Error Analysis of English Sentence Structure in Students' Written Paragraphs

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ABSTRACT –

This study analyzed the syntactical errors in the written paragraphs of Third-year Bachelor of Secondary Education (BSEd) English students, utilizing the error classification framework by Dulay, Burt, and Krashen (1982). This research employed a qualitative design with purposive sampling to analyze student paragraphs using structural or content analysis tools. The findings of this study highlight the imperative role of addressing syntactical errors among Third-year Bachelor of Secondary Education (BSEd) English students. Notably, the data revealed that subject-verb agreement emerged as the most frequent source of error, closely followed by errors relating to punctuation. Furthermore, errors in Conjuction, Possessive Noun, Spelling, Adjective and Preposition are the least errors committed. Meanwhile, it was also observed that the participants committed errors categorized by Dulay, Burt, and Krashen (1982) as Omission, due to the lack of particles and S form of the verb. These results point to the need for educators to improve education curriculum that specifically focus on these areas of difficulty. By tailoring instructional strategies to address common syntactical errors, teachers can enhance grammatical accuracy and, consequently, improve students' overall communication skills. This approach not only aids in students' ability to express their ideas effectively but also equips them with a more robust command of the English language, which is essential for their future professional endeavors as educators.

Keywords - Syntactical Errors, Error Analysis Theory, Content Analysis, Qualitative Research Design, Purposive Sampling

I. INTRODUCTION:

Studies point out crucial issues in Philippine basic education, such as the medium of instruction in English, while data show that students perform better in Tagalog. In the 2019 PISA, while neighboring countries used their local languages, the Philippines used English, and a quarter of fifth-graders fell into the lowest reading proficiency category, and only 63 percent met minimum reading expectations. Writing proficiency was even more deplorable, as only percent attained grade level, and half were at the lowest level (Philippine Daily Inquirer, 2023).

Meanwhile, the Curriculum change of 2018 further made English proficiency among students deteriorate because it had reduced English instruction from four dedicated courses to just one, Purposive Communication, thereby leaving many juniors and seniors to wrestle with basic grammar (Pablo, 2023). This lack is also seen in graduating students, whom multinational companies consider unprepared in English (Cuyos et al., 2024). In addition, LET results showed that teachers' problems with modals, verbs, and conditionals, which are crucial in teaching syntax, were observed since 90 percent of 401 online English teachers scored below 75% in grammar proficiency (Pablo, 2023).

While it is imperative to invest money on modern buildings and facilities, it should also be essential to spend resources on nurturing our teachers, updating the learning materials, and letting English be a skill necessary for daily life, unlocking opportunities into the world and not merely a subject of passage (Kilag et al., 2024). Most importantly, we acknowledge that, as rightly concluded by the recent evaluation made by the Commission on Higher Education (CHED, 2024), doing business globally requires not merely some elementary proficiency in the use of the English language, but rather the acquisition of advanced language use - beyond what a one-semester course can give.

Error analysis of English sentence structure is important to recognize grammatical problems and develop the students' language competence. According to Sari et al. (2022), most students at Sriwijaya State Polytechnics often commit errors, such as omission, wrong verb form spelling, and wrong word order, showing that students are not well able to master the use of composition in English. These are mostly due to mother tongue interference, overgeneralization of grammar rules, and inappropriate teaching methods. For instance, students might simply translate thoughts from their native language into English, violating English syntax, or overgeneralize rules, producing inappropriate verb forms or even fragments of sentences (Bryson, 2020). Bad teaching compounds these problems (Javed et al., 2023), which is why targeted strategies to improve sentence structure and quality of

writing are required.This paper views such mistakes on the paragraphs of students, including omission, addition, misformation, and misordering (Dulay, Burt, & Krashen, 1982). Interpreted against interlanguage theory, it reframes mistakes to be seen as learning opportunities to forge better developing instructions about writing in the second language, English (Mahmood et al., 2018; Morganna, 2017).

