

Grammatical Error Analysis in English Essay Written by INSTIKI Students on Google Classroom

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ABSTRACT

In term of English communication, grammar is an important language component to improve students' language skill. However, grammatical errors in writing essays made by the students are still found. This can be caused by their carelessness, first language (L1) interference, and literal translation in the second language (L2). Students make errors in various aspects of grammar such as tenses, word classes, and diction. This study aimed to describe and analyze the grammatical errors in English essay of students of Institut Bisnis dan Teknologi Indonesia (INSTIKI). Learning from the grammatical errors in writing was expected to assist the students in improving their knowledge of English grammar and academic writing skills. The objects of this research were 25 students majoring in Informatics Engineering. The data was in the form of English persuasive essays uploaded by the students in the Google Classroom application which was analyzed by using descriptive qualitative methods. The results showed that the students face difficulties in writing essay correctly in terms of grammar. These problems arise because when they do not always remember the rule in L2, can not identify the meaning when processing L2 forms, and still base the writing process on the L1 rule. It was also found that most of the errors were caused by lack of understanding of English grammar. Therefore, their grammatical errors need to be analysed to get some feedbacks for the students' knowledge of grammar and give better teaching approach for the lecturers in English writing class.

Keywords: essay; writing; error analysis; Google Classroom

INTRODUCTION

The value of the English language is greater than ever for people striving to achieve both personally and professionally in today's increasingly globalized and interconnected society. English is the language of business on a global scale and is quickly taking over as the common language in many sectors. As a result, those who can communicate clearly in English will stand out from the competition in the employment market. More over two thirds of all web material is written in English, making it the internet's primary language. As a result, persons who do not speak English well risk missing out on a plethora of knowledge and opportunities. Internet access requires fluency in reading in this language. As a result, speaking and writing English well gives one a distinct advantage in today's society. English is the most widely spoken language in the world, with 2 billion speakers. In terms of the number of native speakers, it ranks third. English has the ability to bring together speakers of many different cultures and foster understanding because it is the most widely spoken language. In terms of written language, it is important to analyze the writing process and result of the English language learner that the errors found in their final text can give feedback to the language learning. Those descriptions of error analysis are hopefully adequate to fulfill the lack of writing knowledge and the research are useful for the application of English or next language research especially in the field of writing.

The study of grammatical error analysis on English writing has been conducted by some previous researchers such as Ming (2021) who has the objective of the current study is to ensure teachers should correct students' errors in a flexible way. There are six types of the most common error correction methods: explicit correction, recast, clarification request, metalinguistic feedback, elicitation and repetition. Correction can be conducted by teacher-correction, peer correction and

self-correction. However, there is a point needed to note that writing error analysis is usually carried out outside classroom, which means that there is a lack of face-to-face interaction between teachers and students. Therefore, it is advisable for teachers to combine teacher-correction with peer correction and self-correction properly so that learners are able to receive feedback from various perspectives. Reading is one of the best ways to improve English writing. Only by effective language input can teachers ensure that students are able to output high-quality writings. Therefore, teacher should encourage students to read authentic English materials extensively so that students are able to enrich their knowledge of authentic expressions and strengthen their sense of English.

Meanwhile Wulandari & Harida (2021) analyze grammatical errors which might enrich learners' knowledge in using a foreign language. Error as such a systematic deviation which occurs when the student has not learned something of the language and gets it wrong constantly, because he has not learned the correct form. However, there are some factors that cause the errors such as carelessness, first language interference, and translation. When using English in their essays writing, students might make errors in various aspects of grammar, such as tenses, aspects, word classes, word order, inflections, and punctuation. Therefore, the accuracy of using them in the writing of English sentences must be considered, especially by students who are developing writing skills in English as a foreign language. By writing English sentences according to the grammatical structure, the meaning of it will be accurate, easily understood and acceptable. This article aims to identify types of grammatical errors made by the students of English education department at STKIP PGRI Ponorogo in writing essay and find out the factors causing the students' grammatical errors in writing essay. The study directs to a pedagogical implication on Second Language Acquisition. It was essential for the English lectures to focus on students' weakness and needed to strengthen students' understanding especially on grammar. The learning strategies should be enhanced. The lectures could create teaching-learning activities which carry important effects for students in learning L2.

