INTERLANGUAGE ERRORS OF FRESHMENS' PARAGRAPH WRITING IN INTENSIVE ENGLISH COURSE

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Abstract

Freshmen are the new students at the university, but not all of them are adept at writing English paragraphs because they were not specifically trained to do it in high school. The written work of freshmen frequently contains a variety of types of mistakes, including lexical, syntactic, mechanical, and morphological problems. Simple errors, like those in subject-verb agreement, the incorrect use of nouns, verbs, adjectives, adverbs, modal verbs, and copula, as well as spelling mistakes, are frequently made by beginning writers. The researcher attempts to conduct this research to focus on analyzing the paragraph writing of freshmen in the Intensive English Course because there are numerous studies about writing and analyzing grammatical errors, but there are few regarding to the interlanguage error in the paragraph writing Intensive English Course in the university. This study uses descriptive qualitative to analyze the data. Fiveteen paragraph writing of freshmen in Intensive English Course were analyzed for grammatical errors. The findings revealed that there were 542 interlanguage errors found in the freshmens' paragraph writing in Intensive English Course. The most common one was in verb use (33%). The findings may have useful pedagogical implications for English language teachers, syllabus designers, and test developers. Understanding freshmens' difficulties and providing appropriate grammar instructions are the keys to teach grammar in university.

Keywords*: Interlanguage Errors, Paragraph Writing, Freshmen, Intensive English Course.*

Abstrak

Mahasiswa baru merupakan mahasiswa baru di suatu universitas, namun tidak semuanya mahir menulis paragraf bahasa Inggris karena mereka tidak dilatih secara khusus untuk melakukannya di sekolah menengah. Karya tulis mahasiswa baru seringkali mengandung berbagai jenis kesalahan, baik permasalahan leksikal, sintaksis, mekanis, dan morfologi. Kesalahan sederhana, seperti pada kesepakatan subjek-kata kerja, kesalahan penggunaan kata benda, kata kerja, kata sifat, kata keterangan, kata kerja modal, dan kopula, serta kesalahan ejaan, sering kali dilakukan oleh penulis pemula. Peneliti mencoba melakukan penelitian ini dengan fokus pada analisis penulisan paragraf mahasiswa baru di Kursus Bahasa Inggris Intensif karena terdapat banyak penelitian tentang penulisan dan analisis kesalahan tata bahasa, namun hanya sedikit yang membahas tentang kesalahan antarbahasa dalam penulisan paragraf Kursus Bahasa

Inggris Intensif di Universitas. Penelitian ini menggunakan deskriptif kualitatif untuk menganalisis data. Lima belas paragraf tulisan mahasiswa baru di Kursus Bahasa Inggris Intensif dianalisis untuk kesalahan tata bahasa. Temuan mengungkapkan bahwa terdapat 542 kesalahan antarbahasa yang ditemukan dalam penulisan paragraf mahasiswa baru di Kursus Bahasa Inggris Intensif. Yang paling umum adalah penggunaan kata kerja (33%). Temuan ini mungkin mempunyai implikasi pedagogis yang berguna bagi guru bahasa Inggris, perancang silabus, dan pengembang tes. Memahami kesulitan mahasiswa baru dan memberikan instruksi tata bahasa yang tepat adalah kunci untuk mengajarkan tata bahasa di universitas.

Kata Kunci: Kesalahan Antarbahasa, Penulisan Paragraf, Mahasiswa Baru, Kursus Bahasa Inggris Intensif.

A.   INTRODUCTION

In the process of teaching and learning English, there are four skills that must be mastered by learners, namely listening, speaking, reading and writing. One of the skills considered partially learning English as the most difficult skill to master is writing. Writing is the main basic of every foreign language learning As a result, writing skills become the main goal as a simple output of learning the target language. So, writing forces language beginner learners to learn grammar and vocabulary to improve their performance while writing.

