

An Analysis of Students' Grammatical Errors with AI Assistance in Writing Descriptive Texts

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Abstract. This study aims to analyze grammatical errors made by tenth-grade students of SMK Ma'arif NU 1 Bener in writing descriptive texts, particularly with the assistance of artificial intelligence (AI) tools. Employing a descriptive qualitative method, the study identifies and categorizes grammatical errors based on the taxonomy: omission, addition, misformation, misordering, and capitalization. The data were collected from students' written texts and analyzed using qualitative data analysis procedures, including data reduction, data display, and conclusion drawing. The study reveals the nature and patterns of grammatical errors in students' writing, providing insight into their common linguistic challenges. The integration of AI assistance, such as ChatGPT and other tools, is also examined to support students' writing performance. The findings of this research are expected to contribute to more effective instructional strategies to improve students' grammar mastery in descriptive writing.

Keywords: Grammatical errors, Descriptive text, AI tools

1. INTRODUCTION

Language is a communication system humans use to convey thoughts, feelings, and information through words, writing, or signs. Its significance extends beyond mere conversation, playing a critical role in human interaction. Language is a fascinating tool that allows humans to communicate complex ideas, emotions, and experiences [1]. It is a universal trait shared by all humans, allowing them to communicate complex information, express thoughts and feelings, and share experiences. The integration of English into the curriculum reflects its growing importance in sectors like business, tourism, and politics, underscoring the necessity for proficiency to enhance intercultural exchanges [2]. Consequently, many Indonesians aim to achieve fluency in English, recognizing its ability to facilitate engagement with global communities and aspiring to elevate their socio-economic standing [3].

English has been acknowledged as a global language owing to its extensive impact and utilization worldwide. English is the largest language by number of speakers and it is one of the international languages. English has emerged as a prominent international language, significantly influencing various domains such as education, business, and science. Its adoption as a global lingua franca is catalyzing changes in language education policies and practices worldwide [4]. English has become a primary means of communication, prompting countries to emphasize English language instruction within their academic frameworks. Furthermore, the integration of language skills in teaching methodologies has been shown to significantly improve students' overall language competence, enabling them to utilize their English skills more effectively in real-world situations [5].

Writing is one of the most important skills that learners of English as a second language must master, especially for students and working professionals [6]. Amongst four English skills, writing becomes pivotal, and students must be proficient in this area. Writing is a communication form where the writer delivers and arranges ideas into a readable form for a specific purpose [7]-[9]. Writing is a skill that is closely related to and dependent on the development of other basic language skills such as reading, listening, and speaking [10]-[12]. Writing is a skill that can be improved through the implementation of a genre-based approach in the classroom [13]-[15]. Writing can be defined broadly as any text resulting from a meaning-making task, including academic publishing and grant proposal writing [16]. This definition emphasizes the multifaceted aspect of writing, demonstrating that it encompasses not only creative writing but also formal and professional contexts, thus underscoring its significance across multiple domains [8], [17], [18].

Writing is a cognitive process that involves various stages, including prewriting, drafting, revising, editing, and publishing [19]. This viewpoint underscores the intricacy of writing, illustrating that it is not a straightforward endeavor but a multifaceted process necessitating rigorous analysis and modification. Writing is not only a means of expressing imagination but also a way to develop students' creativity and motivation [20]. This perspective emphasizes the significance of writing in promoting human development and motivating students to participate in reflective, innovative expression.

Writing is a critical skill that students must master, as it enhances their cognitive abilities and aids in developing other language skills. Writing is a significant avenue for second language learners to articulate their thoughts and engage with the language more deeply, despite its challenging nature due to the influence of their mother tongue [21]. Cooperative learning strategies can significantly improve second-language learners' writing skills by fostering collaboration and reducing feelings of isolation [22], [23]. The role of writing in language acquisition is paramount, as emphasized by both researchers, who underline the necessity of addressing the challenges students face in writing to facilitate their overall language development. As such, special attention must be given to writing instruction, enabling students to navigate various writing genres, including descriptive texts, to enhance their linguistic expressions and communication competencies.