The 2018 curriculum change further contributed to the decline in English proficiency among students by reducing English instruction from four dedicated courses to just one—Purposive Communication. As a result, many junior and senior students were left struggling with fundamental grammar skills (Pablo, 2023). Further, this would somehow help the low-making bodies of the CHEd to revise or to retain the recent curriculum. Also, would help the students to improve, if there's a need, depending on the result.

Thus, this research should answer the following research questions;

1.   What errors in the syntactic category are observed in students' compositions?

2.   What are the classifications of error analysis theory observed in students' compositions?

Review of Related Literature:

A number of researches have been conducted in order to unravel the composition of students' sentences in English, which shows issues they face, especially with the formation of grammatically correct and effective sentences. One relevant study is that by Amalia and Rahayu (2021), whose objective was to identify the errors in sentence structure types used in English paragraphs written by tertiary students. The most common errors were found to be omission, addition, misformation, and misordering of sentence elements, which were attributed to causes such as mother tongue interference and overgeneralization of English rules.

Another issue is on the major difficulties with the English sentence structure students usually experience in their written paragraphs. A study conducted by Sari et al. (2019) pointed out that students mainly have problems with subject-verb agreement.

Several studies have explored various aspects of sentence structure challenges and solutions in students' writing. Sari et al. (2021) identified four main types of errors in sentence construction are - addition, omission, misordering, and misformation. These errors, frequently observed in words, phrases, and clauses, were often attributed to mother tongue interference and overgeneralization of English rules. Additionally, the author discovered that the most common problem was the inappropriate use of grammar points, and punctuation mistakes were the least.

The Surface Structure Taxonomy of Burt, Dulay, and Krashen's (1982) is a useful taxonomy that classifies grammatical errors made by language learners. It identifies four major types of errors: misformation, misordering, addition, and omission, each specifying ways in which learners go off the rails of the standard grammatical structures. Misformation errors occur when the learners use incorrect forms or structures, which can further be divided into three subtypes. Regularization is the use of regular grammatical rules on irregular forms, such as using "goed" instead of "went." Archi-form errors are where one form represents more than one form, for example, one pronoun for all subjects. Alternating forms involve incorrect alternation between forms, for example, between singular and plural structures.

Misordering errors are when morphemes or groups of morphemes are placed in an utterance in an incorrect position. Typical ones are verb placement errors such as changing "He can go tomorrow" to "He tomorrow can go," or incorrect placement in question formation and modification. In addition errors, unnecessary items are added into an utterance. The different types of addition errors can be described as follows: Simple addition is adding superfluous words that are not there, like in "She is a very nice girl," where the word "very" might not be necessary. Double marking is when two grammatical markers are used where only one is needed, as in "He doesn't know nothing." Regularization in this category is the addition of unnecessary morphemes, as in "She goed" instead of "She went."

Omission errors are characterized by the absence of necessary items in an utterance. These can also include missing grammatical morphemes, such as omitting the plural marker in "two cat" instead of "two cats," or the omission of content morphemes needed to create meaning. All these are crucial for educators and linguists to understand these error types, which leads to specific areas where they may struggle, thus focusing on those areas to assist them to improve language acquisition. By analyzing student errors in light of Surface Structure Taxonomy, educators can better develop their teaching strategies and consequently provide more effective support to language learners.

In conclusion, research consistently reveals that students struggle with the intricacies of English sentence construction, hindering their ability to express themselves clearly and effectively. The errors observed are multifaceted, encompassing omission, addition, misformation, and misordering of sentence components. These errors are often attributed to the influence of students' native languages and the tendency to overgeneralize English grammatical rules. Furthermore, subject-verb agreement emerges as a particularly problematic area. The Surface Structure Taxonomy (Burt, Dulay, and Krashen, 1982) provides a valuable framework for classifying these errors into distinct categories (misformation, misordering, addition, and omission), offering educator's crucial insights into the specific challenges faced by learners. By leveraging this taxonomy, educators can gain a deeper understanding of students' error patterns and, consequently, develop more targeted and effective instructional approaches to improve language acquisition and overall writing proficiency. This targeted approach promises to foster greater confidence and competence in students' written communication.