There are several categories of written errors that usually happen in the freshmen written text, such as lexical errors, syntactic errors, mechanical errors, and morphological errors. For the simple errors that usually happen in the beginner writer such as errors in subject-verb agreement, errors in the use of noun, verb, adjective, adverb, modal and copula, and even errors in spelling are also common. Moreover, basic structure and organization of paragraphs, which leads to the failure in cohesion, coherence, and unity also the common error. Furthermore, the limitation of regular training to write and writing practices results in learners' demotivation and restriction of creativity as well as fluency in expressing ideas in wording. Therefore, Intensive English Course is the program of English department that has a goal attempt to improve the basic English skill of the freshmen, but as a beginner learner, freshmen also have some errors in their writing, the error such as mention it before.

Freshmen are the new student in the university, not every freshmen are good at writing English paragraphs because they are not specially trained how to write

English paragraphs in their school before. Furthermore, not every freshmen that choose English department in the university come from language department or do not have a good skill in English, sometimes there are so many freshmen of English department have no knowledge about English, but they want to study English, it means that the freshman must learn from the basic skill when they want to studying English and got the perfect result and become a master in writing. There are a lots of research about writing and analyzing the grammatical errors, but regarding to the paragraph writing Intensive English Course in the university, there is no research before, therefore, the researcher attempts to conduct this research to focuses on analyzing freshmens' paragraph writing in Intensive English Course. This study aims to reveal the grammatical errors in paragraph writting by second freshmen who enrolled Intensive English Course program.

B. LITERATURE REVIEW

1. Writing

Writing is one of the productive skills which need to be learned by language learners. They learn writing as an essential component not only for their academic practice but also later in their professional life. Later on, they will have appropriate background knowledge about writing. Writing, reading, listening, and speaking are the four categories that make up language skills (Huwari & Hashima, 2011). Because writing is a difficult skill, it is regarded as the most difficult subject for EFL (English as a Foreign Language) students (Abu Shawish & Abdelraheem, 2010; Al-Shboul & Huwari, 2015; and Huwari & Al-Khasawneh, 2013). Both ESL (English as a Second Language) and EFL students find writing in English challenging since it requires mental work to create strong and complete sentences (Huwari & Al-Shboul, 2015). Wau (2022) discovered there are lots of writing challenges. The following factors contributed to difficulties are ignorance of a well-organized paragraph, unconsciousness of the nonexistence of a part of paragraph definition, poor grammar, lack of vocabulary, ignorance of proper capitalization, ignorance of proper indentation, and an unfriendly environment. Additionally, there was a lack of time. In order for students to overcome the challenges of producing a definition paragraph moving forward as well as for other genres of writing generally, it is advised that English lecturers place more emphasis on teaching grammar, vocabulary, and the principles of writing definition paragraph in particular.

2.   Major Components in Academic Writing

Cohesion and coherence are two essential characteristics of well-written paragraphs. Cohesion refers to the way vocabulary and grammatical structures are used logically and purposefully to make connections between the ideas within a text. It provides flow and sequence to improve the readers' comprehension of any pieces of writing. Cohesion focuses on the grammatical and/or lexical relationships between the different elements of a text. This may be the relationship between different sentences or between different parts of a sentence. Cohesion provides the reader or listener with all the missing pieces and the components of the picture which are not present in the text. Bailey (2014) defines cohesion as the logical connections of a text at sentence level. This term involves grammatical and lexical relationships between the elements of written production, the use of connectives and conjunctions. Likewise, coherence refers to the condition when the ideas are arranged smoothly and clearly from one sentence to the next and all the parts of the text logically and intentionally relate to one another (Zahra et al., 2020). Coherence deals with the way a text conveys the logical and simple conveyance of sense to the readers through the organization of its content, and the relevance and clarity of its concepts and ideas Thus, a paragraph is coherent when the sentences are interrelated with one another mentioning one single idea as an integrated piece of writing, rather than a series of separate sentences (Bailey, 2014).

3.   Error Analysis

The primary core of the study and analysis of the errors made by second language learners is the process of determining the incidence, nature, causes and consequences of unsuccessful language.

The need to carry out the study of error analysis may be conducted in order to:

a.   Clarify strategies which learners use in language learning

b.   Identify the causes of learners' errors

c.   Obtain information on common difficulties in language learning, which would be served as an aid to teaching or in the preparation of teaching materials.

