

Analyzing Grammatical Errors in Describing Graphs Among EFL Students

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Abstract

In the process of learning English, learners often commit common errors in applying correct grammar. One frequent issue is the occurrence of grammatical errors when describing graphs in English. This skill is particularly important, especially for EFL students, as it is applicable in various academic and professional contexts. Therefore, the present study aims to identify the types of grammatical errors commonly made by learners in this context. Employing a descriptive qualitative approach, this research analyzed 30 samples of students' written work in which they described a chart in English. The data were categorized using Dulay's Surface Strategy Taxonomy, which classifies errors into four types: addition, omission, misformation, and misordering. The findings reveal that omission was the most frequent type of error, accounting for 34.78% of the total, followed by addition at 31.88%, while misordering was the least frequent, occurring in 10.14% of cases. It is recommended that students receive adequate instruction in basic grammar to improve their accuracy when describing graphs in English, thereby reducing such errors. Furthermore, the study is expected to provide valuable insights for lecturers in designing a General English syllabus that places greater emphasis on strengthening students' foundational grammar skills.

Keywords: *Grammatical Errors; Graph Description; Surface Strategy Taxonomy; English*

Introduction

In the context of higher education at Universitas Amikom Purwokerto, the English I course places primary emphasis on developing students' speaking skills. However, the curriculum also integrates the development of listening, reading, and writing skills to foster balanced language competence. Among these, the ability to describe graphs is recognized as a critical academic writing skill, particularly for students in disciplines that frequently engage with visual data, such as engineering, economics, and management. The importance of this skill lies not only in interpreting numerical and graphical information but also in accurately and clearly communicating such information in grammatically correct sentences (Tsingos-Lucas et al, 2017). Proficiency in describing graphs enables students to meet academic requirements like writing reports, as well as professional demands including financial analysis, client presentations, and strategic planning (Lee, 2019).

Despite its importance, many students encounter difficulties in mastering this skill. In particular, grammatical errors in graph descriptions often obscure the intended meaning, reducing the effectiveness of communication. These errors may arise from various sources, such as interference from the learner's first language, lack of grammatical knowledge, or developmental issues related to second language acquisition. Given that clarity and accuracy are paramount when presenting data, identifying and addressing these grammatical challenges is essential for improving students' academic and professional readiness.

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Understanding the distinction between errors and mistakes is essential for designing effective feedback strategies in language teaching (Rosyada, 2024). This study employs the framework of Error Analysis (EA) to investigate and categorize the grammatical errors made by English I students at Universitas Amikom Purwokerto in their graph descriptions. EA, which originated as a systematic approach to studying learner errors, helps educators understand not only what errors learners make but also why they make them (Garcia et al, 2020). The comprehensive perspective of EA surpasses earlier models that primarily blamed the first language interference by incorporating intralingual and developmental factors. This inclusive approach is vital for designing effective teaching strategies tailored to learners' specific challenges (Wang, 2018). Understanding the distinction between errors and mistakes is fundamental in EA. Mistakes refer to occasional lapses due to factors such as fatigue or distraction and can usually be self-corrected by learners. In contrast, errors reflect underlying gaps in the learner's knowledge or competence and are less likely to be noticed or corrected without intervention (Rosyada, 2024). Emphasizes that focusing on errors rather than mistakes allows educators to target persistent linguistic difficulties that hinder language acquisition (Khansir, 2012).