Descriptive text explains the characteristics of a specific object, person, or animal [24]. Descriptive text is one of the genres that describe something or someone [25]. Descriptive text is a genre demanded to be mastered by high school students in Indonesia [26]. Descriptive text is a writing style that delineates a specific subject's attributes, look, or aspects. Descriptive text is a general text that can be included in another text [27]. Descriptive text describes the person, animals, things, and places clearly to give readers information and understanding about the object described [28]. Therefore, mastering descriptive text is essential for students as it enhances their ability to effectively convey detailed and vivid descriptions.

A descriptive text is a text by which a writer tries to picture what he is describing [29]. Descriptive text consists of descriptions of animals, persons, things, places, etc. [30]. A Descriptive text describes an object, person, animal, thing, or place with a clear and detailed explanation [31]. This makes descriptive text an essential tool for effectively conveying detailed imagery and enhancing readers' understanding of the subject being described.

Several mistakes can be made when writing in English, including grammar, vocabulary, content, forms, language use, and writing mechanics [32]. Articles, parts of speech, sentence structures, and tenses are only a few of the numerous grammatical rules [33]. Mastering grammar is crucial for developing writing skills, enabling individuals to communicate ideas clearly and accurately. Effective writing requires a solid understanding of grammatical structures to construct coherent sentences [34]. In addition, many learners struggle with writing due to a lack of clarity regarding writing expectations and insufficient practice opportunities, particularly in the context of English as a second language [35]. Despite recognizing the importance of grammar, many students still face challenges in writing competently in English, underscoring the need for targeted instructional strategies to enhance their skills [36].

Analyzing students' grammatical errors in writing descriptive texts becomes critical in enhancing their language proficiency, particularly for tenth-grade students at SMK Ma'arif NU 1 Bener during the 2024/2025 academic year. Grammatical errors typically manifest in various forms, and categorizing these errors can provide valuable insights into students' linguistic challenges. Errors can be classified into four types: omission, addition, misformation, and misordering. One additional type of error, namely capitalization, is also included [37], [38]. In descriptive writing, omission errors often include the lack of necessary articles or verb forms crucial for constructing coherent sentences [39]. For example, a student may write "dog is barking" instead of the correct form "the dog is barking," indicating a gap in their understanding of article usage.

Addition errors may relate to the overuse of certain grammatical elements, such as redundant adjectives or unnecessary conjunctions, which can clutter the structure of a descriptive sentence. Misformation errors typically involve the incorrect use of words, including verb forms or noun plurals that do not align with standard English rules. This type of error is particularly prevalent among learners who may apply rules derived from their native language [40]. Misordering errors, while less frequent, can disrupt the intended message of a description, such as placing adjectives after nouns contrary to English syntactic norms.

In recent years, the role of artificial intelligence (AI) in educational settings has gained considerable attention, particularly regarding its potential to enhance students' writing skills. The current study analyzes grammatical errors made by students in their descriptive texts at SMK Ma'arif NU 1 Bener during the 2024/2025 academic year. Writing, especially in a second language, presents a myriad of challenges as learners navigate complex grammatical structures that can impede effective communication. The importance of descriptive writing practices in fostering practical communication skills among students

suggests that learners benefit significantly from engaging in activities that involve detailed descriptions of objects, people, and places [10]. The positive impact of AI assistance on students' organizational skills in writing, noting that AI tools can provide essential support in addressing grammatical mistakes and enhancing the overall writing process [41]. The present research aims to identify the nature and sources of grammatical errors and evaluate AI tools' efficacy in facilitating students' learning experiences in writing descriptive texts. Ultimately, the findings will inform effective instructional strategies that can be employed to improve students' writing performance. Integrating AI assistance in analyzing and correcting these grammatical errors can significantly enhance students' writing skills. AI tools can identify these error types efficiently, providing immediate feedback and encouraging students to revise and understand their mistakes. This approach not only assists students in recognizing their weaknesses but also fosters a more interactive and engaging learning environment, promoting better writing practices and comprehension of grammatical norms. Such targeted feedback can improve writing proficiency, empowering students to produce more coherent and vivid descriptive texts.

