

**INVESTIGATING STUDENTS' GRAMMATICAL
ERRORS IN SHORT ESSAY WRITING
(A Case Study at the Second Semester of
English Language Education STAIN Mandailing Natal)**



A SKRIPSI

Submitted to the English Language Education Study Program in a
Partial Fulfillment of the Requirement for the Degree of Strata I
(Bachelor of Education) in English Language Education

By

Winda Putri Ardina

19130015

STAIN MADINA

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

STATE COLLEGE OF ISLAMIC STUDIES

MANDAILING NATAL

2023

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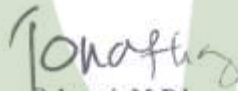
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2023

STATEMENT OF AUTHENTICITY

By signing this form, I

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Certify that, this *Skripsi* entitled: "***Investigating Students' Grammatical Errors in Short Essay Writing (A Case Study at the Second Semester of English Language Education STAIN Mandailing Natal)***" is original and representing my own work, except all sources that I have used have been properly and clearly acknowledged.

If someday, it is proven as duplicated, imitation, plagiarism, or made by others partly or entirely, I understand that my *Skripsi* and academic title will be cancelled due to the law.

Panyabungan, August 2023
The researcher



Winda Putri Ardina
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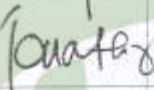
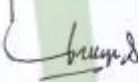
ADVISORS' APPROVAL SHEET

This is to certify that the *skripsi* entitled: "*Investigating Students' Grammatical Errors in Short Essay Writing (A Case Study at the Second Semester of English Language Education STAIN Mandailing Natal)*" was written by Winda Putri Ardina, student registration number 19130015, has been approved by the advisors of *skripsi* to be examined by the Board of Examiners.




ENDORSEMENT SHEET

This *Skripsi* entitled "*Investigating Students Grammatical Error in Short Essay Writing (A Case Study at the Second Semester of English Language Education Stain Mandailing Natal)*" written by Winda Putri Ardina, Student Registration Number 19130015, Department of English Language Education, has been examined and defended in front of the Board of *Skripsi* examiners on Monday, August 21, 2023. The *skripsi* has been accepted and declared to have fulfilled one of the requirements for the degree of "S.Pd" (Bachelor of Education) in English language Education.

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ABSTRACT

Winda Putri Ardina (srn:19130015). Investigating Students' Grammatical Errors in Short Essay Writing (A Case Study at the Second Semester of English Language Education STAIN Mandailing Natal). Skripsi of English Language Education Study Program of State College of Islamic Studies Mandailing Natal. This study was carried out to investigate the types of error made by students of second semester of English Language Education STAIN Mandailing Natal and what causes of student's grammatical errors in short essay writing. The purpose of this study was to find out the common types of error in writing short essay paragraph. The method used in this study was qualitative. The qualitative design applied in this study was a case study. Furthermore, the subject of this study was second semester students. The writer took 24 students as the participant. The data were collected through students' task. The result of the error analysis process showed that students committed error into four types: omission, addition, selection, and ordering. From the frequency of each error types, selection was the error which most frequently produced by the students. It took 61.4% of the total errors. Moreover, 24.4% errors fell into error of omission and 6.8% errors fell into addition; whereas, for mis-ordering, it only took 7.2%. The cause of error, there are carelessness, first language and translation.