The main objective of Sulaiman & Syahri (2022) research is to This research focuses on university students who are taking Academic Writing courses in the third semester. This research is aimed at identifying the types of errors and the dominant ones committed by students in descriptive academic writing exercises. The method of the research was the qualitative approach. The instrument that the researchers used in this research were essay writing. There were 24 students were taken as subjects of the research. To analyze the data, the researchers used Error Analysis Method (EAM) based on Surface Structure Taxonomy and percentage error analysis. The findings showed that many students committed errors involving grammatical items in line with omission, addition, misinformation, and misordering and the dominant was a misordering error. The researchers assume that some factors affect students' errors such as lack of knowledge and competence in English grammar. In conclusion, the error analysis method is a suitable way to identify students' errors using simple present tense in descriptive academic writing exercises.

The writer made a research to thoroughly conduct a comprehensive analysis of grammatical errors present in English essays written by students from INSTIKI using the Google Classroom platform. The study aims to identify and categorize the types and frequencies of grammatical errors made by these students in their essays. The research will seek to provide valuable insights into the common language challenges faced by INSTIKI students when writing essays in English on the Google Classroom platform. The analysis will serve as a basis for improving English writing instruction and support mechanisms, ultimately contributing to enhanced language proficiency and academic performance among INSTIKI students.

METHODS

25 students from INSTIKI's Informatics Engineering study program participated in this study, which used a qualitative descriptive technique. This connects to the literature review since the study's subject is a person, thing, or object that interests the researcher (Suandi, 2008). This project was finished in a 16-session online English course. This investigation focuses on the English persuasive essay. The study's data also includes qualitative information that was acquired through the

students' writing assignment in the context of applying English grammar. Data collection methods rely on observation and documentation. The primary research instrument was a persuasive essay that was created using Google Classroom to document observations. To learn more about the grammatical mistakes made in English writing, the authors used the observational approach. The technique is non-participatory observing strategy. In contrast to participating in activities, researchers merely actively observe them (Sukmadinata, 2009). Although researchers are present in the classroom, they are not actively taking part in the research participants' activities. Instead, they are observing and documenting how online learning is implemented and how assignments are done. The documentation technique consists of an examination of sources related to the main topic of the research challenge. According to Sugiyono in (Gunawan, 2015), documentation methods include writing, visuals, and artistic creations. When establishing data analysis techniques, it is important to consider the types of data that are collected. Data analysis methods are employed in this work in regard to data collecting (Sugiyono, 2007). In this study, the researcher used a qualitative descriptive technique as a method of data analysis. This method enables researchers to use appropriate ideas as a framework for their topic analysis. In this study, the grammatical faults in the students' persuasive essays were analyzed using the theory from Greenbaum, S., and Nelson, G.'s namely "An Introduction to English Grammar".

RESULTS AND DISCUSSION

Writing is a very complex activity and writing using foreign languages such as English will become more complicated because it requires the ability to compose and develop a logical idea so that it becomes a text that can be understood and understood by the reader (Sarfraz in Romadhon et al. (2020)). The realm of education has witnessed an unprecedented transition with the integration of digital platforms in the learning process. One such platform, Google Classroom, has become a staple in the academic landscape, revolutionizing how students and educators interact. Among the myriad of subjects, English essay writing remains a critical component of students' development in language proficiency and critical thinking. However, with the convenience of online learning comes the potential for challenges, one of which is the prevalence of grammatical errors. The implementation of grammar error analysis has improved the students' skill in writing text. The type of error analysis of grammar could also help them to understand the type of error they had made in the treatment (implementing process). The possible factors that may cause the errors were mistranslation, first language interference, overgeneralization, ignorance of rules restriction, lack of grammatical knowledge and vocabulary (Arnillah, 2021). This article conducts an in-depth examination of the grammatical errors present in English essays submitted by students at INSTIKI. It uncovers prevalent mistakes, identifies their root causes, and suggests strategies to improve writing skills. Through this analysis, the article aims to provide a comprehensive understanding of the challenges students encounter in the digital age and promote an environment that encourages linguistic excellence. The results of the research on error analysis and parts of discussion about English essay writing are as follows:

Essay Analysis on Google Classroom Application

The research will involve a systematic examination of essays submitted by INSTIKI students on the Google Classroom platform. In this writing field, each essay will be carefully evaluated to identify and document grammatical errors that affect clarity, coherence, and overall language proficiency. Writing as a productive skill differs from listening and other receptive skills. Writing skills must be practiced and learned through experience. It also involves composing, which implies the ability either to tell or retell pieces of information in the form of narratives or descriptions or to transform information into new texts, as in expository or argumentative writing. However, composing a paragraph does not only need a lot of vocabulary, but also correct grammar. (Qamariah et al. in Islam & Mufidah (2022)) Almost all the students likely do not know the right use of English sentence structure. It is caused by the lack of grammar instruction that teachers favour

communicative activities with a less conscious focus on grammar. As the consequence, it impacts students' writing skills. As the fact, students' writing skill is not developed as the instruction goes on such. For that reason, the beneficial impact of learning grammar toward students' writing competence that should be got by students cannot be gained. (Jones et al. in Islam & Mufidah (2022))

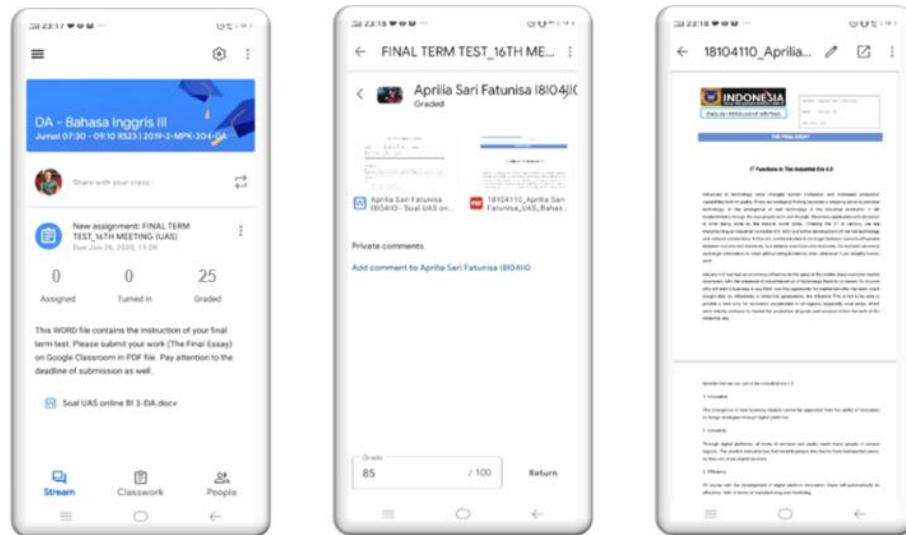


Figure 1. The Pageview of Uploaded English Essay on Google Classroom

Grammatical Error Identification

The study will focus on categorizing grammatical errors, including but not limited to, verb tense inconsistencies, subject-verb agreement issues, incorrect word usage, sentence structure errors, and errors in other part of speech usage.

Table 1. Grammatical Error in Students' Essay

No	Type of Error	Number or Error	Percentage
1	Tenses	14	26%
2	Noun	14	26%
3	Pronoun	0	0%
4	Verb	12	22%
5	Adjective	4	7%
6	Adverb	4	7%
7	Preposition	4	7%
8	Conjunction	2	4%
9	Determiner	0	0%
Total		54	100%

It is viewed in Table 1 that there are errors in the use of tenses and noun as the most common grammatical errors in the process of writing English persuasive essay. It seems those become problematic for most INSTIKI students who are English learners. First, the lack of knowledge on English tenses can cause the wrong form of sentence for example: the participants tend to write "And now SSD come and change everything..." instead of "And now SSD comes and changes everything...". Here they have missed the rule of Present Tense in English language that 's' or 'es' should be added to the verb if the subject of a sentence is singular noun. This case also happens in the sentence "SSD offer solution for data storage more than HDD." instead of "SSD offers solution

for data storage more than HDD.” “SSD make your laptop battery more efficient.” Instead of “SSD makes your laptop battery more efficient.” Then it is also viewed in their sentence “.... communication between seller and customers become easy.” instead of “...communication between seller and customers becomes easy.” The other sentence is “E-Commerce help us comfortable to shopping online.” instead of “E-Commerce helps us comfortable to shopping online.”

“The style of graphics should be keep consistency....” instead of “The style of graphics should be kept consistent....” In the original sentence, “should be keep consistency,” the verb “keep” is not conjugated correctly. The correct form should use the past participle “kept” after “be” to form the passive voice, resulting in “be kept consistent.” The corrected sentence is grammatically accurate and conveys the intended meaning that the style of graphics should be maintained consistently.

