EDUMASPUL:
Jurnal Pendidikan
P-ISSN 2548-8201 | E-ISSN 2580-0469

Vol. [10] No. [2] ([2026]) 1166-1181
DOI: 10.33487/ edumaspul.v10i2.532

Mapping Grammatical Errors in EFL Students' Writing: Evidence from Indonesian Junior Secondary School Learners at SMP Muhammadiyah Pangsid

Lababa , Jumiati, Suardi Zain, Andi Dwi Resqi Pramana, Sam Hermansyah, Alpisari Bahruddin
[123456] Universitas Muhammadiyah Sidenreng Rappang
lababa256@gmail.com ,jumiatilanta@gmail.com ,suardizain1@gmail.com ,andiresqi@upi.edu ,samhermansyah@pps.umsrappang.ac.id,alpisarisahruddin@gmail.com

Received	Revised	Accepted	Published
[10-07-2026]	[11-08-2026]	[12-09-2026]	[01-10-2026]

Abstrak
Ketepatan tata bahasa memainkan peran penting dalam pengembangan kemampuan menulis bahasa Inggris, khususnya bagi pembelajar bahasa Inggris sebagai bahasa asing (English as a Foreign Language/EFL). Namun, siswa sering mengalami kesulitan dalam menyusun kalimat yang benar secara gramatikal akibat keterbatasan pengetahuan tata bahasa, perbedaan struktur antara bahasa pertama dan bahasa Inggris, serta tantangan dalam menerapkan kaidah tata bahasa dalam komunikasi tertulis. Penelitian ini bertujuan untuk menginvestigasi jenis dan pola kesalahan tata bahasa dalam penulisan paragraf bahasa Inggris, dengan fokus khusus pada struktur kalimat, penggunaan kata benda (nouns), keterangan (adverbials), dan bentuk waktu lampau sederhana (simple past tense).Penelitian ini direncanakan dilaksanakan di SMP Muhammadiyah Pangsid, Kabupaten Sidenreng Rappang, Sulawesi Selatan, Indonesia. Penelitian menggunakan pendekatan kuantitatif deskriptif dengan menerapkan Surface Strategy Taxonomy (Taksonomi Strategi Permukaan), yang mengklasifikasikan kesalahan tata bahasa ke dalam empat kategori, yaitu penghilangan unsur (omission), penambahan unsur (addition), kesalahan pembentukan (misformation), dan kesalahan pengurutan (misordering). Paragraf yang ditulis oleh siswa digunakan sebagai sumber data utama, sedangkan identifikasi kesalahan, klasifikasi, penghitungan frekuensi, dan analisis persentase digunakan untuk mengkaji pola kesalahan tata bahasa. Penelitian sebelumnya yang dilaksanakan di SMK PGRI Pekanbaru mengidentifikasi sebanyak 371 kesalahan tata bahasa, yang terdiri atas 45 kesalahan penghilangan unsur (12,13%), 21 kesalahan penambahan unsur (5,66%), 303 kesalahan pembentukan (81,67%), dan dua kesalahan pengurutan (0,54%). Temuan tersebut menunjukkan bahwa kesalahan pembentukan merupakan jenis kesalahan tata bahasa yang paling dominan dalam penelitian sebelumnya, khususnya dalam penggunaan bentuk simple past tense. Namun, hasil tersebut hanya merepresentasikan peserta penelitian di sekolah menengah kejuruan yang menjadi lokasi penelitian awal dan tidak dapat digeneralisasikan kepada siswa SMP Muhammadiyah Pangsid tanpa adanya penelitian empiris tambahan.Penelitian yang diusulkan ini diharapkan dapat memberikan pemahaman yang lebih mendalam dan kontekstual mengenai kesulitan tata bahasa yang dialami oleh siswa sekolah menengah pertama dalam pembelajaran bahasa Inggris sebagai bahasa asing. Selain itu, penelitian ini diharapkan dapat berkontribusi terhadap pengembangan pembelajaran tata bahasa yang lebih terarah, penerapan strategi umpan balik korektif yang efektif, serta perancangan aktivitas menulis yang sesuai dengan kebutuhan siswa. Penelitian ini menekankan pentingnya analisis kesalahan secara sistematis sebagai pendekatan diagnostik untuk meningkatkan kesadaran gramatikal dan kemampuan menulis bahasa Inggris siswa.
Kata Kunci: penulisan bahasa Inggris sebagai bahasa asing (EFL), kesalahan tata bahasa, struktur kalimat, taksonomi strategi permukaan, analisis kesalahan.

Abstract*: Grammatical accuracy plays a crucial role in developing English writing proficiency, particularly among English as a Foreign Language (EFL) learners. However, students frequently encounter difficulties in constructing grammatically correct sentences due to limited grammatical knowledge, differences between their first language and English, and challenges in applying grammatical rules in written communication. This study aims to investigate the types and patterns of grammatical errors in English paragraph writing, with a particular focus on sentence structure, noun usage, adverbials, and the simple past tense. The study is proposed to be conducted at SMP Muhammadiyah Pangsid, Sidenreng Rappang, South Sulawesi, Indonesia. A descriptive quantitative approach is employed using the Surface Strategy Taxonomy, which categorizes grammatical errors into four types: omission, addition, misformation, and misordering. Students' written paragraphs serve as the primary source of data, while error identification, classification, frequency calculation, and percentage analysis are used to examine grammatical error patterns. The original research conducted at SMK PGRI Pekanbaru identified 371 grammatical errors, consisting of 45 omission errors (12.13%), 21 addition errors (5.66%), 303 misformation errors (81.67%), and two misordering errors (0.54%). These findings indicate that misformation was the most dominant grammatical error in the original study, particularly in the use of the simple past tense. However, these results represent the original vocational school participants and cannot be attributed to students at SMP Muhammadiyah Pangsid without additional empirical investigation. The proposed study is expected to provide context-specific insights into grammatical difficulties experienced by junior secondary EFL learners and contribute to the development of more targeted grammar instruction, corrective feedback strategies, and writing activities. The study emphasizes the importance of systematic error analysis as a diagnostic approach to improving grammatical awareness and English writing proficiency.*
Keywords: EFL writing, grammatical errors, sentence structure, surface strategy taxonomy, error analysis.