Keywords: Error Analysis, Short Essay writing, Grammar

ABSTRAK

Winda Putri Ardina (NIM:19130015). *Investigating Students' Grammatical Errors in Short Essay Writing (A Case Study at the Second Semester of English Language Education STAIN Mandailing Natal)*. Skripsi Program Studi Tadris Bahasa Inggris Sekolah Tinggi Agama Islam Negeri Mandailing Natal. Penelitian ini dilakukan untuk mengetahui jenis kesalahan yang dibuat oleh mahasiswa semester dua Tadris Bahasa Inggris STAIN Mandailing Natal dan apa penyebab kesalahan tata bahasa mahasiswa dalam penulisan esai pendek. Tujuan dari penelitian ini adalah untuk mengetahui jenis kesalahan umum dalam menulis paragraf esai pendek. Metode yang digunakan dalam penelitian ini adalah kualitatif. Desain kualitatif yang diterapkan dalam penelitian ini adalah studi kasus. Selanjutnya subjek penelitian ini adalah mahasiswa semester dua. Penulis mengambil 24 siswa sebagai partisipan. Data dikumpulkan melalui tugas siswa. Hasil proses analisis kesalahan menunjukkan bahwa siswa melakukan kesalahan menjadi empat jenis: *omission*, *addition*, *selection*, and *ordering*. Dilihat dari frekuensi masing-masing jenis kesalahan, *selection* merupakan kesalahan yang paling sering dilakukan siswa. Sekitar 61,4% dari total kesalahan. Selain itu, 24,4% kesalahan termasuk dalam kesalahan *omission* dan 6,8% kesalahan termasuk dalam kesalahan *addition*; sedangkan untuk kesalahan *ordering* hanya membutuhkan 7,2%. Penyebab kesalahan, ada kecerobohan, bahasa pertama dan terjemahan.

Kata Kunci: Analisis Kesalahan, Penulisan Esai Singkat, *Grammar*

AKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Most Gracious, the Most Merciful

In the name of Allah, The Beneficent, the Merciful, Praise to be Allah, the Lord of the world who has blessed the writer in completing this “skripsi” entitled **“INVESTIGATING STUDENTS’ GRAMMATICAL ERRORS IN SHORT ESSAY WRITING (A Case Study at the Second Semester of English Language Education STAIN Mandailing Natal)”**. Peace and Blessing be upon the Prophet Muhammad S.A.W his family, his companion and his followers.

Alhamdulillah by the grace of Allah the Highest, the writer could finish her research paper after long hard effort of writing. Thus, she would like to express her greatest gratitude to her beloved parents (*Suharto and Rasma*) who always pray, support and motivate her in every part of her life especially in doing this study.

The writer would also like to address her gratitude to her advisors Sahyoni, M.Pd and Suadi, M.Pd for their patient guidance, kindness, valuable advice and correction during development of this research.

She would like to express her deep appreciation and gratitude to:

1. Dr. H. Sumper Mulia Harahap, M.Ag. the head of State College of Islamic Studies Mandailing Natal.
2. Resdilla Pratiwi, M.Hum. the chairman of English Language Education Study Program and Ayu Meita Puteri Siregar, M.Pd. the secretary of English Language Education Study Program.
3. All lectures in English Language Education Study Program who always give their motivation and valuable knowledge and also unforgettable experience during her study at English Language Education Study Program of State College of Islamic Studies Mandailing Natal.
4. Her beloved sister and brother who always been support in her study Hera, Arpi, Rina, Putra and Heru. Her beloved nephew Fatur and Bowok who always been in the researcher side to help in every activity to support her study.

5. Her beloved friends *TBI A class* whose name cannot be mentioned here, who always been good friends for their unforgettable memories.
6. All her beloved friends of English Language Education Study Program and All friends during the study of academic year 2019 whose name cannot be mentioned here, for their kindness to share their ideas and support in finishing *skripsi*.

Hopefully this “skripsi” can be useful to the readers, particularly to the researcher. Furthermore, the writer realized that this “skripsi” is far from being perfect. It is pleasure for her receive constructive critics and suggestions from anyone who read her “skripsi” for valuable improvement.

Panyabungan, August 2023

The researcher



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CHAPTER I

INTRODUCTION

A. Background of the Study

English as foreign language in Indonesia takes an important part in many aspects of life. English language has been learned by students since kindergarten, elementary school or maybe before they enter school. Many countries have made English as a must lesson. There are four skills that are learned in English subject. It is Listening, Speaking, Reading and Writing. In addition, the students have to learn linguistics.

Grammar is part of linguistics, which support in writing. The matter is some of the students make a mistake when they would make a sentence, composed from one sentence to other sentences until become one paragraph. As a fact, English grammar is different from Indonesian grammar. Therefore, it is difficult for students to develop their English skill. The factors of students to make an error in writing is the difference between source language and target language. It can influence the content of students writing. As the outcome the message do not deliver well to the reader.

