

AN ANALYSIS OF GRAMMATICAL ERRORS ON NARRATIVE WRITING COMMITTED BY THE NINTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

Budiarta, L. G. R.

English Language Education, Ganesha University of Education, Singaraja
Email: rahayu.budiarta@undiksha.ac.id

Suputra P. E. D.

English Language Education, Ganesha University of Education, Singaraja
Email: eka.dambayana@undiksha.ac.id

Widiasmara, I. K.

English Language Education, Ganesha University of Education, Singaraja
Email: komangwidiasmara@gmail.com

Abstract

Writing is a difficult skill in English; most of English for Foreign Language students tend to make errors in writing. In assisting the learners to successfully acquire writing skill, an analysis of errors is necessary to be conducted. This study aims at identifying the types of grammatical errors on students' narrative writings and analyzing the causing factors contributing to the students' errors. Descriptive qualitative design was applied in this study. The subjects of the study were the ninth grade students of SMP Negeri 1 Sukawati. The data were collected from students' narrative writings, questionnaires, and interviews. In analyzing the data, this study applied the theory from Dulay et al. (1982) in identifying the types of errors and for analyzing the contributing factors of the errors this study used Brown's (2000) theory. The result of the data analysis showed that the most frequent type of grammatical errors committed was misformation error (46.50%), followed by omission error (35.56%), addition error (14.74%), and the least one was misordering error (3.19%). Moreover, the sources of errors were dominated by intralingual transfer (35.33%), followed by interlingual transfer (34.50%), and context of learning (30.15%). Related to this findings, this study had similar result with Hamid & Qayyimah's (2014) and Ma'mun's (2016) researches which also found misformation and intralingual transfer as the biggest contributing factors to the errors. Therefore, this present study suggests that the teachers have to find a better way in teaching and learning process of writing and students have to practice more vocabulary especially regarding the forms of verbs, so it can minimize the grammatical errors that occur.

Keywords: error analysis, grammatical errors, sources of errors, narrative text

INTRODUCTION

Writing is an activity in which people transfer their ideas into written form. Phuket & Othman (2015) state that writing is a crucial component of language performances. In non-native speakers' countries, English writing is very important in both educational and professional settings. However, writing often becomes difficult task for EFL learners. It is because a good writing consists of a text with complex syntax and morphology, variety of vocabulary, and a correct command over conventional forms and a good relation between every sentence (Phuket & Othman, 2015). Therefore, in writing particularly English writing, grammatical structure is very crucial in producing a good writing.

As the rule in Permendikbud No. 24 year 2016 which is about the core competency and basic competency in 2013 Curriculum. It is stated that the purpose of this curriculum contains four components namely, spiritual competence, social competence, knowledge, and skills. Those competencies are achieved through the process of learning intracurricular, cocurricular, and

extracurricular. In 2013 Curriculum, writing is included in core competency which belongs to skills component that the students should apply. Writing exists on the skill component which talks about the process of learning in which the students try to practice and produce the material based on the theory given. Therefore, writing skill is important in learning process based on the Curriculum.

In learning a foreign language especially English, learners always face some difficulties, because they are still influenced by their native language or mother tongue (Saptayani, Padmadewi, & Mahayanti, 2015). From that reason, the students will surely commit errors. One of the most frequent errors done by students is error in writing. According to Corder & Allen in (Uthman & Abdalla, 2015), many linguists said that writing is a complex skill and most difficult skill to be learned either for both native and foreign learners among the four skills. Uthman & Abdalla (2015) state that writing has been EFL learners' real problem. The source of difficulty for non-native speakers in English writing is the influence of native language. Moreover, the acquirement of grammatical rules and structures are also ones of the problems in writing, therefore most of them are prone to some errors.

According to Saptayani, Padmadewi, & Mahayanti (2015), acquiring grammar is about the way how to arrange and generate words and phrases in order to create a meaningful row of sentence. In learning English, grammatical errors still become important problem in writing especially for EFL learners. A Hsu (2013) state that grammatical error is a systematical deviation occurs when a learner has not fully comprehended grammar. Consequently, the learner gets wrong in most of their language practice, in other words, learning other languages become difficult since the target languages have different system from the native language. Therefore, this difference sometimes makes the learners (in this case the students) make errors particularly in applying the grammar.

