AN ANALYSIS OF GRAMMATICAL ERROR ON STUDENTS' WRITING

PUTRI NURIL MUFIDAH[1], SYAIFUL ISLAM[2]

Universitas Nurul Jadid

[1]*putrinurilmufidah@gmail.com*

[2]*Syaifulislam182@gmail.com*

Abstract

The research was aimed to analyze the most common grammatical error on students' writing. All categories of grammatical error types were classified and described based on Dulay on theory of Linguistic Category. The data source of this study was 26 students of the second grade of Nurul Jadid Islamic Senior High School (MANJ). In this study, observation, writing test, and documentation were used to collect data. The major findings of this study found 155 errors in the students' writing composition. The omission error percentage is 44%. Meanwhile, addition error occurs in 27% errors, and the misformation error is 23%. The last, the misordering error is 6%. The result of the analysis shows that omission error is the most common error produced by the students. As a whole, students still committed errors in their writing. Teachers have to pay high attention to the problematic area of the grammar structure, so some pedagogical implications on the error analysis are suggested.

Keywords: **Grammatical Error, Students' Writing, Surface Strategy Taxonomy**

INTRODUCTION

As an international language, English now takes an important part in all aspects of society. It has been the common language of the world for decades. Almost all countries have made English a must in learning. Even though some of them are still interfered with by the native language, the young, even, speak English daily. As a fact, the growing need to master essay writing has become increasingly important today exactly because writing is the main medium of learning in this modern era such as books, newspapers, and articles on internet sites.(Singh et al., 2017)

Writing as a productive skill differs from listening and other receptive skills. Writing skills must be practiced and learned through experience. It also involves composing, which implies the ability either to tell or retell pieces of information in the form of narratives or descriptions or to transform information into new texts, as in expository or argumentative writing. However, composing a paragraph does not only need a lot of vocabulary, but also correct grammar.(Qamariah et al., 2020)

Almost all the students likely do not know the right use of English sentence structure. It is caused by the lack of grammar instruction that teachers favour communicative activities with a less conscious focus on grammar. As the consequence, it impacts students' writing skills. As the fact, students' writing skill is not developed as the instruction goes on such. For that reason, the beneficial impact of learning grammar toward students' writing competence that should be gotten by students can not be gained.(Jones et al., 2013)

Based on the research problems above, the researcher intended to conduct a research entitled "An Analysis of Grammatical Error on Students' Writing in the Second Grade of Nurul Jadid Islamic Senior High School (MANJ)". This study will focus on the analytical

exposition text material in the second grade of the Excellent Natural Science Program of MANJ.

Review of Literature

Error Analysis

Learners' errors were found in an attempt to transfer their native language to the target language. From this phenomenon, an error analysis is produced to analyze the errors produced by learners in learning foreign languages. The main object is the errors of the learners, especially in constructing the target language.

"Error analysis emerged as a reaction to the view of the second language learning put forward by contrastive analysis theory, which sees language transfer as the main process involved in learning second and foreign languages. Error analysis is trying to explain learners' performance in terms of cognitive process learners use in rearranging the input they receive from the target language. Error analysis movement can be characterized as an attempt to explain learners' errors that Contrastive Analysis or behaviorist theory cannot explain or predict, and in this has been quite successful".(Keshavarz, 2012)

"Error analysis becomes the alternative to contrastive analysis. Error analysis shows that contrastive analysis cannot predict most errors, although more valuable aspects have been included in language transfer studies. The main finding of error analysis is that many of the learner errors generated by the learner made incorrect inferences about the new language rules".(Rustipa, 2011)

Deriving from all assertions above, the researcher concludes that error analysis is an attempt to reveal the errors committed by learners. It is performed to identify the knowledge of a person about language, exactly how a person learns a language, and gain the information about common complications in learning a language, to assist teaching-learning or be a preparation of the teaching materials.

