

# AN ANALYSIS OF GRAMMATICAL ERRORS COMMITTED BY STUDENTS IN WRITING ARGUMENTATIVE PARAGRAPH

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## ABSTRACT

This research has the purpose of describing types of grammatical errors made by students in writing argumentative paragraph and to analyze the sources of errors. Second semester students of English Language Education were selected to be the subject of this study. Further, in analyzing the data this research applied descriptive qualitative and descriptive quantitative methods. In addition, the data was collected through document collection of the final semester test. Theory proposed by Dulay, Burt, and Krashen (1982) was implemented to obtain the types of errors. Further, sources of the errors were analyzed through theory by Brown (2000). The results of this study found that students were committing 11 types of errors with the total accumulation was 165 errors. Most of them committed omission of article with 39 (23.63%) errors, then simple addition 33 (20%) errors, alternating form 27 (16.36%) errors, omission of to be 21 (12.72%) errors, then omission of preposition 17 (10.30%) errors, omission of plural –s with 15 (9.09%) errors, misordering 6 (3.63%) errors, regularization 3 (1.81%) errors, and the last double marking and archi-form 1 error (0.60%) each of them. Additionally, sources of the errors found in four kinds: interlingual transfer, intralingual transfer, context of learning, and communication strategy. Most of the students committed errors because of intralingual transfer, it was found 119 (72.12%), then followed by interlingual transfer 41 (24.84%) errors, communication strategy 3 (1.81%) errors, and context of learning with 2 (1.21%) errors.

Keywords: *Grammatical Errors, Argumentative Paragraph, Sources of Errors*

## ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan jenis-jenis kesalahan gramatika yang dilakukan oleh mahasiswa dalam menulis paragraf argumentatif dan untuk menganalisa sumber kesalahan tersebut. Mahasiswa Pendidikan Bahasa Inggris semester dua dipilih sebagai subjek dari penelitian ini. Lebih lanjut, dalam menganalisa data, penelitian ini mengaplikasikan metode gabungan kualitatif deskriptif dan kuantitatif deskriptif. Selain itu, data dikumpulkan melalui pengoleksian dokumen dari tes akhir semester. Teori yang dikemukakan oleh Dulay, Burt, dan Krashen (1982) diimplementasikan untuk mendapatkan jenis-jenis kesalahan. Selanjutnya, sumber kesalahan dianalisis melalui teori Brown (2000). Hasil dari penelitian menemukan bahwa mahasiswa melakukan 11 jenis kesalahan dengan jumlah 165 kesalahan. Sebagian besar dari mereka melakukan kesalahan *omission of article* dengan 39 (23.63%) kesalahan, lalu *simple addition* 33 (20%) kesalahan, *alternating form* 27 (16.36%) kesalahan, *omission of to be* 21 (12.72%) kesalahan, kemudian *omission of preposition* 17 (10.30%) kesalahan, *omission of plural -s* dengan 15 (9.09%) kesalahan, *misordering* 6 (3.63%) kesalahan, *regularization* 3 (1.81%) kesalahan, dan terakhir *double marking* dan *archi-form* masing-masing 1 (0.60%) kesalahan. Selain itu, sumber kesalahan ditemukan dalam empat jenis: *interlingual transfer*, *intralingual transfer*, *context of learning*, dan *communication strategy*. Sebagian besar mahasiswa melakukan kesalahan karena *intralingual transfer*, ditemukan 119 (72.12%) kesalahan, kemudian diikuti oleh *interlingual transfer* 41 (24.84%) kesalahan, *communication strategy* 3 (1.81%), dan *context of learning* 2 (1.21%) kesalahan.

Kata kunci: *Kesalahan Gramatika, Paragraf Argumentatif, Sumber Kesalahan*