Among various analytical frameworks, the Surface Strategy Taxonomy by Dulay, Burt, and offers a detailed classification of errors based on sentence structure changes. It categorizes errors into four main types: addition, omission, misformation, and misordering (Firdausi, 2022). Addition errors occur when unnecessary linguistic elements are introduced, such as "They creates a good presentation slide," where the suffix -s incorrectly violates subject-verb agreement (Rusmiati, 2019). Omission errors involve the absence of required elements, for example, "The class is cleaned janitor," which omits the preposition by, affecting clarity (Sari et al., 2021). Misformation errors pertain to incorrect grammatical forms, as seen in "The palace was build in the early 1990s," where build should be built (Monny et al, 2022). Misordering errors occur when words or morphemes are placed incorrectly within sentences, such as "How they can manage the business during the pandemic?" where the modal verb can is misplaced. Previous research employing EA has yielded valuable insights into common learner errors across various contexts. Found omission and misformation errors to be the most prevalent in students' oral storytelling, suggesting areas where grammatical mastery needs reinforcement (Hidayat et al, 2022). Demonstrated that a Grammatical Competence Enhancement Program (GCEP) can effectively reduce misformation errors by promoting preventative teaching approaches (Esmalde, 2020). Revealed that students' grammatical errors in presentations often stem from over-dependence on reading prepared texts rather than spontaneous language use. Moreover, studies focusing on passive voice usage highlight learners' persistent struggles with form transformations, leading to frequent misformation mistakes (Dewi et al., 2021).

Despite this growing body of research, studies concentrating specifically on grammatical errors in students' graph descriptions remain scarce, particularly within Indonesian higher education settings such as Universitas Amikom Purwokerto. The unique linguistic demands of accurately describing graphical data call for targeted investigation (Krashen, 1982). Addressing this gap is crucial for developing pedagogical interventions that enhance students' academic writing skills in this domain. In light of these considerations, the present study applies the Surface Strategy Taxonomy to analyze and categorize grammatical errors in graph descriptions produced by English I students. By providing empirical evidence and pedagogical recommendations, this research seeks to contribute to improved instructional practices and learner outcomes. The findings aim to empower educators in fostering more precise and

effective communication of visual data, thereby supporting students' academic success and professional development.

Furthermore, this novelty is expected to offer practical insights for curriculum developers and instructors at Universitas Amikom Purwokerto by highlighting specific grammatical challenges students face in describing graphs. The identification of error patterns will enable targeted interventions, such as tailored exercises and focused feedback, thereby optimizing teaching effectiveness. Ultimately, improving students' proficiency in graph description not only enhances their academic writing skills but also equips them with critical communication competencies needed in their future professional careers. By bridging the existing research gap, this study aspires to contribute meaningfully to the growing literature on English language teaching in Indonesian higher education contexts.

Method

This study employed a qualitative research design using a descriptive case study approach to explore and analyze the grammatical errors made by English I students at Universitas Amikom Purwokerto in describing graphs. Qualitative research is appropriate here because it allows for an in-depth understanding of students' language use in naturalistic academic contexts, focusing on the complexity and nuance of learner errors rather than mere quantification (Creswell et al, 2018). The case study method facilitates detailed examination of the specific linguistic phenomenon, grammatical errors in graph descriptions within the real-world educational setting where these errors occur.

Subjects and Location

The participants consisted of 40 undergraduate students enrolled in the English I course during the 2024 academic year at Universitas Amikom Purwokerto. These students were selected through purposive sampling to represent diverse academic disciplines, including both engineering and non-engineering programs. This variety enables the study to capture a broader spectrum of language proficiency and exposure to graph-related content, which may influence error patterns. The data collection took place on the university campus, utilizing students' completed assignments submitted as part of their coursework. The choice of this population is significant because the students are at the beginning stage of developing their academic English skills, especially in writing, which makes them an ideal group for studying foundational grammatical difficulties.

Data Collection Techniques

Primary data were obtained through the collection of written assignments where students were tasked with describing various types of graphs, such as line graphs, bar charts, and pie charts. These tasks are commonly used in academic settings to assess students' ability to interpret and communicate data. The written texts served as the main corpus for identifying grammatical errors. To enrich and triangulate the data, semi-structured interviews were conducted with 10 selected participants. These interviews aimed to explore students' perceptions of their own difficulties in grammar and graph description, as well as to gather insights into their writing strategies and awareness of errors. Conducting interviews provided a deeper understanding of the cognitive and affective factors underlying the observed errors. All interviews were audio-recorded with consent and transcribed verbatim to ensure accuracy in subsequent analysis (Marshall et al, 2016).

