



## Analysing Grammar Errors in Malay Language Learning

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### ABSTRACT

This study aims to describe the grammatical errors in an analysis of a Malay language course assignment. It focuses on several local students who enrolled on MPU3312 Malay Language course at a public university in Semester 1, 2020/2021 session. The study was conducted on 250 students, using scripts from their group assignment, namely Text Error Analysis Task (*Tugasan Analisis Kesalahan Teks*). A total of 25 samples of student assignments were analysed and described using Corder Error Analysis Theory. Findings show that students committed 79 types of grammatical errors. Errors in the orthographic (*ortografi*) aspect are the most common. Preposition (*Kata sendi nama*) errors and redundancy (*kelewahan*) were also distinctively found in the writing samples. There were also other types of grammatical errors identified, such as copular verb (*kata pemer*), "*ianya*", abbreviation (*singkatan*), affix (*imbuhan*), and word choice (*pemilihan kata*). The study has brought an understanding of the nature of typical grammatical errors in Malay language writing at the university.

**Keywords:** grammatical errors; Malay language; local students; tertiary level

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## **1 INTRODUCTION**

In contemporary society, education is valued as an ongoing activity that focuses on developing individual intellectual abilities. Educational activities are produced and expressed throughout a person's lifespan by his desire for knowledge and search for practical experiences. Based on an individual's age and training levels, education is commonly observed as a continuous and evolving process. The development of modern society is increasingly associated with the quality of an education system.

In facing the challenges of education today, the university cannot escape playing a role in individual development. The challenge for intellectual growth includes that of language proficiency. Priority in language proficiency in education needs to be emphasised because language is vital in any form of teaching and learning. Language is also an essential communication tool in human life (Kamaruddin Husin & Siti Hajar Abdul Aziz, 1997). Through language, a person can communicate or interact with other individuals. Communication can occur orally and in writing to convey information, desires, add knowledge, understand people, convey feelings and the like. Thus, a person with good language skills and mastery will have the ability and competence to communicate effectively.

According to Ab. Rahman Ab. Rashid & Yap (1999), the importance of Malay language as the national language described in Article 152 of the Federal Constitution. The Malay language serves as a liaison to many disciplines and not an obstacle to the arrival, development, and dissemination of knowledge. In realising this, Nik Safiah Karim (1995) described how the education ministry has been upholding the Malay language as a language of knowledge, thus establishing the need for the Malay language be made a compulsory course in local higher education institutions. It aims to make graduates skilled in upholding the Malay language as a language of knowledge.

Besides, the National Language Act 1963/1967 (revised 1971) and the existing Education Act has been functioning to protect the Malay language's interests as the national language and the country's official language (Fa'izah Abd. Manan et al., 2009). Accordingly, the Malay language has been made a compulsory subject, especially at the school level, following its position and role as a national language, official language, and a language of knowledge in Malaysia. At the tertiary level, most universities have established enrolment in a Malay Language course as a graduation requirement. International students are required to take courses in the Academic Malay language (Mohamad Baba, 2012).

## **2 PROBLEM STATEMENT**

According to Abd. Aziz Abd. Talib (2000), the teaching of grammar allows a student to master the Malay language. To produce grammatical sentences, knowledge in the field of grammar is beneficial to students. In Malaysia's education system, the grammatical aspect is highly emphasised, and it is used as a basis of language proficiency. Grammar is often taught in a planned manner to produce language accuracy. Enabling students to follow the teaching of grammar effectively is seen as a value to facilitate their understanding of the Malay language.

Grammar mastery among students is critical in the education system in Malaysia. Accordingly, grammatical mastery errors are fundamental to be known and identified by course instructors, especially in writing. It is expected that the knowledge about grammatical errors would lead toward efforts to rectify or overcome such errors. As the Malay language courses have been made compulsory at higher education institutions, the value of grammar mastery has increased and taken more seriously. Recognising the importance of Malay grammar proficiency among students in higher learning institutes, this study aims to describe types and patterns of grammatical errors made by university students. A preliminary survey of previous studies found that not many researchers have examined the Malay grammar errors involving local students in higher education institutions. Most studies focused on mastering the Malay language at the school level, including native speakers and other ethnic students.