“With the website, it will increases the credibility of your business.” instead of “With the website, it will increase the credibility of your business.” In the original sentence, “it will increases the credibility,” the verb “increases” is not conjugated correctly based on the grammar of Future Tense. The correct form should be “increase” to match the third-person singular subject “it.” Therefore, the correct sentence should be “With the website, it will increase the credibility of your business.” The corrected sentence is grammatically accurate and conveys the intended meaning that having a website will enhance the credibility of the business. Similar case also happens in the sentence “For completing your work, you will staying up late.” instead of “For completing your work, you will stay up late.”

“That’s why website is much better than social media, why not take advantage of it?” instead of “That’s why website is much better than social media, why do not you take advantage of it?” In the original sentence, the phrase “why not take advantage of it?” lacks a subject, which makes it a fragment. The corrected version adds the subject “you” to form a complete and grammatically correct question: “why do not you take advantage of it?”. The corrected sentence is now grammatically accurate and conveys the intended meaning that a website is superior to social media, and the person being addressed is encouraged to take advantage of it.

“Have you ever buy something at Tokopedia?” instead of “Have you ever bought something at Tokopedia?” In the original sentence, “Have you ever buy something at Tokopedia?” the verb “buy” is in the present tense, which is incorrect in this context. The correct form should use the past participle “bought” to form the present perfect tense, as it refers to an action that happened in the past with a connection to the present. The corrected sentence is grammatically accurate and conveys the intended meaning, asking if the person has made a purchase at Tokopedia in the past. Similar case also happens in the sentence “...we also try COD system or paying things if it have reach.” instead of “...we also try COD system or paying things if it has reached.”

“Many profit if you shopping online with e-commerce....” instead of “Many profit will be gained if you do online shopping with e-commerce...” In the original sentence, “Many profit if you shopping online with e-commerce,” the subject “profit” is missing an article, and the verb “shopping” is in the gerund form without a helping verb. The corrected version includes the subject “profit,” uses the verb “do” with “online shopping,” and adds the auxiliary verb “will be gained” to form a grammatically correct and complete sentence. The corrected sentence now conveys the intended meaning that significant benefits will be obtained when one engages in online shopping with e-commerce.

Errors in the use of **noun** are as follows:

“...we can get read speed around 3000 Mbps and write speed around 2000 Mbps.” instead of “...we can get reading speed around 3000 Mbps and writing speed around 2000 Mbps.” “read speed” and “write speed” should be replaced with “reading speed” and “writing speed” respectively. In this context, “reading” and “writing” are gerunds, which are nouns formed from verbs by adding -ing, and they correctly represent the actions of reading and writing data.

“...we know that SSD speed is more than HDD.” instead of “we know that SSD speed is more than HDD speed.” In the original sentence, “...we know that SSD speed is more than HDD,” the

word "speed" is missing after "HDD," which makes the sentence incomplete and unclear. The corrected version includes "speed" after "HDD" to make the comparison between the speeds of SSD and HDD clear and grammatically correct. The corrected sentence now properly conveys the intended meaning, stating that the speed of Solid State Drives (SSD) is greater than the speed of Hard Disk Drives (HDD).

"Everything becomes limited, all activity we do at home." instead of "Everything becomes limited, all activities we do at home." In the original sentence, "...all activity we do at home," the word "activity" is in the singular form, but it should be plural to match the context of multiple activities done at home. The corrected version uses the plural form "activities" to indicate that there are various activities being referred to. The corrected sentence now properly conveys the intended meaning, stating that everything becomes limited, including all the activities done at home. This case happens also in the sentence "Online shopping like e-commerce has become one of the choice..." instead of "Online shopping likes e-commerce has become one of choices...". Then it happens also in the sentence "E-commerce is a system in which there are activity of selling, ..." instead of "E-commerce is a system in which there are activities of selling, ...". Then it happens also in the sentence "Many profit if you shopping online with e-commerce..." instead of "Many profits if you do shopping online with e-commerce". Then it happens also in the sentence Now many online store are progress" instead of "Now many online stores are progress". Then it happens also in the sentence "...with the internet people can access any website" instead of "with the internet people can access any websites"

"Now, we must be smart to choose online store trusted." instead of "Now, we must be smart to choose trusted online store." In the original sentence, "...to choose online store trusted," the adjective "trusted" should come before the noun "online store" to correctly modify it. The corrected version rearranges the words to form a grammatically correct sentence, where "trusted" appropriately describes the type of online store being referred to. The corrected sentence now properly conveys the intended meaning, suggesting the importance of being smart when selecting a trustworthy online store. Then it happens also in the sentence "Daytime less productive and lack of sleep at night." instead of "Less productive daytime and lack of sleep at night.". Then it happens also in the sentence "For children 1-3 years whose nerves temporarily develop..." instead of "For 1-3 years children whose nerves are temporarily developed..."