2. METHOD

This study employed a descriptive qualitative method to analyze students' grammatical errors in writing descriptive texts with assistance from artificial intelligence (AI). This research aims to identify the types and sources of grammatical errors students make and examine the role of AI tools in assisting the writing process. The study was conducted at SMK Ma'arif NU 1 Bener, Purworejo, Indonesia during the 2024/2025 academic year. The participants in this study consisted of all tenth-grade students at SMK Ma'arif NU 1 Bener. A purposive sampling technique was used to select one class of 29 students as the research sample, based on the students' accessibility and relevance to the research objectives. This class had previously received instruction in writing descriptive texts as part of their English curriculum. The primary data sources were the descriptive texts written by the students in response to prompts provided by the researcher. These texts were analyzed to identify and classify grammatical errors. Secondary data included feedback from AI tools used during the writing and analysis process. The primary data collection instrument was a writing test. Students were asked to compose a descriptive text based on specific prompts provided by the researcher. These writing samples were then analyzed to identify grammatical errors. The data were analyzed qualitatively using the Surface Strategy Taxonomy, which categorizes grammatical errors into four types: omission, addition, misformation, and misordering. In addition to these four categories, the researcher also included a fifth type of error, namely capitalization to cover errors related to incorrect use of capital letters. Each student's writing was examined to identify the occurrence of these five error types. The errors were then classified, counted, and described with examples to show patterns and frequency.

3. FINDINGS

According to the data analysis, a large number of pupils continued to make mistakes when writing descriptive paragraphs. Errors can be classified as omission, addition, misformation, or misordering. One additional type of error, namely capitalization, is also included [37]. The following table displays the sorts of errors made by the students:

Table 1. Students' Types of Error in Writing Descriptive Text						
Students' Number	Types of Error					Total Errors
	Omission	Addition	Misformation	Misordering	Capitalization	
S1	2	2	4	1	3	12
S2	1	3	4	2	4	14
S3	1	1	4	1	3	10
S4	2	2	3	1	3	11
S5	2	-	5	1	4	12
S6	3	-	5	1	7	16
S7	1	-	3	1	5	10
S8	1	1	4	1	6	13
S9	-	1	2	1	3	7
S10	1	-	11	1	-	13
S11	1	-	7	1	2	11
S12	3	1	9	1	4	18
S13	1	1	2	-	3	7
S14	1	1	3	1	3	9

S15	2	-	5	1	3	11
S16	2	-	4	1	2	9
S17	-	1	4	1	4	10
S18	-	1	3	1	2	7
S19	1	-	2	-	3	6
S20	-	-	3	-	2	5
S21	1	1	4	-	3	9
S22	-	2	7	-	2	11
S23	1	2	7	1	2	13
S24	1	1	3	1	3	9
S25	3	1	4	1	3	12
S26	1	-	5	-	1	7
S27	1	-	4	1	3	9
S28	2	-	1	1	2	6
S29	4	-	2	1	3	10
Total	39	22	124	24	88	297

As shown in Table 1, the total number of students wrote descriptive texts was 29. Of those 29 students, 29 have descriptive texts that contain errors. In this study, the researcher found that there were a total of 297 errors made by students in writing descriptive texts. The classification of the errors is 39 omission errors (24 students), 22 addition errors (16 students), 124 misinformation errors (29 students), 24 misordering errors (23 students), and 88 capitalization errors (28 students).

