

ABSTRACT

Agustian, Teguh Candra (2026) Analysis of Grammar Errors in Writing News Text

Grammar plays a crucial role in writing because it enables writers to communicate ideas accurately and effectively. However, many English as a Foreign Language (EFL) students continue to experience grammatical difficulties when producing written texts, including news texts. These grammatical errors may reduce the clarity and quality of students' writing. Therefore, this study aimed to identify the types of grammatical errors found in sixth-semester students' news texts and to investigate the factors influencing those grammatical errors from the students' perspectives.

This study employed a descriptive qualitative research design. The participants were six sixth-semester students of the English Education Department, UIN Sunan Gunung Djati Bandung. The data were collected through document analysis of students' news texts and semi-structured interviews. The grammatical errors identified in the documents were classified using Error Analysis theory proposed by Corder (1967), while the interview data were analyzed using thematic analysis developed by Braun and Clarke (2021). To support the findings, the frequency and percentage of each type of grammatical error were also calculated.

The findings revealed that students produced grammatical errors in five categories: subject-verb agreement (20 errors; 44.44%), tense usage (15 errors; 33.33%), sentence structure (5 errors; 11.11%), article usage (3 errors; 6.67%), and preposition usage (2 errors; 4.44%). Subject-verb agreement was identified as the most frequent grammatical error. Furthermore, the thematic analysis of the interview data identified five factors influencing students' grammatical errors: first language interference, limited grammatical mastery, overgeneralization of grammar rules, cognitive challenges during writing, and learning experience and writing practice. These findings indicate that grammatical errors are influenced by the interaction of linguistic, cognitive, and instructional factors.

In conclusion, the study demonstrates that students' grammatical errors result not only from limited grammatical knowledge but also from first language influence, cognitive demands during writing, and limited opportunities for meaningful writing practice. Therefore, improving students' grammatical competence requires sustained writing practice, greater attention to grammar learning, and constructive feedback to help students apply grammatical rules more accurately in authentic writing contexts.

Keywords: grammatical errors, error analysis, news text, thematic analysis, EFL writing.