

An Analysis of Grammatical Errors in Students' Academic Writing Using Grammarly App

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Abstrak: This study investigates the grammatical errors found in the academic writing of fourth-semester students at a university in Jember. Using a descriptive qualitative approach, the research focuses on analyzing errors based on the Surface Strategy Taxonomy by Dulay, Burt, and Krashen, which classifies mistakes into omission, addition, misformation, and misordering. The data were collected from students' final exam writing and analyzed with the help of the Grammarly application, supported by Corder's error analysis steps, including collecting data, identification of errors, description of errors, and explanation of errors. Several types of errors were found in this study. Among them are the Omission of (suffix -s, article, preposition, pronoun, and object), Addition of (preposition, verb, article, and suffix), Misformation of (verb, preposition, and conjunction), and less Misordering. Omission errors typically occur due to the lack of the suffix "-s" at the end. Addition errors usually occur due to the addition of articles and suffixes that are not needed, misformation errors due to incorrect verb usage, and Misordering just errors in 1 sentence. A common issue was students' overgeneralization of grammar rules, especially in verb usage and auxiliary structures. The research findings show that many students have difficulty with basic grammar, especially the use of verbs and subject-verb agreement. This highlights the need for focused instruction and adaptive teaching strategies to address common errors and improve writing skills.

INTRODUCTION

The ability to write in English is crucial in both academic and professional contexts. Indeed, English writing is an important ability frequently used to enhance and present students' educational information and occupational chances. Writing is a difficult skill for nonnative learners (Al-Tamimi, 2018; Kampookaew, 2020) when compared with listening, reading, and even speaking skills because to master this skill we need to know the morphological and syntactic rules of the language such as balanced approach in terms of grammar, choice of vocabulary, coherence, and

clarity. Students often face challenges in writing in the English language, especially in Academic writing, they tend to make mistakes in grammatical structures, compiling cohesive, coherence paragraphs, and choosing the appropriate diction (Ariyanti & Fitriana, 2017) but the biggest problem from many previous research is in grammatical structure.

Grammatical structure is a rule that describes the structure of a language and how words and phrases are ordered in sentences. (Fitriana & Nurazni, 2022). It is essential that writing is free from grammatical errors, which can affect the quality and credibility of the writing. Grammatical errors can disrupt understanding and diminish the academic value of the writing (Octaberlina & Muslimin, 2022). However, with correct grammar, students can express their thoughts clearly and effectively, conveying their ideas with vivid detail and meaningful precision (Sioco, 2018). Grammar is a branch of science that examines the rules regarding phonetics, word types, word structures, syntactic order, functions of words, and conjunctions, (Maltepe, 2022). It is a fundamental aspect of language that requires careful attention and emphasis from EFL teaching practitioners.

Students often face various obstacles in the writing process, such as challenges related to vocabulary, diction, grammatical features, organization, and teaching methods, as highlighted in previous research, (Bulqiyah, et al., 2021; Toba & Sanu, 2019). The study mentioned that the main difficulties found in students' writing are in the areas of vocabulary and grammar. (James, 1998) stated that grammatical errors can be classified into 9 categories, namely prepositions, articles, singular/plural forms, adjectives, irregular verbs, tenses, concord, passive/active voice, and the possessive case, These categories represent the most common areas where students tend to make errors in their writing. Students usually find difficulties fixing grammatical errors in their writing because they don't know where the grammatical errors are. Therefore, when they are unable to locate grammatical errors in their writing, they are unable to correct them.

To be able to produce good sentences for students, lecturers play an important role in analyzing errors in students' writing. Error Analysis is the process of identifying and analyzing errors (Corder, 1967). To analyze the errors this study followed the steps provided by (Corder, 1974): (1) collection of a sample writing,

(2) identification of errors, (3) description of errors, (4) explanation of errors. And the parameter for the errors in this study uses the theory by (Dulay, et. all. 1982 cited in Aini, 2018) that focuses on Surface Strategy Taxonomy including Omission, Addition, Misformation, and Misordering. For students who are learning a second language, making mistakes or errors is a process they experience when acquiring a second language. (Gass, S. 2009) explains that errors made by second language learners are not merely signs of deficiency; rather, these errors are part of the natural progression toward mastering a new language. By making mistakes, students learn from them, leading to new understandings they previously did not possess.

With technological advances, educators can use tools such as proofreading applications to analyze student Academic writing errors. The resulting study from (Borah Almushraff, 2023) said that AES (Automated Essay Scoring) like Grammarly can detect more errors than a human rater. Therefore, this study uses an intelligent writing assistant to help analyze grammatical errors with the intelligent assistance of Grammarly.