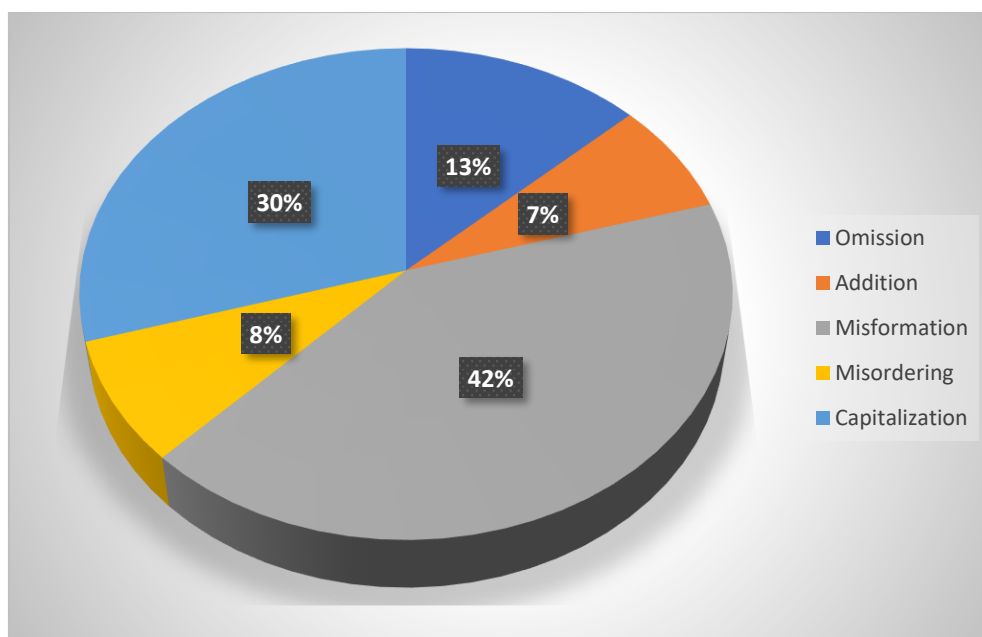


Figure 1. Text Percentage of Types of Error in Students' Writing of Descriptive Text

As shown in Chart 1, it presents several types of students' errors in writing descriptive texts. The chart indicates that the most common type of error was misinformation, represented by the gray color, which accounted for 42% of the total errors. This means misinformation was the most frequently occurring error in students' descriptive writing. The second most common error was capitalization, represented by the blue color, which constituted 30% of the errors. This suggests that many students struggled with proper capitalization in their writing. The third type of error found was omission, represented by the orange color, making up 13% of the total errors. This indicates that omission errors were also significant, though less frequent than the first two categories. The fourth type of error was misordering, which was represented by the yellow color and accounted for 8% of the total errors. The least common type of error was addition, shown in the dark blue color, with only 7% of the total errors. This suggests that addition errors were the least frequent issue found in students' descriptive texts.

Misformation

Misformation is the most common type of error found in descriptive texts written by students. Misformation is a type of error in grammar where an incorrect form of a word is used in the correct place in a sentence. This error usually involves the use of an inappropriate word form in terms of morphology (word formation), grammar, or vocabulary. In this study, the researcher found that out of 29 descriptive texts written by students, there were 29 texts that contained errors in terms of misformation. The total number of misspelling errors found in those 29 descriptive texts is 124 errors, or 42%. The examples of misformation can be seen below:

One example is the sentence *Nabi Muhammad this is closing Nabi*. This construction is grammatically incorrect and semantically unclear. The phrase “closing Nabi” fails to convey the intended meaning. The correct version should be *Prophet Muhammad is the last Prophet*, which clearly communicates the idea that Prophet Muhammad is the final prophet in Islam. The word “closing” is not an appropriate substitute for “last” in this context, showing a misspelling error in vocabulary selection.

Another instance can be found in the sentence *My favorit people is Songkang*. Here, there are two misformation issues. First, the word *favorit* is a misspelling and should be written as **favorite**. Second, the word **people** is a plural noun, whereas the sentence refers to only one person. Therefore, the correct form should be *My favorite person is Songkang*. These errors demonstrate a misunderstanding of both spelling and noun number agreement.

A further example is the sentence *Jatimalang beach in purworejo is one of the most biutiful*. The word “**biutiful**” is a phonetic misspelling of **beautiful**. Additionally, the phrase **one of the most** requires a plural noun following the adjective. Thus, the corrected version should be *Jatimalang Beach in Purworejo is one of the most beautiful beaches*. This error reflects a misformation in both spelling and sentence structure.

Capitalization

The second type of error found is capitalization. Capitalization refers to the use of uppercase or capital letters at the beginning of a word while the other letters in the word remain in lowercase or lowercase. Out of 29 descriptive texts made by students, there were 28 descriptive texts containing capitalization errors. The total number of capitalization errors is 88 errors or 30%. Examples of capitalization errors can be seen below:

In the phrase *Freya JKT48*, the name *Freya* is not properly capitalized. Since names of people are considered proper nouns, the correct form should be *Freya JKT48*. The lowercase **f** reflects a common mistake where students fail to apply capitalization rules to personal names.