Grammatical error

Grammar is a set of shared assumptions about how language works. Grammar assessments are not based on how learners demonstrate grammar rules, but on their ability to use grammar points to share their ideas, emotions, feelings, or observations with others especially in the context of teaching English in Indonesia. Grammar instruction must be integrated into the development of the four language skills.(Miko, 2018) To avoid misunderstandings, correct grammar is a necessity. However, error in grammatical usage is often carried out by students when they are asked to make a sentence.(Janah, 2015) In this study, the term of error in grammar is called grammatical error. Generally, there are some theoretical concepts to the type of error given by linguists. It is classified into four categories; Linguistic Category Taxonomy, Surface Strategy Taxonomy, Comparative Taxonomy, and Communicative Effect Taxonomy.(Dulay, 1982)

Linguistic Category Taxonomy

The linguistic category taxonomy is classified based on the component of language which is affected by the errors. The language components include discourse (style), semantics and lexicons (meaning and vocabulary), syntax and morphology (grammar), and phonology (pronunciation).

Surface Strategy Taxonomy

Surface strategy taxonomy stresses how learners' modified surface structure can eliminate items that are needed or add unnecessary items; they may give wrong information about an

item or misplace it. The types of this category are omission, addition, misformation, and misordering errors.

Omission error

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for the omission, some types of morphemes are omitted more than others. For example "He look different with the new hairstyle". The sentence omits bound morpheme {-s} on the main verb look. The bound morpheme {-s} functions as the third singular person on the sentence. It should be written, "He looks different with the new hairstyle".

Addition error

Addition errors are the opposite of omissions. They are characterized by the presence of an item that must not appear in a well-formed utterance. For example in the sentence "She doesn't wants to play". The sentence consists of the auxiliary verb doesn't and the main verb wants. It becomes incorrect when it involves the suffix s as a tense marker in the main verb wants. The tense marker should be placed on the first verb doesn't. The sentence should be written, "She doesn't want to play".

Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something, although it is incorrect. The example is in the sentence "She sleeped early last night".

In the sentence, a past tense marker –ed was supplied by the learner on the main verb sleeped. It becomes incorrect when the learner supplies suffix ed as a tense marker. The main verb sleeped should be written slept. Thus, the correct sentence becomes "She slept early last night".

Misordering

Misordering errors are characterized by incorrect placement of a morpheme or group of morphemes in an utterance. For example "Do not be a girl lazy!" The sentence shows that there is incorrect placement of a free morpheme always. The sentence should be written, "Do not be a lazy girl!" Misordering errors may happen because there are differences between L1 and L2 construction.

Comparative Taxonomy

It has been clarified by numerous analysts that learners' second language acquisition errors are caused by the interference of the mother tongue. The classification of errors in a comparative taxonomy is based on a comparison between the second language error structure and other certain types of constructs.

Communicative Effect Taxonomy

Communicative effect taxonomy deals with errors from the viewpoint of their effect on the listener or reader. In this manner, the focus is to distinguish between errors that lead to miscommunication on the defective viewpoint itself.

The nature of writing

The ability to write may be one of the greatest human abilities after the ability to speak.(Tursunovna, 2019) Writing skills are one type of language skill that students must master. Many experts have put forward the meaning of writing. Writing skills are the ability to express ideas, opinions, and feelings to other parties through written language. The accuracy of expressing ideas must be supported by the accuracy of the language used,

vocabulary, grammatical and spelling usage. The purpose of writing is not only to teach someone to convey ideas to the reader but also to strengthen all aspects of the language that students have learned.(Miko, 2018) The success of writing is by using symbols from the language which is understood by the writer and the reader who uses the same language.

Furthermore, analytical exposition text is one of the productions of writing. The social function of it is to persuade the readers or the listeners that something is in the case, to analyze or to explain. Based on Anderson (1997), it has the generic structure as follows(Garintama, 2018):

- Thesis (usually includes a preview argument. It introduces topics and indicates the writer's position).
- Arguments (consists of a point and elaboration sequence. The number of points may vary, but each must be supported by discussion and evidence).
- Reiteration (restates the position more forcefully in the light of the arguments presented)

METHOD
Data Sources
The data source is a place to take data or subjects from which data can be obtained. In this study, the data is taken from one of the classes in Nurul Jadid Islamic senior high school exactly the second student of the Excellent Natural Science Program. In this study, the required data sources were obtained from two sources, namely primary data and secondary data.(Arikunto, 2010).

