



**AN ANALYSIS OF GRAMMATICAL ERRORS: AN
INVESTIGATION OF IRAQI HIGHER EDUCATION
EFL LEARNERS AT TIKRIT UNIVERSITY**

**2021
MASTER THESIS
DEPARTMENT OF ENGLISH LANGUAGE AND
LITERATURE**

Khalid AL HUSSEIN

**Supervisor
Assoc. Prof. Dr. Özkan KIRMIZI**

**AN ANALYSIS OF GRAMMATICAL ERRORS: AN INVESTIGATION OF
IRAQI HIGHER EDUCATION EFL LEARNERS AT TIKRIT UNIVERSITY**

Khalid AL HUSSEIN

**T.C.
Karabuk University
Institute of Graduate Programs
Department of English Language and Literature
Prepared as
Master's Thesis**

**Supervisor
Assoc. Prof. Dr. Özkan KIRMIZI**

**KARABUK
August 2021**

TABLE OF CONTENTS

TABLE OF CONTENTS	1
THESIS APPROVAL PAGE.....	4
DECLARATION	5
FOREWORD	6
DEDICATION	7
ABSTRACT.....	8
ÖZ.....	9
ARCHIVE RECORD INFORMATION	10
ARŞİV KAYIT BİLGİLERİ.....	11
LIST OF ABBREVIATIONS	12
SUBJECT OF THE RESEARCH	13
PURPOSE AND IMPORTANCE OF THE RESEARCH	13
METHOD OF THE RESEARCH.....	13
HYPOTHESIS OF THE RESEARCH / RESEARCH PROBLEM.....	13
POPULATION AND SAMPLE	13
SCOPE AND LIMITATIONS / DIFFICULTIES	13
CHAPTER ONE	15
INTRODUCTION	15
1.1. Background of the Study	15
1.2. Statement of the Problem	16
1.3. Research Questions	17
1.4. Purpose of the Study	18
1.5. Significance of the Study	18
1.6. Limitations of the Study	20
1.7. Definitions of Key Terms.....	21
CHAPTER TWO	22
LITERATURE REVIEW	22
2.1. Receptive Skills.....	22
2.2. Productive Skills.....	22
2.3. Writing as Product.....	28
2.4. Writing as Process.....	28

2.4.1	Planning	29
2.4.2	Drafting.....	29
2.4.3	Editing (reflecting and revising).....	29
2.4.4	Final Version	29
2.5.	Writing as a Social Activity	29
2.5.1.	Prewriting.....	30
2.5.2.	Organizing.....	30
2.5.3.	Writing	30
2.5.4.	Polishing	31
2.6.	World Englishes	31
2.7.	EFL/ESL Writing Errors	32
2.8.	Errors	34
2.8.1.	Definition of Errors	34
2.8.2.	Classification of Errors	34
2.9.	Types of Errors.....	35
2.9.1.	Error Types Based on Linguistic Category	36
2.9.2.	Surface Strategy Taxonomy	36
2.10.	Comparative Taxonomy	38
2.11.	Communicative Effect Taxonomy	39
2.12.	Causes of Errors.....	40
2.13.	Distinction between Error and Mistake.....	43
2.14.	Error Analysis	44
2.15.	Writing Apprehension	46
2.16.	The Importance of Errors	48
2.17.	Error Classifications	49
2.17.1.	Developmental Errors.....	50
2.17.2.	Interlingual Errors	51
2.17.3.	Ambiguous Errors	51
2.17.4.	Other Errors	52
2.18.	Related Studies	52
CHAPTER THREE.....		54
METHODOLOGY		54
3.1.	Design of the Study	54

3.2. Setting of the Study	54
3.3. Instruments.....	55
3.4. Participants.....	55
3.5. Procedure	55
3.6. Data Analysis	56
CHAPTER FOUR.....	62
RESULTS	62
4.1. Results	62
4.2. Addressing the First Research Question.....	62
4.3. Addressing the Second Research Question.....	75
CHAPTER FIVE	80
DISCUSSION, CONCLUSION, PEDAGOGICAL.....	80
IMPLICATIONS AND SUGGESTIONS	80
5.1. Introduction.....	80
5.2. Conclusion.....	80
5.3. Summary of the Findings	80
5.4. Discussion.....	82
5.5. Pedagogical Implications	84
5.6. Suggestion for Further Research.....	85
REFERENCES.....	86
LIST OF FIGURES	96
LIST OF TABLES	97
CURRICULUM VITAE.....	99

THESIS APPROVAL PAGE

I certify that in my opinion the thesis submitted by Khalid AL HUSSEIN titled “ AN ANALYSIS OF GRAMMATICAL ERRORS: AN INVESTIGATION OF IRAQI HIGHER EDUCATION EFL LEARNERS AT TIKRIT UNIVERSITY” is fully adequate in scope and in quality as a thesis for the degree of Master of Arts

Assoc. Prof. Dr.Özkan KIRMIZI
Thesis Advisor, Department of English Language and Literature

This thesis is accepted by the examining committee with a unanimous vote in the Department of English Language and Literature as a Master of Arts thesis. August 19, 2021

Examining Committee Members (Institutions) Signature

Chairman : Assoc. Prof. Dr.Özkan KIRMIZI (KBU)

Member : Assoc. Prof. Dr.İrfan TOSUNCUOĞLU (KBU)

Member : Assist. Prof. Dr. Sezen ARSLAN (VYYU)

The degree of Master of Arts by the thesis submitted is approved by the Administrative Board of the Institute of Graduate Programs, Karabuk University.

Prof. Dr. Hasan SOLMAZ
Director of the Institute of Graduate Programs

DECLARATION

I hereby declare that this thesis is the result of my own work and all information included has been obtained and expounded in accordance with the academic rules and ethical policy specified by the institute. Besides, I declare that all the statements, results, materials, not original to this thesis have been cited and referenced literally.

Without being bound by a particular time, I accept all moral and legal consequences of any detection contrary to the aforementioned statement.

Name Surname: Khalid AL HUSSEIN

Signature :

FOREWORD

First of all, I express my gratitude and offer my thanks and appreciation to all those who contributed to the good emergence of this research. I am grateful to my supervisor Assoc. Prof. Dr. Özkan KİRMİZİ whose advice and guidance assisted me to bring this work to light. I appreciate all his great efforts through writing my thesis and also his encouragement, support, and recommendation. I am also grateful to all the professors who taught and helped me throughout the study. I thank them all for their considerable advice. Once again, I reiterate my cordial acknowledgements and high appreciation to all those who helped me throughout this work.

While writing and after completing this thesis, I would like to express my gratitude to my supervisor, Assoc. Prof. Dr. Özkan KİRMİZİ, who guided me through every step and every word I wrote in this thesis. I also want to thank my family, especially my dear mother, who provided me with inspiration and vigor whenever I felt weak. I will never forget the special person who assisted me with this task. I sincerely appreciate your unending assistance.

DEDICATION

This thesis is dedicated to my father, mother, brothers and friends.



ABSTRACT

Grammar is a crucial skill to learn for achieving perfect writing skills. Hence, grammar is an important aspect of writing. In their learning process, students may commit mistakes and errors, so the analysis of their errors and the diagnosis of the problem in a classroom is necessary. The aim of this thesis is to classify the frequency of grammatical error occurrences of the students based on the taxonomy of surface strategy contained in the EFL students' e-mails. In doing so, 400 emails from four groups of students, including freshman, sophomore, junior, and senior level are gathered. In order to analyze the data, the researcher uses a descriptive inferential approach in which the percentage and frequency of data are reported. In this study, the researcher makes use of surface strategy taxonomy framework to analyze the sources of errors. It is found that four forms of errors, based on surface strategy taxonomy, are made by first, second, third as well as fourth class students studying EFL at Tikrit University. Misformation is the largest frequency of surface technique taxonomy errors. The second highest form of errors made by the students is omission, whilst the third and fourth most frequent errors fluctuated in four of the study groups and these lowest errors are presumed to be addition and misordering. The reason behind this may be due to the fact that the contrast between Iraqi Arabic and English is significant. English teachers should also not disregard the mistakes made by the students. The instructor should provide the students with remedial teaching to strengthen the mastery of the students through writing.

Keywords: Addition, Email writing, Misformation, Misordering, Omission, Surface Strategy Taxonomy.

ÖZ

Dilbilgisi, mükemmel yazma becerilerine ulaşmak için öğrenilmesi gereken çok önemli becerilerden biridir. Bu nedenle, dilbilgisi yazmanın önemli bir yanıdır. Öğrenciler öğrenme süreçlerinde hata yapabilirler, bundan dolayı söz konusu hatalarının ve problemlerin analizi sınıfta yapılması gerekmektedir. Bu tezin amacı, yabancı bir dil olarak İngilizce öğrenenlerinin e-postalarında yer alan yüzey stratejisi taksonomisine dayalı olarak öğrencilerin dilbilgisi hatalarının sıklığını sınıflandırmaktır. Bunu gerçekleştirebilmek amacıyla birinci, ikinci, üçüncü ve dördüncü sınıf olmak üzere dört öğrenci grubundan 400 e-posta toplanılmıştır. Analiz edilirken verilerin yüzde oranını ve sıklığını tespit etmek için betimsel çıkarımsal bir yaklaşım kullanılmıştır. Ayrıca bu çalışmada hataların kaynaklarını analiz etmekte yüzey stratejisi taksonomisine dayanılmıştır. Buna göre Tikrit Üniversitesi'nde birinci, ikinci, üçüncü ve dördüncü sınıf yabancı bir dil olarak İngilizce eğitimi gören öğrenciler tarafından dört çeşit hata yapıldığı görülmüştür. Bunların birincisi olan yanlış formülle etme, yüzey stratejisi taksonomisi hatası en çok tekrar edilmiştir. İkincisi ihmal, Öğrenciler tarafından sık yapılan en yüksek ikinci hatadır. Üçüncü ve dördüncü yanlış sıralama ve ekleme ise yapılan en az hatalardır. Bunun nedeni Irak Arapçası ile İngilizcesi arasındaki büyük ölçüde karşıtlığın olmasıdır. Bu durumu telafi edebilmek adına İngilizce öğretmenleri öğrencilerin yaptığı hataları göz ardı etmemeli ve yazma yoluyla öğrencilere iyi bir eğitim sağlamalıdır.

Anahtar Kelimeler: Ekleme, E-posta yazma, Yanlış Formülle Etme, Yanlış Sıralama, İhmal, Yüzey Stratejisi Taksonomisi.

ARCHIVE RECORD INFORMATION

Title of the Thesis	An Analysis of Grammatical Errors: An Investigation of Iraqi Higher Education EFL Learners at Tikrit University
Author of the Thesis	Khalid Zaki Habeeb Al- Hussein
Supervisor of the Thesis	Assoc. Pro. Dr. Özkan KIRMIZI
Status of the Thesis	Master's Degree
Date of the Thesis	2021
Field of the Thesis	Applied Linguistics
Place of the Thesis	KBU – LEE
Total Page Number	99
Keywords	Addition, Email writing, Misformation, Misordering, Omission, Surface Strategy Taxonomy.

ARŞİV KAYIT BİLGİLERİ

Tezin Adı	Dilbilgisel Hataların Analizi: Tikrit Üniversitesi'nde Iraklı Yüksek Öğrenim EFL Öğrencileri Üzerine Bir İnceleme
Tezin Yazarı	Khalid Zaki Habeeb Al-Hussein
Tezin Danışmanı	Assoc. Pro. Dr. Özkan KİRMİZİ
Tezin Derecesi	Yüksek lisans
Tezin Tarihi	2021
Tezin Alanı	Uygulamalı Dilbilim
Tezin Yeri	KBÜ / LEE
Tezin Sayfa Sayısı	99
Anahtar Kelimeler	Ekleme, E-posta yazma, Yanlış Formülle Etme, Yanlış Sıralama, İhmal, Yüzey Stratejisi Taksonomisi.

LIST OF ABBREVIATIONS

- EFL** : English as a Foreign Language
- EA** : Error Analysis
- L2** : Second Language
- FL** : Foreign Language
- NNS** : Non-native Speaker
- US** : United States
- UK** : United Kingdom
- TOEFL** : Teaching of English as a Foreign Language

SUBJECT OF THE RESEARCH

An Analysis of Grammatical Errors: An Investigation of Iraqi Higher Education EFL Learners at Tikrit University.

