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### AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN WRITING REPORT TEXT AT ELEVENTH GRADE SMAS TAMANSISWA SINGOSARI MEDAN

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#### ABSTRACT

This study, titled “*An Analysis of Students’ Grammatical Errors in Writing Report Text at Eleventh Grade SMAS Tamansiswa Singosari Medan*”. The study aimed to find out what types of grammatical errors in the students' report text writing and the causes of the errors. The research employed a descriptive qualitative method, focusing on 11th-grade students from the IPS2 class at SMAS Tamansiswa Singosari Medan. Data collection was conducted through documentation and interviews. The analysis followed the steps outlined by Gass and Selinker, which included collecting the data, identifying students' errors, classifying errors, and analyzing cause of error. The findings revealed four types of errors in the students' report texts: omission, addition, misformation, and misordering, totaling 44 errors. Specifically, there were 10 omission errors (22.72%), 13 addition errors (29.54%), 12 misformation errors (27.27%), and 9 misordering errors (20.45%). The most frequent error type was addition, with the total 13 or 29.54% errors. The causes of these errors were identified as carelessness, influence from the first language, and issues with translation.

**Keywords:** *Grammatical Errors, Report Text, Writing*

#### INTRODUCTION

Writing is an essential skill in language learning that enables individuals to express ideas, information, and emotions through written communication. In line with Saleh Abbas as cited in Agustin, (2020) defines that Writing skills encompass to express ideas, opinions, and also emotions to others through written language. This definition highlights that writing is not merely a mechanical process but an expressive one that requires careful consideration of how messages are conveyed. For that, to achieve effective communication through writing, it is important to adopt an excellent writing style to ensure that the reader fully understands the topic. This involves selecting appropriate vocabulary, constructing sentences properly, and following grammatical rules.

In educational settings, writing skills are crucial, and students are often required to demonstrate their ability to write in various formats. One type of writing studied at school is report text. Report text is a text that provides detailed information about an object and explains it in general based on analysis. This report text aims to describe the object as it really is, according to the author's observations. So, writers must be able to write sentences clearly and use good grammar so that readers understand our writing.

In reality, not all students are able to perform writing their skills well. According to Li and Zhang (2023), found that students struggle with English writing primarily due to grammatical issues, which are frequently affected by the differences between English and their native language. Graham and Perin (2020), also stated that writing defined the most challenging skill for L2 learners due to the need to simultaneously manage grammar, vocabulary, and text structure. So, here researcher found that students experienced difficulties when writing report texts, one of which was that students made grammatical errors. These grammatical problems seem to recur, and this has shown how important a correct understanding of grammar is in writing.

Some real the example, when students write "They is family" should be "They are family." "The dog run in the park" should be corrected to "The dog runs in the park." "She don't like apples," the correct form is "She doesn't like apples." others "I was happy because they was here," which should be "I was happy because they were here." We can see that there are several errors as in tense and tobe. The error like these may seem trivial, but contribute to a deterioration in writing quality. The facts were revealed in several previous studies such as research by Jamaliah, Ramlan, etc. (2020), Saputri, Ridha, and Dalilan (2023), and Lestari (2023). They found that there were several types of grammatical errors such as omissions, additions, misformations, and misordering that were found on students when writing texts. Which means those errors that were still often found by researchers who want to research grammatical errors.

These errors stem from a limited understanding of proper grammar. Besides that, because the grammar in English is different from the grammar in Indonesian. As a result, students have difficulty developing their English language skills in writing. Even though writing using good grammar is considered difficult compared to other skills, this grammar must be learned by students who want to learn a language. As stated by Wardah (2018), grammar is crucial for students when learning a language, particularly English. Based on the background above, the researcher is interested in conducting error analysis research entitled "*An Analysis of Students' Grammatical Errors in Writing Report Text at Eleventh Grade SMAS Tamansiswa Singosari Medan*". This research aims to analyze grammatical errors in student report texts and find the causes of grammatical errors made by students in their writing.

## **LITERATURE REVIEW**

### **Writing**

Writing skills encompass a something ability to communicate ideas, opinions, and also emotions by written language (Saleh Abbas, as cited in Agustin, 2020). In addition, Dewi (2019), highlights that writing is a crucial skill that should be enhanced in the classroom. By writing, students are capable of express their ideas and thoughts to others people, allowing them to connect with readers (Nurrahmi, 2020). Shortly, writing is an activity for someone who can express their thoughts through words or in short through writing with various interesting developments of ideas. This implies that writing is an intellectual process where one organizes and refines their thoughts into coherent sentences. These sentences then evolve into well-structured paragraphs, ultimately creating a piece of writing that serves as a valuable source of information for readers and make the reader understand what we are talking about in the written form.