"...for something you want without worry about its safety," instead of "...for something you want without worrying about its safety," In the original sentence, "...without worry about its safety," the verb "worry" is not in the correct form. The correct form is the present participle "worrying" to properly convey the ongoing action of being concerned or anxious about something. The corrected sentence now properly conveys the intended meaning, indicating that you can have something you want without being concerned about its safety.

Errors in the use of **verb** are as follows:

"HDDs generally will cause excessive heat when used." instead of "HDDs generally will cause excessive heat when they are used." In the original sentence, "...when used," the pronoun "they are" is missing after "when," which makes the sentence incomplete and unclear. The corrected version includes "they are" to indicate that the excessive heat is caused by HDDs when they are in use. The corrected sentence now properly conveys the intended meaning, stating that Hard Disk Drives (HDDs) generally generate excessive heat when they are actively used. Similar error also happens in the sentence "Customers don't need to come the store, can via chat or call." instead of "Customers don't need to come to the store, they can order via chat or call."

"We easy to search for something you want" instead of "It is easy for us to search for something you want" In the original sentence, "We easy to search for something you want," the word "easy" is an adjective, but it should be used as an adverb "easily" to modify the verb "search." Adverbs are used to describe how an action is performed. The corrected version uses "easily" as an adverb to correctly modify the verb "search," indicating that the action of searching is done with ease.

“...the benefits of using social media to share information and make connections.” instead of “...the benefits of using social media are to share information and make connections.” In the original sentence, “...the benefits of using social media to share information and make connections,” the linking verb “are” is missing. When discussing the benefits of using social media, it is essential to include the linking verb to connect the subject (“benefits”) to its complement (“to share information and make connections”). The corrected version adds the linking verb “are” to form a grammatically correct sentence that properly indicates the benefits of using social media for sharing information and making connections. The corrected sentence now properly conveys the intended meaning, stating that the benefits of using social media are to share information and make connections. Similar error also happens in the sentence “...people competing to create new things needed by the community like games.” instead of “people are competing to create new things needed by the community likes game.”

“...if we buy in a place that is already trust” instead of “...if we buy in a place that is already trusted”. In the original sentence, “...if we buy in a place that is already trust,” the adjective “trust” is not correctly used to modify the noun “place.” The correct form should be the past participle “trusted,” which serves as an adjective and properly describes the “place” as being reliable or trustworthy. The corrected version uses “trusted” as the correct adjective to convey the intended meaning that the place is already trusted by people. The corrected sentence now properly conveys the intended meaning, stating that if we purchase something from a place that is already trusted, it may increase our confidence in the purchase.

“You can sell product without have to build a store” instead of “You can sell product without having to build a store”. In the original sentence, “You can sell product without have to build a store,” the verb “have” is not used correctly. The correct form should use “having” as a gerund, which functions as a noun to indicate the action of possessing or doing something. The corrected version includes “having” before “to build a store,” which properly conveys the idea that you can sell a product without the need to construct a physical store. The corrected sentence now properly conveys the intended meaning, stating that it is possible to sell a product without the necessity of building a store.

Errors in the use of **adjective** are as follows:

“As with the temperature on the SSD which is considered far more awake.” instead of “As with the temperature on the SSD which is considered far more stable.” In the original sentence, “As with the temperature on the SSD which is considered far more awake,” the adjective “awake” is used, which does not make sense in the context of describing the temperature of an SSD (Solid State Drive). The correct word to use here is “stable,” which indicates that the temperature of the SSD remains consistent and does not fluctuate significantly. The corrected version replaces “awake” with “stable,” making the sentence grammatically accurate and properly conveying the intended meaning. The corrected sentence now properly conveys the idea that the temperature on the SSD is considered far more stable, suggesting that it remains constant and does not vary considerably. Similar error dealing with diction also happens in the sentence “...so that these hackers are motivated to do good and also do not interfere government security secret sites.” instead of “...so that these hackers are motivated to do well and also does not interfere with government security secret sites.”

