

Grammatical Error Analysis of College Students' Essay of the University of Saint Anthony

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Abstract

Writing proficiency is a fundamental language skill crucial for ESL students. To achieve this, they should acquaint themselves with the fundamentals of grammar to produce well-written essays. The grammatical accuracy of written compositions contribute to the comprehensibility of the ideas presented by students. Therefore, language teachers are expected to teach and provide them with sufficient lessons and exercises related to writing. This study aimed to identify and analyze the committed grammatical errors of students in their essays. Fifteen essays from students enrolled in the College of Liberal Arts at the University of Saint Anthony were the focus of this study. The research methods employed in this study are quantitative and qualitative research methods. To identify the grammatical errors committed by the students, error analysis was employed. The results revealed that the top errors identified in the essays were related to capitalization, punctuation, word selection, verbs, pronouns, and sentence structure while the common characteristics of the errors made by the students were omission and misformation. The findings of this study suggest that ESL teachers can use the identified errors to help students improve their writing skills.

Keywords: *Grammatical Error, Error Analysis, Writing*

Introduction

Communication refers to the act of comprehending and exchanging significance (Pearson & Nelson, 2000). Communication is a vital ability that is necessary for the exchange and comprehension of information. Communication manifests in diverse modalities, encompassing oral expression, written language, graphic representations, and non-verbal signals such as gestures and facial expressions. In real-life scenarios, it often involves a blend of spoken, written, visual, and non-verbal components.

Language is a crucial instrument for communication. It enables individuals to converse with exceptional accuracy. Noam Chomsky posits that we possess an innate predisposition to acquire language from the moment of our birth. According to Chomsky (2002), language is an innate aspect of the human mind, physically manifested in the brain, and an inherent trait of our species. Language acquisition is a perpetual endeavor that commences at birth and endures throughout one's lifespan. Language acquisition of students occurs through active utilization of language to articulate their ideas, emotions, and encounters, establishing interpersonal connections, and comprehending their environment. Certain pupils may possess prior knowledge of multiple languages upon entering school, or they may acquire an extra language inside the educational

environment. It is of utmost importance to acknowledge and leverage the proficiency of each student's native language, as proficiency in one language can positively impact learning in other languages, including English.

English as a Second Language, according to Nordquist (2019), is a conventional word that refers to the utilization or examination of the English language by individuals who are not native speakers, within a setting where English is the primary language (it is also referred to as English for speakers of other languages). English as a Second Language is synonymous with the Outer Circle, which was defined by linguist Braj Kachru in his work "Standards, Codification and Sociolinguistic Realism: The English Language in the Outer Circle" (1985).

Based on a study conducted by Ramadan (2019; as referenced in Alghazo & Alshraideh), the ability to become proficient in a second language depends on achieving mastery in the areas of listening, speaking, reading, and writing. These skills empower students to understand, create, and proficiently employ language in interpersonal interactions. Usually, these abilities are cultivated in the order of auditory comprehension, oral communication, textual interpretation, and written expression. Listening and reading are classified as passive skills because it involves the process of receiving and comprehending language without the requirement of producing it. In contrast, speaking and writing are considered active abilities that require learners to generate language throughout these activities.

Writing is a method of conveying thoughts, ideas, and emotions, where a writer constructs a text by organizing ideas into sentences and paragraphs, following a specific structure (Hedge, 1988) as quoted in (Ulit, J.L, 2018). Afrin (2016) posits that writing proficiency is essential for students' academic discourse, as it empowers them to express their ideas and sentiments with clarity and effectively communicate meaning through coherent and organized written compositions. Mastery of this skill is crucial for their entire educational trajectory.

According to Alghazo and Alshraideh (2020), students who are not proficient in English and have difficulty with vocabulary and grammatical mastery face a substantial obstacle in developing their writing skills. This challenge sometimes occurs due to a lack of extensive exposure to the desired language and infrequent opportunities for English communication. In order to achieve excellence in writing, pupils must first attain mastery of their mother tongue. The sources used are Atashian and Al-Bahri (2018) and Zerín (2007).