The common causes of errors in writing can be divided into two categories namely, interlingual and intralingual, (Brown, 2000). Interlingual errors occur when learners are still influenced by their first language in the process of learning a second language. On the other hand, intralingual errors occur from mother tongue interference where the learners have lack of knowledge in their second language. As the study conducted by Phuket & Othman (2015), the results showed that grammar is still a problematic area for EFL learners. In EFL writing classroom, learners' limited knowledge of grammar had caused learners difficulties in composing an effective writing. Another study conducted by Uthman & Abdalla (2015) proved that students were still lacking in writing, especially in the grammatical concept where they still made errors. It was caused by the negative transfer of their mother-tongue which caused syntactical errors; therefore the students often had troubles and problems in writing.

In writing, the language use has its own rule and structure to be followed, and this refers to grammar. Grammar is a very important part in a language because grammar arranges and generates the language. According to Scoot (1999), grammar is a study of what forms (structures) which are possible in a language which has been concerned with the analysis at the level of the sentence. Grammar is described as the rules that govern how the sentences of a language are formed and the way how the words are chained together in a particular order. Grammar plays crucial rules in a language, because it affects every meaning of sentences. Therefore, in learning English especially English as foreign language, grammar is an important thing that should be mastered by the learners in order to produce good and correct writing.

In recent years, there have been several studies about error analysis conducted by several researchers. Ma'mun (2016), in her research entitled "The Grammatical Errors on the Paragraph Writings", attempted to explore grammatical error on paragraph writings of English department students. The results show that mostly the students had grammatical error on their writing in form of misformation error 43%. It consisted of misformation of adverb, V2, subject-verb agreement, article, modal, passive and word choices. These errors were believed to be caused by interlingual and intralingual interference. Another study was conducted by Belo (2017) entitled "An Analysis of Grammatical Errors in Written Descriptive Text by the First Year Students of Vocational School of Economics and Commerce Becora, Dili East Timor in School Year 2016 / 2017". The results of the analysis show that the errors committed by the students were in form of omission (41.06%), misformation (20.22%), addition (19.10%), and misordering (14.60%). The total number of error was 89. The most frequent error found was omission. Moreover, Asni & Susanti (2018) conducted research entitled "An Analysis of Grammatical Errors in Writing Recount Text at the Eighth Grade of SMP Negeri 20 Kota Jambi" which was aimed at analyzing types and causes of errors in writing recount

text. The results show that the most frequent type of errors committed by the students was omission with 166 errors or 38.97%, followed by selection error with 162 errors or 38.03%, addition error with 67 errors or 15.73%, and misordering error with 31 errors or 7.28%. In addition, the errors were caused by the complexity of the English system itself and not because of the influence of the Indonesian system (intralingual transfer).

Grammatical errors can be in various grammatical aspects such as verb, pronoun, diction, article, spelling, word order, preposition, and sentence. Hendriwanto & Sugeng (2014) in their research entitled "An Analysis of the Grammatical Errors in the Narrative Writing of the First Grade Students of SMA 6 Yogyakarta", state that the errors of students' writing can be observed from the errors they produced in their work. Students often produce grammatical errors such as mapping grammatical patterns inappropriately and are also mistaken in applying sentence structure, for example "*I not talk to he.*" Based on the phenomena, conclusively in writing, students cannot avoid making errors particularly in grammar and that is particularly why this has become students' problem in learning English.

Based on the explanation above, this research is interested in analyzing the grammatical errors conducted by students in producing narrative writing in terms of omission, addition, misformation, and misordering. Also to know the sources of error, this can be caused by interlingual, intralingual, and context of learning. This study focuses on the ninth grade students of SMP N 1 Sukawati as the subjects of the study. In this case the research was aimed to identify the grammatical errors committed by the students in their narrative writing and to analyze the contributing factors to the errors.

From the preliminary observation conducted by the researcher to the students' writing, there were some misuses of grammatical structure identified. The researcher identified many grammatical errors on student's writings, especially in their recount texts. Additionally, the students revealed that they faced several difficulties in writing English passage. Based on the background above, this study was intended to identify what types of grammatical errors committed by the students and the factors of errors that influenced their writing, in this case, narrative writing.

