

Analysis of Grammatical Errors in English BI Reports Written By Eleventh-Grade Hospitality Students of SMK Negeri 2 Kuta Selatan

I Gede Esa Ananda^{1*}, I Wayan Simpen², Ni Ketut Widhiarcani Matradewi³

¹⁻³Department of Linguistics, Faculty of Humanities, Universitas Udayana, Indonesia,

*Corresponding Author: esaananda43@gmail.com

Abstract: This study investigates grammatical errors in English BI Reports written by eleventh-grade hospitality students at SMK Negeri 2 Kuta Selatan. The study aims to identify the types of grammatical errors and determine the most dominant errors in students' writing. A descriptive qualitative design was employed, involving 111 students from three hospitality classes. Data were collected from students' BI Reports and analyzed through error identification, classification, and frequency calculation. The errors were categorized into seven types: tenses, subject-verb agreement, plural forms, articles, sentence structure, prepositions, and word order. A total of 111 grammatical errors were identified. Tense errors were the most frequent, accounting for 21 errors (18.92%), followed by subject-verb agreement and plural errors (18 errors each, 16.22%), article and sentence structure errors (17 errors each, 15.32%), and preposition and word order errors (10 errors each, 9.01%). The findings indicate that students continue to experience difficulties applying English grammar, particularly the simple past tense, mainly due to Indonesian language interference and limited grammatical knowledge. These results highlight the need for contextual grammar instruction and writing practice tailored to hospitality contexts to improve students' grammatical accuracy.

Keywords: BI Report; English Writing; Error Analysis; Grammatical Errors; Grammatical Interference.

1. Introduction

Writing is one of the most important language skills in learning English because it enables learners to communicate ideas, experiences, and information in a structured and meaningful way. In English as a Foreign Language (EFL) contexts, writing is often considered one of the most challenging skills since it requires learners to apply various linguistic components simultaneously, including vocabulary, grammar, spelling, and sentence organization. Among these components, grammar plays a crucial role in ensuring that written messages are conveyed accurately and effectively. Without adequate grammatical competence, learners may experience difficulties in producing comprehensible and acceptable written texts.

Grammar refers to the system of rules that governs how words are combined to form meaningful sentences. According to Brown (2007), grammatical competence is an essential component of communicative competence because it enables learners to produce language accurately and appropriately. Similarly, Thornbury (1999) states that grammar provides the structural foundation necessary for effective communication. Therefore, mastery of grammatical rules is indispensable for students who are expected to produce academic and professional written texts in English.

Despite the importance of grammar, many EFL learners continue to experience difficulties in applying grammatical rules in writing. These difficulties often result in grammatical errors, which are deviations from the standard rules of the target language. According to Ellis (1997), grammatical errors are a natural part of second language acquisition because learners are still developing their

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knowledge of the target language system. Error analysis has therefore become an important area of applied linguistics research because it helps identify learners' difficulties and provides insights into the language learning process.

One of the factors contributing to grammatical errors is language interference. Language interference occurs when learners transfer linguistic features from their first language to the target language. Weinreich (1970) explains that interference arises when elements of one language influence the production of another language, resulting in deviations from the target language norms. In the Indonesian context, grammatical interference frequently occurs because Indonesian and English have significantly different grammatical systems. Indonesian verbs do not change according to tense, subject-verb agreement is absent, and articles such as *a*, *an*, and *the* are not used. Consequently, Indonesian learners often transfer these grammatical patterns into English writing. At vocational high schools, particularly in hospitality programs, students are required to write various types of reports in English. One of these reports is the BI Report, which documents students' experiences and activities during industrial internships. Since BI Reports describe activities that have already occurred, they should predominantly use the simple past tense and other appropriate grammatical structures. However, observations indicate that students frequently make grammatical errors when writing these reports, which may affect the clarity and accuracy of the information presented.

Previous studies have examined grammatical errors in EFL writing and identified common problems related to tenses, subject-verb agreement, articles, plural forms, and sentence structure (Brown, 2007; Ellis, 1997). Other studies have emphasized the influence of first-language interference on learners' written production (Weinreich, 1970; Selinker, 1972). Although grammatical error analysis has been widely investigated, studies focusing specifically on grammatical errors in English BI Reports written by hospitality students remain limited. Furthermore, little attention has been given to identifying the dominant grammatical errors occurring in vocational-school report writing contexts. To address this gap, the present study aims to analyze grammatical errors found in English BI Reports written by eleventh-grade hospitality students of SMK Negeri 2 Kuta Selatan. Specifically, the study seeks to identify the types of grammatical errors and determine the most dominant error category found in students' writing. The findings are expected to contribute to the field of applied linguistics, particularly error analysis research, and provide pedagogical insights for improving grammar instruction and English writing practices in vocational education settings.

