Masyarakat Ekonomi AEAN (MEA) 
Antara Ancaman dan Tantangan

Membangun Kerukunan Antar Umat Beragama
Anaphor, Cataphor, and Exophor in Postcard Texts

Membangun Intensi Kewirausahaan Bagi Mahasiswa LPTK 
sebagai Alternatif Menyiapkan Kemampuan Memasuki Lapangan 
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Teaching Speaking Using Describe and Draw Technique

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Penerapan Active Learning untuk Menanamkan Proses Berpikir 
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Pengembangan Modul Expository Essay Writing Berbasis Scientific 
Approach untuk Mahasiswa STKIP PGRI BLITAR
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Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

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Ketua Penyunting
Kadendi

Wakil Ketua Penyunting
Saiful Rifa’i

Penyunting Pelaksana
R. Hendro Prasetianto
Udin Erawanto
Riki Suliana
Prawoto

Penyunting Ahli
Miranu Triantoro
Masruri
Karyati
Nurhadi

Pelaksana Tata Usaha
Yunus
Nandir
Sunardi

Alamat Penerbit/Redaksi: STKIP PGRI Blitar, Jl. Kalimantan No. 111 Blitar, Telp. (0342) 801493. Langganan 2 nomor setahun Rp. 50.000,00 ditambah ongkos kirim Rp. 5.000,00. Uang langganan dapat dikirim dengan wesel ke alamat Tata Usaha.


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Setting dan Cetak : “PM” designphotography-doku27karangsari-081 70 51 87 84
GRAMMATICAL ERRORS IN ESSAY WRITING
AT ENGLISH DEPARTMENT STUDENTS

Herlina Rahmawati
herlinarahmawati@yahoo.com
STKIP PGRI BLITAR

Abstrak: Kesalahan tatabahasa yang dibuat oleh para mahasiswa dalam proses menulis esai secara umum disebabkan oleh kecerobohan mahasiswa dalam menulis kalimat-kalimatnya, pernyataan kalimat utama yang kurang jelas dan tidak memperhatikan koherensi kalimat yang mereka buat. Dengan penelitian yang menggunakan rancangan penelitian deskriptif kualitatif dan jenis kesalahan tata bahasa yang diteliti adalah addition, omission, substitution dan ordering, penulis berharap, hasil penelitian ini dapat membantu dosen dalam meningkatkan kemampuan menulis esai para mahasiswa.

Kata Kunci: kesalahan tata bahasa, proses menulis esai

Abstract: The grammatical errors made by the students in essay writing are commonly occurred because of carelessness in their writing, unclear thesis statement and lack of coherence. By using a descriptive and qualitative design research and the four types of grammatical errors which is studied are namely, addition, omission, substitution, and ordering, the writer hopes, the result of the research can help lecturer to develop students' ability to write essay.

Key Words: grammatical errors, process essay writing.

INTRODUCTION

In Indonesia, English is taught as the foreign language. Students commonly have learned English since they are in the elementary level of education. When students learn English, they must master four language skills. They are listening, reading, speaking and writing. Listening and speaking are receptive skills while speaking and writing are productive skills. All of those skills are advanced in the process of teaching and learning English. In the process of teaching and learning English, writing ability is the most complicated language skills to be learned in almost every level of education. Based on the curriculum in English Department of STKIP PGRI Blitar, Writing is taught for the third grade students is Essay Writing.

According to Harmer (2001:255), writing text has a number of conventions which separate it out from speaking. Apart from differences in grammar and vocabulary, there are issues of letter, word, and text information, manifested by handwriting, spelling, layout and punctuation. Writing needs well knowledge and sharp thinking when the students produce words, sentences and paragraphs with good English grammatical. English grammar is more complicated than Indonesian grammar. Students make some mistakes when they do not understand about it well.
But sometimes the teachers do not aware about students' mistakes. Later the students make their mistakes repeatedly because they do not know the mistakes and do not have the correction; it was what we have called as error.

Errors in English learning as a foreign language are the cases that difficult enough to avoid. Many aspects can cause the learners make errors and sometimes mother tongue disruption become one of the aspect. Errors in language learning are natural. Taylor (1997:3) said that: Error in a scientific measurement means the inevitable uncertainty that attends all measurement. As such, errors are not mistakes; you cannot eliminate them by being very careful. The best you can hope to do is to ensure that errors are as small as reasonably possible and to have a reliable estimate of how large they are. Based on the explanation above, it was important for the teacher to teach error analysis in students writing. According to Selinker and Gass (2008:102), it is a type of linguistic analysis that focused on the errors learners make. On the other hand, James (1998:1) stated that Error Analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language.