CITATION:	lababa, lababa, Jumiati, Suardi Zain, Andi Dwi Resqi Pramana, Sam Hermansyah, & Alpisari Bahruddin. (2026). Mapping Grammatical Errors in EFL Students' Writing: Evidence from Indonesian Junior Secondary School Learners at SMP Muhammadiyah Pangsid. *Edumaspul: Jurnal Pendidikan*, *10*(2). https://doi.org/10.33487/edumaspul.v10i2.532
COPYRIGHT:	Copyright (c) 2026 lababa lababa, Jumiati, Suardi Zain, Andi Dwi Resqi Pramana, Sam Hermansyah, Alpisari Bahruddin. This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

Introduction

Writing is one of the essential language skills that English as a Foreign Language (EFL) learners need to develop to communicate ideas, experiences, and information effectively. Unlike speaking, writing requires learners to organize thoughts systematically while considering grammatical accuracy, vocabulary selection, sentence structure, coherence, and appropriate language use. Writing proficiency is particularly important in English education because it reflects students' ability to transform linguistic knowledge into meaningful written communication. However, writing is frequently considered one of the most challenging language skills for EFL learners, particularly those who have limited exposure to English outside the classroom. Nunan (1989) describes writing as a complex cognitive activity involving the coordination of various linguistic and psychological processes. Therefore, developing writing competence requires continuous practice, appropriate instructional strategies, and sufficient grammatical knowledge.

In the Indonesian educational context, English is taught as a foreign language, and students are expected to develop fundamental communication skills through various classroom activities. At the junior secondary school level, English writing instruction introduces students to different text types, including descriptive, recount, narrative, and procedural texts. These activities are intended to develop students' ability to express ideas through meaningful sentences and coherent paragraphs. Nevertheless, producing grammatically accurate English sentences remains challenging because Indonesian and English differ considerably in their grammatical systems. For instance, English verbs frequently change according to tense, whereas Indonesian generally expresses time through lexical markers rather than grammatical verb inflections. Such differences may contribute to difficulties in constructing grammatically appropriate sentences.

Grammar plays a significant role in writing because it provides the structural foundation through which meaning is communicated. Accurate grammar enables students to organize words into meaningful sentences, establish relationships between ideas, and express information clearly. Greenbaum and Nelson (2002) explain that sentence structure consists of grammatical elements, including subjects, verbs, objects, complements, and adverbials. These elements function together to construct meaningful expressions. When students fail to understand how grammatical components operate within sentences, their writing may contain structural inaccuracies that affect clarity and readability. Consequently, grammatical competence is an important aspect of developing English writing proficiency.

Despite receiving formal English instruction, EFL learners frequently produce grammatical errors in written assignments. Common difficulties include incorrect verb forms, missing grammatical elements, inappropriate word order, inaccurate noun forms, and the misuse of adverbials. These problems may arise from incomplete grammatical knowledge, limited writing practice, insufficient vocabulary, or the influence of students' first language. In some situations, students translate Indonesian expressions directly into English without considering differences in sentence structure. Such practices can produce grammatical constructions that do not conform to standard English usage. However, grammatical errors should not necessarily be interpreted as

evidence of unsuccessful learning. Instead, they can provide valuable information about students' developing linguistic knowledge and the challenges they experience during language acquisition.

Error analysis has become an important approach in second language acquisition research because it provides a systematic framework for identifying and interpreting learners' linguistic difficulties. Corder (1967) argues that learners' errors are significant because they reveal aspects of language development and provide information about the learning process. Through error analysis, teachers and researchers can identify recurring grammatical difficulties, determine the frequency of particular errors, and develop instructional strategies that address students' learning needs. Rather than focusing exclusively on correcting individual mistakes, error analysis encourages teachers to examine patterns that may indicate broader problems in grammatical understanding.

One widely recognized framework for investigating grammatical errors is the Surface Strategy Taxonomy developed by Dulay, Burt, and Krashen (1982). This framework classifies grammatical errors into four major categories: omission, addition, misformation, and misordering. Omission occurs when a required grammatical element is absent from a sentence. Addition involves the unnecessary inclusion of linguistic elements. Misformation refers to the use of incorrect grammatical forms, while misordering occurs when linguistic components appear in an inappropriate sequence. These categories provide a structured approach to analyzing students' written language and identifying specific grammatical weaknesses.

The Surface Strategy Taxonomy is particularly relevant to paragraph writing because students must apply grammatical knowledge while organizing ideas into connected sentences. Writing a paragraph requires learners to select appropriate vocabulary, construct accurate sentence patterns, and maintain consistency in grammatical forms. In recount writing, for example, students are generally required to describe past events using appropriate verb forms and chronological expressions. Difficulties in using the simple past tense may therefore affect students' ability to communicate past experiences accurately. Similarly, errors involving nouns and adverbials can influence sentence meaning and the overall clarity of written paragraphs.

