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Analysis of Students' Grammatical Errors in English Writing (Pre-Test) in the English Course at Atma Reksa College of Pastoral Science, Ende - Flores

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Abstract. This research begins with the author's curiosity about the English writing skills of Stipar Ende students of the Catholic Religious Education Study Program, second semester of the 2023/2024 academic year. This research is important for researcher to find out grammatical errors in English writing and as evaluation material for the researcher so she can find out students' weaknesses or shortcomings in writing English. The aim of this research is to find out students' grammatical errors in writing English, especially errors in the language aspect, to find out the most grammatical errors often found by students, and the causes of these mistakes and efforts to avoid these mistakes. From the results of the student pre-test, it can be seen that 10 questions given by a total of 80 students, only 7 students wrote correctly or had no grammatical errors. Most students make grammatical errors in writing English. This analysis uses Surface Strategy Taxonomy to group student errors. This research uses a descriptive method with a qualitative approach. The subjects of this research are the writings of 2nd semester students who are respondents and takes English courses totaling 80 people. The results of the research shows that students' errors in English writing consist of the most errors, namely misformation with a total of 84 or (37%), the next type of error is omission with a total of 74 or (32%), addition errors with a total of 47 or (21%), and the fewest errors were misordering errors, namely 18 (8%). The causes of this error come from the intralanguage and interlingual categories. The intralanguage category is an error that occurs due to the interpretation of the language learner, while the interlingual category is an error that occurs due to the student's lack of understanding of the structure of English. This research provides very valuable information or suggestions for English lecturers to design more effective and varied teaching methods so that students master English grammar or structure and are able to write simple English correctly and precisely.

Key Words: Error Analysis, Surface Strategy Taxonomy, English Writing.

1. Introduction

Language is a communication tool used by humans in the form of symbols or sound symbols which aims to understand what is conveyed between the speaker and the listener. Language plays a very important role in understanding certain meanings. Some Indonesian people have the ability to speak more than one language. Apart from understanding regional languages that are acquired in informal form or used in everyday life among some people in a particular area, you can also understand Indonesian language. Indonesian language is a unifying language throughout Indonesia that must be learned and understood by all people. Indonesian language is studied by students from an early age, both at the Early Childhood Education (PAUD), primary and secondary school levels as one of the subjects and in tertiary institutions as one of the subjects that must be programmed.

In this era of globalization, Indonesian people, apart from mastering Indonesian as a unifying language, are also required to master English as an international language. English is very important for Indonesian people in various fields. For some students, it is important to master English in order to pass the exam. However, for society in general, English is very important because all writing uses two languages, namely Indonesian language and English.

Almost all packaging has English writing. Apart from that, in various public places, such as airports, ports, tourist attractions, hotels, banks, and even hospitals and other public places, there are English writings. Awareness of the importance of written English is felt, especially for those who are involved in the world of higher education. Atma Reksa Ende Pastoral College of Ende, the Catholic Religious Education Study Program makes English a mandatory subject for every student in second semester with 2 credits. This aims to ensure that students who pass the English course are equipped with knowledge of English, both speaking skills and good and correct writing skills.

To master English, there are four skills that need to be learned, namely writing skills, speaking skills, listening skills and reading skills as well as mastery of grammar and structure. Writing skill is one of the complex language skills and is considered difficult by students. Writing activities in English involve various aspects of language, namely grammar, spelling, punctuation, prepositions, text models and tenses.

The reality is that most students still experience difficulties in writing English because of students' lack of knowledge about vocabulary, grammar and the rules that apply in English. Apart from that, students do not practice writing in English enough. Students always think that English is difficult because it is a different way of writing and a different way of reading. Like mathematics which has formulas, English also has formulas and rules that apply. In fact, the grammar structure, vocabulary and spelling in Indonesian are very different from the structure of English. As an example of an Indonesian sentence: '*John mempunyai rambut panjang dan hitam*'. The English sentence becomes: John has black and long hair. In this sentence, structurally in Indonesian, the noun precedes the adjective. However, in English, adjectives precede nouns. This statement causes students to make mistakes or errors both verbally and in writing. Another example; in the Indonesian sentence '*saya cantik*.' However, in English it becomes 'I am beautiful'. This means you have to use to be present otherwise the sentence will be wrong. Apart from that, students usually translate Indonesian sentences straight into English.