A study by Shahidi A.H et al. (2016), for example, shows a profile of the Malay native speaker's disorders through the use of the word '*di*' in essay writing. This profile is highlighted through the findings of Error Analysis in its study data. The study data presented several grammatical confusions: using the word '*di*' in the writing of essays of 50 undergraduate students of Kulliyyah Science and Humanities (KIRKHS) International Islamic University Malaysia (IIUM). The findings showed that the participants had a problem of thinking confusion between the function of the word '*di*' as an affix or preposition. The confusion is classified as a result of the problem of 'error' as well as 'mistake'.

Jamayah Bujang & Fariza Khalid (2019) focused on the mastery of morphology (pronoun, adjective, compound, preposition, and copular verb) in Sarawak Malay pupils. This study was conducted in one of the National Secondary Schools in rural Sarawak, involving 100 students as a study sample. The results showed that the samples are still weak in morphology and require constant guidance from the Malay language teachers. The data showed that the achievement of preposition was at a low level and was followed by the mastery of copular verb, pronoun, and compound at a moderate level. Meanwhile, mastery of adjective is at a high level.

On the other hand, Nurul Adzwa Ahamad et al. (2020) focused on affix (*imbuhan*) errors in essay writing and correlation in terms of meaning based on the concept of grammatical sense. Their study involved thirty Form 4 students at a national secondary school in Negeri Sembilan. The study's findings show that 66 affix errors consist of noun formation affixes (*pembentukan imbuhan kata nama*) with 14 errors, verb formation affixes (*pembentukan imbuhan kata kerja*) with 41 errors, and adjective formation affixes (*pembentukan imbuhan kata adjektif*) with only one error. These errors also include those which did not use affixes on words that required affixes, amounting to four offences, and there were also six errors of missing affixes. Based on the findings, affix errors that have also been identified correlated with errors in meaning. When a student uses the wrong affix, the intended meaning could not be conveyed.

Amirra Shazreena and Vijayaletchumy Subramaniam (2019) studied the misuse of prefixes and suffixes among students in five Tamil National Type Schools (SJK), which also showed a low mastery of affix among respondents. Their results showed that 56% of the students did not master prefix {*men-*}, 62% of the students did not master prefix {*me-*}, 69% of the students did not master prefix {*meng-*}, and 72% of the other students did not master prefix {*meny-*}. The two researchers

associated such affix errors as an indication that students did not understand the requirements of the questions posed differently than not being accustomed to using "imbuhan" at home and school.

Based on previous studies' observations, it is clear that grammatical errors still occurred at both school and tertiary levels. The percentage of errors in every grammatical error presented in these studies has affected the learning of the Malay language grammar system. Thus, a study on language error analysis that focuses on grammatical aspects is conducted. This study is critical because the correct use of grammar can influence the grammatical sentence structure in writing. Therefore, the study of grammatical errors should be implemented based on observed problems.

### **3 PURPOSE OF THE STUDY**

The study aims to describe the grammatical errors in a systematic analysis conducted on a Malay language course assignment. More specifically, the study determines the types of Malay grammatical errors students make most often in learning the writing of the language.

### **4 MATERIALS AND METHOD**

This study applies two approaches, namely text analysis and findings writing. In the text analysis section, the researcher examines the group assignment answer script performed by the student, the Text Error Analysis Task (*Tugasan Analisis Kesalahan Teks*). In total, there are twenty-five student answer scripts used in this study. Among other things, in this assignment, each group of students must identify ten different grammatical errors. Students need to find grammatical errors in any official government circular. After they have successfully identified ten different grammatical errors, each group should correct and analyse the causes of the grammatical errors based on the grammatical formulas they have learned.

However, this study's primary focus is not on the ten grammatical errors students identify in this assignment. Instead, the analysis focuses on the students' writing style while analysing the errors to see if they could use correct and accurate grammar structures.

The analysis of this study was conducted based on Corder Error Analysis Theory (1973). According to Corder (1973), language errors are a learning process and can be solved. Corder has categorised significant offences against three groups. The first group, namely instructors, to show performance development. The second group, namely the researcher's language errors, shows language acquisition and student strategies. The third group is the students. They can learn the language mistakes they make. Based on the theory that has been selected, several procedures need to be followed after identifying the mistakes made by the students. The mistakes are explained. Then, the fault that has been identified will be determined by its frequency. The findings of the study will be presented quantitatively. Building on his previous work, according to Shahidi A.H et al. (2016), Corder (1974) uses three terms to distinguish language errors: lapses, error, and mistake.