Previous studies have demonstrated the relevance of grammatical error analysis in EFL writing instruction. Research discussed in the original thesis indicates that learners frequently encounter difficulties associated with grammatical rules, sentence construction, and first-language interference. Wardah (2018), as reviewed in the source thesis, identified direct translation and inadequate grammatical understanding as factors associated with errors in English writing. Hamzah (2012) investigated grammatical error categories among university students, while Putri and Dewanti (2014) examined grammatical errors in learners' written production. These studies provide a foundation for understanding grammatical difficulties as recurring features of EFL writing development.

The original research conducted by Wahyuni Kencana Wati (2023) examined sentence structure errors in paragraph writing among 32 eleventh-grade students at SMK PGRI Pekanbaru. The study employed a descriptive quantitative approach and classified errors

according to the Surface Strategy Taxonomy. Its analysis focused on noun usage, adverbials, and the simple past tense. The findings identified 371 grammatical errors, including 45 omission errors, 21 addition errors, 303 misformation errors, and two misordering errors. Misformation accounted for 81.67% of the recorded errors, making it the most dominant category. These findings suggest that incorrect grammatical forms, particularly those associated with the simple past tense, represented a major difficulty among participants in the original study.

Although the original research provides valuable insights into grammatical error patterns among vocational high school students, its findings cannot automatically represent the grammatical difficulties experienced by junior secondary school learners. Differences in students' ages, educational levels, learning experiences, and English proficiency may influence the types and frequencies of grammatical errors. Therefore, further investigation is necessary to understand grammatical error patterns within a junior secondary school context. The proposed research at SMP Muhammadiyah Pangsid, Sidenreng Rappang, South Sulawesi, Indonesia, is intended to extend the analytical framework of the original study to a different educational setting.

The relevance of investigating grammatical errors at SMP Muhammadiyah Pangsid lies in the importance of developing foundational writing competence during the early stages of formal English language education. Junior secondary school students are expected to construct meaningful sentences and gradually develop the ability to organize ideas into paragraphs. Identifying grammatical difficulties at this stage may help teachers provide appropriate explanations, corrective feedback, and writing exercises. However, the actual frequency and distribution of grammatical errors among students at SMP Muhammadiyah Pangsid must be determined through the collection and analysis of their written work.

The research gap addressed by the proposed study concerns the need for context-specific evidence regarding grammatical error patterns among Indonesian junior secondary EFL learners. While previous research has examined grammatical errors in different educational settings, the application of the Surface Strategy Taxonomy to students' paragraph writing at SMP Muhammadiyah Pangsid requires empirical investigation. The study therefore seeks to identify the types of grammatical errors produced by students and determine which categories occur most frequently. Its contribution is expected to involve a clearer understanding of students' grammatical difficulties and their implications for classroom writing instruction.

Accordingly, this study aims to analyze grammatical errors in English paragraph writing among students at SMP Muhammadiyah Pangsid using the Surface Strategy Taxonomy. Specifically, the research focuses on omission, addition, misformation, and misordering errors involving selected grammatical components, particularly nouns, adverbials, and the simple past tense. By identifying and classifying these errors, the study is expected to provide useful information for English teachers, curriculum developers, and researchers interested in improving EFL writing instruction. Furthermore, the findings may contribute to the development of more targeted grammar teaching strategies and corrective feedback practices that support students' grammatical awareness, sentence

construction, and overall English writing proficiency.

LITERATURE REVIEW

Writing is a productive language skill that requires learners to communicate ideas through organized and meaningful written expressions. In EFL education, writing involves several interconnected components, including grammatical accuracy, vocabulary knowledge, sentence construction, coherence, and organization. Nunan (1989) emphasizes that writing is a complex cognitive process because learners must coordinate linguistic knowledge with the ability to organize and communicate ideas.

Brown (2000) discusses writing as a form of language production that involves transforming linguistic knowledge into written communication. Unlike spontaneous oral interaction, writing generally allows learners to plan, review, and revise their language. Nevertheless, EFL students frequently experience difficulties producing grammatically accurate sentences because they must apply unfamiliar grammatical rules while simultaneously developing ideas.

At the junior secondary school level, writing instruction should therefore provide opportunities for students to practice sentence construction, paragraph organization, and grammatical accuracy. Students need appropriate guidance to understand how grammatical structures contribute to meaningful communication.

Sentence structure refers to the grammatical organization of words and phrases within a sentence. Greenbaum and Nelson (2002) explain that English sentences consist of structural elements such as subjects, verbs, objects, complements, and adverbials. These elements perform different grammatical functions and contribute to the overall meaning of sentences.Grammatical accuracy is particularly important in EFL writing because incorrect sentence structures may create ambiguity or interfere with communication. For example, errors involving verb forms can affect the expression of time, while incorrect noun forms may create problems with number or agreement.The original thesis focuses on three grammatical components: nouns, adverbials, and the simple past tense. Nouns function as linguistic elements used to identify people, places, objects, and concepts. Adverbials provide additional information concerning time, place, manner, or circumstances. The simple past tense is commonly used to describe completed actions or events in the past.These grammatical components are relevant to paragraph writing, particularly recount texts, because students need to describe experiences using appropriate sentence structures and chronological information.

