

THESIS

**PATTERNS AND CAUSES OF GRAMMATICAL ERRORS IN
STUDENTS' ENGLISH WRITING**

By

Shofwatut Tarbiyah

NIM 220107110037



DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
MALIKI ISLAMIC UNIVERSITY
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APPROVAL SHEET

Patterns and Causes of Grammatical Error in Students' English Writing

THESIS

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Has been approved by the advisor for further approval by the board of examiners.

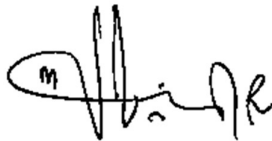
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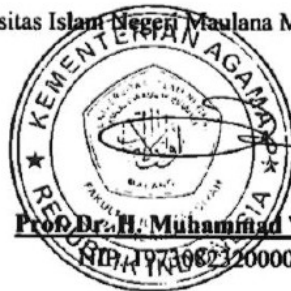
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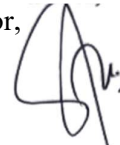
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DECLARATION OF AUTHORSHIP

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the work of any person. Should it later be found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, 4 May 2026

The researcher,



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MOTTO

“The only thing humans are equal in is death.”

Johan Liebert, *Monster* (2004).

“All animals are equal, but some animals are more equal than others.”

George Orwell, *Animal Farm* (1945).

DEDICATION

The researcher dedicates this thesis with heartfelt gratitude to the beloved family whose prayers, sacrifices, unwavering attention, and endless support have been a constant source of strength. This thesis is also dedicated to Septia Dwi Jayanti, M. Pd., the advisor who guided the author in completing it. Furthermore, it is dedicated to friends who bring sweet and sour to motivate the author to keep writing, even in a burning situation. Lastly, it is dedicated to the author herself as a form of gratitude for this achievement, especially for not dying while finishing it.

ACKNOWLEDGEMENT

All praise and thanks to Allah SWT for his blessing and guidance. *Shalawat* and *salam* upon the Prophet Muhammad SAW, who has illuminated our path from darkness to light.

This thesis, entitled “Patterns and causes of grammatical error in students’ English writing,” would not have been possible without the support and encouragement of many. Author deeply grateful to:

1. Me, myself, and I. Good job, bro! You're doing great for not dying. Slow, fill the hollow, let it flow.
2. My beloved parents and family, who always support me even though they keep asking when I will finish this.
3. All fiction characters that keep me sane through the year. There’s no need to write them all; it will need a hundred pages.
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9. Dr. H. Muhammad Walid, MA., as the dean of FITK UIN Malang.

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11. Special thanks to roommates *Kos Ijo Zea* and Anna, the baddies Timi and Yumna, and the gang Nizma and Diah.

The author is fully aware that this thesis is far from perfect. Therefore, the author truly welcomes any suggestions and constructive feedback. Hopefully, this work can bring benefit and insight to the readers and serve as a valuable learning experience for the author.

Malang, 4 May 2026

The researcher,



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NIM. 220107110037

LATIN ARABIC AND TRANSLATION GUIDE

Based on the joint decision of the Minister of Religion and the Minister of Education and Culture of the Republic of Indonesia, Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

A. Alphabet

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	<u>h</u>	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	'
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Long Vocal

Long Vocal (a)	=	â
Long Vocal (i)	=	î
Long Vocal (u)	=	û

C. Diphtong Vocal

أَوْ	=	aw
أَيَّ	=	ay
أُو	=	û
إَيَّ	=	î

TABLE OF CONTENTS

APPROVAL SHEET	ii
LEGITIMATION SHEET	iii
THE OFFICIAL ADVISOR'S NOTE	iv
APPROVAL.....	v
DECLARATION OF AUTHORSHIP	vi
MOTTO	vii
DEDICATION	viii
ACKNOWLEDGEMENT	ix
LATIN ARABIC AND TRANSLATION GUIDE.....	xi
TABLE OF CONTENTS	xii
LIST OF FIGURES	xvi
LIST OF TABLES	xvii
LIST OF APPENDICES	xviii
ABSTRACT.....	xix
ABSTRAK.....	xx
ملخص	xxi
CHAPTER I INTRODUCTION	1
1.1 Background of the Study.....	1

1.2 Research Questions	3
1.3 Research Objectives	4
1.4 Significance of the Research.....	4
1.5 Scope and Limitations.....	5
1.6 Definition of Key Terms	5
1.6.1 English Writing	5
1.6.2 Patterns of Grammatical Errors.....	6
1.6.3 Causes of Grammatical Errors	6
CHAPTER II LITERATURE REVIEW.....	7
2.1 English Writing.....	7
2.1.1 Type of English Writing.....	8
2.1.2 Aspect of English Writing.....	8
2.2 Grammatical Error	9
2.2.1 Patterns or Classifications of Grammatical Error	10
2.2.2 Causes of Grammatical Error.....	12
2.3 Cambridge Standard Skill Test	13
2.3.1 Types of Cambridge test	14
2.4 Previous Studies	16
CHAPTER III METHOD	18
3.1 Type of Research.....	18

3.2 Research Settings	18
3.3 Research Participants	19
3.4 Research Instruments	19
3.4.1 Writing Test	19
3.4.2 Interview	20
3.5 Validity.....	21
3.6 Data Collection Techniques	21
3.7 Data Analysis	22
3.7.1 Collect Data.....	22
3.7.2 Identify Errors	23
3.7.3 Classify Errors.....	23
3.7.4 Quantify Errors.....	23
3.7.5 Analyze Source	24
3.7.6 Familiarisation	24
3.7.7 Generating Codes	24
3.7.8 Developing Themes	24
3.7.9 Reviewing Themes.....	25
3.7.10 Defining and Naming Themes	25
3.7.11 Producing a Report.....	25
CHAPTER IV FINDINGS AND DISCUSSIONS	26

4.1 Findings.....	26
4.1.1 Quantitative Findings.....	26
4.1.1.1 Linguistic Category.....	27
4.1.1.2 Surface Strategy Taxonomy.....	28
4.1.1.3 Communicative Effect Taxonomy.....	30
4.1.2 Qualitative Findings.....	32
4.1.2.1 Interlingual.....	33
4.1.2.2 Intralingual.....	35
4.2 Discussion.....	37
4.2.1 The frequency of Each Type of Grammatical Error Occurs.....	37
4.2.2 The Possible Causes of Grammatical Errors Occur.....	40
CHAPTER V CONCLUSION.....	44
5.1 Conclusion.....	44
5.2 Suggestion.....	45
REFERENCES.....	47
APPENDICES.....	54

LIST OF FIGURES

Figure 2.1 Resources Area of Cambridge One platform.....	15
Figure 3.1 Unit 4 of Cambridge Think Students' Book.....	22

LIST OF TABLES

Table 2.1 Example of interlingual error and intralingual error.....	13
Table 4.1 Error frequency	26

LIST OF APPENDICES

Appendix 1: Writing Test	54
Appendix 2: Interview Guideline.....	55
Appendix 3: Validation Sheet	57
Appendix 4: Interview Transcript	59
Appendix 5: Students' Essay	63
Appendix 6: Result of error classification	69
Appendix 7: Thematic analysis results	90
Appendix 8: Thesis Supervision Record.....	91
Appendix 9: Letter of Research Completion	92
Appendix 10: Curriculum vitae.....	93

ABSTRACT

Tarbiyah, Shofwatut. 2026. Patterns and causes of grammatical errors and students' English writing. *Thesis*. English Education Department. Faculty of Tarbiyah and Teacher Training. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Advisor: Septia Dwi Jayanti, M. Pd

Keywords: communicative effect taxonomy, interlingual, intralingual, linguistic category, surface strategy taxonomy

This study aims to identify the patterns of grammatical errors and the possible causes of those errors in students' writing. Quantitative and qualitative methods are employed in this study, involving 22 students from a junior high school in East Java. The instruments used were a Cambridge writing test (invitation email) and semi-structured interviews. Quantitative data were analyzed using error analysis (EA), while qualitative data were analyzed using thematic analysis. The results revealed 252 errors across three taxonomies. In the linguistic category, syntax errors (32.54%) were more frequent than morphological errors (14.68%). In the surface strategy taxonomy, misformation (17.46%) and omission (17.06%) were dominant, while addition (6.75%) and misordering (2.78%) were least frequent. In the communicative effect taxonomy, most errors were local (7.54%), with only a few global errors (1.19%). The findings also indicate that grammatical errors were caused by interlingual and intralingual factors. However, intralingual factors, such as difficulties in grammar and limited vocabulary, were found to be more dominant than interlingual influence.

ABSTRAK

Tarbiyah, Shofwatut. 2026. Patterns and causes of grammatical error in students' English writing. *Skripsi*. Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing: Septia Dwi Jayanti, M. Pd

Kata kunci: communicative effect taxonomy, interlingual, intralingual, linguistic category, surface strategy taxonomy

Penelitian ini bertujuan untuk mengidentifikasi pola kesalahan tata bahasa dan kemungkinan penyebab kesalahan tersebut dalam tulisan siswa. Metode kuantitatif dan kualitatif digunakan dalam penelitian ini, melibatkan 22 siswa dari sebuah sekolah di Jawa Timur. Instrumen yang digunakan adalah tes menulis Cambridge (undangan email) dan wawancara semi-terstruktur. Data kuantitatif diolah menggunakan *error analysis* (EA), sedangkan data kualitatif diolah menggunakan analisis tematik. Hasil penelitian mengungkapkan 252 kesalahan di tiga taksonomi. Pada kategori linguistik, kesalahan sintaksis (32.54%) lebih sering terjadi daripada kesalahan morfologis (14.68%). Dalam taksonomi strategi *surface*, *misformation* (17.46%) dan *omission* (17.06%) dominan, sedangkan *addition* (6.75%) dan *misordering* (2.78%) paling jarang terjadi. Dalam taksonomi *communicative effect*, sebagian besar kesalahan bersifat lokal (7.54%), dengan hanya sedikit kesalahan global (1.19%). Temuan juga menunjukkan bahwa kesalahan tata bahasa disebabkan oleh faktor interlingual dan intralingual. Namun, faktor intralingual, seperti kesulitan dalam tata bahasa dan keterbatasan kosakata, ditemukan lebih dominan daripada pengaruh interlingual.

ملخص

طرية، شوفواتوت. 2026. أنماط وأسباب الأخطاء النحوية في كتابة الطلاب بالإنجليزية. أطروحة. دروس خصوصية للغة الإنجليزية. كلية التربية وتدريب المعلمين. جامعة مولانا مالك إبراهيم الإسلامية، مالانغ.

تهدف هذه الدراسة إلى تحديد أنماط الأخطاء النحوية والأسباب المحتملة لهذه الأخطاء في كتابة الطلاب. تم استخدام طرق كمية ونوعية في هذه الدراسة، والتي شملت 22 طالبا من مدرسة في جاوة الشرقية. الأدوات المستخدمة كانت اختبارات كتابة كامبريدج (دعوات عبر البريد الإلكتروني) ومقابلات شبه منظمة. تتم معالجة البيانات الكمية باستخدام تحليل الأخطاء (EA)، بينما تتم معالجة البيانات النوعية باستخدام التحليل الموضوعي. كشفت النتائج عن 252 خطأ في ثلاث تصنيفات. في الفئة اللغوية، كانت أخطاء النحو (32.54%) أكثر شيوعا من الأخطاء الصرفية (14.68%). في تصنيف استراتيجيات السطح، كان التشوه (17.46%) والحذف (17.06%) سائدين، بينما كان الجمع (6.75%) والترتيب الخاطئ (2.78%) أندر الأمور في تلك الفترة. في تصنيف التأثير التواصلي، كانت معظم الأخطاء محلية (7.54%)، مع وجود عدد قليل فقط من الأخطاء العالمية (1.19%). تظهر النتائج أيضا أن الأخطاء النحوية ناجمة عن عوامل بين اللغات وداخل اللغة. ومع ذلك، وجد أن العوامل داخل اللغة، مثل صعوبات القواعد وقيود المفردات، كانت أكثر سيطرة من التأثيرات بين اللغات.

CHAPTER I

INTRODUCTION

In this chapter, the researcher provides an introduction, background of the study, research question, research objectives, significance, scope, limitations, and definitions of key terms.

1.1 Background of the Study

Among the four language skills: listening, speaking, reading, and writing, writing is particularly important. This is because writing requires students to understand linguistic structures, to organize, and to clearly express their ideas in written form (Karlin & Karlin, 1984; Shyamala & Saddam, 2021). Through writing, students exhibit their language proficiency as well as their capacity to create writings that are both meaningful and cohesive (Amin, 2023). However, EFL (English as a foreign language) learners still struggle with writing in English, especially those whose structure of the first language differs from English (Ghafar, 2023; Thu, 2024).

In addition to its academic significance, writing also holds an important place in Islamic teaching. The Qur'an emphasizes the value of writing and knowledge in *Surah Al 'Alaq* (96:4-5).

الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Who taught by the pen (4) Taught man that which he knew not (5)

Al-Qurtubi (as cited in Firnanda et al. 2025) interpreted *al-qalam* (the pen) as a symbol of writing as a means of recording and transmitting knowledge, enabling it

to be preserved and passed on across generations. He emphasized that writing is not only a tool of communication but also a respected act in Islam, as it reflects the pursuit of knowledge and gratitude to Allah. In line with this view, this research highlights the importance of teaching students to write effectively, as developing grammatical accuracy allows writing to function as a meaningful medium for learning and sharing knowledge.

English writing becomes even more important in junior high school since it forms the basis of students' academic achievement and communication abilities. Students are expected to write basic texts at this level, including narrative, descriptive, and recount paragraphs. However, a lot of students still have trouble with vocabulary usage, sentence structure, and grammatical accuracy (Ghafar, 2023; Haqnawaz et al., 2024; Phuong & Quynh, 2024). These challenges frequently lead to grammatical errors that reveal limited understanding of English grammar rules as well as interference from native language (Al Farisi & Malihah, 2024; Putri, 2023). As a result, teachers can identify areas that require more attention in the classroom.

To systematically understand students' grammatical errors, it is necessary to classify the types of errors they produce. Dulay et al. (1982) proposed four error taxonomies: linguistic category, surface strategy taxonomy, communicative effect taxonomy, and comparative taxonomy. The linguistic category is identified based on linguistic elements, such as morphology and syntax. The surface strategy taxonomy examines how learners modify structures and is divided into four types: omission, addition, misformation, and misordering. In this research, only three

taxonomies are used: linguistic category, surface strategy taxonomy, and communicative effect taxonomy.

