AN ANALYSIS OF STUDENTS’ GRAMMATICAL ERRORS IN WRITING ENGLISH TEXT IN THE SECOND GRADE STUDENTS OF SMK-SMTI BANDA ACEH

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Abstract
Writing has been a challenging skill for EFL or ESL Students to cope with. It needs not only the ability to compose a good piece of writing but also goes on a deep layer called grammatical aspect. Understanding grammar is vital to construct a good sentence. Therefore, this study aims at finding out the types of grammatical errors produced by students while composing the English text. Ten students (10) in the second grade of SMK-SMTI Banda Aceh were selected as participants in this study. They were given a task to compose English texts. Then those 10 students writing sheets were analyzed to find out the grammatical errors made. The results revealed that there were 11 categories of grammatical error types; error in using verb, tense, singular/plural noun, adjectives, preposition, to be, articles, modal/auxiliary, noun, objective pronoun, and phrasal verb with the total of grammatical made are 48 total numbers of errors that students produced in their writing sheet. It can be concluded that these 10 students still cannot compose a good sentence because they still made errors in using the grammatical rule.

Keywords: grammatical errors, writing skill, English text

INTRODUCTION
As one of the language skills that have to be mastered by the students, writing becomes the most important part of learning for students to understand English because writing is classified as a productive skill in learning English (Fareed, Ashraf, Bilal, 2016). To produce a rich piece of writing, it needs a complex process (Qamariah, 2016a). According to Harmer (2007:54), productive skill is the language skill where the students produce the language themselves.

As a productive skill, writing is not like speaking or other receptive skills. Writing skill not only needs a lot of vocabulary in composing a paragraph, but also correct grammar. Apart from other writing’s rules, to be comprehensible. However, grammar can be a complex thing for English as a Second Language (ESL) learner during the process of the second language (L2) development (Qamariah, 2016b:59). Further, Saguchi, Napoles, Post, Tetreault (2016: 180) go deeper on the differences of grammatical ability and fluency that “fluency is a level of mastery that goes beyond knowledge of how to follow the rules, and

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includes knowing when they can be broken or flouted”. Thus, it is one of the causes that makes writing has become the most difficult skill for a student to be mastered (Phuket & Othman, 2015; Qamariah & Wahyuni, 2016; Sermsook, Liamnimitr, & Pochakorn, 2017).

In the context of the second language (L2) or foreign language (EFL) learning, the difficulties of writing do not only in creating and organizing the idea but also in translating the idea into readable writing. Richard and Renandya (2002:12) explain that mastering writing skills are the most difficult for L2 learners. The learners have to get involved in higher-level skills of planning and organizing as well as lower-level skills of spelling, punctuation, word choices, and so on (Mohammed & Abdalhusein, 2015:292). The different elements found between two languages are considered as the main problem (Derrick, Paquot & Plonsky, 2018; Othman, 2017). This leads students to make grammatical errors in the process of writing because most of the students tend to translate their ideas from L1 to L2. Moreover, Meyers (2005:2) stated writing is a way to produce language you do naturally when someone writes or speaks. She added that writing is speaking to others on paper or a computer screen.

In learning writing skills, the learners have to be able to identify all of the usual items which include in writing. For example, the learners have to choose the correct vocabulary to describe the item that will be written (Olsen, 2016). Other skill and knowledge that might address include the following: using grammatical structures accurately, producing the punctuation, word choice/correct words, appropriate spelling, using the assessing characteristic of the target reader, including sharing knowledge or sharing points of information, using a great central idea, and also choosing the good topic writing (Din & Ghani, 2019).

