

Error Analysis of Students' Comment Writing in Online Learning at FLSP Class

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Abstract. Grammatical errors are one of the issues that students face during the writing process. The main goal of this research was to discover the most common grammatical errors committed by FLSP students in comment writing at the University of Muhammadiyah Malang in 2021. This study aimed to distinguish, categorize, and display the percentage of students that committed each sort of error. The research approach employed was qualitative and descriptive methods. This study included 30 first-semester students as participants in the Communication (A), Accounting (B), Elementary School Teachers (D), Psychology (J), and Engineering at FLSP class of UMM. Documentation of student comment writing debate was utilized as the tool. The Surface Strategy Taxonomy, developed by Dulay et al., is used to assess all grammatical mistakes found in student comments in Canvas (LMS). According to the findings, there are a total of 230 errors. The most common error was omission (120 errors / 52.18 percent), followed by misformation (70 errors / 30.43 percent), addition (30 errors / 13.14 percent), and misordering (10 errors / 4.38 percent). Based on these findings, it can be inferred that students continue to struggle with understanding grammatical structures throughout the writing process.

Keywords: error, error analysis, grammatical error, student writing.

INTRODUCTION

The vast majority of university students have difficulty with English for Specific Purposes. FLSP is a mandatory course for all University of Muhammadiyah Malang (UMM) students, and it is taught throughout the first two semesters of lectures. The concentration of FLSP is now on two languages: English and Chinese. Students in this FLSP class will be encouraged to improve their English skills. You are expected to not only be proficient in using English in your daily life after completing the FLSP course but also to be prepared to take the English test developed by UMM, namely TAEPTM. As a result, FLSP learning focuses on improving the fundamental skills of English, such as Speaking, Grammar, and Reading. FLSP also emphasizes communicative, flexible, and semi-formal learning so that you can all have a better time dealing with all of the materials.

Learning English is neither simple nor difficult. Grammar is the most fundamental thing we must learn. Good grammar can make conveying ideas, messages, and feelings easier to listeners or readers through written or spoken language. Grammar refers to the structure of a language. It is an essential component of the language use process in spoken and written language.

When it comes to teaching and learn English, for practically all students at all levels of schooling, the ability to write is the most challenging verbal talent to acquire. "Writing is the most difficult skill for second language learners to master, according to (Richard, 2002)". Writing is a challenging task. Writing is problematic not only because it is difficult to form and organize thoughts and get language but also because it is difficult to apply appropriate grammar. According to Nunan (2003), there are other important differences as well". Writing, unlike speech, is time-displaced because it allows for message transmission from one location to another. Meanwhile "(Linse, 2005) stated that writing is a combination of process and product". grammar, on the other hand, is one of the most important aspects of writing ability. According to "(Brown, 2007)"grammar is the system of rules that govern the conventional arrangement and relationship of words in a sentence." Preliminary observations revealed that the majority of pupils make faults or inaccuracies in writing. Furthermore, they stated that grammar errors become a problem when learning English.

The process of identifying, classifying, analyzing, or explaining errors produced by someone speaking or writing in English sentences is known as error analysis. " Erdogan (2005) emphasizes that error analysis is concerned with the learners' performance in terms of the cognitive processes they employ when recognizing or coding input from the target language." The author of this study focuses on detecting grammatical problems in second-semester students' Canvas comments. One of the texts that students should be able to use is the "Insert Citation" button to add citations to this document.

When evaluating learner language from an acceptable standpoint, it is critical to distinguish between mistakes and errors because they are two distinct concepts. According to "Brown (2007:257), A mistake is a performance error that is either a random guess or a "slip" in that it is the failure to correctly use a known system." According to Mourtaga (2004) in Abushihab (2014), errors and mistakes are distinct because an error cannot be self-corrected and is caused by learners' insufficient knowledge of the target language, whereas a mistake can."

Taxonomy of Linguistic Categories, (2) Taxonomy of Surface Strategies, (3) Comparative Taxonomy, and (4) Taxonomy of Communicative Effects are the four most useful and extensively used descriptive taxonomies for error categorization. The errors, on the other hand, would be categorized using the Surface Strategy Taxonomy. "Dulay, Burt, and Krashen's Surface Structure Taxonomy (Ellis & Barkhuizen, 2005) proposed four categories to explain how sentences deviate from correct forms because learners change the surface structure". The categories are omission, addition, disinformation, and disordering.

Students make grammatical mistakes from time to time. They frequently need to correct their speech. Errors are a fault in learning speech or writing, according to Dullay et al (1982: 138). They're the sections of a conversation or a piece of writing that varies from a predetermined standard of mature language performance". Making mistakes, on the other hand, is a natural part of the learning process. As a result, it is feasible for pupils to commit mistakes unintentionally while writing. It will play a vital role in providing feedback for English teachers and researchers in order to analyze and develop the material in the teaching learning process by analyzing the students' faults.

An omission error occurs when an item that must be in a well-formed statement, whether spoken or written, is omitted. Examine the apple on the table. It's wrong because the student left out the auxiliary "is." On the other hand, an addition error is defined as the presence of an item in a well-formed spoken or written utterance that should not be present, such as he cannot locate his toys. The learner adds the morpheme "s" to the verb

"find" in this phrase. Meanwhile, a misformation mistake is the usage of the incorrect morpheme or structure. The Tigers, for example, are at the zoo. Because the student used the auxiliary "is" for a plural word, the statement is improper. The mistaken placement of a morpheme or collection of morphemes in a spoken utterance or sentence in written form is referred to as a misordering error.

Previous studies by Widiatmoko & Irwan (2011) revealed that students continue to make errors in tenses. According to Widiatmoko's data analysis, the total number of students who made grammatical errors was 25.40 percent for the omission, 15.54 percent for addition, 50.31 percent for misformation, and 8.75 percent for misordering. Hanani's analysis found that omission was 32.9 percent, the addition was 15.6 percent, misformation was 44.9 percent, and misordering was 6.6 percent. Then there was 50.90 percent for omission, 5.46 percent for addition, 35.46 percent for misformation, and 8.18 percent for misordering, according to Juwitasari's findings. This was because students were unfamiliar with English structure, such as verb form, because such norms did not exist in Indonesian. Because such regulations do not exist in Indonesian, the pupils were unfamiliar with English structures, such as the form of verb. They analyzed the linguistic flaws using surface strategy taxonomy. On a sentence level, omission, addition, misformation, and misordering are the four types of errors recognized.

Based on the prior studies, the author believes that students are expected to create grammar-correct work; it is critical to determine if students make grammatical errors and, if so, what types of grammatical errors they make. The following questions present the problems.

1. What type of grammatical error do students make in the auxiliary category?
2. What types of grammatical errors do students make in the simple nominal and verbal form categories?

METHOD

A research design is a methodical attempt to accomplish something that a researcher uses to collect data for his or her research. According to Arikunto (1998), a research design is a program or plan created by a researcher to plan out the actions that will be carried out". This study is qualitative and employs the descriptive method. The method is meant to precisely characterize a phenomenon or problem seen by the researcher. According to surface approach taxonomy and communicative effect taxonomy, the researcher analyses grammatical faults in students' report text authoring. In this method, the researcher gathered data from students' report text writing and analyzed whether they used correct grammatical or made errors, then recognized the errors using surface strategy taxonomy and communicative effect taxonomy to arrive at a conclusion.

There are two types of research designs: qualitative and quantitative. There are two types of research: qualitative and quantitative. The researcher employed descriptive analysis or a qualitative design in this study. The qualitative design is a research design that is used to observe natural objects, with the researcher acting as the key instrument. According to Zoltan Dornyei, "qualitative research involves data collection procedures that result primarily in open-ended non-numerical data that is then primarily analyzed by non-statistical methods."

