AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN WRITING ENGLISH TEXT IN THE SECOND GRADE STUDENTS OF SMK-SMTI BANDA ACEH

Hijjatul Qamariah[*1], Sri Wahyuni[2], and Meliana[3]
[1,2,3] STKIP Bina Bangsa Getsempena

Abstract
Writing has been a challenging skill for EFL or ESL Students to cope with. It needs not only the ability to compose a good piece of writing but also goes on a deep layer called grammatical aspect. Understanding grammar is vital to construct a good sentence. Therefore, this study aims at finding out the types of grammatical errors produced by students while composing the English text. Ten students (10) in the second grade of SMK-SMTI Banda Aceh were selected as participants in this study. They were given a task to compose English texts. Then those 10 students writing sheets were analyzed to find out the grammatical errors made. The results revealed that there were 11 categories of grammatical error types; error in using verb, tense, singular/plural noun, adjectives, preposition, to be, articles, modal/auxiliary, noun, objective pronoun, and phrasal verb with the total of grammatical made are 48 total numbers of errors that students produced in their writing sheet. It can be concluded that these 10 students still cannot compose a good sentence because they still made errors in using the grammatical rule.
Keywords: grammatical errors, writing skill, English text

INTRODUCTION

As one of the language skills that have to be mastered by the students, writing becomes the most important part of learning for students to understand English because writing is classified as a productive skill in learning English (Fareed, Ashraf, Bilal, 2016). To produce a rich piece of writing, it needs a complex process (Qamariah, 2016a). According to Harmer (2007:54), productive skill is the language skill where the students produce the language themselves.

As a productive skill, writing is not like speaking or other receptive skills. Writing skill not only needs a lot of vocabulary in composing a paragraph, but also correct grammar. Apart from other writing's rules, to be comprehensible. However, grammar can be a complex thing for English as a Second Language (ESL) learner during the process of the second language (L2) development (Qamariah, 2016b:59). Further, Saguchi, Napoles, Post, Tetreault (2016: 180) go deeper on the differences of grammatical ability and fluency that "fluency is a level of mastery that goes beyond knowledge of how to follow the rules, and

---

* correspondence Addres
Email:hqamariah@gmail.com

includes knowing when they can be broken or flouted". Thus, it is one of the causes that makes writing has become the most difficult skill for a student to be mastered (Phuket & Othman, 2015; Qamariah & Wahyuni, 2016; Sermsook, Liamnimitr, & Pochakorn, 2017)

In the context of the second language (L2) or foreign language (EFL) learning, the difficulties of writing do not only in creating and organizing the idea but also in translating the idea into readable writing. Richard and Renandya (2002:12) explain that mastering writing skills are the most difficult for L2 learners. The learners have to get involved in higher-level skills of planning and organizing as well as lower-level skills of spelling, punctuation, word choices, and so on (Mohammed & Abdalhusein,2015:292). The different elements found between two languages are considered as the main problem (Derrick, Paquot & Plonsky, 2018; Othman, 2017). This leads students to make grammatical errors in the process of writing because most of the students tend to translate their ideas from L1 to L2. Moreover, Meyers (2005:2) stated writing is a way to produce language you do naturally when someone writes or speaks. She added that writing is speaking to others on paper or a computer screen.

In learning writing skills, the learners have to be able to identify all of the usual items which include in writing. For example, the learners have to choose the correct vocabulary to describe the item that will be written (Olsen, 2016). Other skill and knowledge that might address include the following; using grammatical structures accurately, producing the punctuation, word choice/correct words, appropriate spelling, using the assessing characteristic of the target reader, including sharing knowledge or sharing points of information, using a great central idea, and also choosing the good topic writing (Din & Ghani, 2019).

In this study, the researcher took the analysis of students grammatical error in writing conversation text because the researcher wants to know what are types of error that they made in their written text. In the second grade of SMK-SMTI Banda Aceh especially in class XI-G, their writing lesson is about conversation text and it is based on a predetermined curriculum. They also learn about descriptive and argumentative writing, but that only exists in the first and third grades while the researcher conducted this research in second grade. Therefore, this research aims at finding out what types of grammatical errors that students produce when they are writing English text.

