

ANALYZING GRAMMATICAL ERRORS IN EFL STUDENTS' OPINION ESSAYS USING DEEPSEEK AI: PATTERNS AND PEDAGOGICAL IMPLICATIONS

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A B S T R A K


Tujuan dari penelitian ini adalah untuk menganalisis kesalahan tata bahasa dalam esai opini mahasiswa di Bali International Language Center (BILCEN) di Universitas Triatma Mulya menggunakan DeepSeek AI untuk mengidentifikasi pola kesalahan dan memberikan rekomendasi strategis bagi para pendidik. Analisis kualitatif terhadap 17 esai mengidentifikasi total 109 kesalahan gramatikal, dengan kesalahan penghilangan artikel (42,2%) sebagai masalah utama, diikuti oleh ketidaksesuaian subjek-kata kerja (26,6%), kesalahan preposisi (17,4%), dan inkonsistensi tenses (13,8%). Penyebab utama kesalahan-kesalahan tersebut meliputi interferensi bahasa pertama dan fragmentasi kalimat, yang mencerminkan pengaruh struktur bahasa Indonesia terhadap produksi bahasa Inggris. Contohnya termasuk "work in cruise ship" alih-alih "work on a cruise ship". Penelitian ini menekankan pentingnya pendekatan pedagogis yang mengintegrasikan latihan kontrastif, umpan balik terfokus, dan desain tugas yang menyeimbangkan kefasihan dan akurasi. Rekomendasi strategis meliputi implementasi latihan yang membandingkan struktur bahasa Indonesia dan Inggris, dan pemanfaatan kemampuan DeepSeek AI untuk umpan balik yang detail. Implikasi penelitian ini menawarkan kerangka kerja inovatif bagi para pendidik untuk mengatasi tantangan tata bahasa sistematis dalam penulisan opini siswa EFL dan menyoroti potensi AI untuk meningkatkan keakuratan penulisan akademis.

Kata Kunci: Kesalahan Tata Bahasa, Deepseek AI, Esai Opini

A B S T R A C T

This study aims to examine grammatical errors in opinion essays written by Post-Intermediate Level students at the Bali International Language Centre (BILCEN) at Triatma Mulya University, utilising DeepSeek AI to discover error trends and offer strategic advice for educators. A qualitative analysis of 17 articles revealed 109 grammatical problems, predominantly characterised by article omission errors (42.2%), followed by subject-verb agreement (26.6%), preposition errors (17.4%), and tense inconsistencies (13.8%). The primary reasons for these errors encompass first-language interference and sentence fragmentation, indicative of the impact of Indonesian structures on English production. Examples include "work in a cruise ship" rather than "work on a cruise ship." This study underscores the significance of a teaching methodology incorporating contrastive exercises, targeted feedback, and task design that balances fluency and accuracy. Strategic recommendations involve implementing exercises that juxtapose Indonesian and English structures and utilizing DeepSeek AI's functionalities to provide comprehensive feedback. This study presents a novel approach for educators to tackle systematic grammatical issues in EFL students' opinion writing. It underscores the potential of AI to enhance the precision of academic writing.

Keywords: Grammatical Error, Deepseek AI, Opinion Essay

			
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INTRODUCTION

Opinion essays are a crucial component of the academic curriculum for English as a Foreign Language (EFL) students, particularly within the Post-Intermediate English program at Triatma Mulya University's Bali Language Center (BILCEN). These essays are instrumental in developing critical thinking, creativity, and persuasive communication skills—attributes indispensable for academic achievement and professional growth (Murray, 2023). However, EFL students frequently encounter significant grammatical difficulties that impair their ability to craft coherent and impactful opinion essays. Common challenges includes issues with verb tenses and sentence structure, which often emerge as students learn to write opinion essay. Studies such as those by Alghazo & Alshraideh, (2020) and Febriani, (2022) document prevalent errors in verb tense usage, article application, word order, and singular/plural forms, which compromise essay clarity and quality. These challenges are compounded by limited vocabulary and critical thinking abilities, further hindering effective writing (Uba & Souidi, 2020; Palanisamy & Aziz, 2021).

