A CASE STUDY OF COMMON GRAMMATICAL ERRORS IN ENGLISH-BASED SERVICE DESCRIPTIONS AT FADHILAH EDUCENTER INDONESIA

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ABSTRACT

The purpose of this study is investigates common grammatical errors found in English-language service descriptions at Fadhilah Edu Center (FEC) Cibitung. The study focuses on identifying the types of grammatical errors, determining their frequency, and exploring possible factors contributing to their occurrence. This research employed a qualitative case study design using document analysis as the primary method of data collection. The data consisted of English-language service descriptions collected from official and publicly available FEC platforms. The data were analyzed using Error Analysis and classified based on the Surface Strategy Taxonomy proposed by Dulay, Burt, and Krashen, which categorizes errors into omission, addition, misformation, and misordering. The findings identified 112 grammatical errors in the analyzed service descriptions. Among the four categories, misformation was the most frequently occurring error, with 45 errors (40%), followed by omission with 28 errors (25%), misordering with 21 errors (19%), and addition with 18 errors (16%). The findings suggest that the grammatical problems were possibly related to limited grammatical knowledge, first-language influence, limited exposure to formal English writing, and inadequate proofreading and editing practices. However, these factors are considered possible contributing factors rather than confirmed causal factors. The study concludes that grammatical errors in institutional service descriptions can affect the accuracy, clarity, and professionalism of English-language communication. Therefore, FEC is recommended to implement systematic proofreading, grammar review, and standardized English-language guidelines when preparing and publishing its service descriptions. The findings are expected to contribute to the improvement of English-language accuracy in educational service communication and provide practical insights for similar educational institutions

Keywords: *grammatical errors, error analysis, surface strategy taxonomy, service descriptions, qualitative case study, Fadhilah Edu Center*

INTRODUCTION

English has become one of the most widely used languages in the world. It serves as a means of communication in various fields, including education, business, technology, and international relations. As globalization continues to grow, many educational institutions have adopted English to communicate with broader audiences through websites, brochures, and social media. In Indonesia, the increasing demand for English proficiency has encouraged many educational institutions to present their services in English to enhance their professional image and reach more prospective students.

Since English is often used as a medium of communication, the quality of written English has become increasingly important. One of the key aspects of effective writing is grammatical accuracy. Grammar helps writers express their ideas clearly and logically, making information easier for readers to understand. Conversely, grammatical errors can lead to misunderstanding, reduce the readability of a text, and negatively influence readers' perceptions of an institution. For educational institutions, where language is closely related to the services they provide, maintaining accurate and professional English is particularly important.

Although English has been taught in Indonesia for many years, grammatical errors remain common among English as a Foreign Language (EFL) users. Previous studies have shown that errors involving verb tenses, subject-verb agreement, articles, prepositions, plural forms, and sentence structure frequently appear in English writing. These grammatical problems are found not only in students' academic work but also in public texts such as advertisements, websites, and promotional materials. Therefore, investigating grammatical errors in authentic texts can provide useful insights into how English is used in real-life contexts and how the quality of written communication can be improved.

Fadhilah Educenter Indonesia is an educational institution that offers various educational services, including English programs. To introduce its services to prospective students, the institution provides English-language service descriptions on its promotional platforms. These descriptions serve not only as sources of information but also as representations of the institution's professionalism and language competence. Therefore, they are expected to use grammatically accurate and natural English.

Based on the researcher's preliminary observation, however, several grammatical errors were identified in a number of English service descriptions published by Fadhilah Educenter Indonesia. Some sentences contain inaccuracies in grammar that may affect the clarity of the message and reduce the overall quality of the texts.

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Although these errors may not completely prevent readers from understanding the information, they can influence the credibility and professional image of the institution, particularly because it operates in the field of education.

Previous research has primarily focused on grammatical errors in students' writing, such as essays, paragraphs, and other academic assignments. In contrast, studies examining grammatical errors in institutional promotional texts, especially those produced by educational institutions in Indonesia, remain limited. This gap highlights the need for further research on authentic English texts used for institutional communication.

Considering the importance of grammatical accuracy in educational promotion and the limited number of studies in this area, the researcher intends to investigate the grammatical errors found in the English-language service descriptions of Fadhilah Educenter Indonesia. This study is limited to identifying and analyzing the common grammatical errors appearing in the selected service descriptions. It is expected that the findings will contribute to improving the quality of English promotional materials and provide useful references for future studies on error analysis. Therefore, this research is entitled **"A Case Study of Common Grammatical Errors in English-Language Service Descriptions at Fadhilah Educenter Indonesia."**.