Error analysis is a systematic approach to investigating deviations from target-language grammatical conventions in learners' language production. Corder (1967) explains that learner errors provide important information about language development and the processes involved in acquiring a second language.In EFL writing instruction, error analysis enables teachers to identify recurring grammatical problems and examine the extent to which students have acquired particular linguistic structures. Richards and Schmidt (2002) associate language errors with incomplete learning or developing knowledge of linguistic rules.

Errors may occur because learners have not fully mastered grammatical structures, apply rules incorrectly, or transfer linguistic

patterns from their first language. However, the identification of an error does not automatically establish its underlying cause. Additional evidence, such as student interviews or comparisons across writing tasks, may be required to explain why particular errors occur.Consequently, error analysis serves both diagnostic and pedagogical purposes by providing information that can guide grammar instruction and writing feedback.

The Surface Strategy Taxonomy developed by Dulay et al. (1982) provides a framework for classifying grammatical errors according to changes in the surface structure of linguistic expressions. The framework identifies four categories: omission, addition, misformation, and misordering.

Table 1. Classification of Grammatical Errors Based on Surface Strategy Taxonomy

Error type	**Description**	**Example**	**Correct form**
Omission	Absence of a required grammatical element	She going to school yesterday.	She went to school yesterday.
Addition	Inclusion of an unnecessary grammatical element	He did went home.	He went home.
Misformation	Use of an incorrect grammatical form	They goed to the market.	They went to the market.
Misordering	Incorrect arrangement of sentence elements	Yesterday went I to school.	Yesterday, I went to school.

Source: Illustrative examples adapted from the error categories of Dulay et al. (1982).

This classification provides a practical framework for examining grammatical patterns in students' paragraph writing. It allows researchers to identify not only the total number of errors but also the specific grammatical categories requiring instructional attention.Recount text is a genre used to describe past experiences or events in chronological order. Knapp and Watkins (2005) explain that recount texts typically organize events sequentially and employ linguistic features appropriate for describing past situations.The simple past tense is an important grammatical feature of English recount writing because it indicates actions or events completed in the past. Students may encounter difficulties using irregular verbs, constructing negative sentences, and applying auxiliary verbs appropriately.

For example, learners may produce sentences such as “I go to the beach yesterday” instead of “I went to the beach yesterday.” Such errors illustrate difficulties selecting grammatical forms appropriate to past-time contexts.In addition to tense-related difficulties, students may produce errors involving nouns and adverbials. These errors can influence grammatical accuracy and reduce the clarity of written communication.

Previous studies have investigated grammatical errors across different EFL learning contexts. Wardah (2018), as discussed in the source thesis, examined grammatical difficulties associated with direct translation and inadequate understanding of English structures. Hamzah (2012) explored grammatical error categories

among university learners, while Putri and Dewanti (2014) investigated grammatical errors in students' written language.Wahyuni Kencana Wati (2023) conducted a descriptive quantitative study involving 32 eleventh-grade students at SMK PGRI Pekanbaru. Using the Surface Strategy Taxonomy, the researcher identified 371 grammatical errors in students' paragraph writing. Misformation was the most frequent category, representing 81.67% of all identified errors, followed by omission, addition, and misordering.

These findings demonstrate the relevance of examining grammatical errors systematically. Nevertheless, the original research focused on vocational high school learners, creating an opportunity to investigate whether similar or different error patterns emerge among junior secondary school students.

The conceptual framework of the proposed study connects students' English paragraph writing with grammatical error identification and classification. Students' written paragraphs constitute the primary data, while the Surface Strategy Taxonomy provides the analytical framework.



Figure 1. Conceptual framework of grammatical error analysis in EFL paragraph writing.

The research gap lies in the limited context-specific evidence concerning grammatical error patterns among students at SMP Muhammadiyah Pangsid. By applying the Surface Strategy Taxonomy to students' written paragraphs, the proposed study seeks to identify dominant grammatical difficulties and provide evidence that can inform classroom writing instruction.

METHOD

This study is designed to employ a descriptive quantitative research approach to investigate grammatical errors in English paragraph writing among students at SMP Muhammadiyah Pangsid, Sidenreng Rappang, South Sulawesi, Indonesia. The descriptive quantitative approach is selected because the research aims to identify, classify, calculate, and describe grammatical errors systematically without introducing experimental treatment. According to Creswell (2014), quantitative research involves the systematic collection and analysis of numerical data to describe patterns and investigate research problems. In this study, quantitative analysis is supported by descriptive explanations of grammatical errors found in students' written paragraphs.

The research adopts the Surface Strategy Taxonomy developed by Dulay, Burt, and Krashen (1982), which classifies language errors into four categories: omission, addition, misformation, and misordering. This framework provides a systematic procedure for examining grammatical inaccuracies and determining the most frequently occurring error types. The study focuses particularly on errors involving nouns, adverbials, and the simple past tense, following

the analytical framework employed in the original research by Wahyuni Kencana Wati (2023).

The research is proposed to be conducted at SMP Muhammadiyah Pangsid, an Indonesian junior secondary school located in Sidenreng Rappang Regency, South Sulawesi. The target population consists of students learning English as a foreign language. The participants will be selected from a class that has received instruction in English paragraph writing, particularly recount texts.

A purposive sampling technique is proposed to select participants based on their familiarity with the relevant writing material and their availability during data collection. The final number of participants and their grade level will be determined according to the actual school research arrangements. The original study involved 32 vocational high school students; however, this number will not be transferred automatically to the present research because the educational context and participant characteristics differ.

Before collecting data, the researcher will obtain permission from the school administration and coordinate with the English teacher. Students' identities will be protected through anonymous coding, and the research procedures will be conducted in accordance with applicable ethical requirements for research involving minors, including parental or guardian consent where required.