The low ability of students to understand English grammar and interference from using their mother tongue or translating directly from Indonesian causes students to make mistakes in writing English. In English, these mistakes are known as errors and mistakes. According to (Meisa 2014,14), errors are systematic deviations or deviations that occur repeatedly and the learner does not realize that what is being done is a deviation. Meanwhile, a mistake is an event that only occurs once and the learner knows about it and immediately corrects it. Apart from that, according to (Ellis 1997, 5) "An error is lack of competence and mistake is performance deviant", which means that an error is a mistake caused by a person's lack of knowledge, while a mistake is a deviation in making a statement. Errors occur due to interference from the first language used by someone. In learning a language, errors are something natural. A person learns from a mistake in order to produce something right. Likewise, learning to write English requires mistakes to be made in order to produce good and correct English writing and in accordance with the rules of English writing.

English writing is one of the most important parts of language learning. The results of student writing on the pre-test become evaluation material for a lecturer to determine student understanding. The discovery of various writing errors that occur is an important note for a

lecturer to find the right solution. This cannot be denied because students come from different educational backgrounds during high school, namely some of them come from the language, science and social studies departments. Apart from that, each student's English learning experience is different, namely some often practice writing, listen to songs and watch native speakers speak from various sources, and some often speak English in their daily lives with people who are experts in English. However, there are those who rarely speak English and use English only when studying at school.

The following is some previous research on the analysis of grammatical errors in English writing. First, research conducted by Sidrah Rachman et al (2019) with the title 'Analysis of Grammatical Errors in English Writing of FIK UNM Primary School Teacher Education Students. The aim of this research is to reveal students' mistakes in English writing practice and how often they occur. This research shows that errors in English writing are divided into 4 parts, namely misformation, omission, addition and misordering. The most frequently made errors were formation errors in sentences, namely 181 or around 44.80% of the total number of student writing errors. Omission errors occurred 136 times or 33.66%, followed by misordering errors 48 times or 11.88% and the least were addition errors.

Second, research conducted by Arso Setyaji et al (2017) aims to identify various grammatical errors based on the Surface Strategy Taxonomy and their frequency of occurrence, as well as finding out various student problems when writing texts in English. The research results show that the most common errors are omissions (68.31%), additions (9.6%), misformations 8.45%, and misordering (2.11%) and the problem faced by students is a weak understanding of tenses, vocabulary mastery, inappropriate lexical choices in sentences, and incorrect sentence structure in the text.

What the two previous studies have in common with this research is that they both analyze grammatical errors in English writing. However, the difference is that in the first study a researcher only knew about grammatical errors in written English, and in the second study, apart from knowing the errors, he also knew about the problems faced by students. Meanwhile, in this study the researcher not only knows errors in English writing based on the Surface Strategy Taxonomy but also knows the causes of English writing errors and the right solutions to overcome these problems. Another difference is that previous research occurred at PGSD FIK UNM and PGRI University Semarang, while this research occurred at Atma Reksa Pastoral College of Ende.

The pre-test is a test given at the beginning of the learning process which aims to determine students' initial ability to write in English. Pre-tests are important for a lecturer to find out students' weaknesses or abilities in understanding the material to be studied. The results of the pre-test will be used as an evaluation material for teachers in determining effective methods to apply so that students are able to understand the material being taught.

Based on the background above, the formulation of the problem in this research is first, what are the types of grammatical errors in English writing in the pre-test of the second semester students who are programming English courses? Second, what types of errors most often occur in English writing in the form of pre-test, third, what are the causes of grammatical errors in students' English writing? And fourth, what is the solution to solve this problem.

The aim of this research is to find out the types of grammatical errors in English writing in the pre-test of the second semester students who are programming English courses, to find out the most common mistakes made, and the causes of these errors, as well as the right solution to solve grammatical errors. The researcher analyzes grammatical errors in English writing using Surface Strategy Taxonomy. Surface Strategy Taxonomy explains how a structure can change either through adding or subtracting letters, or words or certain parts in a sentence or errors in arranging the structure to assemble a sentence (Dulay, 1982: 150). Based on this statement, Dulay explains the types of errors into four parts, namely omission, addition, misformation, and misordering. Omission occurs when the writer or speaker omits several morphemes or words both in speech and in writing. As a result of this omission, the sentence becomes wrong and meaningless. Addition is the opposite of omission, namely the addition of several morphemes or words both in speech and in writing. Misformation occurs due to the wrong form of a morpheme or structure. Meanwhile, misordering occurs due to errors in placing a morpheme or group of morphemes in a sentence. In other words, misordering occurs because of confusion in constructing English sentences. English learners are influenced by the construction of sentences in Indonesian or their mother tongue which results in errors in constructing English sentences.