To address these grammatical issues, artificial intelligence (AI) tools like Grammarly, Wordtune, and ChatGPT have been integrated into writing education, providing real-time grammar feedback (Dewi, 2023 ; Zhao, 2022; Jen & Salam, 2024). Research demonstrates that AI tools are becoming increasingly valid and reliable in grammar detection. For instance, the study by Alharbi emphasizes that AI-enhanced writing tools can accurately identify various types of grammatical errors, thus assisting students in improving their writing skills (Alharbi, 2023). Studies comparing different AI tools have shown that while tools like Grammarly effectively capture basic errors, advanced models like DeepSeek excel in detecting context-driven errors, such as those related to syntactical structures (Mahyoob & Algaraady, 2025). Furthermore, research suggests that AI tools not only focus on surface-level grammatical errors but also assist in improving coherence and clarity of writing (Ilma & Sampurna, 2024). However, their application has largely been generic, overlooking the specific grammatical demands of opinion essays, a genre distinguished by its argumentative complexity and personal expression. This oversight highlights a significant research gap: while existing literature addresses general writing errors or other essay types (Zulfikar, 2020; Mizumoto & Watari, 2023), there is a lack of focused research on the unique grammatical challenges of opinion essays and how AI can be tailored to meet these needs.

This research introduces a novel approach by employing DeepSeek AI to conduct an in-depth, context-sensitive analysis of grammatical errors in EFL students' opinion essays. Unlike prior studies that predominantly utilized tools like Grammarly for broad grammar correction (Armanda et al., 2022; Dizon & Gayed, 2021), this study targets the specific challenges of opinion essays and explores their pedagogical implications, offering actionable teaching strategies. DeepSeek AI was chosen over other tools due to its AI deep learning-based model. It is custom-built for natural language processing, particularly for text analysis and computational efficiency. This makes it a more cost-effective and open resource than other tools. With its superior ability to understand context, rapid response rate, and broad accessibility to the research community, Deepseek AI offers an innovative and budget-friendly solution for research, data analysis, and text-based information processing. By leveraging DeepSeek AI's advanced capabilities, the research not only refines error analysis but also contributes to the typology of grammatical errors in EFL writing, filling a critical gap in the field. The significance and urgency of this study stem from the pivotal role opinion essays play in preparing EFL

students for standardized tests like IELTS, where grammatical precision is crucial, and the escalating adoption of AI in educational settings. Persistent grammatical inaccuracies undermine students' writing performance and academic prospects (Gildore et al., 2023; Fitrawati & Safitri, 2021), necessitating innovative solutions to bridge the gap between instruction and application. This research is timely as it aligns with the global shift toward technology-enhanced learning, addressing an immediate need to support EFL learners effectively.

This study has three main objectives: (1) to analyze prevalent grammatical errors in students' opinion essays, (2) to identify the patterns and characteristics of these errors using DeepSeek AI, and (3) to develop strategic recommendations for educators to address grammatical errors through an AI-based approach. Not only is DeepSeek AI a tool for providing automatic feedback, but it can also be easily integrated into a variety of instructional strategies, such as task-based learning and metacognitive strategies. Through the integration of DeepSeek's granular error analysis with contrastive learning frameworks, this research introduces a novel pedagogical framework that systematically addresses overlooked errors and enhances the quality of writing. Students studying English as a foreign language (EFL) can benefit from a dynamic and interactive learning environment created by teachers through the combination of these pedagogical approaches and the capabilities of artificial intelligence. Students will be more motivated to fully engage in the writing process in this setting, which will lead to improved language skills and higher academic success. In addition to helping with error correction, this study will have major implications for the area of education. Primarily, it assists educators in identifying specific patterns of grammatical errors in opinion essays, enabling them to develop more effective instructional strategies.