RESEARCH METHOD

This research employed a qualitative research method with a descriptive approach. In this study, the researcher analyzed the types of grammatical errors in writing English text in the second grade of SMK-SMTI Banda Aceh. The subject of the study was the students of XI-G SMK-SMTI Banda Aceh in the academic year 2018/2019. The researcher took 10 students in the class as the participants of the research by analyzing their writing worksheets. The researcher only took 10 of them to be analyzed because they were able to write in English compared to their other friends.

RESULTS AND DISCUSSION

Result

To make the data easy to analyze, the researcher carried out three steps on describing the errors found in students' writing, they identify the errors, classification, or categorization the types of the error, after that the researcher numbered the error that made by students. The researcher analyzed the data one by one and categorized them.

Table 1. The Classification of Grammatical Errors Types that Made by Students in Writing Conversation Text

No.	Student's Initial	The Grammatical Error Sentences Made by Students	Classification/ Categorization of Errors	Number of Errors
1.	**P**	Next week, we <u>are not</u> going to school.	Tenses	**5**
		I want to plant some <u>flower.</u>	Singular/plural	
		My sister can <u>helps</u> us.	Verb	
		Yesterday, she <u>bring</u> flowers.	Tenses	
		The caterpillar looks <u>disgust.</u>	Adjective	
2.	**G**	There are many dried <u>leaf.</u>	Singular/plural	**4**
		We must <u>cleaning</u> this house	Verb	
		before mother being <u>angry to</u> us.	Phrasal Verb	
		After <u>plant</u> the flowers.	Verb	
3.	**A**	The thunder also <u>frightened.</u>	Adjective	**5**
		We have to bring <u>a</u> umbrella.	Article	
		Yesterday I <u>bring</u> it and	Tenses	
		accidentally I <u>broken</u> it.	Tenses	
		We could <u>standing</u> here.	Verb	
4.	**A**	The wallet fell <u>in</u> this grass.	Preposition	**2**
		You <u>have</u> be careful.	Modal	
5.	**S**	What <u>do</u> you thinking about?	Tenses	**5**
		I'm upset about <u>choose</u> a gift.	Verb	
		What we have to buy for <u>he</u>?	Objective	

			Pronoun	
		Do you have any <u>suggest?</u>	Noun	
		I think he <u>don't</u> like that.	Verb	
6.	**R**	<u>Is</u> you <u>tiring?</u>	To Be, Adjective	**4**
			Tense,	
		Udin <u>brought</u> <u>foods</u> and drinks now.	Singular/Plural	
7.	**I**	Let's <u>playing</u> bycicles	Verb	**4**
		Owch, it is <u>pain.</u>	Adjective	
		You are bloody and <u>injure.</u>	Adjective	
		What about we <u>are going</u> to doctor?	Tenses	
8.	**N**	I look you <u>crying.</u>	Tenses	**5**
		Last week, I <u>don't</u> pass the exam.	Tenses	
		Before <u>learn</u> English, you must buy many <u>book.</u>	Verb Singular/Plural	
		Yesterday, I <u>spend</u> the money.	Tenses	
9.	**R**	Look at <u>in</u> the street.	Preposition	
		There <u>are</u> a beautiful cat.	To be	
		My young sister <u>love</u> animals too.	Verb	
		We must <u>buying</u> something.	Verb	**6**
		What kinds of <u>foods</u> that we buy for the cat?	Singular/plural,	
		My mother <u>have</u> cat too.	Verb	
10.	A	I'<u>m watch</u> TV now.	Tenses	
		Sorry for <u>disturb</u> you.	Verb	
		I 'm bored to stay <u>in</u> home.	Preposition	8
		Why don't you <u>going</u> to somewhere?	Verb	
		Last month I <u>am</u> sick.	Tenses	
		We can <u>swimming</u> and <u>fishing.</u>	Verb, Verb	
		<u>Are</u> you bring your motorcycle?	Tenses	
Total				**48**

From the table above, it can be explained that there were 11 categories of grammatical errors that students made in their writing. These categories included error in using verbs, tenses, preposition, singular/plural noun, adjectives, noun, to be, modal/auxiliary, phrasal verb, objective pronoun, and article. It was found that the most grammatical error that students produced in their writing are in using verb which consists of 15 total number of errors, and then the second most grammatical errors are in using

tenses that consist of 13 words. Furthermore, it followed by the errors in using adjectives and singular/plural which consist of 5 words, errors in using preposition consist of 3 words, errors in using to be consist of 2 words, while errors in using article, modal, noun, objective pronoun, and phrasal verb consist of 1 word. In conclusion, there are 48 total numbers of errors that students produced in their writing sheet.