Error analysis is advantageous for both students and teachers. For students, this is needed to show them the difficult aspects in grammar for them, to show the error that is made by students and how the students learn from their faults in order that they will not make the same thing later. For the teachers, it is required to know the cause of the error made by students and to evaluate whether they are successful or not in teaching English. Based on the explanation above, the researcher is interested in analyzing students' grammatical errors in writing by carrying out a research under the title “Grammatical Errors in Process Essay Writing at English Department Students”.

Writing Skill

In the teaching learning process, language skill is divided into listening, speaking, reading and writing. In each of the four skills, we have linguistic unit and system in the realism of vocabulary, phonology, morphology and syntax. Language learners need to learn these components so they can recognize and produce grammatically in correct sentence. Writing is a difficult task because it requires special skills in the production. The special skills are in the choice of words, the use of structure and mechanic of writing. To be able to choose the right words means that you must have a large number of vocabularies in which you know what all the words mean and how they should be used. The writer can tell the reader clearly and exactly without wasting words. Besides using the right diction, to write well also means to avoid making mistakes in grammar. However, grammar is a problem for many people. As a set of rules, grammar tells us what is correct and what is incorrect about using certain words. In other word, grammar provides common patterns of rules for everyone to follow and assures than people will understand each other. Mechanical correctness is another essential requirement of effective communicative in writing. For example, the correct punctuation may clarify the idea express composition.
Beside language problems, learners also face rhetorical problems. In writing, a learner must know how to organize words and patterns to fulfill a rhetorical aim. Rhetoric implies the organization of both form and content to meet a particular rhetorical aim, such as persuading a friend to take a certain action (Smith, 1974: 9). English rhetoric is different from the rhetoric of other languages. Therefore, to write well in English, one must learn English grammar but also the principle of English rhetoric. Learning the principle of English rhetoric is just like learning the rules in grammar; firstly, the learners must study them and practice them.

**Error Analysis**

Error analysis is a study on the nature of error. So, the learners will know what problems faced during studying the target language. The study of error is part of investigation process of the language learning. Brown (1987) states that there are two steps of analyzing the learners' error, namely, the identification and description of errors. Identification of errors is recognizing the learners' errors by finding out the learners' oddities; description of error is a process of comparing the reconstructed sentences with the original ones that the learners have made, then describing the differences among them. There are two kinds of error analysis. They are "traditional error analysis" and "revised error analysis".

The main purpose of traditional error analysis is to get feedback for textbook writing and teaching technique improvement. By showing the learner's errors, error analysis helps the teachers in: Determining teaching materials' hierarchy, determining emphasis in explanation and exercises, preparing a program for remedial teaching and choosing the appropriate points to evaluate students' language mastery. Revised error analysis has two main purposes namely, theoretical and practical purposes. The practical purpose of the revised error analysis is just the same as what the traditional error analysis has. The theoretical purpose refers to an attempt to learn the first language learning process. This is to the psycholinguistics, students' language acquisition, etc.

**Error Types**

It is hard to classify errors precisely. Every analyst has his own approach. Considering the obstacles in categorizing and classifying errors, in her study, the writer limit her study to linguistic category and surface strategy taxonomy. Brown (1987) said that this superficial classification of errors can be described as errors of omission, addition, substitution and ordering.

Errors of omission are identified by the absence of one or more items that must appear in a well-formed sentence. For example, they are identified by the absence of any prepositions or articles in certain constructions, where they are actually required. Errors of addition are characterized by the presence of one or more items in a well-formed sentence. Thus errors of addition are indicated by present of any prepositions, article, or auxiliaries in a sentence where thus items are actually not required.

Errors of Substitution are characterized by the use of an incorrect item (articles, prepositions or auxiliaries) in the place of
another item which supposed to be used in certain construction, in the substitution types of errors, the students supplied an item but it was incorrect. For example: A children jumped into the pool. Errors of ordering are types of errors characterized by the incorrect placement of a word of phrases in an utterance. For instance: he is all the time late.