The primary issue in students' writing is grammatical errors. As to the Cambridge Dictionary (2021), grammar entails the study or application of regulations that dictate how words change their forms and mix with others to produce sentences. According to Abdulkareem (2013), the majority of non-native students commit grammatical mistakes in their written work. According to Kraichoke (2017), native speakers rarely make grammar mistakes in their writing. On the other hand, ESL students who are not as skilled in English generally make grammar errors more often, as their first language can affect their ability to produce precise English. Non-native speakers often commit errors in verb usage, such as selecting an inappropriate tense or employing an erroneous

tense form. Additionally, individuals may encounter difficulties with articles (a/an, the), particularly if these linguistic elements are absent in their mother tongues, and confront obstacles related to word placement. The sources cited are Frankfurt International School in 2018 and Nonkukhetkhong in 2013.

A multitude of investigations were conducted to ascertain the common faults committed by non-native student speakers. For instance, certain researchers detected the students' mistakes in diverse forms of writing, including essays, paragraphs, and phrases. In 2017, Sermsook et al. conducted a study to analyze the language faults found in the written work of English major students at a university in Thailand. The researchers also investigated the origins of these errors. The analysis revealed that the students' most commonly committed grammatical errors are related to writing conventions such as punctuation, capitalization, and spelling, linguistic components such as articles, and the agreement between subject and verb, and sentence fragments. The primary sources of the errors were identified related to interlanguage and lack of knowledge on English grammar and vocabulary, and students' lack of attention to detail. In addition, Rena et al. (2019) analyzed the grammatical errors committed by senior students in the English Department at Jubail University College in Saudi Arabia. The researchers discovered that the students produced 10 distinct types of grammatical errors, namely: subject-verb agreement, verb tense, word choice, preposition usage, plurality, run-on sentences, article usage, word order, "to be" verb usage, and sentence fragments. Errors commonly arise from the phenomena of overgeneralization and insufficient understanding of grammatical norms, as proposed by Richards (1973). Ulit (2018) discovered and documented the mistakes made by ninth-grade pupils in sentence construction at Dolores National High School in Magalang, Pampanga, Philippines. At first, it was noticed that the participants commonly have difficulty constructing sentences, indicating that writing mistakes may be caused by their inadequate English language skills. Furthermore, it was observed that the students demonstrate a deficiency in comprehending the regulations pertaining to correct capitalization and the utilization of prepositions. Furthermore, a significant number of students have a limited vocabulary, impacting their selection of appropriate words for constructing sentences. The information can be found on page 27.

Furthermore, Adriano and Rosuella (2017) conducted an analysis on the prevalent mistakes committed by college students who were enrolled in Speech and Oral Communication courses. Concerning grammar, the main faults consisted of inaccuracies in verb usage, problems with determiners, and erroneous or missing prepositions. Regarding punctuation, compound-complex sentences displayed a high frequency of mistakes, particularly in areas such as incorrect usage of commas, semi-colons, quotation marks, and other punctuation marks. Regarding style, the presence of excessive words was a common problem noted in several phrases.

The research studies mentioned suggest a need for English teachers to prioritize instruction in grammar, punctuation, and style. Therefore, the analysis of students' written assignments becomes crucial for pinpointing grammatical errors and assisting them in enhancing their writing proficiency.

This paper aims to identify and analyze the common grammatical writing errors committed by first year college students of the College of Liberal Arts at the University of Saint Anthony. The study would present a clear grammatical analysis and explain the nature of the errors. Specifically, it sought to answer the following questions:

1. What are the common grammatical errors committed by first year college students in writing essays?
2. What are the characteristics of these errors?
3. What are the teaching implications of the study?

Literature Review

This section is divided into two parts. The first part discusses grammar and error analysis concepts, while the second part highlights previous literature on error analysis definitions, sources, and processes, emphasizing the importance of the current research.

Grammar and Error Analysis

Grammar is an essential component of the process of acquiring language. Crystal (2004) defines grammar as the examination of phrase construction, the manner in which we express our intentions, and the diverse impacts achieved by altering word order. Essentially, grammar elucidates the process by which we comprehend information. Each language possesses its own unique set of grammatical structures that govern the language and ensure its effective operation. Increased awareness of language mechanics enables us to closely observe and evaluate the significance and efficacy of our own and others' linguistic usage. It can facilitate accuracy, identify vagueness, and utilize the abundance of linguistic variety present in the English language. Without mastery of grammar, one is unable to fully comprehend written text, let alone produce written work. (Rushkoff, 2012).