Data Analysis Techniques

The analysis process followed the Error Analysis framework with a focus on grammatical errors. Specifically, Dulay et al.'s (1982) Surface Strategy Taxonomy was used as the analytical lens to categorize errors into four types: addition, omission, misformation, and misordering. This taxonomy is widely acknowledged for its systematic approach to describing how learners alter the base sentence structure in second language production. Each student's text was carefully examined to identify every grammatical error, which was then classified accordingly. Quantitative counts of error frequency were noted to identify the most prevalent error types. Furthermore, interview data were analyzed using thematic coding to complement the quantitative error findings with qualitative insights about learners' experiences and attitudes towards their writing challenges.

Data Validity Techniques

To enhance the credibility and validity of the research findings, several triangulation methods were employed. Data triangulation was conducted by integrating findings from both the students' written work and interview transcripts. Investigator triangulation involved multiple researchers independently coding and analyzing the data to reduce subjective bias, with regular meetings held to discuss and resolve differences in interpretation (Patton, 2015). Member checking was implemented by presenting the preliminary results to some participants, allowing them to confirm or clarify the interpretations. An audit trail documenting all research decisions, data collection procedures, and analytic steps was maintained to provide transparency and dependability. These measures collectively strengthened the trustworthiness of the study's outcomes.

Overall, the research methodology applied in this study offers a comprehensive and solid basis for thoroughly investigating the grammatical errors present in students' descriptions of graphs. By combining qualitative data from both written assignments and student interviews, this approach not only uncovers the specific types and patterns of errors but also delves into the underlying reasons and learners' awareness regarding these linguistic challenges. This dual perspective is crucial for gaining a holistic understanding of how students process and produce academic language in the context of graph description tasks. The insights derived from this study are anticipated to provide valuable and practical implications for educators, curriculum developers, and language instructors. These implications can inform the design and implementation of more targeted, effective teaching methods and materials, ultimately aimed at enhancing students' proficiency in academic writing. By addressing the identified difficulties and tailoring instructional strategies accordingly, the study aspires to contribute significantly to the improvement of English language education at Universitas Amikom Purwokerto, equipping students with the necessary skills to communicate data accurately and professionally in their academic and future professional careers.

Results

An analysis of the 30 student writing samples uncovered a total of 69 grammatical errors found in their English descriptions of graphs. These errors varied in type and reflected common difficulties faced by learners when constructing grammatically correct sentences in academic writing tasks. Each error was classified based on its characteristics, providing an overview of

the most frequent error patterns. The detailed distribution of each error type is presented in the table below:

Table 1. Types of errors found in the sample data

No Data	Errors Classification				Total Errors
	Omission	Addition	Misformation	Misorder	
Data 1	0	2	0	0	2
Data 2	1	0	2	0	3
Data 3	1	1	2	0	4
Data 4	1	0	0	0	1
Data 5	2	1	0	3	6
Data 6	3	0	0	0	3
Data 7	0	1	0	3	4
Data 8	1	1	0	0	2
Data 9	2	1	2	0	5
Data 10	0	1	1	0	2
Data 11	1	0	0	0	1
Data 12	3	1	1	0	5
Data 13	0	0	0	0	2
Data 14	0	0	0	0	0
Data 15	2	0	0	0	0
Data 16	2	2	2	0	6
Data 17	1	0	0	0	1
Data 18	0	1	2	1	4
Data 19	0	0	1	0	1
Total	24	22	16	7	69
%	34,78	31,88	23,19	10,14	100

Table 1 provides a comprehensive overview of the different types of grammatical errors that students commonly make when describing graphs in English. Among the various categories, omission errors stand out as the most frequent, appearing a total of 24 times in the students' written descriptions. This indicates that students often neglect to include necessary linguistic elements, which can significantly affect the clarity and correctness of their sentences. In contrast, misordering errors are observed much less frequently, with only 7 instances recorded, suggesting that students are relatively more adept at maintaining the proper sequence of words within their sentences. The detailed proportional breakdown of these error types is visually represented in the accompanying graph, which highlights the relative frequency and distribution of each category. The proportional distribution of these errors is presented in the following graph:

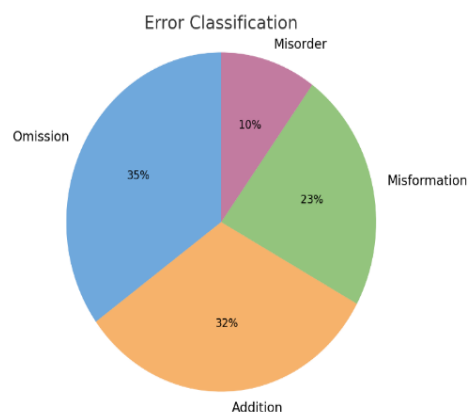


Figure 1. Types of errors based on the percentage

The pie chart illustrates the distribution of different types of grammatical errors found in students' graph descriptions. The largest portion of errors is omission, accounting for 35% of the total errors, indicating that students frequently leave out essential elements in their sentences. Addition errors follow closely, making up 32%, which suggests that students also tend to include unnecessary words or morphemes that disrupt sentence structure. Misformation errors represent 23% of the errors, reflecting incorrect use of grammatical forms such as verb tenses or agreement. The smallest segment is misordering errors, comprising only 10%, indicating that errors related to the incorrect sequencing of words or phrases are less common among the students. This distribution highlights the areas where learners struggle most and provides valuable insight for educators aiming to focus their instructional efforts on the most frequent error types.

Discussion

Following a comprehensive review of 30 student writing samples, a variety of grammatical errors were identified in their English graph descriptions. These errors illustrate the challenges students face in accurately constructing grammatically correct sentences when expressing ideas in academic English. To systematically analyze these errors, the study adopts Dulay, Burt, and Krashen's Surface Strategy Taxonomy as the main framework for classification. This taxonomy provides a detailed categorization of surface-level grammatical errors into four distinct types: omission, addition, misformation, and misordering. Each of these categories reflects specific patterns of learner difficulty in manipulating the rules of English sentence structure. By applying this taxonomy, the study not only identifies the errors but also examines how these errors affect sentence clarity, coherence, and meaning. In the following section, each category is discussed in detail, supported by authentic examples drawn from the student data, as well as explanatory notes to clarify the grammatical issues involved and the possible causes behind them. This step-by-step breakdown is intended to provide insight into the nature of the learners' interlanguage and inform targeted pedagogical responses.

Omission

Omission refers to the linguistic error that happens when essential components of a sentence are unintentionally excluded. This absence of necessary elements can compromise the sentence's grammatical correctness and, in some cases, alter or obscure the intended meaning. Commonly omitted parts include articles such as "a," "an," and "the," prepositions that indicate relationships between words, important punctuation marks that clarify sentence structure, or possessive markers that denote ownership or association. The failure to include these critical components often leads to incomplete or confusing expressions, which can hinder clear communication and understanding. This pattern is also reflected in thesis-level writing among Indonesian EFL students, where errors in articles, punctuation, and unnecessary words were highly frequent (Mubarok et al, 2022).

Example 1: We can conclude from data above; cats are most owned... (Data 2)

This sentence contains omission errors due to the absence of the definite article "the" before the words "data" and "most." The omission of these articles results in a grammatical mistake that affects the sentence's correctness and clarity. In English grammar, articles like "the" play a crucial role in specifying and defining nouns, signalling to the reader that the noun refers to something particular or previously known within the context. Without the inclusion of "the" before "data" and "most," the sentence becomes vague and less precise, making it harder for the reader to understand exactly what is being referenced.

Corrected Version: And then the third highest of furry friends do people own... (Data 5)

Adding the definite article “the” serves an important function by clearly indicating that the speaker is referring to specific data points and a particular result within the context. This small but significant word helps to focus the reader’s or listener’s attention on a distinct item or outcome, in this case, “the most owned.” By including “the,” the sentence removes any ambiguity about whether the statement is general or specific, thereby enhancing precision and clarity. It signals that the information being discussed is not vague or hypothetical but rather pertains to concrete, identifiable data that has been previously mentioned or is well understood within the context. In academic or formal writing, such specificity is crucial as it guides the audience to grasp exactly which data or result is under discussion, facilitating better comprehension and more effective communication of ideas.

