



## An Analysis of Teachers' Grammatical Errors in Composing Summative Assessment

Yunus Gani

Sartin Miolo

Novriyanto Napu

Gorontalo State University

Pos-el: [yunusgani66@guru.smp.belajar.id](mailto:yunusgani66@guru.smp.belajar.id)

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### Abstract

English is a challenging topic for Indonesian students since the English language is so different from the Indonesian language and one of the topics in English is grammar. However, sometimes language learners make grammatical errors and teachers are not an exception. This research focuses on the categories of grammatical errors found in the summative assessment composed by the MGMP teachers in Boalemo and their perceptions regarding the said error. This study employed descriptive qualitative method and utilized document and interview to collect the data. The techniques of data analysis are document and thematic analysis. After conducting this research, it is found that the most committed error by the participant is the error of omission, specifically omission of parts of speech and this error is caused mainly by the lack of quality control among the MGMP teachers. This research is intended to develop the study of teaching, specifically improving grammatical comprehension.

### Keywords

Grammar, error, teacher

### Abstrak

*Bahasa Inggris adalah topik yang menantang bagi siswa Indonesia karena bahasa Inggris sangat berbeda dengan bahasa Indonesia dan salah satu topik dalam bahasa Inggris adalah tata bahasa. Namun, terkadang pembelajar bahasa membuat kesalahan tata bahasa dan tidak terkecuali guru. Penelitian ini berfokus pada kategori kesalahan tata bahasa yang ditemukan dalam penilaian sumatif yang disusun oleh guru MGMP di Boalemo dan persepsi mereka tentang kesalahan tersebut. Penelitian ini menggunakan metode deskriptif kualitatif dan menggunakan dokumen dan wawancara untuk mengumpulkan data. Teknik analisis data yang digunakan adalah analisis dokumen dan analisis tematik. Setelah melakukan penelitian ini, ditemukan bahwa kesalahan yang paling banyak dilakukan oleh peserta adalah kesalahan penghilangan, khususnya penghilangan parts of speech dan kesalahan ini terutama disebabkan oleh kurangnya kualitas kontrol di antara para guru di MGMP. Penelitian ini dimaksudkan untuk mengembangkan kajian pengajaran, khususnya meningkatkan pemahaman tata Bahasa.*

### Kata Kunci

*Tata bahasa, kesalahan, guru*

### Introduction

Learning a foreign language takes a long time, in theory. Students must master a new grammatical system as well as thousands of new terms. Indeed, learning a language is not the same as studying one's native tongue. In addition, developing listening, speaking, reading, and writing skills in a foreign language takes much practice.

While acquiring a new language, one is expected to experience errors or mistakes, which are closely similar but quite different. To distinguish between error and mistake, Ellis (1997) suggests looking at an individual's attempt to alter their inaccurate remark; if they are unable to do so, it is referred to as an error; if they are successful, it is referred to as a mistake and among the errors and mistakes that an individual might commit, grammatical error is one of them and in this case, they make some errors because of the language habit in mother tongue is very different from English. For example, 'birds have a two legs', rather than 'birds have two legs' or 'tigers are eat meat', rather than 'tigers eat meat'.

By looking at the previous statement, it can be said that most people who use another language, in this case English, are expected to make errors or mistakes during the practice of the language itself, which include the grammatical errors. Among those people, teachers are not an exception. It is explained by Edmund (as cited in Rajagopalan, 2019) that teaching is an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities; thus, it can be said that teacher is an

individual involved in a classroom talk that act based on specific activities. It is also added by Rajagopalan (2019) that teaching is intimate contact between a more mature personality and a less mature one which designed to further the education of the latter and based on this statement, it is safe to say that a teacher is a person involved in a situation that prompts a contact between the teacher and students, which the former is considered as the mature individual that is obligated to instill education and the latter, which is considered as the less mature ones that are instilled the education into.