Approximately, error analysis developed as a branch of applied linguistics in the 1960s (Brown, 2014), and set out to demonstrate that many learner errors are not blamed for the learner's mother tongue but reflecting universal learning strategies. In this case,

error analysis is consequently offered as an alternative to contrastive analysis. Many researchers' attempts (e.g., Brown, 2014; Corder, 1975; James, 1998; Amara, 2015) have been made to develop classifications for different types of errors on the basis of the different processes that have been assumed to account for them. The following common types of errors might be categorized such as:

a)   Lexical errors

The lexical category includes errors in the use of noun, verb, adjective, adverb, modal, and copula. Noun, verb, adjective, and adverb are all parts of speech where noun is referred to as the name of a person, place, thing, event, or idea; verb is a word that expresses the state of being or action; adjective and adverb are modifiers describing nouns and pronouns and adjectives, adverbs, or verbs respectively. A modal on one hand is a type of auxilliary verb that is used to express permission, ability or obligation. Lastly, among the copula in English grammar, the verb "to be" is the most common.

b)   Syntactic Errors

In this regard, the syntactic category may be dominated by article error. This happens due to the fact that English language learners may sometimes forget to use articles owning to the interference from their first language. Moreover, article omission is a proof of the direct transfer of L1 rules to L2, because English has both definite and indefinite articles, whereas L1 like Vietnamese has no word for the definite article. In terms of word order is also a big problem when discussing syntactical errors. Many studies (e.g., Atmaca, 2016; Bailey, 2014; Ferris, 2014) have claimed that learners tend to unconsciously commit a tremendous number of syntactic interlingual errors pertaining to word order within simple sentence structure and they assert that these errors occur as results of L1 habit transfer.

c)   Morphological Errors

In practice, morphological errors can be interchanged by another term, namely grammatical errors. These are basically concerned with violations in subject-verb agreement, tense, plural, singular, and negative markers, participle ending, and comparative and superlative forms. When investigating this category, three of the

most commonly committed are errors in tense marker, plural and singular markers, and subject-verb agreement. Regarding tense markers, sentence structures and wrong verb forms account for the huge differences between L1 and L2 (Péry-Woodley, 1991; Ferris, 2014; James, 1998; Lastres-López, & Manalastas, 2017). Thus, subject-verb agreement errors are proclaimed as the most frequent errors that L1 language learners often commit when acquiring another language. Besides, lack of plurality is connected to the incompetence of the learners in using English morphology and to the negative transfer from the native language. However, plurality indicators are not spontaneously noticed by learners even if there is a certain trend of erroneously omitting the plural morpheme 's' even with the presence of obvious plural quantifiers.

d) Orthographical Errors

Orthographical errors are also termed as mechanical errors because they are mainly associated to spelling, capitalization, and pronunciation. Specifically, two important characteristics of orthographical errors denote that they generally result in a string which is phonologically identical or very similar to the correct strings, and that proper names, infrequent words (uncommon words) and borrowed words are particularly prone to orthographical errors. In its nature, spelling errors can be seen as cognitive errors consisting of the substitution of a deviant spelling for a correct one in case of being unknown about the correct spelling of a particular word or forgetting it or misconceiving it. Similarly, Amara (2015) stresses that knowledge about the orthographic structure of words is mainly implicit for the native speakers of any language. Being native speakers, they are generally expected to correctly spell or say words without rooting the rule behind that spelling or pronunciation.

C. RESEARCH METHOD

Research Design

This study is a descriptive qualitative research. The grammatical errors that freshmen in the intensive English course made when writing their paragraphs are specifically described in this descriptive study. The descriptive technique, according to

Gay (2009), entails gathering information to respond to inquiries about the current situation of the study's subject. The descriptive method also entails carefully describing educational occurrences, according to Gall et al. (2007). Moreover, qualitative methods offer an effective way of investigate. According to Saldana (2011) qualitative research is an umbrella terms for a wide variety of approaches to and methods for the study of natural social life. The information or data collected and analyzed is primarily (but not exclusively) nonquantitative character, consisting of textual materials such as interview transcript, field notes, and documents, and/or visual materials such as artifacts, photograph, video recordings, and internet sites, that document human experiences about others and/or one's self in social action and reflexive states.

Source of data

In this study, the data comes from the freshmens' handwriting in Intensive English Course. The researcher uses 15 freshmens' writing. The reason the researcher uses this data, because this data accepted by the freshmen, then it is acceptable to uses this data for research ethically.