Primary data
Primary data is the main data source in qualitative research, namely words and actions, the rest is additional data such as documents and others. What is meant by words and actions here are the words and actions of people observed. In this case, the researcher conducted a writing test for the students who learn English as the second language at Nurul Jadid Islamic Senior High School (MANJ) Paiton Probolinggo consisting of 26 students. They are people who are in direct contact with the process and quality of the English learning process at Nurul Jadid Islamic Senior High School (MANJ) Paiton Probolinggo. The researcher stated and admitted that the absence of information was influenced by considerations of funds and time that had been budgeted since the commencement of the research. This is because almost all research implementation has a very limited research schedule even in qualitative research. Therefore, for making more efficient research, there will only be 10 students' writing to analyze.

Secondary data
This secondary data is supporting or complementary data from the main data. The data obtained are from the results of documentation in the form of text and documents related to the focus of research at Nurul Jadid Islamic Senior High School (MANJ) Paiton Probolinggo.

Instruments
In qualitative research, the main instrument is the researcher himself who goes directly to the field to collect data or often called the human instrument whose function is to determine the focus of research, select informants as data sources, collect data, assess data quality, analyze data, interpret data and draw conclusions from their findings (Sugiyono, 2013).

Extension of the participation of researchers allows an increase in the degree of confidence in the data collected (Nugrahani & Hum, 2014). However, the researcher as the main instrument of the research needs a helping instrument. The helping instruments used in

this research are observation, test, and documentation as the purpose to analyse the grammatical errors in students' writing.

Procedures

In this study, the researcher carries out the research stages according to Lexy J. Moleong to do the research(Moleong, 2021), as follow:

Planning stage

1. The activities carried out in the planning phase include:
2. Preparing the research design
3. Choosing a research field, while the place for this research field is at Nurul Jadid Islamic Senior High School (MANJ) Paiton Probolinggo.
4. Determining and formulating research instruments.
5. Exploring and assessing the field, the researchers did this by knowing in advance the situation and conditions at Nurul Jadid Islamic Senior High School (MANJ) Paiton Probolinggo, either directly or indirectly.
6. Selecting and making use of informants. The informants that the researchers chose were Educators and Education Staff and Students.
7. Preparing research equipment.
8. Paying attention to research ethics.

Implementation stage

1. Data collection
   Data collection is looking for, analysing, and compiling data obtained from observations, documentation, and writing tests. It starts from writing tests to students. After that observation and data collection from the field, reviewing relevant theories, and documenting research data.
2. Data analysis
   At this stage, the researchers compile all the data that has been collected systematically and in detail so that the data is easy to understand and the findings can be communicated to others.

Reporting stage

This stage is the final stage of the research stage that the researcher did. This stage is carried out by making a written report and the results of the research that has been done. This report will be written in the form of a thesis.

Data analysis

The present study analyses the data based on Corder in Ellis (1994: 48) in (Zakiah, 2015). The steps in analyzing errors are collecting samples of learner language, identifying errors, classifying them according to their nature, and evaluating their seriousness.

Data triangulation

In this study, triangulation of data sources is carried out by the researcher. Until the complete data is then validated from various sources so that it can be the basis for drawing conclusions. With this technique, it is hoped that the data collected will fulfill the construct of drawing conclusions. Thus, it is expected that the data collected is feasible to use.

FINDINGS AND DISCUSSION

After collecting the data, the researcher identified and classified the writing composed by the students. It was found that the students committed many grammatical errors in composing the analytical exposition text, as in the following:

Omission errors

The student committed omission errors in composing the text. They omitted some morphemes that actually must appear in a well-structured sentence.