- i) Lapses are language errors due to the speaker changing how to express something before the sentence is finished being uttered. For oral language, this type of error is termed as an 'a slip of the tongue'; in writing, this type of error is known as 'a slip of the pen.' This error occurs due to an accident and is overlooked by the speaker.
- ii) An error is a language error caused by a speaker violating a grammatical system. This error occurs because the speaker already has a grammatical set of one language confused with another grammar.
- iii) The mistake is a language error caused by the speaker not choosing the right word or expression for a particular situation. This error occurs because the speaker does not know how to use the grammar he knows.

According to Tarigan & Tarigan (1990), the terms **error** and **mistake** have almost synonymous meanings. Language errors are uses that violate the grammar of the language, while mistakes occur due to the individual attitude of the student. Language errors can be addressed with instructors' help through specialised training because the grammar system is already mastered. Language mistakes should be addressed because the students have not mastered the grammar system. The current study uses the term "language errors and mistakes" to analyse language errors in student assignments.

## 5 RESULTS AND DISCUSSION

A total of 25 student assignment scripts were sampled in this study. The samples were taken from students taking a general studies' course titled MPU3312 Malay Language course at Universiti Malaysia Sarawak (UNIMAS). MPU3312 Malay Language is a compulsory course to be taken by all local students in any year of study at the university as a prerequisite to graduate.

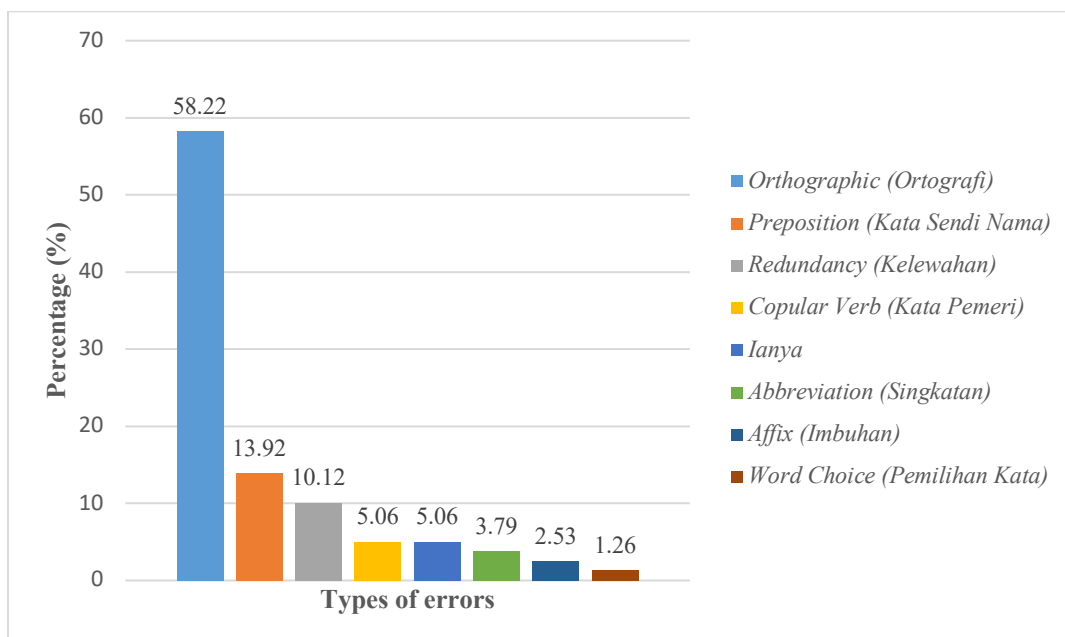
Based on 25 student assignment scripts, this study will identify and analyse students' grammatical errors. For this purpose, *Tatabahasa Dewan Edisi Ketiga* (2008) was chosen as the primary reference, while also referring to the website *Pusat Rujukan Persuratan Melayu* by *Dewan Bahasa dan Pustaka* (DBP), which is *prpm.dbp.gov.my*. 'Tatabahasa Dewan' is a book that describes the grammar of the Malay language. Malay Literary Reference Center, or *Pusat Rujukan Persuratan Melayu* (PRPM), is a service provided by *Dewan Bahasa dan Pustaka Malaysia* for Internet users to create a reference related to the Malay language (Dewan Bahasa dan Pustaka, 2017).

