic errors made by learners studying a foreign or second language.

According to the two definitions above, error analysis is the practice of methodically examining mistakes using a theory. The examined language mistakes were vocal and written language faults committed by someone while delivering information. This language error analysis is required to understand the language errors that occur so that they may be corrected more quickly.

2.2.3.2 Causes of Error

Brown (2007:224) claimed in his book that there are four sources of error: interlingual, intralingual, learning environment, and communication techniques.

1. Interlingual transfer

   Because they are unfamiliar with the second language system, learners will make mistakes while transitioning from their native language.

2. Intralingual transfer

   This error is made by using learners who have begun to collect parts of the target language but still lack competence.

3. Context of learning

   Context refers to the classroom with its teacher and its materials, in this case, school learning activities or the social state of affairs inside the case of untutored second language learning. students make errors because of a misleading explanation provided via the teacher, defective presentation in a textbook, or a memorized pattern that is not contextualized.

4. Communication strategies

   Learner techniques for learning a second language might become a source of errors.

2.2.4 The Differences Between Error and Mistake

Error and mistake are two different terms but sometimes it is difficult to identify. According to H. Douglas Brown (1987:263) cited in Agustina & Esti (2016:2) error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner, while

a mistake refers a performance error that is either a random guess or a 'slip' in that is a failure to utilize a known system correctly.

According to the expert's perspective, an error is produced by a lack of knowledge and comprehension of the language pattern utilized. In contrast, an error is an unintentional despite knowing the grammatical rules. In this study, the researcher interviewed six samples. They said that before writing the essay, they first received direction from the concerned lecturer and still received guidance in the process.

Based on the interview results, it can be concluded that what happened to the essay is an error because the samples had learned but were still experiencing errors, so it can be said that the six samples lacked grammar knowledge.

2.2.5 English Writing Class of UNIFA

English Writing Class of UNIFA is a Facebook group formed as four to collect student assignments in writing class. This group began operating on December 17, 2018 by Yusri as a lecturer in the subject. The group has 59 members, of which 58 members are students. The number of posts in the group is approximately 52 posts. Based on interviews that the researchers conducted with the grub makers, information was obtained that the grub was formed as a forum to collect assignments and a place to practice English. He also said that errors in essays were frequent for several reasons, such as the influence of the first language and a lack of understanding of grammar.

Figure 2 Facebook group landing page

Resource: English Writing Class of UNIFA on Facebook

CHAPTER III

RESEARCH DESIGN

This chapter is divided into the following sections: Research Design, Data Resource, Data Collection Instrument, Data Collection Procedure, and Data Analysis Technique. These subchapters will be thoroughly covered below.

3.1 Research Design

Many experts differentiate between three categories of research methodologies: qualitative, quantitative, and mixed research approaches. According to Creswell (2003:3) there are three research approaches: quantitative, qualitative, and mixed methods. Creswell argues that quantitative research methods are research that focuses on numbers and statistics, while qualitative research focuses on descriptions so this research method is often also called the descriptive method. On the other hand, a mixed-method is a combination of quantitative and qualitative research methods.

This study will use quantitative research methods. This method will analyze how much each grammatical error appears in the research object, so it focuses on gathering numerical data. Babbie (2010:10) stated "quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and survey, or by manipulating pre-exiting statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon".

3.2 Data Source

   a. Population

   The population of this research is the participants of the Facebook group English Writing Class of UNIFA which contains students from 2nd to 10th semester.

   b. Sample

   The number of student that the researcher choose is 6 students with their essay choose randomly.

3.3 Data Collection Instruments

The researcher took six writing essays on a Facebook Group and analyzed each essay to find all the possible grammatical errors. The researcher used two data collection instruments, namely interviews and documentation. First, the researcher conducted interviews with the six samples to determine whether what happened was an error or a mistake. Second, the researcher analyzed one by one of all essays and then made a small note using pen, paper, and laptop about the errors found, classifying, and calculating. The errors found are then classified according to the theory of Dulay et al., (1982:150), which will then be analyzed.

3.4 Data Collection Procedures

The researcher gathered data for this study in the following ways:

1. First, the researcher selects six essays on the Facebook group in the English Writing Class of UNIFA.

2. Next, the researcher reads carefully each selected essay and makes notes about the errors found.

3. Researchers classify grammatical errors based on the classification made by Dulay et al., (1982:150).

3.5 Data Analysis Techniques

The researcher determines the data to answer the research problem. The data that the researcher has collected is then analyzed using the following procedure:

Table 5 Data Analysis Techniques

No.	Steps	Explanation
1.	Collecting data	Collecting data in the form of essay.
2.	Identify errors	Identify errors base on interview with the 6 sample and then write small notes and marking errors found.
3.	Classifying errors	Grouping the errors found based on the grouping done by Dulay.
4.	Calculating the percentage	Describe the errors found by the data form of text and the number and calculate the error percentage.

The following formula was used to determine the proportion of each type:

$$P = \frac{F}{N} \times 100$$

Notes:

P: Percentage

F: The frequency with which errors occur.

N: Total number of errors

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This study is to see how many grammatical errors are in the essay. This chapter presents the results of this study. The result is divided into two parts. The first is findings, and the second is discussion.