Furthermore, grammar plays a crucial role in communication, especially when using a second language. Lack of structured grammar might impede the process of language exchange. (Aulia & Bram, 2020). However, numerous students perceive grammar as a significant source of difficulty in their writing (Sebastian et al., 2013). They usually brush aside grammatical rules and writing conventions. They perceive grammatical correctness as a significant issue. Writing errors provoke irritation and confusion, ultimately undermining the writers' trustworthiness. Nevertheless, as stated by Jabeen et al. (2015), errors should not be perceived as inherently negative, but rather as essential elements of the process of acquiring language skills. Mistakes can also enhance one's comprehension of the process of adopting a second language.

Error Analysis (EA) is a linguistic research methodology that focuses on the examination of learners' errors, assisting educators in gaining a deeper understanding of the language acquisition process. The citation for this information is from Fitrawati and Safitri's work published in 2020, on page 75. Additionally, it provides a comprehensive comprehension of the process of acquiring language skills. Given that

errors are considered an integral aspect of the learning process, several academics aim to develop effective correction methods that can optimize the efficacy of English language learning and instruction. Writing enables the assessment of linguistic proficiency, memory capacity, and analytical thinking aptitude. (Aulia & Bram, 2020).

Characteristics of Errors

The study conducted by Richard and Platt (1997), as cited in Phettongkam (2014), examines and categorizes the linguistic components of writing errors found in English essays. In general, faults in English written essays can be categorized into three primary groups: grammatical or structural errors, lexical errors, and stylistic errors. Grammatical errors frequently receive attention in error analysis research. However, when it comes to identifying the fundamental reason for first language transfer, errors are classified according to their assumed cause. The categories that are mentioned are intralingual errors, interlanguage errors, and developmental errors (Richards, 1971: 173-181 as quoted in Bootchuy 2008). When the learner's native language hinders Interlanguage errors arise, while intralingual errors can be categorized into over-generalization, disregard for rule limitations, and insufficient rule application, which typically represent the features of rule acquisition. Developmental errors pertain to the hypotheses formed by learners about the English language based on their limited classroom or textbook experiences. These errors commonly occur during the early stages of language acquisition and are viewed as a means to enhance language proficiency. Dulay (1982) highlights the potential benefits for teachers in utilizing error classification as a tool for documenting language learning data, observing progress, and arranging remedial classes.

Fitrawati & Safitri (2020) conducted a study on the analysis of committed grammar errors of students in their written texts. Based on their findings, teachers might make use of numerous recommendations when applying pedagogical grammar. An effective method for teaching grammar entails incorporating it into writing training. Furthermore, it is crucial to offer more explicit and concentrated elucidations of verb usage regulations, while also delivering supplementary tutorials that specifically address the most difficult aspects. Implementing a regimen of additional activities and providing timely feedback can effectively improve students' focus on their writing, hence reducing the likelihood of recurring errors. Utilizing peer review as a means of offering feedback on students' writing is an additional efficacious approach. The information can be found on page 86.

Furthermore, Govindarajoo et al. (2022) argue that the implementation of contrastive analysis in lessons can be successful when teachers possess a high level of proficiency in both the English language and the students' native language. The information can be found on page 688.

Ming (2021) suggests that teachers should revise their understanding of error analysis in English writing. Certain educators perceive faults made by English learners as undesirable outcomes that need to be eliminated, resulting in learners' texts being entirely corrected by teachers. This approach significantly undermines learners' confidence. Corder argued that teachers should not perceive errors committed by L2

learners as simple bad habits to be eradicated, but rather as significant sources of understanding into learning processes.

Furthermore, teachers should address the pupils' mistakes in a versatile manner. Lyster and Ranta identified six prevalent error correction techniques: recasting, clarifying requests, providing explicit correction, metalinguistic feedback, soliciting, and repeating. Correction can be implemented through instructor correction, peer correction, and self-correction. Nevertheless, it is important to mention that the analysis of writing errors is typically conducted by teachers outside of regular class time, resulting in a dearth of direct and immediate engagement between the teacher and the students. Therefore, it is advisable for language instructors to utilize a combination of teacher and student correction, supplemented by peer correction, in order to enable learners to obtain multiple comments from different perspectives. The most effective method to improve English writing skills is by engaging in extensive reading. Effective language input is the sole means by which teachers can ensure that students create writing of exceptional quality. Hence, instructors should encourage students to engage in extensive reading of authentic English materials, thereby allowing them to augment their comprehension of genuine expressions and bolster their skill in the English language. (Ming, 2021).