Content Morpheme

Almost all of the sentences from the respondents likely omit the verb. Taking one of the examples from respondent 2, *Sometimes the keeper angry to me* is incomplete sentence because it omits the verb *is*. The verb must appear as the auxiliary verb in a nominal sentence. The complete sentence should be *Sometimes the keeper is angry to me.*

Grammatical Morpheme

Almost all of the sentences from the respondents likely omit the bound morpheme –s/-es, either as tense marker or quantifier. Some also omit the –ing gerund in the sentence. One of the examples is from respondent 9, *Santri need much money for pay something* is incomplete sentence because it omits some structures that must appear to form a complete sentence. The underlined word *need* omits the grammatical morpheme *–s* that must appear regarding to the singular subject *Santri*. Additionally, the underlined word *pay* omits the –ing gerund that must appear after preposition. The complete sentence should be *Santri needs much money for paying something.*

Addition Errors

In addition to the omission errors, the students also produced addition errors in composing analytical exposition text by adding an item that must not appear in a well-formed utterance. Below are the descriptions.

Double Marking

There are two kinds of complete sentence, they are nominal and verbal. Both structure is completely known as 16 tenses. In the sentence *Many factors that can causes this college become firm collage* from respondent 9, for example, is grammatically incorrect. The verb *causes* should not be added by *–s* because after modal auxiliary should be bare verb. The sentence should be written *Many factors that can cause this college become firm collage.*

Regularization

The sentence *I must asking to the keeper* is grammatically incorrect because it adds an item which should not appear in a well formed sentence. The item –ing must not appear after modal auxiliary as in the sentence *I must asking to the keeper.* The correct sentence should be *I must ask to the keeper.*

Simple Addition

In the simple addition, the respondent adds an item which should not appear in a well formed sentence. One of the examples is the sentence *Nurul Jadid's a supervisor has this idea to help in order Santri's money not always lost.* The underlined word *a* should not appear there because the subject *Nurul Jadid's supervisor* has been well-formed without adding an article in the midst of it. Additionally, the underlined words *to help* seem unnecessary since it is completely understandable. The correct sentence should be *Nurul Jadid's supervisor has this idea in order Santri's money not always lost.*

Misformation Errors

The misformation errors were produced by the students by constructing the wrong form of the morpheme or structure. They supplied something although it is incorrect. The misformation errors occur in students' writing on two kinds; they are archi-forms and alternating forms, as explained below.

Archi-Forms

In the sentences from respondents, there are misformation errors exactly the kind of archi-forms. Archi-forms means the selection of one member of a class of forms to represent others in the class. One of the examples is the sentences from respondent 5, *Everyone <u>have</u> gadget.* The underlined word is grammatically incorrect. The word *everyone* should be followed by *has.* The correct sentence should be *Everyone has gadget.*

Alternating Forms

The errors committed by the respondents in the sentences are called alternating form. It occurs when the use of archi-forms gives way to the apparently fairly free alternation of various members of a class with each other. As the example from the sentences above is *Our parent can use mobile which <u>can download</u> in Google Playstore.* This sentence is incorrect because the underlined words should be added by *be* and then change the verb *download* to be past participle as passive sentence. The correct sentence should be *Our parent can use mobile which <u>can be downloaded</u> in Google Playstore.*

Misordering Errors

The students also produced misordering errors in the writing. Misordering means that the items are incorrectly placed. One of the examples from the sentences, *I do not know <u>I spend</u> how much money in one day*, it has some items which are incorrectly placed. The word *I spend* should be placed after the conjunction *how much* as the dependent clause. The correct sentence should be *I do not know how much I spend money in one day.*

After identifying and classifying the data collected, the occurrence of each group of errors is then calculated to know the frequency and percentage of those errors produced by the second students of the Excellent Natural Science Program of Nurul Jadid Islamic Senior High School (MANJ). The data was then tabulated to find the most frequent errors produced by the students in composing analytical exposition text. To begin with, the researcher counted the error percentage of each respondent and then totalled the result of those.