Several studies have also adopted similar taxonomies to analyze grammatical errors in students' writing. Studies conducted by Ismail & Wulandari (2023), Maolida & Hidayat (2021), and Saragi et al. (2025) classified errors using the surface strategy taxonomy, but at different levels: Saragi et al. (2025) at the primary level, Maolida & Hidayat (2021) at the secondary level, and Ismail & Wulandari (2023) at the tertiary level. Furthermore, Anggraeni (2016) analyzed grammatical errors based on linguistic category at the tertiary level. This creates a research gap, particularly in the use of taxonomies at the secondary level. Therefore, this research examined grammatical errors using three taxonomies: linguistic category, surface strategy taxonomy, and communicative effect taxonomy. To enrich the analysis, comparative taxonomy is employed in a further stage to provide a more comprehensive interpretation of the findings. This approach is expected to contribute to a deeper understanding of students' error patterns and offer pedagogical insights for English teaching at the secondary level.

1.2 Research Questions

Based on the background of the study above, the researcher formulated the research questions below:

1. How frequently does each type of grammatical error occur in the English writing of junior high school students?
2. What are the possible causes of grammatical errors in the English writing of junior high school students?

1.3 Research Objectives

Based on the research questions written, the researcher formulated the objective of this study below:

1. To identify how frequently each type of grammatical error occurs in the English writing of junior high school students.
2. To explore the possible causes of grammatical errors in the English writing of junior high school students.

1.4 Significance of the Research

Theoretically, the results of this study are expected to contribute to the field of foreign language and error analysis by providing deeper insights into the patterns and causes of grammatical errors in EFL learners' writing. This study enriches the literature on grammatical error classification, particularly when analyzed through the framework of error analysis as proposed by Gass & Selinker (2008). By employing the Cambridge standard skill test as an assessment tool, the research also strengthens the reliability of the findings, thereby offering a valuable reference for future studies investigating the relationship between learners' grammatical competence and their writing performance.

Practically, the findings of this study are expected to benefit English teachers, students, and future researchers. For teachers, analyzing common errors can serve as a guide to designing more effective teaching strategies that directly address students' recurring grammatical problems. For students, the results may raise their awareness of frequent errors and help them improve their writing accuracy.

Additionally, future researchers can develop methods to address the grammatical errors that occur, particularly at the junior high school level.

1.5 Scope and Limitations

This study focuses on analyzing the patterns and causes of grammatical errors found in the English writing of students in junior high school X in East Java. The data were collected from students' performance on the writing section of the Cambridge Standard Skill Test. The analysis was limited to identify and categorize grammatical errors based on established error analysis theories and interpreting the possible causes of such errors in the context of EFL learning. Those categories are covered by linguistic category, surface strategy taxonomy, and communicative effect taxonomy.

This study is limited to junior high school in East Java. This study was conducted on grade 8, involving 22 female students. Therefore, the findings may not be generalized to all junior high school students in Indonesia. In addition, the data source is restricted to the writing section of the Cambridge Standard Skill Test, which focuses on writing an invitation email, as one of the instruments; thus, the results do not represent students' overall English proficiency. The interpretation of the causes of grammatical errors was limited to observable data through interviews.

1.6 Definition of Key Terms

Here are several terms used in this study.

1.6.1 English Writing

English writing refers to the ability of learners to express their ideas, thoughts, and information in written form using correct linguistic structures

and appropriate vocabulary. In this study, English writing specifically instructs the students to write an invitation email in the writing section taken from the Cambridge Standard Skill Test.

1.6.2 Patterns of Grammatical Errors

Patterns of grammatical errors refer to the recurring types or categories of grammatical mistakes that frequently appear in students' written texts. The grammatical errors are divided into four types as proposed by Dulay et al. (1982); linguistic category, surface strategy category, comparative category, and communicative effect category.

1.6.3 Causes of Grammatical Errors

Causes of grammatical errors are factors that contribute to the occurrence of mistakes in students' writing. In this study, they are limited to interlingual transfer and intralingual interference as proposed by Gass & Selinker (2008).

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher provides an explanation of English writing, grammatical errors, the Cambridge Standard Skill Test, and previous studies.

2.1 English Writing

Writing is a language skill that aims to express ideas and feelings in writing (Fitria, 2024; Kristiawan et al., 2020). According to Vejayan & Yunus (2020), among the four language skills taught in schools, students often rate writing the highest in difficulty, as composition requires a process they must follow due to their limited English proficiency. Therefore, mastering writing skills requires practice and learning through experience (Mufidah & Islam, 2022a). Brown & Hood (2003) elaborated the process of writing as three main stages: preparing to write, drafting, and revising.

The process of writing is not a simple linear sequence but a cyclical activity. Writers may move back and forth between preparing, drafting, and revising, rather than following a fixed order. This model emphasizes that writing requires continuous refinement, where ideas are generated, organized, expressed, and improved in an ongoing cycle. Brown and Hood also stated that, writing process is dependent on “who you are writing to or for (reader), why you are writing (purpose), what you are writing about (content), where you are, how much time you have, how you feel, etc. (situation).”

2.1.1 Type of English Writing

Under Merdeka Curriculum for junior high school (Phase D), English writing activities are designed to help students communicate ideas and experiences through simple and organized paragraphs. The curriculum includes a variety of text types, such as narrative, descriptive, procedural, and short functional texts (*ATP Fase D Bahasa Inggris Kelas VIII*). Short functional texts, which function as practical written communication, consist of messages, notices, announcements, greeting cards, invitation letters, and other brief written forms that convey specific purposes to the reader. According to the Common European Framework of Reference for Languages (CEFR), A2 learners are expected to write invitation emails rather than invitation letters that reflect communication in digital contexts. Despite the implementation of the Kurikulum Merdeka at the institution where this study was conducted, the students are obligated by the school policy to attend supplementary English class on the weekend that follows the CEFR framework. Consequently, the writing instrument employed in this research was also adopted from the Cambridge Assessment English.

2.1.2 Aspect of English Writing

An invitation letter is intended to invite someone or an institution to attend an event, whether formal or informal. Formal invitation letters are usually sent for business, work, or conference purposes. Meanwhile, informal invitation letters are typically used for weddings and birthdays. Nowadays, letters are not only sent through the mail, but also via email. Although it is

informal, when writing an invitation letter, one must pay attention to the generic structure and linguistic aspects. According to Swawikanti (2024), an invitation letter typically consists of a heading, salutation, opening, body, closing, and signature.

The heading includes the sender's address and the date of writing, followed by a salutation that greets the recipient formally or informally. The opening introduces the event and states the purposes of the invitation, while the body provides essential details such as the date, time, place, and other relevant information. Finally, the closing expresses hope for the recipient's attendance and is followed by the signature of the sender. Invitation letters use polite and appropriate language according to the level of formality. Sentences are written clearly and concisely to avoid ambiguity. Proper tenses are applied, and courteous expressions are used to convey respect and warmth.

2.2 Grammatical Error

Grammar is the system of rules that governs how words are combined to form meaningful sentences in language (Dontcheva-Navratilova, 2025). It provides structure to communication and ensures clarity and coherence in writing (Nathir Ghafar et al., 2024). Grammar serves as the foundation of effective learning and teaching, playing crucial yet challenging role in understanding how sentences function in writing as a means of expressing ideas and emotions (Wulandari &

Harida, 2021). In the process of learning a language, learners often deviate from grammatical rules, resulting in what is known as an error.

As stated by Corder (1967), errors occur when a learner's language production reflects a gap in knowledge rather than a mistake, indicating that the learner has not yet fully acquired the correct grammatical rule of the target language. Gass & Selinker (2008) elaborated on the distinction between errors and mistakes. Mistakes are comparable to accidental slips that happen one time only. In contrast, errors are systematic and tend to appear repeatedly because the learner is unaware of them. In such cases, the learner has internalized an incorrect form of the TL as of their linguistic system.

2.2.1 Patterns or Classifications of Grammatical Error

According to Dulay et al. (1982), the literature identifies four main bases for classifying language errors: (1) linguistic category, (2) surface strategy, (3) comparative analysis, and (4) communicative effect. These taxonomies aim to describe observable theories in understanding second language development. Linguistic category components include phonology, syntax and morphology, semantics and lexicon, and discourse. In this category, the researcher only takes morphology and syntax errors found in students' writing. Phonological errors are irrelevant to written data, as they concern pronunciation. Semantic and lexical errors, which involve meaning and word choice, are beyond the scope of this study because this research focused on the grammatical forms rather than meaning or word choice

accuracy. Similarly, discourse errors are related to stylistic features, while this research emphasized sentence-level grammatical classification.

A surface strategy taxonomy highlights the ways surface structures are altered; learners may omit necessary items or add unnecessary ones; they may misinform items or misorder them (Dulay et al., 1982). Omission errors occur when a necessary element is missing from a grammatically correct sentence. While any word or morpheme can potentially be left out, certain types of morphemes tend to be omitted more frequently than others (Mufidah & Islam, 2022a). For example, *She look pretty*. The bound morpheme *-s* on the main verb *look* is omitted in this sentence. It should be written, *She looks pretty*. In contrast to omission, addition is the presence of an item that must not appear in a well-formed utterance (Dulay et al., 1982). For example, when a rule is applied to irregular forms, for example, *childs* instead of *children*.

Misformation errors are categorized using the wrong form of the morpheme or structure (Dulay et al., 1982). Unlike omission errors, where an element is completely left out, misformation errors occur when learners provide an element that is present but incorrect. For example, *He sweeped the floor*. In the sentence, a past tense marker *-ed* was supplied on the main verb *sweeped*. The main verb *sweeped* should be written *swept*. The fourth, misordering, refers to the incorrect placement of a morpheme or group of morphemes in an utterance. For example, *She is a girl pretty*. The sentence shows the incorrect placement of a free morpheme. It should be written as *She is a pretty girl*.

The communicative effect taxonomy classifies errors from the perspective of the reader (Dulay et al., 1982). It emphasizes differentiating between errors that lead to communication and those that do not. This distinction is based on whether the reader can clearly understand the phrase or sentence. Errors that disrupt the overall structure of a sentence tend to hinder effective communication, called global errors. It includes wrong order of major constituents, missing, wrong, or misplaced sentence connectors, missing cues to signal obligatory, and regularization. Whereas those affecting only a single element usually do not hinder communication, called local errors.

The comparative taxonomy was employed in this research because it is intended to compare learners' language with native speakers. In the first analysis, this research only classifies grammatical errors found, supported by quantitative data in the form of frequency. Therefore, comparative taxonomy is methodologically irrelevant as there is no reference comparison group. Instead, the interlingual and intralingual sources of errors were explored separately in the second analysis through qualitative instruments to provide further explanation of the causes of the errors.

2.2.2 Causes of Grammatical Error

Errors do not simply occur by chance; rather, they reflect learners' developing knowledge of the target language (TL) (Pan, 2023). Errors can arise from various linguistic and psychological factors that influence the learning process (Mohammed & Abdelaty, 2023). According to Gass &

Selinker (2008), common causes of grammatical errors include interlingual and intralingual.

Table 2.1 Example of interlingual error and intralingual error.

Type	Source	NL	TL	Example
Interlingual	Native Language-based	Indonesian	English	She very like singing.
Intralingual	Regularization	All	English	He goed to school yesterday.

Table 2.1 presents the two main sources of grammatical errors found in students' English writing. Interlingual errors occur due to the influence of the learners' native language (NL), Bahasa Indonesia, while intralingual errors result from the overgeneralization or misapplication of English grammatical rules. These examples illustrate how both language transfer and internal learning processes contribute to students' errors. Errors occur when learners' mistakes are influenced by their native language. This means the errors result from cross-linguistic interference between the NL and the TL (Bardovi-Harlig & Sprouse, 2024; Benson, 2002; Jin, 2022). In contrast, intralingual errors originate within the TL itself and are not affected by the learners' mother tongue. Therefore, similar types of intralingual errors can appear among learners from different first-language backgrounds, since these mistakes stem from the internal features and learning processes of the second language (Ahukanna et al., 1981).

2.3 Cambridge Standard Skill Test

The Cambridge test is a standardized English proficiency assessment developed by Cambridge University Press and Cambridge Assessment English to

measure learners' ability in using the English language. It is designed according to international standards, aiming to provide valid, reliable, and practical evaluation of students' skills across different levels of proficiency (Liu, 2025). The test has been widely recognized as an instrument that not only evaluates linguistic competence but also supports language teaching and learning in various educational contexts.

The first Cambridge English test, the Certificate of Proficiency in English (CPE), was introduced in 1913 and taken by only three candidates, all of whom failed the 12-hour exam (ELT News, 2022). Over a century later, Cambridge English expanded to more than 20 tests, taken annually by over 4 million teachers and learners worldwide. In 2023 Harrison (2023) stated that 94% of students considered performing well on the Cambridge test to be essential, while 93% believed that the test would benefit their future.

2.3.1 Types of Cambridge test

An available platform for learning and taking Cambridge tests is Cambridge One. This is a website-based application from Cambridge Press & Assessment, which is integrated for learning and teaching. This application offers a range of features. The platform, under the teacher account, contains a variety of educational materials, including textbooks, workbooks, and tests. It provides several types of tests designed to support teaching and learning by measuring students' achievement at different English levels.

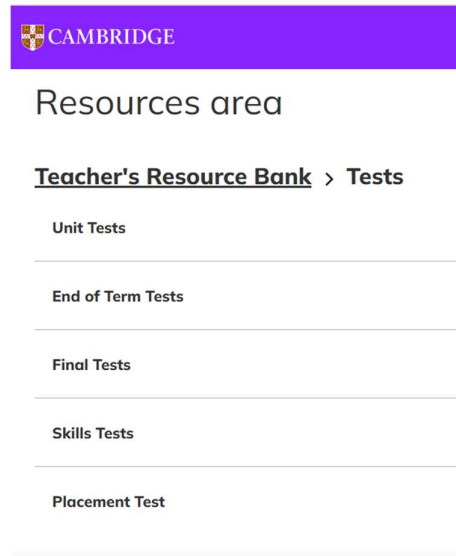


Figure 2.1 Resources Area of Cambridge One platform

In the feature *Resources Area*, Cambridge One provides five different types of tests. The first one is the *Unit Tests*, which are short assessments given at the end of a unit to evaluate students' understanding of the materials that have been taught. The second is *End of Term Tests*, which refers to broader assessments conducted at the end of the term or semester to review students' overall performance during longer period. The third is *Final tests* that serves as a comprehensive evaluation administered after a course has been completed to measure the cumulative knowledge and skills that students have acquired.