In total, there were 79 grammatical errors identified from 25 sample assignments. Each of these errors is sorted by type and then calculated in terms of frequency and percentage. All study samples' identification process found eight main types of grammatical errors. The errors are orthographic (*ortografi*), preposition (*kata sendi nama*), redundancy (*kelewahan*), copular verb (*kata pemerli*), *ianya*, abbreviation (*singkatan*), affix (*imbuhan*), and word choice (*pemilihan kata*). However, only the three highest types of errors in terms of frequency will be the main focus in the analysis of this study, namely orthographic (*ortografi*) errors, preposition (*kata sendi nama*), and redundancy (*kelewahan*).

**Table 1.** Types of grammatical errors

Type of Error	Frequency (Error)	Percentage (%)
Orthographic ( <i>Ortografi</i> )	46	58.22
Preposition ( <i>Kata Sendi Nama (KSN)</i> )	11	13.92
Redundancy ( <i>Kelewahan</i> )	8	10.12
Copular verb ( <i>Kata pemer</i> )	4	5.06
<i>Ianya</i>	4	5.06
Abbreviation ( <i>Singkatan</i> )	3	3.79
Affix ( <i>Imbuhan</i> )	2	2.53
Word choice ( <i>Pemilihan kata</i> )	1	1.26
<b>Total</b>	<b>79</b>	<b>100</b>

Based on Table 1, students' most common grammatical errors are orthographic errors, 46 errors. In this study, orthographic errors include punctuation errors (uppercase and lowercase) and spelling (this includes not translating the word in English into the Malay language). The second mistake is in terms of the use of prepositions, which is 11 errors. Students are also practising redundancy in their writing, with a total of eight errors were recorded. Aspects of the copular verb and the use of '*ianya*' each recorded four errors, followed by errors in the use of abbreviations (3), affix (2), and word choice (1).

**Figure 1.** Grammar errors by percentage (%)

## 6 ORTHOGRAPHIC ERRORS (KESALAHAN ORTOGRAFI)

Based on Figure 1 above, most students frequently committed orthographic errors in their task analysis section, accounting for 58.22% of the total number of errors identified. This study's orthographic errors include spelling errors (this includes not translating the word in English into the Malay language) and punctuation (uppercase and lowercase) (see Table 2 below).

**Table 2.** Orthographic errors

Sample	Error	Correction
1	<i>Walaupun bentuk kata tersebut mengandungi dua kata dasar tetapi tidak dianggap mantap sebagai satu <u>pekataan</u> yang utuh.</i>	<i>Walaupun bentuk kata tersebut mengandungi dua kata dasar tetapi tidak dianggap mantap sebagai satu <u>perkataan</u> yang utuh.</i>
2	<i>Dalam ayat <u>tersebh</u> menggunakan “atas” yang merujuk kepada arah, jadi “dari” lebih sesuai digunakan.</i>	<i>Dalam ayat <u>tersebut</u> menggunakan “atas” yang merujuk kepada arah, jadi “dari” lebih sesuai digunakan.</i>
2	<i>Frasa dalam bahasa bahasa <u>melayu</u> adalah bertentangan dengan bahasa <u>inggeris</u>.</i>	<i>Frasa dalam bahasa <u>Melayu</u> adalah bertentangan dengan bahasa <u>Inggeris</u>.</i>
3	<i>Menurut <u>kamus dewan</u> kata nama menerima empat jenis imbuhan: awalan, akhiran, apitan, dan sisipan.</i>	<i>Menurut <u>Kamus Dewan</u> kata nama menerima empat jenis imbuhan: awalan, akhiran, apitan, dan sisipan.</i>
5	<i>Kata majmuk “kenal pasti” dapat pengimbuhan masih <u>dijarakan</u>.</i>	<i>Kata majmuk “kenal pasti” dapat pengimbuhan masih <u>dijarakkan</u>.</i>
5	<i>Hukum D-M bermaksud <u>hokum</u> tentang cara kata-kata disusun/diatur supaya dapat membentuk frasa nama yang lengkap dan sempurna. Maksud: D – unsur <u>subject</u> ayat/pekara yang diterangkan manakala maksud M – unsur yang menerangkan <u>subject</u> (unsur pertama).</i>	<i>Hukum D-M bermaksud <u>hukum</u> tentang cara kata-kata disusun/diatur supaya dapat membentuk frasa nama yang lengkap dan sempurna. Maksud: D – unsur <u>subjek</u> ayat/pekara yang diterangkan manakala maksud M – unsur yang menerangkan <u>subjek</u> (unsur pertama).</i>