Based on the previous explanations, it can be said that a teacher can be defined as someone who prepares and oversees the learning process, as well as a collaborator in his educational activity and, at times, a valuer of students' talents and knowledge and as someone who is responsible for increasing the capacity and skills of their students, a teacher is required to improve their English prowess since students are now actively involved in the use of technology. They can obtain information from a variety of sources, not simply the teacher. It's no surprise that many students are becoming more critical and creative as a result of the knowledge and information they receive from various media, such as the internet, which they observe and emulate. Therefore, in constructing any student-related document, such as assessments, teachers are demanded to master the English language itself and even though Indonesia is not an educationally-driven country due to several problems related to quality and access as well as the even distribution of well-trained competent teachers (Maba et al., 2018), teachers, in this regard, should be skilled and well-informed in their subject areas, which include English teachers.

In constructing summative assessments, one of the frequently chosen method is test. It is that tests are often the method of choice for gathering information for summative assessment on the grounds of 'fairness,' since they appear to treat all students in the same way and since students perform differently in different situations and especially low performers benefit from rich, authentic assessment situations (Dolin & Krogh, 2010), constructing assessments with zero error in the assessments itself is a requirement. However, sometimes language learners make grammatical errors. They often produce incorrect utterances. They are those parts of conversation or composition that deviate from selected norm of mature language performance. Nevertheless, committing error is fundamentally human in learning process and therefore, it is possible for individuals to commit errors unconsciously when they are writing.

Prior to conducting this research, the researcher discovered the errors that are committed by the teachers during the construction process of summative analysis itself. However, research of error analysis on teachers are seen to be extremely rare and with that in mind, it is considered to be important for the current study to explore this particular topic.

Considering the error committed by the teachers in the samples, it is safe to assume that teachers often do commit errors in writing, especially in composing the summative assessment. Therefore, in revealing the teachers' errors, error analysis will be used to detect those errors made by the teachers in composing summative assessment. This research is important in order to decrease grammatical errors made by teachers of MGMP (*Musyawarah Guru Mata Pelajaran*) in their summative assessment and it improves the quality of the assessment itself.

## Method

The design of this research is descriptive qualitative research. Qualitative research is described as study that focuses on the whole picture rather than breaking it down into factors in order to better understand a phenomenon. Descriptive qualitative research is suitable for this research since it aims to describe the grammatical errors occur in the summative assessment made by the teachers. The data collected in the form of summative assessment samples taken from the English teachers in English MGMP (English Teacher Working Group) in Boalemo.

After obtaining the data, the researcher will analyze in two steps, which will be done by using document or content analysis and thematic analysis. The former is defined by Ary et al., (2010) as a method that focuses on analyzing and interpreting recorded material to learn about human behavior and the latter is defined by Alhojailan & Ibrahim, (2012) as a method that is used to look at categories and identify themes (patterns) in the data.

## Result and Discussion

Throughout the data presentation of this research, the result and discussion section are combined. Simply put, each finding is followed by the elaboration of the analysis. The research showed that the types of errors proposed by Dulay et al. (1982) are shown in the summative assessments, namely omission, addition, misformation, and



misordering. Presented below is the summary of the findings concerning the types of errors found in summative assessments constructed by the MGMP teachers.

**Tabel 1**  
 Summary of Grammatical Error

No	Types of Error	Subtypes of Error	Number of case(s)
1.	Omission	Missing Parts	27
		Third Person Singular Verb Incorrect	17
2.	Addition	Simple Addition	5
		Disagreement of Subject and Verb	12
3.	Misformation	<i>Be</i> Misused with <i>Do</i>	2
		Archi-Form	17
4.	Misordering	Incorrect Placement of Morphemes	5
<b>Total Cases</b>			<b>85</b>

### Omission

**Tabel 2**  
 Error of Omission in Composing Summative Assessment

Error of Omission in Composing Summative Assessment			
No	Types of Error	Subtypes of Error	Number of case(s)
1.	Omission	Missing Parts	27
		Third Person Singular Verb Incorrect	17
		<b>Total of Error</b>	<b>44</b>

### Missing Parts

In this type of error, this research discovered 27 cases of errors that appeared in the documents of summative assessment. The representative data can be seen below.