The qualitative inquiry in this study used the descriptive method. The aim is to characterize a phenomenon or problem seen by the researcher precisely. It means that the researcher used taxonomy of surface ways to identify grammatical issues in students' discussion text creating comments." Polkinghorne (2005) defines qualitative research as

"inquiry aimed at describing and clarifying human experience as it appears in people's lives, and researchers using qualitative methods gather data that serves as evidence for their distilled description." "Qualitative research is one of social research that adopts both versatile and data-driven research style, uses relatively unstructured data, emphasizes the subjectivity's role in the research, and uses verbal analysis as a statistical type (Hammersley, 2013)". The writer used a descriptive design in qualitative because the data obtained was related to information that focuses on current status and phenomena. The writer believes that the descriptive method is appropriate for conducting this study. This study used both the qualitative descriptive and the quantitative approach. It was critical to use numerical data to obtain accurate and countable data. As a result, the quantitative approach was used in this analysis to see the percentages and frequencies to support the research data. As stated by Treiman & Kessler (2004), the most basic quantitative analyses are in the form of cross-tabulations or percentage tables". This research was from second-semester students of FLSP classes that were 30 students of the first semester in the Communication (A), Accounting (B), Elementary School Teachers (D), Psychology (J), and Engineering at FLSP class of UMM.

In 2021, this research used Cluster Sampling with a sample size of 30 students. In this study, the author used papers from Canvas to document students' writing comments (LMS). The students responded to questions in comments, and the writer used their surface approach taxonomy to examine the students' grammatical errors in their writing comment discussion. The researcher scrutinized their writing. They performed research that resulted in a writing comment to learn about the many types of errors and the reasons for those errors. After all the students left comments in Canvas, the data analysis began. The researcher then recognized the inaccuracies, reviewed the students' comments, and highlighted the mistakes.

The following formula is used to calculate the percentage of error types (Allan:2004).

$$P = \frac{x}{N} \times 100\%$$

P = Percentage of Error

F = Total of Error

N = Number of Total Errors Occur

RESULT

According to the data analysis findings, students commonly commit four types of errors. To investigate the various types of errors, this study used the surface strategy taxonomy and divided errors into four categories: omission, addition, misformation, and misordering.

The percentage of students' errors

Table 1

The percentage of mistakes made by pupils Error classifications	Number	Percentage
Omission	120	52,18%
Addition	30	13, 14%
Misformation	70	30, 43%
Misordering	10	4,38%
Total	230	100%

a. The Percentage of Students' Error in Omission

Table 2

The percentage of students' errors in Omission Type of Errors	Indicators	Total	Percentage
Omission	Article Omission	50	41, 67%
	Punctuation Omission	10	8, 34%
	Verb Inflexion Omission	10	8,34%
	Noun Inflexion Omission	10	8,34%
	Subject Omission	5	4,17%
	Preposition Omission	15	12,5%
	Auxiliary Omission	20	16,67%
	Total	12	100%

b. The Percentage of Students' Error in Addition

Table 3

The percentage of errors made by students in AdditionTypes of errors	Indicators	Total	Percentage
Addition	-ing,-s,-ed after modal Addition	10	33,34%
	Verb Inflexion Addition	5	16,67%
	Noun Inflexion Addition	5	16,67%
	Conjunction Addition	5	16,67%
	Auxiliary Addition	5	16,67%
	Total	30	100%

c. The Percentage of Students' Error in Misinformation

Table 4

The percentage of pupils who make mistakes in Misinformation Errorclassification	Indicators	Total	Percentage
Misformation	Verb Misformation	15	21,43%
	Noun Misformation	5	7,14%
	Auxiliary Misformation	20	28,57

	Pronoun Misformation	6	8,57%
	Preposition Misformation	10	14,3%
	Adjective Misformation	14	20%
	Total	70	100%

d. The Percentage of Students' Error in Misordering

Table 5

The percentage of errors made by pupils in Misordering Type of Errors	Indicators	Total	Percentage
Misordering	Adjective Phrase Misordering	7	70%
	Sentence Pattern Misordering	3	30%
	Total	10	100%

Discussion

In this pandemic situation, where students rarely attend class, they do not speak English except when the teacher asks them to practice. Indeed, they need help speaking in English, regardless of the subject. In accordance with this, Dulay, M, & Krashen (1982) express that some significant sources cause the student's error: interlingual error, intralingual error, and context of learning". The first stage of language learning is typically marked by interlingual transfer or the transfer of elements of the first language or mother tongue into the second language or language the students study. Interlingual transfer occurs when students of a foreign language make a few errors in the objective language due to the influence of their primary language or mother tongue. "Chelli (2014) characterizes interlingual transfer as similar to the aftereffect of language transfer caused by learner's first language". Interlingual transfer errors can occur at many levels, including the transfer of phonological, morphological, grammatical, and lexical-semantic elements from the native language to the target language. Larsen-Freeman & Long (2014) further characterize errors from interlanguage move as a continuum between the main language and the target language along which all students arrange. A model given by Altunkaya (1999) that any Turkish speakers learning English may state", "Ahmet Fatma ile evlendi" in their native language, and they may apply their old propensity to the objective language. The outcome would be "Ahmet married with Fatma ", which is not suitable in English language". According to the findings of this study, grammatical errors are the most severe problem.

Error Analysis is the systematic study of linguistic errors (EA). This methodical examination of the faults discovered can be used to learn from and eliminate them. Error

analysis is also a useful tool for assessing a foreign language learner's progress. Error analysis provides a fascinating look into how people understand the language acquisition process. It aids teachers in understanding new teaching methods by providing feedback on the faults committed by learners/students. It is undeniable that learners make mistakes when learning. Language teachers and linguists can use these blunders to generate new ideas and techniques for dealing with language acquisition issues.

According to the findings of the study, students' errors in writing Canvas comments can be classified into four types based on surface strategy taxonomy: omission, addition, misformation, and misordering.

It may be deduced from the detection and distribution of students' mistakes that 30 students' writing comments, there were 230 mistakes, with 120 being omissions, 30 being additions, 70 being misformations, and 10 being misordering errors. According to the poll, the most common error committed by pupils was the omission, which accounted for 120 or 52.18 percent of all errors. Furthermore, it was followed by the misformation mistake, which had a percentage of 30.43, error in addition, which had a proportion of 13.14 percent, and misordering error with a percentage of 4.38.

A. Omission Error

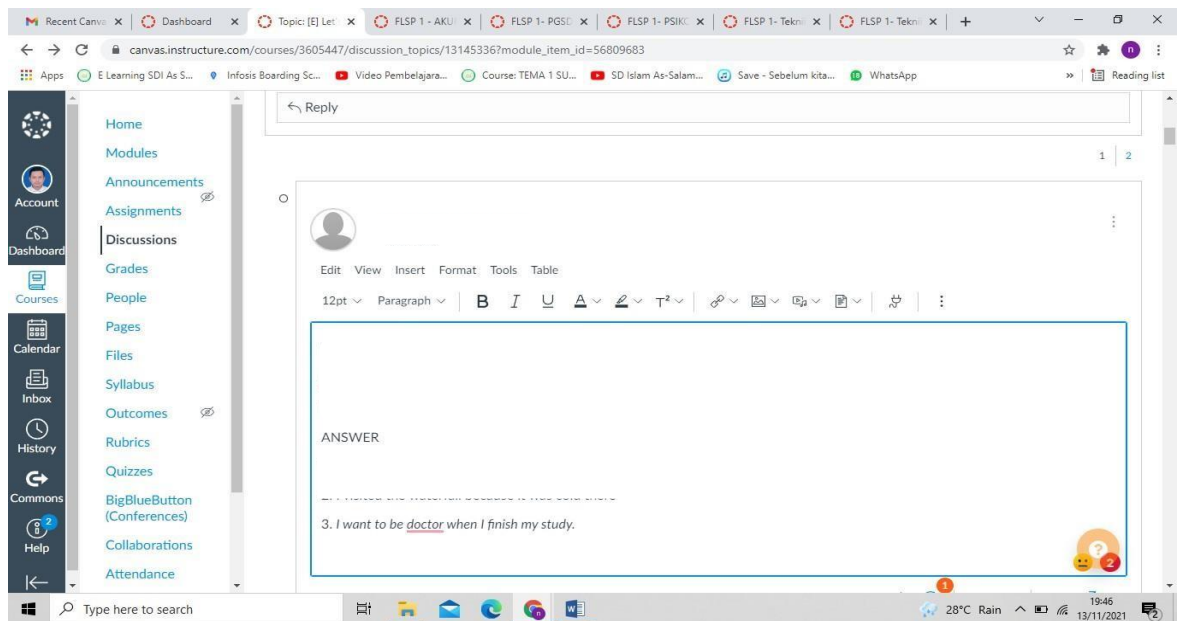
According to the statistics, the most prevalent error students commit while writing discussion material is omission. The author detected 120 omission errors, which accounted for 52.18 percent of the total defects. An omission error arises when an item that must appear in a properly constructed utterance is omitted. The vast majority of students made a mistake by leaving out a letter that must be present within a morpheme.