6	Menurut Kamus Dewan Edisi Ke-2 berulang-alik mestilah diletakkan kata sempang (-). <b><u>hal ini kerana</u></b> berulang-alik menghubungkan kata ganda dengan kata kerja.	Menurut Kamus Dewan Edisi Ke-2 berulang-alik mestilah diletakkan kata sempang (-). <b><u>Hal ini demikian kerana</u></b> berulang-alik menghubungkan kata ganda dengan kata kerja.
6	Menurut <b><u>artikal dari Cermelang</u></b> Bahasa dan Sastera (2012), penggunaan “dan” yang berulang adalah satu kesalahan dan hendaklah disertai dengan penggunaan “serta”.	Menurut <b><u>artikel daripada Cemerlang</u></b> Bahasa dan Sastera (2012), penggunaan “dan” yang berulang adalah satu kesalahan dan hendaklah disertai dengan penggunaan “serta”.
11	Menurut Dewan Bahasa dan Pustaka, kata majmuk merupakan <b><u>process</u></b> yang merangkaikan perkataan yang terdiri daripada dua atau lebih dan mewujudkan satu makna.	Menurut Dewan Bahasa dan Pustaka, kata majmuk merupakan <b><u>proses</u></b> yang merangkaikan perkataan yang terdiri daripada dua atau lebih dan mewujudkan satu makna.

In the orthographic errors section, the analysis found that students most often made spelling mistakes. For example, in Samples 1, 2, 5, and 6, there are errors in the spelling of *pekataan* (should be spelt 'perkataan'), *tersebuh* (should be spelt 'tersebut'), *dijarakan* (should be spelt 'dijarakkan'), *hokum* (should be spelt 'hukum'), *artikal* (should be spelt 'artikel') and *Cermelang* (should be spelt 'Cemerlang').

Apart from spelling mistakes, the analysis found that students also often make punctuation mistakes, whether using lowercase letters for particular nouns or not using uppercase letters after a full stop. According to *Tatabahasa Dewan Edisi Ketiga* (2008), particular nouns refer to a specific object's name, and its spelling must use capital letters. For example:

- 'Frasa dalam bahasa bahasa **melayu** adalah bertentangan dengan bahasa **inggeris.**' (Sample 2)

The correct sentence is as below:

- 'Frasa dalam bahasa **Melayu** adalah bertentangan dengan bahasa **Inggeris.**'

Also, students were found not using capital letters after the full stop in sentences. For example:



- *'Menurut Kamus Dewan Edisi Ke-2 berulang-alik mestilah diletakkan kata sempang (-). **hal ini kerana** berulang-alik menghubungkan kata ganda dengan kata kerja.'* (Sample 6)

The correct sentence is presented below:

- *'Menurut Kamus Dewan Edisi Ke-2 berulang-alik mestilah diletakkan kata sempang (-). **Hal ini demikian kerana** berulang-alik menghubungkan kata ganda dengan kata kerja.'*

Besides, students were found to have made mistakes by mixing English words in their writing. Examples of errors are as follows.

- *'Maksud: D – unsur **subject** ayat/pekara yang diterangkan manakala maksud M – unsur yang menerangkan **subject** (unsur pertama).'* (Sample 5)
- *'Menurut Dewan Bahasa dan Pustaka, kata majmuk merupakan **process** yang merangkaikan perkataan yang terdiri daripada dua atau lebih dan mewujudkan satu makna.'* (Sample 11)

The two examples of errors above should be corrected as follows:

- *'Maksud: D – unsur **subjek** ayat/pekara yang diterangkan manakala maksud M – unsur yang menerangkan **subjek** (unsur pertama).'*
- *'Menurut Dewan Bahasa dan Pustaka, kata majmuk merupakan **proses** yang merangkaikan perkataan yang terdiri daripada dua atau lebih dan mewujudkan satu makna.'*

## 7 PREPOSITION ERRORS (KESALAHAN KATA SENDI NAMA)

Preposition errors recorded the second-highest percentage, at 13.92% of the number of errors identified. There are two errors in using prepositions, namely the use of incorrect prepositions and incorrect spelling forms. Table 3 below shows examples of such errors.

