

## THE IMPLEMENTATION OF GRAMMARLY IN ERROR ANALYSIS

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### ABSTRACT

English is still considered as a difficult thing to be learnt, both for students and teachers. That is because English is still regarded as a foreign language and is rarely used in daily conversation. The difficulty in mastering English is found not only in the speaking aspect but also in the writing element. In examining student writing (error analysis), lecturers at the Akademi Maritim Nusantara Cilacap used a program called Grammarly. This study aims to see the implementation of Grammarly in helping lecturers make Error Analysis. Researchers 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. From 7 (seven) student writings that were used as data sources in this study, there were 9 (nine) types of errors that were made in the writing of the seven students. The most common errors were errors with spelling (39%) and punctuation (40.3%). Although Grammarly is proven to help the work of lecturers in conducting Error Analysis, Grammarly still cannot find sentences that have errors semantically quickly.

**Keywords:** *Error Analysis, Grammarly, and Writing*

### ABSTRAK

*Bahasa Inggris masih dianggap sebagai hal yang sulit dipelajari, baik bagi siswa maupun guru. Hal tersebut dikarenakan bahasa Inggris masih dianggap sebagai bahasa asing dan jarang digunakan dalam percakapan sehari-hari. Kesulitan dalam menguasai bahasa Inggris tidak hanya pada aspek berbicara tetapi juga pada unsur tulisan. Dalam pemeriksaan tulisan mahasiswa (error analysis), dosen Akademi Maritim Nusantara Cilacap menggunakan program yang disebut Grammarly. Penelitian ini bertujuan untuk melihat penerapan Grammarly dalam membantu dosen melakukan Analisis Kesalahan. Peneliti menemukan bahwa Grammarly sudah cukup membantu dosen dalam melakukan analisis kesalahan. Peneliti kemudian mengklasifikasikan jenis-jenis kesalahan yang ditemukan dalam tulisan siswa menggunakan Grammarly. Dari 7 (tujuh) tulisan siswa yang dijadikan sumber data dalam penelitian ini, terdapat 9 (sembilan) jenis kesalahan yang dilakukan dalam penulisan ketujuh siswa tersebut. Kesalahan yang paling umum adalah kesalahan ejaan (39%) dan tanda baca (40,3%). Meskipun Grammarly terbukti membantu pekerjaan dosen dalam melakukan Error Analysis, namun Grammarly masih belum bisa menemukan kalimat yang memiliki kesalahan semantik dengan cepat.*

**Kata kunci:** *Error Analysis, Grammarly, Menulis*

### INTRODUCTION

Language learning as a second language or a foreign language is still considered difficult for young learners. English is an example of a language that is regarded as a foreign language in Indonesia. When learning an unfamiliar language like in EFL schools, instructors naturally make specific forms of errors. Not all mistakes can be called annoying, but it can be important for teachers as well as students. Error lets the instructor just how well students have understood, provides students with knowledge on how language was taught and acts as a reference for identifying the principles of analytical language. Errors, misunderstandings, and glitches make up an essential aspect of EFL School simulated learning abilities. Thus, researchers seek and build and utilize as many methodologies and techniques as practicable and detect and evaluate mistakes in the best way possible and maintain a consistent and effective learning cycle in areas. Using precious time and resources spent by teachers is currently the tendency to relegate the field of error detection to standard form, which might well become a better use for teachers. Errors are identified because human error is expected.

The effectiveness of adjustment in the learning cycle is adversely impacted. When an examination of mistakes enhances teachers' capacity to understand and to develop appropriate language skills, it is possible that the usage of the cycle of a computer program can also strengthen teacher's overall success in the EFL courses. In recent years, because of the popularization of machines in linguistic programs, the methodology to corpus-based analysis to interlanguage and language errors has been highly apparent. In other words, computers can be a boon to teachers to ensure that teaching is perfect in EFL classrooms during the detection and correction of errors.