- What kind of the expression in the picture?
- Make sentence using the expression suggestion
- Udin is Elementary's student
- The name of product is
- Not care with it

The first example is the omission of *Be* where this example should be written as *What kind of the expression is in the picture?* It is explained by Dulay et al. (1982) that *Be* is one of the grammatical morphemes, which can be defined as the words that play a minor role in conveying the meaning of a sentence and as per the grammatical rules, the omission of *Be* is considered as an error. The second example is the omission of preposition *of* where in this example, it should be written as *Make sentence using the expression of suggestion*. The preposition *of* is not present in the sentence, which is considered as an error. In this case, the omission of preposition *of* is inappropriate since this word is used to show a connection or belonging between an object and its noun (Kamikawa, 2017) and with the absence of this preposition, the sentence is deemed to be incomprehensible. The third example is the omission of article *an* from a sentence where the sentence should be written as "Udin is an elementary student" In this sentence. This omission is considered as an error since according to Thomson & Martinet (1986), article *an* should be used with a noun complement, in this case the names of professions, which is *an elementary student*. The fourth example is the omission of article where it should be written as *The name of the product is*. This example shows that the one who wrote this example omitted the article *the* from the sentence, which is considered as an error. This finding is similar to the third example where both show omission of article and, as explained before, omission of article *the* from the fourth example is taken as an error because based on Thomson & Martinet (1986), article *the* should be before a noun which by reason of locality can represent only one particular thing. Lastly, the fifth example is seen as an error due to the omission of *do*, which is according to Dulay et al. (1982), the underuse

of negative forms in a sentence is taken as an error where this example should be written as *Do not care about it*. As stated by Thomson & Martinet (1986), auxiliary verbs should be contracted with not if the said auxiliaries are considered as negative contractions and therefore, by omitting the word *do* from the example is seen as an error.

### Third Person Singular Verb Incorrect

In this type of error, there are 17 cases of errors that appeared in the documents of summative assessment composed by the MGMP teachers. The representative data are shown below.

- Teacher greet Udin first
- Pinki Biswas sit at IX B
- In the class, the teacher ask the student's attention
- The poster teach us how to wash the hands correctly
- The text tell about cleanliness of the class

Bloch (1947) defines inflection of English verbs the processes by which various inflected forms are derived from underlying bases, for example, the word *waits* is said to be derived from *wait* by the addition of a suffix *-s*. The first given example exhibits the omission of *-s* from the sentence where the sentence should be written as *Teacher greets Udin first*. This example is, as stated before, violated the grammatical rules since according to Bloch (1947), when a subject in the third-person singular category, the suffix *-s* should be added to the corresponding verbs.

### Addition

**Table 3**

Error of Addition in Composing Summative Assessment

1	Addition	Simple Addition	5
	Total of Error		5

### Simple Addition

Aside from omitting, the MGMP teachers are also showed to add unnecessary parts of speech in composing summative assessment. This research discovered two data regarding this error, which are shown below.

- Match the meaning of the words in below
- Which are the sentences that indicates the expressions of asking information about personal identity?
- May be you just have to take some rest in orders to you get well soon.
- Where does he lives?
- Do this steps several times until the milk tea produces foam

In the first given example, it should be written as *Match the meaning of the words below* instead of adding additional preposition in the sentence, in this case, preposition *in*. Thomson & Martinet (1986) explained that prepositions are words normally placed before nouns or pronouns and it is used to describe people, things, or when we provide additional information about an action or situation such as time or place (Yule, 2006) and therefore, the addition of additional preposition in this example resulting in confusing sentence due to its overlapping preposition. The second example also showed an error in terms of overused *Be* in a sentence, where the sentence should be *Which sentence that indicates the expressions of asking information about personal identity?*. In the provided example, it is shown that the verb does not have any continuous form (*-ing*), which make the addition of *are* in the sentence is considered to be an error since based on Yule (2006), auxiliary *be* should be used when continuous forms (*-ing*) are present in a sentence.