Grammarly is a writing aid tool that provides automatic grammar checks and improvement suggestions, produced by an American-based Ukrainian technology company (Fitriana & Nurazni, 2022). Additionally, This application has gained Significant popular and widely used applications assist in identifying and correcting grammatical errors as noted in studies by (Dizon, 2021; Fitriana & Nurazni, 2022; Tambunan & Lubis, 2022). Grammarly application can help Educators identify

the types of errors and difficulties students face during writing. (Agustin & Wulandari, 2022). In study by (Yousofi, 2022; Agustin & wulandari 2022) said that The Grammarly application was used to classify common errors in students' writing, identifying 7 types of errors: articles, punctuation, plural/singular forms, infinitives, and pronouns. Grammarly analyzes errors in grammar, wordiness, punctuation, spelling, usage, style, and plagiarism (Fitrian & Nurazni, 2022). It also offers word suggestions to help students enhance their writing. Additionally, Grammarly not only detects writing errors but also provides corrections. This study uses the intelligent assistant Grammarly to help analyze errors in student Academic writing. After we know the student's difficulties, educators can change their teaching strategies.

Therefore, I took this study "An Analysis of Grammatical Errors In Students' Academic Writing Using Grammarly App" to achieve 1 objective. The study focuses on categorizing the types of errors in composing sentences committed by undergraduate EFL students. And this research conducted qualitative descriptive research design because this study focuses on the phenomenon or discovers social problems (Creswell, 2014 as cited in Fitriana & Nurazni, 2022), and the descriptive involves making a careful description of educational phenomena (Gall et.al, 2007 as cited in Fitrawati & Safitri, 2021). Based on the topic of this study, This research is about a social phenomenon that is purposed to identify, classify, and describe errors in students' Academic writing.

METHODS

This study employed a qualitative descriptive approach to clearly and factually describe grammatical errors in students' writing, emphasizing meaning, natural context, and the complexity of the phenomenon. The participants were fourth-semester students from the English Education Study Program at the University of Jember, with a sample of six essays selected through purposive sampling based on specific criteria from the final exam of the academic writing course. Data were collected from students' final exam papers with permission from both the lecturer and the students, and were analyzed using the Grammarly application, with results verified by the researcher. Data analysis followed Corder's error analysis procedures, including data collection, error identification, error description based on categories (omission, addition, misformation, and misordering), and error explanation, while the evaluation stage was excluded as it was not aligned with the objectives of the study.

RESULT AND DISCUSSION

Research Area Determination

This research was conducted at the University in Jember on 4th-semester students with the main objective to contribute directly to the campus where the author studies. University in Jember was chosen as the research area because the author is familiar with the academic setting and understands the challenges students face in improving their writing skills. The focus of this research is on the analysis of grammatical errors in academic writing that essay writing, which is an important problem among students. By conducting this research on campus itself, it is hoped that the results can provide valuable input for efforts to improve the quality of teaching and learning, especially in courses related to writing skills.

Data Presentation

The data in this research consists of errors found in the final exam essays of fourth-semester students in an academic writing class at Jember University. The purpose of this research is to

analyze these errors using Grammarly and to categorize the types of errors using table taxonomy by Dulay et.al which includes omission, addition, misformation, and misordering.

Data Analysis

As previously stated in Chapter I, this study aims to analyze and describe the grammatical errors in academic writing made by the students University of Jember. To analyze the data this research is conducted step by step by Corder which consists of collecting data, analyzing the data, describing the data, and explaining the data. After collecting and analyzing the data using Grammarly, this research found that there were some types of grammatical errors. The types of error based on Dulay et. all theory are omission, addition, misformation, and misordering because they describe how errors take place in a sentence,

In the following section below, we will interpret the data obtained from the analysis. This interpretation aims to provide a deeper understanding of the grammatical errors identified in students' academic writing. To view examples of student writing, please refer to the appendix.

Table 1. R.A. (Final exams)

Category	Types	Example	Correction
misordering	noun phrase	This study of research	This research study
misformation	verb form "is"	research is aims	research aims
misformation	verb phrase"using"	This research using	This research uses
misformation	phrase "for"	by Saadallah Yaseen Rajab and Vahid Nimehchisalem (2016) for resource	by Saadallah Yaseen Rajab and Vahid Nimehchisalem (2016) as resource
Omission	Article "a"	as resource of previous study of this research	as a resource of previous study of this research
Omission	Article "the"	as a resource of previous study of this research	as a resource of the previous study of this research
misformation	verb tense	The previous study is using quantitative	The previous study used quantitative
Misformation	Verb form	To investigated	To investigate
misformation	verb phrase "using"	It uses A cross- sectional survey and using questionnaire	It uses A cross- sectional survey and uses questionnaire
Omission	Article	Questionnaire	a questionnaire
misformation	verb tense	uses a questionnaire contained questions	uses a questionnaire containing questions
misformation	Pronoun	which conformed	That conformed
omission	suffix "s"	it examine peer dialogue while performing listening skill	it examine peer dialogue while performing listening skills
misformation	Preposition	provided documents the cognitive problems	provided documents on cognitive problems
Addition	Subject	but it also	but also
Misformation	verb tense	but also consider about	but also considered

addition	“consider” preposition “about”	witnesses affective	witnesses affective
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The students (R.A) made errors consisting of 1 Omission, 2 Addition, 11 Misformation, and 1 misordering error.