II. METHODOLOGY:

This study used a qualitative design to analyze the types of sentence structure errors in student papers using the classification of errors by Dulay, Burt, and Krashen (1982), such as omission, addition, misformation, and misordering. The research was conducted in the context of 3rd Year BSEd English students. Purposive sampling was used through picking 5-10 participants who may specifically meet the conditions. In this research, students were task to write a paragraph composition on a certain topic. Further, a Structural Content Analysis was utilized to answer Research Question 1 and Research Question 2.

III. RESULTS AND DISCUSSIONS:

A.   Frequency of the Syntactical Errors Observed in Participant's Compositions

Figure 1 presents the frequency of syntactical errors observed in participant compositions. The analysis reveals that "Subject-Verb Agreement" is the most prevalent error, occurring 7 times. "Punctuation" is the second most frequent, with 5 errors. Both "Pronoun" and "Head Modifier/Noun" errors appear 3 times each. "Particle" errors were observed twice. Finally, "Conjunction," "Possessive Noun," "Spelling," "Adjectives," and "Word Choice" each contributed a single error.

The compositions exhibit a range of writing errors that detract from its overall clarity and coherence. Each type of error serves to highlight common pitfalls in writing, which can be addressed through careful revision and a better understanding of grammatical rules.
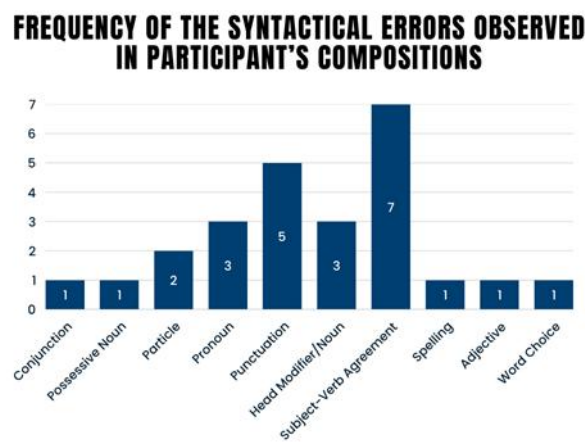

Fig. 1: Graph of the Syntactical Errors Observed in Participant's Compositions

B.   Syntactical Errors Observed in Participant's Compositions

As presented in Table 1, one notable error involves conjunctions, specifically in Sentence 2, "The novel, while initially intriguing with its exploration if BDSM and power dynamics, ultimately felt somewhat shallow and repetitive.", where the word "if" should be replaced with "of." This mistake may stem from confusion between conditional clauses and possessive constructions, which can lead to ambiguity in meaning.

In Sentence 4, "However, the novels exploration of intimacy and consent, albeit in a controversial context, sparked important conversations about healthy relationships and personal boundaries.", a possessive noun error occurs with the use of "novel," which should be changed to "novels." This error likely arises from a misunderstanding of singular and plural forms.

Moreover, Sentence 7, "Despite its shortcomings, Fifty Shades of Grey undeniably captured the attention of wide audience, sparkling a cultural phenomenon.". The sentence contains a particle error, where the phrase "wide audience" should be modified to include an article, resulting in "the/a wide audience." The omission of an article can lead to vagueness, as it fails to specify whether the audience is known or unspecified.

Moreover, Sentence 10, "While the writing itself may not be a literary masterpiece, its served as a gateway for many to explore themes of desire, control and the complexities of its human relationships.", features a punctuation error where a comma should precede "and" to separate two distinct objects. This oversight may result from a lack of familiarity with proper punctuation rules regarding conjunctions.

Finally, in Sentence 11, "… explore themes of desire, control and the complexities of human relationships.", features a punctuation error where a comma should precede "and" to separate two distinct objects. This oversight may result from a lack of familiarity with proper punctuation rules regarding conjunctions.