There are some researchers that have studied about the similar topic of this study discussed about error in grammar or students writing. The first, according to research conducted by Saidah and Royani (2019), the title *An Analysis of Grammatical Error in Students' writing descriptive text*. The writer stated that writing and Grammar cannot be separated each other, because grammatical rules are one of aspects that the learners should consider before they write something. Grammar mastery is very important in writing skill, it can help students to produce good sentences.

Based on Swan (as cited in Saidah and Royani, 2019) “grammar is the rule that says how words are changed to show different meaning of words, and they combined into sentences”. Harmer (as cited in Saidah and Royani, 2019) states that when writing, learners often have more time to think than they do in spoken activities. They believe that grammar is really important in writing.

Explained by (Kate Grenville in Noviyanti, S., 2013) there are six classifications of grammatical error. Those are verb, capitalization, usage, sentence or pattern, pronoun, and spelling. It found that students mostly did error in verb agreement 41%, that caused by using incorrect form simple present, pronoun 18%, usage 15%, sentence pattern 12% spelling 9% and capitalization 5%. From the result finding, it is necessary or students learn more about English grammar and it is suggested for teacher to re-teaching about verb agreement and pronoun as the most failure which students mostly did in their writing.

A study by (Nonkukhetkhong, 2013) said that the purpose of his research is to investigate types of grammatical error made by the first English Major Students in Udon Thani Rajabhat University and to explain characteristics of the errors and give examples of the errors in order to find the proper ways to solve those errors. *Grammatical Error Analysis of the First Year English Major Students, Udon Thani Rajabhat University*, the researcher would collect the data about the common grammatical errors: verbs, noun, possessive case, preposition, adjectives and adverbs. The result of this research are (47,41%) syntactic errors, sentence structure, ordering and coordination or subordination (19,53%), substance errors, capitalization, spelling and punctuations (19,20%), lexical errors: word selection and word formation (11,69%), and semantic error ambiguous communication and miscommunication (2,17%). Omission, misinformation, mis-ordering, and over generalization were found as the characteristics of grammatical error.

In other case (Shofiroh, 2022) explained about *Analysis Grammatical Errors in Students Writing Descriptive Text on 8th Grade Junior High School*. The purpose of the research is to find out the kinds of grammatical error and the most common error made by junior high school students. Researcher used Surface Strategy Taxonomy Dulay's theory. The result of these research revealed that there are 13 total errors are found. The most general error made by students in writing descriptive text were Omission error 61,5%, addition error 7,6%, misinformation 30,7%, This research is expected to be improve student's success in writing descriptive text. With error analysis, the teacher can correct important mistake that must be corrected, so that students can improve their skills in English.

Analysis of Grammatical Errors in English Writing Made by Senior and Junior Students in English Departemt, Languages and Literature Faculty of Balkh University, (Akbar, 2017) explained that the research aims at describing the grammatical errors that committed by junior and senior students of English Department at Balkh University. The data were collected from thirty English text written by students , it is 250-300 essay/paragraph about the given topic. The result of the study that the common error made by students were 79 places of word choice errors, 48 places of subject-verb agreement errors, 46 places of preposition errors, 35 places of verb tense and form errors, 31 plurality errors, 28 sentence spawl errors, 23 run-on errors, 15 article errors, 14 to be verb errors, and 13 word order errors. Based on the result, researcher suggested to raise students' awareness on the errors and provide sufficient remedies to prevent students errors.

Based on (Fitriani, 2020) the study aimed analyzing grammar errors in writing narrative text, focus on the differences of errors made by the students of Mathematics & Natural Science and Social Studies at Islamic Senior High School. *Grammatical Errors in Madrasah Aliyah Students' Narrative Texts: An error Analysis of the Surface Strategy*, the study used 60 narrative essay as the data. Which was analyzed using the adoption Corder's EA approach. The result showed that Mathematics and Natural Science students made more grammatical errors than Social Studies students. Researcher found out that there are six categories of grammatical errors in six categories; noun, pronoun, verb, preposition, and conjunction. There were five types of errors including mis-selection, over inclusion and omission, as the dominant ones.