Example 2: And then the third highest of furry friends do people own... (Data 5)

This particular sentence exhibits two distinct omission errors that impact both its clarity and overall quality. Firstly, there is a missing comma immediately following the word “then.” The absence of this comma disrupts the natural rhythm of the sentence, making it harder for readers to pause appropriately and follow the flow of ideas smoothly. Proper punctuation, such as commas, plays a crucial role in enhancing readability by breaking down complex sentences into manageable segments, thus preventing confusion and misinterpretation. Secondly, within the same sentence, the student also omitted the letter “t” from the word “highest,” which is intended to be the superlative adjective “highest.” This omission not only results in a spelling mistake but also alters the word’s meaning and grammatical function, which can confuse readers or weaken the sentence’s intended emphasis.

Corrected Version: And then, the third highest of furry friends do people own.... (Data 5)

The inclusion of the comma in the sentence serves an important role in improving its clarity and readability by properly separating ideas or elements within the sentence. Commas help guide the reader through the flow of the text, preventing confusion and ensuring that the intended meaning is conveyed smoothly. Without the comma, the sentence might feel rushed or difficult to follow, potentially causing misunderstandings. Additionally, correcting the word “highest” to the proper superlative form “highest” is crucial for grammatical accuracy. Using the correct form of adjectives, especially superlatives, ensures that the sentence conforms to standard English rules and effectively communicates the intended degree of comparison.

These omission errors are consistent with the findings of researcher, who reported omission as the most frequent error type (63%) in EFL argumentative writing (Aziz et al, 2020). Similar to the present study, their analysis showed frequent absence of articles, auxiliary verbs, and prepositions, indicating that such errors are a common challenge for EFL learners across different writing genres. This suggests that omission problems are not task-specific but reflect a broader difficulty in applying obligatory grammatical elements in English.

Addition

Addition refers to a type of grammatical error that occurs when unnecessary words, phrases, or grammatical elements are inserted into a sentence. These superfluous additions can disrupt the natural flow of the sentence, making it sound awkward, redundant, or confusing to the reader or listener. When extra words are included without a clear purpose, they may distort the original meaning intended by the writer or speaker, potentially leading to misunderstandings or misinterpretations. In some cases, the added elements can clutter the sentence with

unnecessary complexity, detracting from its clarity and effectiveness. Addition errors are important to identify and correct because they interfere with concise and precise communication, which is essential in both written and spoken language. Recognizing and avoiding such errors helps ensure that sentences remain clear, focused, and grammatically correct, thereby improving overall language quality and comprehension

Example 1: Cats are pets that quite a lot of people have. (Data 16)

The use of the word “quite” in the sentence is unnecessary when it is immediately followed by the phrase “a lot of.” Both “quite” and “a lot of” serve to emphasize quantity or degree, and because they convey a similar level of emphasis, including both together becomes redundant. This redundancy can make the sentence feel awkward or cluttered, detracting from its clarity and fluency. Specifically, the addition of the word “quite” in this context is considered a grammatical error classified as an addition error because it introduces an extra element that does not contribute any meaningful function to the sentence. Instead, “quite” overlaps in meaning with “a lot of,” thereby weakening the sentence by making it unnecessarily repetitive. Effective writing and speech aim to be clear and concise, so eliminating such superfluous words is important to maintain precision and avoid confusion. Therefore, omitting “quite” when it precedes “a lot of” improves the sentence by ensuring that emphasis is conveyed smoothly and without redundancy, enhancing overall readability and grammatical correctness.

Corrected Version: Cats are pets that a lot of people have. (Data 16)

Removing the word “quite” from the sentence contributes significantly to making the statement more concise and easier to understand. By eliminating this unnecessary adverb, the sentence avoids redundancy, since “quite” and “a lot of” both express similar degrees of emphasis. This removal streamlines the sentence structure, allowing the main idea to come across more clearly and directly without any superfluous words that might distract or confuse the reader. Additionally, the sentence becomes grammatically more accurate because it adheres to the standard conventions of English usage, which discourage the inclusion of redundant modifiers that do not add meaningful information.