After identifying and checking the students' writing sheet, the researchers then categorized/classified the types into the common types of grammatical errors and then determining and numbering how many students made errors in the types of common grammatical and also how many total numbers of errors that they produced.

The researcher also described several reasons for the occurrence the grammatical errors. So, based on the table above, the researcher categorized and classified the types and caused of grammatical errors that students produced in their writing as follow:

1. **Grammatical Errors in Using Verb**

The students' grammatical error in using tenses was described in this following table:

Table 2. The Student Errors in Using Verb

No.	The Grammatical Error Sentences	The Correct Grammatical Sentences
1.	My sister can <u>helps</u> us.	My sister can help us
2.	We must <u>cleaning</u> this house.	We must clean this house.
3.	After <u>plant</u> the flowers.	After planting the flowers.
4.	We could <u>standing</u> here.	We could stand here.
5.	I'm upset about <u>choose</u> a gift.	I'm upset about choosing a gift.
6.	I think he <u>do not</u> like that.	I think he does not like that.
7.	Let us <u>playing</u> bycicles!	Let's do cycling!
8.	Before <u>learn</u> English, you must buy many book.	Before learning English, you must buy many book.
9.	My young sister <u>love</u> animals too.	My young sister loves animals too.
10.	We must <u>buying</u> something.	We must buy something.
11.	My mother <u>have</u> cat too.	My mother has cat too.
12.	We can <u>swimming</u> and <u>fishing</u>.	We can swim and fish.
13.	Sorry for <u>disturb</u> you.	Sorry for disturbing you.

It was found that grammatical errors in using verb consist of 8 students with the total number of errors were 15 words. These are the types of grammatical errors that most students made in their writing. It is because some students made repeated errors in verb usage.

2. **Grammatical Error in Using Tenses**

The students' grammatical error in using tenses was described in this following table:

Table 3. The Students Error in Using Tenses

No.	The Grammatical Error Sentences	The Correct Grammatical

	Sentences	
1.	Next week, we <u>are not go</u> to school.	Next week, we will not going to school.
2.	Yesterday, she <u>bring</u> flowers.	Yesterday, she brought flowers.
3.	Yesterday I <u>bring</u> it and accidentally I <u>broken</u> it.	Yesterday I brought it and accidentally I broke it.
4.	What <u>do</u> you thinking about?	What are you thinking about?
5.	Udin <u>brought</u> the foods and drinks now.	Udin is bringing the foods and drinks now.
6.	What about we <u>are going</u> to doctor?	What about going to the doctor?
7.	I look you <u>crying.</u>	I look you are crying.
8.	Last week, I <u>don't</u> pass the exam.	Last week, I didn't pass the exam.
9.	Yesterday, I <u>spend</u> the money.	Yesterday, I spent the money.
10.	I am <u>watch</u> TV now.	I am watching TV now.
11.	Last month, I <u>am</u> sick.	Last month I was sick.
12.	<u>Are</u> you bring your motorcycle?	Did you bring your motorcycle?

As the error in using a verb, it was found that the most grammatical errors made by the student are in using the tenses section. This is the second-highest number of grammatical errors that students produced. The errors in using tenses consist of 7 students with the total number of errors were 13 words. The cause of students' errors in tenses is caused they don't know the patterns (present tense, past tense, and future tense), especially how to determine the verb which corresponds to tenses.

3. Grammatical Error in Using Singular/Plural

The students' grammatical error in using singular/plural was described in this following table:

Table 4. The Students Error in Using Singular/ Plural

No.	The Grammatical Error Sentences	The Correct Grammatical Sentences
1.	I want to plant some <u>flower.</u>	I want to plant some flowers.
2.	There are many dried <u>leaf.</u>	There are many dried leaves.
3.	Udin brought <u>foods</u> and drinks.	Udin is bringing food and drinks now.
3.	You must buy many <u>book.</u>	You must buy many books.
4.	What kinds of <u>foods</u> that we buy for the cat?	What kinds of food that we buy for the cat?