2. Research Methods

This research uses descriptive research methods with a qualitative approach. The qualitative method aims to explain data in the form of student writing. This statement is supported by the opinion of (Moleong 2007, 6) who states that qualitative research aims to understand phenomena about what is experienced by research subjects, for example behavior, perceptions, motivations, actions holistically by describing them in the form of words and language, at a time. In this research, the researcher chooses a qualitative method to analyze the types of errors contained in students' English writing (pre-test) seen from the Surface Strategy Taxonomy which is grouped into 4 parts. This research was carried out at Atma Reksa Pastoral College of Ende which is located at Gatot Soebroto street, km. 3, Mautapaga, Ende district, East Nusa Tenggara in the Catholic Religious Education Study Program especially at English Course. This research was carried out in February at the beginning of the even semester, the first week of lectures for the 2023/2024 academic year.

The subject of this research is the writing of 2C and 2E semester students who are programming English courses as many as 80 students. The researcher chooses this class because judging from the pre-test results, these two classes mostly experienced errors in writing English compared to other classes. The instrument in this research is a pre-test which is given in the form of 10 questions and students are asked to answer the questions completely in English on the topic of Self Introduction. From the results of the students' answers, the researchers analyzed the errors. Ellis and Barkhuizen (2007) state that the error analysis procedure includes five stages, namely: collecting student language samples, identifying errors, describing errors, explaining errors, and evaluating errors. In this research, the researcher analyzed using several stages, namely identifying English grammatical errors, describing errors based on 4 types of errors (omission, addition, misformation, and misordering), calculating errors using the formula ($P=$

$n1/\sum N \times 100\%$ where P: errors in percentage, $n1$: number of types of errors, and $\sum N$: total number of errors), and explains grammatical errors in English writing.

2. Results And Discussion

Error grouping

Researcher groups grammatical errors based on Dulay's theory which explains the types of errors into four parts, namely omission, addition, misformation, and misordering. Students' English writing errors in the pre-test are grouped into 4 errors with the number of errors and percentages as shown in the following table.

Table 4.1 Percentage of Grammatical Errors by Type

Number	Type of Errors	Number of Errors	Percentage
1	Omission	74	32%
2	Addition	47	21%
3	Misformation	84	37%
4	Misordering	18	8%
	Total Number of Errors	223	100%

From this table, it can be explained that the order of the types of errors most often made by students is misformation with a total of 84 (37%), the next type of error is omission with a total of 74 (32%), addition errors with a total of 47 (21%), and errors the ones with the least amount of misordering were 18 (8%). This value is obtained using the formula $n1/\sum N \times 100\%$, where to get the percentage obtained from the error frequency divided by the number of errors. The percentage of errors is explained as follows: omission errors are obtained by $74/223 \times 100\% = 32\%$, addition errors are obtained by $47/223 \times 100\% = 21\%$, misformation errors are obtained by $84/223 \times 100\% = 37\%$, and errors misordering obtained with the formula $18/223 \times 100\% = 8\%$.

Dominant error type

From the table 4.1 above, it can be seen that the type of error most often made by students or the dominant error in English writing in the pre-test results is formation errors with a total of 84 errors and a percentage of 37%. Students experience many types of formation errors due to lack of knowledge of English, especially the meaning of words. For example, 'I life in Gatot Subroto streat'. According to the correct meaning of English, this sentence should be 'I live in Gatot Subroto street'. Apart from that, the use of structure or grammar in English. The sentence structure in Indonesian is different from the sentence structure in English. For example, 'My hobbies are volleyball and football. In terms of structure or grammar in English, this sentence is wrong, it should be 'my hobbies are volleyball and football. This is because there is more than one preference or the subject is plural, so to be is used as are. Students often make mistakes because they are influenced by their mother tongue or translate sentences in Indonesian directly into English sentences which causes the sentences to be wrong.