Table 1: Composition 1.

	Conjunction	Possessive Noun	Particle	Pronoun	Punctuation

2	if **to** of				
4		novels **to** novel's			
7			wide audience **to** a wide audience		
10				its served **to** it served	
11					and to , and

As presented in Table 2, the composition contains several errors related to head modifier/noun, subject-verb agreement, spelling and punctuation that detract from the overall clarity and effectiveness of the writing.

Punctuation errors are also evident in Sentences 12, "What I learned from the novel is that, consent is very important in our lives." Here a comma (,) should be removed. The unnecessary use of a comma can lead to confusion and disrupt the flow of a sentence.

In Sentence 13, "Having the consent from someone and we already have the consent from the other person.", it contains a noun especially in the redundant use of the word "consent". "Having the consent from someone..." implies that consent has been obtained. "...and we already have the consent from the other person," repeats the same idea, specifying that consent has also been obtained from another individual. The word "consent" functions as a head modifier or noun in both parts of the sentence.

In Sentence 16, "I also discover that love cannot be measured by lavish things.", and Sentence 17 "As the novel show, after Anastasia experience the "extreme BDSM", she ultimately leaves Christian,". The verb "discover" should be corrected to "discovered" to maintain the appropriate tense, as the context likely refers to a past event. Similarly, in Sentence 16, "I also discover that love cannot be measured by lavish things.", "show" should be changed to "shows" to agree with its singular subject, ensuring grammatical consistency. Additionally, "experience" needs to be amended to "experiences," "display" to "displays" which aligns with the subject of the sentence and enhances readability.

Furthermore, in Sentence 18 "What Ana truly wants is love, but within the confines of their unsual relationship she couldn't see or feel it.", a spelling error is present where "unsual" should be corrected to "unusual."

Table 2: Composition 2.

	Head Modifier/Noun	Subject-Verb Agreement	Spelling	Punctuation
12				What I learned from the novel is that, **to** What I learned from the novel is that
13	having the consent from someone and we already have the consent **to** having consent from someone and ensuring both parties …			
16		discover **to** discovered show **to** showed		
17		experience **to** experiences		
18			unsual **to** unusual	
19		experience **to** has experienced		
20	dynamic to dynamics			

As presented in Table 3, the composition exhibits several types of writing errors, including subject-verb agreement, adjective, and punctuation errors.

In Sentence 24, "The tumultuous affair between Anastasia Steele and Christian Grey raises essential questions about personal boundaries, consent and the blurred lines between love and obsession.", the punctuation error highlights the importance of proper comma usage in lists. The absence of a comma before "and" in the series "personal boundaries, consent and the blurred lines" creates ambiguity and can lead to misinterpretation.

Next, the adjective error in Sentence 32, "By confronting readers with complex themes and moral ambiguities, Fifty Shades of Grey becomes a provocate and engaging read that challenges individuals to reevaluate their values, desires, and expectations.", where "provocate" is incorrectly used instead of "provocative," illustrates a common challenge in writing: selecting the appropriate form of a word to fit its context.

Table 3: Composition 3.

	Adjective	Punctuation
24		personal boundaries, consent and the blurred lines **to** personal boundaries, consent, and the blurred lines
32	provocate **to** provocative	

As presented in Table 4, the composition exhibits a range of writing errors, including subject-verb agreement errors, particle, possessive pronoun, head modifier/noun, preposition, and punctuation. Each of these errors not only detracts from the clarity of the writing but also affects its overall effectiveness in conveying ideas.