Research Instruments

The primary research instrument will be a written paragraph test designed to obtain students' original English writing samples. Students will be instructed to compose a recount paragraph describing a past experience, such as a holiday, school activity, or memorable event. The writing task will encourage students to apply grammatical structures involving nouns, adverbials, and the simple past tense.

The writing prompt, time allocation, and expected paragraph length will be standardized to ensure comparable conditions. Students will complete the task individually without using translation applications or external writing assistance.

A grammatical error analysis checklist will serve as the second instrument. The checklist will contain the four error categories established by Dulay et al. (1982), accompanied by descriptions, examples, and spaces for recording error frequencies. An additional coding sheet will document the grammatical component, original sentence, corrected sentence, and error classification.

Table 1. Grammatical Error Analysis Framework

Error category	**Description**	**Example of error**	**Correct form**
Omission	Missing grammatical element	She happy yesterday.	She was happy yesterday.
Addition	Unnecessary grammatical element	He did went home.	He went home.
Misformation	Incorrect grammatical form	I goed to school.	I went to school.

Misordering	Incorrect word arrangement	Yesterday visited I my friend.	Yesterday, I visited my friend.

Data Collection Procedures

Data collection will involve four stages. First, the researcher will coordinate with the English teacher to determine the appropriate class, writing topic, and assessment schedule. Students will receive an explanation of the writing task and its instructions.

Second, students will complete the paragraph-writing assignment individually. The researcher will collect the completed writing samples and assign identification codes to protect participants' confidentiality.

Third, the collected paragraphs will be examined to identify grammatical errors. Each sentence will be analyzed according to standard English grammatical conventions. Errors involving nouns, adverbials, and the simple past tense will be recorded and classified using the Surface Strategy Taxonomy.

Fourth, the researcher will organize the identified errors into a data analysis table. Each error will be documented alongside its original sentence, proposed correction, grammatical component, and classification. To improve analytical consistency, a second qualified English-language assessor may independently review a sample of the coded errors. Any disagreements will be discussed using the established coding criteria.

Data Analysis Techniques

The collected data will be analyzed through identification, classification, tabulation, frequency calculation, and interpretation. Initially, students' written paragraphs will be read carefully to identify deviations from the targeted grammatical conventions. Each identified error will then be classified as omission, addition, misformation, or misordering.

The frequency of each error category will be calculated, followed by its percentage using the following formula:

$$P=\frac{F}{N}\times100\%$$

Where:

- P = percentage of a particular error category;
- F = frequency of errors in that category;
- N = total number of identified grammatical errors.

The percentages will be used to determine the relative distribution of grammatical error types. The category with the highest frequency and percentage will be identified as the most dominant grammatical error.

Table 2. Proposed Grammatical Error Frequency Distribution

Error category	**Frequency**	**Percentage**
Omission	To be calculated	—
Addition	To be calculated	—
Misformation	To be calculated	—

Misordering	To be calculated	—
Total	To be calculated	100%

The findings will be presented through frequency tables, percentages, and graphical illustrations. Representative examples from students' paragraphs will also be discussed to explain the grammatical characteristics of each error category.

Trustworthiness and Ethical Considerations

To enhance the credibility of the analysis, the researcher will establish consistent grammatical error classification criteria and document the procedures used to identify and categorize errors. Expert review of the coding framework and independent checking of selected writing samples will be used where feasible.Students' writing samples will be used exclusively for research purposes, and identifying information will not be disclosed. Participation will follow the school's research requirements, and students will be informed that their writing performance will not affect their regular academic assessment.Through these procedures, the study is expected to provide a systematic description of grammatical error patterns among junior secondary EFL learners and generate evidence that can inform grammar instruction and writing feedback practices.

RESULTS AND DISCUSSION

Results

The proposed study investigates grammatical errors in English paragraph writing among EFL learners at SMP Muhammadiyah Pangsid. The analysis focuses on three grammatical components: nouns, adverbials, and the simple past tense. Students' errors are to be classified according to the Surface Strategy Taxonomy, comprising omission, addition, misformation, and misordering.

Each writing sample will be examined to identify grammatical deviations, determine their linguistic characteristics, and classify them according to the established analytical framework. The results will be summarized through frequencies and percentages to identify the dominant grammatical error patterns.

Table 1. Distribution of Grammatical Errors at SMP Muhammadiyah Pangsid

Types of errors	**Frequency**	**Percentage**
Omission	Pending	—
Addition	Pending	—
Misformation	Pending	—
Misordering	Pending	—
Total	Pending	100% once calculated

Note: This table requires actual grammatical error counts from SMP Muhammadiyah Pangsid.

The frequency distribution will provide an overview of the relative occurrence of grammatical error categories. The dominant category will be determined based on the highest recorded frequency rather than assumptions derived from previous research.

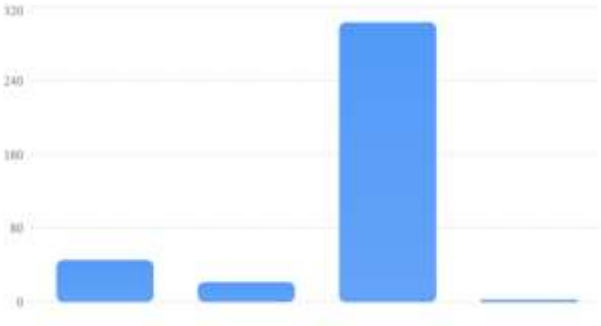
The original study by Wati (2023), conducted at SMK PGRI Pekanbaru, reported 371 grammatical errors in the paragraph writing of 32 students. The findings were classified as follows.