Discussion

This section discusses four types of errors in English writing made by students, namely the pre test which consists of omission errors, addition errors, misinformation errors, and misordering errors. Each incorrect sentence was given an explanation and the researcher corrected the sentence into a correct English sentence. In addition, the researcher replaced the respondent's name with an initial in describing each type of error. The four types of errors in English writing are discussed as follows

1) Omission Error

In English writing, students made omission errors with a total of 74 errors with a percentage of 32%. The researcher groups these errors in table form as follows:

Table 4.2. Omission Errors

Students Name	Sentence Number	Incorrect Sentence	Correct sentence
KR	1	My full name Krisogonus	My full name is Krisogonus
YB	2	My ful name is	My full name is
YW	3	I am com from	I come from
MB	4	I com from	I come from
MM	5	I am twenty yers	I am twenty years
	6	Two thousand for	Two thousand four
	7	My hoby is volleyball	My hobby is volleyball
YL	8	I am twenty for	I am twenty four
	9	I am student	I am a student
MK	10	I am studing in Stipar Ende	I am studying in Stipar Ende
	11	My phone number 085239 dst	My phone number is 085239 dst
RB	12	I finished studin in SMAKN 1 Ende	I finished studying in SMAKN 1 Ende
FK	13	I finisd my studyng in SMAK Carmelo	I finished my studying in SMAK Carmelo
	14	I studing in Stipar Ende	I studying in Stipar Ende
MS	15	My full name Maria Suri	My full name is Maria Suri
	16	Am come from Bajawa	I am from Bajawa or I come from Bajawa
AF	17	I com from Ende	I come from Ende
KK	18	I am 20 year old	I am 20 years old
	19	I study STIPAR Ende	I study in STIPAR Ende
MW	20	I finished studing in SMAS Katolik Thomas Golewa	I finished study in SMAS Katolik Thomas Golewa
TA	21	My birthday 29 th	My birthday is 29
	22	I am student	I am a student
	23	I have girlfriend	I have a girlfriend

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MI	24	My age twenty years old	my age is twenty years old
MM	25	My hoby is volleyball	My hobby is volleyball
KD	26	I finisd my study in Bajawa	I finished my study in Bajawa
	27	I from Bajawa	I am from Bajawa
AK	28	Ok thaks for the time and chane to me	Ok thanks for the time and change to me
RT	29	I finshed my study in SMAN 3	I finished my study in SMAN 3
	30	I am a midle child	I am a middle child
	31	My hoby volleyball	My hobby is volleyball
	32	I have to brother	I have two brothers
	33	My brother name is Haven and Hendra	My brother' s names are Haven and Hendra
KT	34	Thanks for the time given to me	Thanks for the time is given to me
	35	My nick name Titin	My nick name is Titin
SB	36	I com from Welamosa	I come from Welamosa
FI	37	I finish my stady SMAKN 1 Ende	I finished my study in SMAKN 1 Ende
	38	I am studing in STIPAR Ende	I am studying in STIPAR Ende
YL	39	I finished studing in SMAN 2 Ende	I finished my study in SMAN 2 Ende
	40	I studing in STIPAR Ende	I am studying in STIPAR Ende
LN	41	I studying SMAN 1 Ende	I studied in SMAN 1 Ende
AC	42	The are seven family	There are seven family
AB	43	My mather is Maria Murri	My mother's name is Maria Murri
	44	My hobby is vollyball	My hobby is volleyball
YD	45	I have three sister and one brother	I have three sisters and one brother
	46	My job student	My job is a student
MT	47	My hoby is reading	My hobby is reading
AA	48	My birthday December	My birthday is December
MS	49	My hobby dancing	My hobby is dancing
MK	50	I live my family	I live with my family
	51	My birthday 23 years old	My birthday is 23
	52	My hobby is sing and reading	My hobby is singing and reading
EY	53	My mather is Maria Mentiana	My mother's name is Maria Mentiana
MB	54	And my two brother	And my two brothers
	55	My birthday eight, may 2005	My birthday is eight, on May 2005.
MI	56	My job student	My job is a student
LL	57	I am student	I am a student
	58	My status is I have girlfriend	My status is I have a girlfriend
MG	59	I am student	I am a student
VB	60	I com form Moni	I come from Moni
MY	61	I com from Maumere	I come from Maumere
MR	62	I from country Indonesia	I am from Indonesia