METHODOLOGY

This presents the research design, the method, participants, and the source of data.

Research Design

The study employed a descriptive research approach that incorporated both qualitative and quantitative methods. It is utilized when a direct and precise depiction is required, highlighting the specific details of the what, where, and when of an event or experience (Hyejin, 2017). The researcher employed this methodology to elucidate the syntactical inaccuracies committed by pupils in their composition work. The quantitative design was used to simultaneously demonstrate the frequency, ranking, and the percentage of these errors..

Participants

The participants of the study were fifteen (15) college students who use of English as their second language. The researcher employed purposive or judgment sampling, a non-probability sampling technique that does not have a predetermined number of respondents. It is a straightforward method in which researchers establish a predetermined target and actively seek out individuals to meet that target. This strategy is used by researchers to recruit volunteers who can provide insights extensively and thoroughly into the topic under investigation. The source of this information is Statistics Solution, in the year 2021. In this study, fifteen (15) essays of fifteen (15) first year college students enrolled in English Enhancement Course were chosen as the subject of analysis.

Data Collection

The data were collected by retrieving from the students the given essay writing assignment via google classroom. They were asked to write a 250-word essay on: "Why did you choose your course?"

Pit Corder's error analysis method was adapted by the researchers to systematically collect data from the participants of this study.

Corder's Model (1981) for Error Analysis has the following steps:

1. Identifying and analyzing the common committed writing errors of the students in their essays.
2. Classifying and categorizing the common errors into different linguistic types;
3. Computing the frequency of these errors;
4. Exploring the causes of the errors considering the teacher and student's perspectives; and
5. Suggesting possible solutions for minimizing these errors.

Data Analysis

The data in this study underwent processing using a series of sequential procedures. At first, the researcher identified then analyzed the common grammatical errors and categorized them into five distinct kinds, based on the work of James (1998). The grammatical errors consist of various English grammatical categories including the functional components substantive components of the English language. Additionally, capitalization, punctuation, and spelling are categorized as substance errors. Furthermore, lexical errors pertain to word selection and word formation. Encompassing syntactic errors are coordinating and subordinating conjunctions, sentence structuring, and word ordering. Lastly, in semantic errors, ambiguous communication and miscommunication are included. Every error was counted and classified properly. Afterwards, the errors were explained and shown to ascertain their distinctive features, utilizing the framework established by Ellis (1997). This framework encompasses four classification of grammatical errors namely misformation, omission, overgeneralization, and misordering. Omission refers to ignoring necessary grammatical parts in phrases, while misformation involves using improper forms of words or structures. Misordering occurs when words and sentences are placed in the wrong sequence, and overgeneralization refers to the excessive use of grammatical forms in sentences.

The identified errors were calculated using frequency and percentage.

Results and Discussion

This section presents the results and findings of the study based on the three previously posed research questions.

After the analysis of errors, there were fifteen grammatical errors identified from the students' essays. The general grammatical errors found consist of articles which is under the functional category of the English language. In addition, most of the errors come from the substantive categories such as nouns, pronouns, verbs, possessive case,

adverbs, and prepositions. In contrast, substance errors found were punctuation, capitalization, and spelling. Lexical errors involve word selection and word formation. Additionally, under syntactic errors, ambiguous communication is considered.

The table below shows the data on the types of errors, frequency of errors and its corresponding percentage, and rank of errors identified from the students' essays.

Table 1. Types, frequency, percentage, and rank of errors found in the English Essays

Types of Errors	Frequency	Percentage	Rank
1. General Grammatical Errors			
1.1. Articles	25	6.54	6
1.2. Nouns	16	4.19	10
1.3. Pronouns	26	6.81	5
1.4. Verbs	37	9.69	4
1.5. Possessive Case	2	0.52	16
1.6. Adjectives	0		17
1.7. Adverbs	7	1.83	13
1.8. Prepositions	13	3.40	12
2. Substance Errors			
2.1. Capitalization	64	16.75	1
2.2. Punctuation	63	16.49	2
2.3. Spelling	5	1.31	14
3. Lexical Errors			
3.1. Word Selection	41	10.73	3
3.2. Word Formation	19	4.97	9
4. Syntactic Errors			
4.1. Sentence Structure	25	6.54	6
4.2. Coordination-Subordination	20	5.24	8
4.3. Ordering	5	1.31	14
5. Semantic Errors		0.00	
5.1. Miscommunication	0	0.00	17
5.2. Ambiguous Communication	14	3.66	11
TOTAL	382	100	