Example 2: Majority of people are owned dog as their pet... (Data 21)

The inclusion of the verb “are” in this particular sentence is grammatically incorrect and leads to confusion regarding the intended voice of the statement. Specifically, adding “are” mistakenly suggests the use of the passive voice, which is inappropriate and unnecessary in the context of this sentence. Passive constructions typically emphasize the action being done to the subject rather than the subject performing the action, but in this case, the active voice is more suitable to clearly and directly express the intended meaning. Furthermore, the presence of “are” not only introduces an incorrect grammatical structure but also transforms the original phrase into a passive voice construction, which can distort the meaning and reduce the clarity of the sentence. This unintended shift can confuse readers by implying that the subject is receiving the action rather than performing it, thereby weakening the overall communication. Correct sentence construction should maintain the active voice when it is more effective and appropriate for conveying the message clearly. Therefore, the addition of “are” constitutes a grammatical error that negatively affects both the accuracy and the clarity of the sentence, highlighting the importance of using the correct voice to suit the context.

Corrected Version:

Majority of people owned a cat as their pet... (Data 21)

This revision successfully restores the sentence to its proper active voice, which aligns more accurately with the intended meaning and purpose of the statement. By removing any unnecessary auxiliary verbs or incorrect passive constructions, the sentence now clearly presents the subject as the doer of the action, ensuring that the message is direct and straightforward. Using the active voice not only enhances grammatical correctness but also improves the sentence's clarity and impact, making it easier for readers to understand who is performing the action and what is being conveyed. Additionally, this correction helps maintain consistency in tone and style throughout the text, which is important for effective communication. Overall, the revision strengthens the sentence by accurately reflecting the writer's original intent while adhering to proper grammatical conventions, resulting in a more precise and comprehensible expression of ideas.

While recent studies applying the Surface Strategy Taxonomy in qualitative writing contexts remain limited, on descriptive texts among EFL learners reported a similar distribution of errors, with omission as the most frequent, followed by misinformation, addition, and misordering. Their findings support the present study's observation that addition errors, although not the most dominant type, still occur at a noticeable rate and can significantly affect sentence clarity and conciseness (Rizquallah et al., 2023). This parallel suggests that addition errors are a recurring issue across different descriptive writing contexts, reinforcing the importance of addressing redundancy and unnecessary word use in grammar instruction.

Misinformation

Misinformation is a type of grammatical error that arises when incorrect forms of words or sentence structures are used within a text. This category of error can manifest in various ways, such as mistakes in subject-verb agreement, where the verb does not properly correspond to the subject in number or person, leading to confusion or awkwardness in the sentence. It can also involve errors in tense usage, where the verb tense does not align with the intended time frame of the action or state, resulting in inconsistencies that disrupt the flow and clarity of the writing. Additionally, misinformation includes incorrect word choice, where an inappropriate or incorrect form of a word is selected, which can alter the meaning or reduce the precision of the message. These errors undermine the grammatical integrity of the sentence and can confuse readers, making it harder to understand the intended meaning. Recognizing and correcting misinformation errors is essential to ensure that writing is clear, accurate, and grammatically correct.

Example 1: Then it turns out that goldfish are more desirable... (Data 23)

The verb "are" is a plural form that requires a plural subject to agree with it grammatically. However, in this particular sentence, the word "goldfish" is being used in a singular sense. While it is true that "goldfish" can function as both a singular and plural noun depending on the context, in this case, the intended meaning clearly refers to a single goldfish rather than multiple fish. This mismatch between the plural verb "are" and the singular usage of "goldfish" creates a subject-verb agreement error, which disrupts the grammatical harmony of the sentence. Such errors can confuse readers by causing uncertainty about whether the sentence is referring to one goldfish or several, thus weakening the overall clarity and precision of the message. To maintain grammatical accuracy and ensure the sentence conveys the correct meaning, it is important that the verb form matches the number implied by the subject. Therefore, when "goldfish" is meant to be singular, a singular verb like "is" should be used instead of the plural "are." This attention to subject-verb agreement is essential for effective and clear communication in English.