4.1 Findings

The purpose of this study is to answer the research question in the first chapter, namely to find out what grammatical errors often occur in selected essays in the English Writing class of UNIFA on the Facebook group. This study uses the Surface Strategy Taxonomy theory proposed by Dulay et al., (1982:150). The theory focuses on four categories of errors: omission, addition, misformation, and misordering.

4.1.1 Grammatical Errors Frequently Happens in The Selected Essay

Based on the explanation above, the researcher can calculate the grammatical error of the selected essay based on the types of errors according to Dulay. Here is the tabulation of errors:

Table 6 Tabulation of Errors

Error Found	Types of Error			
	Omission	**Addition**	**Misformation**	**Misordering**
Student 1	3	3	8	1
Student 2	6	2	3	1
Student 3	3	1	4	0
Student 4	2	0	6	0
Student 5	7	1	4	0
Student 6	11	2	6	1
Amount of Error	**32**	**9**	**31**	**3**
	75			
Percentage of Errors	**43%**	**12%**	**41%**	**4%**

Based on the analysis carried out by the researchers above, it can be concluded that the total errors of 6 essays from 6 students amounted to 75. The type of grammatical error that most often appears in student essays is the omission of as much as 43%, misformation of as much as 41% followed by addition of as much as 12%, and misordering of 4%. This error is made by using learners who have begun to collect parts of the target language but still lack competence.

It is found from this analysis that the most frequent error patterns made by students were errors in the use of prepositions and occurrence of inconsistencies in the use of past verbs, and the omission of past tense markers in verbs.

4.2   Discussion

4.2.1 Grammatical Errors Found in Each Selected Essay

The researcher first identifies and classifies the errors in the selected essay in the English Writing class of UNIFA on the Facebook group to find the grammatical errors that often appear in essays

The number of members in the group was 58 students. The researchers took 10 percent of the group's population to be used as samples, so the total sample was six students. The sample selection was made randomly, and the researcher read carefully to see the error. After that, the researcher classified the errors found. The following is an explanation of some examples of errors found.

4.1.2.1 Omission Error

Most of students made error in omission which the error is 32 or 43%. An example sentence of it is "According to what was said by Nanang Wijayanto electrical Engineering students in **(the)** third semester." It should be "According to what was said by Nanang Wijayanto electrical Engineering students in **the** third semester." *(See appendix table 8, page 35)*. It is because to show something, English people usually use an article. The phrase "third semester" is mentioned in the sentence before. It involves a specified noun. So, the article "the" is used in this case. Another example is "The data shows day after day the corona cases are increasing because corona virus **(is)** very contagious." It should be "The data shows day after day the corona cases are increasing because corona virus **is** very contagious." *(See appendix table 10, page 48)*. It is because in this sentence did not contain verb. Every sentence must contain a subject and verb.

4.1.2.2 Misformation Error

Misformation has 31 errors or 41%. The example is "In this table, we can **seen** that students which who are enrolled in English Literature and Communication Studies greatly dropped in 2017, but in 2018-2019 began to a significant change." The correct sentence is "In this table, we can **see** that students which who are enrolled in English Literature and Communication Studies greatly dropped in 2017, but in 2018-2019 began to a significant change." *(See appendix table 12, page 53)*. It is because the word must be in base form. According to Yule (2015) a word that comes after modals is always in base form. Another example is "Next, on March 15, coronavirus increase to 117

people infected of coronavirus, 5 people died, and 8 people cured, and in 3 days increase to 227 people infected **of** coronavirus." It should be "Next, on March 15, coronavirus increase to 117 people infected of coronavirus, 5 people died, and 8 people cured, and in 3 days increase to 227 people infected **with** coronavirus." *(See appendix table 10, page 47)*. It is because it is using the wrong preposition. The definition of infected is having an infection (Infected Definition & Meaning - Merriam-Webster, n.d.), and according to Bhaskar (2020), the preposition "with" one of which is used for indicated "having."

4.1.2.3 Addition Error

The student made 9 addition error or 12%. An example sentence of it is "According to what was said by Nanang Wijayanto electrical Engineering **students** in third semester." It should be ""According to what was said by Nanang Wijayanto electrical Engineering **student** in third semester." *(See appendix table 8, page 35)*. It is because the word students refer to one of the students in the third semester of electrical engineering, so the word should be in singular form, not using *s*. Another example is "In this table, we can see that students **which** who are enrolled in English Literature and Communication Studies greatly dropped in 2017, but in 2018-2019 began to a significant change." It should be "In this table, we can see that students who are enrolled in English Literature and Communication Studies greatly dropped in 2017, but in 2018-2019 began to a significant change." *(See appendix table 12, page 53)*. It is because the sentence has two pronouns. It seems wordy, so one of these must be deleted.

4.1.2.4 Misordering Error

Misordering has 3 errors or 4%. The example of error is "English literature a changed **in dramatically** 2019 higher than in previous years, and which of these two that experienced a pretty high changed is communication studies." Which the correct is "English literature a changed **dramatically in** 2019 higher than in previous years, and which of these two that experienced a pretty high changed is communication studies." *(See appendix table 12, page 54).* It is because there is word placement error. Another example is "Generally, only women have the full right to grow **long their hair** while man are friendly with short of flat hair." It should be "Generally, only women have the full right to grow **their hair long** while man are friendly with short of flat hair." *(See appendix table 8, page 34).*

4.2.2 The Interpretation of Data

The researcher would like to interpret the data on the description and analysis data above. The result shows that the most common grammatical errors made by the students in the selected essay. There were 6 of essays that had been analysed by the researcher. The first is omission which has 32 or 43% errors. The second most common error is misformation. It has 31 errors or 41%. The third is addition with 9 errors or 12%, and the last is misformation with 3 errors or 4%.

