AN ERROR ANALYSIS OF GRAMMAR AND COHESION IN ENGLISH WRITING AMONG THE EIGHTH GRADERS AT MTS MIFTAHUL ULUM MAGERSARI

THESIS

Presented to

IKIP PGRI Bojonegoro

in partial fulfilment of the requirements

for the degree of Sarjana in English Education

By:

Nafi Atin Hasanah

NIM 21120029

ENGLISH EDUCATION DEPARTMENT

FACULTY OF LANGUAGES AND ARTS EDUCATION

IKIP PGRI BOJONEGORO

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PRODI PENDIDIKAN BAHASA DAN SASTRA INDONESIA

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APPROVAL SHEETS

The skripsi entitled **"AN ERROR ANALYSIS OF GRAMMAR AND COHESION IN ENGLISH WRITING AMONG THE EIGHTH GRADERS AT MTS MIFTAHUL ULUM MAGERSARI"** is compiled by:

Name   : Nafi Atin Hasanah

NIM   : 21120029

Department   : English Education

Has been approved by the advisors.

Bojonegoro, 30 June 2025

Advisor I,

Fitri Nurdianingsih, M. Pd.
NIDN 0729058701

Advisor II,

Dr. Refi Ranto Rozak, M. Pd.
NIDN 0702058403

LEGITIMATION

The skripsi entitled "AN ERROR ANALYSIS OF GRAMMAR AND COHESION IN ENGLISH WRITING AMONG THE EIGHTH GRADERS AT MTS MIFTAHUL ULUM MAGERSARI" is compiled by:

Name   : Nafi Atin Hasanah

NIM   : 21120029

Department : English Education

This is to certify that this skripsi has been approved by the Board of Examiners as the requirement for the degree of Sarjana in English Education Department, Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro on July 30 2025
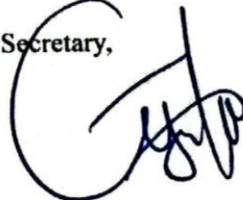
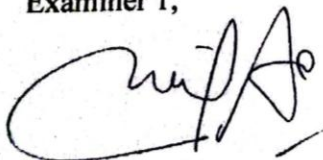Bojonegoro, 30 July 2025

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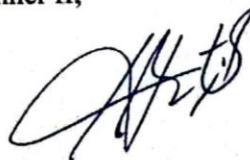NIDN 0706058801

Secretary,

Ayu Fitrianingsih, M.Pd.
NIDN 0720049101

Examiner 1,

Meiga Ratih Tirtanawati, S.Pd., M.Pd.
NIDN 0725058403

Examiner II,

Chyntia Heru Woro Prastiwi, S.Pd., M.Pd.
NIDN 0728017903

Rector.

Dr. Dra. Junarti, M.Pd.
NIDN 0014016501

MOTTO

"Jangan pernah batasi dirimu. Berpikirlah sejauh pikiranmu mampu membawamu, dan melangkahlah sejauh kakimu sanggup menuntunmu, selama itu tetap berada di jalan yang benar"

(Nafi Atin Hasanah)

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All praise and gratitude I extend to Allah SWT, the Most Gracious and Most Merciful. Through His infinite mercy, love, and strength, I have been granted the opportunity to walk this journey, grow through every stage, and complete this important chapter of my life, including the writing of this thesis. With deep humility, I would like to express my sincere appreciation to those who have played a meaningful and irreplaceable role throughout this process.

1. My Beloved Late Father, Kholil
   To my beloved father, Kholil, who has returned to the presence of Allah, thank you. Your dreams and spirit remain an unwavering light in my heart. Your departure was not an end, but the beginning of a strength that continues to guide me, reminding me why I must keep moving forward. You are, and will always be, my greatest reason.

2. My Dearest Mother, Munti'ah
   To my dearest mother, Munti'ah, the true hero of my life — thank you for your endless love, unwavering patience, and incredible sacrifices in raising me. Even in times of struggle and exhaustion, you stood strong for me. Your strength, sincerity, and prayers are the pillars of who I am today.

3. Myself
   To myself, thank you for not giving up. For choosing to rise every time you fell. For embracing the pain in silence, for walking forward even when your steps trembled. You carried burdens no one saw, wiped away tears no one knew, and held hope when everything felt uncertain. You may have doubted your worth at times, but you kept going, and that is more than enough. I am proud of the person you are becoming.

4. M. Rizki Hidayatulloh
   Thank you for supporting me every step of the way, for helping me through each process, and for always being by my side. Your presence has made this journey lighter and more meaningful. I'm truly grateful for you.