The following are some examples of omission errors made by students.

1. Article

"I want to be _ doctor when I finish my study". (Student 1, week 6, Communication)

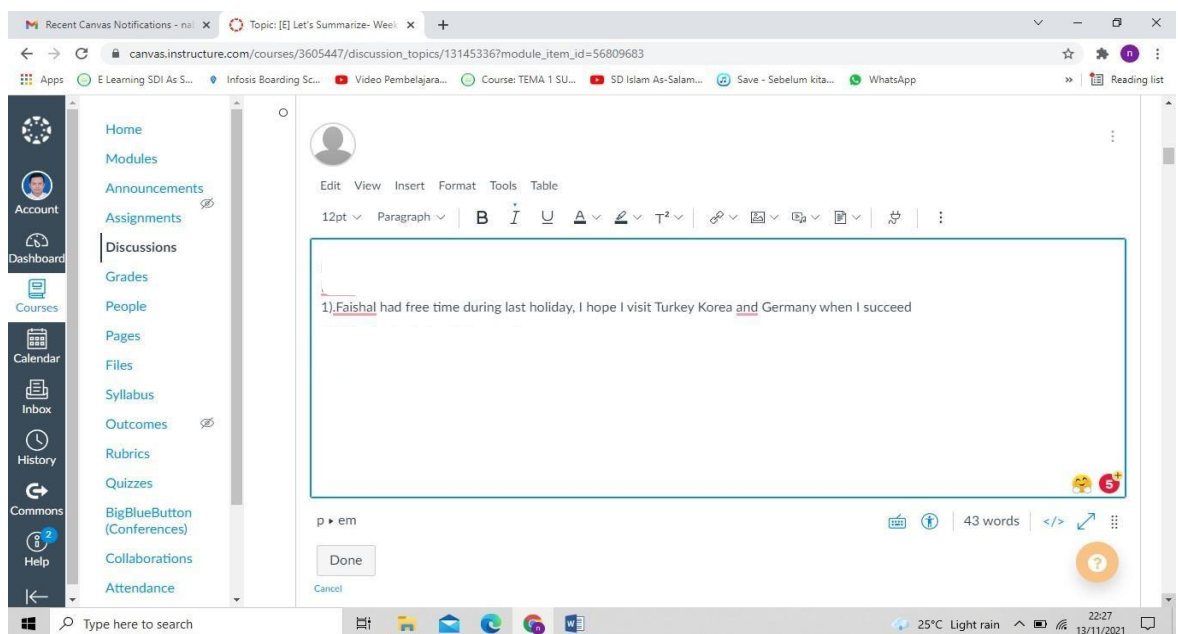
The student did not include an article in this sentence to *indicate* which noun he was referring to. The proper sentence would be *"I want to be a doctor when I finish my study"*. As a result, this error is characterized as an article omission.



2. Punctuation

“I hope I visit Turkey Korea and Germany when I succeed” (Student 10, week 6, Communication)

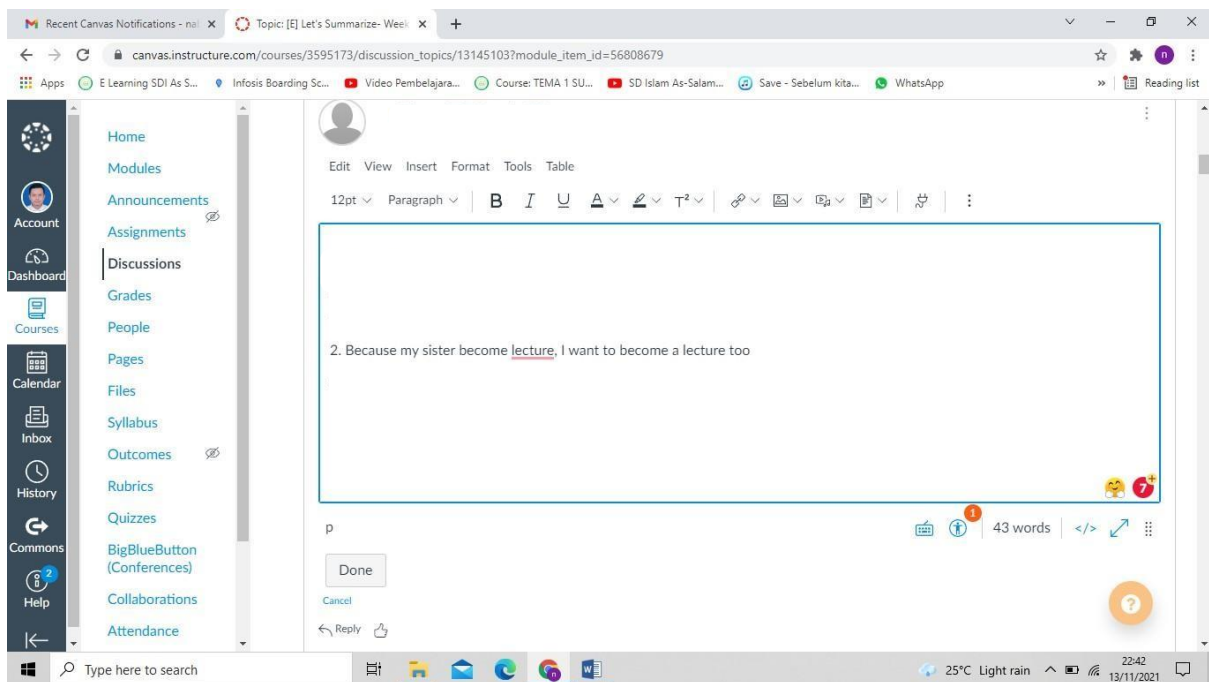
In this example, the student omits the comma following the word Turkey. A comma should be placed after the word Turkey. As a result, the correct sentence should be *“I hope I visit Turkey, Korea and Germany when I succeed”*. This error is classified as punctuation omission.



3. Verb inflection

“Because my sister become lecture, I want to become a lecture too”. (Student 7, week 6, Psychology)

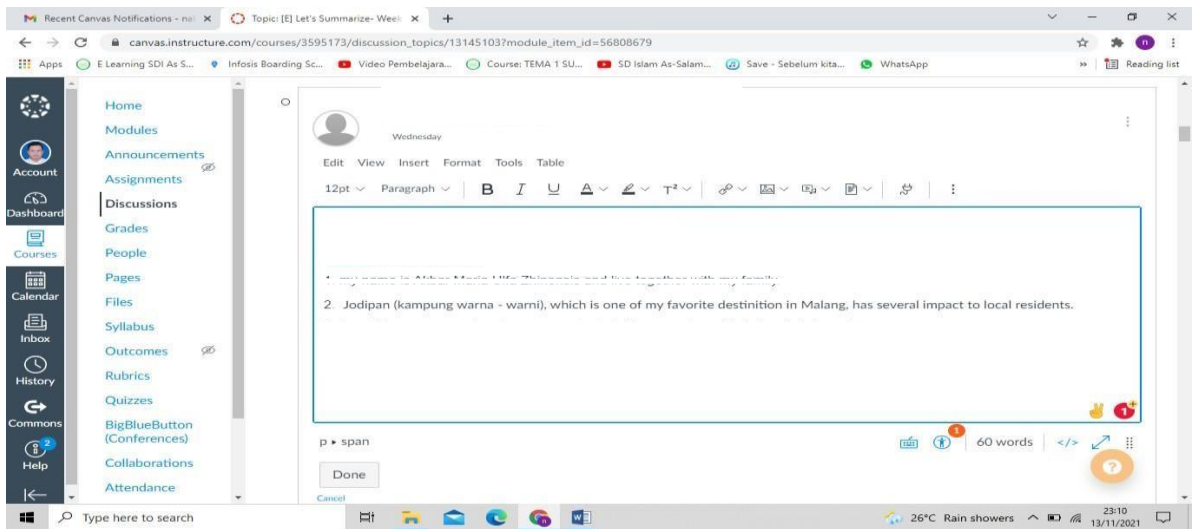
The student omits the suffixes s/es from the verb with the third person singular subject in this example. Because the subject was in the third person singular, the student should have added suffixes s to the verb "become." As a result, the right sentence is "Because my sister is a lecturer, I want to be one too." This is referred to as omission of –s verb inflection.