The original sentences contained several errors in verb agreement and noun usage that needed correction. In Sentence 34, "The novel discuss and debate themes of BDSM, power dynamics, and consent," the verbs "discuss" and "debate" were incorrectly used. Because "The novel" is a singular subject, the verbs should be in their singular form, thus the sentence is corrected to "The novel discusses and debates themes of BDSM, power dynamics, and consent." Similarly, in Sentence 39, "it also raise a number of vital questions concerning agency, desire, and boundaries of intimacy," the verb "raise" needed to agree with the singular subject "it". The corrected sentence reads, "it also raises a number of vital questions concerning agency, desire, and boundaries of intimacy." Meanwhile, in Sentence 41, "In the end Fifty Shades of Grey reminds us that relationship," the word "relationship" needed to be pluralized and "that" was omitted for better flow. The corrected sentence is: "In the end, Fifty Shades of Grey reminds us of relationships."

Also in Sentence 35, "The college junior Anastasia Steele gets into an affair with the rich Christian Grey who is locked in the dominance.", the article "the" should be removed before "dominance." This particle error can lead to awkward phrasing that disrupts the flow of the sentence.

Further, Sentence 37, "This novel explores the very depths of their relationship and attraction and fear that Anastasia bears as she navigates in Christian world of control and submission.", contains a preposition error with the term "Christian," which should be corrected to "Christian's." This change indicates possession and clarifies that something belongs to or is associated with Christian.

Moreover, in Sentence 38, "While, on one hand, the novel was severely criticized for acting in BDSM and clear risk of romanticizing unhealthy power dynamics, it also raise a number of vital questions concerning agency, desire, and boundaries of intimacy.", there was a misused of word. The phrase "acting in BDSM" should be changed to "depicting BDSM," to refine the intended description by ensuring that it accurately conveys portrayal rather than participation.

Lastly, punctuation errors are also evident in Sentence 38, "While, on one hand, the novel was severely criticized for acting in BDSM and clear risk of romanticizing unhealthy power dynamics, it also raise a number of vital questions concerning agency, desire, and boundaries of intimacy.", and in Sentence 40, "In the end Fifty Shades of Grey reminds us that relationship.". In sentence 38, the comma after "while" is unnecessary and should be removed to improve sentence fluidity. Conversely, in Sentence 40, a comma should be added after "In the end" to properly separate clauses and enhance readability.

Table 4: Composition 4.

	Subject-Verb Agreement	Particle	Possessive Pronoun	Word Choice	Punctuation
34	discuss and debate **to** discusses and debates				
35		locked in the dominance **to** immersed in dominance			
37			navigates in Christian world **to** navigates Christian's world		
38				acting in BDSM **to** depicting BDSM	While, on one hand, **to** While on one hand,
39	raise **to** raises				
40					In the end **to** In the

					end,
41	relationship **to** relationships				

Table 2.5 presents the Participant 5's composition which exhibits several notable errors related to verb usage, pronoun selection, and word choice, which can significantly impact the clarity and effectiveness of the writing.

Firstly, the head modifier or noun error was identified in Sentence 52, "Overall, Fifty Shades of Grey opens up important discussions about intimacy, consent, and the challenges of modern relationship.", involves the term "relationship." This term is crucial for conveying the intended meaning, and any ambiguity or incorrect usage can lead to confusion for the reader. Ensuring that it accurately reflect the subject matter is vital for maintaining coherence in writing.

Table 5: Composition 5.

	Head Modifier/Noun	Pronoun
50		their own ideas **to** viewers/readers ideas.
52	relationship **to** relationships.	

C. *Classifications Of Syntactical Errors In Students' Compositions According To Error Analysis Theory Of Dulay, Burt, And Krashen (1982)*

1. Misformation

In E1L2, *"The novel, while initially intriguing with its exploration if BDSM and power dynamics, ultimately felt somewhat shallow and repetitive."*, the error lies in the use of the word *"if"* in the phrase, *"exploration if BDSM and power dynamics."* This is a misformation, as *"if"* is incorrectly used where the preposition *"of"* is intended. The corrected sentence should read: *"The novel, while initially intriguing with its exploration of BDSM and power dynamics, ultimately felt somewhat shallow."* The correction ensures the sentence conveys the intended meaning of examining BDSM as a theme, enhancing clarity and grammatical correctness.