The Role of Error Analysis in Teaching and Learning of Second and Foreign Language by (Jobeen et al., 2015), the study is to investigate errors made by second and foreign language learners. The researcher said that "error is not always bad, rather they are crucial parts and aspects in the process of learning a language". Errors may help students to understand the process of second and foreign language acquisition. The study investigated Pakistani ESL and Iranian EFL fail to produce grammatically correct sentences in English. Result of the study suggested that students lack of grammatical accuracy in their writing and

are not sure of the grammatical rules that may apply in their writing in English. The study concluded that they are influenced by the rules of first language.

The paper presented *Error Analysis and Its Relevance to Teaching ESL Composition*, (Monika, 2015) explained the most common types of errors that Spanish students, identified those that are produced due to interference from Spanish into English. According to the following categories: spelling, vocabulary, grammar-syntax and punctuation. The result of the study showed that Spanish students made mistakes most frequently (1) spelling, (2) the incorrect use of commas, (3) the use of preposition, (4) the incorrect use of words according to their lexical meaning, (5) the articles in English, (6) the number of nouns, (7) subject-verb agreement, (8) the use of adverbs, (9) word order and the use of verb tenses. The researcher stated that the study would help teachers to be more aware of the most typical errors made by Spanish-speaking students and could assist they found most difficult and problematic in English.

Symbolon M. (2015), study of *An Analysis of Grammatical Errors on Speaking Activities* analyzed the grammatical errors and to provide description of errors on speaking activities by second year students of English Education Department. The errors were identified and classified according to Linguistics Category Taxonomy and Richard's classification as the possible and cause of errors. The result of the study showed that there are 6 aspects errors in production of verb groups, errors in the use of articles, errors in the use of preposition, errors in the use of questions and miscellaneous errors, total percentage 44,71%.

Based on Sari R.A. (2018), research was to find out the kinds of students errors and to figure out the dominant kind of grammatical errors in speaking. The research design was descriptive research. The participants of this research were students of State Islamic University in Palembang, South Sumatera. The method of this research was used 12 participants three students was taken from category of high, medium, and low score in speaking class. The data collected by documentation by recording student's speaking performance. The data were analyzed by using Linguistic Category Classification from Politzer and Ramirez. The result of the research, 12 kinds of grammatical errors were found. The

dominant kind of grammatical error was about number, the lowest were about third person singular incorrectness and comparative adjective/adverb incorrectness.

Describing the types of errors in seventh grade students' descriptive texts and identifying cause of errors. The result of the study showed there were five errors found in students of SMP Negeri 2 Sukawati in descriptive writing; omission, addition misinformation, mis-ordering and spelling. The total errors was 541 errors. There were three causes errors found in this study, namely carelessness (40,67%), first language interference (53,42%), and translation (5,91%). The data collected by document study, interview method, and recording. That was a study from (Erlangga, et al, 2019) the title is *An Analysis of Grammatical Errors Made by the Seventh Grade Students of SMP Negeri 2 Sukawati in Writing Descriptive text in the Academic Year 2018/2019*.

The study *Grammatical Errors Analysis in Descriptive writing of the Semester 3 Students of English Education Department of STAIN Gajah Putih*, by Sungkawati (2015), explained that there are two result of the study, showed that 6888 errors made by seven students in writing test, divided into fourteen types errors in production verb (57%), miscellaneous errors (21%), preposition (15%), articles (4%), verb group (3%), caused of errors: interference (32%), ignorance rule restriction (21%), incomplete application rules (19%), false concept hypothesized (16%), and overgeneralization (12%).

Rini (2015), said that speaking skill is different from writing skill. The title of the research *The Error Analysis on the students of English Department of Speaking Script*, the researcher stated that the purpose of the study were to know the kind of grammatical errors made by students of the English Department in writing speaking script. The researcher used test and documentation to collected the data. The result of the study explained that the errors were analyzed such as the use of preposition, subject, pronoun, object pronoun, verbs, nouns, irregular verbs, tenses, pronoun, and possessive case, word choice writing question and conditional sentence.