PURPOSE AND IMPORTANCE OF THE RESEARCH

The purpose of the study is to investigate a number of grammatical mistakes generated in the assignments of junior and senior Iraqi students. The researcher seeks to determine which types of grammatical errors are generated mostly by students. Moreover, the study also aimed at analyzing the potential sources of these errors. Another objective of the study was to compare the grammatical errors of freshman, sophomore, juniors, and seniors.

METHOD OF THE RESEARCH

Dulay et.al. (1982) as a model adopted group errors into four groups based on surface technique taxonomy. These groups are Omission, Addition, Misformation, and Misordering.

HYPOTHESIS OF THE RESEARCH / RESEARCH PROBLEM

Due to the very limited studies on the analysis of Grammatical Errors: An Investigation of Iraqi Higher Education EFL Learners; thus, the current study fills this gap in the literature.

POPULATION AND SAMPLE

The participants in this study are 400 undergraduate (Bachelor) degree students. with 100 freshmen; 100 sophomores; 100 juniors and 100 senior, students. They all are from Iraq.

SCOPE AND LIMITATIONS / DIFFICULTIES

The study concentrates on the grammatical errors of freshman, sophomore, junior and senior students studying in Tikrit University/ English department. Firstly, the researcher is limited to conduct the research in one university only. It could have

been done in a greater scope of other universities as well. Secondly, this study only examines emails containing details on the program level of the participants.



CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

English has influenced many areas of Iraqi students' lives as a foreign language in Iraq. People must learn and know English. In order to achieve this, Iraqi governments are urged to oblige students to learn English in elementary and university educational institutions.

There are four language skills, which include listening, speaking, reading, and writing. According to Richard and Renandy (2002, p. 303), it is admitted that writing is the most problematic skill for L2 and FL learners, due it is the commonest assessment measure for academics to evaluate second language and foreign language learners. They asserted that EFL students have to make a great deal of effort to write in English appropriately, and flaws in written texts are typically found.

For several years, many researchers have investigated errors in EFL settings (James, 1998, Richard & Rennandy, 2002). Errors have been regarded as a challenge that are to be avoided efficiently as possible. Recently, errors seem to be a means that help to learn the language, especially as a foreign language. Analysis of cognitive errors provides one with a deeper understanding of the learning process.

Error Analysis (EA) deals with second-language learners' errors by comparing the learner standards acquired to the target language standards and explaining errors. According to Richards and Schmidt (2002), error analyses is a technique to detect the unacceptable linguistic forms in the production process. They assert that error analysis might be used as a method for recognizing, categorizing, as well as interpreting inadequate language for the production data of an individual who has learned a second or foreign language.

Error analysis, according to Khan (2016), is a form of linguistic analysis that is a reliable tool since it focuses on the linguistic interference of errors made in a learner's language use when learning a second language. Error analysis, according to Brown (2000), is the method of observing, evaluating, and categorizing inconsistencies

between the learners' language usage and the standard language. To put it another way, the analysis can be the process of evaluating L2 learners' errors and thereafter explaining the system's errors to educators.

According to Corder (1967), student errors benefit teachers, students, and researchers. For teachers, errors are indeed an indication of language learning development. Teachers can use errors to improve the writing skills of learners. For students, errors can be used as proof of learning the language. Finally, errors provide researchers with evidence of how students learn the language.

Corder (1967) confirms that student writing can be extremely useful in analyzing errors. The researcher finds that written productions of Iraqi L2 learners are composed of many types of errors, for example, mistaken word choices, subject-verb disagreement, misprinted orthography, misuse of tenses, and punctuation marks. The researcher, therefore, tries to analyze the errors made by Iraqi EFL students in their emails and in the composition of some English sentences.

1.2. Statement of the Problem

The problem of interaction differences among socially and linguistically diverse communicators can become an obstacle to real and clear dissemination of ideas (Kraichoke, 2017). Due to the advancement of communication, email is critical in higher education. In educational and workplace settings, email is generally recognized as a technological means of communication (Brunner et.al., 2008). As online and website education continues to expand, further educational contact occurs. Although emails are a fast, free, and an easy way to communicate, if they are not written correctly, the content of the email message may indeed be difficult to comprehend. Even when performed face-to-face, where signs and tonality can be utilized to aid communication, cross-cultural communication is difficult. As a result, written correspondences in the form of electronic mails can be a particularly hard task. As a part of this experiment, ESL and EFL educators are capable of teaching college bound English language learners how to engage in conversations via the extremely significant medium of electronic mail. Since all information in emails is supposed to be sent to Iraqi parties, the details have to be correct, succinct, and formal.

Both the L1 and the L2 students make errors in attempting to transmit a message in the written or spoken language (Corder, 1967). After all, most learners commit errors that are indispensable on the part of L2 learners and yet commit errors while learning a language because both L1 students and L2 learners can make wrong samples of languages and process new language rules with their feedback from partners. In order to detect sources and take some action, teachers should do what they do about errors. Whether it is a mother tongue or a second language, people could generate wrong language items. In addition, people can make systematic errors while learning foreign languages, and these are signs of development (Farrokh, 2011).

Learners may increase their metalinguistic knowledge by seeing more examples of languages. The definition of metalinguistic knowledge given by Sharwood (2004) is that "the kind of information where we can all have access to a certain degree and which we may make more complicated by actively learning" (p. 269). Error analysis is regarded as an alternative for ESL/EFL learners to understand and analyze errors as they may be able to reflect on the error source. If such sources of error are clear, foreign language instructors can be informed about how the errors can be surmounted and how to effectively manage them (Alhaysony, 2012).

To expand the understanding of the causes of learners' errors, the current study seeks to identify types of EFL errors in emails and provides concrete solutions for handling errors in Iraqi EFL in which exposure to the target language may indeed be limited.

1.3. Research Questions

The primary objective of this study is to examine the errors made by Iraqi EFL learners in their email writings in order to determine and analyze grammatical errors. The study attempts to answer the following research questions:

RQ1. What are the common errors freshman, sophomore, junior and senior EFL Iraqi students of a higher level of education commit in their email writing tasks based on surface strategy taxonomy?

RQ2. Is there any significant difference among freshman, sophomore, junior, and senior EFL Iraqi students of higher level of education in terms of errors?

1.4. Purpose of the Study

The assumption was defined as the systematic and classifiable error made by students in grammar. This study is, therefore, conducted within a systematic error analysis research in order to investigate the number of grammatical errors generated in the assignments of junior and senior Iraqi students at the Department of English. The researcher seeks to determine which types of grammatical errors are generated mostly by students. The frequency of errors is, therefore, an important issue. Moreover, the study also aims at analyzing the potential sources of these errors.

Another aim of this study is to compare the grammatical errors made by the participants, namely, freshman, sophomore, juniors, and seniors, which could lead to potential dominant errors that have not been corrected after years of university study by analyzing errors committed over several of years. Once the quantitative distribution analysis and the occurrence of errors from different aspects are examined, the errors of students at different years could be detected, and Iraqi EFL students' possible errors can be reached.

1.5. Significance of the Study

The foreign language generated by learners almost invariably produces errors of different kinds. Errors are inevitable in the language learning process. This idea is endorsed by Gillet (2004), who found that writing in higher education is by far the most controversial use of English. EFL students are known to experience difficulties in writing in English, particularly Iraqis. This is induced by many reasons. One of these reasons is an interference of the mother tongue, which affects the perceived comprehension of English by students. Even in the first language, writing is a complicated process.

In reality, writing in a foreign language is more challenging (Maniket.al., 2017). In literature, many researchers have, therefore, recognized the frequent errors made in the second language by EFL students. A thorough awareness of errors and the cause of errors in EFL writing would, of course, enable teachers to consider the problems students have in studying the language. In addition, it can help EFL students learn better by suitable teaching techniques.

Learners' errors are thought to play an important role in developing language learning (Lasaten, 2014). Error analysis is interesting for teachers in writing because it allows students to recognize their teaching methods and their abilities to write and direct them to choose the right solutions and subjects for the learners (Richards, 1974).

Error analysis in writing, according to Sawalmeh (2013), is considered as the study of the unsuitable or divergent forms created by someone learning a language, particularly a foreign language (FL). According to Aloba (2015), errors in language, and specifically in the English language, can be described as a deviation from the standards prescribed as intolerable to the language speakers.

To become fluent in English, according to Brown (2000), students should have extensive information and abilities in listening, speaking, reading, and writing. Writing can be the most difficult among these language skills since it calls for a greater level of productive control of language (Celce-Murcia & Olshtain, 2000). Abu Shawish (2009) asserts that regarding writing, further work is needed to control any other language skills as the writers have to write phrases and know a proper vocabulary to express their original intent in a coherent and organized way and often the most difficult of English skills. Writing is an important process requiring advanced language knowledge and leading to many types of errors (Boroomand & Rostami, 2013). Students' errors in writing may arise because they are able to generate ideas, organize speeches, monitor sentences, choose proper language and use efficient styles (Madkour, 2016). An error is a "recognizable change in the grammar features of a mother tongue," i.e., basically an utterance different from the mother tongue (Brown, 2007: p. 76).

Teachers frequently see errors unfavorably, and work to correct any error, and typically see these errors mostly as an indication of lack of effectiveness. We can use the results of this study to help teachers' feedback processes. But EFL teachers can use the correction of errors as an important teaching process (Xie & Jiang, 2007). For all applicants the higher education levels, writing is a crucial skill. EFL students' ability to write in L2 is vital if they decide to pursue their higher education abroad to reach other international university faculties, staff, and peers. The communication skills of writing are also significant for learners in their future careers (Tiensawangchai, 2014).

According to Settan (2016), grammatical errors, incorrect word choice, word order, and misspellings are all examples of common email errors. As a result, the researcher chose to look into the different types of errors that Iraqi students may commit in their emails at the higher education level. The results may have useful feedback for providing the appropriate instruction to the next group of students.

Corder (1967) stresses that error analysis is essential in three ways: It tells language teachers what to teach; it tells researchers when learning takes place, and it is a medium by which students measure their theories about L2. The type of samples and the method of collecting the samples as a result of error analysis are influenced by three factors: the learner, the language sample, and the output (Ellis, 2008; Srinual, 2013). The present study would prove beneficial for Iraqi educators in providing practical applications.

1.6. Limitations of the Study

The current research study is conducted under certain limitations. Firstly, the research is limited to only one university. It could have been conducted in a greater scope including other universities as well. Secondly, this study only examines the emails containing details on the program level of the participants. Thus, other variables including gender and age have not been considered.

The study concentrates on the grammatical errors of freshman, sophomore, junior and senior students in Tikrit University/ English department. The interpretation is based on the results. This study has found only grammatical errors in emails of students. Some mistakes such as orthography and punctuation have not been analyzed. This study could not differentiate between an error and a mistake since teaching English as a foreign language in this university so that any deviation that the students make could be described as an error.

1.7. Definitions of Key Terms

Definition of Error

The terms of this study are defined as follows:

Corder (1986, p. 221) states: "Errors occur as a result of a performance failure." He points out that errors are an efficient deviation committed by learners who have not yet controlled the rules of L2". It is also stated that error is a fragment of the foreign language learning process. Every student learning a foreign language makes some errors, both in oral as well as in the written form.

Higher Education

As stated by Allen (1988, p. 78), education is "the development of the person, and learning is for the sake of knowing." Higher education/universities are one of the locations where such an education is given at a high level, and its concept has evolved through time. When it comes to a particular society and period, a university is an integral component of the overall socio-economic, political, and cultural fabric. It is a product of its period and incorporates elements from both the present and future.

English as a Foreign Language (EFL)

The study of a foreign language is mostly performed in a classroom environment, in a location where the TL is not commonly spoken in the population (Lightbown & Spada, 2006).

Interlingual Error

Errors made by the interference of the first language or mother tongue are known as interlingual errors (interlingual interference errors) (Ellis & Barkhuizen, 2005).

Intralingual Error

Intralingual errors arise when the SL or mother tongue interferes with the first language or mother tongue (Ellis & Barkhuizen, 2005). The errors result from a lack of familiarity with the TL (Juntha, 2013; Kaweera, 2013).