Research Instrument

According to Lincoln and Guba (1986) the instrument of choice in naturalistic inquiry is the human. Then, this research uses a human as the instrument. Then, the researcher observes the document manually.

Data Collection

The researcher collect the data by contacting the faculty member to use the data. Then, to make it easier, the researcher make the folder that namely "freshmens' handwriting" to code the data. Next, the researcher collect the data from the freshmens' handwriting pictures through the email. Then, the researcher download one by one photos of the freshmen task until complete 15 freshmen.

Data Analysis

This research uses descriptive qualitative strategy regarding to the Creswell (2016) stated that the qualitative strategy of indicates that the researcher has read, marked by hand, and divided the data into sections. The present study researchers used this technique

(manual analysis strategy) because they found a small number of databases represented in almost less than 500 pages of transcripts. This simply helps to locate text passages and keep track of files. Moreover, the researchers aimed to avoid the intrusion of the machine and have a hands-on feel for data. Additionally, researcher organized the data by creating Microsoft Word files. These documents are kept on the researchers' computer and are accessed by researcher only. In the present study, the researchers followed Miles and Huberman's (1994) coding tool. First, the researcher read all of the 15 freshmens' handwriting photos, then observe it, about the coherent, grammatical problem, and other mistakes. Then, researcher observes and analyze the 15 data. After all of the data read, observe, analyze, then the researcher attempt to code grammatical and mechanical errors of the freshmens' paragraph writing.

The data were manually analyzed to identify a specific error that grammar checker unable to uncover. Each essay was carefully examined for grammatical mistakes. Eight categories—verbs, nouns, prepositions, pronouns, adverbs, determiners, adjectives, and conjunctions—were used to group the errors. Following the Seven Likert Scale of Quality, those were tallied for their frequency percentage and interpreted as follows:

Table 1. Quality Interpretation of Error Frequency Percentage

Error Frequency Percentage (%)	Interpretation
0	Exceptional
1-10	Excellent
11-25	Very Good
26-40	Good
41-55	Fair
56-80	Poor
81-100	Very Poor

D. RESULTS AND DISCUSION

Findings

Grammatical Errors of Freshmens' paragraph writing in Intensive English Course The analysis findings, shown as the number of mistakes made by freshmen according to

grammatical errors type, are shown below.

Table 2. The Frequency and Interpretation of Grammatical Errors Made by Freshmens'
paragraph writing in Intensive English Course

No.	Type of Error	Frequency	Precentage %	Precentage After Rounded %	Interpretation
1.	Verbs	180	33,2103321	33	Good
2.	Nouns	83	15,31365314	15	Very Good
3.	Pronouns	78	14,391143911	14	Very Good
4.	Adjectives	56	10,332103321	10	Excellent
5.	Determiners	48	8,5860885609	9	Excellent
6.	Adverbials	42	7,7490774908	8	Excellent
7.	Prepositions	36	6,6420664207	7	Excellent
8.	Conjunctions	20	3,6900369004	4	Excellent
TOTAL		542	100%	100%	

It can be seen in the table 2 that the most frequent grammatical errors was in verb use as it existed 180 times or 33% in the freshmens' paragraph writing in Intensive English Course program. If it is referred to the interpretation, it can be said that the freshmen have the good ability in applying verb use in writing their paragraph. Meanwhile, the table also presents that nouns and pronouns interpret as very good in ability. Errors in adjectives, adverbials, prepositions, determiners, and conjunction have the same excellent interpretation. However, adjectives whose frequency 56 is the largest one among them, continued by determiners whose frequency 48 and adverbials whose frequency 42. In addition, preposition has 36 frequency or 7 % and conjunctions in 4 %. Therefore, if they are interpreted, it can be said that the freshmen are excellent in using appropriate determiners, prepositions, adverbials, adjectives, and conjunctions in writing their paragraph writing in Intensive English Course program.