It is common to face more difficulties in writing in English, as a composition is an unfamiliar language. Therefore, when writing papers and articles, students make various forms of errors unintentionally and because of the absence of clear English skills. Writing assignments like papers and studies provided by these teachers are full of mistakes and are sometimes seen by teachers as the pressure of time and monotony. We are mindful, however, that the study of errors plays a significant role in foreign language learning, for example, demonstrating how the mother tongue affects the learning cycle. The researcher is trying to analyze the implementation of Grammarly in error analysis. The software can be a shot in the arm here, which gives a much-needed impetus to teachers and learners.

Throughout the 1960s, Corder developed the idea of Error Analysis. Many linguists and investigators have since identified error analysis. Error Analysis (EA) is a research and review of errors in the second language and foreign-language learners (Corder, 1981). Karim et al. (2018) clarify that error analysis represents a tool to recognize the inappropriate forms generated by a foreign language student, to define and systematically analyze them.

Researching about error analysis is tedious. However, Ellis (2002) provides a perfect reason for error analysis. There are three things according to Ellis (2002) which are reasons for lecturers to focus on errors, namely: (1) The learner language is visible; (2) It allows teachers to learn what errors they are creating; (3) This will make you improve when you fix your mistakes. Ellis (2002) suggests a variety of steps to pursue error analysis. This research adopts the methodology indicated by Ellis for the examination of the error.

The fundamental explanation is that the errors are reported categorically in Ellis' elicitation. It not only subsumes the grammatical errors but also includes the errors that have been induced by negligence, confusion, and disorder. As such, it is essential to classify students' errors holistically. For a fact, there is a clear difference between mistake and error. As such, the incorrect component may be more readily identified as a mistake or an error. When teachers realize which one is accurate, and one is wrong, the issues linked to learning by students can be solved more effectively.

The EA cycle can then be split into the following five phases, says Chaudhary and Zahani (2020):

- 1) Linguistic sample collection. It covers the sample size, the sample medium (oral or written), and sample homogeneity (background, age, and place).
- 2) Error identifying. It is necessary to find only errors and not mistakes.
- 3) The errors are classified. The above is focused on a broad spectrum of language criteria, including phonology, morphology, syntax, and semantics.
- 4) Errors description. It helps in finding sources of faults, i.e., interlingual interference, intralingual interference, and production interference.
- 5) Error assessment. It involves determining the seriousness of the errors and taking disciplinary steps and pedagogical behavior into account.

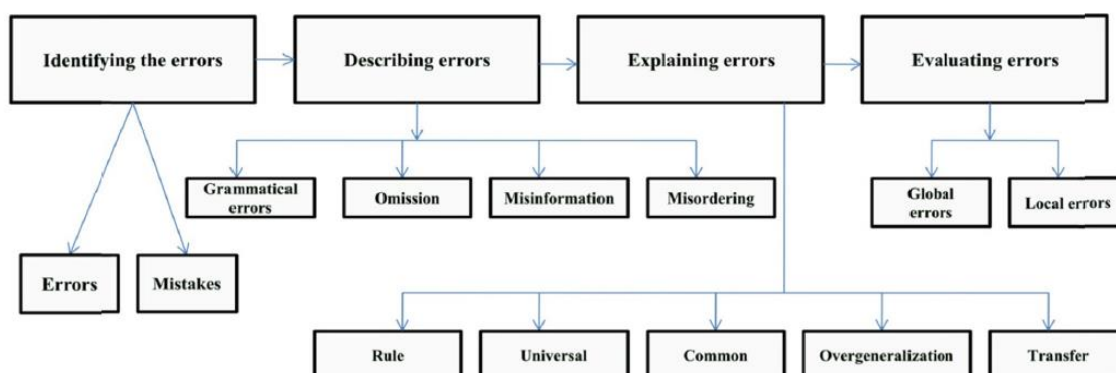


Figure 1. Analysis of Error (Ellis, 2002)

The first step is to identify learner errors. It is better to tell than to perform. To distinguish errors, we will equate the phrases that are created in the target language with what is typical or 'right' phrases that correlate. Another concern will be a "slip of the tongue" when we analyze the sentences. Even native speakers sometimes crack while stressed or under any sort of contact strain. **Errors** and **mistakes** must be distinguished. Errors represent a learner's information gaps; they happen due to the lack of experience in the learner. **Mistakes** arise when the learner is not in a condition to do everything he or she learns, at times because there are shortcomings in training.