In addition to these tests, there is *Placement test*. It is designed to determine students' starting proficiency level before they begin the course, ensuring they are placed in the most appropriate level of instruction. The last one, *Skill Tests* is specifically focused on four fundamental language skills, which are reading, writing, listening, and speaking. It allows teachers to

examine learners' performance in each skill area. In the writing section, there is typically one question, and the test content depends on the unit covered in the textbook. In this research, students were required to write an essay for an invitation email, as in *Skill Tests 2*.

2.4 Previous Studies

In a study conducted by Saragi et al. (2025), grammatical errors in ninth-grade students' descriptive writing at SMP Negeri 23 Medan were analyzed using the surface strategy taxonomy proposed by Dulay et al. (1982). The research used a qualitative descriptive approach supported by quantitative data to classify errors into four categories: omission, addition, misformation, and misordering. Based on the writing samples from 15 students, the findings revealed that misformation was the most common error (36.1%), followed by omission (28.8%), addition (23%), and misordering (12%). In addition, a study conducted by Maolida & Hidayat (2021) on 22 EFL students from a senior high school in Cianjur analyzed students' writing errors using the same taxonomy. The result revealed that addition errors were dominant (36.76%), followed by omission (29.41%), misformation (27.94%), and misordering (5.88%).

Moreover, a study by Ismail & Wulandari (2023) analyzed grammatical errors using the same taxonomy but at the tertiary level. The research involved 12 first-year students of the English education department at STKIP Yapis Dompus who wrote descriptive paragraphs about *Guide Dogs*. The findings revealed that misformation errors were the most frequent (45%), followed by addition (28%), misordering (16%), and omission (11%). Unlike the previous studies that applied

surface strategy taxonomy, Anggraeni (2016) employed linguistic taxonomy focusing on syntactic errors in the writing of Thai students learning Bahasa Indonesia. The study analyzed narrative essays written by three students at Universitas Muhammadiyah Jember to identify errors in word structure, phrases, and sentence formation. The findings revealed that the most frequent errors included the misuse of prepositions, omission of subjects or predicates, and ineffective sentence structures, primarily influenced by first language and limited grammar mastery.

Based on a comparison of previous studies, a research gap can be identified by analyzing students' grammatical errors using only a taxonomy. Ismail & Wulandari (2023), Maolida & Hidayat (2021), Saragi et al. (2025) applied only the surface strategy taxonomy with different education levels, meanwhile, Anggraeni (2016) used only the linguistic taxonomy to identify errors. Although these studies successfully classified grammatical errors, they did not provide a more comprehensive analysis by combining different taxonomies to examine them. Therefore, this research attempts to fill the gap by employing three taxonomies at once: linguistic category, surface strategy taxonomy, and communicative effect taxonomy. By integrating these, this research is expected to provide a deeper understanding of students' grammatical errors and how it happens.

CHAPTER III

METHOD

In this chapter, the researcher provides detailed information related to the type of research, research settings, research participants, instruments, validity and reliability, data collection, and analysis.

3.1 Type of Research

This study employed two methods: quantitative and qualitative methods. This design is chosen because the research involved both quantitative and qualitative data. This approach follows the framework as demonstrated by Wolf et al. (2006) to provide a comprehensive analysis. A quantitative method is applied to answer the first research question, while a qualitative method is applied to the second question.

The researcher collects quantitative data by identifying and classifying grammatical errors found in students' English writing of invitation emails. The data were analyzed to determine the frequency and percentage of each error type. The qualitative data were gathered through interviews with selected students using the random sampling technique. This method aims to explore the possible causes of the grammatical errors identified in the first analysis.

3.2 Research Settings

The research was conducted at a junior high school located in East Java. The site was chosen because it is pursuing an international standardized school. Thus, the students are obligated to take an English class on the weekend as supplementary. Data collection took place in regular classroom settings to capture authentic student

performance. Prior permission from school authorities was obtained, and ethical procedures were followed to ensure participants' confidentiality and welfare.

3.3 Research Participants

For the quantitative method, the participants consisted of 22 students enrolled at the selected school. These students were selected because they represent the target population whose writing development the study aims to investigate. The qualitative stage was conducted in the same group (Creswell & Creswell, 2018), for the interview. The researcher used random sampling to select eight interview participants based on several criteria: (1) participate in writing an essay, (2) commit noticeable grammatical errors, and (3) are willing to participate voluntarily.

3.4 Research Instruments

The combination of quantitative and qualitative instruments were used to gather complementary data. Quantitative data were obtained from an adopted version of the Cambridge Standard Skills Test (writing section), which provides standardized prompts for error analysis. Qualitative data were collected through semi-structured interviews that consisted of 14 questions regarding the causes of writing errors.

3.4.1 Writing Test

The writing instrument is adopted from the Cambridge Standard Skill Test accessed via Cambridge One. The writing section instructs students to create a short invitation email with specific themes: (1) your cousins are here next weekend, (2) you want to have a party on Saturday afternoon, from 2 pm, in the garden, (3) you'd like to borrow some music from your friend, and (4)

ask your friend what food or drink they like. The researcher took only numbers one and two because the rest are irrelevant. Students must write about 60 words and follow the structure of an invitation email. The results were analyzed in quantitative method employed error analysis.

3.4.2 Interview

The interview consisted of two main sections focusing on different sources of grammatical errors. Interlingual interference is covered in the first section, which examines how students' NL, Bahasa Indonesia, affects their English writing. This part included questions related to literal translation, word order, and structural differences between the two languages. The second section focused on intralingual, which examined challenges brought on by the complex structure of the English language itself. The items in this section dealt with overgeneralization of grammar rules, incomplete application of structure, and confusion among similar grammatical forms.

The interview guideline contains the participants' initials, a checklist of criteria, and implementation steps. The interview was conducted for approximately 15 minutes over two meetings due to time constraints. The questions were developed based on the interlingual and intralingual theories of Gass & Selinker (2008). There were seven questions in each category. Interlingual includes NL, word-to-word translation, and how students write in English, while intralingual contains grammar and a lack of vocabulary (see Appendix 2).

3.5 Validity

To ensure the credibility and dependability of this research, the procedures for establishing validity were carefully implemented (Surucu & Maslakci, 2020). The quantitative instrument, the adopted Cambridge Standard Skill Test, is already standardized and internationally validated, no additional validation process is required for it. Meanwhile, the interview instrument is conducted by expert examiners in relevant fields.

3.6 Data Collection Techniques

The data in this research were collected through a writing test and interviews. The writing test, adopted from the Cambridge Standard Skill Test (writing section), was administered to obtain quantitative data on students' writing performance. The skills test instrument used in this research was taken from Unit 4 of the Cambridge Think Students' book (second edition) (see Figure 3.1). In this unit, titled "All in the Family," students learn about topics such as family members, possessive pronouns, past continuous tense, and write an invitation email. The writing section of the skills test required students to compose an invitation email based on the given instructions. Students were provided four topic options and asked to choose whether number one or two as the theme of their writing task (see Appendix 1).



Figure 3.1 Unit 4 of Cambridge Think Students' Book

Meanwhile, the questionnaire and interviews are used to gather qualitative information regarding students' perceptions, experiences, and challenges in English writing (Fauziah & Ithriyah, 2024). The questionnaire was distributed to all participants to capture general tendencies, while semi-structured interviews were conducted with selected students using random sampling to gain deeper insights (Sciberras & Dingli, 2023). All data collection procedures were carried out under controlled and ethical conditions to ensure accuracy and reliability.

3.7 Data Analysis

The data obtained from the students' writing test were analyzed using the procedure of Error Analysis (EA) proposed by Gass & Selinker (2008) and thematic analysis (TA) proposed by Braun & Clarke (2006). The process is written as follows.

3.7.1 Collect Data

The researcher administered a writing test using the Cambridge Standard Skill Test, Unit 4. Before the test began, the researcher provided a brief explanation of the test and asked permission from the participants; they

may leave the room if they do not wish to. This test instructs the participants to write an email invitation with four sub-topics: (1) your cousins are here next weekend, (2) you want to have a party on Saturday afternoon, from 2 pm, in the garden. The test was conducted in class for 30 minutes.

3.7.2 Identify Errors

In this stage, each essay is analyzed carefully by the researcher to identify the errors. From this assessment, the researcher underlined any grammatical errors found and classified them into three types.

3.7.3 Classify Errors

After errors are identified, they are classified based on the taxonomy proposed by Dulay et al. (1982), which only includes linguistic category, surface strategy taxonomy, and communicative effect taxonomy. In the linguistic category, errors are divided into two types: morphology and syntax. Surface strategy taxonomy is divided into four types: omission, addition, misformation, and misordering. Communicative effect into two types: global and local errors.

3.7.4 Quantify Errors

In each taxonomy, the frequency of error occurrence was calculated using the following formula.

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

P= percentage

n= number of errors

N= total of errors

The frequency percentages obtained marked the completion of the quantitative analysis.

3.7.5 Analyze Source

The researcher proceeded to the qualitative stage if the interview instrument had been proven valid. This stage aimed to analyze the source of errors made by participants in the writing test. Qualitative data were analyzed deeply using the thematic analysis proposed by Braun & Clarke (2006). The stages are as follows.

3.7.6 Familiarisation

The researcher immersed themselves in the interview transcripts to gain an understanding of the participants' responses. Each transcript was read several times to become familiar with the content and ideas. Important statements were noted to capture early patterns.

3.7.7 Generating Codes

The researcher coded the data systematically. Coding involved identifying significant words or sentences that reflected students' causes or experiences in writing English text. Each code represented an idea, such as *the transfer from NL*, *word-to-word translation*, *confusion of grammar rules*, or *a lack of vocabulary*.

3.7.8 Developing Themes

The codes were grouped into broader categories that capture patterns of meaning. These categories were developed into potential themes representing a deeper interpretation of the data. For example, codes such as *the transfer*

from NL and *word-to-word translation* were grouped under the theme of *interlingual*. Meanwhile, *confusion of grammar rules* and *lack of vocabulary* were grouped under the theme of *intralingual*.

3.7.9 Reviewing Themes

The researcher reviewed all the potential themes to ensure that they accurately represent the data. Each theme was checked against the coded extracts and the full data set to confirm the coherence and distinctiveness from other themes.

3.7.10 Defining and Naming Themes

Once the themes are confirmed, each theme is defined and named to reflect its meaning. The researcher described each theme and how it contributed to the causes of grammatical errors. For instance, *interlingual errors* are defined as errors resulting from the interference of NL, while *intralingual errors* refer to errors arising from the English grammar rules themselves.

3.7.11 Producing a Report

The researcher wrote a detailed report that presents the findings. This narrative description offered insights into how and why students commit grammatical errors.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the findings of the study, including the instrument's test results, quantitative and qualitative findings, and the subsequent discussion. The results were obtained from a written test and an interview. The test was administered using the Cambridge Skill Test Unit 4, and the interview was conducted afterward, with samples taken that met the criteria. The written test was conducted on September 13-14, 2025, which involved 22 students. Interviews were conducted in two sessions, on December 8, 2025, and January 11, 2026. The results of this study are as follows.

4.1 Findings

4.1.1 Quantitative Findings

This section presents the results of Error Analysis (EA) regarding students' grammatical errors in writing invitation cards. The data were analyzed to identify the errors based on three taxonomies: linguistic category, surface strategy taxonomy, and communicative effect taxonomy.

Table 4.1 Error frequency

Category		Errors total
Linguistic category	Morphology	37
	Syntax	82
Surface strategy taxonomy	Omission	43
	Addition	17
	Misformation	44
	Misordering	7
Communicative effect taxonomy	Local	19
	Global	3
Total		252

4.1.1.1 Linguistic Category

This category is broken down into morphology and syntax, both of which are among the most common errors that appear in student writing.

“Can you come my home?” (P1)

“Can you comming in my party?” (P2)

“I will invite you come.” (P3)

In the first sentence, P1 omitted the preposition *to*, which is required after the verb form. Similarly, P2 incorrectly used the verb form *coming* after the modal *can*, which should be followed by the base form *come*, and also used the inappropriate prepositions *in* instead of *to*. Lastly, P3 omitted the infinitive marker *to* after *invite you*. These errors indicate that students had difficulty constructing correct verb patterns and selecting appropriate prepositions.

“Because you my friend.” (P14)

“My party on Saturday.” (P22)

“You will here next weekend.” (P4)

These three sentences are missing auxiliary verbs, which constitute a syntactic error. The first sentence omits the auxiliary *are* which should be written as *Because you are my friend*. The second sentence lacks the auxiliary *is* and should be corrected to *My party is on Saturday*. The last sentence is missing the auxiliary verb *be* after the modal verb *will*, and should be written as *You will be here next weekend*.

“Hello friend’s.” (P18)

"Its my birthday." (P6)

Another error identified was the incorrect use of apostrophes, which can affect grammatical accuracy and meaning. In the first sentence, the apostrophe in *friend's* is unnecessary if the student intended to greet multiple friends; therefore, it should be written as *Hello, friends*. In contrast, the second sentence omits the required apostrophe in *Its*, which should be written as *It's my birthday*, as it is a contraction of *it is*.

4.1.1.2 Surface Strategy Taxonomy

Surface strategy taxonomy is divided into four errors: omission, addition, misformation, and misordering. In this taxonomy, misformation was the most frequent error, while misordering was the least frequent.

"In my home for party." (P13)

"I make surprise for you." (P14)

"Watch film together." (P4)

These sentences omit the article *a* before the noun. It should be written as *In my home for a party, I make a surprise for you, and watch a film together*.

"I invite you in the my home." (P10)

"I invite to my cousin." (P14)

"There are so many food in there." (P12)

In contrast to omission, addition errors were also found in students' writing. In P10, the article *the* is used unnecessarily, and there is also an error in the use of the preposition; the correct form is *I invite you to my home*. In P14, the preposition *to* is unnecessary after the verb *invite*, so it

should be written as *I invite my cousin*. In P12, the word *there* is redundant, and the sentence also contains an agreement error; therefore, it should be revised to *There is a lot of food*.