“...forget to interact with the people closest” instead of “forget to interact with the closest people.” In the original sentence, “...forget to interact with the people closest,” the adjective “closest” is placed after the noun “people,” which is not the usual word order in English. Adjectives usually come before the noun they modify. The corrected version places the adjective “closest” before the noun “people,” following the typical English word order for adjectives, which properly describes the people who are nearest or dearest to the speaker. The corrected sentence now properly conveys the intended meaning, stating that someone forgets to interact with the people who are closest to them.

“...and eventually you will feel more lazy and confused to do work.” instead of “and eventually you will feel lazier and more confused to do work.” In the original sentence, “more lazy” is not the

correct comparative form. The correct forms are "lazier" and "more confused" when comparing the degree of laziness. The corrected version uses the proper comparative forms "lazier" and "more confused," making the sentence grammatically accurate and conveying the intended meaning more effectively. The corrected sentence now properly conveys the idea that over time, the person will feel lazier and more confused when it comes to doing work.

Errors in the use of **adverb** are as follows:

"Do you think so too?" instead of "Do you think so?" In the original sentence, "Do you think so too?" the word "too" is not necessary because it implies agreement or similarity with a previous statement. However, in this context, there is no previous statement or comparison being made, so "too" is not needed. The corrected version omits "too," making the sentence grammatically accurate and conveying the intended meaning, which is simply asking for the person's opinion or agreement on a particular matter without any reference to a previous statement.

"...humans who are very master of the use of computer" instead of "...humans who are master of computer use". In the original sentence, "...humans who are very master of the use of computer," the word order is awkward and does not flow naturally. The phrase "the use of computer" is not idiomatic or commonly used in English. Instead, the correct and more natural phrasing is "computer use." The corrected version rearranges the words to create a grammatically accurate and more fluent sentence. "Humans who are master of computer use" means that these individuals are skilled or proficient in using computers. The corrected sentence now properly conveys the intended meaning, stating that the described humans have expertise in computer use.

"so that these hackers are motivated to do good and also does not interfere with government's security secret sites." instead of "so that these hackers are motivated to do well and also do not interfere the government security secret sites." In the original sentence, "to do good" is not suitable in this context since "good" is an adjective clearly and it should be replaced with "well" as the adverb of manner that describe the verb. "does not interfere" is incorrect because it should be "do not interfere" to agree with the subject "hackers" (plural). Additionally, "government security secret sites" should be rephrased as "government's secret security sites" to indicate possession and clarify the relationship between the government and the security sites. The corrected version addresses these errors to form a grammatically accurate and clear sentence. The corrected sentence now properly conveys the intended meaning, suggesting that the hackers are encouraged to use their skills positively and not disrupt the government's secret security sites.

"Not only children, but adults are not advised to be exposed to electromagnetic radiation" instead of "Not only children, but also adults are not advised to be exposed to electromagnetic radiation". In the original sentence, "Not only children, but adults are not advised to be exposed to electromagnetic radiation," the word "also" is missing after "but." The word "also" is necessary to show that the statement applies to both children and adults, not just one group. The corrected version includes "also" after "but" to create a grammatically accurate sentence, properly indicating that both children and adults are advised not to be exposed to electromagnetic radiation. The corrected sentence now properly conveys the intended meaning, stating that both children and adults should avoid exposure to electromagnetic radiation.

Errors in the use of **preposition** are as follows:

"Add to that their small size and lower power consumption" instead of "Add their small size and lower power consumption". In the original sentence, "Add to that their small size and lower power consumption," the preposition "to" is not necessary. The phrase "add to that" is used to introduce additional information or points, but it is not required in this context. The corrected version removes the unnecessary preposition "to" to create a grammatically accurate and concise sentence. The corrected sentence now properly conveys the intended meaning, stating that the small size and lower power consumption of something should be taken into consideration or accounted for. This

similar error also happens in the sentence "...it can interfere with your health." instead of "it can interfere your health."

"Now many online stores are progress" instead of "Now many online stores are in progress." In the original sentence, "Now many online stores are progress," the preposition "in" is missing after "are." The correct phrase should be "in progress," which means that something is currently being developed or worked on. The corrected version adds the preposition "in" before "progress" to form a grammatically accurate sentence. The corrected sentence now properly conveys the intended meaning, stating that many online stores are currently being developed or are in the process of being established.

"A gadget addict will have difficulty living real life" instead of "A gadget addict will have difficulty in living real life." In the original sentence, "A gadget addict will have difficulty living real life," the preposition "in" is missing after "difficulty." The correct phrase should be "have difficulty in," which is used to indicate the specific area or aspect where the difficulty lies. The corrected version adds the preposition "in" after "difficulty" to form a grammatically accurate sentence. The corrected sentence now properly conveys the intended meaning, stating that a gadget addict will have difficulty in living real life, suggesting challenges in fully engaging in or experiencing life due to their addiction to gadgets.