CHAPTER TWO

LITERATURE REVIEW

Background

Listening, speaking, reading, and writing are the four language skills. They may be subdivided into two categories: receptive skills and productive skills (Nunan, 1991). Skills in listening and learning are receptive abilities, while skills in talking and writing are constructive skills (Harmer, 2007). Students must learn all four abilities so that they can competently utilize the TL. As Rivers (1981) puts it, these four skills help us to interpret and express the language spoken in order to interact accurately and efficiently with people.

2.1. Receptive Skills

Listening and interpreting are classified as responsive language acquisition skills. As suggested by Ur (2009), communication skills are relevant in a foreign language and students should study under listening circumstances close to those discovered in actual life. Then again, reading is "a dynamic process that requires the ability of readers to understand, remember, think and manipulate written word information" (Gonzalez, 2017, p.22). Learning is highly important in speed reading and understanding. Learners use literacy skills every day and they are not limited to written or printed content only as readers read several messages on mobile phones and computer screens.

2.2. Productive Skills

Speaking and writing are productive language learning skills. The combination of skills in the fields of grammar, vocabulary, syntax, semantics, and pronunciation can be one of the aims or goals of language learners. It is also impossible to learn the ability to communicate in a foreign language as it is commonly utilized. Writing is one of those skills that the students have difficulty mastering (Amiri & Puteh, 2017), since the other productive talent, that is, random by default, is tolerated by errors. Writing should be regarded as a scheduled project such that students normally have ample time

to focus on the paper or screen in their experience. This is why flaws and errors in writing in comparison with speech are comparatively less accepted.

Writing is described 'as a communication medium to transmit messages or ideas which, in a specific order and connected in some ways, are generated in written form in the sentence series. ' (Syam & Sangkala, 2014, p. 199). In addition, Hyland (2003) assumes that linguistic efficiency is based on enhanced writing. Thus, written skills can be inferred as a valid measure of a person's language ability level. Writing is a productive ability to communicate that is more aware than the other productive ability. In other words, it is a random skill where most errors can be tolerated. Fluency is considered critical when communicating so that speakers do not have much time until they express their words. However, students have ample opportunities to deliver their sentences while writing. Writing, thus, offers clearer indications of errors than speaking. In other words, speech primarily involves errors when errors are written. Therefore, the right address for studying errors of foreign language learners can be described as writing.

According to Brown (2000), to study the English language, students must be open to all four fundamental skills. When various scholars or learners try to study writing, which is an actual necessary ability of the English language, they often find several problems that result in many grammatical deviations in their written structures. Writing is the skill where students produce and give decisions that are placed in a particular instruction as well as being linked together by various techniques.

However, researching and writing essays are the most challenging, stressful, and demanding tasks. According to Raimes (1983), the writing skill is one in which learners are vulnerable to making errors, as well as one that is complex and time consuming for the students and their learning process. Writing, which is based on production and coding, is a talent that is made up of activities that are linked to the acquisition of knowledge as well as the expression of that knowledge (Carteret.al., 2002)It mainly focuses on improving the students' grammatical structures as well as their idioms and their vocabulary. The result of this is that when children write, they have the capacity to be creative and adventurous with their words.

As students write, they participate in creative language environments that consist of the constant use of multiple senses. These senses are subconscious, and unidentified (typically the eyes, hands and also brain which is an excellent model to support the learning an exact language). There is also another reason that claims errors to be significant in three ways: learners talk to teachers as they perform a logical assessment taking into account the course of their expectations and priorities so that teachers can assess whether the learner has improved and what is expected from him/her to understand.

They also provide researchers with information on how to develop writing skills. Finally, what approaches can teachers engage students to master the skills of writing? There is a method to analyze the philosophy of the essence of the dialect or experience and learning for language students. Error analysis (EA) is a favorite method for international or second language review. It is clearly accepted as the finest technique which emphasizes the errors of students and the categorization and correction of these errors.

Corder (1986) is known to be one of the most important error analysis researchers. Error analysis addresses various kinds of errors that students make while writing in English. He demonstrates that there are two distinct components in error analysis: theoretical and practical components. The theoretical component is to understand and consider how a student develops foreign language learning. The practical component helps students to study the language more skillfully by using language knowledge. In short, the scholar says it solves problems since, in every specific phase of the learning development, the student offers us a linguistic ability. It is also predictive and demonstrates to the teacher how to adapt the learning materials to solve the challenges and problems affecting the learners.

In the student's language study and analysis, Candling (2001) comments on error analysis. He indicates that international and second-language students are susceptible to errors and mistakes that are very significant in the progress of foreign language learning practices. Olasehinde (2002) explains that beginners or students cannot prevent making mistakes because they are both necessary and unavoidable in the educational process. Mitchell and Myles (2004) reveal and state that errors and

mistakes made while studying reveal an emerging foreign or second language arrangement for the learner. Error analysis is one of the fields of applied language analysis that examines the origins and causes of the error made by the students. It is a type of language study connected to an error made by a learner.

Corder (1986) explains the importance of errors made by learners at three stages. Firstly, errors allow teachers to observe students' success and evaluate their types of errors and how to classify them. Secondly, they give researchers evidence that a language is taught and acquired through of practices, and what methods and processes are used by learners in language acquisitions. Thirdly, they are important to students because they identify their deficiencies in written skills according to these errors. Teachers should then use analysis and testing to identify means of checking for errors and finding answers to known problems.

Ferris (2002) identifies and describes the technique that the study of errors and remedial approaches could facilitate and assist effective learning and that it would be a long and steady procedure to teach English, as a foreign language or in a secondary language. The author also points out that errors do not go anywhere or only disappear until they are discovered and exposed, contrary to the trust of some language students and tutors. He actually believes that mistakes or errors are ordinary education practices.

Raymond (2002: p.160) says: "Writing is more than a tool for conversation" It is possible to summarize that writing strengthens human lives by reminding of information and ideas. Paul (2005) further says that writing is usually the hardest of the four skills. The challenge is to generate and organize concepts that are achieved by mastering things such as syntax, orthography, word use, punctuation, and so on. This is because students not only focus on communication and the composition of the concept in understanding writing but also have to take into account a principle of writing as writing is a hard skill for students from abroad. The most difficult activity is writing skills for international students, as it includes knowledge, ideas, and the principles of writing. Furthermore, it is not only the problem of generating and developing thoughts, but also the translation in a readable language that is considered difficult for L2 or FL learners.

Richards and Renandya (2002, p.303) state the following:

Surely writing has the hardest ability to master for L2 students. The trouble is not only to generate and organize concepts but also to translate them into readable texts. Writing skills are very complicated. L2 writers should pay close attention to higher thinking and organizational skills and lower skill levels of orthodoxy, punctuation, word choice, etc.

This is true since students not only focus on communication and the composition of the concept in comprehended writing but also have to take into account the rules of writing as writing is a hard skill for students from abroad. English teachers may use writing as instructional resources or as proof that they are effective. Good writing represents a lot of practice as it requires thought patterns and then evaluation and revision.

It can be inferred that writing can develop the lives of people. In the context of learning English, however, writing is an activity that challenges FL students, since FL learners must not only translate the concept into an understandable text but also pay attention to the details of writing. Writing, furthermore, represents the FL learners' expertise as a medium that offers feedback in the learning experience. As Ur (2011, p.163) claims: "Writing is, in theory, the communication of thoughts and transmitting a message to the reader". In addition, Diestch (2003, pp.4-5) states: "Writing can be a general aim of informing, persuading, expressing and entertaining. The specific aim is to address certain writing criteria". In summary, this may be used to convey thought or enjoy the viewer for the aim of writing. The above types of writing can be specified in Table 1 below according to Tricia Hedge (1998, 95-96) as follows:

Table 1. Types of Writing.

Personal Writing	Public Writing	Creative Writing
Diaries	Letter of:	Poem
Journal	1) Enquiry	Stories
Shopping List	2) Complain	Rhymes
Reminders for oneself	3) Request	Drama
Packing lists	Form Filling	Song
Addresses	Application	
Recipes	Membership	
Social Writing	Study Writing	Institutional Writing
<ul style="list-style-type: none"> • Letters 	<ul style="list-style-type: none"> • Making notes while reading 	<ul style="list-style-type: none"> • Agendas
<ul style="list-style-type: none"> • Invitation 	<ul style="list-style-type: none"> • Taking notes from lecturers 	<ul style="list-style-type: none"> • Minutes
<ul style="list-style-type: none"> • Notes: • of condolence • of thanks • 3) of congratulations 	<ul style="list-style-type: none"> • Making card index 	<ul style="list-style-type: none"> • Reports
<ul style="list-style-type: none"> • Celebgram 	<ul style="list-style-type: none"> • Summaries 	<ul style="list-style-type: none"> • Reviews
<ul style="list-style-type: none"> • Telephone messages 	<ul style="list-style-type: none"> • Synopses 	<ul style="list-style-type: none"> • Contracts
<ul style="list-style-type: none"> • Instruction to: • Friends • 2) Family 	<ul style="list-style-type: none"> • Reviews • Experiments • Workshops • 3) Visits 	<ul style="list-style-type: none"> • Business letters
	<ul style="list-style-type: none"> • Essay 	<ul style="list-style-type: none"> • Public letters
	<ul style="list-style-type: none"> • Bibliographies 	<ul style="list-style-type: none"> • Advertisements
		<ul style="list-style-type: none"> • Posters
		<ul style="list-style-type: none"> • Instructions
		<ul style="list-style-type: none"> • Speeches
		<ul style="list-style-type: none"> • Applications
		<ul style="list-style-type: none"> • Curriculum vitae
		<ul style="list-style-type: none"> • Specifications
		<ul style="list-style-type: none"> • Note making (doctors and other professional)

<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •
--------------------------------------------------------------------------------------	---------------------------------------------------------------------------	---------------------------------------------------------------------------

<ul style="list-style-type: none"> • • • • • • • 	<ul style="list-style-type: none"> • • • • • • • • • 	<ul style="list-style-type: none"> • • • • • • • • • • • • • • •
-----------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Harmer (2001) claimed that writing is constructive and must be consistent and coherent. Coherence ensures that the series of ideas and points are meaningful. As for cohesion, it is a more technical issue, which relies on the different linguistic ways of integrating ideas through phrases and clauses. Meanwhile, Cahyono and Widiati (2009) state that research and teaching methodology are based on three types of writing. These are writing as a product, as a process, and as a social activity.

2.3. Writing as Product

Writing in this framework can be described as the ultimate outcome of writing. The term writing, therefore, refers to a written text, or composition recognizable in written form, handwritten products or digital documents (Cahyono & Widiati, 2009). In the study by (Cahyono & Widiati, 2009), the texts generated are dictated by the workings of the communication triangle; these are writer, audience as well as world knowledge.

2.4. Writing as Process

Due to a certain behavior, such as group work, students need to be motivated to write positively. It is more complicated to write as a process since there are different stages. The method model of writing is not a single activity, but several phases can

continue till achieving the result. According to Harmer (2008), there are four combinations in the writing procedure:

2.4.1 Planning

A plan is what people can write about. They try to determine what they are going to say before they start writing. They would then compose extensive notes and thoughts on paper. Writers should consider three key topics when planning. They must first consider the purpose of what to write about, determine what information they may inform and what language they will use.

2.4.2 Drafting

It is the first process that involves writing. The most significant thing is to put words in writing. This step leads to the text which is supposed to be modified later. Drafting is just on the way to the final version in which several drafts are formed.

2.4.3 Editing (reflecting and revising)

In producing the draft, people want to focus as well as revise after their drafting, or may also need to read as an editor to comment or to include suggestions in favor of the writer for making proper revisions.

2.4.4 Final Version

After editing their draft, writers feel it appropriate to make the following adjustments.

The final version is then made. The writer is willing to submit his/her writings to the public in the final version. These phases may be characterized as follows: planning, drafting, and editing of the final draft.

