



How Errors Made In Essay Writing: An Analysis Using Grammarly Software In Efl Students

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Abstract. Errors in writing are naturally made in EFL teaching. This research aimed to find out the errors of correctness, clarity, engagement, delivery, and plagiarism in student essay writing using Grammarly Software in the third semester of English education. This research conducted at Muhammadiyah University of Makassar. The researcher used the descriptive quantitative method. The participants were 21 students from the third semester at English education of University Muhammadiyah of Makassar. The study took sample by apply purposive sampling. The instrument of this research is the students' essay writing. The research results found 452 errors based on Grammarly software made by the third semester in English education at University Muhammadiyah of Makassar. Those errors can classify as follow: 73.5% errors of correctness, 17.5% errors of clarity, 7.7 % errors of engagement, 1.3% errors of delivery, and 0% errors of plagiarism.

Keywords: Error; Grammarly; software; and writing

Introduction

Writing is an essential part of academic life. Students need to compose essays, narratives, write a letters, take tests, etc. But mastering their skills is not easy, especially if students learn to write in a foreign language such as English. According to (Yuninan & Isnani, 2020) writing is to express creativity with the reason to draw in the peruse. It can turn into a short story, novel, or poem. All those kind of writing has its characteristics. Writing is also a process. It must be learned in stages, from simple to complex, from sentences to composition.

(Canh, 2016) states that there is no doubt that writing is the most difficult skill for L2 students to master. In writing an essay in English the difficulty usually

faced is not only in composing and finding ideas to be written, but also in translating and arranging these ideas into a good and correct text, and in line with this idea, still very have been view learn to express themselves clearly with the logical, well-developed organization that accomplishes an intended purpose.

According to (Hyland, 2003) performance in language development is subject to improvement in writing skills. However, writing is often considered merely a part of teaching and learning grammar and syntax, with resultantly underestimates the nature and importance of writing. Therefore, this skill development draws considerable attention to learning and teaching from the very early phase of language education.

The structure and components of writing in English and Indonesian are very different, which can be seen from the grammar, spelling and many other differences, this is one of the factors that causes writing errors by students. According to (Ramli, D et al., 2013) Error is the flawed side of learner speech or writing. They are the parts of a conversation or composition that are dedicated to a specific mature language performance norm. Meanwhile, (Brown, 2000) stated that error a noticeable deviation from the adult grammar of a native speaker. The impact of errors is can make writing difficult to understand by the reader, and even the meaning of the text gets lost.

Making errors is a natural thing in the learning process. So it is imperative to analyze their errors. According to (Khansir, 2012) error analysis is a type of linguistic analysis that focuses on the errors learners make. It consists of a comparison between the errors made in the target language and that target language itself. And another definition of error analysis is given by (Karim et al., 2018) state that error analysis is defined as the technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by a learner of a foreign language.

Therefore, the researcher used a new application to know the students' writing errors is named Grammarly software. According to (Saepuloh, 2018) Grammarly is a small application developed by world-leading linguists to write in English with good grammar. This Grammarly software checks the errors of words and grammar from our writing. After reviewing, Grammarly recommends correcting the grammar errors in our writing.

Many researchers had studied by using Grammarly application. The first according to (Vidhiasi & Haryani, 2020), they found that Grammarly was helpful enough for lecturers in conducting error analysis. Researchers then classify the types of errors found in student writing using Grammarly. The second, (Yulianti, 2018) found that students had positive perception in using technology in learning writing recount text. The students thought that using word processing and Grammarly, an online rater, helped them in writing process. Third, (Karyuatry, 2018) he found that Grammarly could use the right tool to minimize errors and

improve student writing quality. Forth,(Saepuloh, 2018) this study investigated the benefits and obstacles of using Grammarly application in an EFL writing class. And the result of his study that, many students are also interested in using Grammarly, and the students stated that they are willing to continue using the application in the next writing activities. Also, students prefer to get feedback instead of teacher or lecturers' feedback. Fifth, (Fadhilah et al., 2019) the purpose of that study was to determine the effectiveness of Grammarly for writing abstract English. This study uses the pre-experiment method. And These research results are that the Grammarly application is useful in writing English abstracts text of Hang Tuah Tanjung pinang students.

There some relation between the previous relative finding and this research. The previous study used Grammarly application to found the error of student and to improve student's ability. While in this research focus to found what the errors can happen in student's essay writing. And researcher expects to more know about student error analysis use Grammarly software.

In this study, the researcher limited the research to find out the error of correctness, clarity, engagement, delivery and, plagiarism in student's essay writing by using Grammarly software. It focused on the student's error in essay writing, especially in descriptive writing, in the third semester of English education at Muhammadiyah University of Makassar.

Method

This researcher used the descriptive quantitative method. The researcher describes the students' error in writing a descriptive essay. In this research, the researcher analyzes the errors of students' base on Grammarly application. The population of this research was taken the third-semester student in English education at Muhammadiyah University of Makassar. The researcher took the sample by apply purposive sampling, and the sample in this research was English education on the 3E class, which consisted of 21 students.