The benefits of this research go beyond the immediate correction of errors and include important contributions to the improvement of educational practices. Firstly, it provides teachers with accurate insights into pattern-specific grammatical faults found in opinion essays, enabling them to design tailored teaching interventions. Secondly, it illuminates the functional relationship between grammatical correctness and the effectiveness of rhetoric in argumentative writing. Thirdly, it demonstrates how DeepSeek AI is capable of providing multidimensional linguistic analysis that consider both local grammatical structures and global textual coherence. This research is based on theories of second language acquisition, with a particular emphasis on the role that corrective feedback plays (for example, Schmidt's Noticing Hypothesis). In order to address the grammatical issues that have been discovered, it combines well-established pedagogical frameworks with artificial intelligence technologies. It also draws on theoretical bases such as the theory of grammatical error, which emphasizes the types of errors that often occur and provides basis for systematic analysis (Alghazo & Alshraideh, 2020; Hidayat et al., 2020) and the concept of automated writing evaluation (AWE), which shows how technology can give instant feedback and assist in the writing improvement process (Miranty et al., 2023), thereby advancing EFL writing education.

METHOD

To better comprehend the grammatical errors discovered in opinion essays written by EFL students at Triatma Mulya University's Bali Language Center, this study employs a descriptive research methodology with a qualitative approach. Quantitative methods often limit these errors to basic statistical counts. However, this study thoroughly explains the contextual aspects and cognitive mechanisms behind the linguistic qualities that generate them using a qualitative framework. Exploring granular comprehension rather than generalizable data, the study sheds light on the complex relationship between students' grammatical mistakes and the intended meanings of their messages in complex opinion essays. The research data were obtained from contextual interviews, participant observations, and in-depth analysis of student

writings to achieve a detailed understanding of errors beyond generic data samples. The study's findings were bolstered by contextual interviews and data acquired through participant observation and supplemented by a thorough review of 17 student writings. The study selected 17 opinion essays through purposive sampling, concentrating on specific criteria such as student language competence and essay content diversity to comprehensively demonstrate opinion writing forms. The depth of qualitative data produces contextual insights into grammatical error patterns derived from a collection of 17 articles, even though statistical generalization is limited. The AI analytical approach underwent cross-examination by experienced linguists through manual evaluation operations to confirm the validity of its grammatical error interpretation according to established linguistic frameworks. To better meet the needs of English as a foreign language (EFL) students, pedagogical implications and insightful data on error pattern categorizations can be derived from DeepSeek AI's enhancement of descriptive qualitative analysis. The data analysis process depends heavily on DeepSeek AI; this tool helped researchers systematically detect and group errors in analyzed texts. DeepSeek AI advance natural language processing features enabled detailed qualitative descriptions of how students' errors relate to the intended meanings of their messages.

RESULTS AND DISCUSSION

Results

The grammatical errors made by Post Intermediate Students in Bali International Language Center can be described in Figure 1.

Figure 1. Students' Grammatical Error in Writing Opinion Essay.