4. Noun inflection

"Jodipan (kampung warna - warni), which is one of my favorite destination in Malang, has several impact to local residents". (Student 6, week 6, Psychology)

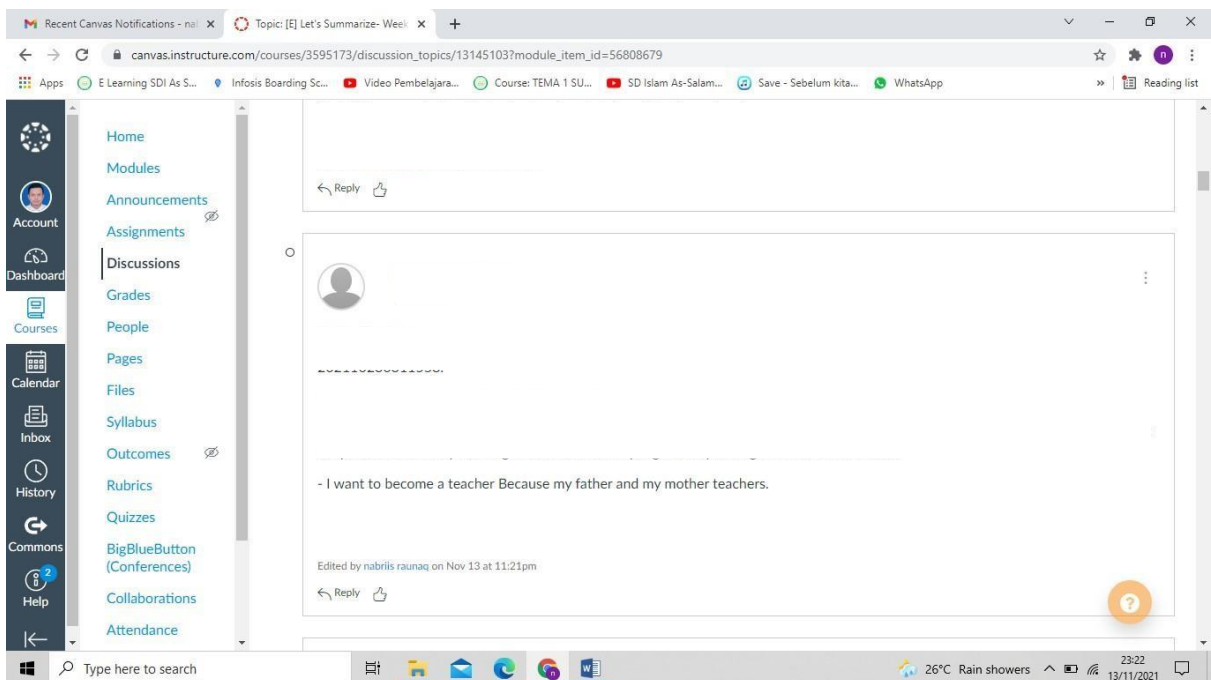
The student should have added the suffix s to the plural word. As a result, the correct statement in Example 4 is "Jodipan (kampung warna - warni), one of my favorite destinations, has numerous effects on local residents." This mistake is classed as omission of –s noun inflection.



5. Auxiliary

"I want to become a teacher Because my father and my mother _ teacher". (Student 8, week 6, Psychology)

The student omits the word "are" before the noun "teacher." The proper sentence would be *"I want to become a teacher Because my father and my mother are teacher"*. As a result, this sentence is classified as omitting an auxiliary.



B. Addition Error

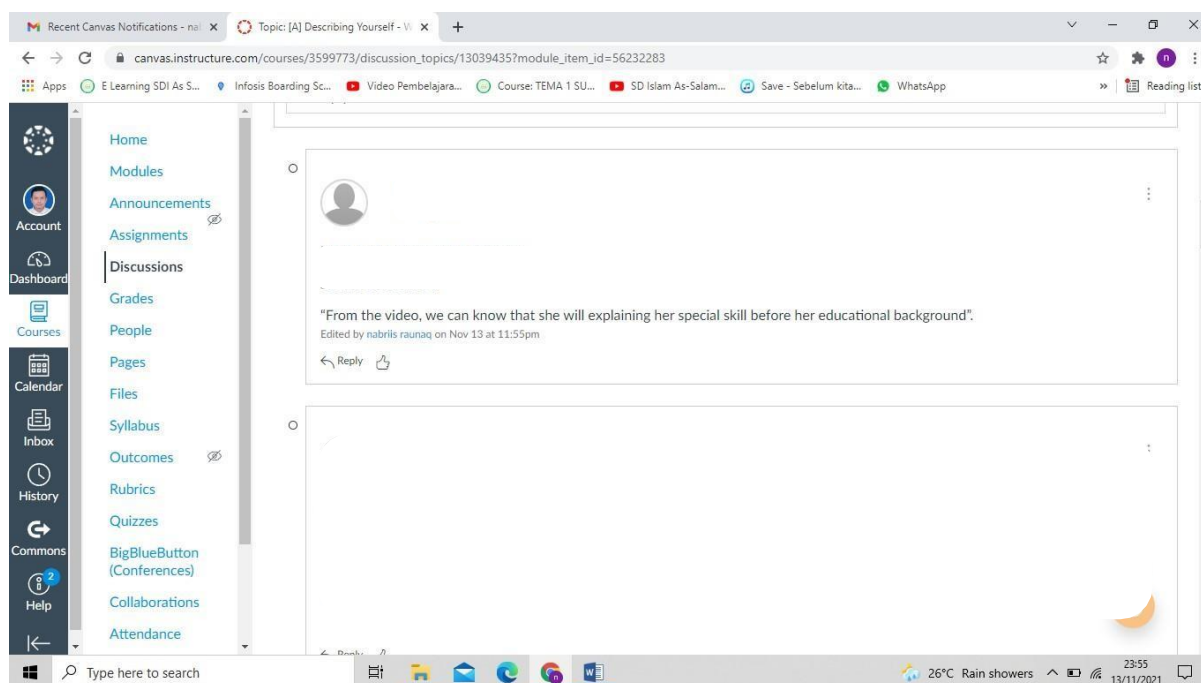
The presence of an extra item that should not be present in a correctly produced utterance distinguishes addition errors. The writer discovered 30 addition errors in this study, accounting for 13.14 percent of total errors. Addition errors included adding -ing, -s, -ed after modal, adding verb inflection, adding noun inflection, adding conjunction, and adding

auxiliary. Students added –ing, –s, and –ed after modal with a 10% error rate, or 33.34 percent of total addition error.