Table 1. The percentage of respondent 1 text

Category	Error Occurrence	Percentage
Omission	1	20%
Addition	3	60%
Misformation	1	20%
Misordering	0	0%
Total	5	100%

Table 2. The percentage of respondent 2 text

Category	Error Occurrence	Percentage
Omission	7	47%
Addition	5	33%
Misformation	2	13%
Misordering	1	7%
Total	15	100%

Table 3. The percentage of respondent 3 text

Category	Error Occurrence	Percentage
Omission	4	57%
Addition	1	14%
Misformation	2	29%
Misordering	0	0%
Total	7	100%

Table 4. The percentage of respondent 4 text

Category	Error Occurrence	Percentage
Omission	16	70%
Addition	2	9%
Misformation	4	17%
Misordering	1	4%
Total	23	100%

Table 5. The percentage of respondent 5 text

Category	Error Occurrence	Percentage
Omission	6	38%
Addition	4	25%
Misformation	4	25%
Misordering	2	13%
Total	16	100%

Table 6. The percentage of respondent 6 text

Category	Error Occurrence	Percentage
Omission	7	39%
Addition	5	28%
Misformation	5	28%
Misordering	1	6%
Total	18	100%

Table 7. The percentage of respondent 7 text

Category	Error Occurrence	Percentage
Omission	6	40%
Addition	4	27%
Misformation	4	27%
Misordering	1	7%
Total	15	100%

Table 8. The percentage of respondent 8 text

Category	Error Occurrence	Percentage
Omission	7	29%
Addition	7	29%
Misformation	9	38%
Misordering	1	4%
Total	24	100%

Table 9. The percentage of respondent 9 text

Category	Error Occurrence	Percentage
Omission	10	53%
Addition	5	26%
Misformation	2	11%
Misordering	2	11%
Total	19	100%

Table 10. The percentage of respondent 10 text

Category	Error Occurrence	Percentage
Omission	6	46%
Addition	3	23%
Misformation	3	23%
Misordering	1	8%
Total	13	100%

Table 11. Total of the error percentage

Respondents	Omission	Addition	Misformation	Misordering	Total
Respondent 1	20%	60%	20%	0%	100%
Respondent 2	47%	33%	13%	7%	100%
Respondent 3	57%	14%	29%	0%	100%
Respondent 4	70%	9%	17%	4%	100%
Respondent 5	38%	25%	25%	13%	100%
Respondent 6	39%	28%	28%	6%	100%

Respondent 7	40%	27%	27%	7%	100%
Respondent 8	29%	29%	38%	4%	100%
Respondent 9	53%	26%	11%	11%	100%
Respondent 10	46%	23%	23%	8%	100%

Based on the data above, the highest students' errors frequency is omission with the total 44%. The second is addition error with score 27%. The third is misformation with the score 23%. The last is misordering with the total of error percentage 6%. The data is shown in the chart below.
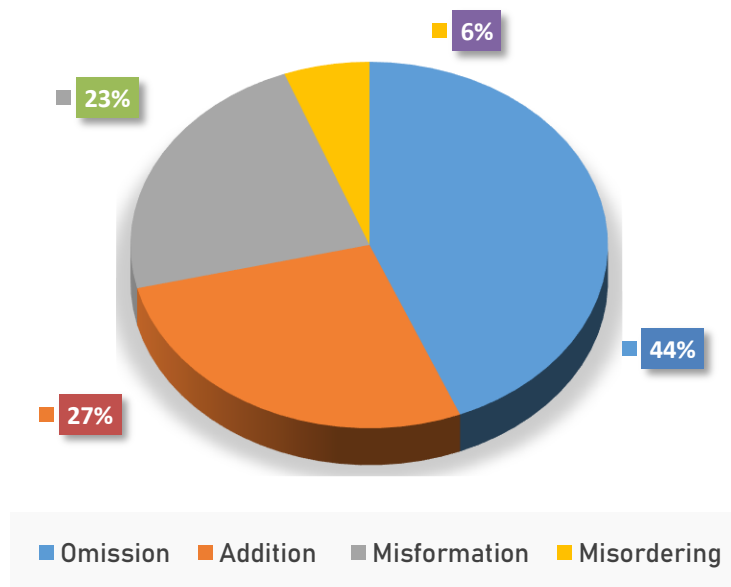

Figure 1. Total of the error percentage

Finally, an evaluation of the results of the analysis is carried out so that suggestions can be developed for improving language learning in the future. Thus, the analysis of language errors is expected to provide pedagogical implications for improving the quality of learners. After finding all the errors produced by the students, the teacher can deal with the practical need of the learning process and devise appropriate materials and teaching techniques. The frequency of errors will enable the teacher to teach at the point of error and to put more emphasis on those areas where the error frequency is higher.