The sentence *one of the maintys of yogyakarta city and popular tourisn is parangtritis beach...* contains multiple capitalization errors. The word “one” should begin with a capital letter as the first word of the sentence. “Yogyakarta” is the name of a city and “Parangtritis Beach” is a proper noun referring to a specific tourist location. Therefore, the corrected version is: *One of the mainstays of Yogyakarta city and popular tourism is Parangtritis Beach...*

In *Jatimalang beach in purworejo...*, both “Beach” and “Purworejo” should be capitalized. “Jatimalang Beach” is the name of a specific place, and “Purworejo” is the name of a city. The corrected form is: *Jatimalang Beach in Purworejo...*

Omission

Omission is the third common type of error found in students' writing of descriptive texts. Omissions relate to the loss or absence of certain elements that must be present in the sentence to form a correct sentence. Out of 29 descriptive texts created by students, 24 contained omissions. The total number of omission errors found was 39, or 13% of the 29 students who did the writing task. The following are examples of such omissions:

One example is the sentence *Nabi Muhammad born*. This sentence lacks the necessary auxiliary verb to form a grammatically correct past passive structure. The correct form should be *Nabi Muhammad was born*. The omission of the auxiliary verb **was** renders the sentence ungrammatical, making it unclear and incomplete.

Another example can be seen in *Jetis beach on of the mainsty of yokygakar city tourism*. This sentence contains multiple omissions and misformations. Specifically, the verb “is” is missing after *Jetis Beach*, and the word “on” should be replaced with “one.” Additionally, “mainsty” is a misspelled word and should be corrected to *mainstay*, and *yokygakar* should be **Yogyakarta**. The corrected sentence is *Jetis Beach is one of the mainstays of Yogyakarta's city tourism*. These errors reflect omissions and misformation, but the missing verb and article are key grammatical omissions.

A further instance is found in the sentence *Sintayong the best*. This construction omits the linking verb *is*, which is necessary for a complete sentence. The corrected version should be *Shin Tae-yong is the best*. Without the verb *is*, the sentence lacks proper structure and fails to convey the intended meaning clearly.

Misordering

The fourth type of error found in students' writing of descriptive texts is misordering. Misordering is an error in arranging words in a sentence so that the order does not follow correct grammatical rules. Of the 29 descriptive texts made by students, 23 student descriptive texts contained misordering. In this study, researchers found that there were 24 misordering errors, or 8% of all descriptive texts, made by students. Examples of misordering errors can be seen below:

One example is the sentence *beach jetis this in like vilage and populer in purworejo*. This sentence contains multiple misordered elements that disrupt clarity and grammatical accuracy. The correct version should be *Jetis Beach is in a village and is popular in Purworejo*. The original arrangement is confusing and does not follow standard English sentence structure, particularly in the ordering of subject, verb, and location.

Another example is *in magelang, Mount tein Sumbing This is located abouth 12 km south of yogyakarta*. In this case, the phrase "*In Magelang*" is positioned awkwardly at the beginning of the sentence, while other elements are also out of order. The corrected version should read *Mount Sumbing is located in Magelang, about 12 km south of Yogyakarta*. This revised structure follows conventional English word order and improves sentence flow.

A further instance of misordering can be seen in *Beach Jati malang crowded turis in weekend*. This sentence fails to follow the correct sequence of words and lacks necessary grammatical connectors. The appropriate correction is *Jatimalang Beach is crowded with tourists on the weekend*. The revised sentence arranges the subject, verb, and prepositional phrases in a grammatically acceptable order.

Addition

Addition is the last type of error found in students' writing of descriptive texts. Addition refers to the presence of an item that should not appear in a sentence to make it a proper sentence. Out of 29 descriptive texts made by students, 9 students' descriptive texts contain additional errors. The researcher found 22 additional errors in this study, or 7% of the 29 students who did the writing task. The category of addition errors found was simple addition. Examples of addition errors can be seen in students' writing in writing descriptive texts below:

One example is the sentence *Ketawang beach this beach is located*. In this case, the subject *Ketawang Beach* has already been introduced, so the phrase "*this beach*" is redundant and makes the sentence unnecessarily repetitive. The corrected version should be *Ketawang Beach is located*. This revision removes the additional subject and maintains clarity and grammatical accuracy.

Another instance of addition can be found in the sentence *one of the mainstys of yogyakarta al city*. In this sentence, the word "*al*" is an unnecessary and incorrect addition. Furthermore, the sentence needs slight restructuring for better coherence. The corrected version is *One of the mainstays of Yogyakarta City*. This revision eliminates the extra word and clarifies the meaning. Another instance of addition can be found in the sentence "*one of the mainstys of yogyakarta al city*." In this sentence, the word "*al*" is an unnecessary and incorrect addition. Furthermore, the sentence needs slight restructuring for better coherence. The corrected version is "*One of the mainstays of Yogyakarta City*." This revision eliminates the extra word and clarifies the meaning.