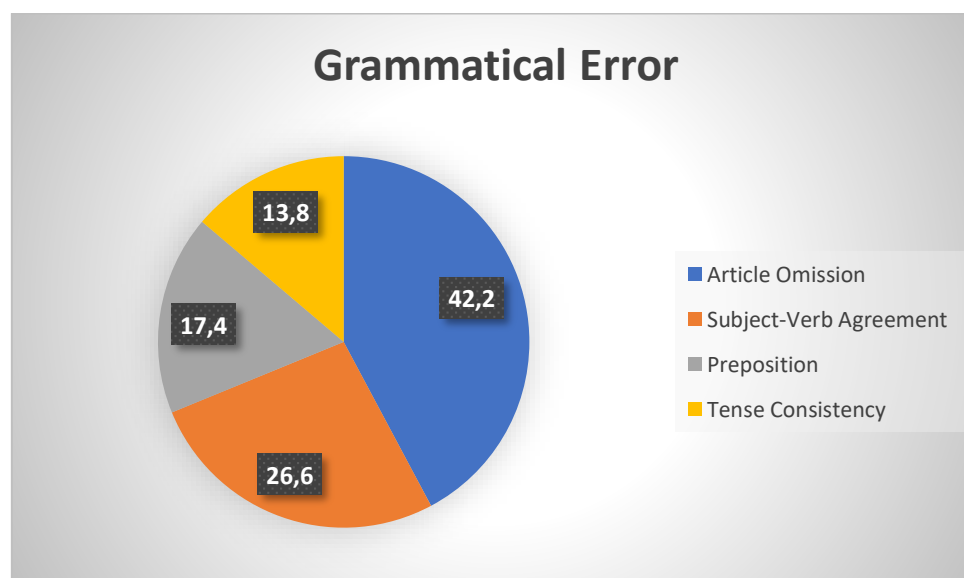


Table 1 displays the study's results, which revealed 109 grammatical mistakes spread across the dataset. These errors were classified into four main groups.

Table 1. Frequency Distribution of Grammatical Errors (Total Errors: 109)

No	Error Type	Frequency	Percentage	Example
1	Article Omission	46	42,2	"work in cruise ship" → "on a cruise ship"
2	Subject-Verb Agreement	29	26,6	"the job make" → "the job makes"
3	Preposition Error	19	17,4	"work with salary" → "work for salary"
4	Tense Inconsistency	15	13,8	"I chose" → "I choose" (present context)

Discussion

The data analysis reveals a 42,2 % error rate in article omission. In Indonesian, articles such as "a," "an," and "the" are absent, resulting in a zero-article system. This structural difference manifests in errors like "work in cruise ship" instead of "work on a cruise ship." For example, the Indonesian phrase "Saya bekerja di kapal pesiar" directly translates to "I work in cruise ship," omitting the necessary article "a" and requiring preposition adjustment to "on." Studies have consistently documented the impact of L1 transfer on the acquisition of grammatical features in L2. For instance, research examining speech production in EFL learners found that the patterns present in students' use of English are significantly influenced by their L1 (Indonesian) rules, despite years of exposure to the target language (Adnyani & Kusumawardani, 2020). This suggests that the L1 influences both the structure and usage of L2 in various dimensions, including syntax and pragmatic functions, which continually shapes the interlanguage of learners (Ahmad & Khan, 2019). In the specific case of article usage, the complexity arises from the L1's lack of similar grammatical items, making learners more likely to omit articles in English (Nasser, 2022).

Errors in subject-verb agreement, such as "the job make me happy" instead of "the job makes me happy," reflect morphosyntactic challenges in mastering English verb inflection. Unlike Indonesian, which lacks verb conjugation for person or number, English requires the addition of "-s" or "-es" for third-person singular subjects in the present tense. This discrepancy creates a learning hurdle for Indonesian EFL students, as evidenced by the 26.6% frequency of such errors. Subject-verb agreement errors are prevalent in the writing of EFL students, often stemming from cognitive limitations, L1 influence, and insufficient practice. One fundamental cause is that students tend to prioritize fluency over accuracy during spontaneous writing tasks, such as opinion essays, leading to neglect of grammatical norms, including agreement between subjects and verbs (Putri et al., 2023). Limited cognitive resources available for monitoring their output during these tasks contribute significantly to this issue. As a result, learners may default to simpler constructions that reflect the structures of their first language (L1), where rules regarding subject-verb agreement may differ substantially from those in English (Susfenti, 2020). Additionally, many students lack a thorough understanding of grammatical rules, significantly impacting their ability to apply subject-verb agreement correctly (Rifiyanti & Dewi, 2022). The interference from L1 grammar structures is a persistent challenge; research has indicated that for many learners, the patterns established in their first language overshadow the grammatical norms of the second language, leading to repeated errors in writing (Munandar, 2023). Furthermore, a deficiency in vocabulary mastery and singular/plural awareness exacerbates the situation, as students struggle to form correct verb forms and recognize agreement rules when they do not actively practice or engage with these concepts in

their writing (Putri et al., 2023; Rahmani, 2023). To address these errors effectively, it is crucial for educators to implement targeted instructional strategies that enhance learners' grammatical understanding while encouraging frequent writing practice to reinforce correct subject-verb agreement usage (Kampookaew, 2020).