The MGMP teachers also committed the error of addition in terms of adding unnecessary affixes of *-s* in a sentences that do not required the said addition. In the first example, it is seen that the writer added *s* in the phrase "...in order to", which is considered to be an error because as a purpose clause, it cannot be altered or added with any addition in any way. It is also stated by Yule (2006) that purpose clauses are used to describe goals or the intended outcomes of actions and therefore, the alteration of this clause is not seen as a correct act. The second example exhibited an error in terms of addition of *-s* on a verb in a question form where the sentence should be "*where does he live?*" since Yule (2006) explained that in question form, the addition of *-s* on a verb is not necessary and thus, this example is deemed as an error. Finally, the third example also bears similarity with the



first example as well as the difference where the correct sentence should be “*Do this step several times until the milk tea produces foam*”. It is shown that the writer added -s on a noun, which makes it as a plural noun since the previous word is *this*, the use of plural noun in this sentence is incorrect.

## Misformation

**Tabel 4**

Error of Misformation in Composing Summative Assessment

		Disagreement of Subject and Verb	12
1.	Misformation	<i>Be</i> Misused with <i>Do</i>	2
		Archi-Form	17
		Total of Error	31

### Disagreement between Subject and Verb

During the process of composing the summative assessment, it is shown that the MGMP teachers exhibited errors in terms of selecting proper subject for the verb and vice versa. The representative data are shown below.

- How old are him?
- Who are the teacher of SMP Negeri 1 Mananggu?
- The Expression of Attention, below are
- The write's purpose in writing the text is
- What does *the underline* mean?

In the given examples, there are five representative data that represent this sub-type of error. The first example is the incorrect use of *be* where in this context, the sentence should be “*how old is he?*”. It can be seen that the writer of the first example incorrectly used “*are*” instead of “*is*” because based on Yule (2006) argument that subject determines whether the verb is singular or plural and since the subject is a singular pronoun *he*, this is considered to be an error. The second example is shown to be similar to the first example where the writer of this example incorrectly used *be* in a sentence where the sentence should be “*Who is the teacher of SMP Negeri 1 Mananggu*” Furthermore, the third example also exhibited identical type of error with the first and second examples, which is the incorrect use of “*be*” in a sentence and because of this similarity, further explanation is no longer required.

The fourth example is the incorrect use of noun where in this case, the writer should write the sentence as “*The writer's purpose in writing the text is*”. This example is simply the incorrect use of noun where the writer used a verb instead of noun to indicate the one who wrote the text and therefore, this is considered as an error. The fifth example is included in error of misformation since this example used incorrect class of word where the sentence should be “*What does the underlined word mean?*”. In this sentence, the writer used an verb “*underline*” in the place of adjective “*underlined*”. As explained by Yule (2006), adjectives are single words that modify nouns and it should be placed before nouns or after linking verbs, such as “*be*” and “*seem*” while nouns are words that refers to object. Since the word “*text*” is considered as a noun, the use of the word “*underline*” is incorrect because, in this case, the use of adjective “*underlined*” is necessary because it acts as a modifier for the noun, which can be interpreted as “*the word that has underline below it*”.

### Be Misused with Do

Aside from the previous example, the MGMP teachers also showed another error in composing summative assessment, which is the misuse of “*be*” with “*do*”. Below are the discovered data.

- She isn't deserve it
- What is the students do, if they come late?