1. Addition of –ing, -s, -ed after modal

“From the vidio we can know that she will explaining her special skill before her educational background”. (student 7, week 9, Elementary School Teachers)

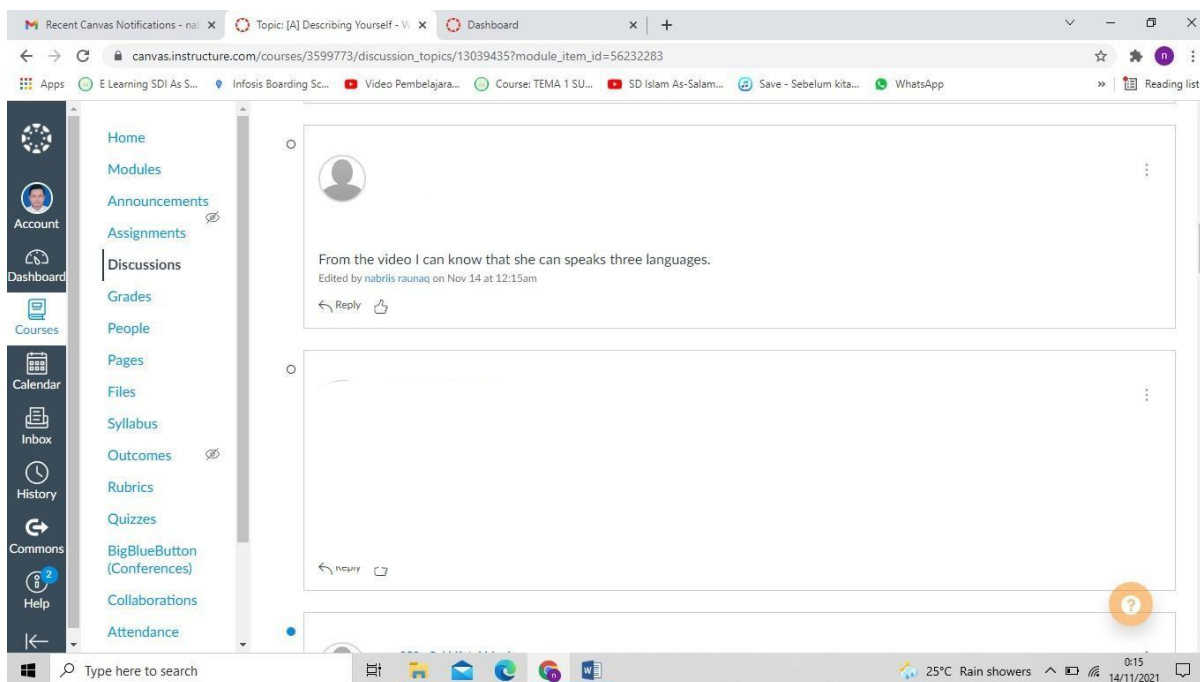
The existence of an extra item that should not present in a correctly formed utterance distinguishes addition errors. The writer detected 30 addition errors in this study, accounting for 13.14 percent of all errors. Addition errors included adding –ing, –s, –ed following modal, adding verb inflection, adding noun inflection, adding conjunction, and adding auxiliary. The students added – ing, –s, –ed after modal with percentage 10 error or 33,34 percent of total addition error.



2. Addition of Noun Inflection

“From the video I can know that she can speaks three languages”. (Student 9, week 4, Elementary School Teachers)

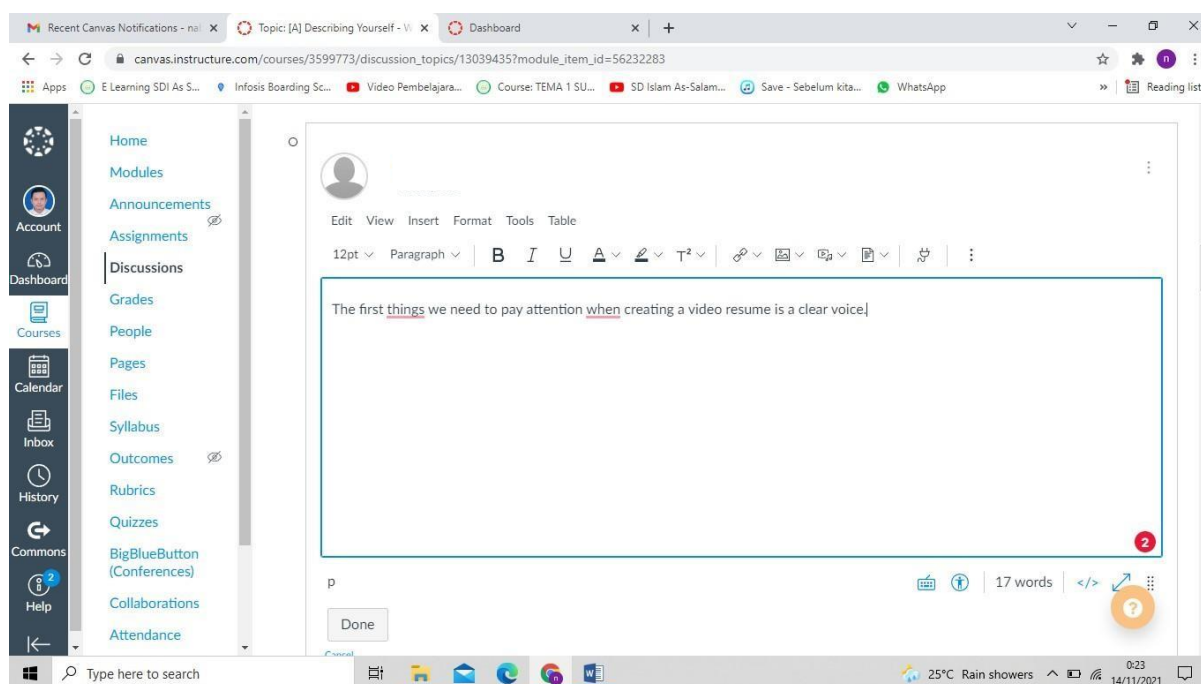
In this situation, the student added suffix-s to the verb that should not come after the term modal. As a result, the right sentence is "from the video, I can tell she speaks three languages." The insertion of the –s verb inflection created this issue.



3. Addition of Noun Inflexion

“The first things we need to pay attention when creating a video resume is a clear voice.”(Student 10, week 6, Accounting)

The student added the suffix s to the single word. "The first thing we need to pay attention to while constructing a video resume is a clear voice," is the perfect wording. This mistake was labeled as –s noun inflexion addition.