### **Grammatical**

A key element throughout of learning a second language is the mastery grammar. This grammar involves the rule that dictate the manner in which words are arranged and joined to form meaningful sentences in a language. Ellis emphasizes that understanding these rules is crucial for effective communication in both spoken and written forms (Ellis, 2017). A similar expert opinion can be found in the work of Biber and Conrad (2019), that grammatical structure refers to the patterns of word arrangement within sentences. They highlight that understanding these patterns is crucial for constructing sentences that are both grammatically correct and meaningful, which is essential for clear communication in any language. So, a solid grasp of grammar enhances the ability to effectively convey messages to readers. According to Burt and Kiparsky (1974), grammatical errors occur when these rules are violated, leading to potentially unclear or poor writing. Therefore, it is crucial for English learners to understand and correctly apply English grammar rules, particularly in writing. Grammatical errors within student writing can occasionally alter the intended meaning of the text, making the study of grammar its essential for improving writing quality.

### **Error Analysis**

Error analysis involves identifying, classifying, and describing errors in both spoken and written language to understand the difficulties learners face when using English (Hasyim, 2002). This process is essential for diagnosing problems in language acquisition and improving teaching methods. According to Corder (1967), error analysis refers to instances where language produced by learners deviates from established grammatical norms due to incomplete knowledge or mastery. This analysis is not limited to written texts but also applies to spoken language. By examining errors systematically, that educators can obtain knowledge in specifically fields where learners face difficulties and also adjust their teaching methods to address these challenges. Error analysis helps in pinpointing the root causes of language problems, whether they stem from misunderstanding grammar rules, incorrect application of vocabulary, or other linguistic challenges. It is a valuable tool for both assessing learner progress and refining teaching strategies. Through detailed error analysis, educators can develop more effective interventions to support language learners. Overall, error analysis is a comprehensive approach to understanding and addressing the gaps in language proficiency.

### **Types of Errors**

According to Dulay, et al. (1982, p. 154), there are four types of errors are as follows omissions, addition, misformation, and misordering.

#### **Omission**

Omission means this type of error occurs when a learner fails to include necessary elements in their sentence. So, these letters are more often omitted by language learners. If someone leaves out important words in a sentence or deletes them accidentally, this can cause difficulties in understanding the message. For example, omitting auxiliary verbs ("is," "are") or omitting verb (s/es) can lead to incomplete or incorrect sentences. An example of errors:

- a. "She **live** on Jl. Mawar" it should be "She **lives** on Jl. Mawar"
- b. "She **going** to the store" it should be "She **is going** to the store."
- c. "The cat **sleep** on the sofa" should be "The cat **sleeps** on the sofa"
- d. "My brother **listen** to music while studying" it should be "My brother **listens** to music while studying"
- e. "They **tired** after the long walk" should be "They **are tired** after the long walk"

- f. "We **excited** about the trip" should be "We **are excited** about the trip"

### Addition

Additions involve inserting unnecessary elements into a sentence that should not be there. So, addition occurs when words that are irrelevant or not needed are added to a word or sentence. This can make the message ambiguous or even misinterpreted. The examples of errors:

- a. "You are **is** not helping them." It should be "You **are** not helping them."
- b. "The food **is is** delicious." It should be "The food **is** delicious."
- c. "He **is plays** soccer every weekend." It should be "He **plays** soccer every weekend."
- d. "The cat **does sleeps** on the sofa." It should be "The cat **sleeps** on the sofa."
- e. "The book **is is** on the table." It should be "The book **is** on the table."
- f. "She **is teaches** at the local school." It should be "She **teaches** at the local school."

### Misformation

Misformation refers to the incorrect use of a word's form within a sentence or language structure. This might involve using the wrong verb tense, incorrect pluralization, or inappropriate adjective forms. Here is an example of a sentence with misformation;

- a. "Naya got lots of **gives** on her birthday party." (Should be "gifts") = "Naya got lots of **gifts** on her birthday party."
- b. "He **don't** like chicken." (Should be "doesn't") = "He **doesn't** like chicken."
- c. "The book **are** on the table." (Should be "is") = "The book **is** on the table."
- d. "We **goed** to the library on Fridays." (Should be "go") = "We **go** to the library on Fridays."
- e. "She **goest** to school every day." (Should be "goes") = "She **goes** to school every day."
- f. "She **do** her homework every night." (Should be "does") = "She **does** her homework every night."