“Can you person on Saturday.” (P9)

“Play some game better.” (P12)

“In Café Tabola bale, Swiss.” (P17)

Errors in word choice involving similar forms or meanings are categorized as misformation. According to the researcher, P9 intended to write *present* instead of *person* to ask whether the invitee could attend the event; therefore, the sentence should be written as *Can you present on Saturday?* In P12, the appropriate word is *together* instead of *better*, and the noun should also be in the plural form; thus, it should be written as *Play some games together*. In P17, the word *Swiss* is incorrectly used, as it refers to an adjective or a person from Switzerland. The appropriate form for indicating a place is the country name, *Switzerland*; therefore, the sentence should be written as *At Café Tabola Bale, Switzerland*.

“Your friend maybe 5 people.” (P5)

“I wont to you come.” (P20)

“In my party birthday.” (P9)

“What do you food and drink you like?” (P16)

Misordering errors occur when elements in a sentence are arranged in an incorrect order. In P5, the sentence should be written as *Maybe five of your friends* or more naturally *Maybe there will be five of your friends*. In

P20, the sentence is incorrectly structured and should be written as *I want you to come*. P9 shows an incorrect arrangement of modifiers and should be revised to *At my birthday party*. In P16, the sentence contains redundant and misplaced elements; it should be written as *What food and drink do you like?*

4.1.1.3 Communicative Effect Taxonomy

To assess the comprehensibility of a piece of students' writing, the researcher examines sentence construction and determines whether the errors fall into the category of global and local errors. Global errors disrupt sentence structure and make the meaning difficult or impossible to understand, whereas local errors are those that do not significantly hinder understanding.

"I hop you can or you can to invite your friend maybe 5 people and don't forget to bring surprise for me! I was invite lili, lulu, lele, lolo and they want go to garden for my birthday an just you I don't know you want or no I hope you want." (P5)

The sentence produced by P5 contains multiple global errors that significantly reduce comprehensibility. The excessive use of conjunctions such as *or* and *and* without clear syntactic boundaries results in a run-on sentence, making it difficult to identify the main idea. In addition, there are several grammatical errors, including incorrect verb forms (*I was invite, they want go*), omission of necessary particles (*want go*), and unclear clause connections (*you want or no*). These errors disrupt the overall sentence

structure and create ambiguity, making it difficult for the reader to interpret the intended message.

“Hi guys. I have a party in my home. Can you person on Saturday, from 2pm in my house. Can you call your friend for person in my party birthday. Thank you guys. Give me a surprise!!” (P9)

The writing from P9 also demonstrates global errors, particularly in sentence construction and word choice. The phrase *can you person on Saturday* is incomprehensible due to incorrect word selection (*person* instead of *present*), which prevents the reader from understanding the intended meaning. Furthermore, the phrase *call your friend for person in my party birthday* contains multiple issues, including inappropriate word choice and incorrect phrase formation. These errors disrupt the logical flow of the message and make several parts of the text difficult to interpret, thus reducing overall comprehensibility.

“Hello, I want invide you party, whay you busy? But I don’t have music, whay you borrow I musik? Come on I go to home, I borrow your musik, please? Nice to meet you, thank you!!” (P11)

The text written by P11 contains global errors that affect both grammatical structure and coherence. Several sentences are difficult to understand due to incorrect word forms (*invide*, *whay*, *musik*) and problematic sentence construction (*whay you busy*, *whay you borrow I*

musik). In particular, the misuse of interrogative structure and the absence of appropriate auxiliary verbs make the intended meaning unclear. Additionally, the sequence of ideas lacks coherence, as the sentences are not logically connected, resulting in a fragmented message. These issues collectively hinder the readers' ability to comprehend the text.

“Hello yasmin, how are you yasmin, on saturday afternoon i have big party in the garden, can you come my big party? you can invite your friend or little sister ok thank you.” (P21)

The text produced by P21 contains several errors that do not significantly hinder overall comprehension. These errors include grammatical inaccuracies such as the omission of the preposition *to* in *come my big party*, which should be *come to my big party*. Additionally, the sentence *you can invite your friend or little sister* lacks parallel structure, as it should be *your friend or your little sister*. Despite these errors, the intended meaning of the message remains clear. The reader can still understand that the writer is inviting Yasmin to a party and allowing her to bring someone along. Therefore, this writing is categorized as local errors because it does not disrupt the overall structure or significantly obscure the meaning of the text.

4.1.2 Qualitative Findings

This section presents the results of a TA regarding the possible causes of students' grammatical errors in writing an invitation email. To obtain the data, the researcher used an interview guideline that was validated through experts

in the relevant field (see Appendix 3). Based on the TA, the source of errors was classified into two themes, four sub-themes, and eight codes (see Appendix 7). To select the interview participants, the researcher employed random sampling, resulting in the selection of P4, P5, P9, P10, P12, P14, P18, and P22.

The two main themes in this interview were interlingual and intralingual. Interlingual errors occur due to the influence of the learners' native language (NL), Bahasa Indonesia, while intralingual errors result from the overgeneralization or misapplication of English grammatical rules.

4.1.2.1 Interlingual

Interlingual is divided into three codes: native language, word-to-word translation, and writing in English. The results of the interview are as follows.

To gain insight into the participants' background in learning English, the researcher asked questions related to their initial exposure and learning environment. The results show that seven out of eight began learning English in the first grade of elementary school, with one participant (P4) starting in grade five, but had been introduced to English earlier at home and living in an environment with native English speakers.

“Started (studying English) in fifth grade, but it was more complete when I was in Australia with my family.” (P4, 28 December 2025)

In addition, half of the participants (P5, P9, P10, P12) had attended private English courses since early education, while the others relied solely

on formal education at school. These findings indicate that the participants experienced varying levels of exposure to English, which may influence how they process and produce the language. Learners with limited exposure are more likely to rely on their first language, potentially leading to interlingual interference in their writing, whereas those with more intensive exposure may demonstrate reduced L1 interference.

Besides the background knowledge, the researcher instructed participants to translate the *Indonesian sentence*: ‘*Hari ini aku sangat mengantuk, karena tadi malam aku begadang sampai jam 2 pagi*’ into English to identify the translation strategy they used.

“*Today, I so sleepy.*” (P9)

“*Today, I very sleepy.*” (P14)

The examples above indicate that the participants relied on word-to-word translation, in which each word from the source language was translated individually and then arranged according to the Indonesian sentence pattern. This strategy may result in grammatical errors, particularly in sentence structure and verb usage. In both examples, the participants omitted the auxiliary verb *am* after the subject *I*, producing grammatically incorrect sentences in English. This omission reflects the strong influence of *Bahasa Indonesia* as the participants’ native language (NL), where the subject *aku* can be directly followed by an adjective without requiring an equivalent form of to be. In contrast, English grammar requires the auxiliary verb *am* before the adjective, as in ‘*Today, I am very sleepy.*’

Participants reported various strategies when they encountered difficulty translating sentences into English. Most of them were unfamiliar with the English equivalent of *begadang*, and the following responses illustrate how they coped with this problem.

“Sleep late.” (P22, 20 December 2025)

“I sleep late.” (P4, 28 December 2025)

“I’ve think not sleepy until...” (P12, 28 December 2025)

The three participants attempted to use expressions with similar meaning to *begadang*. In addition, one participant described using a similar strategy when writing an English essay at school:

“I tried to choose which word I don’t understand, then I think and use my feeling how it would suit the sentence. I don’t know, I just changed how it would suit.” (P14, 11 January 2026)

It is also common for students to seek help from their peers when they get stuck while answering essay questions. Participants P5 and P9 reported using this strategy. Furthermore, P9 occasionally used a dictionary provided by the school. Another strategy was directly inserting the Indonesian words into their writing when they did not know the English equivalent, as reported by P20 and P22.

4.1.2.2 Intralingual

Intralingual factors were classified into three codes: grammar knowledge, grammar and vocabulary, and lack of vocabulary. The interview

results showed that five out of eight interview participants considered English grammar difficult to learn. Two participants stated that the level of difficulty depended on the materials, mentioning that they were familiar with basic tenses such as simple present tense and present continuous tense. Meanwhile, only one participant said English grammar is easy. These findings indicate that most participants experienced difficulties in understanding English grammar, suggesting intralingual factors contributed to the grammatical errors found in their writing.

When asked to mention three words related to email invitation, most participants hesitated before answering. This hesitation did not necessarily indicate a lack of knowledge; rather, it suggested that the participants needed more time to recall relevant vocabulary. In several cases, the researcher had to provide clues in *Bahasa Indonesia* to assist them. Most participants were able to mention words such as *invite* and *party*, along with other expressions such as *come on*, *don't forget*, *let's go*, and *follow me*. Some participants mentioned *holiday* as a word related to invitation emails, while one participant was unable to mention any related words at all, even after receiving prompts. These responses suggest that while the participants had basic familiarity with invitation-related vocabulary, others still had limited lexical knowledge.

4.2 Discussion

4.2.1 The frequency of Each Type of Grammatical Error Occurs

The researcher analyzed students' writing of an invitation email to identify the frequency of grammatical errors. The task required students to write approximately 60 words based on two themes: (1) your cousins are here next weekend, and (2) you want to have a party on Saturday afternoon, from 2 pm, in the garden. Based on the analysis, the errors were classified into three taxonomies: linguistic category (morphology and syntax), surface strategy taxonomy (omission, addition, misformation, and misordering), and communicative effect taxonomy (global and local errors).

In linguistic taxonomy, a total of 65 syntax errors and 42 morphological errors were identified, indicating that these two components were among the most frequently occurring sources of difficulty in students' writing. According to Dulay et al. (1982), morphology and syntax are part of the language component. Syntax errors involve problems in sentence structure, including the use of noun phrases, verb phrases, verb-and-verb constructions, word order, and transformation, while morphology involves word formation such as articles, comparative adjectives, etc. The high frequency of syntax errors suggests that students experience difficulty in constructing grammatically well-formed sentences. This finding is consistent with Adhalina (2021), who reported that syntax errors were the most frequent type of grammatical error.

Morphological errors relate to how students form words correctly in English. According to d, this category includes word formation, articles,

inflections, and comparative forms. In this study, morphological errors were the third most frequent type, with a total of 45 errors identified in students' writing. The relatively high number of morphological errors indicates that students still experience difficulty in applying correct word forms, particularly in verb-related structure as tense marking and verb selection. This finding is consistent with previous studies. Adha & Dania (2021) and Haris (2023) reported a high frequency of morphological errors in inflection, while Pranata et al. (2022) found that verb misselection was the most common type of error. Similarly, Manik et al. (2022) identified 91 verb-related errors in students' writing.

Moreover, linguistic taxonomy, this study also examines the surface strategy taxonomy proposed by Dulay et al. (1982), which classifies errors into omission, addition, misformation, and misordering. This taxonomy focuses on how students modify from target language's forms, providing insight into patterns of errors in sentence construction. The findings reveal that misformation errors were the most frequent (65 occurrences), followed by omission (42 occurrences), while addition and misordering were the least frequent, each with 11 occurrences. This pattern is consistent with Måla & Ambarini (2023), Rahmita & Anggreni (2023), Sunandar (2023), and Irawansyah (2024) also reported misformation as the most dominant type, with frequencies of 46.35%, 48.38%, 39%, and 75%, respectively. In addition, omission was identified as the second most common error, which aligns with the findings of Mufidah & Islam (2022) and Monny & Pratiwi (2022), who

reported 44% and 39.8% of omission errors, respectively. Meanwhile, misordering was found to be the least frequent error in this study, which was also supported by Sunandar (2023) with 6% and Wulandari (2014) with 9.3%

Although less frequent (2.78%), misordering errors have the potential to disrupt sentence meaning and may lead to global errors. Dulay et al. (1982) mentioned several causes of global errors, including wrong order of major constituents, missing connectors, missing cues to signal obligatory exceptions to pervasive syntactic rules, and regularization of pervasive syntactic rules to exceptions.

In this study, three instances of global errors and nineteen local errors were identified in students' writing. The global errors were primarily caused by incorrect word order, which affected the clarity and coherence of the texts. In addition, some students omitted connectors between sentences, resulting in unclear relationships between ideas. Errors in word choice, particularly those involving words with similar pronunciation, were also observed and contributed to misunderstanding. These findings indicate the need for targeted instruction focusing on sentence organization, the use of connectors, and vocabulary accuracy to improve students' writing coherence. The result is comparable to Moriyanti & Ismail (2024), who reported 52 local errors and 45 global errors, while Harefa & Sibarani (2023) found a total of 77 errors, with 57.14% classified as local errors and 42.85% as global errors. These suggest that local errors tend to occur more frequently than global errors;

however, global errors have a greater impact on comprehensibility and should receive particular attention in writing instruction.

From the discussion above, this study identified three types of taxonomies with a total of 252 errors. In the linguistic taxonomy, morphological errors accounted for 14.68%, while syntax errors constituted 32.54%. In the surface strategy taxonomy, omission errors were found at 17.06%, addition at 6.75%, misformation at 17.46%, and misordering at 2.78%. Lastly, in the communicative effect taxonomy, local errors accounted for 7.54%, whereas global errors represented 1.19%.

4.2.2 The Possible Causes of Grammatical Errors Occur

Under the interlingual theme, several patterns indicate that students rely on their NL when producing English sentences. One of the sub-themes is the use of translation strategies. Some students applied word-to-word translation from Indonesian to English, while others attempted to express meaning by using similar expressions. These findings are in line with Nababan et al. (2024), who found that word-to-word translation is one of the common strategies used by students when translating narrative texts. Similarly, Kusumayanthi & Fitria (2020) reported that 69.4% of students used a similar method in translating descriptive texts, which was largely influenced by limited vocabulary knowledge. In addition, the use of meaning approximation, or replacing words with similar meanings, is also supported by studies conducted by Tarigan et al. (2020), Indira & Adha (2022), and Nafisah & Setianingsih (2025).

Another sub-theme identified is the use of writing strategies when students encounter lexical difficulties. These strategies include leaving blank spaces, asking peers for assistance, and directly inserting Indonesian words into their writing (borrowing). Such strategies indicate that students rely on their NL when they lack sufficient vocabulary or are unsure about grammatical structures. This finding is supported by Purnomo et al. (2025) that limited vocabulary knowledge can hinder students' writing performance, as writing is a complex process involving the negotiation of meaning rather than a set of technical skills that can be repeated practices. Lestari & Andiansyah (2024) also identified asking for help as a common strategy used by learners when facing difficulties in writing. Meanwhile, borrowing or direct use of NL elements is explained by Allen & Paesani (2022) as being influenced by learners' everyday experiences and familiarity with their NL. These findings suggest that the strategies employed reflect their attempt to cope with limitations, particularly in vocabulary. However, reliance on such strategies may also contribute to the occurrence of grammatical errors in writing.