Based on the research findings shown above, it is found that the second grade students of Nurul Jadid islamic senior high school (MANJ) produced errors in composing analytical exposition text on the basis of four criteria from surface strategy taxonomy proposed by Dulay's theory. They are omission, addition, misformation, and misordering errors. As asserted by Keshavarz, student's error production is always important for the teacher since it provides invaluable information to the teaching learning.(Keshavarz, 2012)

With regard to the result of the analysis, the most errors produced by the students were omission error. It appeared in the students' writing for about 44%. The second highest error came from the addition errors which was 27%. Then, the third highest error produced was the misformation error for about 23%. Last, the lowest errors students produced was misordering error which was only 6%.

10

The researcher found that the omission of verb and tense marker are the highest errors in the writing. The students committed these errors more frequently than others. The example is Sometimes the keeper angry to me. The sentence is grammatically incorrect because it omits the verb is that must appear before the adjective angry. It happens because the student translated the sentence from Indonesian to English, Terkadang penjaganya marah kepada saya. Another example is Government forbid all school to open. The sentence is also grammatically incorrect because it omits the tense marker –s in the verb forbid that must appear to agree with the singular subject. It is also translated from Indonesian sentence Pemerintah melarang semua sekolah untuk buka. It means that the students interfered the native language to the second language learning. As Puspitasari stated, omission is the most common errors committed by the students in writing with the target language.(Puspitasari, 2013) On the other hand, Emmaryana also noted that the error of tense is the most frequent errors produced by the students.(Emmaryana, 2010)

As the fact, Indonesian sentence has a different grammatical structure from English. There are no rules of tense marker or verb addition in Indonesian. This different grammatical structure causes students to produce errors in the writing. Keshavarz suggested that the errors caused by phonological, morphological, grammatical, lexico-semantic, and stylistic elements of the learner's first language transfers to the learning teaching of the second language is interlangual error.(Keshavarz, 2012) It happens because the first language incorporation into the target language is a common source of errors among learners of a second or foreign language.(Heydari & Bagheri, 2012) Thus, the source of the error is called as interlingual error that the errors produced by second grade student of MANJ appeared because of the interference from the native language.

Despite of those errors, there are other error items on each surface strategy taxonomy. In omission error, the students omit some important items that must appear in well-structured sentence. In spite of tense marker and verb omissions as the most frequent item omitted, the students also omitted plural marker, gerund, to-infinitive, determiner, and preposition. From the data analysis, the tense marker omission occurred 19 times, verb omission 19 times, plural marker 17 times, determiner 12 times, gerund and to-infinitive 11 times, preposition 2 times, and degree marker 1 time. Thus, the highest error came from tense marker and verb omissions and the lowest came from degree marker omission.

In addition error, they were categorized because the addition of conjunction which occurred 9 times, verb 8 times, incorrect/wordy words 7 times, bound morpheme and preposition 6 times, gerund 5 times, adjective and to-infinitive 2 times, and subject, article, and noun 1 time. It showed that the highest error came from the addition of conjunction and the lowest came from the addition subject, article, and noun.

In misformation error, the errors produced by the use of the wrong form of the morpheme or structure, they are tense marker 22 times, incorrect word 14 times, preposition 3 times, and gerund 2 times. The highest error came from the misformation of tense marker and the lowest came from the misformation of gerund.

The last, misordering error occurred because the incorrect placement of a morpheme or group of morphemes in the sentences such as adjective and noun 3 times, adverb 2 times, and subject 1 time. So, the misordering of adjective and noun was the highest error and subject came from subject.