In accordance with the explanations above, the followings are the examples as taken from the book entitled “A Guide to Error Analysis” (Drosg, 1997:145-165). Errors of ordering are types of errors characterized by the incorrect placement of a word of phrases in an utterance. For instance: he is all the time late.

In accordance with the explanations above, the followings are the examples as taken from the book entitled “A Guide to Error Analysis” (Drosg, 1997:145-165):

**Noun**

**Addition:**
- Incorrect : (1) He Richard plays piano well.
- Correct : (2) Richard plays piano well.

**Omission:**
- Incorrect : (3) Students are studying.
- Correct : (4) The students are studying.

**Substitution:**
- Incorrect : (5) I broke my foot.
- Correct : (6) I broke my leg.

**Ordering:**
- Incorrect : (7) I and my friend go to school together.
- Correct : (8) My friend and I go to school together.

**Verbs**

**Addition:**
- Incorrect : (9) The workers works all day.
- Correct : (10) The workers work all day.

**Omission:**
- Incorrect : (11) Susan speak loudly.
- Correct : (12) Susan speaks loudly.

**Substitution:**
- Incorrect : (13) We went for a walk on our bicycles.
- Correct : (14) We went for a ride on our bicycles.

**Ordering:**
- Incorrect : (15) I was met her once in Jakarta.
- Correct : (16) I met her once in Jakarta.

**Adjective**

**Addition:**
- Incorrect : (17) He is more stronger than his brother.
- Correct : (18) He is stronger than his brother.

**Omission:**
- Incorrect : (19) Randy is eleven years.
- Correct : (20) Randy is eleven years old.

**Substitution:**
- Incorrect : (21) The palm tree is 175 cm tall.
- Correct : (22) The palm tree is 175 cm high.

**Ordering:**
- Incorrect : (23) I very like chocolate.
- Correct : (24) I like chocolate very much.

**Adverbs**

**Addition:**
- Incorrect : (25) He always works very hardly.
- Correct : (26) He always works very hard.

**Omission:**
- Incorrect : (27) I like that beautiful.
- Correct : (28) I like that beautiful girl.
Substitution:
Incorrect: (29) I am very good.
Correct: (30) I am very well.

Ordering:
Incorrect: (31) I early morning go to school.
Correct: (32) I go to school early morning.

Pronoun
Addition:
Incorrect: (33) This book is my mine.
Correct: (34) This book is mine.

Omission:
Incorrect: (35) I like new book.
Correct: (36) I like her new book.

Substitution:
Incorrect: (37) I do it by mine.
Correct: (38) I do it by myself.

Ordering:
Incorrect: (39) Hersel'book brought Dina.
Correct: (40) Dina brought himself book.

Numeral
Addition:
Incorrect: (41) He is the firstone.
Correct: (42) He is the first.

Omission:
Incorrect: (43) He is the winner.
Correct: (44) He is the first winner.

Substitution:
Incorrect: (45) He is number first.
Correct: (46) He is number one.

Ordering:
Incorrect: (47) The two you must have first tickets.
Correct: (48) The first you must have two tickets.

Determiner
Addition:
Incorrect: (49) Mother has an one apple.
Correct: (50) Mother has an apple.

Omission:
Incorrect: (51) There are many person in the hall.
Correct: (52) There are many persons in the hall.

Substitution:
Incorrect: (53) She has many money in her purse.
Correct: (54) She has much money in her purse.

Ordering:
Incorrect: (55) I have a lot of apple and you have an water.
Correct: (56) I have an apple and you have a lot of water.

Preposition
Addition:
Incorrect: (57) The book is above on the table.
Correct: (58) The book is on the table.

Omission:
Incorrect: (59) Students study classroom.
Correct: (60) Students study in classroom.

Substitution:
Incorrect: (61) She is waiting to the bus.
Correct: (62) She is waiting for the bus.

Ordering:
Incorrect: (63) She waits me of front in her house.
Correct: (64) She waits me in front of her house.
Conjunction

Addition:
Incorrect : (65) I sleep because that I am tired.
Correct : (66) I sleep because I am tired.

Omission:
Incorrect : (67) Either Sonia I love music so much.
Correct : (68) Either Sonia and I love music so much.

Substitution:
Incorrect : (69) John but I will study English together tonight.
Correct : (70) John and I will study English together tonight.