Table 2. S.Z. (Final exams)

Category	Types	Example	Correction
misformation	Verb	Digital Storytelling (DST) are a popular teaching trend	Digital Storytelling (DST) is a popular teaching trend
misformation	Verb	a popular teaching trend in recent years and have gathered real	a popular teaching trend in recent years and has gathered real
misformation	Verb Preposition	This research reviewing the literature in the role of Digital Storytelling	This research reviews the literature on the role of Digital Storytelling
Addition	article “the”	through various features of the Digital Storytelling	through various features of Digital Storytelling
Addition	article “the”	According to other researchers, which is the Yang et al.	According to other researchers, which is Yang et al.
misformation	Verb	Digital Storytelling (DST) are real or significantly	Digital Storytelling (DST) is real or significantly
Misformation	Verb	Improving pronunciation skills, rhythm, and correct their intonation	Improving pronunciation skills, rhythm, and correcting their intonation
misformation	Word	Yang et al. (2020) findings that This is	Yang et al. (2020) found that This is
Omission	article “the”	specifically faced by EFL students in classroom.	specifically faced by EFL students in the classroom.
Omission	suffix “s”	Digital Storytelling (DST) play a role	Digital Storytelling (DST) plays a role
misformation	preposition “of”	fluency of reading	fluency in reading
misformation	Verb	Digital Storytelling (DST) are not the same	Digital Storytelling (DST) is not the same
Omission	Suffix -s	Digital Storytelling (DST) not only trigger the creativity	Digital Storytelling (DST) not only triggers the creativity
misformation	Verb	but also triggered students to be	but also triggers students to be
misformation	Verb	then navigate it for multimedia content,	then navigating it for multimedia content,
misformation	Verb	and understand the video editing	And understanding the video editing

Addition	Article "the"	But the teacher also	But teacher also
misformation	Verb	for making Digital Storytelling (DST) projects and provides adequate technical support	for making Digital Storytelling (DST) projects and providing adequate technical support
	Verb	This study focusing on	This study focuses on
Addition	Suffix	Digital Storytelling (DST) as the latest pedagogical tools	Digital Storytelling (DST) as the latest pedagogical tool
Omission	Suffix	And attractive to students in EFL classroom.	And attractive to students in EFL classrooms.

The students (S.Z) made errors consisting of 4 Omission, 3 Addition and 11 Misformation errors.

Table 3. Fryh (Final exams)

Category	Types	Example	Correction
addition	the auxiliary verb "do" pronoun "this"	as parents must do this supervise and guide them with kindness,	as parents must supervise and guide them with kindness,
misformation	verb "avoiding"	firstly avoiding becoming parents	firstly avoid becoming parents
omission	preposition "for"	Limiting screen time children	Limiting screen time for children
omission	preposition "with"	when playing gadgets	when playing with gadgets
omission	Suffix	to avoid children fussiness.	To avoid children's fussiness.
addition	Suffix	fostering a positive attitude towards learning	fostering a positive attitude toward learning
omission	article "the"	challenges such as digital divide	challenges such as the digital divide

The students (Fryh) made errors consisting of 4 Omission, 3 Addition and 2 Misformation errors.

Table 4. HBB (Final exams)

Category	Types	Example	Correction
misformation	pronoun "which"	(L2) has become a good trend which will become a tool for	(L2) has become a good trend that will become a tool for
Addition	suffix "s"	Both male and females	Both male and female
Omission	pronoun	should not be forgotten is Self-efficacy, refers to an individual's beliefs	should not be forgotten is Self-efficacy, which refers to an individual's beliefs

The students (HBB) made errors consisting of 1 Omission, 1 Addition, and 1 Misformation error.

Table 5. A.N (Final exams)

Category	Types	Example	Correction
Addition	verb	other media as the channel through which people use to convey information	other media as the channel through which people convey information
Addition	word choice "that"	what we see that students now prefer	what we see students now prefer
Omission	Object	rather than try on their own	rather than try it on their own

The students (A.N) made errors consisting of 2 Omission and 2 Addition Explanation of the errors.