The instrument of this research is students' essay writing especially in descriptive essay. In collecting the data, first the researcher made group WhatsApp and invite the student after that the researcher asked the student to write an essay around 200-250 words through group WhatsApp. The researcher prepared five topics, then students chose one of the topics provided by the research and the researcher gave one week to finish their writing. After the researcher After the researcher gets the student's writing, the researcher analyzes the student's writing using Grammarly software

In analyzing data, error analysis is used by researchers as a method. There are several steps in applying the error analysis method in analyzing data. The first step in conducting an error analysis is to collect data in this study, obtained from

students' Essay writing results. The second step, error identification refers to the identification of mistakes students make in writing. After the error is identified, the next step is to classify it into the type. Errors were discovered through the identification of classification in Grammarlysoftware (Correctness, Clarity, Engagement, delivery, Plagiarism). This last step is related to counting how many errors appear in students' writing. . The state of the procedure is as follows:

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

P: percentage of each error

F: number of types of errors

N: total error overall

Bungin (2005)

Results

Findings

After the errors have been identified, the researcher classified the errors based on their types. In this research, the students' errors in writing descriptive text were classified based on Grammarly software. The errors were classified into five types; Correctness, Clarity, Engagement, Delivery, and plagiarism.

1. The Kinds of Error in Students' Essay Writing

Table 1. The Frequency and Percentage Type of Error

Type of Error	Frequency	Percentage
Correctness	332	73,1%
Clarity	87	19 %
Engagement	35	7,6 %
Delivery	6	1,3%
Plagiarism	0	;0%

Based on table 1 above the frequency and percentage type of error using Grammarly software, the researcher found 460 errors in the third-semester student's descriptive test in English education at Muhammadiyah University of Makassar. The researcher found 332 errors of Correctness type, 87 errors of Clarity type, 35 errors of Engagement type, 6 errors of Delivery type, and 0 errors of plagiarism. Thus, there were 460 errors in the following analysis concert about Correctness, Clarity, Engagement, Delivery, and plagiarism.

a. Correctness

The researcher found 332 errors in terms of correctness type. The researcher found several kinds of correctness based on Grammarly software that are;

that are;

1. Grammar

In this research, the researcher found many students' errors in grammar. The first is missing part of the article. The errors happened because the student was still confused in using general, specific nouns or adjectives, and general statement.

The second is to be auxiliaries, used to be (am, is, are) that should appear in the sentence. English rules in the wrong construction or did not master English grammatical structure. The third is missing part of the preposition. The preposition is usually used before to show places, positions, or times. Example of grammar error that found in this research is "Day6 is **a first** band who debuted under that label" the correct sentences should be "Day6 is **the first** band who debuted under that label."

2. Spelling

In this research, spelling errors happened students pay less attention or focus less when writing essays or sentences, and in this research, some students did not understand when we only write numbers in writing and when we spelled those numbers. Example of spelling errors is "His real name **ini** Park Chanyeol, and he from South Korea" the correct sentences should be "His real name **is** Park Chanyeol, and he from South Korea".

3. Punctuation

This error occurs because almost all students are confused about the correct and precise placement of periods and commas. For example, "Everyone must have had the most beautiful times during school **whether** it was elementary, middle **and** high school." The correct sentence should be "Everyone must have had the most beautiful times during school, **whether** it was elementary, middle, **and** high school."

b. *Clarity*

The researcher found 87 errors of clarity type, based on Grammarly software. Many errors appear in student writing because most students, when explaining something, are too convoluted; therefore, the reader has difficulty understanding the meaning of the sentence. For example "**From the same year they released** mini album "Youth" series and went on their first world tour concert" the correct sentences should be "**They released** mini album "Youth" series and went on their first world tour concert **from the same year.**"

c. *Engagement*

The researcher found 35 errors of engagement type based on Grammarly software. This error occurs because there are students who repeat the word too many times and do not use the word's synonyms. And this research, the researcher found several students that students are not precise in choosing

vocabulary. For example “The center of the city is represented by a business **district**; each of the other **districts** possesses its own purpose, functionality, character, communities living and working in them, and so on.” The correct sentences should be “The center of the city is represented by a business **district**; each of the other **section** possesses its own purpose, functionality, character, communities living and working in them, and so on.”

d. Delivery

The researcher found 6 errors of delivery type base on Grammarly software. Delivery errors appear when student writing does not use formal sentences. And the researcher found some students use words that can weaken an argument or writing. For example “It will be hard **to ever forget LappaLaona mountain**” the correct sentences should be “It will be **hard ever to forget LappaLaona mountain**”

e. Plagiarism

The researcher did not found plagiarism in students writing based on Grammarly software. But, plagiarism could be probably found in another software such as turnitin or etc.

Discussion

In this part, the researcher focused on discussing the findings above. This research used Grammarly software to classify the errors. There are for types had found in this research those are Correctness, Clarity, Engagement, and, Delivery. The discussion as follow;

1. Correctness

Correctness error was characterized by the absence of an item that must appear in well-formed utterances. In this case, the student was still confused about grammar, spelling, and punctuation. In this research, correctness was the most error done by the students, because students still did not understand the good form of English writing which was signed in using preposition, auxiliary, article, etc.

