

ABSTRACT

Unlike spoken language, written language is more organized since it needs more strictly grammatical structure. Each word that composes sentences in a written language must base on the exact patterns of the grammatical rules of the language.

It is not easy to write grammatically, especially in a language outside the mother tongue, a second language for instance. People then often find some problems when they are working on their second language writing.

This phenomenon also occurs in students of the English Department of Airlangga University who use English as a second language. Students always face some writing problems concerning the use of the correct structure of English. They somehow construct errors in grammar of their sentence formations of the written works.

Regarding to this, the writer would like to analyze what kinds of grammatical errors commonly happen in the students' writings and why those errors are made by the students.

By using descriptive analysis method, the writer who gets the data from the field research by doing direct observation and interview, finds out that there are some grammatical features that may constitute errors such as agreement, prepositions, articles, verb to be, tenses, and word order.

The interference of students' native language influences the main causes of those errors. It cannot be avoided since the nature of the second language is very much distinct from their native language. Besides, the students' own carelessness, their unwillingness to read a lot, and the lack of linguistic competence are other factors that cause such errors in grammar.

Thus, to prepare students in developing their writing skills, it is necessary for students to encourage themselves to master linguistic knowledge, to do a lot of practices and to keep reminding themselves of the common predicted errors so that the making of the same grammatical errors can be reduced.