Table 3. The Distribution of Grammatical Error in Verb Use Made by Freshmens'
Paragraph Writing in Intensive English Course

Type of Error	V	Vi	Vr	TOTAL
Total	80	56	44	180
Percentage (%)	45	31	24	100
Interpretation	Fair	Good	Good	

Note:

Vs=Subject-Verb Agreement

Vi= Irregular Verbs

Vr= Regular Verbs

Based on table 3, the error in the subject-verb agreement is the most error made by the freshmen. There are 80 of 180 errors in this type, suggesting the freshmens' dilemma in forming the sentences correctly. The frequency percentage of error in this type was 45% which means that the freshmen were fair in using appropriate verbs for their paragraph writing. The majority of the freshmen faced problems in agreement, as they could not make subject and verbs agree because the verbs do not follow their subject closely and the number of subjects is unclear. Table 4 shows the examples of the subject verb agreement errors

Table 4. Examples of Grammatical Error in Subject-Verb Agreement Made by Freshmens' Paragraph Writing in Intensive English Course

Error	Correction
I wanna tell you about how *I preparing* for tests in Intensive English Course.	I want to tell you about how *I prepare* for Intensive English Course test.
Before the exam took place *I used* to refresh my brain.	Before the exam, I refresh my brain.

Table 4 shows that freshmen were not able to apply the use of grammar rule properly. The example 1 the freshmen use the ving after the subject, as we know that the use of ving after the subject and to be than use the ving. Then, the use of verb followed with the subject directly as shown in table 4 correction that subject "I" directly follow by "prepare" as a verb. Then, in example 2 the word "used" properly used in the form of passive voice, but in this context, the freshmen directly translate in the word from Bahasa Indonesia to English without any consideration with the correct grammar.

Regarding verb form, table 3 presents that 24% error for regular and 31% error for irregular found in the freshmens' paragraph writing. Those data means that the freshmen were good in using the appropriate verb form in writing their paragraph. Below are examples of the errors.

Table 5. Examples of Grammatical Error in Regular and Irregular Verbs Made by

Freshmens' Paragraph Writing in Intensive English Course

Error	Correction
the lessons I learned are easy to *understand.*	The lesson that I have learned is easy to *understood.*
Those are some things that I *prepare* for the test.	Those are some things that I *prepared* for the test.

Based on table 5, freshmen failed to form a simple past sentence that should use the past verb in the sentence. Freshmen wrote 'understand' which is a present verb in irregular form instead of 'understood' which is the past form of it. Regarding regular verbs, freshmen wrote 'prepare' instead of 'prepared'. Freshmen presented a past event that requires past verb use. 'Prepare' belongs to an regular verb that should 'prepared' when it is used in a simple past sentence.

Grammatical error in nouns

Table 6. The Distribution of Grammatical Error in Noun made by Freshmens' Paragraph Writing in Intensive English Course

Type of Error	Nsg	Npl	Nct	Nuc	TOTAL
Total	30	14	28	11	83
Precentage (%)	36	17	34	13	100
Interpretation	Good	Very Good	Good	Very Good	

Note:

Nsg=Singular Nouns

Npl= Plural Nouns

Nct= Countable Nouns

Nuc= Uncountable Nouns

Based on the table 6 we can see that the use of uncountable noun and plural noun have the same interpret very good, then, the singular and countable noun have the same interpret good. It can conclude that the use of noun in freshmens' paragraph writing in Intensive English Course basically use the proper noun of each sentence.

Table 7. Examples of Grammatical Error in Nouns Made by Freshmens' Paragraph
Writing in Intensive English Course

Error	Correction
I read *much* books related to the Intensive English Course	I read *many* books related to the Intensive English Course
I am preparing the tools for exam such *as a note books,* pencils, pens, and handphone.	I am preparing the tools for exam such *as a note book,* pencils, pens, and handphone.

Based on the table 7 shows the examples of students' errors in nouns. Through the example 1 freshmen made an error in indicating indicating countable noun. Freshmen wrote much books instead of many books. Books belongs to countable noun, because the book could count. Then, 'a' is an article which precedes a singular noun, but the freshmen wrote note books, here books mean that the book more than one, so, if the freshmen want to use an article "a" freshmen must delete the 's' in the 'notebooks'. Therefore, the phrase become 'a note book'.