Table 1 shows that capitalization was the most-frequently committed error of the students with 16.75%. Other types of errors were punctuation (16.49%), word selection (10.73%), verbs (9.69%), pronouns (6.81%), articles (6.54%), sentence structure (6.54%), coordination-subordination (5.24%), word formation (4.97%), nouns (4.19%), ambiguous communication (3.66%), prepositions (3.40%), adverbs (1.83%), spelling (1.31%), ordering (1.31%), and possessive case (0.52%) respectively.

An analysis of the errors revealed that the top errors that the students committed in writing their essays were capitalization errors, punctuation, word selection, verbs, pronouns, and sentence structure.

Capitalization

Problems in capitalization were the most frequently committed errors by the students in their essays.

Error Type	Identified Error	Correction
Capitalization	psychology is a field of study	Psychology is a field of study
	how should one choose a major	How should one choose a major?
	athletic scholarship from a university in manila	athletic scholarship from a university in Manila
Characteristic of Error	Misformation	

It can be noted that most of the students' errors in capitalization are on proper nouns and capitalizing the first word of the sentence. These errors may be because they are not aware of the rules on proper capitalization, particularly the capitalization of proper nouns.

So, the error committed by the students is characterized as misformation because of the wrong capitalization of letters, specifically in proper nouns.

Punctuation

The second frequently committed errors found in the students' essays are on punctuation. Punctuation marks that were found erroneous are period, commas and question marks. The students omitted punctuation marks in their sentences.

Error Type	Identified Error	Correction
Punctuation	Back then when I was in senior high school	Back then, when I was in senior high school.
	How should one choose a major	How should one choose a major?
	My mother gave me freedom to choose	My mother gave me freedom to choose.
Characteristic of Error	Omission	

These may root from the students' exposure to the language of the internet. Most of them are Gen Zs who uses social media. These also show that students may be affected by lack of accurate punctuation placement, vocabulary, grammar, and they also lack knowledge about the use of punctuation marks.

In terms of characteristic of error, the students committed omission because of lack of punctuation marks in their sentences.

Word Selection

The third on rank are errors on word selection.

Error Type	Identified Error	Correction
Word Selection	I <u>vision</u> psychology as a solution to many.	I <u>envisioned</u> psychology as a solution to many.
	All of them are actually great <u>courses</u> for pre-law	All of them are actually great <u>programs</u> for pre-law.
Characteristic of Error	Misformation	

These suggest that the students lack vocabulary and exposure to other terminologies that are appropriate to the context of their sentences. In addition, words with similar or overlapping meanings can be misused and may add to their confusion.

Furthermore, one characteristic of error found in their essays is misformation, because of wrong choice of words in sentences.

Verbs

Verbs are fourth in rank in errors found in the students' essay compositions.

Error Type	Identified Error	Correction
Verbs	I didn't notice that she fell into a depression <u>cause</u> by death.	I didn't notice that she fell into a depression <u>caused</u> by death.
	Why I choose my major?	Why <u>did</u> I choose my major?
	As <u>I studying</u> this right now, I know that I like what I am studying.	I <u>am studying</u> right now, I know that I like what I am studying.

Characteristic of Error	Misformation and Omission	
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It can be seen from the first sentence that the student used the past tense of the verb on the first part of the sentence. However, at the latter part of the sentence, the student committed an inconsistency in the verb tense which made the sentence erroneous. This error is characterized as misformation because the student used the incorrect verb structure in the sentence.

The inaccuracies in Sarasua's study (2021) were ascribed to the participants' lack of attentiveness while writing, notwithstanding their accurate utilization of verb tense in the beginning of the sentence. Furthermore, the inaccuracy could be attributed to the participants' inadequate proficiency in this particular grammar notion. It is important to highlight that the occurrence of errors in verb tense among participants cannot be only attributed to interlingual errors, as the Filipino language has its own distinct set of verb tenses.

On the other hand, the second and third sentences *“Why I choose my major?”* and *“As I studying this right now, I know that I like what I am studying.”* are examples of sentences with verb omission. The students failed to indicate the correct form of the verb in their sentences.