This error is made by using learners who have begun to collect parts of the target language but still lack competence. This is evidenced by the results of the interviews of the six samples (See appendix 3 and 4, page 63 and 64). They said that before they wrote the essay, they first learned how to write, which included teaching about grammar. In addition, in working on

the essay, they get directions regarding the steps that must be taken in writing. This shows that an error occurred because the error was not realized to be an error.

CHAPTER V

5.1 Conclusion

The object of this research is an essay written by students in the writing class in the Facebook group. The analysis is based on the grammar theory of Dulay et al. (1982), which divides grammatical errors into four categories: omission, addition, misformation, and misordering.

Based on the explanation in the previous chapter, the researcher has analyzed and classified the errors found in the selected essays from 6 students with 6 sample essays. So that it is known that the most common errors found are omission as much as 41%, misformation as much as 39% following by addition as much as 17% and misordering as much as 3%. The error commonly happened because the students are not realized it, it is due to a lack of knowledge about grammar rules.

5.2 Suggestion

Based on the discussion in the previous chapter and the conclusions above, the researcher will provide suggestions related to the research results that the researchers have done. People need to study well, understand, and pay attention to grammatical rules in writing, especially in using the correct tenses to reduce the possibility of errors. It is also expected to be a reference for understanding grammatical errors. Furthermore, for lecturers who are influential in related subjects, even though they are not the cause of errors made by students, researchers hope that lecturers can provide methods and suggestions to reduce errors that can occur in writing. Furthermore, for further researchers, hopefully, this research can provide benefits in the form of reference information related to research on grammatical errors.

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APPENDICES

Appendix 1 Sample

Table 7 Student Name

No.	Student Name	Code
1.	YP	Student 1
2.	AVL	Student 2
3.	ITVT	Student 3
4.	YL	Student 4
5.	K	Student 5
6.	NT	Student 6

1. **Student 1**

Table 8 Data from Student 1

No.	Identification of Error	Types of Error	Explanation	Reconstruction of Error
1.	Behind The Long Hair of Engineering Students **in** Fajar University.	Misformation (Alternating form)	The use of an inappropriate preposition, because it indicates a specific place, should use "at".	Behind The Long Hair of Engineering Students **at** Fajar University
2.	Long hair for men is identical **with** the people who are set in thuggery and criminals.	Misformation (Alternating form)	The word 'with' is not appropriately used in the sentence. It should be substituted 'with' into 'to'. Some adjectives connected with people's behaviour and feelings are followed by to (To, 2022).	Long hair for men is identical **to** the people who are set in thuggery and criminals.
3.	Generally, only women have the full right to grow **long their hair** while man are friendly with short of flat hair.	Misordering	There is an exchange of word positions. In the rule of adjective order, size is mentioned first before material.	Generally, only women have the full right to grow **their hair long** while **men** are friendly with short of flat hair.
4.	Generally, only women have the full right to grow long their hair while **man**	Misformation (Alternating form)	In this sentence, it describes man and woman in general, so it	

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No.	Identification of Error	Types of Error	Explanation	Reconstruction of Error
	are friendly with short of flat hair.		should be made plural.	
5.	According to what was said by Nanang Wijayanto electrical Engineering **students** in third semester	Addition (Simple addition)	The word students refer to one of the students in the third semester of electrical engineering, so the word should be in singular form, not using **s**.	According to what was said by Nanang Wijayanto electrical Engineering **student** in **the** third semester
6.	According to what was said by Nanang Wijayanto electrical Engineering students in **(the)** third semester	Omission (Grammatical morpheme)	To show something, English people usually use an article. The phrase "third semester" is mentioned in the sentence before. It involves a specified noun. So, the article "the" is used in this case.	
7.	Some **student** said they have long hair because there were too many college assignments that they carried and made them forget to take care their hair.	Omission (Grammatical morpheme)	The sentence describes more than one student and is countable, so the object must be plural.	Some **students** said they **had** long hair because there were too many college assignments that they carried and made them forget to take care **of** their hair.
8.	Some student said they **have**	Misformation	It was using the wrong verbs.	

No.	Identification of Error	Types of Error	Explanation	Reconstruction of Error
	long hair because there were too many college assignments that they carried and made them forget to take care their hair.	(Alternating form)	The sentence refers to an event taking place in the past. So, the word must be in the past form. In English, the past tense of the most verb ends in -ed (besides that, many verbs have irregular past tense forms).	
9.	Some student said they have long hair because there were too many college assignments that they carried and made them forget to take care **(of)** their hair.	Omission (Grammatical morpheme)	There is no preposition. This sentence must be added preposition "of" to tell the readers what to 'take care'.	
10.	The Engineering students want to show to the people that their long hair **are** the declaration that people cannot be seen from their appearance and man with	Misformation (Alternating form)	In this sentence, "long hair" is an uncountable noun. An uncountable noun is always followed by a singular verb (Raimes & Miller-Cochran, 2016).	The Engineering students want to show the people that their long hair **is** the declaration that people cannot be seen from their appearance and **men** with long hair are not always identical with evil and

No.	Identification of Error	Types of Error	Explanation	Reconstruction of Error
	long hair are not always identical with evil and amoral-apathetic attitudes.			amoral-apathetic attitudes.
11.	The Engineering students want to show **to** the people that their long hair is the declaration that people cannot be seen from their appearance, and men with long hair are not always identical with evil and amoral-apathetic attitudes.	Addition (Simple addition)	The preposition seems inappropriate. It makes sentences wordy without contributing any important information.	
12.	The Engineering students want to show to the people that their long hair are the declaration that people cannot be seen from their appearance and **man** with long hair are not always identical with	Misformation (Archi-forms)	In this sentence, it describes man and woman in general, so it should be made plural.	