Therefore, conducting an error analysis is necessary in order to find out and examine the problems faced by the students in writing, especially in narrative writing. Expectedly, this study can be useful for teachers to consider the grammatical errors which are often committed by the students in English writing. As what Richards & Schmidt (2002) state that the purpose of conducting error analysis is to recognize the learners' strategies in language learning, to determine the causes of learners' error, and to gain information about the common difficulties in language learning as an aid and supply for preparing teaching material. Therefore, since error analysis was considered an important thing in education, the researcher conducted An Analysis of Grammatical Errors on Narrative Writing Committed by the Ninth Grade Students of SMP Negeri 1 Sukawati in Academic Year 2018/2019.

METHODS

This study used qualitative descriptive research design or it can be categorized into non-experimental study in which the research used qualitative methods to describe what it is. According to Bogdan & Biklen in Tuckman (2012:395), a qualitative research is concerned with natural setting in the data source in which the researcher is the key instrument of data collection. This kind of study commonly attempts to describe and analyze a phenomenon.

The subjects of the study were the ninth grade students of SMP Negeri 1 Sukawati. Based on the interview, IX D class was chosen because there were difficulties the students faced in English subject especially in writing. Besides having students with lowest performance in English who still committed to errors in writing, it was also found that their daily English scores were considered quite struggling. The IX D class consisted of 34 students; 15 males and 19 females with the average age was 14 years old. The objects of this study were types of grammatical errors and the causes of errors in the narrative writing from 34 students of IX D class in SMP Negeri 1 Sukawati in the 2018/2019 academic year. The types of grammatical errors were collected from students' writing tasks which were in form of narrative text. The information regarding the sources of errors was collected through questionnaires and interview conducted to the students.

Sugiyono (2015: 309) states in qualitative research, technique of collecting the data is done in natural setting, primary data source, and more techniques such as participant observation, in depth

interview, and documentation. This research used several methods in collecting the data namely, documentation, questionnaire, and interview. There were five instruments used to obtain the data namely, researcher, writing task, table of errors identification checklist, questionnaire, and interview guide.

In the process of analyzing the data, this study used five processes namely, collecting of data, identifying the errors, classifying the errors, explaining the errors, and lastly evaluating the errors. The theory of analyzing the data was the one by Corder (1981: 68) which proposes five steps in conducting error analysis. In verifying the data; the study used triangulation technique as the verification of data analysis. Triangulation was used to reassure the completeness of finding or to confirm findings (Saptayani, Padmadewi, & Mahayanti, 2015). Triangulation technique was used in this study in order to reach validity and reliability of the data.

RESULT AND DISCUSSION

Types of Errors

Based on the research questions of this study, the findings cover types of errors committed by ninth grade students of SMP Negeri 1 Sukawati in writing narrative text as well as the factors that cause students committing the errors. In order to find out the types of errors committed by the students in writing narrative texts, series of steps are needed to be followed. After the narrative texts produced by the students were collected, the researcher underlined the incorrect words to differentiate between mistake and error. If the learners still thought what their writing was right, it meant students did errors. The researcher identified, classified, and finally quantified all the errors committed by the students in their writings.

To provide data for the error analysis, the researcher had collected a sample of learner language. In this step, the researcher collected the data from the students' writing task to find grammatical errors, besides also giving questionnaire and conducting interview to obtain information from the students in order to analyze the sources of error. The researcher collected 34 writing tasks from 34 students of IX D class of SMP N 1 Sukawati as well as 34 questionnaires from the students. Furthermore, the results of interview held to several students were collected to obtain more detail information about the source of errors.

Each narrative text produced by the students was read thoroughly several times in order to identify the errors committed by the students. The researcher identified the errors based on surface strategy taxonomy classification by Dulay et al (1982). After all of the errors committed by the students in their writing narrative texts had been identified, the researcher proceeded to the next step that was classifying the errors.

All the identified errors were then classified based on surface strategy taxonomy classification which consisted of omission, addition, misformation, and misordering (Dulay et al., 1982). Omission is categorized into seven, namely omission of preposition, omission of article, omission of to be, omission of conjunction, omission of marker, omission of verb, and omission of pronoun. Addition is categorized into three types, consisting of double marking, regularization, and simple addition. Misformation is categorized into three, such as regularization, archi form, and alternating form. Misordering is not classified into any groups.

After classifying the errors committed by the students, the next step was quantifying the errors. The errors were counted based on their type. The researcher counted the number of errors committed by the students which were classified into omission, addition, misformation, and misordering errors. The types and also the frequency of occurrence of each error can be seen in Table 1.