Preposition errors, such as "work with salary" instead of "work for a salary," often stem from L1 interference, as Indonesian prepositions like "dengan" (with) do not always align with English equivalents. This accounts for 17.4% of errors, reflecting challenges in mastering L2 syntactic frameworks. Similarly, tense inconsistencies, such as using "I chose" in a present-context sentence (corrected to "I choose"), represent 13.8% of errors, indicating difficulties in mapping English tense systems, which are more rigid than Indonesian's context-dependent temporality. These findings underscore broader challenges in syntactic and temporal accuracy, as highlighted in prior EFL writing research (Fitrawati & Safitri, 2021).

The findings suggest several evidence-based strategies to address these error patterns, integrating DeepSeek AI's capabilities with established pedagogical frameworks. The first one is contrastive drills. It is done by implementing exercises comparing Indonesian and English structures, focusing on articles (e.g., "a/an/the") and prepositions. For example, parallel texts could juxtapose "Saya bekerja di kapal" with "I work on a ship" to heighten cross-linguistic awareness. This approach can enhance students' metalinguistic awareness, as supported by Dewi (2023). The last one is focused feedback. It is done by employing color-coded feedback to isolate and prioritize errors in article usage and subject-verb agreement. For instance, red for article omissions and blue for verb inflection errors could enhance students' error recognition and self-correction skills, leveraging DeepSeek AI's detailed feedback capabilities (Alharbi, 2023).

CONCLUSION

Conclusions

In conclusion, Post-Intermediate EFL students at BILCEN face substantial issues with article usage (42.2%), subject-verb agreement (26.6%), Preposition errors (17.4) and tense inconsistencies (13.8%). These challenges originate mainly from L1 interference and insufficient exposure to academic English. Integration of DeepSeek AI enabled thorough error pattern analysis, exposing the influence of Indonesian language structures on student writing. These findings underscore the urgent need for specialized educational programs that bridge students' linguistic intuitions with formal academic writing standards. This research provides a framework for AI-enhanced instructional tactics that target individual errors while respecting cognitive development. Future studies should explore the long-term impacts of AI-powered contrastive analysis activities on error reduction, especially for students progressing from intermediate to advanced levels. Curriculum designers should concentrate on culturally appropriate resources that contextualize language norms in academic writing challenges. Teacher preparation programs must develop approaches incorporating AI into scaffolded writing instruction. Policymakers can use these findings to advocate for equal technology access and address digital literacy inequities. Extending this research to multiple writing genres would identify whether errors are domain-specific or persistent across genres, enabling teachers to better address students' unique requirements.

Suggestion

This study presents a comprehensive pedagogical solution to tackle the ongoing grammatical difficulties faced by Indonesian students of English. The first step in avoiding typical mistakes is to use organized contrastive analysis exercises to compare and contrast the grammatical systems of English and Indonesia. These activities could focus on subject-verb agreement and article usage. Students would also benefit from having access to a carefully

selected corpus of model opinion essays that adhere to genre-specific norms, use formal registers, and feature natural collocations. Using incremental writing projects isolating grammatical aspects (such as sentence structures) before integrating them into complicated compositions could further scaffold instruction. Collaborative workshops, in which students examine anonymous peer essays using AI-generated insights, would cultivate metalinguistic awareness and critical self-editing skills; feedback systems driven by AI might provide instant, targeted fixes for repeated mistakes, and accuracy could be improved. The effectiveness of these AI-enhanced solutions could be evaluated through a longitudinal assessment methodology that tracks grammatical growth over time. Finally, to offer more nuanced insights for curriculum design, pedagogical flexibility, and addressing context-specific learner requirements, it would be great to expand the research to examine how error patterns differ among essay themes (e.g., argumentative vs. expository) and genres.

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