No.	Identification of Error	Types of Error	Explanation	Reconstruction of Error
	evil and amoral-apathetic attitudes.			
13.	The other said that they have long hair because many of their predecessors **were have** long hair.	Misformation (Alternating form)	The sentence uses the wrong verb form. The sentence talks about events that happened in the past, so it should use the simple past tense.	The other said that they have long hair because many of their predecessors **had** long hair.
14.	But **in** Fajar University, the faculty of Engineering is dominated by male students, and most of them have a long hair, and it becomes the identity of the engineering students.	Misformation (Alternating form)	The word 'in' is not appropriately used in the sentence. Since it mentions a specific place, it should be substituted 'with' into 'at'.	But **at** Fajar University, the faculty of Engineering is dominated by male students, and most of them have long hair, and it becomes the identity of the engineering students.
15.	But in Fajar University, the faculty of Engineering is dominated by male students, and most of them have **a** long hair, and it becomes the identity of the engineering students.	Addition (Simple addition)	In the context of this sentence, long hair is an uncountable noun in their book, say that for uncountable objects, the indefinite article "a" and "an" cannot be used.	

From data 1 above, grammatical errors were found in the form of omission 3 times, addition 3 times, misformation 8 times, and misordering 1 time.

2. Student 2

Table 9 Data from Student 2

No.	Identification of Error	Types of Error	Explanation	Reconstruction of Error
1.	The number of students preferring to study **in** UNIFA during 2017 – 2019.	Misformation (Alternating form)	"in" refers to UNIFA, which is a specific place. So, it must use the preposition "at" for a particular place.	The number of students preferring to study **at** UNIFA **from** 2017 - 2019
2.	The number of students preferring to study in UNIFA **during** 2017 – 2019.	Misformation (Alternating form)	The preposition "during" is used to indicate an indefinite period of time. In contrast, a clear period of time is stated in the sentence, so the preposition "from" should be used to indicate the time level.	
3.	The chart tells us about the number of students who want to study in a department at UNIFA **during** 2017 to 2019.	Misformation (Alternating form)	The preposition "during" is used to indicate an indefinite period of time. In contrast, a clear period of	The chart tells us about the number of students who want to study in a department at UNIFA **from** 2017 to 2019.

No.	Identification of Error	Types of Error	Explanation	Reconstruction of Error
			time is stated in the sentence, so you must use the preposition "from" to indicate the time.	
4.	Based **of** the data, English Literature has the lowest students every year except for 2018.	Misformation (Alternating form)	Use incorrect prepositions. It must be used "on" to show the basis or reason for something.	Based **on** the data, English Literature has the lowest **number of** students every year except for 2018.
5.	Based on the data, English Literature has the lowest **(number of)** students every year except for 2018.	Omission (Grammatical morpheme)	Missing quantifier. We use quantifiers when we want to give someone information about the number of something.	
6.	The **(number of)** students climbed to over 20 students for both departments in 2018.	Omission (Grammatical morpheme)	Missing quantifier. We use quantifiers when we want to give someone information about the number of something.	The **number of** students climbed to over 20 for both departments in 2018.
7.	The students climbed to over 20 **students** for both departments in 2018.	Addition (Simple addition)	The word is unnecessary in that sentence, it seems wordy.	

No.	Identification of Error	Types of Error	Explanation	Reconstruction of Error
8.	Accounting has the highest **(number of)** students every year.	Omission (Grammatical morpheme)	Missing quantifier. We use quantifiers when we want to give someone information about the number of something.	Accounting has the highest **number of** students every year

From data 2 above, grammatical errors were found in the form of omission 3 times, addition 1 time, and misformation 4 times.

3. **Student 3**

Table 10 Data from Student 3

No.	Identification of Error	Types of Error	Explanation	Reconstruction of Error
1.	The data shows on march 22, 2 people **(were)** infected of corona virus. And keep increase on march 19 to 309 people infected, 25 people died, and 15 people cured from corona virus.	Omission (Grammatical morpheme)	Each sentence or clause needs a subject and a verb. The second clause did not contain a verb.	The data shows on march 22, 2 people **were** infected **with the** coronavirus and **kept increasing** on march 19 to 309 people infected, 25 people died, and 15 people **were** cured from corona virus.
2.	The data shows on march 22, 2 people infected **of** corona virus. And keep increase on march 19 to 309 people	Misformation (Alternating form)	It is using the wrong preposition. The definition of infected is having an infection (Infected Definition &	

No.	Identification of Error	Types of Error	Explanation	Reconstruction of Error
	infected, 25 people died, and 15 people cured from corona virus.		Meaning - Merriam-Webster, n.d.). And according to (Bhaskar, 2020), the preposition "with" of which is used for indicated "having", while preposition "to" use to indicate 'belonging to', 'relating to', or 'connected with', 'reference' etc.	
3.	The data shows on march 22, 2 people infected of **(the)** corona virus. And keep increase on march 19 to 309 people infected, 25 people died, and 15 people cured from corona virus.	Omission (Grammatical morpheme)	Missing article 'the.' The function of this article is to point out something obvious, the Coronavirus has been discussed before, so it is an obvious thing.	
4.	The data shows on march 22, 2 people infected of corona virus. And **keep** increase on march 19 to 309 people infected, 25 people died, and 15 people	Misformation (Alternating form)	It was using the wrong verb. It should use the past tense.	