Grammar Error correction (GEC) systems have become ubiquitous in a variety of software applications and have started to approach human level performance for some datasets. Presented the first results on adapting general purpose neural GEC system to both the proficiency level and the first language of a writer, using only a few thousand annotated sentences. It concluded that the study by reporting improvements on the most frequent error types, excluding punctuation, spelling and orthography errors (Nadejde M., 2020).

The study of Rass R.A(2015), *Challenges Face Arab Students in Writing Well Developed Paragraphs in English*, investigated problems Palestinian Arab Students from Israel who were majoring in teaching English as a foreign language (EFL) in developing well-written paragraph in English. Rass R.A. (2015), the researcher showed similar repeated types of mistakes and errors made by the participants of the first year writing course, students face many problems in writing good topic as well as concluding sentences, supporting details by adding examples and reasons and using discourse markers appropriately. The benefit of the study, most of them succeed in writing topic and concluding sentences.

The knowledge of grammatical rules is very important in expressing what the learners want to say and interpret correctly. Based on Douglas (as cited in Haryudin, A.A & Argawati, 2018) said that “we study grammar then we may speak and write in a clearer and more effective manner”. It indicates that grammar plays a significant role in communication since it shows how language is used.

The next research (Zhan, 2015), investigated a large number of errors found in the topic-based writing of Chinese EFL learners especially provided an analysis on frequent errors. (Zhan, 2015) stated that misuse of tense and verb form was the most frequent error in Chinese students. Chinese and English form of noun, verb, expression is different. Researcher suggested teachers to give their students effective grammar and writing instructions to help with English Learning.

The study (Gulo et al., 2018) *An Analysis of Omission in Students English Writings*, stated that a large part of errors students made related to subject verb agreement. Grammatical Problem forced by foreign language learners of English in relation to the omission in writing. Analyzed the omission errors found in the

collected writings. As the result the most common omission found in the data were related to verb markers. Omission of main verbs and auxiliaries also occur, creating sentences without any verbs or grammatically necessary auxiliaries. The research useful on grammatical errors and increase the success of both teaching and learning of a foreign language like English.

Errors occur when students frequently do not use the structure of language correctly (Dulay et al. in Calanoga & Arellano - Tamayo, 2019). Students make errors frequently, but they do not know that those are errors (Gass & Selinker in Catabay, 2019). Errors are the systematic deviations of grammatical items that show students' knowledge in the target language (Brown in Catabay, 2019).

Error analysis examines what kinds of errors students make in second language learning (Hinkel et al., 2018). It enables teachers to identify, categorize, and describe learners' grammatical errors in a second language learning (Batu et al., 2018). It always applies linguistics theories and procedures in examining students' errors (Ruru & Ruru in Oktaviana, 2018). Error analysis informs what students know and how they apply the knowledge of the target language (Corder in Manuel, 2019).

In other research, the researchers analyze errors in students' composition. Composition means essay writing. Writing is a difficult language skill that enables students to convey their thoughts, knowledge, and feelings in a text that can be understood and read by many people (Pamittan, 2019). Writing is really important especially for students in a college, as academic needed writing is one of the crucial part in learning. In a study students make daily task, paper, article, essay, journal, thesis and etc. All the component in writing is a study that must students do, so why writing have a massive place in a study.

Writing is different from speaking, writing need competence and experience. Students who can speak fluently, while some of them are still interrupted by the native language, although they speak English every day. Writing, is the main course of learning, it is really important. Writing in this society era such as book, blog, journal, article on paper or internet site. (Singh et al., 2017).

Writing skill must be practiced and learned through experience. It also involves composing, which implies the ability to explain information in order in the form of narrative, description, expository or argumentative writing.

There are many kinds of writing text, according to (John Langan in Sulaiman, 2022) narrative, descriptive, procedure, explanation, exposition and report writing text. (Kate Grenville in Noviyanti, S., 2013) stated that determining the type of writing will need to do, will help determine the topic or subject, purpose, style, and the attitude toward your subject supportive, objective, etc.