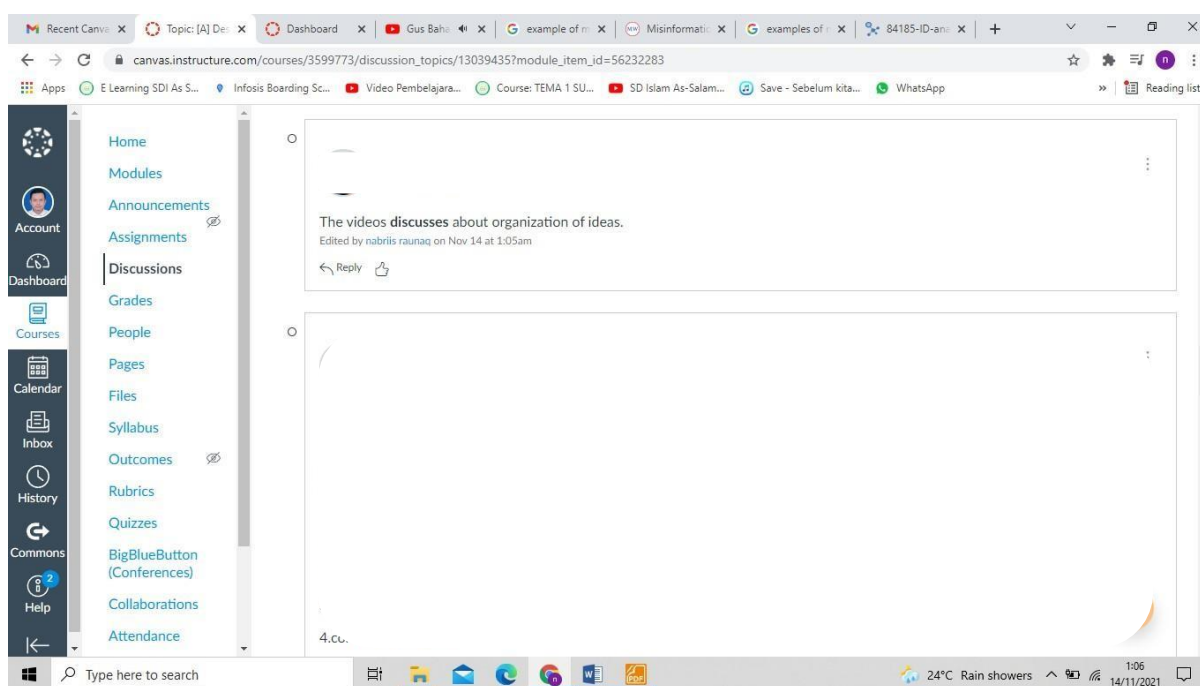
C. Misformation Error

The usage of the erroneous form of a morpheme or structure distinguishes misformation errors. When producing a discussion paper for this research, the students made a misformation error. There are 70 misformation mistakes, accounting for 30.43 percent of overall errors, it was discovered. The most common sort of misformation error committed by students was verbal misinformation, which accounted for 15% of all misformation errors (or 21,43 percent). The information supplied below is an example of a student's misinformation blunder in comment discussion writing.

1. Misformation of verb

*“The videos **discusses** about organization of ideas.”* (Student 9. Week 4. Engineering)

For the plural subject, the students employ the erroneous verb. Because the topic is "the videos," "discuss" should be used instead of "discussion." As a result, the correct sentence is "The videos discuss the arrangement of thoughts." It was classed as a verb misformation.



2. Misformation of noun

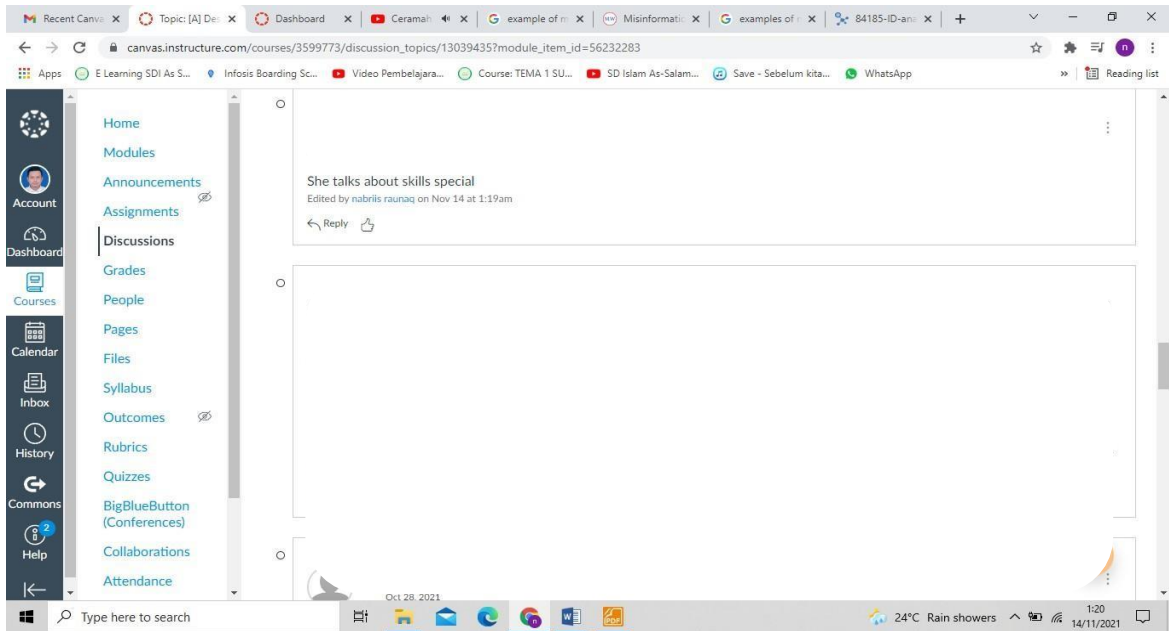
*“She talks about **skills special**”* (Student 10, week 4, Accounting)

The student used the wrong position of noun. So, “skills” should be replaced after “special” because the position of noun after adjective. The sentence should be “She talks about special skills”. This error is classified into misformation of noun.

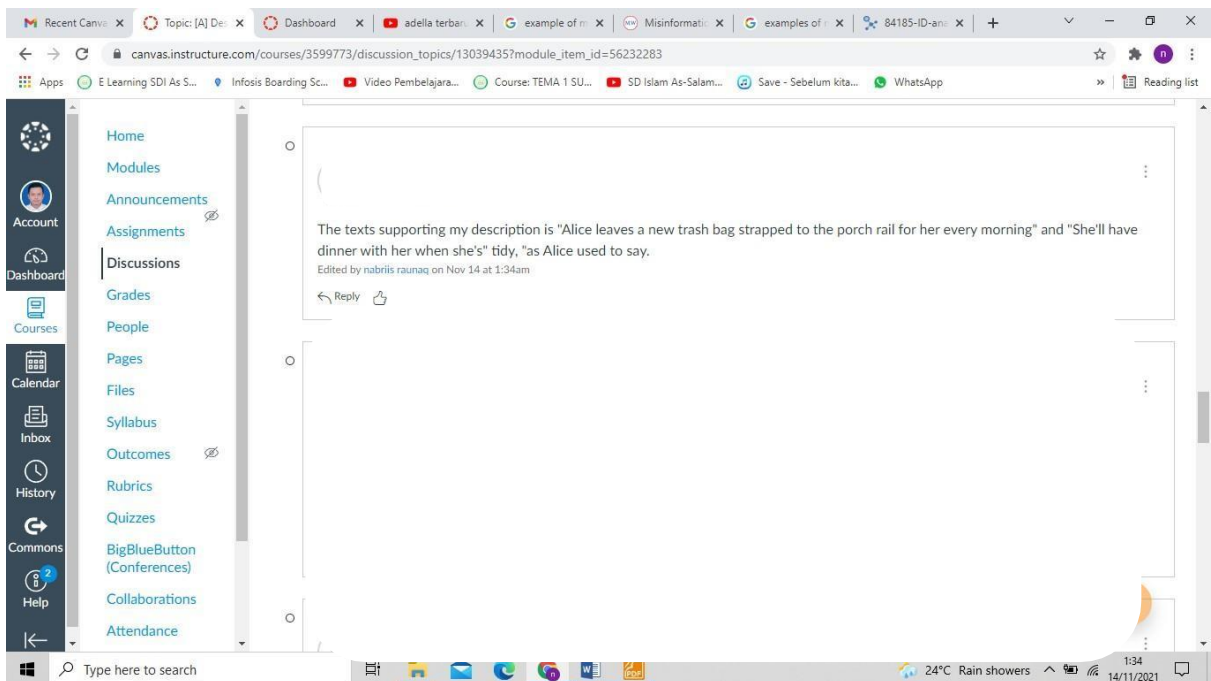
1. *“The **texts** supporting my description is "Alice leaves a new trash bag strapped to the porch rail for her every morning" and "She'll have dinner with her when she's" tidy, "as Alice used to say.”* (Student 10. Week 4,

Elementary School Teachers)