Misformation is an error that refers to the use of the wrong morpheme or structure in writing. Furthermore, the original sentence contained a grammatical error due to the incorrect use of the word "if" instead of the preposition "of". Correcting this error to "exploration of BDSM and power dynamics" clarifies the sentence's meaning and ensures grammatical accuracy, thereby improving the overall quality and comprehension of the critique.

2. Ommission

In E1L7 response, there is an omission error. The original sentence reads, *"Despite its shortcomings, 'Fifty Shades of Grey' undeniably captured the attention of wide audience."* The word *"a"* before *"wide audience"* is missing, which creates a grammatical error. The corrected sentence is, *"Despite its shortcomings, 'Fifty Shades of Grey' undeniably captured the attention of a wide audience."* The article *"a"* is necessary because *"audience"* is a countable noun in this context and requires an indefinite article.

In E3L27, it has also an omission error. The original sentence says, *"James shed light on the paradoxical nature of vulnerability and empowerment."* The verb *"shed"* is in the past tense, but the context of the sentence and the reflective tone of the writing requires present tense. The corrected sentence reads, *"James sheds light on the paradoxical nature of vulnerability and empowerment."* Changing *"shed"* to *"sheds"* ensures consistency with the present tense and the tone of reflection throughout the piece.

Lastly, E5L50 contains another omission error. The original sentence states, *"It challenges traditional ideas of what it means to be a man or a woman but still shows Christian as controlling..."* The sentence is missing a comma before *"but,"* which leads to a run-on structure. The corrected version is, *"It challenges traditional ideas of what it means to be a man or a woman, but it still shows Christian as controlling..."* Inserting the comma before *"but"* separates the independent clauses and improves the sentence's readability by clarifying the relationship between the two parts.

The omission is an error by the absence of an item that must appear in a well-formed utterance. Correcting grammatical errors is essential for clarity and effective communication. In the provided examples, addressing omission errors and tense inconsistencies significantly improves the readability and coherence of the text. Specifically, the insertion of the article "a" before "wide audience" clarifies the intended meaning, while changing the verb tense from "shed" to "sheds" ensures consistency and maintains a reflective tone. Additionally, adding comma before "but" in the third example rectifies a run-on sentence, enhancing readability by clearly separating independent clauses. These corrections demonstrate the importance of careful proofreading and attention to detail in ensuring grammatical accuracy and overall quality in writing.

3. Addition

In E2L13, an addition error occurs. The original sentence is, *"Having the consent from someone and we already have the consent from the other person."* The phrase *"and we already have the consent from the other person"* is redundant, introducing unnecessary repetition. The corrected sentence is, *"Having consent from someone and ensuring both parties provide consent."* The revision eliminates the repetition and improves clarity by

rephrasing the idea more succinctly. *"Ensuring both parties provide consent"* replaces the redundant part while conveying the same meaning more efficiently.

Similarly, E4L36 also contains an addition error. The original sentence states, *"The college junior Anastasia Steele gets into an affair with the rich Christian Grey who is locked in the dominance."* The word *"the"* before *"dominance"* is unnecessary and disrupts the flow of the sentence. The corrected version reads, *"The college junior Anastasia Steele gets into an affair with the wealthy Christian Grey who is locked in dominance."* By removing *"the"* before *"dominance,"* the sentence becomes more grammatically accurate and avoids unnecessary wordiness. Additionally, *"wealthy"* replaces *"rich"* to improve the sentence's tone and precision.