The researcher found that 4 students made errors in using Singular/Plural Noun with the total number of errors consist of 5 words. Based on the finding, this is the third-highest number of grammatical errors that students produced. The problem in this section is they cannot determine which nouns need to be added *s* or *es* and those not added, whereas incorrect grammatical we must add *s* or *es* for plural noun and we should not add *s* or *es* for a singular noun.

4. Grammatical Error in Using Adjectives

The students' grammatical error in using adjectives was described in this following table:

Table 5. The Students Error in Using Adjective

No.	The Grammatical Error Sentences	The Correct Grammatical Sentences
1.	Owch, it is pain me!	Owch, it is painful for me!
2.	You are bloody and injure.	You are bloody and injured.
3.	The caterpillar looks disgust.	The caterpillar looks disgusting.
4.	The thunder also frightened.	The thunder also frightening.
5.	Is you tiring?	Are you tired?

According to the finding in this research, 4 students made errors in using an adjective with a total number of errors consist of 5 words. As errors in using singular/plural, this is also the third-highest number of grammatical errors that students made after the error in using tenses.

5. Grammatical Error in Using Prepositions

The students' grammatical error in using prepositions was described in this following table:

Table 6. The Students Error in Using Prepositions

No.	The Grammatical Error Sentences	The Correct Grammatical Sentences
1.	The wallet fell in this grass.	The wallet fell on this grass.
2.	Look at in the street!	Look at on the street!
3.	I am bored to stay in home.	I am bored to stay at home.

Based on the finding in this research, the students who made errors in prepositions consist of 3 students with the total number of errors were 3 words. This is the fourth-highest number of grammatical errors made by students.

6. Grammatical Error in Using To Be

The students grammatical error in using to be was described in this following table:

Table 7. The Students Error in Using To Be

No.	The grammatical Error Sentences	The Correct Grammatical Sentences
1.	There are a beautiful cat.	There is a beautiful cat.
2.	Is you tiring?	Are you tired?

This research found that there were 2 students made grammatical errors in using to be with the total number of errors consist of 2 words. This is the fifth-highest number of

grammatical errors made by students. The students' error was found in the sentence *there are a beautiful cat* that should be replaced by the correct sentence *there is a beautiful cat* and *is you tiring?* Should replace by the sentence *are you tired?*.

7. Grammatical Error in Using Articles

The students' grammatical error in using articles was described in this following table:

Table 8. The Students Error in Using Articles

No.	The Grammatical Error Sentence	The Correct Grammatical Error Sentence
1.	We have to bring a umbrella.	We have to bring an umbrella.

Based on this research, It was found that there was 1 student who made an error in using articles with a total number of errors consist of 1 word. It is found the students wrote down *we have to bring a umbrella* whereas in the correct sentence it should be *we have to bring an umbrella.*

8. Grammatical Error in Using Modal/Auxiliary

The students' grammatical error in using modal/auxiliary was described in this following table:

Table 9. The Students Error in Using Modal/Auxiliary

No.	The Grammatical Error Sentence	The Correct Grammatical Error Sentence
1.	You have be careful.	You have to be careful.

From the finding in this research, it was found that there was 1 student only made an error in using modal with 1 total number of errors. This is the least amount of error that students made. It can be seen in the sentence *you have be careful.* This is a wrong sentence in the grammatical structure because in using modal, we don't use *have* but it should be *have to.* So, the sentence should be replaced by the correct sentence *you have to be careful.*

9. Grammatical Error in Using Noun

Table 10. The Students Error in Using Noun

No.	The Grammatical Error Sentence	The Correct Grammatical Error Sentence
1.	Do you have any suggest?	Do you have any suggestion?

There was 1 student who made an error in using nouns with only 1 total number of errors. The problem here is they cannot distinguish between the use of nouns and adjectives. It is found in the sentence *do you have any suggest?* This is also a wrong sentence because it

needs to be used noun at the end of the sentence and the word of suggest is not a noun but an adjective. So, the correct sentence should be *do you have any suggestion?* The reason is because *suggestion* is a noun.