Ordering:
Incorrect : (71) Rena but Susi speak English well and Joko.
Correct : (72) Rena and Susi speak English well but Joko.

RESEARCH DESIGN

This research employed a descriptive and qualitative design. This research aimed at finding the answers related to know the types of grammatical errors consisting in the students' process essays and to count the percentage of the occurrence of the grammatical errors found in students' writings. These process essays were composed and written by the fifth semester students in academic year of 2014/2015 in the English department of STKIP PGRI Blitar.

As the data of this research, the researcher focuses on grammatical errors in Part of Speech, Subject/Verb Agreement, Tenses and Punctuation. The data required for this research explained in the one process essay as the source of the data. All the sentences made up sentences in the paragraphs are the 28 results of students' mastery in other subjects have been taken. The relationships between ideas, in some parts, as reflected in the topic sentences among the paragraphs, were a little unclear.

The amount of the classes in this academic year is four classes. Each class consists of about twenty students or more so the students' writings are more than ninety essays writing. That number of essays writing is too much to be analyzed so the researcher takes five essays writing for each class as the sample of the data. The researcher takes the data randomly so the collected data have different writing quality. The researcher gets twenty essays writing which are analyzed.

RESEARCH FINDINGS

The researcher got the amount of each Sentence Patterns. For the simple sentence, the amount of the pattern S+Be+SC+Adv is 67 sentences. For the example:

(154) Communication is a important thing in our life.

(155) Becoming listener is not easy.

The second pattern is S+LV+SC+Adv. For this pattern, the researcher found that the amount of this pattern is 3 sentences. The examples are:

(156) Actually many people feel happy and feel respect if when they telling the story in attention. It is very important to do.

(157) In the twenty first century telecommunication has been growing very rapidly.

The researcher found 68 sentences for the pattern S+TV+O+Adv. For the example, the researcher gave these sentences:
Every where and every time we always make communication with other peoples. In this essay will discuss about how to become a good listener.

The last pattern in Simple Sentence is S+IV+Adv. This pattern has total 15 sentences and the examples were:

Then after they finish to share their story, you can speak up to give them a good advice.

It may come from the sender, the receiver the system or the transmission.

While analyzing data, the researcher also found the Complex Sentences. The sentences that contained of Noun Clause are 32 sentences. Notice the sentence representatives below:

They may very stress and don't know what should they do.

It will anticipate what the other person is going to say or preparing a rebuttal before they're finished speaking means that you're not actually having a conversation, you're waiting for your turn.

The sentences that had adjective clause as their sub-clause had total 36 sentences. The representatives of the sentences are:

At this time, good advice will makes them believe that there is a person who care with them.

There was a time when students were listening learning, sometime students feel sad and confused because they have difficult for follow listening learning.

The next clause that found was Adverb Clause. The amount of this kind of clause was 13 sentences. The examples were:

When we want to become a good listener, we must do this step;

When we talking about something with our friend, please looked his or her face.

The researcher did not find the sentence that contained of appositive clause.

The research then comes to a discussion. The findings above can be interpreted to answer the formulated problems. To make clear in solving what is investigated in this study, the researcher summed up the discussion of the finding in as follows:

1. What are the common grammatical errors that the third grade students make?

The grammatical errors are in form of addition, omission, substitution, and ordering.

2. How many kinds of grammatical Errors that the third grade students make?

Addition 15 (20.27%), Omission 23 (31.08%), Substitution 24 (32.43%) and Ordering 12 (16.22%).

CONCLUSION

From the results of the grammatical error analysis above, it can be taken some final results that the errors made by the third year students of STKIP PGRI Blitar include four types of grammatical errors, namely, addition, omission, substitution, and ordering. Those four types of errors are finally counted that the error of addition made by students in a number of 15 or 20.27%. Mean while, the omission on grammatical aspects is also made until 23 items or 31.08%. The substitution places the highest commonly made by the students, namely, until 24 items or 32.43%. In ordering, the students made 12 errors or 16.22%. The grammatical errors made by the students are commonly occurred because the carelessness in writing.
The students did not check or edit before submitting the works so that the students got bad scores in writing process essay. Concerning process essay, the students are lack in elaborating the thesis in process essay so that the texts composed by them seem to be difficult to understand. Therefore, the analysis on grammatical errors can be a help to hand the lecturers or teachers of writing to be better in guiding their students' writing skill.

REFERENCES