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   I extend my heartfelt gratitude to Ibu Fitri Nurdianingsih, M.Pd and Dr. Refi Ranto Rozak, M.Pd, my thesis advisors, for their sincere guidance, constructive feedback, and patience throughout the process of completing this research. Their dedication has not only contributed to the academic quality of this thesis but also supported my personal and intellectual growth. May every moment they spent in guiding me bring lasting reward and blessings. May Allah SWT reward your efforts abundantly.

STATEMENT OF AUTHENTICITY

I, the undersigned below:

Name   : Nafi Atin Hasanah

NIM   : 21120029

Department   : English Education

Faculty   : Languages and Arts Education

In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the thesis entitled:

AN ERROR ANALYSIS OF GRAMMAR AND COHESION IN ENGLISH WRITING AMONG THE EIGHTH GRADERS AT MTS MIFTAHUL ULUM MAGERSARI

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, **I personally** accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 30 June 2025

Nafi Atin Hasanah
NIM 21120029

ABSTRACT

Nafi,A.H (2025). "An Error Analysis Of Grammar and Cohesion In English Writing Among the Eighth Graders at MTs. Miftahul Ulum". Thesis, English Education Department. Faculty Of Languages And Arts Education IKIP PGRI Bojonegoro, Advisor (I) Fitri Nurdianingsih, M. Pd., (II) Dr. Refi Ranto Rozak, M. Pd.

Keywords: Error Analysis**,** Grammatical errors, cohesion

This study aims to analyze how grammatical and cohesion errors affect the clarity and coherence of English writing among eighth-grade students at MTs Miftahul Ulum Magersari, as well as to investigate the factors contributing to these errors. Employing a qualitative descriptive method, data were collected through students' writing tests, classroom observations, and interviews with both students and the English teacher. The results revealed that approximately 85% of the students made grammatical errors, particularly in verb tense usage, sentence structure, and subject-verb agreement. In addition, about 75% of the students demonstrated cohesion problems, such as the absence or misuse of conjunctions and logical connectors, which disrupted the flow and unity of their writing.

The study identified two main categories of contributing factors: instructional and learner-based. Instructionally, a lack of structured revision, limited integration of grammar and cohesion in lessons, and inconsistent feedback were observed. Learner-based factors included low mastery of grammar, limited vocabulary, low awareness of cohesive devices, and overreliance on translation tools. The teacher also reported that students' limited exposure to English and lack of motivation further contributed to their writing difficulties.

The findings highlight the need for a more comprehensive, reflective, and input-rich approach to writing instruction that emphasizes both grammatical accuracy and discourse-level cohesion. Such improvements are essential for helping students produce clearer, more coherent, and academically appropriate English texts.

ABSTRAK

Nafi,A.H (2025). "An Error Analysis Of Grammar and Cohesion In English Writing Among the Eighth Graders at MTs. Miftahul Ulum". Thesis, English Education Department. Faculty Of Languages And Arts Education IKIP PGRI Bojonegoro, Advisor (I) Fitri Nurdianingsih, M. Pd., (II) Dr. Refi Ranto Rozak, M. Pd.

Keywords: Error Analysis**,** Grammatical errors, cohesion

Penelitian ini bertujuan untuk menganalisis bagaimana kesalahan tata bahasa dan kohesi memengaruhi kejelasan dan koherensi tulisan bahasa Inggris siswa kelas VIII di MTs Miftahul Ulum Magersari, serta menyelidiki faktor-faktor yang menyebabkan kesalahan tersebut. Dengan menggunakan metode deskriptif kualitatif, data dikumpulkan melalui tes menulis siswa, observasi kelas, dan wawancara dengan siswa serta guru Bahasa Inggris. Hasil penelitian menunjukkan bahwa sekitar 85% siswa melakukan kesalahan tata bahasa, terutama dalam penggunaan bentuk waktu (tenses), struktur kalimat, dan kesesuaian subjek-kata kerja. Selain itu, sekitar 75% siswa mengalami masalah kohesi, seperti tidak adanya atau kesalahan dalam penggunaan konjungsi dan penghubung logis, yang mengganggu alur dan keterpaduan tulisan mereka.

Penelitian ini mengidentifikasi dua kategori utama penyebab kesalahan: faktor instruksional dan faktor yang berasal dari siswa. Dari sisi instruksional, kurangnya revisi terstruktur, keterbatasan integrasi antara pengajaran tata bahasa dan kohesi, serta pemberian umpan balik yang tidak konsisten menjadi kendala. Dari sisi siswa, faktor yang memengaruhi meliputi rendahnya penguasaan tata bahasa, terbatasnya kosakata, kurangnya kesadaran terhadap perangkat kohesif, serta ketergantungan yang berlebihan pada alat terjemahan. Guru juga melaporkan bahwa minimnya paparan siswa terhadap bacaan berbahasa Inggris dan rendahnya motivasi turut berkontribusi terhadap kesulitan mereka dalam menulis.