The study stated that by making a comparison between the two languages, most of the learners' errors could be predicted as considered as language interference (Siew et al., 2020). Qamariah and Wahyuni (2020), have conducted error analysis using to be as an auxiliary and linking verb in students' writing text. The errors are classified by Dulay, Burt, and Krashen's theory. The result showed there are any misformation, omission, and misordering (Qamariah and Wahyuni, 2020).

The researchers have taken several previous studies about error analysis in three different cases. The first previous research has analyzed errors in using auxiliary verb (to be) and linking verbs, the second previous research has analyzed errors in using descriptive text, and the last previous research has analyzed errors in using narrative text. In this research, the researchers research error analysis of grammar found in college students' essays because the researchers have found many grammatical errors in the second semester students' essays.

This research focuses on analyzing types of grammatical errors found in students' essays written by students in the second semester of TBI STAIN Mandailing Natal. Here, the researcher analyzes all kinds of grammatical errors found in students' essays to detect what students know about the target language. The researcher hope that English lecturers can identify students' difficulties in language learning.

In this research, writer focuses on essay writing. The essay has still become the most popular type of assignment (Geyte V., 2013). More specifically, an essay is

a piece of writing consisting of one particular topic breaking down into several paragraphs (one for each major point) started by the introductory paragraph and ended by concluding paragraph (Oshima & Hogue, 2006) cited in (Bulqiyah et al., 2021).

The problem which is often found in students writing, they forget about the serious thing is grammar. There are still many other errors that found in writing English. That is why students are confused about grammar in writing and make some errors even though they have studied English for many years and learn the grammar until the university.

Based on the explanation above, the writer is interested in analyzing students writing especially in grammatical error, and classify the error based on Corder's theory, there are error of omission, error of edition, error of selection and error of miss-ordering. The writer will carry out a study under the title "Investigating Students' Grammatical Errors in Short Essay Writing" (A Case Study at the Second Semester of English Language Education STAIN Mandailing Natal).

B. Formulation of the Problem

Based on the background of the study, the writer formulates a question to represent the problem of this study as;

1. What is the common grammatical error made by the students of second semester of English Language Education STAIN Mandailing Natal do in writing short essay?
2. What are the causes of the most frequented error to occur among the second semester students of English Language Education STAIN Mandailing Natal?

C. Objectives of the Study

Referring to the formulation above the goal of this study is to identify the common the common grammatical error made by the students of second semester of English Language Education STAIN Mandailing Natal do in writing short essay and to find out the causes of the most frequented error to occur among the second semester students of English Language Education STAIN Mandailing Natal.

D. Significances of the Study

The writer hopes that this study of grammatical errors in short essay writing will be beneficial for the researcher, teacher, students and other researcher. This study expected to give some benefits as follows:

1. For researcher

The result of the study will answer the curiosity and problem of the study about grammatical error in writing short essay.

2. For English teachers

This study hopes to give information about the appropriate method and encourage student to pay more attention to the use of grammar in writing.

3. For Students

This study will help students to use grammar correctly and to improve their writing skill.

4. For the other researcher

This study may help for future studies and is also expected to provide examples for other researchers to help them carry out other studies related to the topic grammatical errors.

E. Key Terms

Grammatical error: grammatically incorrect sentence/ an instance of faulty or controversial language use/ writing mistakes.

Writing : the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a form.

Short Essay : kinds of writing focused, specific topic, argument, idea and arrange into a complex sentence.

TBI : Tadrís Bahasa Inggris (in Indonesian language) it is similar with English Language Education

F. Research Systematics

To make this proposal easy to read, the writer proportionally divides in to three chapter:

Chapter I is an introduction which consists of background of the study, formulation of the study, objectives of the study, significances of the study, key terms and research systematics.

Chapter II is a review of literature which consists of review of related theories and review of relevant previous study.

Chapter III is a research methodology which consists of research design, location and time, source of the data, technique of data collection, technique of validating the data, technique of data analysis.

Chapter IV is finding and discussion which consist of finding, there are general findings and Specific Findings.

Chapter V is Conclusion and Suggestion.