2. Literature Review

Previous studies Previous studies have consistently shown that grammatical errors remain one of the most common problems faced by English as a Foreign Language (EFL) learners in writing activities. Research on students' written production indicates that learners frequently experience difficulties in applying grammatical rules accurately, particularly in the areas of tenses, subject-verb agreement, articles, plural forms, prepositions, and sentence structure. These difficulties are often associated with limited grammatical competence and the influence of learners' first language on the target language (Brown, 2007). Error analysis studies have therefore become important in identifying learners' linguistic difficulties and providing insights into the development of more effective English language instruction.

A considerable body of research has reported that grammatical interference from the mother tongue significantly contributes to students' writing errors. Studies conducted in EFL contexts reveal that learners tend to transfer grammatical patterns from their first language into English, resulting in systematic errors. Since Indonesian does not require verb changes based on tense, subject agreement, or article usage, Indonesian learners frequently experience difficulties when applying these grammatical features in English writing. Previous studies have found that tense errors are among the most frequently occurring grammatical errors, followed by subject-verb agreement, article usage, and plural forms, indicating the strong influence of first-language structures on second-language production (Weinreich, 1970; Selinker, 1972).

Several studies investigating grammatical errors in students' writing have also reported similar findings. Research conducted on recount texts, descriptive texts, and narrative texts consistently found that tense misuse was the dominant error category due to students' inability to apply appropriate verb forms according to time references. Other studies identified errors in subject-verb agreement, sentence structure, and article usage as recurring problems among secondary school learners. These findings suggest that

grammatical errors are not random mistakes but systematic patterns reflecting learners' developing interlanguage competence and incomplete mastery of English grammar.

Despite the growing number of studies on grammatical errors in EFL writing, most previous research has focused on general writing genres such as descriptive, narrative, and recount texts. Limited attention has been given to grammatical errors found in BI Reports written by vocational hospitality students. Furthermore, previous studies have primarily emphasized the identification of grammatical errors without specifically examining the dominant error types occurring in hospitality-related report writing. Addressing this gap, the present study investigates grammatical errors found in English BI Reports written by eleventh-grade hospitality students of SMK Negeri 2 Kuta Selatan and focuses on determining the most dominant grammatical error category. The findings are expected to contribute to a better understanding of students' grammatical difficulties and provide pedagogical implications for English instruction in vocational education settings.

3. Purposed Method

This study employed a descriptive qualitative research design to investigate grammatical errors found in English BI Reports written by eleventh-grade hospitality students of SMK Negeri 2 Kuta Selatan. The study aimed to identify the types of grammatical errors and determine the most dominant error category in the students' writing. The participants consisted of 111 eleventh-grade hospitality students from three hospitality classes: XI Hospitality 1 (38 students), XI Hospitality 2 (38 students), and XI Hospitality 3 (35 students). A total sampling technique was employed because all students' BI Reports were included as the research data. The primary data consisted of English BI Reports written by the students during their industrial internship program. The reports were collected and analyzed to identify grammatical errors. Documentary analysis was used as the primary data collection technique since the study focused on examining written documents rather than observing classroom activities. Data analysis followed the error analysis procedures proposed by Ellis (1997). First, grammatical errors were identified from the students' BI Reports. Second, the errors were classified into seven categories: tense errors, subject–verb agreement errors, plural errors, article errors, sentence structure errors, preposition errors, and word order errors. Third, each error was tabulated and grouped according to its category. Finally, the frequency and percentage of each error type were calculated to determine the dominant grammatical error. The percentage of each grammatical error category was calculated using the following formula:

$$P = \frac{F}{N} \times 100\% \quad \text{.....(i)}$$

where P represents the percentage of errors, F is the frequency of a particular error type, and N is the total number of grammatical errors identified. The findings were interpreted descriptively to explain the occurrence of grammatical errors and their relationship to Indonesian language interference. To strengthen the analysis, this study employed the theory of language interference proposed by Weinreich (1970), the concept of interlanguage developed by Selinker (1972), and the error analysis framework introduced by Ellis (1997). These theoretical perspectives were used to explain how Indonesian grammatical structures influenced students' English writing and contributed to the grammatical errors found in their BI Reports.

4. Results and Discussion

The analysis of 111 grammatical errors found in English BI Reports written by eleventh-grade hospitality students of SMK Negeri 2 Kuta Selatan revealed seven categories of grammatical errors. The errors consisted of tense errors, subject-verb agreement errors, plural errors, article errors, sentence structure errors, preposition errors, and word order errors. The frequency and percentage of each error type are presented in Table 2.