RESEARCH METHOD

This study employed a qualitative approach using a case study design to gain an in-depth understanding of the grammatical errors in English-language service descriptions published by Fadhilah Educenter Indonesia. A qualitative case study design was selected as it allows for a comprehensive, context-rich examination of language phenomena in their natural setting rather than measuring them statistically. Data were analyzed through Error Analysis principles, which involved identifying, classifying, and describing the grammatical errors present in the texts..

RESULTS AND ANALYSIS

1. Types of Grammatical Errors

The first sub-focus of this study concerns the types of grammatical errors found in the English-language service descriptions published by Fadhilah Educenter Indonesia. Based on the analysis, four types of grammatical errors were identified according to the Surface Strategy Taxonomy of Dulay, Burt, and Krashen (1982). These were omission, addition, misformation, and misordering.

a. Omission Errors

Omission errors occurred when a grammatical element that was required in the target form was absent from the sentence. In the analyzed service descriptions, omission errors were found in several grammatical areas, including article usage, auxiliary verbs, prepositions, infinitive markers, and plural markers.

For example, the sentence:

“We provide best learning system for students.” was corrected as:

“We provide the best learning system for students.”

The error involved the omission of the definite article “the” before the superlative adjective “best.” The absence of the article resulted in a grammatical form that did not conform to standard English usage.

Another example was:

“Students able to improve English skill quickly.”

which was corrected as:

“Students are able to improve their English skills quickly.”

In this example, the auxiliary verb “are” was omitted. The original sentence therefore lacked the grammatical element required to form the construction “be able to.” The noun “skill” was also changed to “skills,” and the possessive determiner “their” was added in the corrected version.

The occurrence of omission errors indicates that required grammatical elements were not consistently included in some of the service descriptions. The omitted elements included articles, auxiliary verbs, infinitive markers, and morphological markers.

b. Addition Errors

Addition errors occurred when an unnecessary grammatical element was included in a sentence. The analysis identified addition errors involving grammatical elements such as auxiliaries, articles, prepositions, and other forms.

An addition error may occur when a writer applies a grammatical rule in a context where the rule is not required. For example, the unnecessary use of an auxiliary verb may produce an ungrammatical construction such as:

“He is can speak English.” The corrected form is: “He can speak English.”

In this example, the auxiliary "is" is unnecessary because the modal auxiliary "can" is followed directly by the base form of the verb.

The findings show that addition errors were present in the service descriptions, although they occurred less frequently than misformation and omission errors. The presence of these errors indicates that some grammatical elements were inserted where they were not required by the grammatical structure.

c. Misformation Errors

Misformation errors occurred when an incorrect grammatical form was used in place of the appropriate target form. Based on the findings, misformation was the most frequently identified type of grammatical error in the analyzed service descriptions.

Misformation errors included problems involving verb forms, subject-verb agreement, verb tense, articles, word forms, and sentence structures.

For example:

"We offers flexible class time." was corrected as:

"We offer flexible class times."

The verb "offers" is incorrectly inflected because the subject "we" requires the base form "offer." This example demonstrates a subject-verb agreement problem involving an incorrect verb form.

Another example is:

"Our teacher is professional and have many experience in teaching."

The grammatical problems in this sentence involve the relationship between the subject and verb as well as noun form. The sentence requires appropriate agreement and noun formation to conform to standard English grammar.

The relatively high occurrence of misformation errors indicates that incorrect grammatical forms were a prominent problem in the analyzed texts. These errors were particularly visible in the use of verbs and other grammatical forms.

d. Misordering Errors

Misordering errors occurred when grammatical elements were placed in an incorrect order within a sentence. The analysis identified misordering errors involving word order, verb patterns, and the arrangement of sentence elements.

For example:

"for make student easy understand English" was corrected as:

"to make students easily understand English."

The original expression contains an inappropriate verb pattern and an incorrect arrangement of grammatical elements. The corrected version uses the infinitive "to make," the plural noun "students," and the adverb "easily" in an appropriate position.

Misordering errors may make a sentence sound unnatural and may reduce the clarity of the intended message. Although these errors occurred less frequently than misformation and omission errors, they still contributed to grammatical inaccuracy in the service descriptions.

Based on the analysis, the first sub-focus resulted in the identification of four major grammatical error types: omission, addition, misformation, and misordering.

2. Frequency and Distribution of Grammatical Errors

The second sub-focus concerns the frequency and distribution of the grammatical errors identified in the English-language service descriptions. The frequency was calculated by counting the occurrences of each error type identified during the analysis.

Table 4.1 presents the distribution of the four grammatical error types.