No.	Identification of Error	Types of Error	Explanation	Reconstruction of Error
	cured from corona virus.			
5.	The data shows on march 22, 2 people infected of corona virus. And keep **increase** on march 19 to 309 people infected, 25 people died, and 15 people cured from corona virus.	Omission (Grammatical morpheme)	There is a double verb in one phrase. So, one of the verbs must be modified.	
6.	The data shows on march 22, 2 people infected of corona virus. And keep increase on march 19 to 309 people infected, 25 people died, and 15 people **(were)** cured from corona virus.	Omission (Grammatical morpheme)	Missing verb. One sentence must contain a subject and verb.	
7.	**(The)** data shows on march 2, Indonesian citizens who infected of coronavirus total 2 people and increased every day.	Omission (Grammatical morpheme)	Must be added, "the" to show something obvious.	**The** data shows on march 2, Indonesian citizens who **were** infected **with** coronavirus total 2 people and increased every day.
8.	Data shows on march 2,	Omission	Missing verb. Every	

No.	Identification of Error	Types of Error	Explanation	Reconstruction of Error
	Indonesian citizens who **(were)** infected of coronavirus total 2 people and increased every day.	(Grammatical morpheme)	sentence must contain a subject and verb.	
9.	Data shows on march 2, Indonesian citizens who infected **of** coronavirus total 2 people and increased every day.	Misformation (Alternating form)	It is using the wrong preposition. The definition of infected is having an infection (Infected Definition & Meaning - Merriam-Webster, n.d.). And according to Bhaskar (2020), the preposition "with" of which is used for indicated "having," while the preposition "to" use to indicate 'belonging to,' 'relating to,' or 'connected with,' 'reference' etc.	
10.	Counted in 9 days on March 11, total 27 people infected **of** coronavirus and then increase again on march 12 to 34 people	Misformation (Alternating form)	It is using the wrong preposition. The definition of infected is having an infection (Infected Definition &	Counted in 9 days on March 11, total 27 people infected **with** coronavirus and then **increased** again on march 12 to 34 people infected, but 3

No.	Identification of Error	Types of Error	Explanation	Reconstruction of Error
	infected, but 3 people cured. But the data shows on March 13, 4 people died.		Meaning - Merriam-Webster, n.d.). And according to Bhaskar (2020), the preposition "with" of which is used for indicated "having," while the preposition "to" use to indicate 'belonging to,' 'relating to,' or 'connected with,' 'reference' etc.	people cured. But the data shows on March 13, 4 people died.
11.	Counted in 9 days on March 11, total 27 people infected of coronavirus and then **increase** again on march 12 to 34 people infected, but 3 people cured. But the data shows on March 13, 4 people died.	Omission (Grammatical morpheme)	It is using the wrong form of the verb. The sentence describes past events, so it should use past tense verbs.	
12.	Next, on March 15, coronavirus increase to 117 people infected **of coronavirus**, 5 people died, and 8 people cured, and in 3 days increase	Addition (Simple addition)	The sentence is wordy.	Next, on March 15, coronavirus **increased** to 117 people infected, 5 people died, 8 people **were** cured, and in 3 days **increased** to 227 people

No.	Identification of Error	Types of Error	Explanation	Reconstruction of Error
	to 227 people infected of coronavirus.			infected **with** coronavirus.
13.	Next, on March 15, coronavirus **increase** to 117 people infected of coronavirus, 5 people died, and 8 people cured, and in 3 days increase to 227 people infected of coronavirus.	Omission (Grammatical morpheme)	Uses an incorrect form of a verb. It must be in the past tense because the sentence talks about something that happened in the past.	
14.	Next, on March 15, coronavirus increase to 117 people infected of coronavirus, 5 people died, **and** 8 people cured, and in 3 days increase to 227 people infected of coronavirus.	Addition (Simple addition)	The word is unnecessary to be in this sentence. Conjunctions connect expressions and are usually placed before the last expression	
15.	Next, on March 15, coronavirus increase to 117 people infected of coronavirus, 5 people died, and 8 people **(were)** cured, and in 3 days increase to 227 people infected of coronavirus.	Omission (Grammatical morpheme)	Missing verb. In every sentence must contain a subject and a verb.	
16.	Next, on March 15, coronavirus increase to 117	Misformation (Alternating form)	It is using the wrong form of the word. The	