Table 2. Frequency of Grammatical Errors.

No.	Type of Grammatical Error	Frequency (F)	Percentage (%)
1	Tenses	21	18.92
2	Subject–Verb Agreement	18	16.22
3	Plural	18	16.22
4	Articles	17	15.32
5	Sentence Structure	17	15.32

6	Prepositions	10	9.01
7	Word Order	10	9.01
Total 111		100.00	

The results indicate that tense errors were the most dominant grammatical errors, representing 18.92% of all errors identified in the students' BI Reports. Although the difference between tense errors and several other categories was relatively small, tense errors remained the highest frequency among all categories. This finding suggests that students experienced considerable difficulty in applying English tense rules when describing activities completed during industrial work practice.

Table 3. Representative Examples of Grammatical Errors

Error Type	Erroneous Form	Correct Form
Tenses	Yesterday I serve guest.	Yesterday I served the guest.
	Yesterday I welcome new guests.	Yesterday I welcomed new guests.
Subject–Verb Agreement	The hotel have many facilities.	The hotel has many facilities.
	The receptionist speak English.	The receptionist speaks English.
Plural	Many guest come to the hotel.	Many guests come to the hotel.
	There are many room.	There are many rooms.
Articles	I work in hotel.	I work in a hotel.
	Guest asked for towel.	The guest asked for a towel.
Sentence Structure	The room very clean.	The room was very clean.
	The guest very satisfied.	The guest was very satisfied.
Prepositions	I worked at housekeeping department.	I worked in the housekeeping department.
	I was responsible in cleaning rooms.	I was responsible for cleaning rooms.
Word Order	Guest foreign many.	Many foreign guests.
	Facilities hotel complete.	Complete hotel facilities.

The examples presented in Table 3 illustrate the grammatical errors identified in students' BI Reports. The errors reflect students' difficulties in applying English grammatical rules and demonstrate the influence of Indonesian grammatical structures on English writing.

Tense Errors

Tense errors accounted for 21 occurrences (18.92%). Most errors involved the incorrect use of the simple past tense. Students frequently used the base form of verbs even when referring to past events. Examples of errors included: "Yesterday I serve guest."; "Yesterday I welcome new guests."; "Last week I work in housekeeping." The correct forms should be: "Yesterday I served the guest."; "Yesterday I welcomed new guests."; "Last week I worked in housekeeping."

These errors indicate that students had not fully mastered verb inflection in English. Since Indonesian verbs do not change according to time reference, students tended to transfer Indonesian grammatical patterns into English. They assumed that temporal markers such as yesterday or last week were sufficient to indicate past events without changing the verb form. The dominance of tense errors reflects strong first-language interference and supports Selinker's (1972) concept of interlanguage, in which second-language learners construct temporary language systems influenced by their native language.

Subject-Verb Agreement Errors

Subject-verb agreement errors were the second most frequent category, occurring 18 times (16.22%). These errors involved the incorrect matching of verbs with singular or plural subjects. Examples included: "The hotel have many facilities."; "The receptionist speak English."; "The staff work very hard." The correct forms are: "The hotel has many facilities.";

“The receptionist speaks English.”; “The staff works very hard.”.

These errors demonstrate that students had difficulty applying agreement rules between subjects and verbs. Indonesian grammar does not require verb changes based on the subject; therefore, learners often use the same verb form regardless of whether the subject is singular or plural. The findings indicate that students focused more on conveying meaning than on maintaining grammatical accuracy, resulting in frequent subject-verb agreement violations.

Plural Errors

Plural errors also appeared 18 times (16.22%). Students often omitted plural markers when referring to more than one object. Examples included: “Many guest come to the hotel.”; “There are many room.”; Many facility are available; “The corrected forms are: “Many guest; come to the hotel; “There are many rooms.”; “Many facilities are available.”.

These errors show that students had difficulty applying English pluralization rules. Unlike English, Indonesian nouns generally do not change form to indicate plurality. Consequently, students often transferred Indonesian noun patterns into English writing and omitted plural markers such as -s and -es.

Article Errors

Article errors were found 17 times (15.32%). Students frequently omitted articles before singular countable nouns. Examples included: “I work in hotel.”; “I cleaned room.”; “Guest asked for towel.”; The correct forms are: “I work in a hotel.”; “I cleaned the room.”; “The guest asked for a towel.”.

These errors occurred because Indonesian does not have an article system equivalent to a, an, and the. As a result, students often viewed articles as unnecessary elements and excluded them from their writing.

The findings suggest that article usage remains one of the most challenging grammatical areas for Indonesian learners of English.