Under the intralingual theme, grammar-related difficulties emerged as a sub-theme, particularly in terms of learners' limited background knowledge and perceived difficulty of English grammar. These difficulties can be linked to intralingual factors, as proposed by Gass & Selinker (2008), where errors arise from learners' incomplete knowledge of the TL. The high frequency of misformation and syntax errors suggests that students have not mastered grammatical rules, particularly in verb form and sentence structure. This

interpretation is supported by Mustakim et al. (2025), who identifies three main causes of grammatical errors: cognitive challenges related to the complexity of grammar rules, instructional shortcomings such as ineffective teaching methods, and environmental constraints, including limited social support. In this study, students reported the difficulty in learning English grammar, and the lack of supportive learning environments indicates that they face significant challenges during the writing process.

In addition, Daulay et al. (2025) emphasize that the external factors, particularly support from parents and the learning environment, play an important role in language acquisition. The influence of these factors may limit students' opportunities to practice and internalize grammatical structure. Moreover, the difficulty of learning English is also supported by Zolkapli et al. (2025) and Ashirboyeva (2026) who found that learners often struggle with understanding and applying grammatical rules accurately. These findings suggest that students' grammatical errors are largely influenced by their incomplete understanding of language rules, which key characteristic of intralingual errors.

Another sub-theme identified under intralingual factors is lack of vocabulary, which reflects students' limited knowledge of the target language rather than reliance on their NL. Unlike the interlingual case, where students compensate for lexical gaps by using translation strategies, the lack of vocabulary in this context indicates insufficient exposure to and practice of English lexical items. In this study, several students reported difficulty in

finding appropriate words when writing, which often led to hesitation, incorrect word choice, or incomplete expressions. It is supported by studies from Aziez et al. (2022), Mahboob (2025), and Waruwu et al. (2025) which highlights that limited vocabulary knowledge is a major factor affecting students' writing performance. Without sufficient vocabulary, learners struggle not only to express their ideas but also to apply grammatical structure correctly.

CHAPTER V

CONCLUSION

5.1 Conclusion

This study aimed at identifying the types of grammatical errors and their possible causes in students' writing. Based on the analysis, the researcher identified 265 errors from three taxonomies: linguistic category, surface strategy taxonomy, and communicative effect taxonomy. In the linguistic category, syntax errors with 32.54% (82 occurrences) were more frequent than morphological errors with 14.68% (37 occurrences), indicating that the students experienced greater difficulty in constructing structure than forming individual words. From the surface strategy taxonomy, misformation was the most common error at 17.46% (44 occurrences), followed by omission with 17.06% (43 occurrences), while addition at 6.75% (17 occurrences) and misordering at 2.78% (7 occurrences) were the least frequent. In the communicative effect taxonomy, errors were categorized as local errors at 7.54% (19 occurrences), while only a 1.19% were global errors (3 occurrences).

Regarding the possible causes of errors, interlingual and intralingual factors were identified. Interlingual factors were reflected in students' reliance on their NL, particularly through translation strategies (word-to-word translation) and writing strategies such as using similar meanings, leaving blank spaces, asking peers, and borrowing from *Bahasa Indonesia*. On the other hand, intralingual factors were found to be more dominant, as students demonstrated difficulties related to grammar (including limited background knowledge and perceived complexity of rules) and a lack of vocabulary.

5.2 Suggestion

Future researchers are encouraged to explore grammatical error analysis in greater depth by examining the subcategories within the taxonomy of Dulay et al. (1982), as each taxonomy contains more specific classifications that may provide richer insights into learners' errors. In addition, further studies may consider applying a taxonomy that was not covered in this study, which is comparative taxonomy, to broaden the analytical perspective. It is also recommended that future research involve participants from different educational levels to allow for comparison across proficiency levels. Moreover, the use of different writing tasks or text types, beyond an invitation email from Cambridge book, may provide more varied data and reveal different patterns of errors. Such variations could contribute to a more comprehensive understanding of students' grammatical development in diverse contexts.

For teachers, it is also recommended to pay attention to students' writing, particularly in identifying recurring grammatical errors and providing targeted feedback. Teachers are encouraged to focus not only on correcting errors but also on explaining the underlying grammatical rules to help students develop a deeper understanding of the language. In addition, implementing interactive learning activities, such as games, discussion, and contextual practice, may help to improve students' lexical knowledge. Since students struggle with grammar and vocabulary, teachers should provide more guided practice, especially in the sentence construction, the verb forms, and the use of connectors.

Students are encouraged to improve their awareness of grammatical accuracy by paying attention to common errors in their writing, particularly in sentence structure and verb forms. Instead of relying on translation from their NL, students should practice constructing sentences directly in English to develop a better understanding of the target language system. In addition, students are advised to expand their vocabulary through regular practice, such as reading simple texts, keeping a vocabulary journal, and using new words in sentences. Developing vocabulary knowledge might help students express their ideas more accurately and reduce their dependence on translation strategies.

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APPENDICES

APPENDICES

Appendix 1: Writing Test

THINK
SECOND EDITION

LEVEL 1
SKILLS TEST 4 STANDARD

WRITING

5 Read the information. Write a short invitation email (about 60 words) to your friend.

- Your cousins are here next weekend.
- You want to have a party on Saturday afternoon, from 2 pm, in the garden.
- You'd like to borrow some music from your friend.
- Ask your friend what food or drink they like.

20

Appendix 2: Interview Guideline

Initial name:

Date and time:

Criteria checklist:

- ✓ Participate in writing an essay
- ✓ Commit noticeable grammatical errors
- ✓ Willing to participate voluntarily

Steps:

1. The researcher greets to participants
2. Checks the participants' criteria
3. Explains the purpose and procedure
4. Explains the confidentiality and voluntary participation
5. Begins the interview
6. Asking the following questions if necessary
7. Records and takes notes
8. Closes the interview.

Theme	Code	No.	Questions
Interlingual	Native language	1	When did you start learning English?
		2	Have you practiced English in a boarding school?
	Word-to-word translation	3	When you write in English, do you sometimes think in Bahasa Indonesia first?
		4	How do you translate sentence from Bahasa Indonesia to English? Can you give me example?
		5	Do you translate the sentence word by word from Bahasa Indonesia to English?

Theme	Code	No.	Questions
	Writing in English	6	Are there times when you use Bahasa Indonesia inside your English writing? Can you tell me why?
		7	When you don't know the English words, how do you write it?
Intralingual	Grammar	8	Do you think English grammar is difficult to learn?
		9	So far, what grammar rules do you know? Can you mention it?
		10	Do you know about regular and irregular verbs?
		11	How do you usually try to remember English grammar when you write?
	Grammar and vocabulary	12	When writing English, what comes to your mind first: the vocabulary or grammar form?
	Lack of vocabulary	13	If you know the vocabulary in Bahasa Indonesia but not in English, what words would you write?
14		Can you mention 3 vocabulary words related to an invitation email?	

Appendix 3: Validation Sheet

Validations Sheet
Instrument Validation Sheet of Interview Guideline for Research Entitled
"Pattern and Causes of Grammatical Error in Student's English Writing"

Validator : Rendhi Fatrisna Yuniar, M. Pd
NIP : 199406182020121003
Expertise : English grammar
Instance : Maulana Malik Ibrahim State Islamic University of Malang
Validation Date : 4 Desember 2025

A. Introduction

This validation was made to obtain an assessment from the validator (Mr/Ms) on the research instrument used in this study. Every comment and suggestion given is very useful to improve the quality of the research instrument. Thank you for your willingness to become a validator instrument in this research.

B. Guidance

1. In this section, asses by ticking (✓) with the following criteria to the columns bellow:

- 1: Very poor
- 2: Poor
- 3: Average
- 4: Good
- 5: Excellent

2. Please give comments and suggestion in the columns below:

C. Validation Sheet

No	Aspect	Score				
		1	2	3	4	5
1.	Suitability of Instrument with basic competencies					✓
2.	Clarity of question items contained in the research instrument					✓
3.	Clarity of instrument on each question items contained in the research instrument					✓
4.	The research instrument is relevant with the research objectives					✓
5.	The research instrument can help the research find out students abilities in vocabulary acquisition				✓	

Appendix 4: Interview Transcript

Q1: When did you start learning English?

P4: *“kelas lima, tapi lebih diajarin pas di Australia,”*

P5: *“kelas 1 sama les di English Action.”*

P9: *“SD kelas 1, dari lingkungan sekolah aja tapi pernah les privat di rumah.”*

P10: *“SD kelas 1, tidak pernah ikut les.”*

P12: *“Sejak di MI, dulu pernah ikut les pas di SD.”*

P14: *“Kelas 1 SD tapi ga pernah paham. Orang tua ga terlalu bisa dan tidka pernah les.”*

P18: *kelas 1 SD, disekolah, pernah ikut les tapi gak betah*

P22: *MI kelas 1, di rumah tidak pernah diajarin dan tidak pernah les.*

Q2: Have you practiced English in a boarding school?

P4: *“di sekolah, tapi di ma’had lebih di praktekin.”*

P5: *“di sekolah, di ma’had tidak.”*

P9: *“di sekolah, kalau di ma’had jarang.”*

P10: *di sekolah, di ma’had biasa aja.”*

P12: *“di dorm, because I always talk with my roommate in English. Kita sering bertengkar pakai Bahasa Inggris.”*

P14: *“Di sekolah.”*

P18: *di sekolah*

P22: *di sekolah, kalau di ma’had suka dengerin teman-teman bicara Bahasa Inggris.*

Q3: When you write in English, do you sometimes think in Bahasa Indonesia first?

P4: *“iya.”*

P5: *“iya.”*

P9: *“iya.”*

P10: *“iya.”*

P12: *“iya.”*

P14: *“iya.”*

P18: *“iya.”*

P22: *“iya.”*

Q4: How do you translate sentence from Bahasa Indonesia to English? Can you give me example?

P4: *“Today, I felt very sleepy because last night I ...”*

P5: *“Today, I am very sleepy because last night I ...”*

P9: *“Today, I so sleepy because last night ...”*

P10: *“Today, I ...”*

P12: *“Today, I am so sleepy because last night I’ve think not sleepy until 2 o’clock.”*

P14: "Today, I very sleepy, because ... night I ... 2 o'clock."

P18: "*Tidak bisa.*"

P22: "Today, I ... last night ..."

Q5: Do you translate the sentence word by word from Bahasa Indonesia to English?

P4: "*Baca full dulu baru di terjemahkan satu satu.*"

P5: "*Dilihat kata-katanya dulu, ditranslate sendiri cocok atau engga.*"

P9: "*Perkata.*"

P10: "*Perkata dulu.*"

P12: "*Perkata.*"

P14: "*Perkata.*"

P18: "*Tidak tau.*"

P22: "*Kosakatanya.*"

Q6: Are there times when you use Bahasa Indonesia inside your English writing? Can you tell me why?

P4: "*Tidak.*"

P5: "*Tidak mungkin.*"

P9: "*Tidak.*"

P10: "*Pernah.*"

P12: "*Yes, ever. Soalnya udah bener-bener gak bisa mikiran bahasanya.*"

P14: "*Tidak pernah.*"

P18: "*Pernah.*"

P22: "*Pernah.*"

Q7: When you don't know the English word, how do you write it?

P4: "I didn't sleep until ..."

P5: "*Tanya teman.*"

P9: "*Tanya teman.*"

P10: "*Tanya teman, translate kalau ada.*"

P12: "*Agak ganti katanya, yang penting artinya sama.*"

P14: "*Feeling aja, gimana cocoknya. Kalau udah mentok dibolongin.*"

P18: "*Minta clue, atau ngasal aja, kadang dikosongin atau dikurangin.*"

P22: "*Saya ganti sleep late ... 2 o'clock.*"

Q8: Do you think English grammar is difficult to learn?

P4: "*Susah.*"

P5: "*Lumayan.*"

P9: "*Tergantung materinya.*"

P10: "*Susah, tergantung materinya.*"

P12: "*Ya, dikit. Sometimes, I feel kadang susah kadang bisa, tergantung materinya.*"

<p>P14: <i>"Lumayan susah, beberapa kata ada yang gatau."</i> P18: <i>susah</i> P22: <i>"Tidak."</i></p>
<p>Q9: So far, what grammar rules do you know? Can you mention it?</p> <p>P4: <i>"Simple past, past continuous, past tense."</i> P5: <i>"Present continuous, simple past, simple future."</i> P9: <i>"Lupa, familiar tapi ga ingat."</i> P10: <i>"Simple present."</i> P12: <i>"Simple past, nominal, verbal."</i> P14: <i>"Tidak ingat."</i> P18: <i>"Tidak ingat."</i> P22: <i>"Ingat kalau belajar, sekarang lupa miss."</i></p>
<p>Q10: Do you know about regular and irregular verbs?</p> <p>P4: <i>"Drink-drunk, walk-walked."</i> P5: <i>"Tidak terlalu ingat. write-written, walk-walked."</i> P9: <i>"Tidak."</i> P10: <i>"Masih, write-writing."</i> P12: <i>"Lupa. Sleep-slept, walk-walked."</i> P14: <i>"Lupa. Walk-walked, write-writing."</i> P18: <i>"Tidak."</i> P22: <i>"Tidak."</i></p>
<p>Q12: When writing English, what comes to your mind first: the vocabulary or grammar form?</p> <p>P4: <i>"Perkata."</i> P5: <i>"Mungkin perkata, dilihat dulu semua lalu coba translate."</i> P9: <i>"Kosakatanya."</i> P10: <i>"Perkata-katanya."</i> P12: <i>"Perkata."</i> P14: <i>"Perkata."</i> P18: <i>"Tidak tau."</i> P22: <i>"Kosakatanya."</i></p>
<p>Q13: If you know the vocabulary in Bahasa Indonesia but not in English, what words would you write?</p> <p>P4: <i>"Diubah yang nyambung."</i> P5: <i>"Tanya teman terus."</i> P9: <i>"Tanya teman dulu, atau buka kamus yang udah disiapkan sekolah."</i> P10: <i>"Tanya teman, translate kalau ada."</i> P12: <i>"Diubah biar nyambung."</i> P14: <i>"Feeling aja gimana."</i></p>

P18: "*Kadang dikosongin atau dikurangin.*"

P22: "*Insting aja miss.*"

Q14: Can you mention 3 vocabulary words related to an invitation email?