The first example is deemed as an error of misformation because in this sentence, the writer used “*isn't*” instead of “*doesn't*”, where the sentence should be “*She doesn't/does not deserve it*”. It is viewed as an error because Yule (2006) explained that the use of “*isn't*” is only suitable for continuous tense while in this case, the verb “*deserve*” is not in the form of continuous and therefore, it can be considered as an error. The second example also exhibits similar error where the writer of this example used “*is*” instead of “*do*”, where the example should be “*What do the students do, if they come late?*”. As stated before, it is viewed as an error because Yule (2006)



explained that the use of “*is*” is only suitable for continuous tense while in this case, the verb “*do*” is not in the form of continuous and therefore, it can be considered as an error.

### Archi-Form

In composing summative assessment, the MGMP teachers displayed the errors that categorized as archi-form. Dulay et al. (1982) explained that archi-form is the selection of one member of a class of forms to represent others in the class. This selection include selecting correct parts of speech during the composition process. Below are the representative data.

- a. He was born on December, 1995
- b. The dialogue above is the Expression to show understand
- c. Breathe exercise
- d. Using mask only on mouth is incorrectly
- e. how the Cinderella can attended the party?

Based on the findings, it can be seen that this error is considered as the most common error committed by the MGMP teachers. The first example is the incorrect use of preposition where the correct sentence should be “*He was born in December, 1995*”. It is taken as an error because Yule (2006) explained that “*on*” is used with a specific day, or part of a specific day, and dates while “*in*” is used before the names of months, seasons or years and by looking at this statement, it can be said that this example is incorrect. The second example displayed the incorrect use of noun where in this context, the example should be “*The dialogue above is the Expression to show understanding*”. The example is seen to overuse verb in this sentence and therefore, considered as an error. Similarly, the third example also displayed identical error where the writer incorrectly use of adjective where this example should be “*breathing exercise*”. According to Yule (2006), present participles “*breathing*” could be used as an participle adjective to describe the source or cause of an action or feeling and based on this statement, it can be said that the participle adjective “*breathing*” is used to describe the source noun “*exercise*” and therefore, this sentence could be interpreted as “*an exercise that focuses on breathing*”.

Likewise, the fourth example displayed similar error in terms of incorrect part of speech where this example should be “*Using mask only on the mouth is incorrect*”. It is viewed as an error because in this context, the “*be*” is considered as a linking verbs and it should be followed by a complement that describes or identifies the subject of a sentence and complements can be adjectives, noun phrases, or prepositional phrases (Yule, 2006). Based on the statement, since adverb is not one of the complements, the use of it is considered as an error. The fifth example is the error of misformation in terms of using past participle after modals where the sentence should be “*how can Cinderella attend the party?*”. Yule (2006) explained that modals should be used with the base form of the verb and therefore, this example is deemed as incorrect.

### Misordering

**Tabel 5**

Error of Misordering in Composing Summative Assessment

1.	Misordering	Incorrect Question Arrangement	5
Total of Error			5

### Incorrect Question Arrangement

In composing summative assessment, the MGMP teachers displayed the lack of understanding in terms of arranging the words based on the questions words formation since there are five errors that concern with their ability to construct a proper and understandable sentence. Below are the representative data

- a. Where the party will be held?
- b. Why Yuyan should make a shopping list?
- c. How the Cinderella can attended the party?
- d. What subjects that you will learn on thursday?
- e. Classify which are the connectors of sequence use in the recipe?

The first example should be “*Where will the party be held?*” because according to Yule (2006), with modals, the questions should be formed by putting the modal before the subject and since the example put the subject before the modals, it can be considered as an error. This explanation also applicable to the second, third, and fourth



examples where these examples put the subject before the modals, which then deemed the examples as an error. As for the fifth example, it can be seen that it displayed different arrangement that can be said as an error. This example should be “*which sequence connectors are used in the recipe?*” because as per Yule (2006) explanations, wh-questions should begin with wh-words (question words) and followed by asking for specific information. It is also can be considered as an error of misformation based on the use of “*which*” since, as explained by Yule (2006), when “*which*” is used as a subject, the main verb (*are*) should be put after it and hence, the addition of this example into the error of misordering.