There is a way to distinguish errors and mistakes. It can be seen from the consistency. If learners consistently substitute a "right one" with a "wrong one", this would indicate a lack of knowledge (error). However, if learners sometimes say a "wrong one" after that a "right one", that would be "a slip of the tongue" (mistake).

All errors may be identified and categorized in categories when they have been detected. This is done in many ways. One approach is to separate mistakes into types of grammar. All mistakes surrounding verbs should be compiled, and the numerous forms of verbs could be identified. Another way could be to try and figure out how learners express themselves in general. These include failure to provide information (omission), misinformation and misordering. The omission leaves an aspect out which needs to be deemed grammatical for an utterance. Instead of another grammatical form, misinformation uses one grammatical structure. Misordering puts the term in the incorrect sequence. Classification errors in these manners may help us at any stage of their development to diagnose learners' learning issues, as well as to understand how mistakes change over time.

Explaining errors is the next stage after errors are found and marked. Errors are consistent and routine. Errors are systemic since the desired language laws remain. This is simultaneously basic and formal. Many students go through a learning cycle, combining the basic verb form with the past. Learners make omission errors. We also generalize shapes, which are quickly taught and stored. An example of an overgeneralization error is the use of "taked" instead of "took." Additional mistakes reflect students' mother tongue efforts. Transaction failures are known to exist. Students will be regarded as willing partners in the formation of grammars. Students create their laws.

The error evaluation is essential as it is targeted at optimizing understanding the target language for students. Many mistakes can be viewed as more extreme because they are more apt to mess with someone's intelligibility. Many errors known as global errors breach a sentence's overall structure and therefore, may make the processing difficult. Inevitable mistakes known as local errors, only impact one aspect of the sentence.

Error correction means twofold because it is sometimes spontaneous and sometimes done by the teachers because the students are asked to correct the mistaken part (Lee, 2004). First of all, it applies to the suggestions the teachers usually provide on the student's faults, and secondly to the clarification the instructor proposes on the errors of the students. The above is defined as a particular form of error resolution technique by Lee (2004). This difference is seen in this article when the correction of the teachers' mistakes is concerned. In other terms, the correction of learner errors can be represented as an accessible one (Lee, 2004). Hedgcock & Lefkowitz's findings (1994) reveal that international language students prefer to have their instructor grammatically checked.

In comparison, research, such as Cohen & Cavalcanti (1990) and Ferris et al. (2000), suggest that learners favor instructor adjustments to their errors. Within the interests of students to fix mistakes, there is a variety. Many pupils tend to be punished by themselves when some accept it from peers or instructors. The error corrections listed in Karim et al. (2018) are:

- 1) Removal of pairs: Teachers are telling their students to swap texts with each other. The instructors often allow the students to draw on their writings.
- 2) Self-correction: This is the only way to amend the writings. The students need to make their errors.
- 3) Teacher correction: Teachers send correct responses to students.

Error evaluation practice remains essential for EFL classrooms and is strengthened with the usage of CEA strategies. CEA (Computer-Aided Error Analysis) is one of the research methods required for the advancement of corpus linguistics, and it has gained the techniques and expertise and general rigor needed to perform a thorough study of international dialect errors. This study can be used to build and show full collections of common categories of errors in various ways.

CEA is artificial intelligence (AI) editing tool utilized by teachers worldwide, allowing students to recognize and avoid writing errors. Grammarly is an example of CEA. Grammarly is one of the most commonly known syntax devices. It provides Google Chrome, Safari, and Firefox web text processing and software enhancements that correct over 150 error styles such as spelling, hitting, phrase patterns, writing style, rational orthography and sentence form, flagging errors when they occur.

## METHOD

Mixing of the quantitative and qualitative methods was used in the present research. A quantitative method for determining the frequency of errors was used, while the in-depth knowledge of sources of errors was examined using qualitative method. The study is a corpus-based study that collects and analyzes written tasks. A group of seven female students attended this study. The students were enrolled for General Purpose in the elementary level of English.