From the analysis above, the researcher attempts to answer the research problem formulated. The common error done by the second grade student of Nurul Jadid islamic

senior high school (MANJ) in composing analytical exposition text was omission error exactly verb and tense marker items. It was possibly caused by interlingual error.

CONCLUSION

The importance of English which influences the educational system in Indonesia and the phenomena of learning English rose among students of Nurul Jadid Islamic senior high school (MANJ) has encouraged the researcher to reveal grammatical errors committed by the second grade students in their English composition. Based on the display of the data in this study, it is found that there are one hundred and fifty five errors in 10 students' writings.

The researcher analyzed the grammatical errors based on surface strategy taxonomy by Dulay. It consists of omission, addition, misformation, and misordering errors. The most common error done is omission with the percentage 44%. The second most common error is addition with the percentage 27%. The third most common error is misformation with the percentage 23%. Then, the lowest error done is misordering with the percentage 6%.

It is clear that in their writing, the students still make errors. By investigating the percentages of the errors, the students make most frequently errors in omission area. It means that omission is considered to be more difficult than the others.

REFERENCES

Arikunto, S. (2010). Metode peneltian. *Jakarta: Rineka Cipta*.

Dulay, H. (1982). *Language two*. ERIC.

Emmaryana, F. (2010). *An Analysis on the Grammatical Errors in the Students' Writing*.

Garintama, D. Y. P. (2018). *Analysis on Analytical Exposition Text Written by Eleventh Graders of SMA Hang Tuah 4 Surabaya*. *6*(1), 9–16. https://jurnalmahasiswa.unesa.ac.id/index.php/retain/article/view/22761/20869

Heydari, P., & Bagheri, M. S. (2012). Error Analysis: Sources of L2 Learners' Errors. *Theory & Practice in Language Studies*, *2*(8).

Janah, M. (2015). *Analysing The Students' Grammatical Error on Writing Narrative Text*. *1*(2), 57–64. http://ejournal.stkipmpringsewu-lpg.ac.id/index.php/smart

Jones, S., Myhill, D., & Bailey, T. (2013). Grammar for writing? An investigation of the effects of contextualised grammar teaching on students' writing. *Reading and Writing*, *26*(8), 1241–1263.

Keshavarz, M. H. (2012). *Contrastive Analysis & Error Analysis (New Edition)*.

Miko, A. J. (2018). *Analysis of Students Grammatical Errors in Writing*. UIN Ar-Raniry BANDA ACEH.

Moleong, L. J. (2021). *Metodologi penelitian kualitatif*. PT Remaja Rosdakarya.

Nugrahani, F., & Hum, M. (2014). Metode penelitian kualitatif. *Solo: Cakra Books*.

Puspitasari, D. (2013). *Grammatical errors made by the second semester students in writing II subject in the English education department of Yogyakarta State University in the accademic year of 2012/ 2013*. 1–165. https://eprints.uny.ac.id/20520/

Qamariah, H., Sri Wahyuni, & Meliana. (2020). an Analysis of Students' Grammatical Errors in Writing English Text in the Second Grade Students of Smk-Smti Banda Aceh. *Getsempena English Education Journal*, *7*(1), 58–71. https://doi.org/10.46244/geej.v7i1.1041

Rustipa, K. (2011). Contrastive Analysis , Error Analysis, Interlanguage and the Implication to Language Teaching. *Pengembangan Humaniora*, *11*(1), 16–22.

Singh, C. K. S., Singh, A. K. J., Razak, N. Q. A., & Ravinthar, T. (2017). Grammar Errors Made by ESL Tertiary Students in Writing. *English Language Teaching*, *10*(5), 16–27.

Sugiyono, D. (2013). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D*.

Tursunovna, Z. Z. (2019). *Developing Writing Skills in Teaching Foreign Languages*. 106–108.

APPENDIX
Writing Text Question
Instruction
Write an analytical exposition text with the themes; 1) Coronavirus Pandemic, 2) E-Bekal Application, and 3) The Use of Gadget! Min. 3 paragraphs.