2.5. Writing as a Social Activity

Writing is defined as an act of communication within an external context between the writer and the reader (Miller 1998 in Cahyono and Widiati). The act of writing, thus, leads to the development of community shared texts that correspond to

the styles of that text. The term genre is the notion of text type. Hogue and Oshima (1999) state that the writing process has taken approximately four stages which are

2.5.1. Prewriting

Prewriting can be considered the first step. Reading in advance is an opportunity to find suggestions. In this stage, you decide on a subject and gather ideas to clarify the subject. There are some of methods you can use to get ideas. Here, the technique called listing would be used. A listening may be a pre-writing practice of writing the topic at the top of a document and immediately listing your terms and phrases. If an idea is good or not, Note it down then continue to write till the flood of thoughts ceases. The transition to catching several ideas is in the pre-writing stage.

By learning ideas, the student continues to write and does not think about correctness of order. The key is that s/he continues to write.

2.5.2. Organizing

In organizing, Concepts should be arranged into a clear outline. In this stage, the concept is structured into a clear description from a particular angle or section to be developed into a paragraph.

2.5.3. Writing

The next move is to compose an approximate draft using a reference. The raw draft is written as fast as possible without even thinking about syntax, orthodoxy, or punctuation. Thoughts are to be put on paper. Perhaps in your rough draft, you can find several errors.

Errors are to be fixed, and it is to be noticed that concepts are to be incorporated and not outlined in the description, and at the end of the sentence, a conclusion is added.

The student has guidelines before beginning the writing activity after s/he receives the basic idea. This writing phase may be called a rough draft, as a student makes several errors potentially.

2.5.4. Polishing

In this step, you polish what you wrote. This stage is also revised and edited. If you do it in two stages, polishing can be more effective. Firstly, address the major problems of organization and material (revising). Then, practice on smaller grammar, punctuation, and mechanics problems (editing). This can be the final step in the course of writing. In the grammatical rules, punctuation, etc. , the student edits and corrects a rough draft. After the revision, the student stops writing.

According to Locker (2006), the better writing suggested would: 1) save time, 2) increase performance, 3) clarify issues, and 4) create a good will. However, a student must be able to compose exhibitions and pedagogy before a writer can begin with a basic knowledge of language and comprehension of a language structure. Pedagogical grammar is characterized as "a set of meanings and structures regulated by specific pragmatic restrictions" (Larsen-Freeman, 2001, p. 124). Language teachers can also concentrate on three aspects: form, importance, and use (Reishaan, 2013).

In the range of writing this study, particularly EFL and ESL authors' errors have been conducted. The researcher first studied English prevalence. The researcher then examined the origin in the written errors of NNS and addressed the area of error analysis.

2.6. World Englishes

According to Qiong (2004), English is a globalized language and by 2050 about half the population will be able to speak English. Due to the vast amount of people who speak English, English varieties emerge. *World Englishes* (WE) is a term used to recognize language plurality. "Global English," "universal English" and "modern French," are often accustomed to describing the different variants of English that originated around the world, and are located or indigenous to the language of English (Bolton, 2005).

There is no common authoritarian, prestigious, and normative basis in English (Mesthrie & Bhatt, 2008). Seargeant (2012) considers that English "has many types and variations, not as a single monolithic structure." English is a global, international,

intercultural language (Young & Walsh, 2010). As a medium of communication for language speakers, globalized culture today primarily depends on English in higher education (Crystal 1997, 2003). In general, the number of emails sent from prospective students to the personnel of admissions has been increased.

Using English as the language of academic publications, conferences, and global organizations are considered as one of the reasons for this rise (Eisenberg, 1996). In the US and the UK, a growing number of students are attracted to study in a foreign country for a course or the whole degree (The Economist, 2005). Globalization in higher education is mostly based on the English language to communicate with peers, teachers, and employees.

2.7. EFL/ESL Writing Errors

Written communication enables the author to convey the ideas of the reader. A connection between the writer and the reader may be built if written simply and specifically. Writing is a deliberate, organized, and informed action or activity (Chidambaram, 2005). Writing benefits English students by enabling them to go on language adventures (Reimes, 1993). Writing also allows students to understand through the genuine use of the newly acquired structures and vocabulary (Alfaki, 2015). NNS writing errors are, however, different from those in NS writing (Harris and Silva, 1993). Corder (1967) states that errors are caused by an output fault. Norrish (1983) characterizes an error as a systemic deviation that occurs when an individual has not learned something and often fails. An error is defined by Corder (1967) as a language form or forms which are not be created in the same way by the native speakers.

Learner errors are categorized as either global or local. Global errors hinder understanding and are more superficial, while local errors put impact only one part of a sentence. Teachers differ about the best time to correct errors: promptly or postponed (Xie & Jiang, 2007). Spelling and grammatical mistakes, in general, should be automatically corrected. Corrective measures need not be face-threatening to prevent a student from feeling distinguished and influence his/her effective filter. This can be helped by indirect correction or self-correction until the right form is provided. Error correction is essential for fossilization prevention but cannot be the primary focus of

study in which teachers focus on the identification and correction of errors, even at the local error level. Instead, error detection assists in the identification of a student's rapidly developing language skills and provides teachers the opportunity and knowledge of student errors. Global errors include material and organizational errors that can be due to the failure of an English language learner to correctly compose and to prevent the writer of a message from being reported (Bates et.al, 1993).

Due to their non-native English heritage, ESL and EFL student errors may occur. The writer's different variations and predispositions, educational backgrounds, cultural background, linguistic background, knowledge of English writing, and the motivation for writing may trigger another kind of error committed by contextual problems. Grammar problems made by an absence of good English graphics as well spelling can lead to global errors or local errors (Ferris & Hedgcock, 2005).

Grammar problems made by an absence of English graphemics as well as spelling could lead to global errors or local errors (Ferris & Hedgcock, 2005). These grammatical errors include spelling, misplaced nouns, and verbs, misplaced articles and prepositions, and poor word choice. Inflectional morphology, verb formation, verb deviation, verb completeness, verb tense (Woodward, 2013), passive construction, modal construction, and subject-verb agreement (Harris and Silva, 1993) are all areas where English Second Language authors can make errors with. (Ferris & Hedgcock, 2005). ESL authors find no errors by inflections, derivations (Harris & Silva, 1993), confusing the noun with the adjective (Woodward, 2013), counting nouns, abstract nouns, collective nouns, plural endings and by progressive endings (Ferris & Hedgcock, 2005). Articles can be used in the wrong setting, misused, used when not required and lack at any point in time (Harris & Silva, 1993). ESL authors fail to realize what specific nouns, pronouns, adjectives and adverbs are associated with prepositions (Harris & Silva, 1993).

Uncommon or mistranslated words can cause terms of word choice (Woodward, 2013). Due to the frequent ESL errors, educators can help to classify besides correcting errors in writing (Harris & Silva, 1993). The former may be induced by the intervention of the native tongue, the latter due to the misapplication of rules and misunderstanding of exceptions to the aforementioned rules. These errors may be

interlingual or intralingual (Richards, 1971). Interlingual errors may occur when EFL students cannot understand the TL rules but instead apply their native language rules inaccurately (Krashen, 1981).

Intralingual mistakes may occur when learners overextend besides overgeneralize the rules since the TL is limited or inadequate (Richards, 1971). This means making and correcting mistakes in the learning process. Error analysis seeks to evaluate these errors using a systemic method, including the compilation, detection, definition, explanation and evaluation of errors (Corder, 1971).

Through an error analysis of the EFL learner's writing, teachers consider the existing stage of students in the process of language learning. According to Wu (2014), an intralingual error, exacerbated by over-generalizations, is a major error. An interlingual error is the second major type of error, which results from the shifting of rules from the native language of the learner to the TL.

2.8. Errors

2.8.1. Definition of Errors

Corder (1986) suggests that "errors can be considered as the product of performance deficiency" and "that errors are a structural divergence created by students who have not yet learned second language laws."

From the above statement, it is demonstrated that errors can be part of the process of FL learning. Each student who is learning a foreign language normally makes such errors, both orally and in writing.

2.8.2. Classification of Errors

All experts say something about errors. They divide it into different types. Ellis (2008) distinguishes the following three forms of errors:

1) If the learner learns that a clear rule in the TL does not apply, these are considered pre-systematic errors. They are random.

2) If the learner learns a rule, but it is an incorrect rule, these are systemic errors.

3) Post-systematic errors arise when students are aware of inconsistent use and the proper TL rule (i.e. make an error). Dulay et.al. (1982, p.146) recognize other types of errors, which are classified into four descriptive error categories. These are the linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.

2.9. Types of Errors

Learning a foreign language requires mastering the four fundamental skills in the TL which are speaking, understanding, reading, and writing. While learning a foreign language, one cannot utilize the TL properly as "there are almost inevitable errors of various kinds in the language created by foreign language (FL) learners" (Hemchua & Schmitt, 2006, p.3). Any of these abilities is characterized by various types of errors. Given that this research focuses on written errors, the usual written errors are taken into consideration. These errors may be categorized as lexical, semantic, grammatical, and mechanical errors.

It is very important to use words properly when writing in a foreign language so as to express the intended meaning. Typical lexical errors include confusing, L1 borrowing, coinage, and calques (or literal translation) (Llach, 2007). The significance of terms, phrases, and sentences are one of the semantic mistakes. Scoring and capitalization are primarily linked to mechanical errors (Maner, 1996). Lastly, the word 'grammatical error' is used to describe a faulty, unconventional, or problematic case, such as a wrong modifier or improper verb tense "in prescriptive grammar" (Garner, 2012).

Richards (2004) classifies the sources of errors into three when considering causes or sources of errors: interlanguage errors (interaction between the objective language and the mother tongue of students); development errors (errors which generally happen in the TL), and (errors occurring from faulty comprehension of the distinction in the target language).

2.9.1. Error Types Based on Linguistic Category

Those taxonomic linguistic classifications divide errors into three categories: errors as a whole, errors as a component of language, and errors as a particular linguistic component. Language components include phonological (pronunciation), syntactic and morphological (grammar), semantic and lexical (meanings and vocabulary), and speech elements (style). The components which make up each language variable are included in this section. It is possible to contest whether a syntax error occurs in the main clause or the subordinate clause, as well as whether the error occurs in any clause that is influenced by the substantive phrase, such as an auxiliary phrase, any verb phrase, any preposition phrase, any adverb phrase or any adjectives, among other things.

2.9.2. Surface Strategy Taxonomy

Dulay et.al. (1982) group errors into four groups based on the surface technique taxonomy. These are Omission, Addition, Misformation, and Misordering.

a. Omission

The lack of an item that has to be showed in a well-formed utterance characterizes Omission errors. Many of the referential meanings of a sentence carry morpheme content: nouns, verbs, adjectives, and adverbs. Grammatical morphemes are often omitted by language learners rather than content words.

b. Addition

Addition errors are contrary to the errors of omission. They are distinguished by the appearance of an object which cannot appear in a well-formed form. Three types of additional errors are defined, namely double marking, regularization, and simple addition.

1) Regularization

It is noted by Dulay et. al. (1982, p.157) that the "Regularization of errors that fall under the addition category are those in which a marker that is naturally added to

one or more linguistic items is incorrectly added to one or more exceptional items of the given class that do not have a marker."

This suggests that there is a regularization error as students enhance a further morpheme to the exceptional words.

2) Simple addition

There is not any special feature, but an item that has not to occur in a well-formed expression is employed.

c. Misformation

The use of the incorrect version of the morpheme or arrangement characterizes misformation errors. The student provides something in case of misformation errors, while it is wrong. There are three different kinds of errors in misformation, namely regularization errors, archi-forms, and alternating patterns.

a) Errors in regulation

The errors of regularization falling under the misformation range are those in which an irregular marker is being used.

b) Archi-forms

The choice can be one of the forms in a category representing those in the class which is a general feature of all phases of acquisition of a second language.

c) Alternating Forms

When the learners' vocabulary and grammar expand, the use of archi-forms often allows different members to alternate fairly freely.

d. Misordering

The wrong location of a morpheme or set of morphemes in an utterance is marked by misordering errors.

Table 2. Dulay et al's (1982) Surface Strategy Taxonomy.