	63	I twenty years old	I am twenty years old
	64	My hobby listen to music	My hobby is listening to music
AP	65	I am finish study SMA negeri 2 Ende	I finished study in SMAN 2 Ende
KW	66	My hobby is play volyball	My hobby is playing volleyball
EI	67	I nineteen years old	I am nineteen years old
YM	68	I nineteen years old	I am nineteen years old
	69	I am student	I am a student
MM	70	I nineteen years old	I am nineteen years old
	71	I am student	I am a student
YS	72	I live with family	I live with my family
MR	73	My age nineteen years	My age is nineteen years
	74	Two brother	Two brothers

From the sentences above, it shows that students produce omission errors in English writing. In sentences number 1, 11, 15, 21, 24, 31, 34, 35, 46, 48, 49, 51, 55, 56, 64, and 73 students eliminate to be (is), sentences number 27, 40, 62, 63, 67, 68, and 70 students removed to be (am), in sentences number 9, 22, 23, 57, 58, 59, 69, and 71 students removed article (a) and sentences number 32, 45, 54, and 73 students removed the letter (s) in the words brother and sister which are plural forms. For sentences number 3, 4, 17, 36, 60, and 61 students removed the letter (e) in the word come, number 2 students removed the letter (l) in the word full, sentences number 7, 25, 47 students removed the letter (b) in the word hobby. For sentences number 10, 12, 14, 38, 39, and 40, students removed the letter (y) in the word studying and number 13 removed the letter (i) in the word studying. In sentence number 13, 26 students removed the letter (e) and number 29 removed the letter (i) and number 37 removed the letter (ed) in the word finished.

Meanwhile, in sentences number 52, 64 and 66, students removed the verb *ing* in the words sing and listen, number 44 and 66 students removed the word (e) in the word volleyball, numbers 19 and 65 removed the preposition in and 50 removed the preposition with, number 5 and 18 removes the letters (a) and (s) in the word years, numbers 6 and 8 remove the letter (u) in the word four, number 32 removes the letter (w) in the word two. Number 16 removes the word I, number 28 removes the letter (n) in the word thanks and letter (g) in the word change, number 30 removes the letter (d) in the word middle, number 42 removes the letter (re) in the words there and apostrophe (') and the word name, in numbers 43 and 53 students removed the letter (a) in the word mother, and in number 72 students removed the word my as a possessive pronoun.

2) Addition error

In English writing, students made 47 addition errors with a percentage of 21%. The researcher groups these errors in table form as follows:

Table 4.3. Addition Error

Students' Name	Sentence Number	Incorrect Sentence	Correct Sentence
KR	1	I am come from Nuabosi	I am from or I come from Nuabosi

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	2	I am study in Stipar Ende	I study in Stipar Ende
MW	3	I come from in Maumere	I come from Maumere
YB	4	I am finish study	I finish study
YW	5	I'm live in Durian street	I live in Durian street
MC	6	I my study in Stipar	I study in Stipar
MB	7	I finish my studying in	I finish my study in
MG	8	I am live in Perumnas	I live in Perumnas
	9	I am tewenty seven	I am twenty seven
KS	10	I come from in Moni	I am from or I come from Moni
MN	11	I 'am come from Nangapanda	I am from or I come from Nangapanda
JU	12	I am come from Boanio	I am from or I come from Boanio
RB	13	I am cam from Peibenga	I am from or I come from Peibenga
YN	14	I my study in Stipar Ende	I study in Stipar Ende
MS	15	You cann call me Pika	You can call me Pika
MG	16	I'am 19 years old	I am 19 years old
YW	17	I am come from Mauponggo	Iam from or I come from Mauponggo
EB	18	I am come from Mauponggo	I am from or I come from Mauponggo
VR	19	I'm come from Ende	I am from or I come from Ende
	20	I am live in WZ Yohanes street	I live in WZ Yohanes street
MI	21	I am come from Rendu	I am from or I come from Rendu
AK	22	I am study in Stipar Ende	I study in Stipar Ende
FM	23	I come from in Maumere	I come from Maumere
SB	24	I my study in Stipar	I study in Stipar
VI	25	I am com from Maurole	I come from Maurole
SW	26	I am come from Boawae	I come from Boawae
KM	27	I don't have jobs	I don't have job
	28	My hobby is are reading and writing	My hobbies are reading and writing
AC	29	I am from in Indonesia	I am from Indonesia
MS	30	I am from in Indonesia	I am from Indonesia
FT	31	I'm come from Indonesia	I come from Indonesia
MT	32	I'm eighteend years old	I'm eighteen years old
AA	33	I am come from Indonesia	I am or I come from Indonesia
LM	34	I'm live in Samratulangi street	I live in Samratulangi street
MI	35	I am live in Gatot Subroto street	I live in Gatot Subroto street
ST	36	I'm stady with my family	I study with my family
	37	I am come from Ende	I am from or I come from Ende
VE	38	I am study in Stipar Ende	I study in Stipar Ende
MY	39	I am study in Stipar	I study in Stipar
AP	40	I'am a student	I am a student
KW	41	I am come from Indonesia	I am from or I come from Indonesia
	42	I am live in Gatot Subroto street	I live in Gatot Subroto street
	43	I am live with my parents	I live with my parents