### Misordering

Misordering means type of error involves the incorrect arrangement of words or phrases within a sentence. Misordering happens when the sequence of words or elements in a message is incorrect or confusing, which can lead to a significant change in its meaning. For instance, improper word arrangement in a sentence can make the message hard to comprehend. Examples are as follows;

- a. "She **always is** happy" (Should be "is always") = "She **is always** happy." reflects misordering.
- b. This **movie interesting is**. (Should be "movie is") = "This **movie is interesting**." reflects misordering.
- c. They **tired are** after work. (Should be "are tired") = "They **are tired** after work." reflects misordering.
- d. The **dog friendly is**. (Should be "dog is") = "The **dog is friendly**." reflects misordering.
- e. The weather **nice is** today. (Should be "is nice") = "The weather **is nice** today." reflects misordering.
- f. They **hungry are**. (Should be "does") = "They **are hungry**." reflects misordering.

### Cause of Errors

According to Norrish (1983) in Hasyim, (2002, p. 47), the causes of errors into three types, namely as follows;

### **Carelessness**

Carelessness is a common type of error that arises when someone fails to thoroughly check or proofread their writing before sharing it with others. These errors often include missing or extra letters, such as accidentally omitting a letter in a word or adding an unnecessary one. In addition, punctuation marks might be omitted or placed incorrectly, leading to confusion in the intended meaning of the text. Spelling errors are also prevalent, where words are either misspelled or typed in a rush without verifying their accuracy. Another frequent issue is the use of incorrect words, which can drastically change the meaning of a sentence. These errors, while common, can usually be avoided by taking the time to carefully revise and recheck the text. By paying close attention to detail and thoroughly reviewing the work, writers can minimize these errors and improve the overall clarity and quality of their writing.

### **First language**

First language is a common cause of grammatical errors when learning a second language. This interference occurs because the grammatical structure and rules of the native language often influence how a person constructs sentences in the new language. As a result, learners might unintentionally apply the syntax, word order, or other grammatical features of their first language to the second language. For instance, they might incorrectly order words or choose inappropriate vocabulary, reflecting the patterns of their native tongue. Such errors are particularly prevalent in sentence formation and word usage. However, these mistakes can be reduced by developing a deeper understanding of the grammar rules specific to the second language. Consistent practice and exposure to the target language can also help learners overcome the challenges posed by first language interference.

### **Translation**

Grammatical errors often arise when translating text between languages due to differences in grammatical structures and conventions. Translations that are too literal can result in sentences that sound clunky or grammatically incorrect in the target language. Then, if translate the first language sentence into the target language, word by word. This can cause the most common errors. Then also, when translations are too literal, the resulting sentences may sound awkward or be grammatically incorrect in the target language. These errors occur when translators attempt to translate a sentence from the source language to the target language word by word, without considering the natural flow and syntax of the target language. Such an approach ignores the nuances and context that are crucial for accurate translation. Consequently, the translation may fail to convey the intended meaning, leading to confusion or misinterpretation. To avoid these issues, it's essential for translators to understand both the source and target languages deeply. By doing so, they can create translations that are not only accurate but also grammatically correct and natural-sounding.

### **Report Text**

Report text as a type of writing designed to systematically and factually outline details about an object, event, or phenomenon. Its primary purpose is to present accurate and detailed information clearly, often utilizing the present tense to ensure that the information is current and relevant (Knapp and Watkins, 2020). The structure of a report text generally includes a general classification, which provides a broad summary of observations, followed

by a description that delves deeper into the specifics of the subject. This structured approach allows for a comprehensive understanding of the topic, whether it concerns an animal, location, person, or another subject of interest.

In crafting report texts, students are encouraged to engage in meticulous research and analysis to ensure that their content is both informative and precise. The main objective is to classify, describe, and present detailed information in a manner that is accessible and understandable to the reader. By adhering to this format, students can effectively communicate their findings and insights, contributing to a well-rounded and factual representation of the subject matter. This process not only enhances their writing skills but also improves their ability to analyze information.