The addition is an error that refers to the presence of an element or an item that must not appear in a well-formed utterance. An addition error contains sub-categories such as regularization, double marking, and simple addition (Dulay, Burt, & Krashen, 1982). Further, both examples demonstrate how addition errors can negatively impact sentence clarity and grammatical accuracy. In E2L13, the redundancy of "and we already have the consent from the other person" was eliminated by rephrasing the idea more succinctly as "ensuring both parties provide consent," thus improving clarity and conciseness. Similarly, in E4L36, the unnecessary article "the" before "dominance" was removed, resulting in a more grammatically sound sentence. Furthermore, replacing "rich" with "wealthy" enhance the tone precision of the description. These corrections highlight the importance of careful editing to identify and eliminate unnecessary additions, ultimately leading to more effective and polished writing.

4. **Misordering**

In E2L17, a misordering error occurs. The original sentence reads, *"What Ana truly wants is love, but within the confines of their unusal relationship, she couldn't see or feel it."* The phrase *"within the confines of their unusual relationship"* is misordered, making the sentence more difficult to follow. The corrected sentence is, *"What Ana truly wants is love, but she couldn't see or feel it within the confines of their unusual relationship."* By repositioning the phrase *"within the confines of their unusual relationship"* after *"she couldn't see or feel it,"* the sentence flows more logically and improves clarity. The revised structure emphasizes Ana's inability to perceive love due to the nature of the relationship.

Similarly, in E5L45, another misordering error is present. The original sentence says, *"Many people think that the relationship between Anastasia Steele and Christian Grey is not healthy because it often..."* The inclusion of *"that the relationship"* introduces unnecessary complexity. The corrected sentence reads, *"Many people think the relationship between Anastasia Steele and Christian Grey is unhealthy because it often..."* By removing the word *"that"* and reordering the sentence, the revision simplifies and clarifies the statement. The new structure makes the sentence more direct and easier to understand by avoiding the passive structure of *"that the relationship."*

Misordering is an error caused by the wrong placement of a morpheme or a group of morphemes (Dulay, Burt & Krashen, 1982). Moreover, Misordering errors in sentences can significantly hinder clarity and comprehension. As demonstrated in the E2L17, repositioning the phrase "within the confines of their unusual relationship" to the end of the clause improves the sentence flow and emphasizes Ana's inability to perceive love due to the constraints of her relationship. Similarly, in E5L45, removing the unnecessary phrase "that the relationship" streamlines the sentence, making it more direct and easier to understand. These examples highlight how misordering can introduce complexity and obscure the intended meaning, while careful revision can enhance logical flow and clarity.

Implication for Future Research.

Research into grammatical errors in students' writing compositions underlines critical avenues for exploration, providing valuable insights into improving language proficiency and teaching practices. A mixed-method approach to comprehensive error analysis can illuminate prevalent errors such as omission, addition, misformation, and misordering while uncovering their underlying causes. A focused review of specific errors, such as article usage, subject-verb agreement, and tense consistency, is necessary since studies indicate these as frequent and influential areas. Further investigation into root causes such as first language interference, carelessness, and vocabulary gaps can be used to develop instruction that is better suited to address these difficulties. In addition, developing targeted teaching modules that integrate error awareness and scaffold learning can help students identify and correct mistakes effectively. Longitudinal studies tracking the evolution of grammatical proficiency over time may help in understanding the impact of teaching methods and curricular changes. Equally important, it is the exploration of teacher training and professional development, as improving teachers' grammatical expertise and pedagogical skills could dramatically improve student outcomes. In addressing these areas, further research can make a significant contribution toward enhancing students' writing skills and overall communication skills.

Implication for Practice.

A structured approach to error analysis allows educators to identify, categorize, and evaluate grammatical mistakes in student writing systematically, thus improving education curriculum. In addition, focused lessons to address common weaknesses, such as subject-verb agreement, ensure that teaching is not done in vain. Constructive feedback that explains errors and encourages correction, along with peer review sessions, fosters collaborative learning and self-correction. Integrating grammar instruction in writing tasks allows students to see its practical application, whereas technology tools like grammar checkers provide additional support but not at the expense of traditional teaching methods. Student self-reflection on their writing processes increases language awareness and self-editing. These strategies work together for improved grammatical accuracy, better writing proficiency, and more overall language competence.

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