No.	Type of Error	Frequency	Percentage
1	Omission	28	25%
2	Addition	18	16%
3	Misformation	45	40%
4	Misordering	21	19%
Total		**112**	**100%**

The table shows that **misformation errors were the most frequent type**, with 45 occurrences or 40% of the total errors. Omission errors were the second most frequent, with 28 occurrences or 25%. Misordering errors accounted for 21 occurrences or 19%, while addition errors were the least frequent, with 18 occurrences or 16%.

The distribution demonstrates that the errors were not evenly distributed across the four categories. Misformation represented the largest proportion of the identified errors, while addition represented the smallest proportion.

Figure 4.1. Distribution of Grammatical Error Types

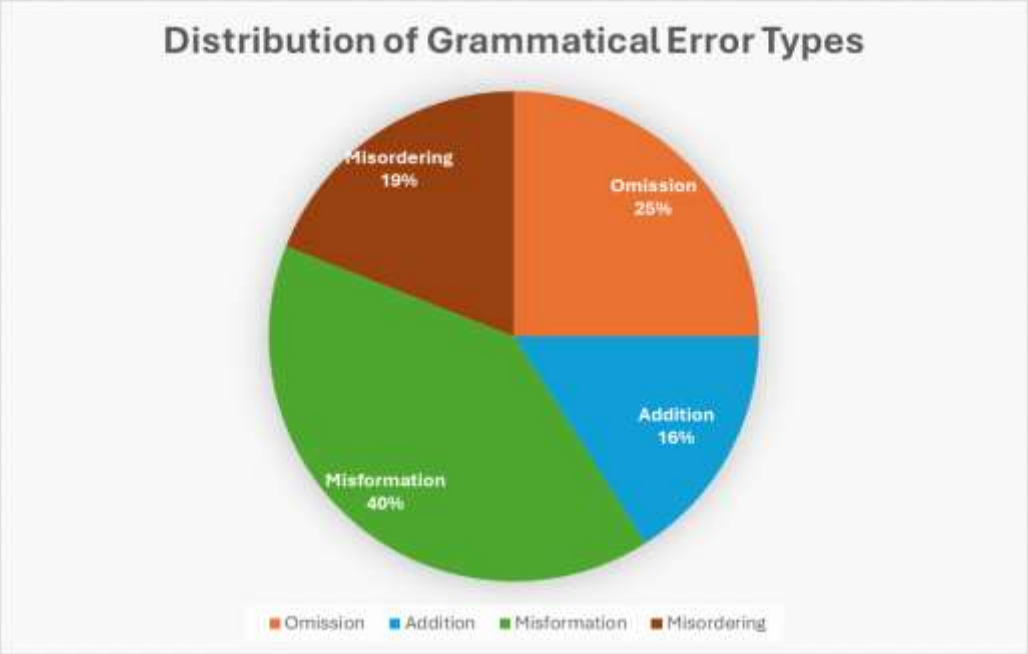
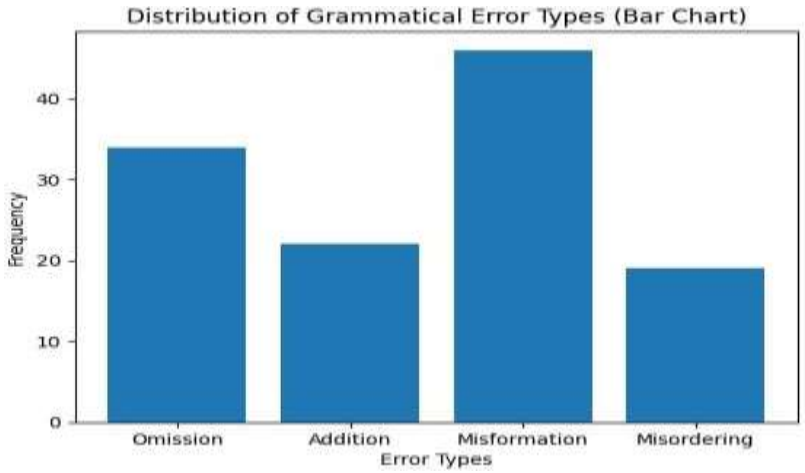


Figure 4.2. Percentage Distribution of Grammatical Error Types



The frequency distribution shows that misformation errors constituted the largest category of grammatical errors in the analyzed service descriptions. The findings also show that omission errors occurred considerably more frequently than addition errors. Misordering errors occupied the third position in terms of frequency.

In addition to the four main error categories, the analysis identified several grammatical areas in which errors occurred. These included subject-verb agreement, verb tense and form, article usage, prepositions,

pluralization, and word order. These grammatical areas were considered during the identification and classification process and helped describe the linguistic characteristics of the errors.