## **RESEARCH METHOD**

The research employed a qualitative method with a descriptive approach. It was conducted at SMAS Tamansiswa Singosari Medan, focusing on eleventh-grade students during the second semester of the 2023/2024 academic year. The school is located at Jl. Singosari No.11, Sei Rengas Permata, Kec. Medan Area, Medan City, North Sumatra 20214. The researcher selected 23 students as participants for the study. For data collection, documentation and interviews were utilized as instruments. Documentation involved gathering written test data, where the researcher collected students' report text writings to identify various types of grammatical errors. Interviews were conducted to understand the underlying causes of these grammatical mistakes in the students' report texts. The study applied an error analysis method based on the steps outlined by Gass and Selinker (2008:103). These steps included:

### **1. Collect Data**

Collecting data is the first step in error analysis. This data can be in the form of written tests or other tasks that demonstrate the learner's use of language. In collecting data, researcher must be careful not to direct or influence students' answers so that the resulting data is valid. So, here researcher collect data from students' writing in the form of documents that will be analyzed.

### **2. Identify the Error**

The next step is to identify errors contained in the data. The identification process involves the researcher reading the data carefully and noting any errors in language use. In this step, the data collected is identified to reveal grammatical errors in students' writing.

### **3. Classify the Error**

After that, classify errors into meaningful categories. These categories can be based on the type of error. Systematic classification allows researcher to see patterns of errors in which learners experience significant difficulty. In this step, researcher classify errors based on the taxonomy of surface strategies according to Dulay et al (1982). The grammatical errors found are classified according to type, such as omission, addition, misformation, and misordering.

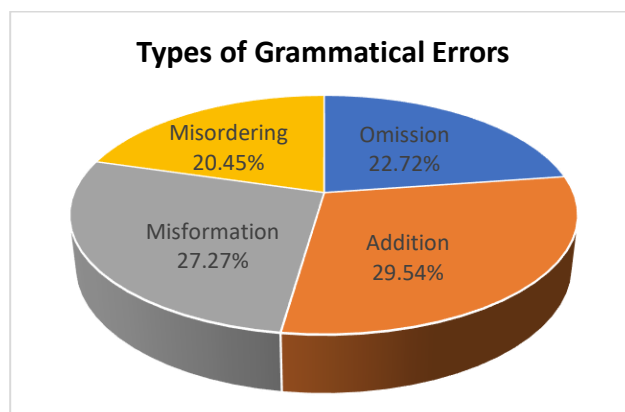
### **4. Analyze Causes of the Error**

The final step in error analysis is analyzing the causes of the errors that have been classified. Researcher interviewed students after getting the results of their writing. Researcher analyzed student interview transcripts to determine the causes of errors. The results of data analysis are described descriptively. Then draw conclusions based on analysis of the data that has been collected to produce research results.

## **RESULT AND DISCUSSION**

## The Types of Grammatical Errors on Students' Writing Report Text

The researcher focus is the result of students' grammatical errors in writing report texts, specifically examining types such as omission, addition, misformation, and misordering. Additionally, interviews were conducted to determine the causes of these grammatical errors. This study took place at SMAS Tamansiswa Singosari Medan, targeting the XI IPS 2 class. The findings revealed four types of errors in the students' report texts: omission, addition, misformation, and misordering.



**Figure 1**  
**The Percentage Results of Students' Errors**

The diagram above illustrates the percentage of types of student errors in writing report texts. It reveals that there are four error categories: omission with 10 errors (22.72%), addition with 13 errors (29.54%), misformation with 12 errors (27.27%), and misordering with 9 errors (20.45%). The data reveals that the dominant grammatical error in students' report text writing is addition, with the total of 13 (29.54%) errors. The following section detail the types of grammatical errors in students' writing report text.

### a. Omission

Omission means removal of elements that should be in the word. The research found 10 omission errors after collected all the omissions in students' writing report text. Percentage of errors of omission 22.72%. Examples of omissions can be seen below. Data was presented as a sample:

**Table 1**  
**Students' Omission Errors**

Initial name	Error identification	Correction	Explanation	Types error
AA	His legs _ very very long.	His legs <b>are</b> very very long.	The word before "very" should be added "are"	Omission
TH	It <b>live</b> in bushes and forests.	It <b>lives</b> in bushes and forests.	The word "live" should be "lives"	Omission

After analysis, it was found that students often made errors because removed or omissions s/es to match the subject and verb, and failed to add to be "is, am, are". So, the data above, student errors were caused by missing "to be". The last one, omission of the verb "s/es" in the sentence. Students wrote the word "live" which should be "lives". Students did

error in use the verb or didn't understand singular or plural forms when made a sentence, so happened errors in their sentences.