**Table 3.** Preposition errors

Sample	Error	Correction
3	<i>Kata penegas ialah sejumlah ayat yang memberikan penekanan <b>pada</b> bahagian tertentu dalam ayat.</i>	<i>Kata penegas ialah sejumlah ayat yang memberikan penekanan <b>kepada</b> bahagian tertentu dalam ayat.</i>
3	<i>Kata pemerl 'Adalah' pula menunjukkan huraian dan hadir <b>dihadapan</b> frasa adjektif dan frasa nama.</i>	<i>Kata pemerl 'adalah' pula menunjukkan huraian dan hadir <b>di hadapan</b> frasa adjektif dan frasa nama.</i>

5	Menurut Pusat Rujukan Persuratan Melayu (2017), perkataan “melaraskan” berasal <b>dari</b> perkataan “pelaras” yang merupakan suatu alat yang berfungsi untuk memadankan sesuatu benda seperti skru.	Menurut Pusat Rujukan Persuratan Melayu (2017), perkataan “melaraskan” berasal <b>daripada</b> perkataan “pelaras” yang merupakan suatu alat yang berfungsi untuk memadankan sesuatu benda seperti skru.
16	Menurut Pusat Rujukan Persuratan Melayu (2018), <b>ejaan yang betul</b> bagi kata terbitan ‘serta’ ialah <b>berserta</b> dan <b>bukannya beserta</b> seperti yang dieja <b>didalam</b> pekeliling tersebut.	Menurut Pusat Rujukan Persuratan Melayu (2018), <b>ejaan yang betul</b> bagi kata terbitan ‘serta’ ialah <b>berserta</b> dan <b>bukannya beserta</b> seperti yang dieja <b>dalam</b> pekeliling tersebut.
21	“...lain-lain bencana alam.” <b>merujuk</b> kepada penggunaan kata nama majmuk <b>di</b> permulaan frasa dan unsur yang diterangkan di penghujung frasa.	“...lain-lain bencana alam.” <b>Merujuk</b> kepada penggunaan kata nama majmuk <b>pada</b> permulaan frasa dan unsur yang diterangkan di penghujung frasa.

There is an incorrect use of prepositions in Samples 3, 5, 16, and 21. For example, in Sample 3, the preposition 'kepada' is more appropriate for the sentence. According to *Tatabahasa Dewan Edisi Ketiga* (2008), the preposition 'kepada' lies in nouns or noun phrases to express targets referring to humans, animals, abstract elements, express fractions, and state changes. Please see the analysis for example errors below.

- ‘Kata penegas ialah sejumlah ayat yang memberikan penekanan **pada** bahagian tertentu dalam ayat.’ (Sample 3)

The correct sentence is as below:

- ‘Kata penegas ialah sejumlah ayat yang memberikan penekanan **kepada bahagian tertentu dalam ayat**.’ (a phrase that indicates abstract elements)

Based on the phrase that appears after the preposition 'kepada', it refers to something abstract. Thus, using the preposition 'kepada' is more accurate in this sentence.

Sample 5 used the preposition 'daripada' more accurately in the context of the sentence, which states the causes for humans, animals, objects, abstract elements, sources or origins of an object's occurrence, and differences or comparisons. The sentence in Sample 16 should use the preposition 'dalam' only because the word 'pekeliling' refers to an object that has no space. In the sentence in Sample 21, the preposition 'pada' is more appropriate to replace 'di' because the preposition 'di' does not function to describe time (*Tatabahasa Dewan Edisi Ketiga*, 2008).

In terms of the spelling of prepositions, an error can be seen in Sample 3, as shown below.

- 'Kata pemerl 'Adalah' pula menunjukkan huraian dan hadir dihadapan frasa adjektif dan frasa nama.' (Sample 3)

The correct sentence is as below:

- 'Kata pemerl 'adalah' pula menunjukkan huraian dan hadir di hadapan frasa adjektif dan frasa nama.'

According to Nik Safiah Karim et al. (2008), the spelling of prepositions should be separated from the words that follow it. In the above sentence, the preposition 'di' spelling should be separated from the word 'hadapan' rather than close together.