Grammatical error in pronouns

Pronoun errors were found 78 times in the freshmens' paragraph writing in Intensive English Course. In other word, they take 14 % from all errors. Pronoun includes personal pronouns, possessive pronouns, reflexive pronouns, demonstrative pronouns, interrogative pronouns, relative pronouns, indefinite pronouns and reciprocal pronouns. The error frequency distribution can be seen in the table 8 below

Table 8. Distribution of Grammatical Errors in Pronoun Made by Freshmens' Paragraph
Writing in Intensive English Course

Type of Error	Pr	Ps	Rf	D	It	Rl	In	Rc	Total
Total	8	14	8	10	13	15	4	6	78
Precentage	10	18	10	13	17	19	5	8	100
Interpretation	Excellent	Very Good	Excellent	Very Good	Very Good	Very Good	Excellent	Excellent	

Note:

Pr= Personal pronouns

Ps= Possessive pronouns

Rf= Reflexive pronouns

D= Demonstrative pronouns

It= Interrogative pronouns

Rl= Relative pronouns

In= Indefinite pronouns

Rc=Reciprocal pronouns

Based on table 8, specifically, the students mostly made the errors relative pronouns use since it was found 15 from 78 errors or 19% of the whole pronoun errors found in the freshmens' paragraph writing. However, its interpretation still falls as very good. Possessive pronouns take 18 % of the whole errors in pronouns which is interpreted as very good. In addition, the same interpretation also goes to interrogative pronouns for 17% and demonstrative pronouns by 13%. Regarding personal pronoun, reflexive pronoun, indefinite pronoun, and reciprocal pronouns interpreted as excellent. The table below shows the example of those errors.

Table 9. Examples of Grammatical Error in Pronouns Made by Freshmens' Paragraph Writing in Intensive English Course

Error	Correction
And I giving *me* time to relax, so I don't get stressed during exams.	I give *myself* time to relax, so I don't get stressed during exams.
I am writing some material to make *me* easier to remember.	I am writing some materials to make *it* easier to remember.

Based on the table 9 example 1 the freshmen wrote 'me' rather than 'myself ', then, the example 2 the freshmen use the pronoun 'me' refer to the object 'material', so it must place the pronoun "it" refers to the 'material.

Grammatical Errors in Adjective

Table 10. Distribution of Grammatical Error in Adjective made by Freshmens' paragraph writing in Intensive English Course

Type of Error	PAdj	IAdj	DAdj	CAdj	Total

Total	15	18	10	13	56
Precentage (%)	27	32	18	23	100
Interpretation	**Good**	**Good**	**Good**	**Good**	

Note :

PAdj= Possesive Adjective

IAdj= Interrogative Adjective

DAdj= Demonstrative Adjective

CAdj= Compound Adjective

Based on the table 10 it shows that all of the adjective used by the fresmen properly and interpret as good in all kinds of adjective that has been identified in the freshmens' paragraph writing in Intensive English Course program.

Table 11. Example of Grammatical Error in Adjectives Made by Freshmens' Paragraph Writing in Intensive English Course

Error	Correction
I hope the result of this final test is not *more bad* than the test before.	I hope the result of this final test is not *worse* than the test before.

From the table above, it can be seen the example that the freshmen was got confused in determining comparative form of the word bad. Freshmen wrote more bad instead of worse. Freshmen thought that bad can be preceded by the word more to express a comparison like most adjectives which are more than two syllables. This error also demonstrates that the students were influenced by their native language, Bahasa Indonesia in forming a sentence.

Grammatical error in determiners

9% of errors were of this type. It is interpreted as excellent which means that the freshmen are excellent in using determiners for their paragraph writing. There are two kinds of error in determining determiners, they are articles and quantifiers. The table below shows the distribution of the error:

Table 12. The Distribution of Grammatical Error in Determiners Made by Freshmens' Paragraph Writing in Intensive English Course

Type of Error	Art	Q	Total
Total	13	35	48
Precentage (%)	27	73	100
Interpretation	Good	Poor	

Note:

Art=Articles

Q= Quantifiers

Table 12 presents the analysis result of error in determiners. It shows that errors in quantifier were found mostly for 35 times or 73% of all errors in pronouns. It means that the students were poor in using appropriate articles in writing their essays. In other hand, the rest for only 13% was the errors found in articles which means that the students were good in using quantifier. Below are the examples of the students' errors in determiners.