Errors in the use of **conjunction** are as follows:

"As with the temperature on the SSD which is considered far more awake." instead of "As the temperature on the SSD which is considered far more stable." In the original sentence, "As with the temperature on the SSD which is considered far more stable," the conjunction "as with" is not appropriate in this context. The correct usage should be "as" without the additional "with." The corrected version uses the conjunction "as" to properly introduce the comparison or similarity being made in the sentence. The corrected sentence now properly conveys the intended meaning, stating that the temperature on the SSD is considered far more stable.

"Because often delaying work results in more work piling up." instead of "Delaying work results in more work piling up." In the original sentence, "Because often delaying work results in more work piling up," the word "because" is not needed because there is no cause-and-effect relationship being stated. Additionally, the adverb "often" is not required as it does not add any essential information to the sentence. The corrected version removes "because" and "often" to create a more concise and direct statement. The corrected sentence now properly conveys the intended meaning, stating that delaying work leads to the accumulation of more tasks.

After analysing all essays, there are not any errors in the use of determiner found in the English essay of INSTIKI students on Google Classroom. The use of this part of speech can be well-understood by the students when they try to write English persuasive essay independently. Similarly, the writer did not find also any errors in the use of pronoun in the English essay written by by them on that application. It seems that the they have had better understanding of English pronoun and how to use it properly in the sentence. These students have demonstrated proficiency in grasping the various types of pronouns, such as personal pronouns (e.g., he, she, they), possessive pronouns (e.g., his, her, their), and demonstrative pronouns (e.g., this, that, these). They understand how to use these pronouns appropriately in sentences to refer to specific people, objects, or ideas, which enhances the clarity and cohesion of their written and spoken communication. In addition to mastering pronouns, these students have also successfully grasped the concept of determiners in English. Determiners include articles (e.g., a, an, the), demonstratives (e.g., this, that, these, those), possessives (e.g., my, your, their), and quantifiers (e.g., some, many, few). These students know how to select the correct determiner based on the context and specificity of the noun they modify, which contributes to the accuracy and precision of their language usage. Their understanding and application of English pronouns and determiners reflect a high level of language proficiency, allowing them to express ideas more effectively and precisely. With this skill set, these students are

better equipped to engage in meaningful conversations, write coherent and well-structured essays, and interpret and analyze complex texts. Overall, their mastery of pronouns and determiners serves as a strong foundation for their continued growth and success in English language proficiency.

Error Frequency and Patterns

The research will quantify the frequency of each type of grammatical error in the essays. By identifying recurring patterns, the study aims to shed light on the specific linguistic challenges faced by INSTIKI students and highlight areas that require focused language support.

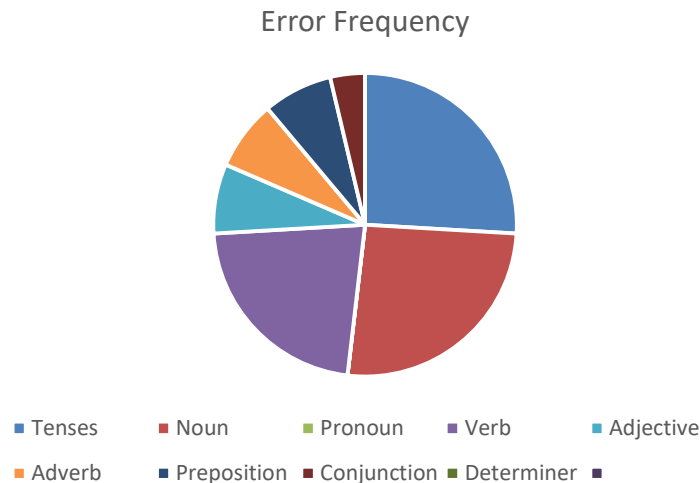


Figure 2. Error Frequency of English Essay Writing

The research titled "Grammatical Error Analysis in English Essays Written by INSTIKI Students on Google Classroom" aimed to investigate and assess the grammatical errors present in essays composed by students from INSTIKI, utilizing Google Classroom as their platform for written submissions. The study meticulously examined various types of errors and their corresponding frequencies among the essays. Out of the total 54 errors identified in the essays, two categories emerged as the most prevalent mistakes. Tenses and nouns each accounted for 26% of the total errors, with 14 instances of errors found in both categories. The errors in verb usage closely followed, constituting 22% of the total errors, with a recorded count of 12. On the other hand, the usage of pronouns and determiners exhibited a commendable performance with no errors found, making up 0% of the total errors for each category.