### b. Addition

Errors of addition involve including elements that should not be present in the text. The research found 13 of addition errors in the students' writing, which percentage the total for 29.54% of the total errors. Examples of these addition errors are provided below, with data was presented as a sample:

**Table 2**  
**Students' Addition Errors**

Initial name	Error identification	Correction	Explanation	Types error
RA	If they <i>feels</i> disturbed.	If they <i>feel</i> disturbed.	Addition of word "feels" it should be "feel"	Addition
DRN	Cats <i>eats</i> meat.	Cats <i>eat</i> meat.	Addition of word "eats" it should be "eat"	Addition

In all the sentences, the verbs were not properly formed. Students should be omitted the morpheme "s" for verbs in the subjects I, You, They, and We. Consequently, students mistakenly added -s to verbs where it was not appropriate, because in sentences students were using the present tense. This resulted in errors in verb form usage.

### c. Misformation

Misformation defines as the incorrect usage of morphemes or structures within writing. The research found 12 misformation errors after collected all the misformation in students' writing report text. The percentage of errors of misformation 27,27%. Examples of misformation errors can be seen below. Data was presented as a sample:

**Table 3**  
**Students' Misformation Errors**

Initial name	Error Identification	Correction	Explanation	Types error
DA	Spiders - <i>spiders is</i> arthropods.	Spiders <i>are</i> arthropods.	The word "is" should be replaced by "are"	Misformation
RSu	Chicken <i>are</i> unggas.	Chicken <i>is</i> unggas.	The word "are" should be replaced by "is"	Misformation

The analysis revealed that students made errors by using "v-ing" in their sentences when they should have used the present tense (v1) for writing report texts. They also made misformation errors, such as using the incorrect form of "to be" (e.g., "is", in their plural sentences, which was supposed to be "are" for plural. And also "are" for plural subjects should be replaced "is" for singular subjects). In this context, students made misformation errors, students were unable to differentiate between V1, V-ing and the appropriate to be (is, am, are) in nominal sentences.

### d. Misordering

Misordering involves the incorrect placement of a morpheme or group of morphemes within a sentence or in a student's writing. The research found 9 misordering errors after collected all the misordering in students' writing report text. The percentage of errors of misordering 20,45%. Examples of misordering can be seen below. Data was presented as a sample:

**Table 4**



### Students' Misordering Errors

Initial name	Error Identification	Correction	Explanation	Types error
AK	Jellyfish <i>not are</i> fish.	Jellyfish <i>are not</i> fish.	The word "not" should be positioned after "are" to avoid incorrect placement.	Misordering
RA	Pet <i>are dogs</i> usually docile and obedient.	Pet <i>dogs are</i> usually docile and obedient.	The word "are" should be correctly positioned after "dogs" to avoid incorrect placement.	Misordering

After analysis, students did not understand about ordering. So, seems in writing did not appear to form proper sentences. In this situation, that the students made misordering errors, due to they were still confused in forming sentences in positive, negative or interrogative pattern. And also, it should be started with the Subject first, then followed by a verb or form nominal.

### The Causes of Students' Grammatical Errors in Writing Report Texts

To validate the data, the researcher employed triangulation through documentation and interviews. Documentation was used to identify all types of grammatical errors, including omission, addition, misformation, and misordering. After do collecting data from the students' writing, errors were identified and categorized according to Surface Strategy Taxonomy (omission, addition, misformation, and misordering). Out of a total of 44 errors, there were 10 omission errors (22.72%), 13 addition errors (29.54%), 12 misformation errors (27.27%), and 9 misordering errors (20.45%). The study found that the dominant type of error was addition, with total errors of 13 (29.54%).

Interviews were conducted to investigate the causes behind the grammatical errors in the students' report texts. According to the findings from these interviews, several causes contribute to these errors. The results align with Norrish's (1983) theory, as cited in Hasyim (2002, p. 47), which categorizes the causes of errors into three types: carelessness, first language, and translation.

First, there is carelessness, based on interviews conducted, it was found that students made errors in writing report texts because they were careless. Students admitted that they were in a hurry to finish their writing. Lack of attention to detail results in many errors. Not being aware of any re-checking of writing or assignments which causes writing errors, for example incorrect placement of words, omission or addition of to be or s/es verbs that match the subject and verb, etc.