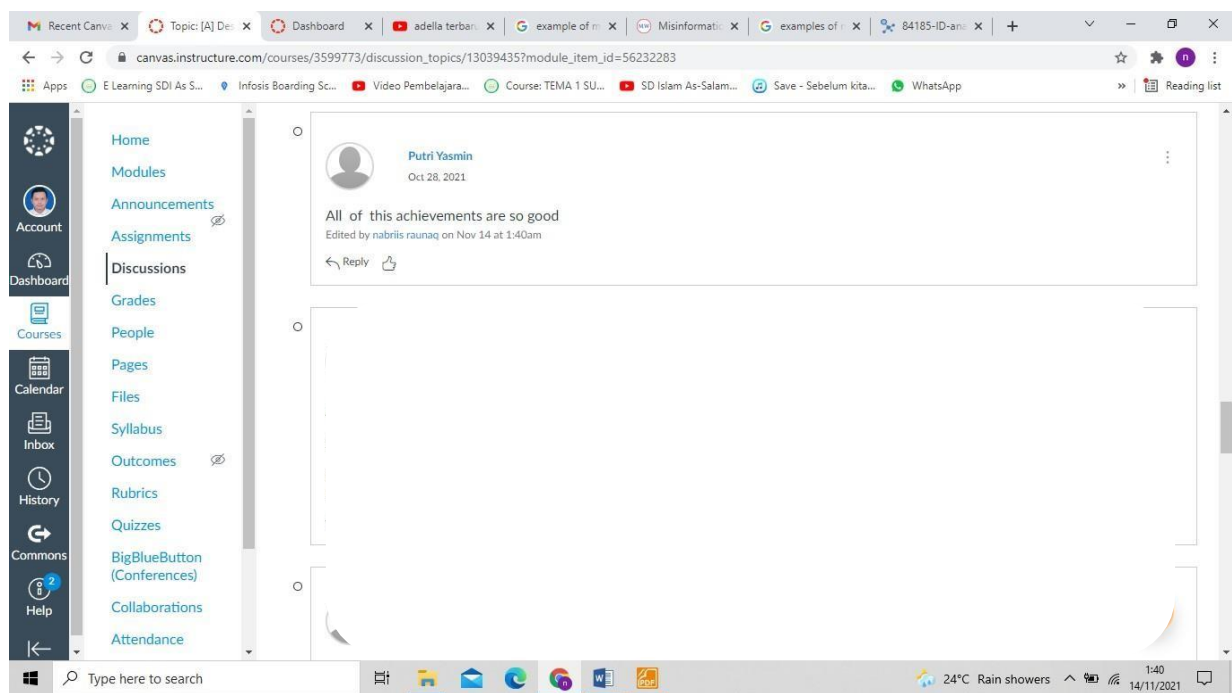
The student used the incorrect verb for the plural subject. Because the subject was plural, the auxiliary "is" should be replaced by "are." The sentence should be "The **texts** supporting my description **are**". This error is classed as an auxiliary misformation.



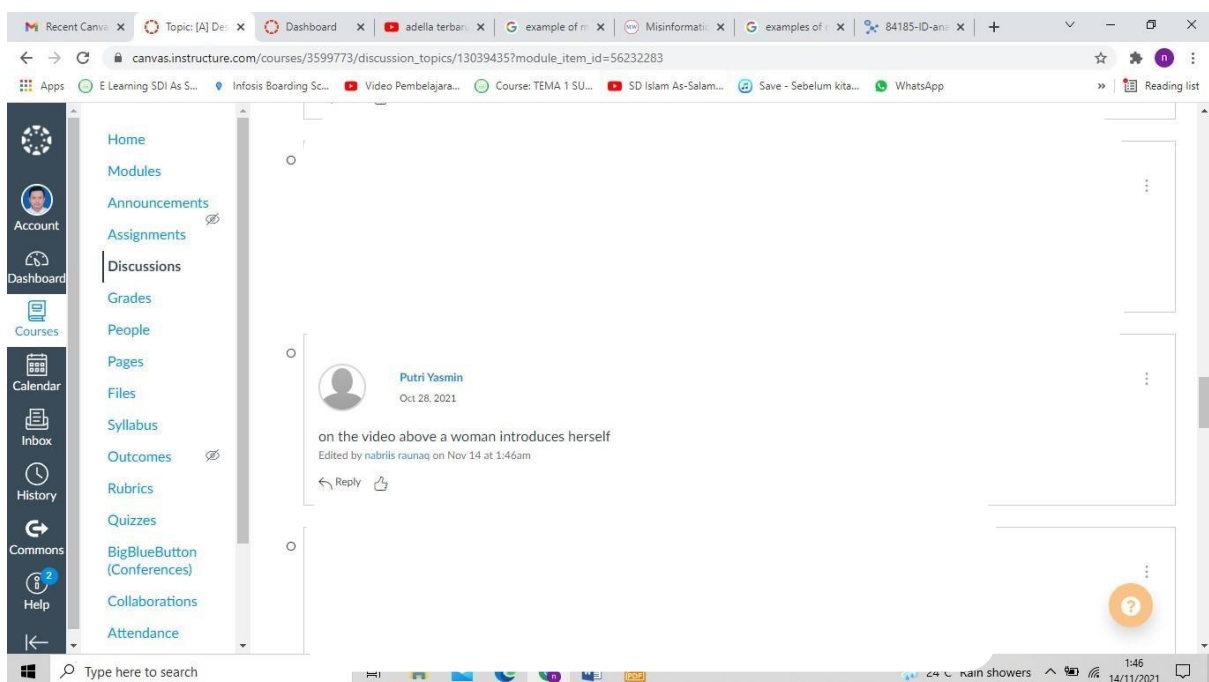
the auxiliary "is" should be replaced by "are." The sentence should be "The **texts** supporting my description **are**". This error is classed as an auxiliary misformation.



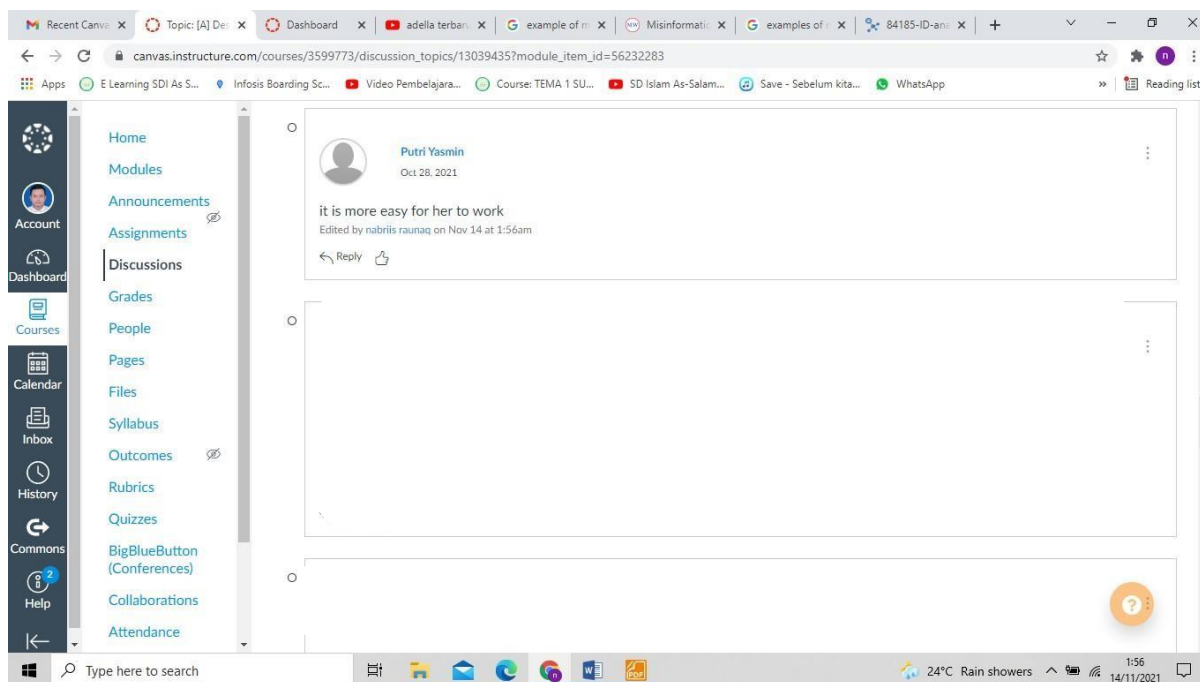
4. The students also employed the incorrect plural noun form. The correct statement is "All of these accomplishments are commendable." This sentence is characterized as a pronoun misformation error. (Accounting, Student 20, Week 4)



5. The students employed the incorrect preposition form. The correct wording is "a woman introduces herself in the video above." This sentence is characterized as a prepositional misformation error. (Engineering student 22, week 4)