AM	44	I am live in Melati street	I live in Melati street
	45	I am ninethen years old	I am nineteen years old
EI	46	I come from in Indonesia	I come from Indonesia
MB	47	I am live family	I live with my family

From the sentences above, it shows that students produced addition errors in English writing in the pre-test. In sentences number 1, 11, 12, 13, 17, 18, 19, 21, 25, 26, 31, 33, 37, 41, and 46 students should not use to do and to be simultaneously in one sentence and in the same sentence. That's right, it should be I am from or I came from. In sentences number 2, 4, 5, 8, 20, 22, 34, 35, 36, 38, 39, 42, 43, 44, and 47 students added to be (am), in sentences number 3, 10, 23, 29, 30, and 46 students added the preposition (in). In sentences number 6, 14, and 24, students add the word my as a possessive pronoun. In sentence number 9, students add the letter (e) to the word twenty, number 15 the student adds the letter (n) to the word cann, in sentences number 16 and 40 the student adds an apostrophe (') to the word I am, number 27 the student adds the letter (s) as plural in the word jobs, number 28 students added to be (is) in the sentence my hobby is reading and writing. Meanwhile, in sentence number 32 the student added the letter (d) to the word eighteen and number 45 the student added the letter (h) to the word nineteen and in sentence number 7 the student added the verb ing to the word studying.

3) Formation Error

In English writing (pretest), students made 84 errors with a percentage of 37% and the researcher grouped these errors in table form as follows:

Table 4.4. Formation Errors

Students' Name	Sentence Number	Incorrect Sentence	Correct Sentence
MB	1	My from Aimere	I am from Aimere
KR	2	My sidoname	My nick name
MW	3	I was bron in Waigoto	I was born in Waigoto
	4	My brother name is Kristian and Paulus	My brothers' names are Kristian and Paulus
YB	5	You can colme	You can call me
	6	I cam from	I come from
YW	7	You can call my Ita	You can call me Ita
MC	8	I life in Irian Jaya street	I live in Irian Jaya street
	9	I want to introjust	I want to introduce
MB	10	I finish my stading in	I finished my study in
	11	I am naintin years old	I am nineteen years old
MG	12	My job is stadents	My job is a student
KS	13	I want to introjudce	I want to introduce
MK1	14	I hobby is singing	my hobby is singing
	15	I am date of birth ten July	My birthday is on July, tenth
MK2	16	My full name in Marlina Nake	My full name is Marlina Nake
	17	I life in Gatot Subroto streat	I live in Gatot Subroto street
	18	My hoby is singing and music	My hobbies are singing and music