P4: "Invite, send."

P5: "Come on, invite, party."

P9: "Party."

P10: "Holiday."

P12: "Do you want to follow me in party."

P14: "Hallo miss, I want invite you go to my birthday."

P18: "Party, holiday."

P22: "Do you want, let's go to party."

Appendix 5: Students' Essay

TH!NK
SECOND EDITION

(SLH)

LEVEL 1
SKILLS TEST 4 STANDARD

WRITING

5 Read the information. Write a short invitation email (about 60 words) to your friend.

- Your cousins are here next weekend.
- You want to have a party on Saturday afternoon, from 2 pm, in the garden.
- You'd like to borrow some music from your friend.
- Ask your friend what food or drink they like.

To: Meia@gmail.com Meet you

Hi Meia! I hear from my mom you will here next week and is that right? I'm so excited to see you. I miss you so much. So lets play together and watch film together. see you Meia. Chopi.

Send

20 20

TH!NK
SECOND EDITION

(GAS)

LEVEL 1
SKILLS TEST 4 STANDARD

WRITING

5 Read the information. Write a short invitation email (about 60 words) to your friend.

- Your cousins are here next weekend.
- You want to have a party on Saturday afternoon, from 2 pm, in the garden.
- You'd like to borrow some music from your friend.
- Ask your friend what food or drink they like.

to: Selda@gmail.com

Hi Selda!

Can I borrow some your music tomorrow on Sunday? and I will invite you come to my new house. I held a party in there.

Thankyou ☺

20 20

TH!NK
SECOND EDITION

(AWI)

LEVEL 1
SKILLS TEST 4 STANDARD

WRITING

5 Read the information. Write a short invitation email (about 60 words) to your friend.

- Your cousins are here next weekend.
- You want to have a party on Saturday afternoon, from 2 pm, in the garden.
- You'd like to borrow some music from your friend.
- Ask your friend what food or drink they like.

To: syifa rahma

Hallo, syifa rahma I want to have a party. can you coming in my party. The party on Saturday afternoon at 2 pm. in the garden. can you invite your brother. I hope to come. r-lindy.

20 20

TH!NK
SECOND EDITION

(TKS)

LEVEL 1
SKILLS TEST 4 STANDARD

WRITING

5 Read the information. Write a short invitation email (about 60 words) to your friend.

- Your cousins are here next weekend.
- You want to have a party on Saturday afternoon, from 2 pm, in the garden.
- You'd like to borrow some music from your friend.
- Ask your friend what food or drink they like.

to: Lampirnewabiss@gmail.com

hi minji

can you come my home? my brother in Korea. send food and drink for me. I want to have party on Saturday afternoon from 2 pm. in my garden. you can invite your boyfriend to come in my party.

houu.

20 20

WRITING

5 Read the information. Write a short invitation email (about 60 words) to your friend.

- Your cousins are here next weekend.
- You want to have a party on Saturday afternoon, from 2 pm, in the garden.
- You'd like to borrow some music from your friend.
- Ask your friend what food or drink they like.

Hi! lala I will have a party on Saturday afternoon from 2 pm, in the garden do you can here?? I hope you can or you can to invite your friend maybe 5 people and don't forget to bring surprise for me!! I was invite lulu, lulu, lulu and they want go to garden for my birthday on just you I don't know you want or no I hope you want!! thank you

20 20

WRITING

5 Read the information. Write a short invitation email (about 60 words) to your friend.

- Your cousins are here next weekend.
- You want to have a party on Saturday afternoon, from 2 pm, in the garden.
- You'd like to borrow some music from your friend.
- Ask your friend what food or drink they like.

Hi! good morning, do you want to come to my party? It's my birthday! on Saturday afternoon, from 2 pm in the garden, I hope you come in my birthday don't forget!! see you on Saturday, thank you!!
to: laraul@gmail.com ✓

20 20

WRITING

5 Read the information. Write a short invitation email (about 60 words) to your friend.

- Your cousins are here next weekend.
- You want to have a party on Saturday afternoon, from 2 pm, in the garden.
- You'd like to borrow some music from your friend.
- Ask your friend what food or drink they like.

Hi Syra Aprilia Rahmad@gmail.com to: Syra
Hi Syra, can you go in my party on Saturday afternoon, from 2 pm, location in the garden and don't forget coming to morrow, thank you and see you next time

20 20

WRITING

5 Read the information. Write a short invitation email (about 60 words) to your friend.

- Your cousins are here next weekend.
- You want to have a party on Saturday afternoon, from 2 pm, in the garden.
- You'd like to borrow some music from your friend.
- Ask your friend what food or drink they like.

To: 7Ata@gmail.com
Hi! how are you? I will invite you in my birthday. I held a party on Saturday afternoon, from 2 pm, in the garden. I hope you can come in my birthday. Thank you!!
See you

20 20

AR

WRITING

- 5 Read the information. Write a short invitation email (about 60 words) to your friend.
- Your cousins are here next weekend.
 - You want to have a party on Saturday afternoon, from 2 pm, in the garden.
 - You'd like to borrow some music from your friend.
 - Ask your friend what food or drink they like.

From: di...to oi @ gmail.com
Hi Guys, I have a party in my home. Can you please on Saturday, from 2 pm, in my house. Can you call your friend for music in my party. birthday. Thank you guys. Give me a surprise!! To: my friends

20 20

RRQ

WRITING

- 5 Read the information. Write a short invitation email (about 60 words) to your friend.
- Your cousins are here next weekend.
 - You want to have a party on Saturday afternoon, from 2 pm, in the garden.
 - You'd like to borrow some music from your friend.
 - Ask your friend what food or drink they like.

To: Prashant-Az-zaher@ gmail.com
My cousins are here next weekend and I invite you in the my home in the (dish) to dinner with my cousin, in my home at 7 pm. What?

20 20

ADH

WRITING

- 5 Read the information. Write a short invitation email (about 60 words) to your friend.
- Your cousins are here next weekend.
 - You want to have a party on Saturday afternoon, from 2 pm, in the garden.
 - You'd like to borrow some music from your friend.
 - Ask your friend what food or drink they like.

TO: my friend FROM: Anagun
Hello, I want to have you party. What you busy? but I don't have music. What you borrow I music? come on I go to home I borrow your music please? nice to meet you! Thank you!!

20 20

GPA

WRITING

- 5 Read the information. Write a short invitation email (about 60 words) to your friend.
- Your cousins are here next weekend.
 - You want to have a party on Saturday afternoon, from 2 pm, in the garden.
 - You'd like to borrow some music from your friend.
 - Ask your friend what food or drink they like.

Hi's: meonhume@gmail.com TO: Pilla (held a party)
Hi ella, I want held a party on Saturday from 2pm in the garden, can you come in? please there are so many food in there. Pizza is your favorite food, come here etc. the party is there!! and play some game better. I hope you can come in my house. I want I invite someone, I think you like it and this make your laugh. I waiting you tomorrow. bye!

20 20

CRACKING

WRITING

5 Read the information. Write a short invitation email (about 60 words) to your friend.

- Your cousins are here next weekend.
- You want to have a party on Saturday afternoon, from 2 pm, in the garden.
- You'd like to borrow some music from your friend.
- Ask your friend what food or drink they like.

To: dhanika - 12@gmail.com held a party
Hello, my cousins rda --, i want invite you in my home for party
on saturday afternoon, 2 pm, in my garden. you can bring snack
and drink. i hope you can come oky, thank you... reply as soon
as possible.
20

WRITING

5 Read the information. Write a short invitation email (about 60 words) to your friend.

- Your cousins are here next weekend. (reperu mi inesi emngun depain)
- You want to have a party on Saturday afternoon, from 2 pm, in the garden. (sianing)
- You'd like to borrow some music from your friend. (pinang musik)
- Ask your friend what food or drink they like. (gany disura)

Hi! i will tomorrow i held a big party! i want invite you in my
party because you my friend. you can in here on saturday afternoon
this start from 2 pm. i invite to my cousin and many people.
the party in the garden and i want surprise for you! see you.
20

WRITING

5 Read the information. Write a short invitation email (about 60 words) to your friend.

- Your cousins are here next weekend.
- You want to have a party on Saturday afternoon, from 2 pm, in the garden.
- You'd like to borrow some music from your friend.
- Ask your friend what food or drink they like.

To: my friend
hello my friend. can you come my party on saturday? i hope
you can come in my party. are you free on saturday? i really
meet with you. i thank you friend. see you friend.
20

WRITING

WRITING

5 Read the information. Write a short invitation email (about 60 words) to your friend.

- Your cousins are here next weekend.
- You want to have a party on Saturday afternoon, from 2 pm, in the garden.
- You'd like to borrow some music from your friend.
- Ask your friend what food or drink they like.

To: jennie@gmail.com
Hi, what do you food and drink you like? tell me. i food
and drink you like. i want to invite you eat with me
in this restaurant. Thank you, see you next weekend.
20

WRITING

- 5 Read the information. Write a short invitation email (about 60 words) to your friend.
- Your cousins are here next weekend.
 - You want to have a party on Saturday afternoon, from 2 pm, in the garden.
 - You'd like to borrow some music from your friend.
 - Ask your friend what food or drink they like.

to: Naya
Hi, Naya!
I want to ask for you! What food or drink you like? I want invite you
to dinner with me on Friday at 8 pm, in Cafe Tabla bar, Swiss. Do you
free in the Friday, and how are you in here. So, what do you can?
Thank you.

20 20

CREATING

WRITING

- 5 Read the information. Write a short invitation email (about 60 words) to your friend.
- Your cousins are here next weekend.
 - You want to have a party on Saturday afternoon, from 2 pm, in the garden.
 - You'd like to borrow some music from your friend.
 - Ask your friend what food or drink they like.

to: my friend
Hello Gasmin, how are you, Yasmin, on Saturday afternoon
I have a big party in the garden, can you come
my big party? you can invite your friend or your
little sister. OK thank you.

20 20

WRITING

- 5 Read the information. Write a short invitation email (about 60 words) to your friend.
- Your cousins are here next weekend.
 - You want to have a party on Saturday afternoon, from 2 pm, in the garden.
 - You'd like to borrow some music from your friend.
 - Ask your friend what food or drink they like.

to: Ninda@gmail.com
Hi Ninda!! I held a party ~~at~~ ⁱⁿ the garden... what do you can come in ~~the~~ party!
My party on Saturday afternoon, from 2 pm, in the garden. please ninda...
you can come in my party? and don't forget ~~to~~ invite one your
friends you!! don't forget come you!!
I thank you.

garden

20 20

WRITING

- 5 Read the information. Write a short invitation email (about 60 words) to your friend.
- Your cousins are here next weekend.
 - You want to have a party on Saturday afternoon, from 2 pm, in the garden.
 - You'd like to borrow some music from your friend.
 - Ask your friend what food or drink they like.

to: my friends
Hello friends, I want to have a party on Saturday afternoon, from 2pm,
in the garden. I want in wait they come my party. They can
come my party on Saturday afternoon, from 2pm, in the garden. Thank
you after come my party.

18 20

WRITING

5 Read the information. Write a short invitation email (about 60 words) to your friend.

- Your cousins are here next weekend.
- You want to have a party on Saturday afternoon, from 2 pm, in the garden.
- You'd like to borrow some music from your friend.
- Ask your friend what food or drink they like.

Hi. Friend
you want party on Sunday?
in restaurant at 09.00 o'clock (what time)
in Sudirman street no 12345
I hope you come
Thank you!
To: Friend forever@gmail.com

20 20

SPREADING

WRITING

5 Read the information. Write a short invitation email (about 60 words) to your friend.

- Your cousins are here next weekend.
- You want to have a party on Saturday afternoon, from 2 pm, in the garden.
- You'd like to borrow some music from your friend.
- Ask your friend what food or drink they like.

To: ema@gmail.com
Hi friend, I want to you come in my party at
2 pm, in my home, I hope you come in my
party. Thank you friend

18 20

Appendix 6: Result of error classification

Essay	Linguistic category		Description	Communicative effect	
	Morphology	Syntax		Local	Global
hi, minji. can you come my home? my brother in Korea. send food and drink for me. I want to have party on saturday afternoon from 2 pm in my garden. you can invite your boyfriend to come in my party. (P1)	1. Have party (have a party)	1. Come my home (come to my home)	Omits the preposition 'to' after the verb 'come.'	✓	
		2. My brother in Korea (my brother is in Korea)	The linking verb is missing in the sentence.		
		3. drink (drinks)	The noun should be plural because it refers to more than one beverage.		
		4. For me (to me)	The preposition 'for' is inappropriate for this context. Singular countable noun 'party' requires article 'a.'		
		5. Come in my party (come to my party)	Incorrect preposition 'in' used instead of 'to.'		
hallo, syifa rahma, I want to have a party. can you comming in my party. the party on saturday afternoon at 2 pm in the garden. can you invite your brother. i hope to come (P2)		6. Comming in (come to)	After modal 'can' the verb should be in base form, not progressive form.	✓	
	7. In my party (to my party)	Inappropriate preposition is used.			
	8. Party on (party is on)	The linking verb 'is' is omitted.			