In this study, the researcher took the analysis of students grammatical error in writing conversation text because the researcher wants to know what are types of error that they made in their written text. In the second grade of SMK-SMTI Banda Aceh especially in class XI-G, their writing lesson is about conversation text and it is based on a predetermined curriculum. They also learn about descriptive and argumentative writing, but that only exists in the first and third grades while the researcher conducted this research in second grade. Therefore, this research aims at finding out what types of grammatical errors that students produce when they are writing English text.
RESEARCH METHOD

This research employed a qualitative research method with a descriptive approach. In this study, the researcher analyzed the types of grammatical errors in writing English text in the second grade of SMK-SMTI Banda Aceh. The subject of the study was the students of XI-G SMK-SMTI Banda Aceh in the academic year 2018/2019. The researcher took 10 students in the class as the participants of the research by analyzing their writing worksheets. The researcher only took 10 of them to be analyzed because they were able to write in English compared to their other friends.

RESULTS AND DISCUSSION

Result

To make the data easy to analyze, the researcher carried out three steps on describing the errors found in students’ writing, they identify the errors, classification, or categorization the types of the error, after that the researcher numbered the error that made by students. The researcher analyzed the data one by one and categorized them.

Table 1. The Classification of Grammatical Errors Types that Made by Students in Writing Conversation Text

| No. | Student’s Initial | The Grammatical Error Sentences Made by Students | Classification/Categorization of Errors | Number of Errors |
|-----|------------------|-----------------------------------------------|----------------------------------------|-----------------|
| 1.  | P                | Next week, we are not going to school.         | Tenses                                 | 5               |
|     |                  | I want to plant some flower.                   | Singular/plural Verb                   |                 |
|     |                  | My sister can help us.                         | Verb                                  |                 |
|     |                  | Yesterday, she bring flowers.                  | Tenses                                |                 |
|     |                  | The caterpillar looks disgust.                 | Adjective                             |                 |
|     |                  |                                                   |                                       |                 |
| 2.  | G                | There are many dried leaf.                     | Singular/plural Verb                   | 4               |
|     |                  | We must cleaning this house before mother being angry to us. | Verb                                  |                 |
|     |                  | After plant the flowers.                       | Phrasal Verb                          |                 |
|     |                  |                                                   |                                       |                 |
| 3.  | A                | The thunder also frightened.                   | Adjective Article                      | 5               |
|     |                  | We have to bring a umbrella.                   | Article                                |                 |
|     |                  | Yesterday I bring it and accidentally I broken it. | Tenses                                |                 |
|     |                  | We could standing here.                        | Tenses                                |                 |
|     |                  |                                                   | Verb                                  |                 |
|     |                  |                                                   |                                       |                 |
| 4.  | A                | The wallet fell in this grass.                 | Preposition Modal                     | 2               |
|     |                  | You have be careful.                           |                                       |                 |
|     |                  |                                                   |                                       |                 |
| 5.  | S                | What do you thinking about?                    | Tenses                                | 5               |
|     |                  | I’m upset about choose a gift.                 | Verb                                  |                 |
|     |                  | What we have to buy for he?                    | Objective                             |                 |
| No. | Subject | Sentence | Tenses | Singular/Plural | Adjective | Modal/Auxiliary | Phrasal Verb | Objective Pronoun | Article | Verb | Noun | Preposition | To Be, Adjective | Adjective | Tenses | Total |
|-----|---------|----------|--------|----------------|----------|----------------|-------------|-----------------|---------|------|------|-------------|-----------------|----------|--------|-------|
| 6.  | R       | Do you have any suggest? I think he don’t like that. | Pronoun | Noun | Verb | To Be, Adjective | Tense, | Singular/Plural | 4      |      |      |             |                  |          |        | 11    |
| 7.  | I       | Let’s playing bycicles Owch, it is pain. You are bloody and injure. What about we are going to doctor? | Verb | Adjective | Adjective | Tenses | Tenses | 4      |      |      |      |             |                  |          |        |       |
| 8.  | N       | I look you crying. Last week, I don’t pass the exam. Before learn English, you must buy many book. Yesterday, I spend the money. | Tenses | Tenses | Verb | Singular/Plural | Tenses |      | 5      |      |      |      |             |                  |          |        |       |
| 9.  | R       | Look at in the street. There are a beautiful cat. My young sister love animals too. We must buying something. What kinds of foods that we buy for the cat? My mother have cat too. | Preposition | To be | Verb | Verb | Singular/plural, | Tenses |      | 6      |      |      |      |             |                  |          |        |       |
| 10. | A       | I’m watch TV now. Sorry for disturb you. I ’m bored to stay in home. Why don’t you going to somewhere? Last month I am sick. We can swimming and fishing. Are you bring your motorcycle? | Tenses | Verb | Preposition | Verb | Verb | Tenses |      | 8      |      |      |      |             |                  |          |        |       |