Table 2. Grammatical Error Distribution Reported in the Original Thesis

Types of errors	**Frequency**	**Percentage**
Omission	45	12.13%
Addition	21	5.66%
Misformation	303	81.67%
Misordering	2	0.54%
Total	371	100%

Source: Wati (2023), original research at SMK PGRI Pekanbaru. These are not findings from SMP Muhammadiyah Pangsid.

Figure 1. Distribution of Grammatical Errors in the Original Research



Original thesis: SMK PGRI Pekanbaru (2023), not SMP Muhammadiyah Pangsid.

The original findings indicate that misformation accounted for the overwhelming majority of identified errors. This category included incorrect grammatical forms, particularly those associated with the simple past tense. Omission was the second most frequent category, followed by addition and misordering.

Errors in Specific Grammatical Components

The original thesis also categorized grammatical errors according to the linguistic elements examined.

Table 3. Distribution of Errors by Grammatical Component in the Original Thesis

Grammatical component	**Omission**	**Addition**	**Misformation**	**Misordering**	**Total**
Nouns	12	12	0	2	26
Adverbials	1	0	2	0	3
Simple past tense	32	9	301	0	342
Total	45	21	303	2	371

Source: Wati (2023). The simple past tense contributed 342 of the 371 recorded errors.

These findings show that the simple past tense was the grammatical component most frequently associated with errors in the original research. However, the distribution of grammatical errors at SMP Muhammadiyah Pangsid may differ because of variations in educational level, writing experience, and linguistic competence.

Discussion

Grammatical errors represent an important aspect of English as a Foreign Language (EFL) writing development because they reveal areas in which learners experience difficulties applying linguistic rules. The original research by Wati (2023) demonstrates that grammatical errors can be systematically identified and classified through the Surface Strategy Taxonomy. The

findings show that different grammatical structures may present different levels of difficulty for students, particularly when they are required to construct meaningful paragraphs.

The identification of 371 grammatical errors in the original study indicates that sentence construction was a challenging aspect of writing for the participating vocational high school students. The errors were distributed across omission, addition, misformation, and misordering categories. However, their frequencies differed considerably, suggesting that particular grammatical problems were more prevalent than others.

These findings are relevant to the conceptual foundation of the proposed study at SMP Muhammadiyah Pangsid. Nevertheless, grammatical error patterns among junior secondary school students must be established independently through their own writing samples. Differences in learning experiences, grammatical knowledge, and instructional contexts may produce different distributions of errors.One of the most significant findings of the original research was the dominance of misformation errors. This category accounted for 303 errors, representing 81.67% of all recorded grammatical errors. According to Dulay et al. (1982), misformation occurs when learners use an incorrect grammatical form in a linguistic construction.

Misformation errors may involve incorrect verb forms, inappropriate grammatical markers, or inaccurate word forms. In recount writing, students are expected to use the simple past tense to describe completed events. However, learners who have not fully mastered past-tense formation may use present-tense verbs or incorrect irregular verb forms.

For example, a student might write:

Incorrect: I go to my grandmother's house yesterday.

Correct: I went to my grandmother's house yesterday.

This illustrative example demonstrates how an incorrect verb form can affect grammatical accuracy. The learner communicates a recognizable meaning but fails to apply the grammatical form required by the past-time context.The high proportion of misformation errors in the original study suggests that instruction focusing on verb formation and grammatical accuracy may be particularly valuable. However, the presence of such errors alone does not establish whether they result from first-language interference, limited instruction, or insufficient practice. Further evidence would be needed to explain their causes.Although misformation was the dominant category, the original study also identified omission, addition, and misordering errors.

Omission accounted for 45 errors (12.13%). This type of error occurs when a grammatical element required for a well-formed sentence is absent. For instance, learners may omit auxiliary verbs, articles, or other necessary grammatical components. Such errors can reduce grammatical completeness and occasionally affect sentence meaning.

Addition accounted for 21 errors (5.66%). This category involves the inclusion of unnecessary grammatical elements. In English past-tense constructions, learners may incorrectly combine the auxiliary did with a past-tense main verb, producing expressions such as did went instead of did go. Such errors illustrate difficulties applying grammatical rules consistently.

Misordering was the least frequent category in the original research, with only two errors (0.54%). Misordering occurs when grammatical elements appear in an inappropriate sequence. Although relatively uncommon in the original dataset, word-order errors remain important because English sentence structure depends on recognizable relationships among subjects, verbs, objects, and other grammatical elements.

These findings suggest that different types of errors require different instructional responses. Omission errors may be addressed through sentence-completion activities, addition errors through guided grammatical correction, and misordering errors through sentence-reconstruction exercises.

The original study identified 342 errors involving the simple past tense, making it the grammatical component associated with the largest number of errors. This finding highlights the importance of tense formation in English paragraph writing.English and Indonesian differ in how they express time. English commonly uses grammatical verb forms to distinguish past and present events, whereas Indonesian generally relies on temporal expressions and contextual information without obligatory tense inflection. These structural differences may create challenges for Indonesian EFL learners.

In recount writing, students must describe past experiences using appropriate grammatical structures. Incorrect tense selection may result in sentences that are understandable but grammatically inaccurate. Learners may also experience difficulty distinguishing regular and irregular verbs.