No.	Identification of Error	Types of Error	Explanation	Reconstruction of Error
	people infected of coronavirus, 5 people died, and 8 people cured, and in 3 days **increase** to 227 people infected of coronavirus.		sentence happened in the past, so it must be used in the past tense.	
17.	Next, on March 15, coronavirus increase to 117 people infected of coronavirus, 5 people died, and 8 people cured, and in 3 days increase to 227 people infected **of** coronavirus.	Misformation (Alternating form)	It is using the wrong preposition. The definition of infected is having an infection (Infected Definition & Meaning - Merriam-Webster, n.d.), and according to Bhaskar (2020), the preposition "with" one of which is used for indicated "having."	
18.	The data shows **day after day the corona cases are increasing** because corona virus very contagious.	Misordering	Word placement error.	The data shows **that corona cases are increasing day after day** because coronavirus **is** very contagious.
19.	The data shows **(that)** day after day the corona cases are	Omission (Grammatical morpheme)	Missing conjunction. Conjunctions are used to connect words,	

No.	Identification of Error	Types of Error	Explanation	Reconstruction of Error
	increasing because corona virus very contagious.		phrases, or clauses. The sentence requires illative conjunction to explain one statement with another statement.	
20.	The data shows day after day the corona cases are increasing because corona virus **(is)** very contagious.	Omission (Grammatical morpheme)	Missing verb. Every sentence must contain a subject and verb.	

From data 3 above, grammatical errors were found in the form of omission 11 times, addition 2 times, misformation 6 times, and misordering 1 time.

4. **Student 4**

Table 11 Data from Student 4

No.	Identification of Error	Types of Error	Explanation	Reconstruction of Error
1.	There are more than 60% **who** choose accounting majors in 2019, while students who choose English literature 2017 only 20%.	Addition (Simple addition)	The relative pronoun "who" is always placed after a noun that refers to a person.	There are more than 60% **chose** accounting majors in 2019, while students who **chose** English literature **in** 2017 only 20%.
2.	There are more than 60% who **choose** accounting majors in 2019,	Misformation (Alternating form)	The sentence talking about past event, so, the word must be in	

No.	Identification of Error	Types of Error	Explanation	Reconstruction of Error
	while students who choose English literature 2017 only 20%.		the form of past.	
3.	There are more than 60% who choose accounting majors in 2019, while students who **choose** English literature 2017 only 20%.	Misformation (Alternating form)	The sentence talks about a past event, so the word must be in the form of the past.	
4.	There are more than 60% who choose accounting majors in 2019, while students who choose English literature **(in)** 2017 only 20%.	Omission (Grammatical morpheme)	Missing preposition. The sentence must be added with the preposition "in" to describe the year. The preposition "in" was used before the period of time (Downing & Locke, 2006).	
5.	Students who chose English literature **majoring** only 20% in 2017 experienced a very sharp decline at that time, whereas in 2018, the number of students	Addition (Simple addition)	In this sentence, the word "major" is a noun, so, no need to change the form.	Students who chose English literature **major** only 20% in 2017 experienced a very sharp decline at that time, whereas in 2018, the number of students choosing English literature began

No.	Identification of Error	Types of Error	Explanation	Reconstruction of Error
	choosing English literature began to leap drastically to 40%.			to leap drastically to 40%.
6.	Then students who chose the department of communication were only more than 20%, while in 2018, the department of communication rose to 40% **dominant**, with the department of English literature 40%.	Addition (Simple addition)	The word makes the sentence hard to understand. It is unnecessary in the sentence.	Then students who chose the department of communication were only more than 20%, while in 2018, the department of communication rose to 40%, with the department of English literature 40%.
7.	**For management majors, students choosing majors in 2017 30%**, while in 2018, management majors began to skyrocket to 50%, then in 2019, management majors jumped again by 60%.	Misordering (Alternating form)	Word placement error**.**	**30% of students chose management majors in 2017**, while in 2018, management majors began to skyrocket to 50%, then in 2019, management majors jumped again by 60%.
8.	**For** management majors, students choosing majors in 2017 30%, while in	Addition (Simple addition)	The word does not fit in this sentence.	

No.	Identification of Error	Types of Error	Explanation	Reconstruction of Error
	2018, management majors began to skyrocket to 50%, then in 2019, management majors jumped again by			
9.	For management majors, students **choosing** majors in 2017 30%, while in 2018, management majors began to skyrocket to 50%, then in 2019, management majors jumped again by 60%.	Misformation (Alternating form)	The sentence talks about a past event, so the word must be in the form of the past.	
10.	For the accounting department in 2017, this **is** the most dramatic first step with a leap of 30%, and 2018 experienced the sharpest big jump of 50% for the accounting department at unifa.	Misformation (Alternating form)	Using the wrong form of a verb.	For the accounting department in 2017, this **was** the most dramatic first step with a leap of 30%, and 2018 experienced the sharpest big jump of 50% for the accounting department at unifa.

From data 4 above, grammatical errors were found in the form of omission

1 time, addition 4 times, misformation 4 times, and misordering 1 time.

5. Student 5

Table 12 Data from Student 5

No.	Identification of Error	Types of Error	Explanation	Reconstruction of Error
1.	This chart **show** the number of students preferring to study in UNIFA during 2017-2019.	Omission (Grammatical morpheme)	The subject in this sentence is singular, so the verb must be in a singular form.	This chart **shows** the number of students preferring to study in UNIFA during 2017-2019.
2.	Overall, the highest number of registrations in 2017 was 90% **(for)** accounting, 80% management, 70% communication studies, and English literature, only 50%.	Omission (Grammatical morpheme)	Missing preposition. It must be added preposition to describe the noun that comes after.	Overall, the highest number of registrations in 2017 was 90% **for** accounting, 80% **for** management, 70% **for** communication studies, and **for** English literature, only 50%.
3.	Overall, the highest number of registrations in 2017 was 90% accounting, 80% **(for)** management, 70% communication studies, and English literature, only 50%.	Omission (Grammatical morpheme)	Missing preposition. It must be added preposition to describe the noun that comes after	
4.	Overall, the highest number of registrations in 2017 was 90% accounting, 80% management, 70% **(for)** communication	Omission (Grammatical morpheme)	Missing preposition. It must be added preposition to describe the noun that comes after.	