Can be seen in the sentence:

"It *live* in bushes and forests". It should be "It *lives* in bushes and forests." - (Code student TH)

This is proven by this statement;

*"Kalau buru – buru sih, Biasa aja si Miss. Tapi emang saya tidak cek ulang saja. Karena semakin saya cek kembali takut saya ganti – ganti jadi malah tambah salah. Tidak yakin sama diri saya sendiri Miss. Jadi begitu saja." - (code students TH).*

Second, the influence of the first language was evident, as students were still affected by their native language when writing in English. They tended to transfer sentence

structures from Indonesian to English, which often did not align with English grammar rules. This phenomenon, called negative transfer, often gives rise to errors such as misformation and misordering. Like the sentence they wrote in the report text,

*"Spiders – spiders is arthropods". It should be "Spiders are arthropods." - (DA student code).*

This is proven by the students' answers during interviews, as follows:

*"Itu karena bahasa inggris nya laba – laba kan spiders yakan Miss. Jadi dua kali saya buat. Jadi Spiders – spiders berarti laba – laba gitu miss". - (DA student code).*

The student then also added that:

*"Iya masih Miss, sedikit terpengaruh dengan bahasa Indonesia untuk menulis ke bahasa inggris." - (DA student code).*

Here students still make errors because they are still influenced by Indonesian. Because there are no special rules in Indonesian such as singular, grammar, etc. Students need to practice more in writing sentences in English.

The last translation, Students still lack vocabulary. Students are also used to translating sentences word for word. Because the lack of vocabulary, the students still write directly into Indonesian if they do not know the English translation of the language. Such as the sentences they wrote in the report text, the following:

*"Chicken are unggas." It should be "Chicken is poultry." - (RSU student code).*

This sentence is proven by the statement from the student;

*"Iya terjemahin yang saya tau aja, jadi kan saya tulis ayam adalah unggas di kalimat itu, jadi ya udah saya terjemahin kata per kata dan setau saya aja Miss. Jadi lah kalimat nya seperti itu "chicken are Unggas" karena saya tidak tau bahasa inggris unggas ya sudah tulis aja unggas disitu." - (RSU student code).*

The student then also added that:

*"Jadi itu kan artinya "ayam adalah unggas" kan Miss. Nah, jadi saya menuliskan ke dalam bahasa inggris ya ini "Chicken are unggas." Seperti itu Miss. Nah untuk kata "are" itu sendiri itu kan artinya adalah. Lalu untuk "unggas" itu saya tidak tau bahasa inggris unggas apa Miss. Jadi saya tulis aja unggas ya unggas. Begitu deh miss". - (RSU student code).*

For that, students still have difficulty translating into English because of their lack of vocabulary and even lack of confidence in grammar. Students need to do exercises in English especially improving vocabulary.

So, for this research the most prevalent type of error was addition, where students incorrectly added -s to verbs that should not be present in the sentence. Researcher also conducted interviews to clarify the reasons why students made errors in their writing, whereas previous research did not conduct interviews to find out the causes of the errors made by students. So, after getting results, there are three causes why students make errors in their writing. The first error was carelessness, students were still in a hurry to finish their writing, and some even did not double-check their writing, which causes writing errors. The second, the influence of their first language, where students applied Indonesian sentence structures to English, resulting in grammatical errors. and the third was translation, some

students still had difficulty translating into English so they sometimes just wrote directly in Indonesian instead of English.

In this case, teachers must have a way to overcome these grammatical errors. So, in overcoming grammatical errors that appear in writing texts, especially student report texts, teachers apply various strategies. First, teachers teach grammar rules systematically, in a structured manner, using clear examples and lots of exercises. For example, teachers can also provide special lessons on grammar. That way, students gain a clearer understanding of the grammar that must be adhered to.

Another effective strategy is the use of feedback. Teachers provide feedback on students' writing assignments, namely teachers point out grammatical errors and explain why the errors are wrong. This feedback should not only correct errors but also encourage students to reflect on their writing process and understand the underlying rules so that they can be corrected and not make mistakes again. Then, there is a peer review session which is also useful, because students often learn well from each other. By discussing errors in their peers' work, students can develop a more critical view of their own writing. This collaborative approach can also help overcome related errors, as students become more aware of common errors and learn to apply grammar rules more consistently.

## CONCLUSION

There are four types of errors were identified in the students' report text writing: omission, addition, misformation, and misordering. Students frequently add or omit letters that should or should not be present in a sentence, often making errors with tense (verb/nominal) usage. Students also a little un-understand with sentence structure in English, leading to confusion with subject, predicate, and object patterns, which can alter the intended meaning of their writing. Among these errors, addition errors were the most common, with the total 13 or 29.54% errors. The errors were attributed to three main causes: carelessness, where students rushed and failed to re-check their work; influence from first language, as students often wrote according to Indonesian language patterns; and translation issues, where limited vocabulary led students to mix Indonesian with English in their writing.

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