From a pedagogical perspective, English teachers may benefit from integrating explicit grammar instruction with contextual writing activities. Rather than teaching verb forms exclusively through isolated exercises, teachers can encourage students to apply the simple past tense in short narratives, personal experiences, and guided recount paragraphs.The proposed study at SMP Muhammadiyah Pangsid has potential implications for improving English writing instruction at the junior secondary school level. Systematic grammatical error analysis can help teachers identify which linguistic structures require additional attention and determine suitable instructional strategies.

If the actual student data reveal frequent misformation errors, teachers could prioritize verb-form exercises, contextual grammar instruction, and guided writing activities. If omission errors are more common, instruction could emphasize sentence completeness and grammatical elements. Similarly, frequent misordering errors would indicate a need for activities focusing on English sentence patterns.

Corrective feedback is another important instructional consideration. Teachers may provide direct corrections, explanations of grammatical rules, or opportunities for students to identify and revise their own errors. Combining feedback with repeated writing practice may help students develop greater awareness of grammatical accuracy.

The results could also support differentiated instruction. Students with different grammatical difficulties may benefit from different forms of guidance rather than receiving identical corrective activities.However, the effectiveness of these strategies would need to be evaluated separately. A descriptive error analysis can identify grammatical patterns but cannot establish whether a particular instructional

intervention improves writing performance.The primary contribution of the proposed study is its application of a systematic grammatical error analysis framework to junior secondary EFL writing at SMP Muhammadiyah Pangsid. By examining omission, addition, misformation, and misordering errors, the research may provide context-specific evidence about students' grammatical difficulties.

The original research by Wati (2023) offers a methodological foundation, but its findings cannot be generalized directly to SMP Muhammadiyah Pangsid. The original participants were vocational high school students, whereas the proposed participants are junior secondary school learners.

Furthermore, descriptive quantitative error analysis primarily identifies error frequencies and distributions. It does not independently determine the psychological or linguistic causes of errors. Investigating those causes would require additional methods, such as interviews, classroom observations, or analyses of students' writing development over time.Future research could also examine the effectiveness of corrective feedback, digital grammar exercises, or process-based writing instruction in reducing recurring grammatical errors.The original thesis demonstrates that misformation was the most frequent grammatical error category, particularly in the use of the simple past tense. Omission, addition, and misordering were also identified, although at substantially lower frequencies.These findings provide a useful foundation for investigating grammatical accuracy in EFL paragraph writing. The proposed study at SMP Muhammadiyah Pangsid can extend this line of research by identifying grammatical error patterns among junior secondary school students and examining their implications for English writing instruction.

Conclusion

This study provides a framework for understanding grammatical errors in English paragraph writing among English as a Foreign Language (EFL) learners through the application of the Surface Strategy Taxonomy. Based on the original research conducted by Wati (2023) at SMK PGRI Pekanbaru, grammatical errors were classified into four categories: omission, addition, misformation, and misordering. The original study identified 371 grammatical errors, consisting of 45 omission errors (12.13%), 21 addition errors (5.66%), 303 misformation errors (81.67%), and two misordering errors (0.54%). Misformation was the most dominant category, particularly in the use of the simple past tense. These findings demonstrate the importance of systematically examining grammatical error patterns to identify specific difficulties in students' English writing.

The proposed application of this analytical framework at SMP Muhammadiyah Pangsid is expected to provide context-specific insights into the grammatical challenges experienced by Indonesian junior secondary school learners. However, the findings from the original vocational high school study cannot be directly generalized to students at SMP Muhammadiyah Pangsid. Further empirical investigation is required to establish the actual distribution and dominant types of grammatical errors in their writing. By analyzing students' authentic written paragraphs, the proposed research can contribute to a better understanding of grammatical accuracy, sentence construction, and the difficulties associated with using nouns,

adverbials, and the simple past tense.From a pedagogical perspective, grammatical error analysis can serve as a diagnostic tool for improving English writing instruction. Teachers can use identified error patterns to develop targeted grammar exercises, provide constructive corrective feedback, and design contextual writing activities that address students' specific learning needs. Future studies are encouraged to investigate the underlying causes of grammatical errors and evaluate instructional strategies for improving students' writing accuracy. Ultimately, systematic error analysis can contribute to more responsive English language teaching practices and support the development of students' grammatical competence and overall writing proficiency.

REFERENCES

Anderson, M., & Anderson, K. (1997). *Text types in English*. Macmillan Education Australia.

Arista, R., Yana, D., & Sugiharti, S. (2016). Error analysis of students' sentence structure in writing application letters. *Anglo-Saxon: Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris*, *7*(2). https://doi.org/10.33373/anglo.v7i2.509

Asni, S. L., & Susanti, S. (2018). An analysis of grammatical errors in writing recount text at the eighth grade of SMP Negeri 20 Kota Jambi. *International Journal of Language Teaching and Education*, *2*(2), 131–144. https://doi.org/10.22437/ijolte.v2i2.5205

Azar, B. S. (2002). *Understanding and using English grammar* (3rd ed.). Pearson Education.

Biber, D., Conrad, S., & Leech, G. (2002). *Longman student grammar of spoken and written English*. Pearson Education.

Brown, H. D. (2000). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). Longman.