Category	Description	Type	Example	Explanation
Omission	Refers to the absence of an item which must be present in well-formed utterance.		Why do you always look (at) me?	Missing of preposition at in the sentences
Addition	The presence of an extra item which must not be present in a well formed utterance	<u>Double marking</u> <u>Regularization</u> <u>Simple addition</u>	We discusse (about) our homework	Inclusion of preposition about in the sentence
Misformation	Refers to the use of the wrong form of the morpheme or structure	<u>Regularization</u> <u>Archi Form</u> <u>Alternating Form</u>	I did this by spin the handle Instead of: I did this by spinning the handle	The missing of -ing form
Misordering			Whom did you sent the letter? Instead of: To whom did you send the letter?	Prepositions are incorrectly placed

2.10. Comparative Taxonomy

A comparison of the arrangement of L2 errors to certain other constructions is the basis of the classification of errors in a comparative taxonomy. The two main error types in this taxonomy are compared which are: developmental errors and interlingual errors. From the first two are derived two other groups used in the comparative analysis taxonomy: ambiguous errors, that are classifiable as either developmental or interlingual; and surely, the grab bag category.

a. Developmental Errors

The developmental errors are errors similar to those caused by children learning the target language as their first language,

b. Interlingual Errors

Interlingual errors in the form are analogous to a statement or sentence in the native language of the learner that is semantically equivalent. Interlingual errors apply simply to L2 errors that represent the nature of the native language, regardless of its internal processes or external circumstances.

c. Ambiguous Errors

These are ambiguous errors that may be similarly categorized as established or interlingual. This is because these errors represent the language structure of the learner, and simultaneously they are of the kind seen in the first language speech of the children.

d. Other Errors

Few taxonomies are completed without a grab bag for items that do not fit into any type of category.

2.11. Communicative Effect Taxonomy

The description of communicative effects addresses errors in terms of their impact on the listener or reader. This is reflected in the distinction between miscommunication-related errors and errors that do not occur. Errors affecting the sentence's overall organization prevent good communication, while errors affecting a particular sentence aspect generally do not interfere with communication. These errors have been partially separated:

a. Global Errors

Global errors mask content, stopping students from recognizing some elements of the message. It means that a global mistake exists in the statement that comprises a significant part of the violation, which means that it is hard to grasp.

b. Local Errors

Errors in one sentence which affect single (constituent) elements do not normally significantly interfere with communication. These include errors concerning inflections in nouns, verbs, articles, auxiliaries, and quantifiers.

These errors should be identified in order to facilitate the study of errors. Errors are either interlingual or intralingual errors (Richards & Richard, 2010). Interlingual errors occur from a misunderstanding created by the transfer of the native language of the students. The effect of one target language item on another can also contribute to it.

The errors based on surface structure are classified as an omission by Ellis (2008). Apart from an item that must be regarded as grammatical for an utterance, adding (adding an item which is not needed), misformation (using the incorrect form of the structure or morpheme) and misorders (putting the words in an utterance in the wrong order) also occur. James (1998) declares that the error category definition of language is as follows: prepositions, articles, speech reporting, singular/plural, adjectives, tenses, agreement, possessive case, nouns, pronouns, word order preference, and orthography.

2.12. Causes of Errors

Errors occur due to certain reasons. Interference with the local language is one apparent source. A strategy for preventing students from making the same errors is to look at the roots of the errors themselves. Knowing the sources of errors to recognize the problems facing students through language learning is one solution.

Taylor in Ellis (2008, p.53.) points out that sources of errors are divided into four categories:

- 1) Psycholinguistic sources are concerned with the nature of the L2 knowledge system and the problems that learners have with utilizing it in the production phase of the language learning task.

2. In sociolinguistics, topics such as the capacity of students to adapt their language to the social environment are discussed.

3. A third cause of uncertainty is the learners' lack of general information about the world around them.

4. The structuring of information into a cohesive "text" is a challenge for discourse sources.

The error source in four categories was described by Taylor in Ellis (2008, p.53)

1) Psycholinguistic source relating to the nature and challenges of development of the L2 information structure for learners.

2) Origins of socio-linguistics such as the willingness of the learner to adapt in line with the social context.

3) Epistemic sources relating to the absence of real awareness by students.

4) Discourse sources include information organization issues in a coherent "text."

Unlike Ellis, Brown (2007) has the following categories: interlanguage transfer, translation, understanding meaning, and coping methods.

1) Interlingual transfer of the first language is the interlingual transmission. The learner is not familiar with the second language system. The first language is the only language that the learner may relate to. He claims that interlingual conversion for all learners is an important source of error. He states that interlanguage is a language for learners, emphasizing the sense of separation from a framework of second language learners.

(2) The negative transfer within the target language itself is intralingual transfer. This means that the laws are not being generalized correctly in the TL. Intralingual results where the students make ungrammatical constructions when they do not understand their TL sufficiently. Faulty or partial learning of the TL results in intralingual errors rather than just language transfer. In other words, students are wrong because they are not familiar with the TL and have difficulty using it.

3) Learning context. In the event of schooling or the social condition in the case of untutored second-language instruction, context, for instance, applies to the classroom with its teacher and material. The teacher or textbook may render inaccurate language hypotheses in the classroom context. In other words, the students have mistaken hypotheses or a textbook that leads to committing errors.

4) The technique of communication is linked to the mode of learning. Evidently, learners use production techniques to improve communication. But these methods may also be a source of errors by themselves.

In the meantime, James (1998) has the assumption that, in talking about the cause of errors, he is in contrast with Brown:

A. Influence of mother tongue (Interlingual Errors). Errors due to conflict with the mother tongue. The influence of the learner's mother tongue to use the target language has its influences on the students.

b. Intralingual Errors: Target Language Causes. Students who do not know a TL type at any stage or class will do two things:

- They use the learning techniques to learn the necessary topic.
- By using negotiation tactics, the student may attempt to fill the gap.

c. Communication Strategy-Based Errors

➤ Holistic strategies and analytical approaches are part of these errors. They are as follows: The term holistic applies to the assumption of the learner. An approximation is the most familiar idea for this issue.

➤ Analytic methods implicitly convey the idea, not simply through allusion: this is circumlocution.

d. Induced Errors

Errors in learning are more the product of the condition in classes than the incomplete skill of the student in English (intralingual errors) or the intervention of the first language (interlingual errors). It is the consequence of the way teachers provide definitions, illustrations, explanations, and practical opportunities. Material-induced

errors, teacher-talk errors, exercise driven errors, pedagogical Priorities-induced errors, and lookup errors are the source of these errors.

Norrish (1983, p.21) also explains three sources of errors below:

A. Carelessness: Closely linked to incentive deficiencies. Many teachers may recognize that the loss of attention is not necessarily the responsibility of the students. The presenting content and/or style does not match him/her.

b. Interference with the first language: language learning is a matter of habit knowledge (mother or foreign language). The utterances of the learners are assumed as gradually "shaped" in the language the student learns.

c. Translation: most students probably make errors in translation. This is how a student converts his first language idiomatic phrase word by word into the TL. From the aforementioned description, Norrish divides causes of errors into three groups or categories: carelessness, first-language interference, and translation. These are caused either by the student or the tutor themselves and by the method.

2.13. Distinction between Error and Mistake

Mistake and error are distinct technically. An error is caused by insufficient knowledge; a mistake is caused by a lack of focus, tiredness, carelessness, etc. (Richards & Schmidt, 2010). Brown (2000) also has a similar opinion about the difference between error and mistake. A mistake is considered as a performance error that can be remedied while an error represents the learner's maturity, a notable deviation from adult grammar of native speakers.

It is implied that the learner's understanding of the TL is demonstrated by error when the learner's shortcomings of using the language are temporary. While Freeman and Long (1991) explain that: While a mistake is a random performance failure, exacerbated by exhaustion, excitement... and so readily can be self-corrected, an error is a systemic deviation made by students who have not yet learned L2 rules. A student cannot correct an error by himself since it reflects his present performance or underlying skills. Ellis (2003, 17) also makes a distinction between error and mistake.

Errors represent occasional deficiencies in performance. These arise when students are unable to do what they know in a certain case. It will be inferred that a mistake relates to the level of students' performance induced by certain reasons including tiredness, carelessness, motivation, and others, but it can be reversed itself as students actually know the linguistic rule when they concentrate. Error is a result of the deficiency skills of students, which suggests that students have no understanding of the language and they have yet to learn the language, which is why it is unproblematic. The aforementioned description is summarized in the following table.

Table 3. Distinction between Error and Mistake

Error	Mistake
➤ Associated with the students' deficiency competence	➤ Associated with the students' quality performance.
➤ When the learners are unfamiliar with the L2 rules, they are unable to self-correct.	➤ When learners pay attention, they can be self-correct.

2.14. Error Analysis

A foreign language with all four skills takes a very long time to master, as students also have difficulties in eliminating mother tongue interference in the language learning process. Therefore, errors and mistakes often occur. Yet, errors and mistakes in the second or foreign language learning process are understandable as long term removal is expected (Rustipa, 2011). In order to minimize the number of errors as much as possible, researchers interested in language studies attempt to detect the sources of error in the course of learning a foreign or second language. To date, the source of errors in the area of applied linguistics has been established by three approaches; contrastive analysis, interlanguage theory, and error analysis. (Rustipa,2011).

According to the theoretical foundations formulated in Lado's (1957) book 'Linguistic in culture', Contrastive Analysis (CA) is a theory that suggests that learning errors are triggered by separate factors between the mother tongue and the target language. Therefore, a contrasting study of the two languages is deemed

important, in order to determine potential errors, based on similarities and differences. Interlanguage theory, by contrast, refers to a transition time in the target language between the two languages until students are sufficiently qualified and it is a complex process, as the linguistic learning process progresses.

As suggested in Rustipa (2011, p.20), "The L1 transmission, transferring instruction, L2 learning strategies (e.g. simplifying), L2 communications strategies (or communication strategies as circumlocution) and overgeneralizing the objective language trends are interlanguage rules." The emphasis of the current study is the review of errors in studying foreign or foreign languages through the identification and classification of these errors, the identification of problem fields in the language of choice, and the recommendation of remedial activities. The following is a detailed account of the error analysis approach.

Errors need to be identified and corrected in order to improve students' writing. They need to be corrected. Such feedback should be precise, reliable, and personalized. A research classifying the grammar errors used in business writing was performed by Tiensawangchai (2014). While written communication skills are crucial to the potential careers of students, many EFL and ESL students cannot accomplish their writing assignments satisfactorily in their work. This may be attributable to an absence of good grammar skills, practice, and effective instructor feedback. Connell (2000) studied the mistakes of writing in Japanese and found that the use of subject matter in one sentence creates the most difficulty in the comprehension of writing in the students' writing. Olsen (1999) studied Norwegian EFL students and stated that there are more grammatical, spelling, and syntax errors in identifying less proficient students. Thananart (2000) analyzed the written failure of Thai university students and found that almost 75% of the errors refer to grammatical structure. The writing errors of pre-university students in Iran have been assessed by Shahhoseiny (2015) who found 38 percent of the errors are associated with essays and 33 percent related to tense choice. Khansir (2013) carried out an observational analysis and found that the maximum errors are due to punctuation and spelling. Cheng (1994) analyzed errors in the Chinese university student's language and divided error classes into morphological, lexical, syntactic, and semantic types. Cheng concluded that syntactic, semantic, and morphologic errors are the most frequent.

Wu and Garza (2014) carried out a further e-mail analysis to find out what types of grammatical errors are commonly observed and the reasons behind these errors in the compositions written by the Mandarin-Chinese students. EFL students aged 11 to 12 had to write about one subject in Taiwan over 12 weeks in the sixth-grade cycle. Certified ESL teachers in Texas read e-mails from one website doing error analysis. Once the teachers emphasized and marked the errors, they measured and evaluated them. Teachers divided errors into 22 classes and considered topic and verb agreement to be the greatest challenge. The second and third most common errors are sentence fragments and sentence structure. In the overall 780 errors, 469 were lingual. The findings of this study show that errors during the linguistic training period are common for students. In fact, error analysis showed the most frequent form of errors, promoting teaching practices like a potential use of subject-verb agreements, and actual world experience of genuine materials which encourage and stimulate students.