Corrected Version: Then it turns out that goldfish is more desirable... (Data 23)

Using the verb “is” in this context ensures proper subject-verb agreement, which is a fundamental rule in English grammar requiring that the verb form corresponds correctly to the number and person of the subject. Since the subject here is singular, choosing “is” maintains grammatical accuracy by aligning the verb with the singular noun. This correct agreement not only upholds the structural integrity of the sentence but also enhances clarity, making it immediately clear to the reader that the subject being referred to is singular. Moreover, using “is” avoids potential confusion or ambiguity that might arise if an incorrect plural verb were used, thereby improving the overall effectiveness and professionalism of the communication. Proper subject-verb agreement is essential for ensuring that sentences convey meaning precisely and are easily understood by the audience. Therefore, selecting “is” rather than a plural verb form plays a critical role in achieving grammatical correctness and linguistic clarity in the sentence

Example 2: ...then second there are dogs with 8 owners. (Data 25)

The word “second” is incorrectly used as an ordinal without the appropriate adverbial form needed to modify the verb or clarify the sequence. This misuse is a grammatical error known as misformation, where “second” is applied in a way that doesn’t fit the sentence’s grammatical structure. As a result, it fails to clearly indicate the intended position or order, causing confusion or awkwardness for the reader. To correct this, “second” should be changed to the proper form, such as the adverb “secondly” to ensure the sentence conveys its meaning accurately and maintains grammatical correctness.

Corrected Version:

...then secondly, there are dogs with 8 owner. (Data 25)

“Secondly” is the correct adverb to use when indicating the order of points in an explanation, argument, or list. It functions as a transitional word that clearly signals to the reader or listener that this is the second item or idea being presented in a sequence. Using “secondly” helps organize information logically and improves the coherence and flow of the text by guiding the audience smoothly from one point to the next. This adverb is essential in formal writing and speaking because it provides a clear structure, making it easier for the audience to follow the progression of ideas. In contrast, using incorrect or incomplete forms, such as just “second,” can confuse the reader and disrupt the clarity of the explanation. Therefore, choosing “secondly” not only adheres to standard grammatical conventions but also enhances the effectiveness of communication by marking the sequence accurately and professionally.

These findings resonate with researcher, who reported that verb related errors particularly issues with subject–verb agreement and the use of incorrect word forms, accounted for 48% of all grammatical errors in EFL essay writing (Fitrawati et al, 2021). Their results align with the present study’s observation that such misformation errors are among the most persistent challenges for learners, as they directly affect sentence accuracy and coherence. This similarity suggests that difficulties in applying correct verb forms are not limited to essay writing but extend to other genres, including graph descriptions, highlighting the need for focused instruction on verb usage in varied writing contexts.

Misorder

Misordering refers to a type of grammatical error that occurs when the elements within a sentence are arranged incorrectly, resulting in a disruption of the natural or expected order of

words, phrases, or clauses. This improper placement can interfere with the sentence's grammatical structure, causing confusion or ambiguity for the reader. When sentence components such as subjects, verbs, objects, or modifiers are not positioned correctly, the intended meaning can become unclear or distorted, making it difficult for readers to understand the writer's message. Misordering can affect various parts of speech and sentence constructions, including the sequence of adjectives, adverbs, prepositional phrases, or even entire clauses. Because clear and logical word order is fundamental to effective communication in English, misordering errors can significantly reduce the clarity, coherence, and professionalism of written or spoken language. Identifying and correcting these errors is therefore essential to ensure that sentences convey their intended meaning smoothly and accurately.

Example 1: The highest kind of pet do people is cat with 21 Points (Data 5).