6. "It is more convenient for her to work," as opposed to "It is more convenient for them to work." The pupil has spelled the word incorrectly. Instead of "more easy," the phrase "easier" should be used. " This error was classified as an adjective misformation. (Student 15, week 4, Engineering)



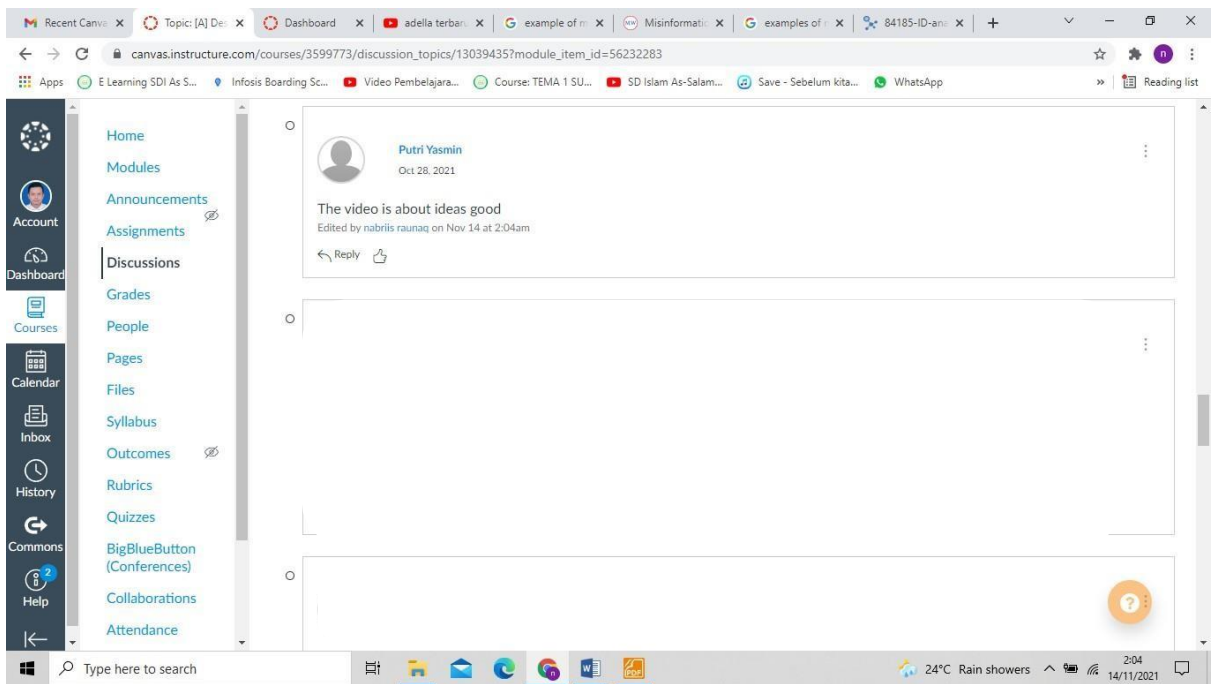
D. Misordering Error

When a morpheme or collection of morphemes is wrongly positioned in an utterance, this is referred to as a misordering error. The pupils in this study misordered their sentences. It found 10 misordering mistakes, which accounted for 4.38 percent of all faults. There were two sorts of misordering errors: adjective pronoun misordering and phrase pattern misordering. Students may not have learned to switch word locations in order to arrange them correctly. Misordering adjective phrase patterns were the most common type of misordering error committed by students, accounting for 70% of all errors.

The following examples are errors of misordering produced by the students.

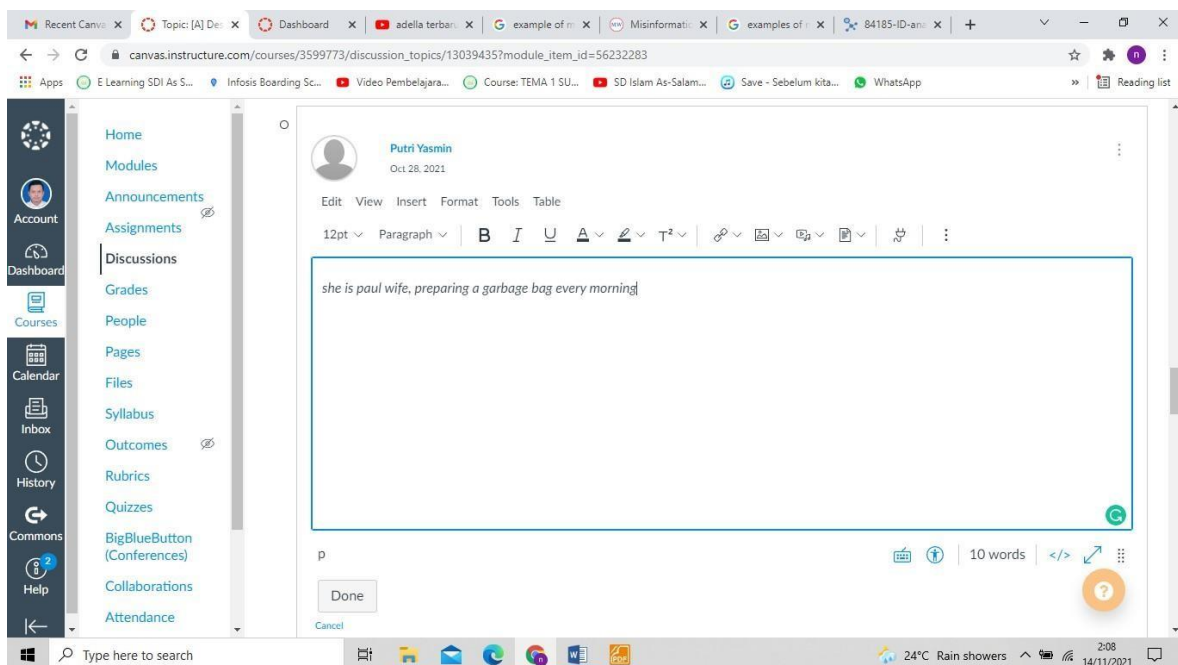
1. "The *video is about ideas good*" (Student 4. Week 5, Accounting)

The student used the incorrect adjective phrase "adjective and noun." As a result, the correct sentence is "The video is about good ideas." This error was characterized as adjective phrase misordering.



2. *“she is paul wife, preparing a garbage bag every morning”*
 (Student 8, Week 4, Accounting)

The verb was placed incorrectly by the student. The verb "prepare" should be followed by a noun and a noun. So, the sentence should be “she, Paul wife, prepares a garbage bag every morning”. This was a sentence pattern misalignment.



This research discussed Error analysis for non-English students; perhaps the English department can be researched by the next researcher. Moreover, the next study can choose a specific item for error analysis, so the next researchers can be more focused and identify the

student's errors in grammar.

CONCLUSION

The goal of this study, as described in the prior chapters, was to evaluate and identify the many types of grammatical errors committed by students in descriptive writings. The errors were classified using the Surface Strategy Taxonomy. Dulay's Surface Strategy Taxonomy distinguishes four sorts of fault: omission, addition, misformation, and misordering.

The total number of errors made by 30 students is 230. Furthermore, omission error (120 items, or 52.18 percent) and addition error (30 items, or 13.14 percent) are the proportions (frequency and percentage) of the students' faults in discussion text writing out of 230 items. In addition, 70 items (30.43 percent) were misformed, while only 10 (4.38 percent) were misordered. According to statistics, omission errors are the most common type of error committed by students.

Here are a few options for incorporating grammar into writing instruction and study. Teachers and lecturers should spend more time explaining grammar to pupils in order for them to write correctly. Teachers or lecturers must pay attention to their students' shortcomings and make them aware of their errors so that they can correct them on their own and avoid making the same mistake again. Students should pay more attention during the learning and teaching processes as well. Furthermore, when creating a document, students should be more attentive and pay close attention to the grammar content.

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