2.15. Writing Apprehension

Writing apprehension, a term first defined by Daly and Miller(1975), is characterized as "a general avoidance of writing and situations perceived by the individual to potentially require some amount of writing accompanied by the potential for evaluation of that writing" (Daly, 1979, p. 37). The highly apprehensive individual will generally go to great lengths to avoid situations that will involve writing, even when the consequence of the avoidance is more punishing than any obvious gains or rewards (Daly, 1979).

Writing apprehension decides for the individual his academic direction and occupational decisions. High apprehensive individuals will select courses and college majors that they perceive to involve little or no writing (Daly & Miller, 1975; Daly & Shamo, 1978). These same individuals will also choose occupations that involve little or no writing because of their apprehension (Daly & Shamo, 1978).

In order to prevent using linguistic intervention such as the Testing of English as a Foreign Language (TOEFL, for example), as the sole markers of international student ability, Xie & Zhao (2007) urgently urge higher education institutions. Ren et. al.(2017) promote the use of student interviews in the admission process to be a crucial element. It is found that one-on-one contact is a stronger predictor of a student's

academic achievement prospect. A standardized exam does not demonstrate a student's level of writing accurately due to writing apprehension. In this concern, Pimsarn (2013) investigated the writing apprehension of EFL students at Thailand's public university.

Emails help students learn and develop writing because contact is safe and permanent. Since authors do not face readers, they are not to be so embarrassed when they eventually make a mistake (Wu & Garza, 2014). Furthermore, it is noticed that e-mails have more authentic material and let writers chose their topic. Emails change the poor writing habits of students as well. For example, student writers, especially beginner ESL authors, tend to prematurely edit their content. A research analysis by (Wang, 1996) showed that this issue continues, even though the students kept a journal dialogue, which is a kind of "free writing exercise".

Emails promote a writing atmosphere in which students can think as quickly as possible. This encourages new EFL students to stop puzzling over words, phrases, and grammar (Wang, 1996). A further research examined how the asynchronous exchanging of e-mails increase syntactic difficulty and grammatical precision in linguistic aspects (Shang, 2007). Many participants say that in a non-judgmental atmosphere, which provides an enjoyable and true learning experience, they like to learn from their peers. The integration of electronic media into the EFL classroom is an addition rather than substitution, and can introduce creativity to the conventional language classrooms. In the final text, participants made fewer grammatical errors than in the original text of the study. These results suggest changes in syntactic complexity and grammatical precision, with a major variation in the complexity of sentences. Shang believes that changes are caused as a result of the communicative and corrective aspect of the e-mail exchange. Although the sharing among peers is poor, students can write and exercise openly.

According to Bartholomae (1986), students commit mistakes in their writing. Any errors seem normal to the instructor to encourage him/her to learn a new technique or to make the pen slip unavoidable. Others seem to be inefficient, constant, and instruction-taking. This huge commitment is inspired by the positive willingness to "nip errors in the bud." However, a plethora of literature not only shows that this

approach to language error is inadequate, but also indicates that writing capacity typically has a detrimental effect, as it eliminates fluency. In order to help language teachers determine what difficulties a language student faces due to language differences between the native language and target language, error analysis is mainly seen as an important part of contrastive analysis. Errors which are not assigned to language intervention are practically overlooked and which are considered as the most common. For example, the absence of articles before singular names or phonological errors are so well documented that many teachers consider researchers' works to be redundant.

Therefore, error analysis consists initially of nothing more than impressionist collections and their linguistic description of 'ordinary' errors (Ellis, 1985). In short, errors stem from the emotional, psychological, and linguistic experiences in, challenging researchers to set a strong linguistic model capable of explaining or by informative forces needed to analyze errors.

According to Kafipour and Khojasteh (2012), in the view of the shortcomings of error analysis research tool, it is also pointed out that possibilities of links between the classroom and the psycholinguistic issues of first-language acquisition show the relevance of more study and educating teachers who can address language errors as well as communication and work errors. However, it should be noted that errors are just a means of expressing the output of a language and should not overshadow the progress of the language learner.

2.16. The Importance of Errors

Hourani (2008) has shown that errors in three different dimensions are significant. First, they show teachers how far students have progressed. Second, they provide researchers with documentation of the language learning and of the tools or approaches that students use in their study of the language. Finally, the students themselves are critical because they take advantage of their mistakes in learning the right language. James (1998, as quoted in Tiarina, 2017) stated on the other hand that the two dimensions of error are significant. Error analysis reveals to students what to do with foreign language instruction and advises experts about the way the learning process is progressing. Thus, Peng (1976) emphasizes that error analysis enables

teachers in the teaching of a foreign language to provide remedial guidance. While errors are not ideal, if all these concepts are treated as a whole, errors may be seen to be treated as useful resources that can be learned when studying a foreign language.

2.17. Error Classifications

Dulay et.al. (1982) limit their argument to descriptive elements of error taxonomy, supposing that correct classification of errors is a specific undertaking from the task of addressing the origins of these errors. They concentrate on error taxonomies which identify errors according to the surface of the error itself, regardless of the underlying source or cause. These have been labeled as descriptive taxonomies.

The use of error analysis as an empirical instrument for tasks like the specification of transitional constructions, the computation of acquisition orders, and the characterization of uniquely formed utterances is justified from this perspective. They conducted a review of the literature to identify the most helpful and frequently used basis for descriptive error categorization that they could find. These are :(1) a linguistic category; (2) a surface strategy; (3) a comparative analysis; and (4) a communicative effect.

There are two main reasons for discussing these comprehensive classifications: to present error definitions that depend exclusively on a measurable (rather than inferred) definition; and to report the study results carried out to date regarding observable error typologies. Such results help teachers to teach and theoreticians formulate the L2 principles in their education.

Most error taxonomies are often dependent on the linguistic item influenced by an error. These linguistic taxonomies divide errors by language variable and/or by language that causes the error (Dulay et.al., 1982). Errors can be categorized according to various taxonomies: The taxonomy for surface strategy and comparative taxonomy are two main linguistic error classification taxonomies.

Taxonomy of surface strategy highlights methods of altering surface structures. Analysis of errors from the perspective of surface strategy shows that students' errors are established upon certain logic. They are the product of the students using provisional concepts to develop modern languages (Dulay et.al., 1982) rather than

laziness and disagreement. The taxonomy categorizes errors as omission, addition, and misordering. The definition of error in a comparative taxonomy, according to (Dulay et.al., 1982) is based on similarities between the arrangement of L2 errors and some other construction groups. For instance, by a comparison taxonomy one might compare the structures of the student's errors with those of children learning the first English language, to distinguish the errors of a Korean student learning English. Research literature compares L2 errors most often to errors in the first language and similar words or phrases in the mother tongue in children who learn the TL. The two main types of errors in this taxonomy are developmental and interlingual errors (Kafipour & Khojasteh, 2012).

2.17.1. Developmental Errors

"Developmental errors can be closed to these that infants experience as a first language" (Dulay et. al., 1982, p.165). For example, a Spanish child learning English makes the following statement: Cat drink it.

The omission of the article and the previous tense marker can be labeled as "developmental," since they often occur in the first language of children who learn English.

The interest in evaluating L1 and L2 acquisition errors is evident for the following reasons. The first concerns the promotion of L2 in theory. As stated by Dulay et. al. (1982), theoretical conclusions taken from the broad pool of L1 research data could also apply to L2 acquisition theory, if characteristics common to both L1 and L2 acquisition could be established.

Secondly, there is the role of the first language in the study of the second language. As children who have mastered the first language have not been taught a former language, errors are never to be caused by interferences with another language. If the second-language student commits certain errors, it is fair to assume that rather than the rules and frameworks of the natural language of the student, the mental mechanisms behind the general development are involved (Dulay et.al., 1982).

2.17.2. Interlingual Errors

Interlingual errors are similar in design to a semanthropic word or sentence in the native language of the learner (Dulay et. al., 1982). The skinny man, for instance has the word order of Spanish adjective phrases that is created by a Spanish speaker (e.g. el hombre flaco). Researchers typically convert the grammar type of the word or phrase of the learners into the first language to describe the interlingual error in order to see if there are parallels. If the student made, for example:

Cat drink it.

The grammatical form would be translated by the researcher.

The cat drunk it.

into Spanish

El gato lo bebe.

Compare the two phrases to have a look at whether the L1 structure of the learner is evident in the L2 phrase. That's not the case. Interlingual errors as described as clearly relating to L2 errors that reflect native language structure, independent of internal processes or external situation.

2.17.3. Ambiguous Errors

According to the definition, "Ambiguous errors are those that may be categorized as developmental or interlingual errors" (Dulay et. al.,1982, p.172) In part, this is because these errors both reflect and are representative of the learner's language structure, while also being of the kind that may be found in children's first languages. For instance, in the expression "I no have a car", the negative construction represents the native Spanish language of the learner and is also typical of the first language of the children studying English. In a comparative taxonomy, the ambiguous category is highly pertinent.

The assignment of these errors in a different group means that comparative error analysis results are consistent and allows researchers to draw clear theoretical conclusions from the other evidence (Dulay et.al, 1982).

2.17.4. Other Errors

Dulay et. al. (1982) assume that few taxonomies can fit in any other grouping without a grab bag. For example, 'she's hungry' the speaker does not utilize her native Spanish structure, nor does she use a method of L2 development like 'She hungry', where the auxiliary is totally omitted. Such an error goes into the other categories.

2.18. Related Studies

Observations on the language and writing of adults who are learning a second language have shown that the vast majority of non-phonological errors produced by adult learners do not reflect their original languages in any way. However, the proportion of interlingual errors found is greater than that for children. Studies that display actual values (White, 1977; Lococo, 1975) report a rate of 8-23% in different samples of interlingual errors. Lococo (1975) and Bertkau (1974) observe that the bulk of interlingual data error is caused by a few people. This finding reveals that features uniquely related to the occurrence of interlingual errors can be close to those people. The two quasi proportion researches available (one on oral and the other on comprehension) show that there are nearly no interlingual errors. One by Hanania and Gradman (1977) concludes that "There was no proof of significant first language intervention in the constructions of the English sentence of the learner" (p.88).

In contrast to the above assumption, the other study by d'Anglejan and Tucker (1975), notes that :

Second language learners, even those of the beginners, by associating their native language to similar structures, seemed not to process the target languages... they do not try to apply clear grammar rules for sentence comprehension in the target language suitable for their mother tongue (p.293).

A great deal of research on the error analysis of student writing has increased in the last few years. Napitupulu (2017) recently carried out a research in English Letter

writing on the linguistic errors of students. On the basis of the results, Indonesian students have made plenty of errors in this study owing to first-language transfers.

A similar study was undertaken by Sermsook et.al. (2017) to investigate and discuss causes of errors in writing by English major students in a Thai university. Their survey found that the most common errors are punctuation, articles, subject-verb agreement, orthography, capitalization and fragmentation. The main causes of error have been found to be interlingual interference, intralingual interference, poor knowledge of English grammar and vocabulary and student inattention.

Another research undertaken by Phuket and Othman (2015) in the writings of EFL students, investigated the principal causes of error. They studied the forms of errors and the language level that has the most errors in their writing. In their research, they found that words from Thai, word choice, tense verb, and prepositions are most frequently interpreted errors. The primary cause of errors is found to be interlingual or mother-tongue interference.

In the English Writings of Teacher Education Students, Lasaten (2014) performed an error analysis. His study found that verb tenses are the most common linguistic errors among students and that they have errors in the structure of sentences, punctuations, phrasing, pronunciation, use of prepositions, and articles. The grammatical, mechanical and syntactic elements of English writing fall under the category of these errors. Most of these errors are prompted by the inadequate understanding of the TL (English), in particular by a lack of knowledge of the rules. Others are due to lack of attention, transfers, or intervention in the first language and the inadequate vocabulary of the TL.

Layyinatul (2014) analyzed the most common errors made by second grade students in text writing. The change in her study is categorized into four groups: omission, addition, selection and, misordering. In her analysis, she employed a descriptive method. The results indicate that the respondents committed 182 errors. The students' most common errors were in their recounts and they were regarded as the omission type.

CHAPTER THREE

METHODOLOGY

Introduction

The methodology of this research is discussed in this chapter. It deals with the description of the design of the study, the participants taking part in this study, and some information regarding the level of education of subjects of the study. The instruments applied in this study are mentioned; then the procedure is presented to explain how the study should be conducted. Finally, the statistical procedure used for data analyses is explained in details.