The second research question is answered by utilizing thematic analysis in order to discover the common themes in the teacher’s perceptions. Also, it aims to confirm the assumptions made in the previous paragraph regarding the grammatical errors committed by the MGMP teachers in composing summative assessment and after conducting the interview. it is found that the MGMP teachers perceive the errors in composing of summative assessment to be common due to their lack of English comprehension, references, and quality control.

### Lack of English Comprehension

In composing summative assessment, especially in English, a teacher is required to possess a sufficient amount of English comprehension in order to compose a grammatically-correct document, which include their understanding regarding grammar rules. Therefore, a lack of English comprehension is seen as one of the causes of grammatically-incorrect composition of summative assessment.

Participant 1 answered that in composing summative assessment, they encountered a problem in terms of utilizing proper grammar and language since the document of assessment would be in English and therefore, correct grammatical rules is necessary. The answer is below.

*“Penentuan correct grammar dan bahasa yang mudah dimengerti”.*

*“Selection of correct grammar and easy-to-understand language”* (Researcher translation)

Similarly, Participant 2 also answered that in constructing summative assessment, they found out that the use of appropriate grammar rules is deemed to be necessary and therefore composing a grammatically-incorrect document of assessment would lead those who are being assessed to be confused. The answer is shown below.

*“Penggunaan tata bahasa Inggris yang baik dan benar”*

*“Use of good and correct English grammar”* (Researcher translation)

As seen in the aforementioned answers, it can be said that in composing summative assessments, the MGMP teachers are shown to be difficult in constructing proper assessments that follow appropriate grammar rules. Composing grammatically-correct assessment would result in a more reliable assessment since as stated by Maba et al. (2018) constructing appropriate assessment is essential in developing the assessed students to their fullest potential and therefore, providing low-quality assessment to the students might affect their development.

### Lack of References

It is stated by the MGMP teachers that in composing summative assessment, they seemed to use references in guiding them through the process of construction. However, based on the answers, it is found out that the MGMP teachers are usually stuck in the construction process due to the lack of references. One of the answers came from participant 4 who stated that lack of references made them had a hard time in composing the assessment. The answer is shown below.

*“Saat proses penyusunan, kadang-kadang saya mengalami kesulitan karena kurangnya referensi soal dimana hal ini membuat saya agak bingung dengan penysusunannya. Selain itu, penentuan soal HOTS dan LOTS juga kadang masih membuat saya bingung.”*

*“During the preparation process, sometimes I had difficulties due to the lack of reference questions which made me a bit confused about the preparation. In addition, the determination of the HOTS and LOTS questions sometimes still confuses me.”* (Researcher translation)

Participant 5 also stated that in composing summative assessment, finding suitable texts for children is deemed to be hard since children required suitable language or even instructions in order to be assessed properly. The answer is shown below.

*“Mencari jenis teks yang sesuai dengan lingkungan belajar peserta didik”*

*“Looking for the type of text that suits the learning environment of students”* (Researcher translation)

Participant 6 also stated that they had a hard time in deciding and constructing understandable text for children since students might not understand the instruction of the assessments, which could lead into confusion.

*"Sulit menentukan apakah siswa paham atau tidak dengan soal yang di susun. Karena terkadang banyaknya siswa yg sulit memahami perintah soal"*

*"It is difficult to determine whether students understand or not with the questions that are arranged because sometimes there are many students who find it difficult to understand the command questions."* (Researcher translation)

Based on the given answers, aside from having a hard time in composing summative assessments due to the limited grammatical comprehension, the MGMP teachers are also shown to be hindered in composing the assessment in terms of references. While references are presumed to be possibly not necessary in constructing an assessment, it is assumed to be important since references can be equated with prior knowledge and because it has long been considered the most important factor influencing learning and student achievement (Hailikari et al., 2008), the lack of it might cause an unwanted result.