Essay	Linguistic category		Description	Communicative effect	
	Morphology	Syntax		Local	Global
		9. I hope to come (I hope you can come)	The sentence expresses the wrong intended meaning because the verb construction is incomplete.		
Hi Selda! can i borrow some your musik tomorrow on sunday? and I will invite you come to my new house. i held a party in there. Thank you. (P3)	2 Held a party (will hold)	10. Some your (some of your) 11. You come (you to come) 12. In there (there)	The determiner construction is incorrect because 'some' should be followed by 'of' before the possessive adjective 'you.' The infinitive marker 'to' is required after 'invite you.' The preposition is unnecessary. The verb uses past tense although the context refers to future event.	✓	
Hi Mela! I hear from my mom you will here next weekend is that rught? Im so exited to meet you. I miss you so much. so lets play together and watch film together. see you mela. (P4)	3. Im (I'm) 4. Lets (let's) 5. Watch film (watch a film)	12. You will here (you will be)	The linking verb is omitted. Incorrect contraction form because the apostrophe is omitted. Singular countable noun 'film' requires article 'a.'	✓	
Hi! lala i will have a party on saturday afternoon from 2pm, in the garden do you can here?? I hop you can or you can to invite your friend maybe 5 people and don't		13. Do you can here (can you come here) 14. Can to invite (can invite)	The interrogative structure is incorrect because modal 'can' should come before the subject without auxiliary 'do.' Modal must be followed directly by base form.		✓

Essay	Linguistic category		Description	Communicative effect	
	Morphology	Syntax		Local	Global
forget to bring surprise for me!! I was invite lili, lulu, lele, lolo and they want go to garden for my birthday an just you I dont know you want or no I hope you want!! thank you (P5)	6 Bring surprise (bring a surprise) 7. To garden (to the garden) 8. Dont (don't)	15. Was invite (invited) 16. Want go (want to go)	The verb construction is incorrect because passive and active forms are confused. The infinitive marker is omitted. Singular countable noun 'surprise' requires article 'a.' The noun phrase requires article 'the.' Apostrophe is omitted in contraction form.		
hi! good morning, do you want to come to my party!? its my birthday! on saturday afternoon from 2 pm in the garden, I hope you come in my birthday dont forget!! see you on saturday, thank you!! (P6)	9. Its (it's) 10. Dont (don't)	17. In my birthday (on my birthday) 18. Hope you come (hope you can come)	The apostrophe is omitted in the contraction form. The preposition 'in' is inappropriate in this context. The sentence used an inappropriate verb construction for an invitation context.	✓	
hai syla, can you go in my party on saturday afternoon, from 2 pm, location in the garden. and dont forget coming to morrow, thank you and see yo next time (P7)		19 In my party (to my party) 20 location in the garden (located in the garden) 21. Forget coming (forget to come)	Inappropriate preposition. Incorrect verb construction. Inappropriate verb construction.	✓	

Essay	Linguistic category		Description	Communicative effect	
	Morphology	Syntax		Local	Global
	11. dont (don't)		The apostrophe is omitted in the contraction form.		
hi! How are you? I will invite you in my birthday, I held a party on Saturday afternoon, from 2pm, in the garden. I hope you can come in my birthday. See you! (P8)	12. I held (I will hold)	22. In my party (to my party) 23. In my birthday= to my birthday	Inappropriate preposition. Inappropriate preposition. Using past tense although the context refers to future event.	✓	
Hi guys. I have a party in my home. Can you person on Saturday, from 2pm in my house. Can you call your friend for person in my party birthday. Thank you guys. Give me a surprise!! (P9)		24. In my home (at my home) 25. party birthday (birthday party)	Incorrect preposition. Wrong order of noun phrase.		✓
my cousin are here next wekend and I invite you in the my home in the nigh to dinner with my cousin in my home at 7pm o'clock? (P10)		26. cousins are (cousin is) 27. In the my home (to my home) 28. In the night (at night) 29. To dinner (for dinner)	Singular subject must follow singular verb. Inappropriate preposition and unnecessary determiner 'the.' Incorrect preposition. Incorrect preposition.	✓	

Essay	Linguistic category		Description	Communicative effect	
	Morphology	Syntax		Local	Global
	30. I invite (I will invite)	30. at 7pm o'clock (at 7 pm/ at 7 pm)	Repetition of two equivalent forms. Using past tense although the context refers to future event.		
Hello, I want invite you party, whay you busy? But I don't have music, whay you borrow I musik? Come on I go to home, I borrow your musik, please? Nice to meet you, thank you!! (P11)		31. Whay you busy (are you busy) 32. Whay you borrow I musik (can I borrow your music) 33. To home (to your home) 34. I borrow (can I borrow)	The interrogative structure is incorrect because the auxiliary verb 'are' is omitted. The sentence elements are arranged incorrectly. The possessive determiner 'your' is omitted. The modal is omitted in interrogative form.		✓
hi ella, I want held a party on Saturday from 2pm in the garden, can you came in? please there are so many food in there, Pizza is your favorite food, come here ella, we party in there!! And play some game better, I hope you can come in my house. Oh, and I invite someone, I think you like it	31. Held (hold)	35. many food (a lot of food) 36. I invite (I will invite) 37. you like (you will) 38. this make (this will make) 39. your laugh (you laugh)	Incorrectly used past tense verb. Incorrect quantifier for uncountable noun. The modal 'will' is omitted in future context. The modal 'will' is omitted in future context. The modal 'will' is omitted in future context. Incorrectly used a possessive pronoun.	✓	

Essay	Linguistic category		Description	Communicative effect	
	Morphology	Syntax		Local	Global
and this make your laugh, i waiting you tomorrow, bye!! (P12)		40. We party (we have party) 41. In my house (to my house) 42. Came in (come) 43. I waiting (I am waiting)	Incorrect verb construction. Incorrect preposition. Modal should follow by base form. The auxiliary verb is omitted.		
hello, my cousions ifda... I want invite you in my home for party on Saturday afternoon 2pm in my garden. You can bring snack and drink. I hope you can come okey, thank you.. Reply as soon as possible yes.. (P13)	32. Cousins (cousin) 33. For party (for a party)	44 snack and drink (snacks and drinks) 45. Want invite (want to invite) 46. In my home (to my home) 47. Saturday afternoon 2pm (on Saturday afternoon at 2pm)	Incorrectly formed because it refers to singular subject. Singular countable noun requires article 'a.' Plural nouns are required because it refers to more than one item The infinitive marker is omitted. Incorrect preposition. Inappropriate preposition.	✓	
Hi lisa! tomorrow i held a big party-! i want invite you in my party because you my	34. Held (Hold) 35. This start (this starts)		Incorrect verb used. Singular subject requires verb with suffix -s.	✓	

Essay	Linguistic category		Description	Communicative effect	
	Morphology	Syntax		Local	Global
friend. yo can in here on saturday afternoon, this start from 2pm. i invite to my cousin, and many people. the party in the garden and i make surprise for you-! see you. (P14)		48. I make (I will make/have) 49. Want invite (want to invite) 50. In my party (to my party) 51. In here (be here) 52. You my friend (you are my friend) 53. The party in (the party is/will be in) 54. Surprise (a surprise)	The modal auxiliary is omitted. The infinitive marker is omitted. Incorrect preposition. The verb 'be' is omitted in the sentence construction. The linking verb is omitted. The linking verb is omitted. The article is omitted in singular countable noun.		
hallo my friend, can you come my party on saturday? i hope you can come in my party are you free on saturday? i really meet with you thank you friend and see you friend (P15)		55. Come my party (come to my party) 56. Come in (come to) 57. Really meet (really want to meet)	The preposition is omitted. Incorrect preposition. The verb construction is incomplete because the phrase requires 'want to.'	✓	
Hi, what do you food and drink you like?tell me food		58. Eat (to eat) 59. In this (at this)	Incorrect preposition. Incorrect preposition.	✓	

Essay	Linguistic category		Description	Communicative effect	
	Morphology	Syntax		Local	Global
and drink you like. i want to invite you eat with me. in this restaurant. thank you, see you next weekend. (P16)					
Hi, Naya! I want to ask you! what food or drink you like? I want invite you to dinner with me on friday at 8pm, in cafe tabola bale, swiss. do you free in the friday, and how are you in here. so, what do you can? Thank you (P17)		60. Food or drink you like (food or drink do you like) 61. Want invite (want to invite) 62. In café (at café) 63. Do you free (are you free) 64. In the Friday (on Friday)	The interrogative structure is incorrect because auxiliary 'do' is omitted. The infinitive marker is omitted. Incorrect preposition. Incorrect auxiliary for the interrogative sentence. Incorrect preposition.	✓	
hello friend's, i want to have a party on saturday afternoon, from 2pm, in the garden. i want in wait they come my party. they cant come my party on saturday afternoon, from 2pm in the garden. thank you after come my party. (P18)	36. Hello friend's (hello, friends)	65. in wait they (invite them) 66. Want in wait (want to invite) 67. Come my party (come to my party) 68. After come (for coming)	Incorrect used of apostrophe in plural noun form. Subject pronoun is incorrectly used. The preposition is omitted. The preposition is omitted. Incorrect preposition.	✓	

Essay	Linguistic category		Description	Communicative effect	
	Morphology	Syntax		Local	Global
Hi, friend you want party on Sunday? in restaurant at 09.00 o'clock with me in Sudirman street no 83. I hope you come thank you! (P19)		69. You want (do you want) 70. In Sudirman (at Sudirman street) 71. Hope you come (hope you can come)	The interrogative is incorrect because the auxiliary is omitted. Incorrect preposition. The sentence uses inappropriate verb construction for invitation context.	✓	
Hi friend, I want to you come in my party at 2 pm in my home, I hope you come in my party, thank you friend (P20)		72. Come in (come to) 73. In my home (at my home) 74. You come (you can come)	Incorrect preposition. Incorrect preposition. The modal auxiliary is omitted.	✓	
Hello Yasmin, how are you Yasmin, on Saturday afternoon I have a big party in the garden, can you come my big party? you can invite your friend or little sister ok thank you. (P21)		75. I have (I will have) 76. Come my big party (come to my big party) 77. Or little sister (or your little sister)	The modal auxiliary is omitted. \ The preposition is omitted. The possessive determiner is omitted.	✓	
Hi Ninda!! I held a party what do you come in my party? my party on Saturday afternoon from 2 pm in the	37. Held (will hold)	78. What do you (will you)	Past tense verb is incorrectly used for future event. The interrogative structure uses incorrect auxiliary form.	✓	

Essay	Linguistic category		Description	Communicative effect	
	Morphology	Syntax		Local	Global
garden. pleas ninda i hope you can come in my party... and dont forget invite one your friends yaa!! dont forget come yaa!! thank you (P22)		79. Come in (come to) 80. My party in (my party is in) 81. Forget invite (forget to invite) 82. Forget come (forget to come)	Incorrect preposition. The linking verb is omitted. The infinitive marker is omitted. The infinitive marker is omitted.		

Essay	Surface strategy taxonomy				Description
	Omission	Addition	Misformation	Misordering	
hi, minji. can you come my home? my brother in Korea. send food and drink for me. I want to have party on saturday afternoon from 2 pm in my garden. you can invite your boyfriend to come in my party. (P1)	1. Come (come to) 2. Brother in (brother is in) 3. Have party (have a party)		1. Drink (drinks) 2. Come in my party (come to my party)		The preposition 'to' is omitted. The linking verb 'is' is omitted. Singular form is used instead of plural form. The article 'a' is omitted. Incorrect preposition 'in' in used.
hallo, syifa rahma, I want to have a party.	4. The party on Saturday (the				The linking verb 'is' is omitted.

Essay	Surface strategy taxonomy				Description
	Omission	Addition	Misformation	Misordering	
can you comming in my party. the party on saturday afternoon at 2 pm in the garden. can you invite your brother. i hope to come (P2)	party is on Saturday)		3. Comming in (come to) 4. I hope to come (I hope you can come)		Incorrect verb form after the modal 'can' and the preposition. Incorrect structure is used, causing unclear meaning.
Hi Selda! can i borrow some your musik tomorrow on sunday? and I will invite you come to my new house. i held a party in there. Thank you. (P3)	5. Some your (some of your) 6. You come (you to come)	6. In there (there)	5. Held (will hold)		The preposition 'of' is omitted in the noun phrase construction. The infinitive marker 'to' is omitted. Incorrect tense/form of the verb. The preposition 'in' is unnecessarily added.
Hi Mela! I hear from my mom you will here next weekend is that rught? Im so exited to meet you. I miss you so much. so lets play together and watch film together. see you mela. (P4)	7. You will here (that you will be) 8. Watch film (watch a film)				The auxiliary verb 'be' is omitted. The article 'a' is omitted before singular noun.

Essay	Surface strategy taxonomy				Description
	Omission	Addition	Misformation	Misordering	
Hi! lala i will have a party on saturday afternoon from 2pm, in the garden do you can here?? I hop you can or you can to invite your friend maybe 5 people and don't forget to bring surprise for me!! I was invite lili, lulu, lele, lolo and they want go to garden for my birthday an just you I dont know you want or no I hope you want!! thank you (P5)	<p>8. Do you can here (can you come here)</p> <p>9. Want go (want to go)</p> <p>10. bring surprise (bring a surprise)</p> <p>11. To garden (to the garden)</p>	<p>7. Can to invite (can invite)</p>	<p>6. Was invited (invited)</p>	<p>1. Your friend maybe 5 people (maybe 5 of your friend)</p> <p>2. Just you I don't know you want or no (I just don't know whether you want to come or not)</p>	<p>The main verb 'come' is omitted.</p> <p>The infinitive marker 'to' is omitted.</p> <p>The article 'a' is omitted.</p> <p>The article 'the' is omitted.</p> <p>The infinitive marker 'to' is unnecessarily added.</p> <p>Incorrect verb form.</p> <p>The noun phrase are arranged incorrectly, causing unnatural sentence structure.</p> <p>The sentence elements are placed in incorrect order, making the clause structure confusing.</p>

Essay	Surface strategy taxonomy				Description
	Omission	Addition	Misformation	Misordering	
hi! good morning, do you want to come to my party!? its my birthday! on saturday afternoon from 2 pm in the garden, I hope you come in my birthday dont forget!! see you on saturday, thank you!! (P6)			7. Hope you come (hope you can) 8. In my birthday (on my birthday)		Incorrect verb construction. Incorrect preposition.
hai syla, can you go in my party on saturday afternoon, from 2 pm, location in the garden. and dont forget coming to morrow, thank you and see yo next time (P7)			9. In my party= to my party 10. Location in the garden (located in the garden) 11. Forget coming (forget to come)		Incorrect preposition. Incorrect noun form is used instead of adjective/participle form. Incorrect verb construction/form is used.
hi! How are you? I will invite you in my birthday, I held a party on Saturday afternoon, from 2pm, in the garden. I hope			12. I held (I will hold) 13. In my party (on my party) 14. In my birthday (to my birthday)		Incorrect verb tense. Incorrect preposition. Incorrect preposition.

Essay	Surface strategy taxonomy				Description
	Omission	Addition	Misformation	Misordering	
you can come in my birthday. See you! (P8)					
Hi guys. I have a party in my home. Can you person on Saturday, from 2pm in my house. Can you call your friend for person in my party birthday. Thank you guys. Give me a surprise!! (P9)			15 in my home (at my home) 16 Can you person (can you present) 17 Friend for person (friend to present)	3. Party birthday (birthday party)	Incorrect preposition. Inappropriate word selection. Inappropriate word selection. Incorrect order of noun phrase.
my cousin are here next wekend and I invite you in the my home in the nighth to dinner with my cousin in my home at 7pm o'clock? (P10)		8. In the my home (to my home) 9. In the night (at night)	18. Cousin are (cousin is) 19. in the my home (to my home) 20. To dinner= for dinner		Incorrect auxiliary verb. Incorrect preposition. Incorrect preposition. Unnecessary determiner. Unnecessary determiner.