10. Grammatical Error in Using Objective Pronoun

The students' grammatical error in using objective pronoun was described in this following table:

Table 11. The Students Error in Using Objective Pronoun

No.	The Grammatical Error Sentence	The Correct Grammatical Error Sentence
1.	What we have to buy for he?	What we have to buy for him?

There was 1 student who made error in using objective pronoun with total number of error only 1 word. It can be seen in the sentence *what we have to buy for he?* It is a wrong sentence because we need to put objective pronoun at the end of the sentence, *he* is a subject and it is not as objective pronoun whereas objective pronoun from subject *he* is *him*. So, the correct sentence should be *what we have to buy for him?*.

11. Grammatical Error in Using Phrasal Verb

The students' grammatical error in using phrasal verb was described in this following table:

Table 12. The Students Error in Using Phrasal Verb

No.	The Grammatical Error Sentence	The Correct Grammatical Error Sentence
1.	Before mother being angry to us.	Before mother bein angry at us.

It was found that there was 1 student who made grammatical error in using phrasal verb with 1 total number of errors. It can be seen from the sentence *before mother being angry to us.* In this sentence, we need to put a correct phrasal verb. The correct phrasal verb from *angry* is *angry at* not *angry to.* Thus, the correct sentence should be *before mother angry at us.*

Discussions

In this section, the researcher describes and elaborates on the factors that cause students produced the errors and what the teachers and the EFL students should do to reduce the error.

1. The Grammatical Errors in Using Verb

According to the result of the research, it was found that the most grammatical error produced by the students is in using the verb. There are many kinds of verb usage in English such as the use of subject+verb agreement, verb after preposition and conjunction,

verb after modal, gerund, and the use of V_1, V_2, and V_3. In the result of the study, the most common error in using verb is they used verb-ing after modal and it is not appropriate with the correct grammatical rule. Thus, in a correct sentence, we should use verb$_1$ after modal/auxiliary. It can be seen from the sentences; *we must <u>cleaning</u> this house, we could <u>standing</u> here, we must <u>buying</u> something, and we can <u>swimming</u> and <u>fishing</u>.* Another error is also in the sentence *my sister can <u>helps</u> us.* We should use V_1 after modal, so we don't need to add "S" in the verb.

Moreover, their errors is also not adding verb+ing after the conjunction, whereas in the context of using a verb, we should add verb+ing after conjunction. the error can be found in the sentences; *after <u>plant</u> the flowers, before <u>learn</u> English, and sorry for <u>disturb</u> you.* Furthermore, the sentence *I'm upset about <u>choose</u> a gift* is also wrong because we need to put verb-ing after preposition. Besides, the students also have problem in using subject+verb agreement. It was found in the sentences *my young sister <u>love</u> animals too, I think he <u>don't like</u> that,* and *my mother <u>have</u> cat too.*

Besides, the error also caused by the intralingual error. This error deal with the faulty a characteristic of the second language itself, in this case, is English. The EFL students are still influenced by the native language in their environment. The sentence error was found in the sentence *let us <u>play bycicle</u>,* it should be replaced *let us <u>do cycling</u>.* Thus, this error caused by the EFL learners' native language interference. In conclusion, the researcher concluded that the students produced errors in verb because they have not been able to master the rules in the use of verb so that they cannot compose the correct sentence related to the context of using V_1, V_2, and V_3. They are confused in putting verbs according to the correct tenses. For example, they didn't use V_1 for simple present tense, V_2 in the simple past tense, and V_3 for present perfect tense. The main way to be able to write English in the correct sentences is to learn verb because a verb is the most important thing in a sentences. In this case, the solution is the teachers need to be focus on teaching the use of verb to their students.

2. *The Grammatical Error in Using Tenses*

The second most grammatical error that students made is in using tenses especially in the use of simple past tense. The errors was caused they haven't mastered the rules of using the correct simple past tense. In the context of using simple past tense, we must know the patterns that has been set. The main pattern is we have to use V_2 in that sentence. According to the finding, they didn't use V_2 but they use V_1 so that the sentence does not match to the correct grammar. The students error can be found in the sentences; *yesterday she <u>bring</u> flowers,*

last week I don't pass the exam, yesterday I spend the money, last month I am sick, and yesterday I bring it and accidentally I broken it. Thus, the underlined words should use verb$_2$.