3. Possible Causes or Contributing Factors of the Grammatical Errors

The third sub-focus concerns the possible causes or contributing factors associated with the grammatical errors found in the English-language service descriptions. Since the present study analyzed written documents and did not collect interview data from the writers of the service descriptions, the possible causes discussed in this section are interpretations based on the patterns found in the written data. Therefore, they should not be understood as directly confirmed causes.

Based on the grammatical patterns identified in the data, several possible contributing factors can be considered.

a. Limited Grammatical Knowledge

The occurrence of repeated errors in subject-verb agreement, verb forms, articles, and other grammatical structures may indicate possible difficulties in applying English grammatical rules consistently.

For example, the occurrence of forms such as “we offers” suggests difficulty in selecting the appropriate verb form according to the subject. Similarly, omissions of articles and auxiliary verbs indicate that some required grammatical structures were not consistently applied.

Therefore, limited control or incomplete mastery of particular grammatical structures may be one possible factor contributing to the occurrence of errors.

b. Possible First-Language Influence

Some grammatical patterns, particularly errors involving word order and sentence construction, may be consistent with possible influence from the writers' first language. Differences between Indonesian and English grammatical structures may contribute to difficulties when constructing English sentences.

For example, some misordering errors involve the arrangement of verbs, objects, and modifiers in ways that do not correspond to standard English syntax. However, because the present study did not investigate the writers' language-production processes through interviews or other direct evidence, first-language influence cannot be established as a confirmed cause. It can only be considered a possible contributing factor based on the observed linguistic patterns.

c. Limited Exposure to Formal English Writing

Another possible contributing factor is limited exposure to formal English writing. Institutional service descriptions require grammatical structures that may differ from the informal English commonly encountered in everyday communication.

The presence of recurring errors in verb forms, articles, sentence structures, and other grammatical features may indicate that the writers need greater exposure to examples of professionally written English. Regular exposure to accurate English texts may help writers become more familiar with standard grammatical patterns.

d. Inadequate Proofreading and Editing

The occurrence of multiple grammatical errors in published institutional materials may also indicate the possible absence of a consistent proofreading or editing process before publication.

Some of the identified errors could potentially have been detected through a systematic grammar review. Repeated errors in verb agreement, articles, plural forms, and sentence structure suggest that the texts may benefit from an additional stage of grammatical checking before they are published.

However, the present study did not examine the institution's internal writing or editing procedures. Therefore, inadequate proofreading should be regarded as a possible contributing factor rather than a confirmed cause.

e. Summary of Possible Contributing Factors

Based on the findings, the grammatical errors may be associated with several possible contributing factors, including limited grammatical knowledge, possible first-language influence, limited exposure to formal English writing, and inadequate proofreading or editing.

These factors are inferred from the recurring linguistic patterns identified in the documents. They are not presented as directly verified causes because the study focused on document analysis rather than interviews with the writers. The findings

therefore provide possible explanations for the observed grammatical patterns while maintaining the limitations of the research design.

CONCLUSION

Based on the findings and discussion, three conclusions can be drawn regarding the types, frequency and distribution, and potential causes of grammatical errors found in the English-language service descriptions published by Fadhilah Educenter Indonesia.

1. **Types of Grammatical Errors**

Based on Dulay, Burt, and Krashen's (1982) Surface Strategy Taxonomy, all four error types were identified: omission, addition, misformation, and misordering. Omission involved the absence of required grammatical elements, addition referred to the inclusion of unnecessary elements, misformation occurred when incorrect forms were used, and misordering pertained to incorrect word order. The presence of all four types demonstrates that grammatical issues in the service descriptions were diverse and spanned multiple structural levels.

2. **Frequency and Distribution of Grammatical Errors**

A total of 112 grammatical errors were identified from the dataset. Misformation was the most dominant type, accounting for 45 occurrences (40%), followed by omission with 28 occurrences (25%), misordering with 21 occurrences (19%), and addition with 18 occurrences (16%). These figures indicate that choosing and constructing correct grammatical forms posed the primary challenge. Consequently, proofreading efforts should prioritize verb forms, subject-verb agreement, tenses, and word choices.

3. **Possible Causes or Contributing Factors**

Linguistic patterns in the documents suggest several potential contributing factors: limited grammatical mastery, first-language (L1) transfer, limited exposure to formal English writing, and insufficient proofreading. However, because this study relied strictly on document analysis without directly examining the writers' processes or intentions, these factors serve as plausible explanations rather than definitive causes. Overall, the errors likely stemmed from a combination of linguistic and operational factors during text preparation..

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