

GRAMMATICAL MISTAKES IN WRITING ENGLISH TEXTS MADE BY ENGLISH LANGUAGE STUDY PROGRAM STUDENTS, FBS, UNY, ACADEMIC YEAR OF 2019

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ABSTRACT

This study was aimed at identifying: 1) types of grammatical mistakes made by the first year (2019) students of English Education Study Program in writing descriptive and narrative texts, particularly those concerning the use of morphological and syntactical categories; and 2) factors leading to those grammatical mistakes.

This qualitative study used the writing results of 60 students of English Education Study Program of 2019 academic year chosen purposively as the source of data. The descriptive qualitative approach was used to analyze the data together with the content analysis technique to identify types of grammatical mistakes and to show its percentage of appearance.

The results of the analysis revealed the followings. Firstly, there were 3 types of grammatical mistakes found, namely: a) the mistakes related to the use of words, particularly the use of verbs (26,29%), nouns (18,96%), and preposition (14,98%); b) mistakes related to the use of phrases, particularly the use of noun phrases (42,69%), and verbal phrases (36,84%) in the forms of misformation/misordering and omission; and c) mistakes in the use of clauses and sentences particularly in the form of mistakes in using English tenses and agreement/ concord of subject and verb. Secondly, those grammatical mistakes were not merely the results of interlanguage interference factors but also intralingual interference factors as the results of mis-analysis, incomplete rule application, dan overgeneralization or system simplification.

Kata Kunci: *analysis, grammatical mistakes, language, English language education*