The subjects varied between the ages of 17 and 19. The sample is relatively small and represents a whole group, as this is a classroom study. The topic was the focus of this research utilizing non-random sampling techniques. The sample includes seven students. The researcher in the classroom is liable for all published activities. Mid-term examination data have been collected. The collected data have been analyzed through different data collection steps, error identification, error classification, error analysis, and error explanation based on Ellis (2002) theory.

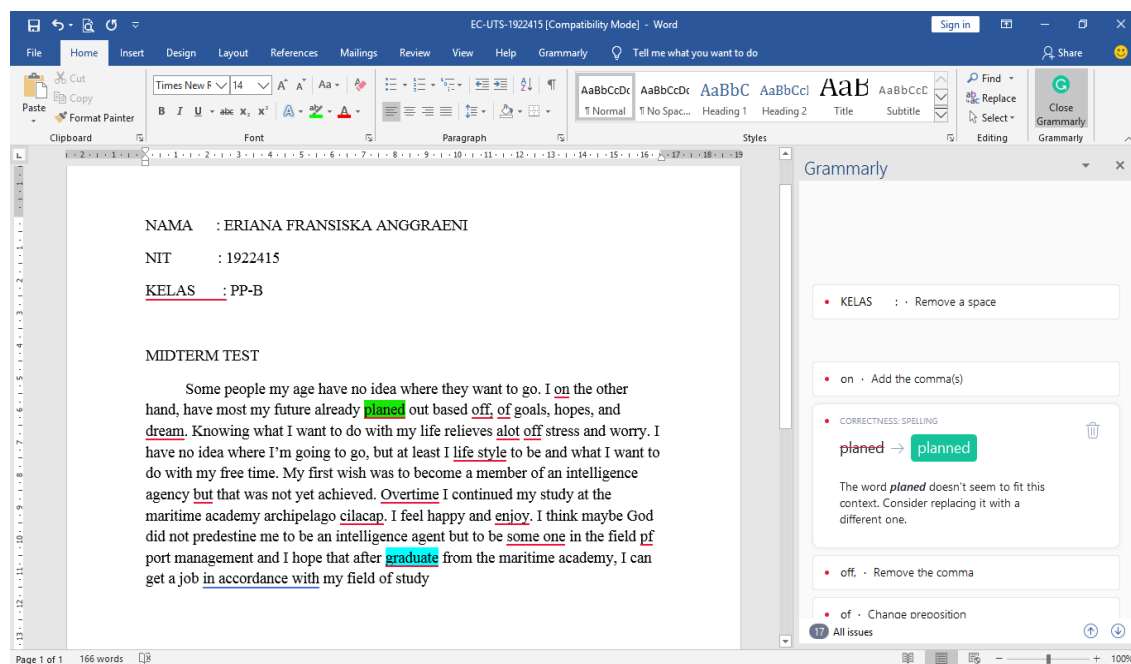
## FINDINGS AND DISCUSSION

The first step in error analysis, according to Ellis (2002) is identifying the errors. The researcher found that there were 9 (nine) types of errors detected in the results of the seven student exams. The nine types of errors can be seen in table 1.

Table 1. Error Analysis

No.	Error	$\Sigma$	%
1.	Article	7	9%
2.	Spelling	30	39%
3.	Punctuation	31	40.3%
4.	Grammar	4	5.2%
5.	Pronoun	1	1.3%
6.	Readability	1	1.3%
7.	Tautology	1	1.3%
8.	Unclear	1	1.3%
9.	Conciseness	1	1.3%
Total		77	100%