Buhari. (2026). Designing Multimodal Digital Media for Public Speaking in a Rural EFL Classroom: A 4D Development Study. *International Journal of Special Education*, *41*(19s), 975–985. Retrieved from https://www.internationalsped.com/index.php/ijse/article/view/5854

Choironi, N., Sukirlan, M., & Suparman, U. (2016). Error analysis of students' writing descriptive text based on surface strategy taxonomy at the second grade of SMAN 1 Pesisir Tengah Krui. *U-JET: Unila Journal of English Teaching*. http://jurnal.fkip.unila.ac.id/index.php/123/article/view/12636

Corder, S. P. (1967). The significance of learners' errors. *International Review of Applied Linguistics in Language Teaching*, *5*(1–4), 161–170. https://doi.org/10.1515/iral.1967.5.1-4.161

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.

Dulay, H., Burt, M., & Krashen, S. (1982). *Language two*. Oxford University Press.

Ellis, R., & Barkhuizen, G. (2005). *Analysing learner language*. Oxford University Press.

Fabb, N. (2005). *Sentence structure* (2nd ed.). Routledge.

Ferris, D. R. (2002). *Treatment of error in second language student writing*. University of Michigan Press.

Greenbaum, S., & Nelson, G. (2002). *An introduction to English grammar* (2nd ed.). Pearson Education.

Harmer, J. (2004). *How to teach writing*. Pearson Education.

Hermansyah, S. (2024). Scientific articles writing training to improve students' professionalism in preparing scientific articles and publications in the SINTA accredited national journal. *La Ogi: English Language Journal*, *10*(2), 104–113. https://doi.org/10.55678/loj.v10i2.1638

Hermansyah, S. (2026). Using fairy tales to improve narrative writing skills among EFL students. *La Ogi: English Language Journal*, *11*(2), 164–173. https://doi.org/10.55678/loj.v11i2.2620

Hermansyah, S., Aksan, M., Isumarni, Hikmah, N., & Faradillah, N. (2024). Using grammar in assessing academic writing: A narrative study of EFL student experiences. *La Ogi: English Language Journal*, *10*(1), 141–154. https://doi.org/10.55678/loj.v10i1.1345

Hermansyah, S., Asrifan, A., Nadirah, & Imran. (2022). The use of reciprocal teaching procedure in teaching recount text to improve students reading comprehension. *La Ogi: English Language Journal*, *8*(2). https://doi.org/10.55678/loj.v8i2.683

Hikmah, N., Hermansyah, S., Jumiati, Zulkifli, N., Rahayu, S., Syarif, N., & Syamsuriani. (2025). Common grammatical errors in students' writing: A qualitative error-analysis study. *DEIKTIS: Jurnal Pendidikan Bahasa dan Sastra*, *5*(4), 3053–3056. https://doi.org/10.53769/deiktis.v5i4.2178

Hyland, K. (2003). *Second language writing*. Cambridge University Press. https://doi.org/10.1017/CBO9780511667251

James, C. (1998). *Errors in language learning and use: Exploring error analysis*. Longman.

Junandar, A., Hermansyah, S., Maulina, & Amin, S. (2026). The impact of mobile learning applications on students' motivation in learning English in MTs Negeri 3 Konawe Selatan. *INTERACTION: Jurnal Pendidikan Bahasa*, *13*(1).

Knapp, P., & Watkins, M. (2005). *Genre, text, grammar: Technologies for teaching and assessing writing*. UNSW Press.

Nadila, E. (2020). *An analysis of students' sentence structure errors in writing recount text at State Senior High School 2 Tambang Kampar Regency* [Undergraduate thesis, Universitas Islam Negeri Sultan Syarif Kasim Riau]. http://repository.uin-suska.ac.id/id/eprint/25341

Namirta, S. P., Syamsu, T., Nurhikmah, Buhari, & Hermansyah, S. (2026). Improving students writing skills through picture-based dictation method: A creative approach. *INTERACTION: Jurnal Pendidikan Bahasa*, *13*(1), 981–994. https://doi.org/10.36232/interactionjournal.v13i1.5934

Norrish, J. (1983). *Language learners and their errors*. Macmillan Press.

Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge University Press.

Nurcahaya, Hermansyah, S., & Manda, I. (2025). The influence of the school literacy movement (GLS) on the writing ability of class IX students at MTs Muammar Gandi, Sidenreng Rappang Regency. *Macca: Journal of Linguistic Applied Research*, *1*(3). https://journal.adityarifqisam.org/index.php/macca/article/view/98

Purnama, E., Hermansyah, S., Maulina, Amin, S., & Syarif, A. R. (2026). Implementing IT-based learning to improve students' reading skills in English. *Macca: Journal of Linguistic Applied Research*, *3*(1).

https://journal.adityarifqisam.org/index.php/macca/article/view/256

Richards, J. C. (1971). A non-contrastive approach to error analysis. *English Language Teaching Journal*, *25*(3), 204–219. https://doi.org/10.1093/elt/XXV.3.204

Richards, J. C., & Schmidt, R. (2002). *Longman dictionary of language teaching and applied linguistics* (3rd ed.). Pearson Education.

Usman, M., Sari, H., Hermansyah, S., Maming, K., Kahar, A., Hasan, & Elfahmi, F. K. (2025). Understanding Indonesian students' reading knowledge in digital literacy within socio-cultural of rural middle schools. *International Journal of Information and Learning Technology*, *42*(5), 432–448. https://doi.org/10.1108/IJILT-12-2023-0239

Wati, W. K. (2023). *Error analysis of students' sentence structure in paragraph writing at the eleventh grade of SMK PGRI Pekanbaru* [Undergraduate thesis, Universitas Islam Negeri Sultan Syarif Kasim Riau].

Weigle, S. C. (2002). *Assessing writing*. Cambridge University Press. https://doi.org/10.1017/CBO9780511732997