Table 13. Examples of Grammatical Error in Determiners Made by Freshmens' Paragraph Writing in Intensive English Course

Error	Correction
I can not understand *many* material.	I can not understand *a lot of* materials.
Not every point I know well.	*None of* point I know well.

Through the table 13 above, the freshmen still use the native language, Bahasa Indonesia to influence their paragraph writing rather than the word such as a lot of and none of as the determiners.

Grammatical error in adverbs

Based on the analysis result, errors in adverbs account for 8 % of freshmens' errors in their paragraph writing or they were found 42 times from 542 errors there. The interpretation of this error type falls within excellent. Below are the examples of the adverb errors found in the freshmens' paragraph writing in Intensive English Course.

Table 14. Examples of Grammatical Error in Adverbs Made by Freshmens' Paragraph Writing in Intensive English Course

Error	Correction
I memorize the vocabulary by *fast.*	I memorize the vocabulary *fastly.*
I use the time *good*, so I can understand very well.	I use the time *goodly*, so I can understand very well.

Grammatical Error in Preposition

The errors committed by the freshmen in using prepositions are the inappropriate using of a word, such as in, from and to, that are used before a noun or pronoun to show place, position, time or method. Based on table 2, they show there are 36 errors or 7% error in prepositions found in the freshmens' paragraph writing in Intensive English Course. The interpretation falls within excellent which means that the freshmen were excellent in using preposition for their paragraph writing. It can be seen from these examples:

Table 15. Examples of Grammatical Error in Preposition Made by Freshmens'

Paragraph Writing in Intensive English Course

Error	Correction
Sometimes, I also discuss *in* my friend in WhatsApp group	Sometimes, I also discuss *with* my friend in WhatsApp group
Not only that, I also watch a video youtube for review the material	Not only that, I also watch a video *on* youtube for review the material

Grammatical Errors in Conjunction

There are three kinds of conjunctions. They are coordinating conjunctions, correlative conjunctions and subordinating conjunctions. From all data, errors in conjunctions take the smallest number, same with adjective error frequency percentage, that is only 4% of all errors committed by the freshmen in writing their paragraph. The difference was on their frequency. Errors in conjunction were found 20 times, a point below those of conjuction. The number can be interpreted that the freshmen are good and fair in using conjunctions for their paragraph writing. The distribution can be seen in the following table.

Table 16. The Distribution of Grammatical Error in Conjunctions Made by Freshmens'

Paragraph Writing in Intensive English Course

Type of Error	Coor	Core	Sub	Total
Total	5	5	10	20
Precentage (%)	25	25	50	100
Interpretation	Good	Good	Fair	

Note:

Coor= Coordinating Conjunctions

Corre= Correlative Conjunctions

Sub= Subordinating Conjunctions

It was shown by table 16 that there were not many students made errors in using conjunctions in their writing. Errors in subordinating conjunctions were found 10 times or 50%, a half of all errors in conjunctions. It can be interpreted that the students have fair ability in using subordinating conjunctions. The errors in correlative conjunctions and coordinating conjunction were 5 times found or 25% of all errors in conjunctions. It can be said that the freshmen are good in using correlative conjunctions and coordinating conjunction in writing their paragraph.

The examples can be seen in the table below.

Table 17. Examples of grammar errors in conjunction made by Freshmens' paragraph writing in Intensive English Course

Error	Correction
everyone sleep I study	I study *when* everyone sleep
I study and remembering material also write a difficult vocabulary	I study *both* remembering material *and* write a difficult vocabulary

Discussion

The pedagogical implication in this study was viewed from errors that made by the freshmen

According to the research, verb mistakes were the most common mistake individuals made. Overgeneralization and lack of rule constraints are the most common causes of verbal errors. By identifying freshmens' writing limitations, faculty members can better assist their freshmen in producing better paragraph writing, according to the findings of this study. According to the demands of the freshman or their writing errors, teachers can alter their lesson plans. Due to their limited grammatical expertise, the freshmens' writing contained grammatical errors. The findings of this study offer some recommendations for how faculty members might improve their freshmens' writing, particularly by giving them comments after grading their paragraph and having them revise it after making revisions. They also can apply peer evaluation in writing class to

provide feedback. Shang (2022) states that feedback is the most significant part of writing and an improvement is impossible without it. Indirectly, these will be able to inculcate awareness among the students of the common types of errors to avoid.