Further analysis revealed that errors concerning adjectives, adverbs, and prepositions were each found in four instances, attributing to 7% of the total errors for each category. Similarly, conjunctions contributed the least to the overall errors, with only two instances detected, accounting for 4% of the total errors. This comprehensive grammatical error analysis provides valuable insights into the specific areas where students from INSTIKI may require further assistance and improvement in their English essay writing skills. By identifying the prevalent error types, educators and curriculum developers can devise targeted interventions to address these issues and enhance the language proficiency of the students, fostering their overall growth and development as proficient writers.

The Factors Causing Grammatical Errors in English Writing

Grammatical errors in English writing by English learners or students can arise from a combination of factors. One primary cause is the lack of comprehensive knowledge of English grammar rules, tenses, sentence structures, and word usage. When learners possess a limited vocabulary, they often struggle to choose appropriate words and articulate their ideas accurately. Another significant

influence on writing errors is the learners' mother tongue, which can impact sentence structure, word order, and the use of articles and prepositions.

Additionally, learners tend to overgeneralize grammar rules, applying them incorrectly in various contexts. This tendency can be reinforced by the interference of their native language, leading to confusion and mistakes in their English writing. Moreover, insufficient practice, fear of making mistakes, and time pressure during exams may also contribute to grammatical errors. Students who do not engage in thorough proofreading and editing of their work are more likely to overlook mistakes. Furthermore, disinterest in writing and the complexity of English grammar can be additional factors that hinder students' progress. To address these challenges, learners can benefit from consistent writing practice, seeking feedback and guidance from teachers or native speakers, engaging in language exchange, reading extensively, and utilizing grammar resources to enhance their understanding and application of English grammar rules.

Recommendations for Improvement

Based on the findings, the research will provide evidence-based recommendations to INSTIKI educators and administrators on strategies for addressing common grammatical errors in student essays. These recommendations may include targeted language instruction, writing workshops, and the integration of grammar tools within the Google Classroom platform. By accomplishing these objectives and examining the key points, the research seeks to contribute valuable insights to the field of language education, aiding INSTIKI in its efforts to empower students in mastering English essay writing on the Google Classroom platform. To improve their English language skills and reduce grammatical errors in writing, students can adopt several effective strategies.

Firstly, they should develop a structured study plan that focuses on different grammar topics, starting from the basics and gradually advancing to more complex concepts. Interactive learning platforms and apps can be valuable resources, offering grammar lessons, quizzes, and exercises with instant feedback to reinforce learning.

Additionally, students should refer to reputable grammar books and online resources tailored for English learners, providing comprehensive explanations and examples. To practice consistently, students can keep a journal, encouraging regular writing and the expression of thoughts and ideas. Peer review in a collaborative learning environment facilitates active learning and self-correction, while teacher feedback on writing assignments guides students in identifying and rectifying grammar errors. Incorporating fun grammar games, workshops, and challenges into the classroom fosters engagement and motivation. Students benefit from exercises focused on sentence structure and contextual writing, as they help apply grammar rules in real-life situations. Encouraging students to analyze their writing errors and providing opportunities for language exchange with native English speakers further enhances their language skills. By celebrating students' progress, offering positive reinforcement, and creating a supportive learning environment, students are motivated to continuously improve their grammar proficiency and excel in their English writing abilities.

CONCLUSION

This research article examines grammatical errors in English essays by INSTIKI students on Google Classroom. It highlights grammar's importance in enhancing language proficiency for effective communication. Identified errors include tenses, word classes, and diction, attributed to carelessness, L1 interference, and literal L2 translation. Challenges include recalling L2 rules and understanding L2 forms. The study aims to shed light on errors, aiding students in improving grammar and writing skills. Better teaching approaches can be developed by addressing these issues. The research analyzed essays from 25 Informatics Engineering students. Results show errors stem from inadequate grammar comprehension, emphasizing the need for thorough analysis and feedback. Addressing grammatical errors is crucial for enhancing language skills and academic writing proficiency. Tailoring teaching methods to student challenges facilitates effective learning in writing

classes. This research can contribute to language education improvement at INSTIKI and similar institutions.

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