Pronouns

Fifth in rank for errors found in the students' essay compositions are on pronouns.

Error Type	Identified Error	Correction
Pronouns	I am working on that and did not know what to do but <u>we</u> will get there to stop the stigma.	I am working on that and did not know what to do but <u>I</u> will get there to stop the stigma.
	Neither my mother nor <u>father</u> know my indecisiveness.	Neither my mother nor <u>my father</u> knows my indecisiveness.
Characteristic of Error	Misformation and Omission	

The first sentence above shows that the student used at the beginning the singular nominative first person point of view “I”, but eventually used the plural nominative first person point of view of pronouns. This indicates that the student made an error in maintaining consistency in the point of view of pronouns. This type of error is categorized as misformation, as the student failed to employ the correct form of pronoun

in the sentence. Rather than consistently using the first-person point of view "I," the pronoun "we" was utilized.

Meanwhile, the second sentence evidently shows that the error found was an absence of a pronoun, specifically the use of "my" before the word father. This is an example of omission because the student failed to indicate the said pronoun in the sentence.

Sentence Structure

Lastly, the students' essays were found to be problematic in terms of sentence structure.

Error Type	Identified Error	Correction
Sentence Structure	With so many different options at so many different schools. (Fragment)	I had a hard time deciding on what course to choose because I had a lot of options to choose from.
	I am the one who decided to take this course AB Psychology I choose this because I think I can learn a lot of thing about this course and there are so much background around this. (Run-on sentence)	I was the one who decided to take AB Psychology because I think I can learn a lot of background about it.
Characteristic of Error	Misformation	

The students' errors in sentence form are clearly apparent in the given samples. The phrase "With so many different options at so many different schools" is a sentence fragment. The sentence's syntax is faulty as it expresses an insufficient idea. A sentence fragment, as defined by Grammarly (2021), is an unfinished construction that lacks one or more essential components, such as a subject, a verb, or a complete thought. These fragments can usually be prevented by careful and thorough proofreading. This blunder is categorized as misformation due to the pupils' oversight of sentence fragments, where they wrongly considered incomplete thoughts as entire phrases..

Then, in the second sentence, the error found related to the sentence structure was a run-on sentence. A run-on sentence is a sentence which contains two or more clauses that lack the correct conjunction or punctuation. It can be noticed that the

sentence was written continuously without proper punctuation and connectors. Misformation error describes this phenomenon because of the sentence structure errors committed by the students.

Teaching Implications

The results of this study reveal several implications for language teaching and learning. First, the errors identified in the students' essays reveal their exposure to the English language in the classroom, despite being at the tertiary level. However, the students' errors in writing are still evident. Language teachers can utilize these errors as a foundation for designing lessons and exercises focused on writing improvement. Second, interference from the students' first language has impacted their writing composition. Consequently, it is crucial to consider the similarities and differences between the grammar rules of the native language and of the target language. Third, the grammaticality of written compositions play a vital role in the comprehensibility of the students' ideas. When grammatical errors occur, the clarity of the messages or ideas presented is compromised. Fourth, the study reveals that the primary reason for students committing grammatical errors is their lack of knowledge of English grammar rules. Therefore, teachers can develop lessons and activities addressing frequently made errors by students. Lastly, time constraints may contribute to students' errors, given the limited time provided for writing on the given topic. Consequently, writing is a process that both teachers and students need to prepare for to achieve more effective written compositions.

Conclusion

The study aimed to analyze the committed grammatical errors of college students in their English essays, characterize these errors, and provide teaching implications based on the study's findings. The results indicated that students committed fifteen different types of errors. These general grammatical errors include articles, nouns, pronouns, verbs, possessive cases, adverbs, and prepositions. Substance errors encompass capitalization, punctuation, and spelling, while lexical errors involve word selection and word formation. Syntactic errors include ambiguous communication. The primary errors observed in the essays were capitalization, punctuation, word selection, verbs, pronouns, and sentence structure. In addition, the students' errors were characterized and were identified as omission and misformation. The study also revealed that the students' native language significantly influences their use of the English language in their essays. This observation indicates a limited knowledge of grammar rules, contributing to the occurrence of grammatical errors. Despite this, teachers can utilize these errors to design lessons and activities aimed at minimizing these identified issues. It is essential to emphasize that writing is a process requiring time and preparation to achieve clear and effective written compositions.

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