3.1. Design of the Study

The study analyzed students' errors on assignments using Dulay's (1982) Surface Strategy Taxonomy for error analysis. Error analysis is a second-language error-focused method of acquisition (Zawahreh, 2012). The evaluative inferential method of investigation has been used.

So as to depict a general idea of the variables of this study, the following facts are presented.

The dependent variables of this study are the different levels of students (including; Freshman, Sophomore, Junior, and Senior level students studying a bachelor's degree), and the independent variable of this study is assumed to be the grammatical errors caused by these students.

A combination of qualitative and quantitative data is used in this research to reach the conclusions. The researcher assumes that there is a significant difference between the applicants' university level as well as error frequency in writing.

3.2. Setting of the Study

The study took place in an Iraqi university located in Tikrit, Salah El-Din Governorate, Iraq. The university was established in 1987. With more than 12,000 students, it is one of the biggest universities in Iraq. While in recent years it has faced

obstacles because of the Iraqi crisis, it has started to reappear as a reputable higher education institution. In order to link its teachers and students with a global network, it has tried to partner with other universities worldwide. In this university, ELT is taught as a major field. So, one of its main focuses is to teach the English to EFL learners. The basis of their English program is teaching English language. In each semester, students have to go through 18 sessions, 90 minutes of class time. Like several other universities around the world, the bachelor's degree at this university lasts four years and it consists of first year; freshman, second year; sophomore, third year; junior and fourth year; senior.

3.3. Instruments

The e-mail is the instrument for the researcher in this study. This research has taken advantage of 400 emails written by all participants in the course of the study. These e-mails are attributable to appeals for help from some humanitarian organizations and charities in supplying some educational facilities. It consists of around 3-8 lines for each email.

3.4. Participants

The participants are undergraduate (Bachelor) degree students. Of the 400 participants, 100 are freshman; 100 sophomore; 100 juniors, and 100 senior students. Participants are all were from Iraq. They are all Iraqi native speakers with ages ranging between 19 to 23 years. Their educational background is bachelor's degree according to the requirements of the university.

These Iraqi EFL students are purposefully selected in order to be considered representatives of the Iraqi population of students of English at Iraqi universities.

3.5. Procedure

The study is conducted during the academic year 2020-2021. During the data collection process, the writer used one tool to elicit grammatical errors from the learners. The instrument is engaged in email writing. Data collection is conducted by asking the participants to send an email to their writing course teacher; with the subject of asking for help from charities around the world during the war crisis. The students'

linguistic errors extracted from their emails are calculated. In accordance with the error classification and analysis methodology proposed by Dulay et. al. (1982), errors are categorized and analyzed using two error taxonomies, namely the surface strategy taxonomy and the comparison taxonomy, which are both included in this model. According to the research's aims, however, only the surface approach to the taxonomy is taken into consideration for the present research. Finally, descriptive statistics are used to determine the average frequency of errors made by Iraqi-speaking EFL university students learning English as a second language.

3.6. Data Analysis

While conducting an analysis of the data, the researcher proceeded through many essential stages, including identifying errors, categorizing errors, calculating the percentage, and finally making a conclusion based on the analysis results. At this stage, the researcher is required to come to a legitimate conclusion in the form of a short explanation of the errors that have been discovered. The Surface strategy taxonomy is used to identify the types of errors as well as interlingual and intralingual errors to explain the causes of errors in this analysis. According to Dulay et. al., (1982, p. 151), a Surface Technique Taxonomy highlights the mode of altering surface structures: learners can omit required elements or incorporate unnecessary ones. For each type of error, the following descriptions are presented:

1. Omission

The lack of an item in a well-formed utterance is a characteristic of the errors of omission. Even though a morpheme or word in a sentence may potentially be omitted, certain forms of morphemes are not used in the text.

For example:

1.1. Omission of Major Constituents:

- Head noun: a good..., the great...
- Subject: ...no eating that
- Main verb: Billy (has) no book
- Direct object: Give (it) the little girls to eat, He likes (it)

1.2 Omission of Grammatical Morphemes:

- Preposition: to, on, in; I want to go (to) Baghdad, I fall down (in) the water
- Article: the; (The) book was torn, (The) doggie eat it
- Short plural: -s; more cookie(s), It's got some flower(s)
- Long plural: -es; I have two necklace(es), Those two house (es)
- Auxiliary: do, is/are; How (do) you take it out?, Man (does) no go in there, (is/are) no eating that
- Auxiliary: is, am; I (am) not eating
- Copula: is, am; This person (is) not sister
- Progressive: -ing; I'm work(ing) with it
- Irregular past tense: fell, came, ate; Good Beech fall (fell) down
- Third person singular: It don't (doesn't) fit in here
- Infinitive marker: to; I like (to) do it, I want (to) draw it

2. Addition

The reverse of omission is the adding of error. This is distinguished by the existence of an object which cannot be expressed in a well-formed way. From both L1 and L2 students, three categories of additional errors are observed: double tagging, regularization and basic addition. These errors are strong examples of such basic rules, but they have not been refined. These errors are shown below:

2.1 Double markings

- Past tense: I didn't (went)(getted)
- Present tense: She doesn't eats
- Negation: She don' t got no wing, She didn't give him none
- Equational predicate: Is this is a real event?
- Object: That's the person who I gave her.

- Past tense (The auxiliary is produced twice): Why didn't daddy don't buy car?

2.2 Regularization

Regularization errors are related to the addition class including those that are erroneously applied to the particular items of the particular category, that are not markers, in a marker that is usually added to a linguistic object. "Sheeps" and "putted," for example, are also regularizations in which standard plural markers and -ed markers have been added to items that do not need any markers.

- Third person singular -s: They doesn't settle in this town
- Past tense (irregular): The train is gonna broke it
- Article a: (a) this
- Preposition: (in) over here

2.3 Simple addition

The 'grab bag' sub-category of adding is a common basic addition error. The addition of an error that is neither a double labeling nor a regularization results in the error being classified as a simple addition. Simply said, there are no particular features that characterize simple additions that do not reflect all further errors — for example, the use of an item that should not have been included in a properly constructed statement.

3. Misformation The erroneous form of the morpheme or structure is marked by misformation errors. If the item is not given through errors of omission, the learner provides something erroneous in misformation. In the literature there are three kinds of misformation: (1) regularisations; (2) archiforms; and (3) alternative forms.

3.1 The regularization of errors which fall under the misformation category are those in which a regular marker is used in place of an irregular one, as in “runned for” ran or geeses for geese.

For instance:

- Reflexive pronoun: theirsself (themselves)

- Regular past: I getted (got)
- Plural: Oxes (Oxen)
- Third person singular: He gots (got) a harm

3.2 Archi-forms: the selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition. This has been called an archi-form.

For example:

- Auxiliary: does/is; What does (is) he putting on the top?
- Prepositions: at/to, on/in; Daddy took me at (to) the train
- Subject pronoun: he/she; the mother's over there and he's (she's) nervous.
- Possessive pronoun: she, she's/her, him's/his; That's she's house, He call is Kitty.
- Negative: no/not; Man no go in there, I no have it

3.3 Alternative forms: As a learner's vocabulary and grammar develop, the usage of archi-forms is increasingly replaced by the alternation of different members of a class with one another, as seen in the following examples:

- Quantifiers: Put a (some) gas in, I see a (some)teeth
- Pronouns: Masculine for feminine (he for she), Plural for singular (they for it), Accusative for nominative case (her for she)
- Participle form is alternated with the past irregular: I seen her yesterday, He would have saw them

4. Misordering

As the label proposes, the misordering of errors is categorized by the incorrect placement of morphemes in an utterance.

For example:

- He is all the time late.
- Auxiliary in simple question: What that is? (What is that?)
- Auxiliary in embedded question: I know what is that (I know what that is)
- Adverb: I eat sometimes candy (I eat candy sometimes)

5. Other errors

Apart from the four error categories: spelling errors, incorrect capitalizations, wrong spacing, and incorrect punctuation are categorized as other errors.

For example:

- Spelling errors: Everything was solved and pax was satisfied (satisfied)
- Incorrect capitalization: On behalf of the university principals-
- Incorrect punctuation: Therefore; I write this email to inform you the situation in this class. (Therefore, I write this email ...)

After completing the error analysis according to the error classification, the results are calculated according to percentages to find the frequency of errors. The formula for error calculation for this study follows Sattayatham & Ratanapinyowong (2008) as cited in Vimuktananda (2012) as follows:

$$\text{Percentage of error} = \frac{\text{numbers of error (for each criteria)}}{\text{Total number of Error}} \times 100$$

Inter-rater reliability

Forty emails out of 400 emails chosen, or ten percent, are randomly picked to ensure the consistency and reliability of the error-classification. A native American English university instructor is then requested to code the errors from the 40 e-mails. It is determined that the inter reliability is 0.89. So, information collected from the error analysis of the researcher are, therefore, included in this research.

Coding of Errors

Codification of errors in the surface strategy taxonomy is based on the following four criteria:

Misformation

Misformation of to be auxiliary/ noun/ verb/ auxiliary verb (have, has)/ adjective/ letter (misspelling)/ subject pronoun/ possessive/ preposition/ phrases/ conjunction/ word

Omission

Omission of article/ head noun/ possessive/ plural form/ letter/ auxiliary (to be)/ word/ modifier/ punctuation/ regularization

Addition

Addition of plural form/ preposition/ auxiliary (to be)/ article/ auxiliary verb/ letter/ pronoun/ noun/ conjunction/ modal auxiliary/ possessive case

Misordering

Misordering of head noun/ to be/ possessive/ adverb

CHAPTER FOUR

RESULTS

Overview

This chapter gives the findings of this research, which are derived from the different studies presented. Normality tests are carried out in the preliminary analysis stage to verify sample normality, and then a descriptive analyses of the study's variables is conducted. Furthermore, an inferential analysis of ANOVA is performed to verify the second research hypothesis.

4.1. Results

In order to accomplish the purpose of this study, it is of most significance to analyze the data collected to answer the questions of this research.

In this chapter, the outcomes of the statistical investigation of the data collected with the questionnaire are reported by addressing the following research question: RQ1. What are the common errors that freshman, sophomore, junior and senior EFL Iraqi students of the higher level of education commit in their email writing tasks based on the surface strategy taxonomy?

4.2. Addressing the First Research Question

RQ1. What are the common errors which students make in their email writing tasks based on surface strategy taxonomy?

Table 4. Frequency and Percentage of Students' Errors based on Surface Strategy Taxonomy for Freshman.

No	Types of Errors	Percentage of Errors (%)	Highest sources of errors	Example	total number of errors
1.	Omission	30.96	Omission of letter	The <i>Occurence</i> of war disturbed my life	109
2.	Addition	15.06	Addition of letter	This crisis made me <i>dissappointed.</i>	53
3.	Misformation	39.49	Misformation of letter (misspelling)	Although ceasefire is discussed between two parties, we are doomed to <i>failiur.</i>	139
4.	Misordering	14.49	Misordering of adverb	The inflation rate is <i>more higher now</i> compared to the before the war.	51
Total		100			352

Table 4 represents Freshman students' typical grammatical errors. The total number of errors committed in this category is 352. The most common types of error are misformation (f=139) followed by omission (f=109). In this category, the least committed error is misordering (f=51).

Table 5. Types of Error of Misformation among Freshman.

Subtypes of Error	Number of Errors	Percentage (%)
Misformation of <i>to be</i> auxiliary	10	3.0
Misformation of noun	14	4.97
Misformation of verb	7	2.36
Misformation of auxiliary verb (have,has)	14	4.95
Misformation of adjective	11	3.26
Misformation of letter (misspelling)	25	5.81
Misformation of subject pronoun	14	4.49
Misformation of possessive	3	0.70
Misformation of preposition	12	3.2
Misformation of phrases	11	2.56
Misformation of conjunction	11	2.56
Misformation of word	7	1.63
Total	139	39.49

According to Table 5 there are 25 errors in letter misformation, accounting for 5.81 percent of all errors. It implies that the most common type of misformation error is the letter/misspelling misformation error. When students do not know how to spell correctly, they make a misspelling mistake. One other common error regarding misformation in letters is seen in the case of the word “*accomodation*” and “*accommodation*” which is seen in some of the students’ emails.