The word “do” is misplaced in this sentence, which results in confusion for the reader because its position makes the sentence resemble a question rather than a statement. In English grammar, the auxiliary verb “do” is commonly used in interrogative sentences to form questions, so placing it incorrectly within a declarative sentence can unintentionally suggest a question format. This misplacement disrupts the intended meaning and clarity of the sentence, causing the reader to hesitate or misinterpret the statement as an inquiry. Such confusion not only detracts from the sentence's coherence but also undermines the effectiveness of communication, as the reader may struggle to understand whether the writer is making a statement or asking a question. Proper placement of auxiliary verbs like “do” is crucial for maintaining the correct sentence structure and ensuring that the sentence clearly conveys the writer's intended message. Therefore, correcting the position of “do” will restore grammatical accuracy and eliminate any ambiguity, making the sentence easier to read and understand.

Corrected Version

The highest Kind of pet people own is a cat with 11 Points (Data 5)

Reordering the words within the sentence serves an important purpose by eliminating any potential confusion that might arise from incorrect word placement. When words are arranged properly, the sentence adheres to the standard rules of English syntax, which is especially important for declarative sentences that are intended to convey clear and straightforward information. Correct word order ensures that the subject, verb, and object are presented in a logical sequence, making the sentence easier for readers to process and understand. By aligning the sentence with proper grammatical structure, reordering helps avoid ambiguity and misinterpretation, allowing the intended meaning to come through clearly and effectively. This adjustment not only improves readability but also enhances the overall flow and coherence of the text, making the communication more precise and professional. In summary, reordering words is essential for maintaining clarity, grammatical accuracy, and effective expression in English writing and speaking.

These findings highlight a common challenge faced by English as a Foreign Language (EFL) students, who frequently encounter difficulties with specific grammatical aspects when tasked with writing descriptive texts. This struggle is particularly evident when students are required to transform raw data into coherent and well-structured sentences. The analysis reveals that errors are not random but tend to cluster around particular grammatical features, indicating that learners have specific weaknesses in these areas. For example, frequent mistakes with article usage suggest that students often misunderstand or overlook the proper use of definite and

indefinite articles, which are crucial for clarity and precision in English. Similarly, errors in sentence construction reveal challenges in organizing ideas logically and grammatically, which can hinder the overall flow and readability of their writing. Subject-verb agreement errors further demonstrate difficulties in aligning verbs correctly with their subjects, a fundamental rule that maintains grammatical accuracy and meaning. These recurring issues underscore the importance of providing focused and integrated grammar instruction. Researcher demonstrate that written corrective feedback, when targeted and aligned with learners' developmental needs, significantly enhances L2 writing accuracy, especially in contexts where grammatical form is directly linked to communicative purpose (Bitchener et al, 2016). Such instruction would be especially beneficial in academic writing tasks like describing graphs, where precision, clarity, and grammatical correctness are essential. By concentrating on these key grammatical components, educators can better support EFL students in developing their writing skills, ultimately improving their ability to communicate complex information effectively and confidently in English. Similar trends have been observed in studies using automated writing evaluation tools, which consistently report grammar-related issues as the most prominent challenges for Indonesian EFL students (Tambunan et al., 2022).

Kesimpulan

This study revealed that EFL students made a variety of grammatical errors in graph descriptions, with omission errors (34.78%) being the most common, followed by addition (31.88%), and misordering (10.14%) as the least frequent. These results underscore the need for stronger grammar instruction in tasks involving data interpretation. Integrating targeted grammar practice into lessons on graph description can improve students' ability to express information clearly and accurately.

Implication from this study is Curriculum designers and instructors should focus on articles, sentence structure, and cohesive devices to enhance clarity in academic writing. The study was limited to one group in a single course and analyzed only written graph descriptions. Findings may not fully apply to other contexts, proficiency levels, or genres. The exclusive use of the Surface Strategy Taxonomy also narrows the scope of error analysis. Future research should involve diverse participant groups, explore both written and spoken graph descriptions, and apply multiple analytical frameworks. Studies could also evaluate the impact of specific grammar-focused interventions on improving accuracy in graph descriptions.

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Daftar Pustaka

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