Faculty members should utilize grammatical terminology that students may understand when integrating grammar education with writing instruction (Chin, 2000). Teachers can assist students in understanding and actively using grammar to their own work by organically adding grammatical terminology into the editing, rewriting, and proofreading processes. According to Chin (2000), grammar can be effectively integrated into writing teaching through the use of techniques including peer response groups, partnership writing, writing conferences, and grammar mini-lessons. Even though this study was conducted on a relatively small scale, the findings are nevertheless quite important. They demonstrate how faculty members can use a variety of techniques to help students apply grammatical concepts to their writing goals.

From the analysis of data, the followings are some pedagogical implications that can be drawn to explain the phenomena above.

Implications for EFL teachers

Teachers can determine the difficult areas for learners at various levels of education by studying the errors made by students. They will be able to determine the extent of the learner's target language proficiency at a specific point in their learning journey and what they still need to study. The teacher will be able to teach at the point of error and place more emphasis on regions where the error frequency is higher if the course is based on the frequency of errors. More instruction and practice exercises should be given in those areas.

Implications for syllabus designers

The presence of errors helps syllabus planners determine which topics should be included in the syllabus and which ones may be eliminated. Error analysis can be used to evaluate both the general level of student learning as well as the degree of alignment between the learner's learning syllabus and the teachers' curricula. Therefore, in the syllabus, those eight categories of grammatical mistakes made by EFL students—

mistakes in verbs, nouns, pronouns, prepositions, adjectives, determiners, adverbs, and conjunctions—should be the main topics that must be planned over a longer period of time, so they get more time allocation. Those can also be placed in more than a section or inserted in other topics so they can be taught repeatedly. This way will make the students get a better understanding of them. It is in line with what Yıldız & Atman (2022) explain that designing or planning strategies and measures can help students overcome their problems and improve their language performance.

Implications for test developers

Testing should be based on what has been taught, and test writers should be familiar with the challenges and mistakes that students encounter. Test writers can concentrate on sections of the lesson plans that error analysis has shown to be more challenging for students. Additionally, mistakes can serve as useful diversionary devices for test designers, particularly for multiple-choice questions. A multiple-choice exam created to gather information from second language learners should include distracters drawn from the students' usual mistakes. The current author, however, is of the opinion that avoidance can be somewhat curbed by employing elicitation strategies (such as direct translation from L1 to L2) that compel the learners to create the grammatical or lexical items in question. Perkins & Zhang (2022) draw the conclusion that their first language has an effect or interferes with their ability to write in English. The best theme or subject for a writing test is therefore one that pupils are familiar with and where the grammar rules they have learned may be put to use. Teachers can combine grammar education with writing instruction, as Chin (2000) suggests. Researchers concur that teaching punctuation, sentence variety, and usage in the context of writing is more beneficial than teaching these concepts separately. Teachers can enable grammar education that guides students in their efforts to identify and correct use problems by having them revise and edit their own writing.

E.   CONCLUSION

The research's findings lead to the conclusion that while most freshman can write a passable paragraph, they occasionally make parts-of-speech mistakes. Verb use mistakes were the most frequent ones committed by the pupils. Generally speaking, they also

misused conjunctions, pronouns, adjectives, determiners, adverbs, and nouns. It is clear that the students' ignorance and confusion of the regulations contributed to their mistakes. This occurs as a result of their ignorance of the grammar rule and their reliance on inference from their first language. In order to lessen the stress of composing paragraphs, they therefore tended to resemble the grammatical rule in all of their writing, including the words. There are several recommendations that can be made to teachers in relation to the research as a result of pedagogical grammar. By combining grammar and writing training, they need to be more strategic in their grammar instruction. Additionally, they must be more specific in their verb usage explanations, give extra instruction in the areas that are most problematic, assign more practice assignments, and pay closer attention to the writing of their students by providing prompt feedback in the form of corrections in order to prevent further mistakes. It is possible to use peer evaluation to give students' writing critique.

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