From the table above, it can be explained that there were 11 categories of grammatical errors that students made in their writing. These categories included error in using verbs, tenses, preposition, singular/plural noun, adjectives, noun, to be, modal/auxiliary, phrasal verb, objective pronoun, and article. It was found that the most grammatical error that students produced in their writing are in using verb which consists of 15 total number of errors, and then the second most grammatical errors are in using...
tenses that consist of 13 words. Furthermore, it followed by the errors in using adjectives and singular/plural which consist of 5 words, errors in using preposition consist of 3 words, errors in using to be consist of 2 words, while errors in using article, modal, noun, objective pronoun, and phrasal verb consist of 1 word. In conclusion, there are 48 total numbers of errors that students produced in their writing sheet.

After identifying and checking the students’ writing sheet, the researchers then categorized/classified the types into the common types of grammatical errors and then determining and numbering how many students made errors in the types of common grammatical and also how many total numbers of errors that they produced.

The researcher also described several reasons for the occurrence the grammatical errors. So, based on the table above, the researcher categorized and classified the types and caused of grammatical errors that students produced in their writing as follow:

1. **Grammatical Errors in Using Verb**

   The students’ grammatical error in using tenses was described in this following table:

   | No. | The Grammatical Error Sentences                  | The Correct Grammatical Sentences          |
   |-----|-------------------------------------------------|-------------------------------------------|
   | 1   | My sister can helps us.                         | My sister can help us                     |
   | 2   | We must cleaning this house.                   | We must clean this house.                 |
   | 3   | After plant the flowers.                       | After planting the flowers.               |
   | 4   | We could standing here.                        | We could stand here.                      |
   | 5   | I’m upset about choose a gift.                  | I’m upset about choosing a gift.           |
   | 6   | I think he do not like that.                    | I think he does not like that.            |
   | 7   | Let us playing bycicles!                       | Let’s do cycling!                         |
   | 8   | Before learn English, you must buy many book.  | Before learning English, you must buy many book. |
   | 9   | My young sister love animals too.               | My young sister loves animals too.         |
   | 10  | We must buying something.                      | We must buy something.                    |
   | 11  | My mother have cat too.                        | My mother has cat too.                    |
   | 12  | We can swimming and fishing.                   | We can swim and fish.                     |
   | 13  | Sorry for disturb you.                         | Sorry for disturbing you.                 |

   It was found that grammatical errors in using verb consist of 8 students with the total number of errors were 15 words. These are the types of grammatical errors that most students made in their writing. It is because some students made repeated errors in verb usage.

2. **Grammatical Error in Using Tenses**

   The students’ grammatical error in using tenses was described in this following table:

   | No. | The Grammatical Error Sentences | The Correct Grammatical... |
Sentences

1. Next week, we are not go to school. Next week, we will not going to school.

2. Yesterday, she bring flowers. Yesterday, she brought flowers.

3. Yesterday I bring it and accidentally I broken it. Yesterday I brought it and accidentally I broke it.

4. What do you thinking about? What are you thinking about?

5. Udin brought the foods and drinks now. Udin is bringing the foods and drinks now.

6. What about we are going to doctor? What about going to the doctor?

7. I look you crying. I look you are crying.

8. Last week, I don’t pass the exam. Last week, I didn’t pass the exam.

9. Yesterday, I spend the money. Yesterday, I spent the money.

10. I am watch TV now. I am watching TV now.

11. Last month, I am sick. Last month I was sick.

12. Are you bring your motorcycle? Did you bring your motorcycle?

As the error in using a verb, it was found that the most grammatical errors made by the student are in using the tenses section. This is the second-highest number of grammatical errors that students produced. The errors in using tenses consist of 7 students with the total number of errors were 13 words. The cause of students’ errors in tenses is caused they don’t know the patterns (present tense, past tense, and future tense), especially how to determine the verb which corresponds to tenses.

3. Grammatical Error in Using Singular/Plural

The students’ grammatical error in using singular/plural was described in this following table:

| No. | The Grammatical Error Sentences | The Correct Grammatical Sentences |
|-----|---------------------------------|----------------------------------|
| 1.  | I want to plant some flower.    | I want to plant some flowers.    |
| 2.  | There are many dried leaf.      | There are many dried leaves.     |
| 3.  | Udin brought foods and drinks.  | Udin is bringing food and drinks now. |
| 3.  | You must buy many book.         | You must buy many books.         |
| 4.  | What kinds of foods that we buy for the cat? | What kinds of food that we buy for the cat? |

The researcher found that 4 students made errors in using Singular/Plural Noun with the total number of errors consist of 5 words. Based on the finding, this is the third-highest number of grammatical errors that students produced. The problem in this section is they cannot determine which nouns need to be added s or es and those not added, whereas incorrect grammatical we must add s or es for plural noun and we should not add s or es for a singular noun.
4. **Grammatical Error in Using Adjectives**

   The students' grammatical error in using adjectives was described in the following table:

   Table 5. The Students Error in Using Adjective

   | No. | The Grammatical Error Sentences | The Correct Grammatical Sentences          |
   |-----|---------------------------------|--------------------------------------------|
   | 1.  | Owch, it is pain me!           | Owch, it is painful for me!               |
   | 2.  | You are bloody and injure.     | You are bloody and injured.               |
   | 3.  | The caterpillar looks disgust. | The caterpillar looks disgusting.         |
   | 4.  | The thunder also frightened.   | The thunder also frightening.             |
   | 5.  | Is you tiring?                  | Are you tired?                             |

   According to the finding in this research, 4 students made errors in using an adjective with a total number of errors consist of 5 words. As errors in using singular/plural, this is also the third-highest number of grammatical errors that students made after the error in using tenses.

5. **Grammatical Error in Using Prepositions**

   The students' grammatical error in using prepositions was described in the following table:

   Table 6. The Students Error in Using Prepositions

   | No. | The Grammatical Error Sentences | The Correct Grammatical Sentences          |
   |-----|---------------------------------|--------------------------------------------|
   | 1.  | The wallet fell in this grass.  | The wallet fell on this grass.             |
   | 2.  | Look at in the street!          | Look at on the street!                     |
   | 3.  | I am bored to stay in home.     | I am bored to stay at home.                |

   Based on the finding in this research, the students who made errors in prepositions consist of 3 students with the total number of errors were 3 words. This is the fourth-highest number of grammatical errors made by students.

6. **Grammatical Error in Using To Be**

   The students' grammatical error in using to be was described in the following table:

   Table 7. The Students Error in Using To Be

   | No. | The grammatical Error Sentences | The Correct Grammatical Sentences          |
   |-----|---------------------------------|--------------------------------------------|
   | 1.  | There are a beautiful cat.      | There is a beautiful cat.                  |
   | 2.  | Is you tiring?                  | Are you tired?                             |

   This research found that there were 2 students made grammatical errors in using to be with the total number of errors consist of 2 words. This is the fifth-highest number of
grammatical errors made by students. The students’ error was found in the sentence there are a beautiful cat that should be replaced by the correct sentence there is a beautiful cat and is you tiring? Should replace by the sentence are you tired?.