## 8 REDUNDANCY ERRORS (KESALAHAN KELEWAHAN)

According to *Kamus Dewan Edisi Keempat* (prpm.dbp.gov.my, 2021), the word 'lewah' or redundancy can mean too much to overflow or overdo it to add unnecessary things. This practice of redundancy also occurs in student writing. The redundancy is the third-highest error recorded in this study, 10.12% of the number of errors identified. The details are in Table 4 below.

**Table 4.** Redundancy errors

Sample	Error	Correction
6	<i>Kata majmuk akan dieja rapat <u>bila</u> menerima apitan pada awal dan akhir kata (di...kan) maka terbentuklah dikemaskinikan, jika <u>hanya</u> menerima awalan <u>sahaja</u> seperti dikemas kini, ejaannya masih dua perkataan.</i>	<i>Kata majmuk akan dieja rapat <u>apabila</u> menerima apitan pada awal dan akhir kata (di...kan) maka terbentuklah dikemaskinikan, jika <u>hanya</u> menerima awalan seperti dikemas kini, ejaannya masih dua perkataan. *Perkataan 'sahaja' digugurkan.</i>
20	<i>Penggunaan kata majmuk "penambahbaikan" digandakan adalah salah kerana penggandaan kata majmuk hanya terbahagi kepada dua iaitu kata majmuk yang dieja terpisah dan <u>hanya</u> bahagian awal kata <u>sahaja</u> digandakan.</i>	<i>Penggunaan kata majmuk "penambahbaikan" digandakan adalah salah kerana penggandaan kata majmuk hanya terbahagi kepada dua iaitu kata majmuk yang dieja terpisah dan <u>hanya</u> bahagian awal kata digandakan. *Perkataan 'sahaja' digugurkan.</i>
22	<i>Kata <u>Tanya</u> 'di mana' <u>hanya</u> boleh digunakan dalam ayat tanya <u>sahaja</u>.</i>	<i>Kata <u>tanya</u> 'di mana' <u>hanya</u> boleh digunakan dalam ayat tanya. *Perkataan 'sahaja' digugurkan.</i>

24	<i>Penggunaan kata majmuk 'kemas kini' <b>hanya</b> menerima imbuhan awalan atau akhiran <b>sahaja</b> untuk menjadikan perkataan itu terpisah.</i>	<i>Penggunaan kata majmuk 'kemas kini' <b>hanya</b> menerima imbuhan awalan atau akhiran untuk menjadikan perkataan itu terpisah. *Perkataan 'sahaja' digugurkan.</i>
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Based on the examples of errors above, the analysis found that students committed the same redundancy error, which involves the words 'hanya' and 'sahaja'. According to *Kamus Pelajar Edisi Kedua* (prpm.dbp.gov.my, 2021), the word 'hanya' means no more than or only. Simultaneously, the word 'sahaja' means so and does not need to be added. Based on the meaning, these two words carry the same meaning. Thus, in the above sentences, students can choose whether to use the word 'hanya' or 'sahaja' to avoid writing redundancy.

## 9 CONCLUSION

Findings have shown that students make grammatical errors such as orthographic errors, prepositions, redundancy, copular verb, the use of 'ianya', abbreviation, affix, and choice of word. Students' three most common mistakes involve orthographic errors, prepositions, and redundancy, which are also the main focus of this study's analysis. Among the factors that contribute to a grammatically incorrect sentence in writing is the absence of grammatical accuracy. Although the students taking the Malay language course are local, they still committed grammatical errors in their writing. The influence on non-standard Malay language in their everyday conversation contributed to the language confusion, as indicated by Corder (1974).

Based on the analysis of the types of grammatical errors identified in student assignments, there is no denying that mother tongue disorders cause students to make grammatical errors. This study found that non-native speakers are not the only contributors who make grammatical errors, but it also involves Malay students.

Research on the Malay language, particularly grammar, should be done continuously to understand the sources of language learning issues students face when learning Malay grammar. With such efforts, various issues related to the Malay language can be identified and further utilised to improve Malay language teaching. Our wish is to see the Malay language used effectively by all society segments, especially at the tertiary level. The selection of students who enrolled in Malay Language courses and participated as subjects of this study was ideal because they were already users of the language, either as native speakers or second language speakers. Courses such as these would enable them to develop proper use of the Malay language, especially at the tertiary level. Thus, it is of paramount importance to raise the Malay language standard locally and globally.

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