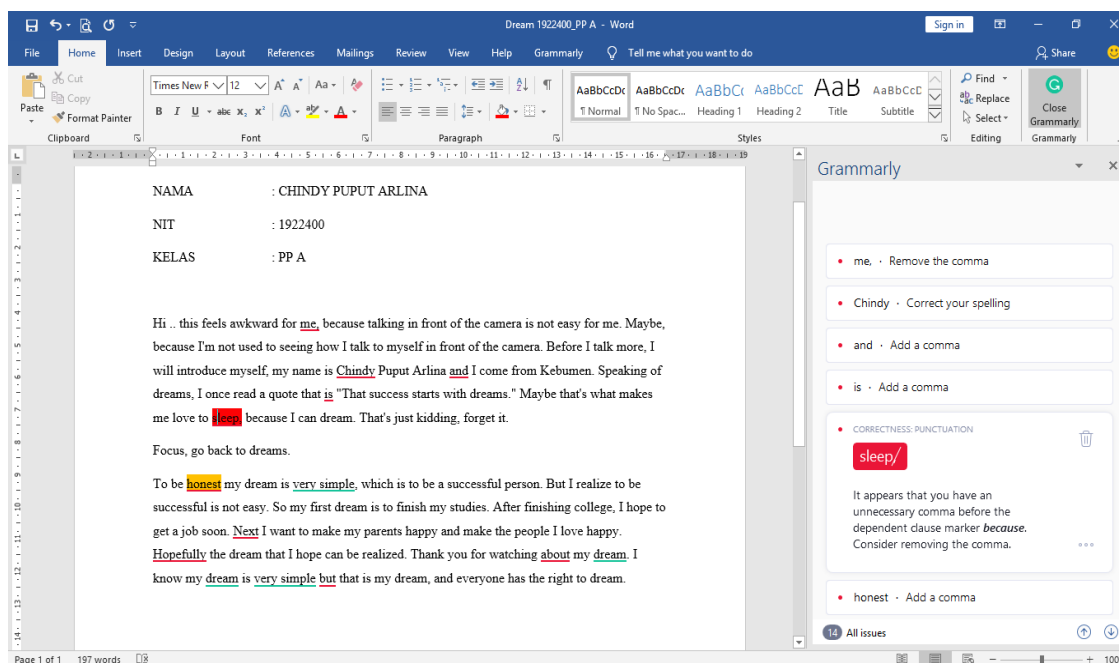
Table 1 shows that of the 77 number of errors detected from 7 student writings, the most types of errors found were related to spelling and punctuation. Spelling errors that occur most frequently are letters lacking and word form errors.



Picture 2. Error Analysis of Eriana

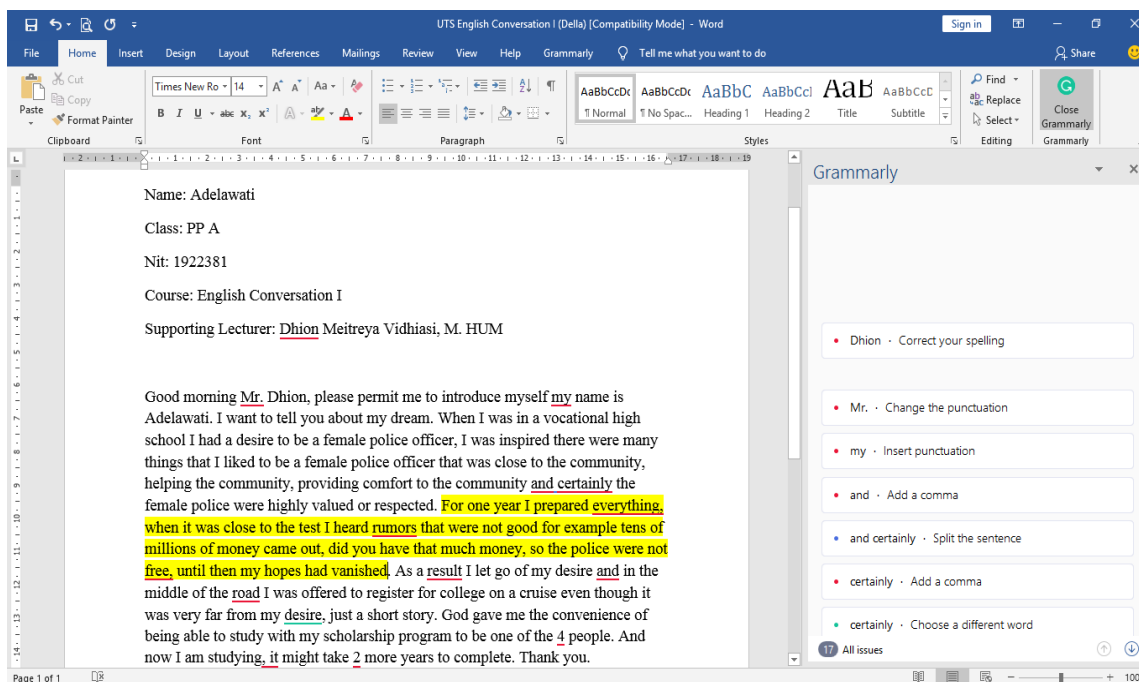
It can be seen in Picture 2 that the word **planed** (green highlight) has a spelling error in which the word lacks 1 (one) letter “n” in the context of the sentence. The context of the sentence written by the