No.	Identification of Error	Types of Error	Explanation	Reconstruction of Error
	studies, and English literature, only 50%.			
5.	Overall, the highest number of registrations in 2017 was 90% accounting, 80% management, 70% communication studies, and **(for)** English literature, only 50%.	Omission (Grammatical morpheme)	Missing preposition. It must be added preposition to describe the noun that comes after.	
6.	In this table, we can **seen** that students which who are enrolled in English Literature and Communication Studies greatly dropped in 2017, but in 2018-2019 began to a significant change.	Misformation (Alternating form)	The word must be in base form. According to Yule (2015) a word that comes after modals is always in base form.	In this table, we can **see** that students which who are enrolled in English Literature, and Communication Studies greatly dropped in 2017, but in 2018-2019 began to a significant change.
7.	In this table, we can see that students **which** who are enrolled in English Literature and Communication Studies greatly dropped in 2017, but in 2018-2019 began to a significant change.	Addition (Simple addition)	The sentence has two pronouns. It seems wordy, so one of these must be deleted.	

No.	Identification of Error	Types of Error	Explanation	Reconstruction of Error
8.	English literature **a** changed in dramatically 2019 higher than in previous years, and which of these two that experienced a pretty high changed is communication studies.	Addition (Simple addition)	The article in the sentence is unnecessary.	English literature changed **dramatically in** 2019 higher than in previous years, and **one** of these two that experienced a pretty high changed is communication studies.
9.	English literature a changed in dramatically 2019 higher than in previous years, and **which** of these two that experienced a pretty high changed is communication studies.	Misformation (Alternating form)	Misuse of pronouns.	
10.	English literature a changed **in dramatically** 2019 higher than in previous years, and which of these two that experienced a pretty high changed is communication studies.	Misordering (Alternating form)	Word placement error.	
11.	In **year** 2017 management and accounting registrations are still drop.	Addition (Simple addition)	The word is unnecessary to appear in the sentence.	In 2017 management and accounting registrations

No.	Identification of Error	Types of Error	Explanation	Reconstruction of Error
12.	In year 2017 management and accounting registrations **are** still drop.	Misformation	Use the wrong form of a verb. The sentence talks about a past event, so it must use past form.	**were** still **dropping**.
13.	In year 2017 management and accounting registrations are still **drop**.	Omission (Grammatical morpheme)	One sentence just needs one verb, but in the sentence, there are two, so the second verb has to modify.	
14.	In 2018 the registration began to **soared.**	Addition (Simple addition)	The word should be in the base form as part of the to-infinitive following 'began.'	In 2018 the registration began to **soar.**
15.	In this chart, we can **seen** the changed are enough increased dramatically from previous years.	Misformation (Alternating form)	The word must be in base form. According to (Yule, 2015), a word that comes after modals is always in base form.	In this chart, we can **see** the **changes** are enough increased dramatically from previous years.
16.	In this chart, we can seen the **changed** are enough increased dramatically from previous years.	Misformation (Alternating form)	The word must be added with "s" to show there is more than one change.	

No.	Identification of Error	Types of Error	Explanation	Reconstruction of Error
17.	But in 2019, both **significant** dramatic changed, so many registration for management and accounting majors, which both shifted dramatically, occupying a high position in number of registrations of many.	Omission (Grammatical morpheme)	The word is used in the wrong part of speech. It must change into an adverb to describe the verb that came after because an adjective cannot modify a verb.	But in 2019, both **significantly dramatically** changed, so many **registrations** for management and accounting majors shifted dramatically, occupying a high position in number of registrations of many.
18.	But in 2019, both significant **dramatic** changed, so many registration for management and accounting majors, which both shifted dramatically, occupying a high position in number of registrations of many.	Omission (Grammatical morpheme)	The word is used in the wrong part of speech. It must change into an adverb to describe the verb that came after because an adjective cannot modify a verb.	
19.	But in 2019, both significant dramatic changed, so many **registration** for management and accounting majors, which both shifted dramatically, occupying a high	Omission (Grammatical morpheme)	The noun must be in plural form because it follows the quantifier "many," which requires a plural noun.	

No.	Identification of Error	Types of Error	Explanation	Reconstruction of Error
	position in number of registrations of many.			
20.	But in 2019, both significant dramatic changed, so many registration for management and accounting majors, **which** both shifted dramatically, occupying a high position in number of registrations of many.	Addition (Simple addition)	The conjunction in the sentence is unnecessary.	
21.	But in 2019, both significant dramatic changed, so many registration for management and accounting majors, which **both** shifted dramatically, occupying a high position in number of registrations of many.	Addition (Simple addition)	The pronoun in the sentence is unnecessary. In that sentence, it has been stated what majors are intended so that there is no need to add the pronoun "both."	
22.	Accounting registration rocketed in 2019 and **occupies** the highest position of all	Misformation (Alternating form)	The sentence talks about a past event and has two predicates with the verb must be in	Accounting registration rocketed in 2019 and **occupied** the highest position of all

No.	Identification of Error	Types of Error	Explanation	Reconstruction of Error
	which majors in the table.		past form. So, the second predicate is incorrect.	majors in the table.
23.	Accounting registration rocketed in 2019 and occupies the highest position of all **which** majors in the table.	Addition (Simple addition)	The conjunction in the sentence is unnecessary.	