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FK	19	You can coll me Rianty	You can call me Rianty
MS	20	Late me introduce my self	Let me introduce my self
	21	I live in durian streat	I live in Durian street
AF	22	You can col mi Enjel	You can call me Enjel
	23	I life in BTN	I live in BTN
	24	I am naintin years old	I am nineteen years old
MF	25	My sare name is Wea	My short name is Wea
TA	26	My hobby is volleyball and football	My hobbies are volleyball and football
YM	27	You can colmi Nesta	You can call me Nesta
	28	I life in Anggrek	I live in Anggrek
	29	Thanks sou mach.	Thanks so much.
MG	30	I live in Gatot Subroto screet	I live in Gatot Subroto street
YW	31	I finshed my study in SMAK Wolosambi	I finished my study in SMAK Wolosambi
EB	32	I finshed my study in SMAK Wolosambi	I finished my study in SMAK Wolosambi
MM	33	I cam from Bajawa	I come from Bajawa
	34	I am stading in Stipar	I am studying in Stipar
	35	I finisid my study in SMAN Golewa	I finished my study in SMAN Golewa
KD	36	You can col me Amel	You can call me Amel
SB	37	You can colmi Santi	You can call me Santi
	38	I life in Asrama	I live in Asrama
VI	39	I'm eightin yeas old	I'm eighteen years old
	40	I am the third child of thir sibling	I am the third child of three sibling
YL	41	You can coll me Oland	You can call me Oland
SW	42	I my study in Stipar Ende	I study in Stipar Ende
LN	43	I camprom Welamosa	I come from Welamosa
	44	You came call mi Amy	You can call me Amy
MW	45	I came from Moni	I come from Moni
	46	My hobbies is singing	My hobby is singing
AB	47	A com from Sumba	I come from Sumba
	48	A live in Gatot Subroto street	I live in Gatot Subroto street
YD	49	My hobby is playing foly ball	My hobby is playing volley ball
AA	50	I live in my family	I live with my family
MS	51	I am one eit years old	I am eighteen years old
FT	52	I'm name is Fransiskus Thomas	my name is Fransiskus Thomas
	53	I am twenti eit	I am twenty eight
	54	My hobby is foodball	My hobby is football.
T	55	I live in Panjaitan streat	I live in Panjaitan street
	56	My hobby are singing and reading	My hobbies are singing and reading
	57	I'm have student.	I am a student.
AA	58	I live in my family	I live with my family
	59	My hobbies is singing	My hobby is singing
EY	60	A come from Maumere	I come from Maumere

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	61	A lif in Gatot Subroto street	A live in Gatot Subroto street
	62	My mather is Maria Mentiana	My mother's name is Maria Mentiana
	63	My sisters is Antonia and Yanty	My sister's names are Antonia and Yanty
	64	My hobby is cooking rais	My hobby is cooking rice
LM	65	I am singel	I am single
YT	66	I am twenty tri years old	I am twenty three years old
	67	There are free family: my mather, sister and my brother	There are three family: my mother, sister and my brother
LL	68	I am eighthin	I am eighteen
MG	69	I live whit my friends	I live with my friends
VB	70	My study in Stipar Ende	I study in Stipar Ende
	71	I life in Perumnas	I live in Perumnas
VE	72	I can from Maumere	I come from Maumere
MY	73	I live in Gatot Subroto stit	I live in Gatot Subroto street
MR	74	I life in Gatot Subroto street	I live in Gatot Subroto street
KW	75	My religious is katolik	My religion is Catholic
EI	76	I live in Gatot Subroto streath	I live in Gatot Subroto street
MA	77	I live in my family	I live with my family
	78	Katolik Religi stady program	Catholic Religious Study Program
	79	I am not married but I am stady	I am not married but I am a student
YM	80	Ai can from Nangapanda	I come from Nangapanda
MM	81	Ai can from Nangapanda	I come from Nangapanda
MB	82	You can colme Ima	You can call me Ima
	83	They is five people	They are five people
	84	I am is study	I am a student

Based on the table above, it shows that students produced formation errors in English writing in the pre-test. For numbers 4, 18, 26, 64, and 83 students should use to be (are) not to be (is), numbers 5, 19, 22, 27, 36, 37, 41, 44, and 82 should be correct sentences you can call me. In sentences number 21, 30, 55, 73, and 76, students should use the word street, sentences number 11, 24, 39, and 68 should use the words nineteen and eighteen, while number 51 should be eighteen, not one eight, and number 53 should be twenty-eight, right? twenti eit. In sentence number 56, students should use the word hobbies, not hobby, and in numbers 46 and 59, students should use the word hobby, not hobbies. For sentences number 50, 58, and 77 you should use the preposition with, not in, sentences number 49 and 54 should use the words volleyball and football. In sentences number 8, 17, 23, 28, 38, 61, 71, and 74 students should use the word live, not the word life. Meanwhile, in sentences number 31, 32, and 35, students should use the word finished as the past form.