A further example is *Mount tein Sumbing This is located abouth 12 km south of yogyakarta*. The phrase "*This*" is not needed after *Mount Sumbing* because it functions redundantly as a second subject. The appropriate correction is *Mount Sumbing is located about 12 km south of Yogyakarta*. This version presents the sentence in a clear and direct manner, free from unnecessary repetition.

4. DISCUSSION

The current investigation focuses on the analysis of grammatical errors prevalent in descriptive texts authored by tenth-grade students at SMK Ma'arif NU 1 Bener during the 2024/2025 academic year. The research identifies five types of grammatical errors: omission, addition, misformation, misordering, and capitalization. This study thoroughly applied these classifications, which found a total of 297 errors stemming from 29 students' writings, with misformation errors being the most commonly observed, comprising 124 instances, or approximately 42% of the total errors identified.

The predominance of misformation errors indicates significant difficulties students face in correctly forming grammatical structures, particularly in verb usage and sentence structure. The most common grammatical error committed by pupils was misformation error [42]. This study identified five types of misformation errors, including possessive, object, personal, verb, and content pronouns. The study is comparable to this one [43]. Misformation of possessive pronouns, misformation of personal pronouns, misformation of gerund, misformation of article "a/an," and misformation of verb were among the several types of misformation discovered in their study. Meanwhile, a novel kind of misformation was discovered in this study: misformation of content and misformation of object pronoun. The high frequency of misformation in this study indicates that students may struggle not only with the technical aspects of grammar but also with the conceptual understanding required for effective sentence construction.

Capitalization errors, the second most frequent type in this analysis, accounted for 88 instances, representing approximately 30% of the total errors. This suggests that students also face challenges with the conventions of writing, including the proper use of capital letters at the beginning of sentences and for proper nouns. The findings of this study resonate with previous research, which observed consistent capitalization difficulties among students due to inattentiveness and a lack of focus on detail [44]. Furthermore, the potential impact of these mechanical errors on the overall quality of students' written work was highlighted, as capitalization errors were linked to students' carelessness during the writing process [45].

Omission errors were found to constitute 39 instances, or approximately 13% of the total errors, which is noteworthy given the significance of such errors in obscuring meaning and clarity in writing. Similar findings have been reported, where omission emerged as a recurrent issue among students in writing tasks, primarily revolving around the omission of articles and other function words essential for grammaticality [46]. Omission errors disrupted coherence and fluency in students' descriptive text writing [32].

Misordering errors, present in 24 instances and accounting for approximately 8% of the total errors, were also noted in this study, echoing earlier research that positioned misordering as problematic yet less frequent than other error types [47]. On the other hand, addition errors, found in only 22 instances (around 7%), further emphasize the variability in students' grammatical proficiency. This is consistent with observations that addition errors often stem from attempts to overcomplicate sentences without understanding the underlying grammatical rules [48].

In summary, the findings of this study suggest a pressing need for instructional interventions targeting misformation and capitalization errors, as these significantly impede students' ability to convey their ideas effectively in written form. By recognizing the patterns of grammatical errors, educators can develop more focused pedagogical strategies to enhance students' writing skills in descriptive texts.

5. CONCLUSION

The research findings indicate that students' writing contains five grammatical errors: omission, addition, misformation, misordering, and capitalization. Misspelling errors were the most frequent, followed by capitalization and omission. Misordering errors were also identified, while addition errors were the least common. These errors can affect the clarity and overall comprehension of students' writing. Considering these findings, English teachers should focus on explicit grammar instruction to enhance students' understanding of grammatical rules. Implementing interactive teaching strategies, improving grammar mastery, and developing instructional materials that address common errors, particularly misspelling, through structured exercises and activities, are essential for improving students' writing accuracy, especially in descriptive texts. This study has limitations, such as a small number of research participants and a focus on only one educational level. Additionally, it does not explore strategies for correcting students' grammatical errors. Future research should involve a larger sample and investigate effective methods to help students reduce errors and enhance writing skills.

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