7. Grammatical Error in Using Articles

The students’ grammatical error in using articles was described in this following table:

| No. | The Grammatical Error Sentence | The Correct Grammatical Error Sentence |
|-----|--------------------------------|---------------------------------------|
| 1.  | We have to bring a umbrella.   | We have to bring an umbrella.         |

Based on this research, It was found that there was 1 student who made an error in using articles with a total number of errors consist of 1 word. It is found the students wrote down we have to bring a umbrella whereas in the correct sentence it should be we have to bring an umbrella.

8. Grammatical Error in Using Modal/Auxiliary

The students’ grammatical error in using modal/auxiliary was described in this following table:

| No. | The Grammatical Error Sentence | The Correct Grammatical Error Sentence |
|-----|--------------------------------|---------------------------------------|
| 1.  | You have be careful.           | You have to be careful.               |

From the finding in this research, it was found that there was 1 student only made an error in using modal with 1 total number of errors. This is the least amount of error that students made. It can be seen in the sentence you have be careful. This is a wrong sentence in the grammatical structure because in using modal, we don’t use have but it should be have to. So, the sentence should be replaced by the correct sentence you have to be careful.

9. Grammatical Error in Using Noun

| No. | The Grammatical Error Sentence | The Correct Grammatical Error Sentence |
|-----|--------------------------------|---------------------------------------|
| 1.  | Do you have any suggest?       | Do you have any suggestion?           |

There was 1 student who made an error in using nouns with only 1 total number of errors. The problem here is they cannot distinguish between the use of nouns and adjectives. It is found in the sentence do you have any suggest? This is also a wrong sentence because it
needs to be used noun at the end of the sentence and the word of suggest is not a noun but an adjective. So, the correct sentence should be do you have any suggestion? The reason is because suggestion is a noun.

10. Grammatical Error in Using Objective Pronoun

The students' grammatical error in using objective pronoun was described in this following table:

Table 11. The Students Error in Using Objective Pronoun

| No. | The Grammatical Error Sentence | The Correct Grammatical Error Sentence |
|-----|---------------------------------|---------------------------------------|
| 1.  | What we have to buy for he?     | What we have to buy for him?          |

There was 1 student who made error in using objective pronoun with total number of error only 1 word. It can be seen in the sentence what we have to buy for he? It is a wrong sentence because we need to put objective pronoun at the end of the sentence, he is a subject and it is not as objective pronoun whereas objective pronoun from subject he is him. So, the correct sentence should be what we have to buy for him?.

11. Grammatical Error in Using Phrasal Verb

The students’ grammatical error in using phrasal verb was described in this following table:

Table 12. The Students Error in Using Phrasal Verb

| No. | The Grammatical Error Sentence | The Correct Grammatical Error Sentence |
|-----|---------------------------------|---------------------------------------|
| 1.  | Before mother being angry to us. | Before mother bein angry at us.       |

It was found that there was 1 student who made grammatical error in using phrasal verb with 1 total number of errors. It can be seen from the sentence before mother being angry to us. In this sentence, we need to put a correct phrasal verb. The correct phrasal verb from angry is angry at not angry to. Thus, the correct sentence should be before mother angry at us.

Discussions

In this section, the researcher describes and elaborates on the factors that cause students produced the errors and what the teachers and the EFL students should do to reduce the error.

1. The Grammatical Errors in Using Verb

According to the result of the research, it was found that the most grammatical error produced by the students is in using the verb. There are many kinds of verb usage in English such as the use of subject+verb agreement, verb after preposition and conjunction,
verb after modal, gerund, and the use of $V_1$, $V_2$, and $V_3$. In the result of the study, the most common error in using verb is they used verb-ing after modal and it is not appropriate with the correct grammatical rule. Thus, in a correct sentence, we should use $V_1$ after modal/auxiliary. It can be seen from the sentences; we must cleaning this house, we could standing here, we must buying something, and we can swimming and fishing. Another error is also in the sentence my sister can helps us. We should use $V_1$ after modal, so we don’t need to add “S” in the verb.