student is about “plans”; while the word planed is interpreted as “fly” or “flown”. The next error shown in Picture 2 regarding spelling is the error in the choice of words. The choice of the word form in question is the choice of **graduate** (Verb-blue highlight), which should be **graduation** (noun). This error case is often found in students’ writing.

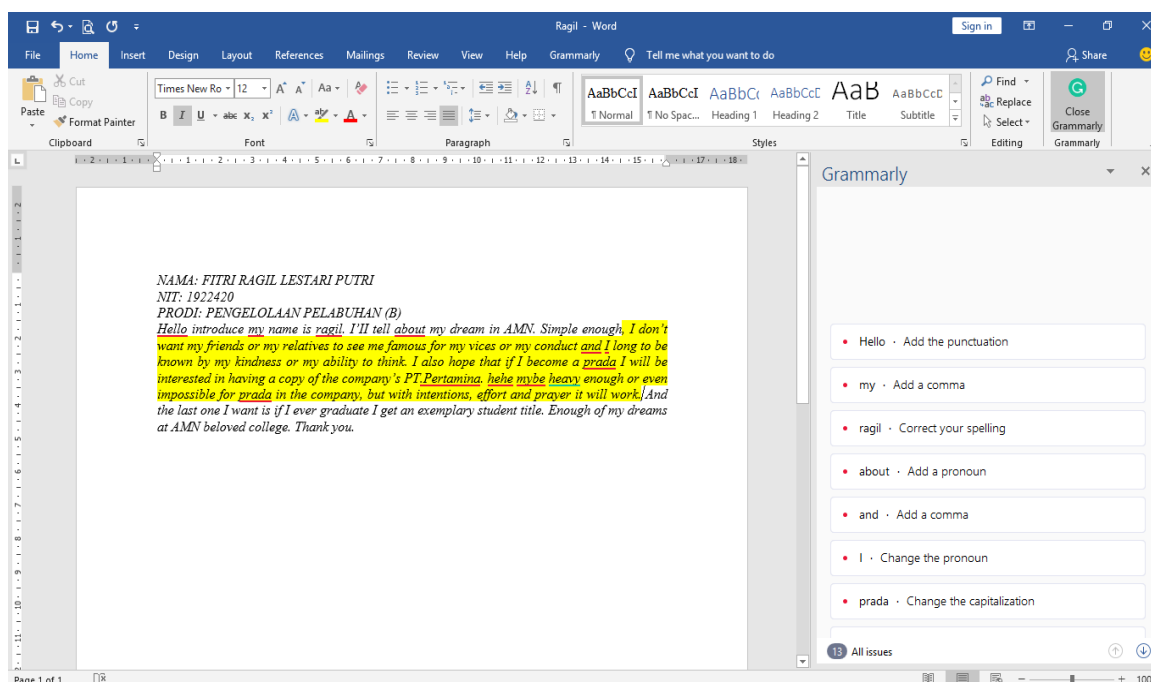


Picture 3. Error Analysis of Chindy

The next error that is commonly found in student writing is the use of punctuation as shown in Picture 3. Error in using punctuation shown in Picture 3 is the use of comma punctuation (.). If the writing is read (spoken language), the punctuation is not very visible. However, when written in written form, the use of punctuation is very influential on the level of cohesion of an article.