Table 6. S.R (Final exams)

Category	Types	Example	Correction
misformation	word form	intracultural knowledge base for meaningful negotiations	intracultural knowledge base for meaningful negotiations
Omission	article "a"	Facebook has recently emerged as new online learning.	Facebook has recently emerged as a new online learning.
Omission	Noun	between Taiwanese and the United States	between the Taiwanese and the United States
misformation	Verb	And also the results of this Facebook provides many opportunities	And also the results of this Facebook provide many opportunities

The students (S.R) made errors consisting of 2 Omission and 2 Misformation errors. Explanation of the errors.

Discussion

Based on the previous chapter's explanation, several types of errors were found in students' academic writing. According to (Dulay, Burt, and Krashen, 1982) grammatical errors are categorized into four types: omission, addition, misformation, and misordering. In the 6 samples of writing that have been analyzed, it was found that,

1. (R.A) was detected making errors in: 1 omission, 2 addition, 11 misformation, and 1 misordering.
2. (S.Z) was detected making errors in: 4 omissions, 3 additions, and 11 misformation
3. (Fryh) was detected making errors in: 4 omissions, 3 additions, and 2 misfromation
4. (HBB) was detected making errors in: 1 omission, 1 addition, and 1 misformation
5. (A.N) was detected making errors in: 2 omissions and 2 addition
6. (S.R) was detected making errors in: 2 omissions and 2 misordering

Based on the data collected above, several types of errors were found in students' writing. Among them are the Omission of (suffix -s, article, preposition, pronoun, and object), Addition of (preposition, verb, article, and suffix), Misformation of (verb, preposition, and conjunction), and less Misordering.

Omission errors typically occur due to the lack of the suffix "-s" at the end. Addition errors usually occur due to the addition of articles and suffixes that are not needed, misformation errors

due to incorrect verb usage, and Misordering just error in 1 sentence.

Compared to the previous study, this research found that students mainly struggled with the misformation of verb forms, while the previous study by Agustin R & Wulandari, S. (2020) showed that the main issue was the incorrect use of articles (a/an/the). The second previous study had similar findings and also identified problems with determiner usage. The second previous study by Tambunan, et al. (2022) found similar findings to this study and also showed that students have problems with using determiners, like using the wrong ones, forgetting to use them, or not using them the same way in different sentences.

Additionally, compared to the study by Setiyorini et al. (2020), which used Keshavarz's (2012) theory, four Types of errors were found: omission, addition, substitution, and permutation. Although the terms are different from Dulay's theory, they refer to the same types of errors. This study aligns with Setiyorini et al.'s research, as both found that the most common error was substitution. Which is another term for misformation in Dulay's classification.

These findings highlight that students need college guidance to improve their weaknesses in grammatical writing because the main problems indicate the need for targeted instruction to improve students' understanding and application of correct grammatical structures. By addressing these recurring errors, educators can help students develop more accurate and effective writing skills.

CONCLUSION AND SUGGESTION

Conclusion

This study aims to conduct Qualitative descriptive to describe the types of errors in academic writing made by fourth-semester students at a University in Jember. The analysis is limited to the types of errors based on the Surface Strategy Taxonomy, which includes Omission, Addition, Misformation, and Misordering. After collecting data from the students' final exams given by their lecturer, the researcher proceeded to analyze the students' errors using the Grammarly application. During this analysis, several grammatical errors were detected in the student's final exam writing. Based on the result and discussion, it can be concluded that when all errors were collected, the main error as shown in the previous chapter students tended to add more than the structure or grammar needs in using auxiliary and tend to miss the morphological form of verbs in sentences. Students overgeneralized the use of affix -s in verbs and to use of verb form(findings to found). It happens because students lack an understanding of English grammar.

Errors in Omission are commonly found due to the lack of the suffix "-s" at the end of words. Addition errors are often observed when unnecessary articles or suffixes are included. Misformation errors frequently appear due to incorrect verb usage, while Misordering errors are identified in only one sentence. By identifying these types of errors, students can focus more on improving their linguistic weaknesses, while lecturers can adjust their teaching to better meet students' needs. This targeted approach allows students to address specific areas of difficulty, such as verb usage or sentence structure, which can lead to more effective learning and improved academic writing skills. At the same time, lecturers can provide tailored instruction that supports students' progress, ultimately enhancing the overall quality of academic writing among students.

Suggestion

The study aimed to identify grammatical errors made by students fourth semester in their Academic Writing project. The results of this study indicate that teachers need to help students better understand to correct these errors. Furthermore, this study also suggests that teachers ask and

give students more opportunities to practice grammar. They need to understand English grammar well, by practicing and consulting with their seniors or educators.

To collect the data this study only used some paper samples of students writing. Maybe for further research can use more data collection techniques such as interviews or questionnaires to find out the factors of student errors more deeply. To describe the factors of clearer insight that trigger students' errors in their academic writing.

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