Sentence number 7 should be the object me, number 1 should be subject I, number 14 should be the possessive adjective my, sentence number 16 should be to be (is), numbers 9 and 13 should be the word introduce. Sentence number 29 should be the word much, not mach, sentences number 6, 33, 43, and 45, 47, 60, 80, 81, should be I come from, numbers 47, 48, 60, 61, 80, and 81 should be subject I, Number 12 should be the word student not standents, number

52 should be my name not I am name, number 64 should be the word rice, 65 should be single, numbers 66, 67 should be the word three, number 62 should be the sentence my mother's name is, number 20 should be the word let, number 78 should be the word religious, number 34 should be the word studying, sentence number 42 I my study in Stipar should be I study in Stipar without the possessive adjective, number 70 my study in becomes I study in. For sentence number 2, it should be a nickname, not a side name, number 3 should be born, not bro. Sentence number 10 I finished my study in becomes I finished my study in and number 78 should be catholic religious study program.

4) Ordering Error

In English writing, students produced 18 ordering errors and the percentage was %. The author groups these errors in the table as follows:

Table 4.3. Ordering Errors

Students' Name	Sentence Number	Incorrect Sentence	Correct Sentence
AC	1	This is stadi religious studi program	This study is religious study program
	2	My brother two	my two brothers
YD	3	I old nine ten years	I am nineteen years old
LM	4	I am two twenty years old	I am twenty two years old
	5	I am hobby voli ball	My hobby is volley ball
	6	I am berday ninethen, January	My birthday is on January, nineteenth
YT	7	My birthday is sixteen on April	My birthday is on April, sixteenth
MB	8	My job stadeni am	My job is a student
LL	9	I birthday 26 Mey	My birthday is on Mey twentysixth
MG	10	My is hobby volly ball	My hobby is volley ball
MR	11	There are eight my person famil	There are eight person in my family
	12	My number phone 081236..	My phone number is 081236..
YS	13	My date of bridtday four April	My birthday is on April, fourth
FI	14	I am phone number 082190...	My phone number is 082190...
	15	I am is hobby writer	My hobby is writing
EI	16	I date of birth twenty October	My birthday is on October, twentieth
MB	17	I am is hobby singing	My hobby is singing
MI	18	My number phone:082 312 505 272	My phone number is 082 312 505 272
AA	19	My is a'm student	My job is a student

From this table, it can be seen that students also produce ordering errors in English writing. For sentences number 12, 14, 18 my phone number, I am phone number, the English structure is wrong, it should be my phone number is. In sentences number 6, 7, 9, 13, 16, namely I am the ninth day, January, my birthday is on April, I am 26 May, my date of bridal day is fourth

April and I date of birth is twenty October, my birthday should be on. Sentence number 1, namely This is a religious study program, should be this study is a religious study program, sentence number 2, my brother two, should be my two brothers. In sentences number 3 and 4, I am nine ten years old and I am two twenty years old, it should be I am nineteen and I am twenty two years old. Sentences number 5, 10, 15, 17 should be my hobby is, for numbers 8 and 19 students should use the sentence my job is a student, while number 11, namely my is a'm student, should be I am a student.

In general, students make mistakes in writing English because English is not their first language but Indonesian language. It is very natural for a language learner to make mistakes in writing English. They are also not used to writing in English but only at certain times at school. This is supported by Tarigan's opinion that "We should really realize that we cannot learn language without making systematic mistakes" (Tarigan 2011, 126).

3. Conclusion

Based on the results of the research and discussion, the researcher concluded that students produced 4 types of grammatical errors in English writing during the (pre-test). This can be seen from the types of errors most often made by students, namely misformation with a total of 84 or (37%), types of omission errors with a total of 74 or (32%), addition errors with a total of 47 or (21%), and the fewest errors are misordering was 18 (8%). This error can be caused by intralanguage and interlingual categories. The intralanguage category is an error that occurs due to the interpretation of language students, while the interlingual category is an error that occurs due to students' lack of understanding of the structure of English which generally arises because of the differences between English and Indonesian. Apart from that, this research provides very valuable information or suggestions for English lecturers to design more effective and varied teaching methods so that students master English grammar or structure and are able to write simple English correctly and precisely.

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