Table 1. The Frequency of Each Type of Errors

Types of Errors	Frequency	Percentage	Total
Omission of preposition	2	0.30%	234 (35.56%)
Omission of article	40	6.07%	
Omission of to be	58	8.81%	
Omission of conjunction	26	3.95%	
Omission of marker	74	11.24%	
Omission of verb	22	3.34%	

Types of Errors	Frequency	Percentage	Total
Omission of pronoun	12	1.82%	
Double marking	28	4.25%	97
Addition regularization	12	1.82%	(14.74%)
Simple addition	57	8.66%	
Misformation regularization	5	0.75%	306
Archi form	1	0.15%	(46.50%)
Alternating form	300	45.59%	
Misordering	21	3.19%	21
			(3.19%)

From Table 1, it can be seen that the most frequent error committed by the students was misformation. There were 306 misformation errors committed by the IX D students of SMP Negeri 1 Sukawati in their narrative writings with the percentage of 46.50%. The second most frequent type of error was omission. The students committed 234 omission errors with the percentage of 35.56%. The third most frequent type of error was addition. It was found that there were 97 addition errors committed by the students with the percentage of 14.74%. The last frequent type of error was misordering errors. The students committed 21 errors in their narrative writings with the percentage of 3.19%.

Sources of Errors

As it has been explained in the previous chapter, the students of IX D class at SMP Negeri 1 Sukawati had difficulties in writing. Therefore, in order to be able to find out the triggers of the errors committed by students, the researcher arranged questionnaire and conducted interview guide to collect information about students' difficulties in writing, in which those difficulties had a big role to the students in committing errors. The questionnaire was arranged by using Brown's (2000) classification of sources of error, in which this study only used interlingual, intralingual, and context of learning.

After all questionnaires had been answered by the students, the researcher held interview session to several students to gain more detail information of the sources of error, after that the next stage of process was analyzing the result. Therefore, the number of each cause of error and the total number found can be seen as Table 2.

Table 2. The Percentage of Questionnaire Calculation

No.	Sources of Errors	Total	Percentage
1	Interlingual Transfer	539	34.50%
2	Intralingual Transfer	552	35.33%
3	Context of Learning	471	30.15%
	Total Number	1562	100%

From Table 4.7, it can be seen that the highest percentage of error was caused by intralingual transfer errors with 552 errors out of 1562 errors committed (35.33%). Following was interlingual transfer with 539 errors (34.50%), and the last one is the context of learning with 471 errors (30.15%). the highest percentage of error was in the category of intralingual transfer errors with 552 errors out of 1562 errors committed (35.33%). After that, interlingual transfer is following with 539 errors (34.50%), and lastly is the context of learning with 471 errors (30.15%). It is clearly showed on the table that the highest score of frequency arises from intralingual transfer, while the lowest score of frequency comes from the context of learning.

Discussion

Based on surface strategy taxonomy proposed by Dulay, Burt, and Krashen (1982), there are four types of errors, namely omission, addition, misformation, and misordering errors. All of the four

types of errors proposed by Dulay et al. (1982) were found in this study. The most frequent type of errors committed by the students was misformation errors. There were 306 errors categorized as misformation with the percentage of 46.50%. The data is presented in chart 1.