Temuan ini menekankan perlunya pendekatan pembelajaran menulis yang lebih komprehensif, reflektif, dan kaya input, dengan penekanan pada ketepatan tata bahasa serta kohesi antaride. Perbaikan ini penting untuk membantu siswa menghasilkan teks bahasa Inggris yang lebih jelas, koheren, dan sesuai dengan konteks akademik.

PREFACE

All praises be to Allah SWT, the Most Gracious and the Most Merciful, who has granted strength, health, and guidance to the writer, so that this undergraduate thesis entitled "An Error Analysis Of Grammar and Cohesion In English Writing Among the Eighth Graders at MTs. Miftahul Ulum" could be successfully completed. This thesis is submitted as one of the requirements to obtain the bachelor's degree in English Education at the English Education Department, Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro.

The completion of this research would not have been possible without the support and guidance from many parties. Therefore, the writer would like to express sincere gratitude to:

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The writer realizes that this thesis is far from perfect. Therefore, constructive criticism and suggestions are welcomed for future improvement. Hopefully, this thesis can provide beneficial insights for students, educators, and future researchers in the field of English education.

Bojonegoro, 30 June 2025

Nafi Atin Hasanah

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language that plays a crucial role in education, global communication, and professional environments. In Indonesia, the importance of English is recognized early, with language instruction beginning at the childhood level and intensifying at the secondary school level. This progression in English teaching ensures that students develop the necessary language skills to engage effectively in academic, social, and professional contexts. One of the most critical aspects of learning English is writing, which involves not only the ability to organize ideas but also the skill to construct grammatically correct sentences and maintain cohesion throughout the text. Writing, in this sense, is not just about putting words together but about presenting ideas clearly and logically, ensuring that the intended message is effectively conveyed.

Writing itself is a complex cognitive process that requires multiple stages, including generating ideas, organizing them logically, and revising drafts to create a coherent and well-structured text. As Hyland (2003) emphasizes, writing is "a complex and recursive process that involves generating, shaping, and revising thoughts into a coherent and meaningful text." This process demands both creativity and critical thinking, as the writer must anticipate the needs of their audience while ensuring that the text remains relevant and persuasive. Additionally, writing serves as a means of encoding messages to

convey a wide range of information, thoughts, ideas, and emotions across both formal and informal contexts (Brown, 2001). Whether composing an academic essay, a personal letter, or a business report, the writer must adapt their style and tone to suit the specific purpose and audience, making writing an essential skill in all areas of life.

In the context of English writing, errors in grammar and cohesion are common challenges that learners face. Error analysis plays a vital role in understanding the intricacies of language learning, particularly in identifying the underlying reasons for these mistakes. Ellis (2008) defines error analysis as the "systematic examination of language learners' errors in order to understand their language acquisition process and to develop more effective teaching strategies." In terms of grammar and cohesion, errors often relate to sentence structure, verb tense, word order, and the logical flow of ideas between sentences. As James (2013) points out, such errors reflect the learners' interlanguage the transitional state between their native language and the target language. This interlanguage provides valuable insights into the learning process, shedding light on the difficulties students face when acquiring a second language.

The importance of understanding these errors is especially relevant for educators and learners striving to improve language proficiency. Grammar and cohesion are essential components of effective communication, and addressing these areas helps learners achieve greater accuracy in their writing. This study focuses on the eighth-grade students at MTs Miftahul Ulum Magersari, where

the researcher has observed that students often struggle with both grammar and cohesion in their English writing. By analyzing the errors these students make in their written texts, this research aims to identify common challenges and provide insights into how their writing skills can be improved. The study, titled "An Error Analysis of Grammar and Cohesion in English Writing Among the Eighth Graders at MTs Miftahul Ulum Magersari," seeks to contribute to refining teaching strategies and enhancing the overall language acquisition process in this educational setting.

B. Formulation of the Problems

Based on the background that has been explained, the problem formulation of this research is:

1. How do errors in grammar and cohesion affect the clarity and coherence of English writing among eighth-grade students at MTs Miftahul Ulum?

2. What are the factors that cause grammatical and cohesion errors in the English writing of eighth-grade students at MTs Miftahul Ulum?

C. Objectives of the Study

Based on the research problems, the objectives of this research can be formulated as follows:

1. To examine how errors in grammar and cohesion affect the clarity and coherence of English writing among eighth-grade students at MTs Miftahul Ulum.

2. To investigate the factors that cause grammatical and cohesion errors in the English writing of eighth-grade students at MTs Miftahul Ulum.