Essay	Surface strategy taxonomy				Description
	Omission	Addition	Misformation	Misordering	
		10. At 7pm oclock (at 7pm)			Repetition of equivalent time marker.
Hello, I want invite you party, whay you busy? But I don't have music, whay you borrow I musik? Come on I go to home, I borrow your musik, please? Nice to meet you, thank you!! (P11)	12. You party (you to a party) 13. I want invide (I want to invite) 14. I borrow (can I borrow) 15. To home (to your home) 16. whay you busy (are you busy)			4. whay you borrow I musik (can I borrow your music)	The preposition 'to' and article 'a' are omitted. The preposition is omitted. The modal auxiliary 'can' is omitted in the interrogative form. The possessive determiner 'your' is omitted. The auxiliaru verb 'are' is omitted in the interrogative form. The sentence elements are arranged in incorrect order.
hi ella, I want held a party on Saturday from 2pm in the garden, can you came in? please there are so many food in there, Pizza is your	17. I waiting= I am waiting for 18. Want held= want to hold	11. In there (there)			The auxiliary 'am' and preposition 'for' are omitted in progressive construction. The infinitive marker 'to' is omitted. The preposition is unnecessarily added.

Essay	Surface strategy taxonomy				Description
	Omission	Addition	Misformation	Misordering	
<p>favorite food, come here ella, we party in there!! And play some game better, I hope you can come in my house. Oh, and I invite someone, I think you like it and this make your laugh, i waiting you tomorrow, bye!! (P12)</p>			<p>21. Came in (come) 22. Many food (a lot of food) 23. Games better (games together) 24. In my house (at my house) 25. invite (I will invite) 26. You like (you will) 27. This make (this will make) 28. Your laugh (you laugh)</p>		<p>Past tense is incorrectly used after modal. Incorrect quantifier is used for uncountable noun. Incorrect word choice/form causing unclear meaning. Incorrect preposition.</p> <p>The modal 'will' is omitted for future event. The modal 'will' is omitted for future event. The modal 'will' is omitted for future event.</p> <p>Possessive pronoun is incorrectly used.</p>
<p>hello, my cousions ifda... I want invite you in my home for party on Saturday afternoon 2pm in my garden. You can bring snack and drink. I hope you can come okey, thank</p>	<p>19. For party (for a party) 20 Want invite (want to invite) 21. Saturday afternoon 2pm (on Saturday afternoon at 2pm)</p>				<p>The article is omitted.</p> <p>The infinitive marker is omitted.</p> <p>The prepositions are omitted in the time expressions.</p>

Essay	Surface strategy taxonomy				Description
	Omission	Addition	Misformation	Misordering	
you.. Reply as soon as possible yes.. (P13)			28. Cousins (cousin) 29. Snack and drink (snacks and drinks)		Plural form is incorrectly used. Singular forms are incorrectly used.
Hi lisa! tomorrow i held a big party-! i want invite you in my party because you my friend. yo can in here on saturday afternoon, this start from 2pm. i invite to my cousin, and many people. the party in the garden and i make surprise for you-! see you. (P14)	22. Want invite (want to invite You) 23. my friend (you are my friend) 24. The party in (the party is/will be in) 25. Surprise (a surprise)	12. I invite to (I invite)	30. I held (I hold) 31. In my party (to my party) 32. You can in (you can come)		The infinitive marker is omitted. The linking verb is omitted. The auxiliary verb is omitted The article is omitted. The preposition is unnecessary. Incorrect verb form used. Incorrect preposition. Incorrect word form in verb construction.

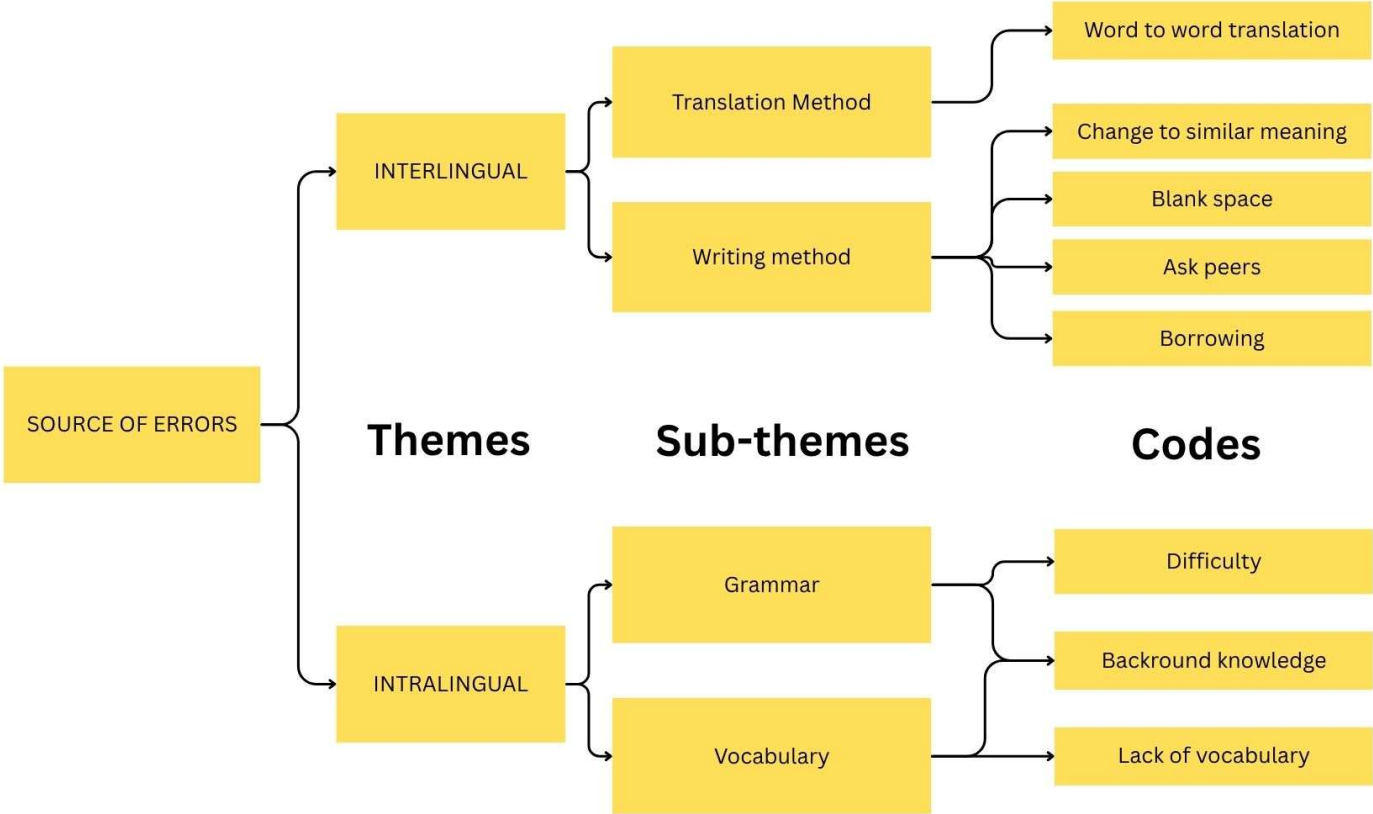
Essay	Surface strategy taxonomy				Description
	Omission	Addition	Misformation	Misordering	
hallo my friend, can you come my party on saturday? i hope you can come in my party are you free on saturday? i really meet with you thank you friend and see you friend (P15)	26. Come my party (come to my party) 27. really meet (really want to meet)	13. With you (you) 14. Thank you my friend and see you friend (thank you and see you, my friend)	33. Come in (come to)		The preposition is omitted. The phrase 'want to' is omitted. The preposition is unnecessary. Repetition in the word 'friend.' Incorrect preposition used.
Hi, what do you food and drink you like?tell me food and drink you like. i want to invite you eat with me. in this restaurant. thank you, see you next weekend. (P16)	28. Tell me food (tell me what food) 29. Eat (to eat)		34. In this (at this)	5. What do you food and drink (what food and drink do you)	The question word is omitted. The infinitive marker is omitted. Incorrect preposition. The sentence elements are arranged in incorrect order in the interrogative structure.

Essay	Surface strategy taxonomy				Description
	Omission	Addition	Misformation	Misordering	
Hi, Naya! I want to ask you! what food or drink you like? I want invite you to dinner with me on friday at 8pm, in cafe tabola bale, swiss. do you free in the friday, and how are you in here. so, what do you can? Thank you (P17)	<p>30. Ask you (ask you something)</p> <p>31. Food or drink you like (food or drink do you like)</p> <p>32. Want invite (want to invite)</p>	<p>15. How are you in here (how are you)</p> <p>16. What do you can (can)</p>	<p>35. Do you free (are you free)</p> <p>36. In the Friday (on Friday)</p>	<p>6. what do you can (can you)</p>	<p>The object is omitted, causing an incomplete sentence.</p> <p>The auxiliary 'do' is omitted in the interrogative structure.</p> <p>The infinitive marker is omitted.</p> <p>The phrase 'in here' is unnecessary.</p> <p>The auxiliary 'do' is unnecessary. Incorrect auxiliary verb.</p> <p>Incorrect preposition.</p> <p>The modal auxiliary and subject are arranged in incorrect order.</p>
hello friend's, i want to have a party on saturday afternoon, from 2pm, in the garden. i want in vait	<p>33. Want in vait (want to invite)</p>				<p>The infinitive marker is omitted.</p> <p>The preposition is omitted.</p>

Essay	Surface strategy taxonomy				Description
	Omission	Addition	Misformation	Misordering	
they come my party. they cant come my party on saturday afternoon, from 2pm in the garden. thank you after come my party. (P18)	34. Come my party (come to my party)	17. Thank you after (thank you)	37. Hello friend's (hello, friends) 38. In vait they (invite them) 39. After come (for coming)		The word 'after' is unnecessarily added. Incorrect possessive form is used. Incorrect object pronoun. Incorrect preposition and verb form are used.
Hi, friend you wand party on sunday? in restaurant at 09.00 o'clock whit me in sudirman street no 83. i hope you come thank you! (P19)	35. Wand party (want to come to a party) 36. Hope you come (hope you can come)		40. in resto (in restaurant)		The infinitive marker 'to,' verb 'come,' preposition 'to,' and article 'a' are omitted. The modal auxiliary is omitted. Incorrect word/form is used.
Hi friend, i wont to you come in my party at 2 pm in my home, i hope you come in my party, thank you friend (P20)	37. You come (you can come)		41. Come in (come to) 42. In my home (at my home)	7. I wont to you (i want you to)	The modal auxiliary is omitted. Incorrect preposition. Incorrect preposition. The sentence elements are arranged in incorrect order.

Essay	Surface strategy taxonomy				Description
	Omission	Addition	Misformation	Misordering	
Hello yasmin, how are you yasmin, on saturday afternoon i have a big party in the garden, can you come my big party? you can invite your friend or little sister ok thank you. (P21)	38. Come my big party (come to my big party)				The preposition is omitted.
	39. Or little sister (or your little sister) 40. I have (I will have)				The possessive determiner is omitted. The modal auxiliary is omitted in the future event.
Hi ninda!! I held a party what do you come in my party? my party on saturday afternoon from 2 pm in the garden. pleas ninda i hope you can come in my party... and dont forget invite one your friends yaa!! dont forget come yaa!! thank you (P22)	41. My party in (my party is on)				The linking verb is omitted.
	42. Forget invite (forget to invite) 43. Forget come (forget to come)				The infinitive marker is omitted. The infinitive marker is omitted.
			43. Held will hold 44. Come in (come to)		Incorrect verb. Incorrect preposition.

Appendix 7: Thematic analysis results



Appendix 8: Thesis Supervision Record



KEMENTERIAN AGAMA
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FAKULTAS ILMU TARBIYAH DAN KEGURUAN
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Judul : Patterns and Causes of Grammatical Errors in Students' English Writing
Dosen Pembimbing : Septia Dwi Jayanti, M. Pd
NIP : 198909122023212051

No.	Tanggal	Materi Bimbingan	Tanda Tangan
1.	16 Juni 2025	Pengajuan judul	
2.	18 Juni 2025	Konsultasi BAB 1 & 2	
3.	5 Agustus 2025	Pengajuan judul baru	
4.	17 September	Konsultasi BAB 1, 2 & 3	
5.	29 Oktober 2025	Konsultasi BAB 1, 2 & 3	
6.	6 Nopember 2025	Konsultasi Proposal	
7.	22 April 2026	Konsultasi BAB 4	
7.	28 April 2026	Konsultasi BAB 4	
8.	4 Mei 2026	Konsultasi BAB 1-5	

Malang, 4 Mei 2026
Dosen Pembimbing

Septia Dwi Jayanti, M. Pd
NIP. 198909122023212051

Appendix 9: Letter of Research Completion



YAYASAN ASIAH AN NUR
YUSUF ANNUR ISLAMIC BOARDING JUNIOR HIGH SCHOOL
(IBJHS)
MADRASAH TSANAWIYAH YUSUF ANNUR
NSM: 121235240189 NPSN: 70035334
TERAKREDITASI "A"

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SURAT KETERANGAN

Nomor: 080/MTs.13.18.1015/SKet.09/05/2026

Yang bertanda tangan di bawah ini:

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Program Studi : Pendidikan Bahasa Inggris
Instansi : UTN Maulana Malik Ibrahim Malang

Telah benar-benar melaksanakan kegiatan penelitian di MTs. Yusuf Annur dalam rangka penyusunan Skripsi yang berjudul "*Patterns And Causes Of Grammatical Errors In Students' English Writing*". Kegiatan penelitian tersebut telah dilaksanakan mulai tanggal 1 Desember 2025 - 12 Mei 2026. Penelitian dan pengambilan data dilakukan dengan integritas yang baik dan dengan menaati peraturan yang berlaku.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Lamongan, 13 Mei 2026
Kepala Madrasah



Henik Anjayati, S.Pd., M.Si.
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Appendix 10: Curriculum vitae

CURRICULUM VITAE

Name : Shofwatut Tarbiyah
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