Moreover, their errors is also not adding verb+ing after the conjunction, whereas in the context of using a verb, we should add verb+ing after conjunction. the error can be found in the sentences; after plant the flowers, before learn English, and sorry for disturb you. Furthermore, the sentence I’m upset about choose a gift is also wrong because we need to put verb-ing after preposition. Besides, the students also have problem in using subject+verb agreement. It was found in the sentences my young sister love animals too, I think he don’t like that, and my mother have cat too.

Besides, the error also caused by the intralingual error. This error deal with the faulty a characteristic of the second language itself, in this case, is English. The EFL students are still influenced by the native language in their environment. The sentence error was found in the sentence let us play bycicle, it should be replaced let us do cycling. Thus, this error caused by the EFL learners’ native language interference. In conclusion, the researcher concluded that the students produced errors in verb because they have not been able to master the rules in the use of verb so that they cannot compose the correct sentence related to the context of using $V_1$, $V_2$, and $V_3$. They are confused in putting verbs according to the correct tenses. For example, they didn’t use $V_1$ for simple present tense, $V_2$ in the simple past tense, and $V_3$ for present perfect tense. The main way to be able to write English in the correct sentences is to learn verb because a verb is the most important thing in a sentences. In this case, the solution is the teachers need to be focus on teaching the use of verb to their students.

2. The Grammatical Error in Using Tenses

The second most grammatical error that students made is in using tenses especially in the use of simple past tense. The errors was caused they haven’t mastered the rules of using the correct simple past tense. In the context of using simple past tense, we must know the patterns that has been set. The main pattern is we have to use $V_2$ in that sentence. According to the finding, they didn’t use $V_2$ but they use $V_1$ so that the sentence does not match to the correct grammar. The students error can be found in the sentences; yesterday she bring flowers,
last week I don’t pass the exam, yesterday I spend the money, last month I am sick, and yesterday I bring it and accidentally I broken it. Thus, the underlined words should use verb2.

Then, the errors are also in mastering the use of simple present continuous tense. The main pattern is S+be+verb-ing. So, in the correct use of grammatical rules especially in using present continuous tense, we have to use verb+ing. From the finding, it was found there are some grammatical errors in using present continuous. The error is because some of the students didn’t use verb+ing in the sentence. The errors contained in the sentences I am watch TV now that should be replaced by I am watching TV now, and also the sentence Udin brought the food and drinks now should be replaced by the correct sentence Udin is bringing the food and drinks now. The other wrong sentence also because they didn’t use to be (am, is, are) after subject. It can be found in the sentence I look you crying that should be replaced by the sentence I look you are crying and what do you thinking about? should be replaced what are you thinking about?

Moreover, the students are also wrong in understanding simple past tense, especially in the placement of verb in it. The problem is the students didn’t use verb2 but they put verb1 in it, whereas in the context of simple past tense, we must use verb2. The students’ error can be found in the sentence; yesterday she bring flowers, last week I don’t pass the exam, yesterday I spend the money, last month I am sick, yesterday I bring it and accidentally I broken it, are you bring your motorcycle?. Therefore, the underlined words (verb1) should be replaced by verb2.

3. **Grammatical Error in Using Singular/Plural Noun**

The use of plural noun is usually indicated by the words many, more, or a lot of (countable noun). In the correct grammatical rule, plural nouns must be added S or ES. Whereas the use of singular noun is indicated by the word a or an and we don’t need to add S or ES to the noun. According to the finding, the students’ error in using singular/plural noun is caused they didn’t add S or ES to plural noun. It was found in the sentence I want to plant some flower, there are many dried leaf, and you must buy many book. Furthermore, the underlined words should add S or ES. The other error also in the sentences Udin is brought foods and drinks, and what kinds of food that we buy for the cat?. The word foods should not be added S because it is an uncountable noun.