Sentence Structure Errors

Sentence structure errors occurred 17 times (15.32%). Most involved the omission of the verb to be in nominal sentences. Examples included: “The room very clean.”; “The guest very satisfied.”; “The hotel very comfortable.” The corrected forms are: “The room was very clean.”; “The guest was very satisfied.”; “The hotel was very comfortable.”.

These errors indicate that students transferred Indonesian sentence patterns directly into English. In Indonesian, nominal sentences can be constructed without a linking verb, whereas English requires a form of to be in such structures.

Preposition Errors

Preposition errors accounted for 10 occurrences (9.01%). Examples included: “I worked at housekeeping department.”; “I was responsible in cleaning rooms.”; “I served guests on the restaurant.”; The corrected forms are: “I worked in the housekeeping department.”; “I was responsible for cleaning rooms.”; “I served guests in the restaurant.”.

Preposition errors often resulted from direct translation from Indonesian. Students tended to select prepositions based on literal meaning rather than grammatical convention, leading to inappropriate preposition choices.

Word Order Errors

Word order errors were also found 10 times (9.01%). Examples included: “Room comfortable very.”; “Guest foreign many.”; “Facilities hotel complete.” The corrected forms are: “The room was very comfortable.”; “Many foreign guests.”; “Complete hotel facilities.”.

These errors demonstrate the influence of Indonesian syntactic patterns on English sentence construction. English generally requires adjectives to appear before nouns, whereas Indonesian commonly places descriptive words after nouns. Consequently, students often transferred Indonesian word order into English writing.

Discussion

Overall, the findings reveal that tense errors were the most dominant grammatical errors in students’ BI Reports, followed by subject-verb agreement and plural errors. The results indicate that grammatical difficulties were primarily associated with morphological features that do not exist in Indonesian, such as verb inflections, subject-verb agreement, article usage, and plural markers.

The findings support the theory of interlanguage proposed by Selinker (1972), which suggests that learners construct an intermediate linguistic system influenced by their first language. The recurring patterns found in all error categories demonstrate that Indonesian grammatical structures significantly affected students’ English writing performance.

Furthermore, the results suggest that grammar instruction in vocational schools should emphasize contextual grammar practice, particularly in hospitality-related writing tasks. Since BI Reports require students to describe past workplace experiences, greater attention should be given to the use of simple past tense, subject-verb agreement, and noun phrase construction. Through continuous writing practice and contextualized grammar instruction, students may develop greater grammatical accuracy and reduce the occurrence of similar errors in future report writing.

5. Conclusions

This article investigated the dominant grammatical errors found in English BI Reports written by eleventh-grade hospitality students of SMK Negeri 2 Kuta Selatan. The findings revealed that students produced a total of 111 grammatical errors distributed across seven categories, namely tenses, subject-verb agreement, plural forms, articles, sentence structure, prepositions, and word order. Among these categories, tense errors were identified as the most dominant type, accounting for 21 errors (18.92%), followed by subject-verb agreement and plural errors with 18 occurrences each (16.22%), article and sentence structure errors with 17 occurrences each (15.32%), and preposition and word order errors with 10 occurrences each (9.01%). The findings indicate that students still experience considerable difficulties in applying English grammatical rules when writing BI Reports, particularly in the use of simple past tense. Since BI Reports describe activities completed during industrial work practice, the frequent occurrence of tense errors suggests that students have not fully mastered the grammatical structures required for reporting past events. The analysis further revealed that many errors were influenced by the transfer of Indonesian grammatical patterns into English. The absence of verb inflections, article systems, and subject-verb agreement rules in Indonesian contributed significantly to the occurrence of grammatical errors in students' writing.

These findings support Selinker's (1972) theory of interlanguage, which explains that second-language learners often develop a temporary linguistic system influenced by their first language. The recurring and systematic nature of the errors demonstrates that Indonesian language interference remains a major factor affecting students' English writing performance. This article contributes to English language teaching in vocational school contexts by providing empirical evidence regarding the grammatical difficulties experienced by hospitality students in BI Report writing. The findings suggest that English instruction should place greater emphasis on contextualized grammar learning, particularly on simple past tense usage, subject-verb agreement, and noun phrase construction within hospitality-related writing activities. Through continuous writing practice and targeted grammar instruction, students may improve their grammatical accuracy and produce more effective professional reports. However, this article is limited to the analysis of grammatical errors found in BI Reports from one vocational school and focuses only on the dominant error categories. Future research is recommended to involve larger participant groups, compare students from different vocational programs, and examine the effectiveness of specific instructional strategies for reducing grammatical errors in English writing.

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