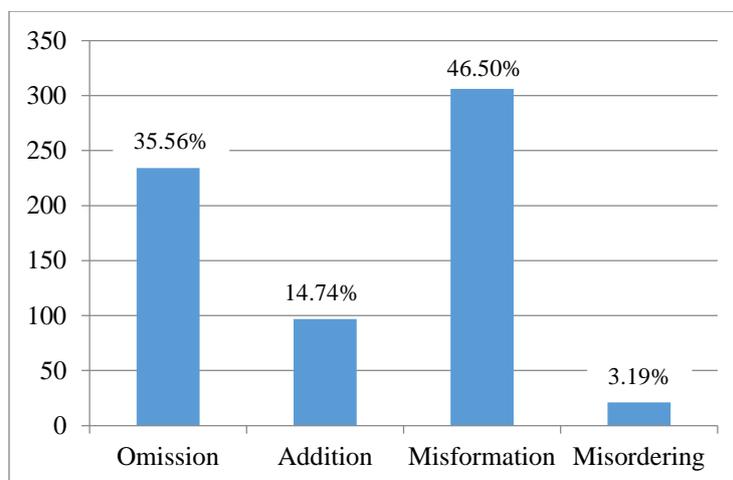


Chart 1. The Percentage of Each Type of Errors

In line with this finding, the study conducted by Ma'mun (2014) also found that the misformation errors scored the highest with the percentage of 43%. The misformation errors were in form of adverb, V2, subject-verb agreement, article, modal, passive and word choices. The most common types of errors made by students were misformation with the number of 15 or 43% and omission with the number of errors found was 11 or 31%. The type of errors with the lowest frequency was misordering errors (9%). There was also a study conducted by Hamid & Qayyimah (2014) which found misformation as the most frequent errors committed with percentage of 77.57%. The data shows that misformation errors were mostly committed in the use of past tense simple in writing recount texts arranged by Class B1 of the Second Year Students at SMP Unismuh Makassar.

On the other hand, there were also similar studies that applied the same theory, however the results were different. First is the one by Wulandari (2014), her research found that there were 172 items of grammatical errors. The most frequent type of grammatical error was omission with the total number of 72 items or 41.9%. In relation to that, Belo (2017) found the similar results in which the total number of error was 89 and the most frequent error was omission (41.06%), misformation (20.22%), addition (19.10%), and misordering (14.60%). Moreover, the same results were also found by Asni & Susanti (2018) in which the most frequent type of error committed by the students was omission with 166 errors or 38.97%, followed by selection error with 162 errors or 38.03%, addition error with 67 errors or 15.73%, and misordering error with 31 errors or 7.28%.

The last frequent type of errors committed by the students was misordering errors. There were 21 errors classified as misordering errors with the percentage of 3.19%. This finding is regarded as in line with the study conducted by Wulandari (2014), Ma'mun (2016), and Hamid & Qayyimah (2014). Wulandari (2014) found that misordering was the lowest number of errors found with 16 items or 9.3%. Supporting this finding, Ma'mun (2016) also found that the lowest frequency of errors found in the data was misordering errors that only scored 9% out of all data. The study conducted by Hamid & Qayyimah (2014) also found similar result. They found the total number of misordering reaching only 2.34%.

In conclusion, it can be inferred that there is no specific pattern leading to the most frequent type of errors committed by the students. It depends on the subject of the study and the linguistic environment that surround the subject. This study discovers the same result as Hamid & Qayyimah (2014) and Ma'mun (2016) in which misformation became the highest percentage of errors committed. While the rest of the studies collected different results in which omission scored the highest percentage of errors. From those previous studies, the researcher claims that the result of this study was considered different from other studies which also applied the same theory. The result of this study showed misformation as type of errors with the highest percentage found, in which it was rarely

discovered by other studies. Therefore, this study has successfully found new result regarding error analysis by applying Dulay's theory of that was conducted at SMP Negeri 1 Sukawati.

There were some theories regarding the factors or sources of errors. The theory used in this study was Brown's (2000) that classifies four groups of sources of errors namely, interlingual transfer, intralingual transfer, context of learning, and communication strategies as mentioned previously in chapter 2. This study only used three classifications, excluding communication strategies. All of the sources of errors mentioned were found in this study, namely interlingual transfer, intralingual transfer, and context of learning. The researcher classified the sources of errors based on the number of items exists in the blueprint. The result of sources of errors can be seen in table 3.

Table 3. The Result of the Analysis of Sources of Errors

No	Sources of Errors	No Items	Total Items	Total of Errors	Percentage of Errors
1	Interlingual	1	147	539	34.50%
		5	85		
		15	103		
		3	99		
		11	105		
2	Intralingual	4	155	552	35.33%
		9	117		
		13	120		
		2	73		
		14	87		
3	Context of Learning	8	94	471	30.15%
		10	100		
		7	77		
		6	107		
		12	93		
Total of Errors				1562	

Based on the table 3, the source of errors frequently found was intralingual transfer with 552 errors out of 1562 errors committed (35.33%) and the last common source of errors came from the context of learning error with 471 errors (22.76%). Furthermore, from the interview result held to the students, intralingual transfer also became the biggest contributing source of errors. Based on the interview result, the students argued that they knew past tense and narrative text; however their answers were different from the fact. For example, one student said that she knew about past tense, however her explanation was wrong, in which she explained that past tense used verb 1 not verb 2. Moreover, the students also said that they have known the regular and irregular verbs in past tense; however they still made errors in verb forms. Therefore, intralingual transfer really affects students in writing narrative text.