From data 5 above, grammatical errors were found in the form of omission 9 times, addition 7 times, misformation 6 times, and misordering 1 time.

6. **Student 6**

Table 13 Data from Student 6

No.	Identification of Error	Types of Error	Explanation	Reconstruction of Error
1.	Based on the data of Fuel type used to generate electricity, the data **show** the type of fuel that used by some countries in Asia.	Omission (Grammatical morpheme)	Using the wrong form of a word. The sentence uses the simple present tense.	Based on the data of Fuel type used to generate electricity, the data **shows** the type of fuel that **is** used by some countries in Asia.
2.	Based on the data of Fuel type used to generate electricity, the data show the type of fuel that **(is)** used by some countries in Asia.	Omission (Grammatical morpheme)	Missing verb. Every sentence must be contain a subject and verb.	
3.	The data **show** that Coal and	Omission	Using the wrong form of	The data **shows** that Coal and

No.	Identification of Error	Types of Error	Explanation	Reconstruction of Error
	Lignite type most used in Malaysia and Singapore, and Petroleum products type mostly used in Thailand to generate electricity.	(Grammatical morpheme)	a word. The subject of the sentence is singular, so the verb is singular as well.	Lignite **types are** most used in Malaysia and Singapore, and Petroleum products **types are** mostly used in Thailand to generate electricity.
4.	The data show that Coal and Lignite **type** most used in Malaysia and Singapore, and Petroleum products type mostly used in Thailand to generate electricity.	Omission (Grammatical morpheme)	Missing verb. Every sentence must contain a subject and verb.	
5.	The data show that Coal and Lignite type **(are)** most used in Malaysia and Singapore, and Petroleum products type mostly used in Thailand to generate electricity.	Omission (Grammatical morpheme)	Missing verb. Every sentence must contain a subject and verb.	
6.	The data show that Coal and Lignite type most used in Malaysia and Singapore, and Petroleum products **type** mostly used in	Omission (Grammatical morpheme)	Missing verb. In every sentence must contain one subject and one verb.	

No.	Identification of Error	Types of Error	Explanation	Reconstruction of Error
	Thailand to generate electricity.			
7.	The data show that Coal and Lignite type most used in Malaysia and Singapore, and Petroleum products type **(are)** mostly used in Thailand to generate electricity.	Omission (Grammatical morpheme)	The word "type" does not agree with the number of the subject. The subject is plural, so the noun must be in plural form.	
8.	Thailand didn't **used** Nuclear to generate electricity, but mostly used petroleum products for 36%, Hydro & Wind 19%, and other type of fuel for 42 %.	Misformation (Double marking)	There is Using the wrong form of a verb. The main verb in past constructions always uses the base form when combined with 'did.'	Thailand didn't **use** Nuclear to generate electricity, but mostly used petroleum products for 36%, Hydro & Wind **for** 19%, and other type of fuel for 42 %.
9.	Thailand didn't used Nuclear to generate electricity, but mostly used petroleum products for 36%, Hydro & Wind **(for)** 19%, and other type of fuel for 42 %.	Omission (Grammatical morpheme)	Missing preposition. Must be added preposition "for" to indicated number.	
10.	Some countries in Asia **used** Nuclear to generate	Misformation (Alternating form)	Using the wrong tense. The sentence	Some countries in Asia **use** Nuclear to generate

No.	Identification of Error	Types of Error	Explanation	Reconstruction of Error
	electricity except Thailand.		is simple present tense.	electricity except Thailand.

From data 6 above, grammatical errors were found in the form of omission 8 times and misformation 2 times.

LEBAR PERSETUJUAN

Saya yang bertanda tangan dibawah ini, dengan ini memberikan izin kepasa Rini Rahayu untuk menjadikan grub Facebook English Writing Class of UNIFA sebagai objek penelitian pada skripsi yang berjudul: An Analysis of Grammatical Errors of Selected Essay in English Writing Class of UNIFA on Facebook Group.

Pembuat Grub,

(Yusri, M.Pd., M.A.)

Appendix 3 List of Question

LIST OF QUESTION

1. What semester were you in when you wrote the essay?

2. Have you ever learned how to write correctly?

3. Do you transfer rules from your mother tongue to English?

4. Do you think you know a lot of rules of English but cannot express it properly through writing?

5. Do you try to write in English in class without considering the grammar correctly?

6. Does your language teacher engage you in writing activities in the classroom?

Appendix 3 Interview Result

INTERVIEW RESULT

Question Number	Answer of The Question											
	Data 1		Data 2		Data 3		Data 4		Data 5		Data 6	
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1.	3rd semester		2nd semester								10th semester	
2.	●		●		●		●		●		●	
3.	●		●		●		●		●		●	
4.	●		●		●		●		●		●	
5.		●		●		●		●		●		●
6.	●		●		●		●		●		●	

Description: Y = yes

N = no