Moreover, the researcher also found that most of students who were sample in this research definitely have errors in positioning the such as (,), (.) and (“). In this case, students rarely paid attention of this case because they thought it was a simple thing. But it has significant impact in writing such as the error of defining by the readers. From example “Cristiano Ronaldo dos Santos Aveiro, **he** was born **at 5**, February 1985 in Funchal, Madeira.” In this sentence has punctuation and article error that the correct sentence should be “Cristiano Ronaldo dos Santos Aveiro was born **on 5** February 1985 in Funchal, Madeira.”

Furthermore, the researcher found *ing* this research that several students who had errors in spelling. This error appeared because the students were not focus and detail when they were writing. Moreover, they still also did not

understand that thing. For example, “Wonpil as a **keyboarist** and **syntizier** and Dowoon as a drummer and they are officially debut with song “Congratulation” from mini album “The Day”. In this sentence has spelling errors which the word of **keyboarist** lack one letter is “**D**” and, **syntizier** should be **santizier**.

2. **Clarity**

The students’ product many errors but not only correctness but also in clarity error. Clarity error is characterized by the presence of students who write not directly to the point, causing wasteful words in their writing. In this research, the researcher found that many students were ramble in arranging words/ so, many unimportant sentences or paragraph appeared. This case made the reader got difficulty in understanding the sentences or words.

For example “At school, I participated in several activities, such as spirituality, scouts **and also** a participant in the OSN (National Science Olympiad), **a member** of a literary workshop (drama, poetry musicalization) and many more.” “**also and a member** should be remove, therefor the correct sentence is “In this sentence The correct should be “At school, I participated in several activities, such as spirituality, scouts **and** a participant in the OSN (National Science Olympiad), a literary workshop (drama, poetry musicalization), and many more.”

This research found that 1.3% of unclear and 1.3% of Conciseness were included in the aspect of Clarity. By this research, it was concluded that the errors of clarity were 87, more than the previous research.

3. **Engagement**

The students committed errors in another type of error, engagement error. Engagement error is characterized by the use of words repeatedly and several word choice errors. In the good form of writing, Repetition in a paragraph or essay should be avoided and it is suggested to use synonym. While in this research, the researcher found that several students still used repetitive words. For example “The Rotterdam Fort is easy to recognize because its Wall is almost two meters thick, is black in color, and looks solid, towering almost five meters high. The main door of the fort is small. When viewed from a height, the shape of the fort resembles a turtle heading for the beach.” In this sentence it seen that the word of “**fort**” in this essay was repeated three times while its synonym was “Defense”. Moreover, many students still used wrong diction.

And another example that researcher found is “and when I'm here I feel very happy because, the road is very good, compared to other destinations that I have visited.” In this sentence there are two errors of engagement, first is the

word of **very happy** in this sentence the intensifier **very** modifies the weak adjective **happy** therefore, the word that can be used are thrilled or delighted. The second is the word of **very good** that the other vocabulary that can be used are excellent or perfect.

This research found that the error of engagement did by students were 35. It was different with D.M & Haryana's (2020) finding which stated that there was no error found in this aspect. It was caused the software used was not premium or the participants of the research did not have error in this aspect.

4. **Delivery**

The last error is the Delivery error. Delivery error is characterized by the use of words that result in an informal sentence and weaken argument. In this research, there were several students who used words those were able to change its meaning. In this research, there were several students who used words those were able to change. For example, "It **is difficult** to find a seller who sells such albums and photo-cards because they are so rare." Used the word of **is difficult** in this sentence make sound overly negative to the reader. Therefore, the other word that can be used is "It **is not easy** to find a seller who sells such albums and photo-cards because they are so rare."

Moreover, this case was going to create readers' misunderstanding. For example "It is like therapy **just** to walk around, feel the ionic breeze of the Puget Sound, smell the seaweed and moisture, hear the variety of birds singing. and also on the way here. students' error in delivering could be seen by using "**just**" in the sentence above could break argument and making informal sentence.

This research found that there were 6 errors did by students in aspect of delivery. It was different with D.M & Haryani (2020) where there was no error found by the students.

Conclusion

a. conclusion

The results of the research, the researcher found 460 errors based on Grammarly software made by the third semester in English education at Muhammadiyah University of Makassar. Those errors can be classified as follow: Correctness is highest error that the researcher found in this research, while clarity error in the second most command error, and engagement error in third position, and delivery is the lower errors in this research. But in this research the researcher did not find the error of plagiarism. Students indicate this still has many problems or lack of understanding of right and correct writing procedures. From the results above, it can be concluded that Grammarly software can identify students' errors in writing descriptive essays.

b. Suggestion

Based on the conclusion above, the researcher proposes suggestion as follow:

1. Students expected to learn more about grammar and other essential things in writing because it has an important role in constructing sentences in writing. The students have to exercise more in doing practice more in making essays or texts by using grammar correctly.
2. This research can become one reference for the next researcher related to their research. And the next researcher can develop this topic more such we use this software to improve students' abilities or students' perception in writing skills or other skills.

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