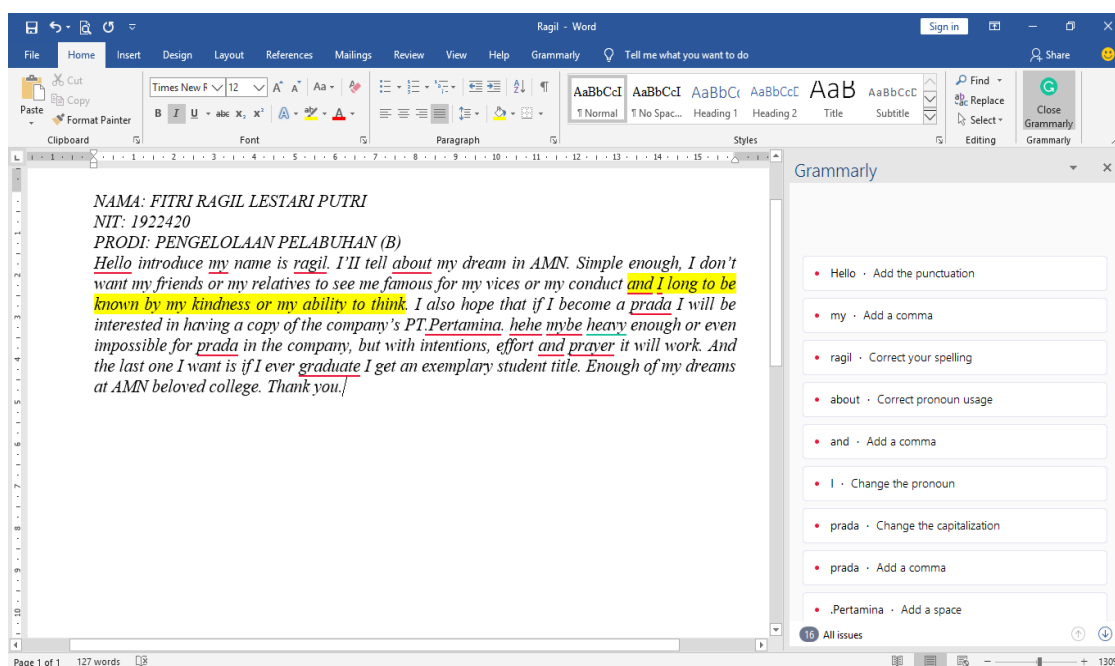
Picture 4. Error Analysis of Adelawati



Picture 5. Error Analysis of Fitri

When the researcher tried to distinguish errors and mistakes, at least 2 (two) students committed same errors. It can be seen from Picture 4 and 5. In picture 4, you will see that the student mixed interrogative (did you have that much money) with declarative sentence. That sentence mixture is considered as a mistake. Picture 5 indicates that the student mixed the use of tenses and word form.

The use of Grammarly is beneficial for researchers in conducting error analysis. In addition to showing errors that are shown in an article, Grammarly also provides an alternative solution to the error. But unfortunately, Grammarly is easy to identify the grammatical errors of an article, but it seems difficult to identify semantic errors. These difficulties can be seen in Picture 6.



Picture 6. Semantically Error

In Picture 4, it can be seen that semantically errors are shown in yellow highlights. The student wants to write “*dan saya ingin dikenal oleh kebaikan saya atau kemampuan saya untuk berpikir*”. Grammatically, writing “**I long to be known by my kindness or my ability to think**” is considered correct because it fulfills the grammatical rules of language. But the sentence is not acceptable because the word “long” is more appropriate to use to describe the duration or distance. The sentence should be replaced with “and I want to be known by my kindness or my ability to think”.

## CONCLUSION

Error Analysis is still considered as a very time-consuming job, especially if there is a lot of writing to be checked. The use of the Computer-Aided Error Analysis (CEA) program is considered to be one of the solutions in assisting educators in conducting Error Analysis. One of the CEA programs that are often used is Grammarly. As the name implies, Grammarly helps teachers in checking sentences that have grammatical errors, as shown by the writings made by students of the Akademi Maritim Nusantara Cilacap. It is easy to detect errors like spelling and punctuation.

Although Grammarly is indeed proven to help teachers in conducting Error Analysis, it seems that Grammarly still has difficulty in detecting sentences that have errors semantically. This shows that although Grammarly is proven to be helpful, Grammarly is only a program that can be used as a companion but is not the primary benchmark in conducting Error Analysis.

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