D. Significances of the Study

1. Theoretical Significance

This study holds significant theoretical value as it contributes to the broader understanding of error analysis in English writing, particularly concerning grammar and cohesion. By investigating the types and causes of mistakes made by eighth graders at MTs Miftahul Ulum, it provides valuable insights into how learners transition from their native language to English, particularly regarding sentence structure, verb tense, word order, and the logical flow of ideas. The results of this research will enhance the existing literature on second language acquisition, particularly in the field of error analysis, and further develop the concept of interlanguage as described by Lantolf and Thorne (2006). Their research builds on the idea that learners' errors reflect a transitional stage in language acquisition, where learners develop a form of interlanguage that combines elements of both the native language and the target language. Additionally, this research offers a deeper understanding of how language errors, specifically in grammar and cohesion, affect the clarity and coherence of English writing, which is essential for both language acquisition theory and its practical application in teaching and learning.

2. Practical Significance

This research also has practical significance, particularly in improving the English writing abilities of eighth-grade students at MTs Miftahul Ulum. By identifying common grammar and cohesion errors, the study can assist educators in designing more targeted and effective teaching methods to address the specific challenges students face in English writing. The findings can be used to develop teaching materials and activities focused on enhancing grammatical accuracy and writing cohesion, which would result in clearer, more structured, and more effective written communication. Furthermore, this research can serve as a valuable reference for future studies in similar educational environments, offering practical guidance to teachers in overcoming language learning difficulties. Ultimately, the study aims to improve both the theoretical understanding and practical methods for enhancing English writing skills among students.

E. Definitions of Terminologies

In this study, several terms and concepts are defined in specific and measurable ways to ensure clarity. Below are the operational definitions of key terms used in this research:

1. **Grammatical Errors**

Grammatical errors are commonly viewed as deviations from the established rules of syntax, morphology, and sentence structure in a given language. According to Bitchener & Knipe (2018), these errors occur when learners fail to follow the rules governing word forms, word order, and sentence structure, which can hinder the clarity and comprehensibility of

communication. Often, these mistakes stem from a lack of understanding of grammar rules or the influence of the first language on second language learning.

Furthermore, Sheen & Ellis (2018) explain that grammatical errors may arise from insufficient exposure to correct language forms or from overgeneralization of learned rules. Such errors are not only a normal part of language learning but also provide critical insight into the learner's development, highlighting areas that need corrective feedback and improvement.

Grammatical errors, therefore, are not just mistakes but indicators of the learner's developmental stage in language acquisition. As Lyster, Saito, & Sato (2019) argue, these errors serve as important markers for both teachers and learners to identify the specific aspects of language that require focused attention and further practice.

2. **Cohesion Errors**

Cohesion errors in this research refer to mistakes in linking sentences and ideas within a text, which disrupt the flow and unity of the writing. These errors include improper use of cohesive devices such as conjunctions, reference words (like pronouns), and improper organization of ideas between sentences. Cohesion errors are identified when the writing lacks logical transitions or connections, making it hard for readers to follow the writer's intended meaning. According to Zhang & Zhang (2018), cohesion errors often arise due to the improper use of linking words or phrases, leading to disjointed text that may confuse readers. Similarly, Li &

Liu (2019) suggest that such errors result from insufficient understanding of how to create logical relationships between ideas in writing, which is essential for coherent communication. Furthermore, cohesion plays a critical role in writing quality, as it helps guide the reader through the text smoothly, as noted by Wei (2020), who argues that effective cohesion enhances the clarity and persuasiveness of written communication..

3. **Writing Skills**

Writing, according to Raimes (2020), is a process that requires continuous practice and feedback to improve clarity, coherence, and overall effectiveness. In this study, writing skills refer to students' ability to produce clear, logically organized, and effective written texts in English. This includes the ability to write grammatically correct sentences, arrange ideas in a logical sequence, and maintain cohesion and coherence throughout the text. Writing skills are assessed by evaluating the extent to which students produce written works free from grammatical and cohesion errors that may affect the clarity and coherence of the text.

Hyland (2018) emphasizes the importance of writing skills in both academic and professional contexts, where the ability to convey ideas clearly and persuasively is crucial. Ferris (2019) also argues that developing strong writing skills involves mastering not only grammar and syntax but also understanding how to organize and link ideas effectively, ensuring that the writing is both cohesive and coherent. As noted by these experts, writing skills involve not just technical knowledge but also the ability to communicate ideas effectively in written form.

4. Error Analysis

Error analysis in this study is the systematic process of identifying, classifying, and examining the errors made by students in their English writing, specifically focusing on grammar and cohesion issues. According to Ellis (2020), error analysis allows educators to investigate the sources of learners' mistakes and how these errors relate to their language acquisition process. The researcher will classify these errors into various types, such as errors in word choice, sentence structure, and the logical flow between sentences and ideas. Additionally, Lyster, Saito, and Sato (2020) argue that error analysis provides a valuable approach to understanding the types of errors that persist in second language learning, helping educators offer more effective corrective feedback. By analyzing the errors, the researcher aims to gain insights into the learners' development and the specific areas where they need more attention to improve their writing skills.