### **Lack of Quality Control**

Based on the collected interview, it is showed that during the composition process of summative assessment, the MGMP teachers were seemed to be undergoing some sort of quality control but with a lesser degree where the results in the previous findings did not reflect the intended outcomes. Thus, it is safe to say that the quality control conducted by the MGMP teachers did not showed adequate results in terms of grammar. Participant 2 stated that they asked their peers to control the quality of their composed summative assessments. The answer is shown below.

*"Kalau untuk soal US biasanya kami melakukan kualitas grammar melalui diskusi dengan rekan guru sesama penyusun soal."*

*"For US questions, we usually do grammar quality through discussions with fellow teachers who write questions."* (Researcher translation)

Similarly. Participant 3 also stated that they online media, in this case google translate in order to ensure the grammar quality of the composed summative assessment.

*"Tidak ada. kebetulan di sekolah saya hanya memiliki satu orang guru bahasa Inggris. Jadi saya tidak melakukan checking grammar ke teman lain. Jadi ketika ada yang ragu dalam penggunaan grammar ataupun bentuk soalnya saya hanya mengandalkan Google sebagai sumber informasi."*

*"There is no such thing and coincidentally, my school only has one English teacher, so, i don't check grammar to other friends. So, when someone has doubts about the use of grammar or form, I only rely on Google as a source of information."* (Researcher Translation)

Participant 7 also stated that in composing summative assessment, they tried to do the quality control by relying on online grammar checker to do so. The answer is shown below.

*"Ya. Kalau saya ragu dengan grammar yang saya buat sendiri, saya sering cek di grammar check online."*

*"Yes. If I have doubts about the grammar that I make myself, i often check the grammar check online."* (Researcher Translation)

Based on the given answers, the MGMP teachers tended to commit grammatical errors in composing summative assessment due to the lack of proper quality control during the construction process since errors were still presented even after their consultation with their peers. The answers implied that the MGMP teachers did not have eligible resources of those who have the capability of conducting adequate grammar quality control. Therefore, it is safe to assume that grammar quality control conducted by the teachers is not an obligation and just an initiative originated from the teachers themselves.

After conducting this research, it is found that the most committed error by the participant is the error of omission, specifically omission of parts of speech, which can be seen from the discovered data. This error is caused mainly by the lack of quality control among the MGMP teachers. In this research, there are several previous studies that showed different results from this research. Based on the studies conducted by Krishnasamy (2015), it can be seen that there is a noticeable difference between the said study and this research where it found that the most committed errors is grammatical errors in terms of tenses. The second previous study, conducted by Mohammed & Abdalhussein (2015) also exhibited difference in terms of result since it solely focuses on English articles rather than various types of error. Furthermore, this research limits its scope from discovering the reason behind the error itself and thus, further showing the difference between the previous studies and this research. It is worth to





note that the difference in the findings is resulted from the different focus and therefore showed different results since the previous studies focus on the specific errors without categorizing the errors based on the surface strategy taxonomy proposed by Dulay et al. (1982).

### Conclusions

The total of grammatical error in composing summative assessment is 85 cases, which can be divided into four types of error: omission, addition, misformation and misordering. The most errors committed by the participants is error is omission that is amounted to 44 errors. This type of error refers to the absence of an item which must be present in a well-formed sentence. The second most committed error is misformation where teachers usually supplying incorrect form of morphemes or structures. The last most committed error are addition and misordering, both are five cases, where some teachers tend to add some unnecessary form of morphemes and mismatch or put the words in a wrong order, respectively.

### Suggestions

The researcher considered some suggestions in order to improve the understanding towards the grammar since well-constructed assessment will uncover students' potential in an intended way because an assessment that does not follow grammatical rules might be resulted in an unwanted way. Teachers, especially the MGMP teachers, are suggested to improve their understanding by learning more about grammar in order to increase their control over grammar itself. It is also suggested to the committee of MGMP to provide a resource, such as experts in grammatical field, since such action is expected to ensure the quality of the composed summative assessment.

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