In line with this finding, the studies were conducted by Al-Shujairi and Tan (2017), Isa et al. (2017), and Asni & Susanti (2018) that had the same results. Al-Shujairi and Tan (2017) said that intralingual transfer was revealed as the most dominant source of errors. The students had over extension or generalization in English and the students got it from the development of a new linguistics system learned by the students. The total number of intralingual errors was 450 with the percentage of 62.1%. The result was also supported by Isa et al. (2017), intralingual error was the majority of source contributing to the error in which the students made 197 errors or 45% of the total number. Intralingual errors deals with the faulty of characteristic of the second language itself, in this case is English. Mostly, the misuse of verb tense or verb tense error is considered as the cause of intralingual error.

Moreover, Asni & Susanti (2018) also found that the errors were caused by the complexity of the English system itself and not because of the influence of the Indonesian system (intralingual transfer). The calculation of the data presents that the major source of errors committed by students was

intralingual with 229 errors or 53.76%. Meanwhile there were 197 interlingual errors or 46.24% in percentage. However, Ma'mun (2016) in her research found different result in which all errors were caused by interlingual and intralingual interference. The most common types of errors made by students were misinformation with the number of errors was 15 or 43% and the lowest frequency was misordering errors (9%). It was dominated by interlingual interference, and then followed by intralingual interference as the causes of errors.

From those four previous studies, the similar results were also found in this study in which intralingual transfer became the highest percentage of the sources of errors (35.33%). The other previous studies also collected the same result in which the students made errors because of the overgeneralization that the students made in learning English. This was obtained from the questionnaires distributed and the interview held to the students. Different technique was used by this study to obtain the sources of errors; however the result was similar from those three previous studies. Therefore, it can be inferred that intralingual transfer tends to be the most significant factor affecting the students in committing errors, especially for EFL learners. It is because the students deal with many grammatical rules along with its complexities in order to develop good pieces of writing.

From the result of the analysis above, it can be seen that the highest errors came from intralingual transfer. Intralingual transfer occurs because there is over extension or overgeneralization that the students make and the students get it from the development of a new linguistics system that is learned. This error will always occur if there is no action taken by the students. Based on this situation, the teachers and students have to find a better way in the process of teaching and learning writing, and it can minimize the grammatical errors to occur.

In summary, it can be seen that in the terms of types of errors, the finding of this study was supported by two previous studies. Furthermore, in terms of sources of why students committed errors, this study was supported by three previous studies.

CONCLUSION

In English writing, understanding grammar is very important in order to produce a good writing. There must be some difficulties that the learners face in learning English, because the influence of their native language cannot be avoided. From the reason, making errors in learning will be surely done by the students. The acquirement of grammatical rules and structures are learners' problem in writing, therefore most of them commit to some errors. Because of those factors, the researcher considered that interlingual, intralingual, and context of learning factors became the problems that EFL students faced in writing narrative text. It was considered important to be investigated in this research.

The IX D students of SMP Negeri 1 Sukawati still had serious problems in writing. After analyzing the narrative texts produced by the students, it was found that there were four types of errors. Those were omission, addition, misinformation, and misordering. The results of the data analysis showed that the most frequent grammatical errors committed by the students was misinformation errors (46.50%), followed by omission errors (35.56%), addition errors (14.74%), and the least frequent type of errors found was misordering (3.19%).

Regarding to the sources of errors that caused the students to commit errors, it was found that there were three sources, namely interlingual transfer, intralingual transfer, and context of learning. In this study, the most frequent source of errors was intralingual transfer with 552 errors out of 1562 errors committed (35.33%), the second one was in term of interlingual transfer error with 539 errors committed (34.50%), and the last common source of errors came from the context of learning error with 471 errors (22.76%).

From the results of the study, this study suggested that teachers need to make students understand that English is quite different from Balinese or Bahasa Indonesia because English has tenses for verbs while Bahasa Indonesia does not have the similar concept. Teachers have to find a better way in teaching and learning process in writing, while students have to practice more vocabulary especially in verb forms, therefore it can minimize the grammatical errors to occur.

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