Then, the errors are also in mastering the use of simple present continuous tense. The main pattern is S+be+verb-ing. So, in the correct use of grammatical rules especially in using present continuous tense, we have to use verb+ing. From the finding, it was found there are some grammatical errors in using present continuous. The error is because some of the students didn't use verb+ing in the sentence. The errors contained in the sentences *I am watch TV now* that should be replaced by *I am watching TV now,* and also the sentence *Udin brought the food and drinks now* should be replaced by the correct sentence *Udin is bringing the food and drinks now.* The other wrong sentence also because they didn't use to be (am, is, are) after subject. It can be found in the sentence *I look you crying* that should be replaced by the sentence *I look you are crying* and *what do you thinking about?* should be replaced *what are you thinking about?*

Moreover, the students are also wrong in understanding simple past tense, especially in the placement of verb in it. The problem is the students didn't use verb$_2$ but they put verb$_1$ in it, whereas in the context of simple past tense, we must use verb$_2$. The students' error can be found in the sentence; *yesterday she bring flowers, last week I don't pass the exam, yesterday I spend the money, last month I am sick, yesterday I bring it and accidentally I broken it, are you bring your motorcycle?.* Therefore, the underlined words (verb$_1$) should be replaced by verb$_2$.

3. Grammatical Error in Using Singular/Plural Noun

The use of plural noun is usually indicated by the words *many*, *more*, or *a lot of* (countable noun). In the correct grammatical rule, plural nouns must be added S or ES. Whereas the use of singular noun is indicated by the word *a* or *an* and we don't need to add S or ES to the noun. According to the finding, the students' error in using singular/plural noun is caused they didn't add S or ES to plural noun. It was found in the sentence *I want to plant some flower, there are many dried leaf, and you must buy many book.* Furthermore, the underlined words should add S or ES. The other error also in the sentences *Udin is brought foods and drinks, and what kinds of food that we buy for the cat?.* The word *foods* should not be added S because it is an uncountable noun.

4. Grammatical error in Using Adjectives

The EFL students' problem in using adjectives is they cannot distinguish between the use of noun and adjectives. They even put nouns as adjectives and adjectives as nouns. Consequently, it causes the sentences to be wrong and different in meaning. It was found in the sentence *it is pain me, the caterpillar looks disgust, and the thunder also frightened.* The

underlined words are nouns and sould be replaced with adjectives. To overcome this error, the EFL students must learn in terms of distinguishing between the placement of the word noun and adjective.

5. *Grammatical Error in Using Preposition*

The EFL students error in using prepositions occur because they are confused about what preposition should be appropriate in that sentence such as how to use preposition in, at, on, into, inside, etc. The sentence *the wallet fell in this grass* should be replaced by the sentence *the wallet fell on this grass* and the sentence *look at in the street* should be replaced by the correct sentence *look at on the street.* In general, the preposition of *on* is used to show that something is on the surface of another object; therefore, *on* is one of the appropriate preposition in the sentence. The other students error in using preposition also was found in the sentence *I am bored to stay in home* that should be replaced *I am bored to stay at home.* It is because the preposition of *at* is used to show a place.

6. *Grammatical Error in Using To Be*

The fifth highest number of grammatical errors made by students is in using to be. In this case, the students cannot determine what to be that appropriate for the subject that used. In other words, they are confused about determining to be *are* or *is* by the subject. Based on the finding, they made errors in using to be was found in the sentence *is you tiring*? That should be replaced with sentence *are you tired?* Because the appropriate to be for subject *you* is *are*. The wrong sentence *there are a beautiful cat* should be replaced with the correct sentence *there is a beautiful cat* because the cat is only one cat (singular). In this case, the students must learn about the use of to be correctly and based on the context of the sentence.

7. *Grammatical Error in Using Article, Modal, Noun, Objective Pronoun, and Phrasal Verb.*

Each student (8 out of 10 students) only made 1 word of grammatical error in using article, modal, objective pronoun, and phrasal verb. In this section, they only produced a little error because of the use of article, modal, noun, objective pronoun, and phrasal verb easier to learn and to understand rather than in learning verbs and tenses. Besides the factors causing the students error mentioned above, the other factors are also caused there is no special subject that studies about grammar or structure. Also, the students do not have a lot of vocabulary so that it makes them difficult to make or compose a sentence and paragraph. In arranging a sentence/paragraph, the EFL students must be able to memorize a lot of vocabulary to determine what words are appropriate or suitable for the sentences.