4. **Grammatical error in Using Adjectives**

The EFL students’ problem in using adjectives is they cannot distinguish between the use of noun and adjectives. They even put nouns as adjectives and adjectives as nouns. Consequently, it causes the sentences to be wrong and different in meaning. It was found in the sentence it is pain me, the caterpillar looks disgust, and the thunder also frightened. The
underlined words are nouns and should be replaced with adjectives. To overcome this error, the EFL students must learn in terms of distinguishing between the placement of the word noun and adjective.

5. Grammatical Error in Using Preposition

The EFL students’ error in using prepositions occur because they are confused about what preposition should be appropriate in that sentence such as how to use preposition in, at, on, into, inside, etc. The sentence *the wallet fell in this grass* should be replaced by the sentence *the wallet fell on this grass* and the sentence *look at in the street* should be replaced by the correct sentence *look at on the street*. In general, the preposition of *on* is used to show that something is on the surface of another object; therefore, *on* is one of the appropriate preposition in the sentence. The other students’ error in using preposition also was found in the sentence *I am bored to stay in home* that should be replaced *I am bored to stay at home*. It is because the preposition of *at* is used to show a place.

6. Grammatical Error in Using To Be

The fifth highest number of grammatical errors made by students is in using to be. In this case, the students cannot determine what to be that appropriate for the subject that used. In other words, they are confused about determining to be *are* or *is* by the subject. Based on the finding, they made errors in using to be was found in the sentence *is you tiring?* That should be replaced with sentence *are you tired?* Because the appropriate to be for subject *you* is *are*. The wrong sentence *there are a beautiful cat* should be replaced with the correct sentence *there is a beautiful cat* because the cat is only one cat (singular). In this case, the students must learn about the use of to be correctly and based on the context of the sentence.

7. Grammatical Error in Using Article, Modal, Noun, Objective Pronoun, and Phrasal Verb.

Each student (8 out of 10 students) only made 1 word of grammatical error in using article, modal, objective pronoun, and phrasal verb. In this section, they only produced a little error because of the use of article, modal, noun, objective pronoun, and phrasal verb easier to learn and to understand rather than in learning verbs and tenses. Besides the factors causing the students’ error mentioned above, the other factors are also caused there is no special subject that studies about grammar or structure. Also, the students do not have a lot of vocabulary so that it makes them difficult to make or compose a sentence and paragraph. In arranging a sentence/paragraph, the EFL students must be able to memorize a lot of vocabulary to determine what words are appropriate or suitable for the sentences.
**Conclusion**

Based on the finding in this research, it is observed that there were 11 categories of grammatical error types; error in using the verb, tense, singular/plural noun, adjectives, preposition, to be, articles, modal/auxiliary, noun, objective pronoun, and phrasal verb. Based on the result, the largest number of errors is in using a verb that consists of 15 total numbers of errors. The main factor that causing them produced the error is they don’t know the rules in using grammatical correctly, for example, they do not understand yet how to place the verbs based on the correct grammatical structure. Other than that, most of the students made errors in using tenses that consist of 13 words. In this case, they are confused about putting the verbs related to the time of an event (the past, the present, and the future) following the rules of tenses in English.

Moreover, some students also made an error in using adjectives that consist of 5 total numbers of errors. As in the use of adjectives, the total numbers of errors in using prepositions consist of 5 words. It also followed by the errors in using prepositions that consist of 3 total numbers of errors, errors in using to be consist of 2 total numbers of errors. Besides, the least error made by students are error in using an article consist of 1 word, error in using noun consist of 1 word, error in using objective pronoun consist of 1 word, and the last is an error in using phrasal verb also consist of 1 word.

Furthermore, based on the result of this research, there are 48 grammatical errors that students produced in their writing. Hence, it can be concluded that these 10 students in second grade of SMK-SMTI Banda Aceh still cannot compose a good sentence because they still made errors in using the grammatical rules.
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