Conclusion

Based on the finding in this research, it is observed that there were 11 categories of grammatical error types; error in using the verb, tense, singular/plural noun, adjectives, preposition, to be, articles, modal/auxiliary, noun, objective pronoun, and phrasal verb. Based on the result, the largest number of errors is in using a verb that consists of 15 total numbers of errors. The main factor that causing them produced the error is they don't know the rules in using grammatical correctly, for example, they do not understand yet how to place the verbs based on the correct grammatical structure. Other than that, most of the students made errors in using tenses that consist of 13 words. In this case, they are confused about putting the verbs related to the time of an event (the past, the present, and the future) following the rules of tenses in English.

Moreover, some students also made an error in using adjectives that consist of 5 total numbers of errors. As in the use of adjectives, the total numbers of errors in using prepositions consist of 5 words. It also followed by the errors in using prepositions that consist of 3 total numbers of errors, errors in using to be consist of 2 total numbers of errors. Besides, the least error made by students are error in using an article consist of 1 word, error in using noun consist of 1 word, error in using objective pronoun consist of 1 word, and the last is an error in using phrasal verb also consist of 1 word.

Furthermore, based on the result of this research, there are 48 grammatical errors that students produced in their writing. Hence, it can be concluded that these 10 students in second grade of SMK-SMTI Banda Aceh still cannot compose a good sentence because they still made errors in using the grammatical rules.

REFERENCES

Derrick, D. J., Paquot, M., & Plonsky, L. (2018). Interlingual versus intralingual errors. The TESOL encyclopedia of English language teaching, 1-6.

Din, M., & Ghani, M. (2019). Analyzing Problem-Causing Factors for Pakistani EFL Learners in Translating Present Indefinite and Past Indefinite Tenses from Urdu into English. English Language Teaching, 12(5), 194-203.

Fareed, M., Ashraf, A., & Bilal, M. (2016). ESL learners' writing skills: Problems, factors and suggestions. Journal of Education and Social Sciences, 4(2), 81-92.

Meyers, A. (2005). Write with confidences: Writing effective sentence and paragraph. London: Longman Pub Group.

Mohammed, M. S., & Abdalhussein, H. F. (2015). Grammatical error analysis of Iraqi postgraduate students' academic writing: The case of Iraqi students in UKM. International Journal of Education and Research, 3(6), 283-294.

Olsen, M. B. (2016). A semantic and pragmatic model of lexical and grammatical aspect. Routledge.

Othman, A. K. (2017). An Investigation of Interlingual and Intralingual Errors in Written Composition by Saudi EFL Students at the University of Tabuk. British Journal of Humanities and Social Sciences, 18(2).

Phuket, P. R. N., & Othman, N. B. (2015). Understanding EFL Students' Errors in Writing. Journal of Education and Practice, 6(32), 99-106.

Qamariah, H. (2016)a. How a Sentence is Constructed: a Syntactic Analysis of ESL's Writing Text. Getsempena English Education Journal, 2(2).

Qamariah, H. (2016)b. Teaching Writing to EFL University Students: Some Important Issues (Reducing Writer's Block and Breakthrough to Better Teaching). Getsempena English Education Journal, 3(2), 217618.

Qamariah, H., & Wahyuni, S. (2016, November). An analysis of EFL students' paragraph writing: Errors and their causes. In Proceedings of English Education International Conference (Vol. 1, No. 2, pp. 354-360).

Richards, J. C., & Renandya, W. A. (2002). Methodology in language teaching. New York: Cambridge University Press. http://dx.doi.org/10.1017/CBO9780511667190

Sakaguchi, K., Napoles, C., Post, M., & Tetreault, J. (2016). Reassessing the goals of grammatical error correction: Fluency instead of grammaticality. Transactions of the Association for Computational Linguistics, 4, 169-182.

Sermsook, K., Liamnimit, J., & Pochakorn, R. (2017). An Analysis of Errors in Written English Sentences: A Case Study of Thai EFL Students. English Language Teaching, 10(3), 101-110.