Table 6. Types of Error of Omission among Freshman.

Subtypes of Error	Number of Errors	Percentage (%)
Omission of article	20	5.75
Omission of head noun	10	2
Omission of possessive	15	3.34
Omission of plural form	13	5
Omission of letter	23	7
Omission of auxiliary (to be)	5	2.5
Omission of word	16	3.62
Omission of modifier	2	.5
Omission of punctuation	2	.5
Omission of preposition	1	.25
Omission of regularization	2	.5
Total	109	30.96

Table 6, shows that the most common omission error is the letter omission error, with 23 errors and accounts for 7% of the total number of errors. The smallest omission error is the preposition omission error, which accounts for just 25 percent of all errors. An example of omission of the letter could be “*It is an embarassing situation*” instead of “*It is an embarrassing situation*”.

Table 7. Types of Error of Addition among Freshman.

Subtypes of Error	Number of Errors	Percentage (%)
Addition of plural form	10	4.46
Addition of preposition	3	.4
Addition of auxiliary (to be)	7	1.06
Addition of article	3	.4
Addition of auxiliary verb	2	1.2
Addition of letter	12	4.03
Addition of pronoun	3	.4
Addition of noun	5	1.2
Addition of conjunction	3	.4
Addition of modal auxiliary	3	1.01
Addition of possessive case	2	.5
Total	53	15.06

As could be seen in Table 7, the addition of letter (f=12) and addition of plural form (f=10) is to be the most common types of errors committed by Iraqi EFL learners. One example of addition of letter could be “*It is going to be dissappointing situation*” instead of “*It is going to be disappointing situation*” and a good example for addition of plural form might be “*mouses attacked our storerooms*”.

Table 8. Types of Error of Misordering among Freshman

Subtypes of Error	Number of Errors	Percentage (%)
Misordering of head noun	12	3
Misordering of to be	14	4.26
Misordering of possessive	9	1.23
Misordering of adverb	16	6
Total	51	14.49

The most common types of misordering errors in the Freshman group belongs to misordering of adverb with the frequency of (f= 16), and the least common type of misordering error could be attributed to misordering or possessive (f=9). A good example for the misordering of the adverb as the most prevalent type could be “*So we are coming to almost the end of the line at this war*” instead of “*So we are coming almost to the end of the line in this war*”.

Table 9. Frequency and Percentage of Students' Errors based on Surface Strategy Taxonomy for Sophomores.

No	Types of Errors	Percentage of Errors (%)	Highest of sources errors	Example	Total Number of Errors
1.	Omission	29.44	Omission of article	Unfortunately, the counselors did not provide (<i>a</i>) piece of advice to us	63
2.	Addition	14.48	Addition of plural form	The <i>sheeps</i> and cows in our country are subject to death.	31
3.	Misformation	40.16		Actually, war and <i>paece</i> become part of our lives	86
4.	Misordering	15.89	Misordering of adverb	This war is <i>very</i> extremely dangerous for both sides, especially for our country.	34
Total					214

The common grammatical errors made by Sophomores students are presented in Table 9, The findings reveal that misformation grammatical errors are 86 or 40.16 percent of the total errors which are first classified according to error categories. This accompanied omission of 63 or 29.44% with total errors, misordering error of 34 or 15.89%, and error of addition of 31 or 14.48% of the total errors ranked second, third and fourth place respectively.

The data also shows that the most common error types belong to the misformation type. This means that these errors could arise from the inadequate command of the English language that is used. Saadiyah (2009) found that written errors, such as wrong use of tenses is one of the most frequent forms of errors committed by students. Amaliyah (2009) also supported this by claiming that a student eventually makes multiple errors in the learning of the target language.

Table 10. Types of Error of Misformation among Sophomore.

Subtypes of Error	Number of Errors	Percentage (%)
Misformation of <i>to be</i> auxiliary	1	1
Misformation of noun	8	3
Misformation of verb	1	1
Misformation of auxiliary verb (have,has)	12	8
Misformation of adjective	10	6
Misformation of letter (misspelling)	15	10
Misformation of subject pronoun	4	2
Misformation of possessive	3	1.06
Misformation of preposition	2	1
Misformation of phrases	7	2.55
Misformation of conjunction	7	2.55
Misformation of word	4	2
Total	86	40.16

According to Table 10, for the Sophomore group of students, it could be seen that misformation of letter (misspelling) (f= 15) is the most frequent and the least common type is misformation of *to be* auxiliary and verb (f= 1).

The data also shows that the most common error types are the misformation type. This means that these errors could arise from inadequate command of the English language that they use.

Saadiah (2009) found that written errors, such as wrong use of tenses is one of the most frequent forms of errors committed by students. Amaliyah (2009) also supported this by claiming that a student eventually makes multiple errors in the learning of the target language.

Table 11. Types of Omission Errors for Sophomore

Subtypes of Error	Number of Errors	Percentage (%)
Omission of article	15	14.75
Omission of head noun	4	2
Omission of possessive	9	3.34
Omission of plural form	13	10
Omission of letter	7	3
Omission of auxiliary (to be)	5	2.5
Omission of word	4	3.57
Omission of modifier	1	.2
Omission of punctuation	3	.4
Omission of preposition	2	.2
Omission of regularization	2	.2
Total	63	40.16

Regarding the Sophomore group, for omission type of error, the most common could be assigned to article omission (f=15) and the least common omission error in this group belongs to the omission of modifiers (f=1). A good instance of article omission is this example; “(...) *major problem here is poverty and lack of water*” instead of “*The major problem here is poverty and lack of water*”.

Table 12. Types of Misordering Errors for Sophomore

Subtypes of Error	Number of Errors	Percentage (%)
Misordering of head noun	12	3
Misordering of to be	14	4.26
Misordering of possessive	10	1.23
Misordering of adverb	15	6
Total	51	14.49

Just like the Freshman group of students, misordering of adverb (f=15) is to be the most frequent and the least frequent is the misordering type of error which is the misordering of possessive (f=10).

Table 13. Types of Addition Errors for Sophomore.

Subtypes of Error	Number of Errors	Percentage (%)
Addition of plural form	6	4.42
Addition of preposition	3	1.06
Addition of auxiliary (to be)	3	1.06
Addition of article	3	1.06
Addition of auxiliary verb	2	1.01
Addition of letter	2	1.01
Addition of pronoun	3	1.06
Addition of noun	5	2.53
Addition of conjunction	1	.04
Addition of modal auxiliary	2	1.01
Addition of possessive case	1	.04
Total	31	14.48

According to Table 13, it can be seen that in the Sophomore group, addition of plural form (f=6) is to be the most common and addition of conjunction and possessive case (f=1) is to be the least frequent. Here, one prevalent example of addition of plural form occurs among Freshman as well is the use of the word “*mouses*”.

Table 14. Frequency and Percentage of Students’ Errors based on Surface Strategy Taxonomy for Juniors.

No	Types of Errors	Percentage of Errors (%)	Highest Sources of Errors	Example	Total Number of Errors
1.	Omission	38.65	Omission of article	We suffer from lack of resources in <i>(the)</i> hospitals.	68
2.	Addition	9.51	Addition of plural form	The enemy <i>aircrafts</i> attacked our skies.	17
3.	Misformation	46.7	Misformation of preposition	Although, Iraqi government is good <i>in</i> supporting our country against the enemy	81
4.	Misordering	5.14	Misordering of adverb	Our citizens <i>almost</i> get into trouble from the war consequences.	9
Total		100			175

Based on the data in Table 14, the highest students’ errors frequency is misformation of verb which consists of 81 errors by 46.7%, the second is the omission of a verb which consists of 68 errors by 38.65%, the third is addition of preposition which consists of 17 errors by 9.51%, and the last is misordering which consists of 9 errors by 5.14%.

Table 15. Types of Misformation Errors for Juniors.

Subtypes of Error	Number of Errors	Percentage (%)
Misformation of <i>to be</i> auxiliary	5	1.67
Misformation of noun	11	7.26
Misformation of verb	7	2.56
Misformation of auxiliary verb (have,has)	8	3
Misformation of adjective	12	7.97
Misformation of letter (misspelling)	8	3
Misformation of subject pronoun	8	3
Misformation of possessive	3	3
Misformation of preposition	13	8.84
Misformation of phrases	7	2.56
Misformation of conjunction	7	2.56
Misformation of word	7	2.56
Total	81	46.7

According to Table 15, among Juniors, the most common type of misformation error could be misformation of preposition (f=13) and the least common one is to be misformation of possessive (f=3). One example of misformation of preposition is “*The government took me at the prison*” instead of “*The government took me to the prison*”.

Table 16. Types of Omission Errors for Juniors.

Subtypes of Error	Number of Errors	Percentage (%)
Omission of article	20	12.23
Omission of head noun	4	2
Omission of possessive	8	3.34
Omission of plural form	10	10.43
Omission of letter	5	3
Omission of auxiliary (to be)	7	4.15
Omission of word	4	2.5
Omission of modifier	2	.2
Omission of punctuation	1	.4
Omission of preposition	5	.2
Omission of regularization	2	.2
Total	68	38.65

What is implied from Table 16, is that the most frequent type of omission errors among the junior group is to be Omission of article (f=20) and the least prevalent one is to be omission of punctuation (f=1). An example of omission of article

is “(...) *US government is too much strict on us as its potential enemy*, instead of “*The US government is too much strict on us as its potential enemy*”.

Table 17. Types of Addition Errors for Juniors.

Subtypes of Error	Number of Errors	Percentage (%)
Addition of plural form	4	2.27
Addition of preposition	1	1.06
Addition of auxiliary (to be)	1	.8
Addition of article	2	1.08
Addition of auxiliary verb	1	.8
Addition of letter	1	.8
Addition of pronoun	2	1.08
Addition of noun	1	.8
Addition of conjunction	1	.8
Addition of modal auxiliary	1	.8
Addition of possessive case	1	.8
Total	17	9.51

According to Table 17, for Junior group the addition of plural form (f=4) is to be the most common types of error.

Table 18. Types of Misordering Errors for Juniors.

Subtypes of Error	Number of Errors	Percentage (%)
Misordering of head noun	2	1
Misordering of to be	2	1
Misordering of possessive	2	1
Misordering of adverb	3	3.14
Total	9	5.14

According to Table 18, misordering of adverb is to be the most widespread and the other type of misordering error is to be assumed as the least common type (such as misordering of head noun, to be, possessive) with frequency of 2 (f=2).

Table 19. Frequency and Percentage of Students' Errors based on Surface Strategy Taxonomy for Senior.

No	Types of Errors	Percentage of Errors (%)	Highest Sources of Errors	Example	Number of Errors (Frequency)
1.	Omission	16.67	Omission of article	Sometimes, we feel lack of <i>(the)</i> essential living resources.	23
2.	Addition	13.77	Addition of plural form	The womens in our country are one of the main victim of war	19
3.	Misformation	55.07	Misformation of preposition	Turkey is <i>with</i> support of our country	76
4.	Misordering	14.49	Misordering of adverb	Does it <i>rarely</i> happen to us to take a calm breath.	20
Total		100			139

The common grammatical errors committed by final year university students are presented in Table 19. It could be gleaned from the data that most of the grammatical errors dictated by the students are misformation having a number of 76 with 55.07% of the total number of errors ranking first within the error types. These are followed by omission with 23 and by 16.67% of the total number of errors ranking second, misordering with 20 by 14.49% ranking third, and addition with 19 by 13.77% of the total number of errors ranking fourth within the grammatical error types.

It is reflected from the data that misformation has the most number of errors in all types of distinguished errors. This implies that students supply something and use the wrong form of morpheme or structure in writing sentences.

On the basis of data analysis, the researcher identifies a type of misformation error, i.e. alternating form. An alternative error takes place when students wrongly place morphemes or a set of morphemes. Dulay et. al. (1982) indicate that a certain amount of learning has taken place and a student is on the verge of gaining target language skills.

The present thesis has revealed a number of grammatical errors in the writing of emails among the students participating in this study. This is supported by the fact that students studying for the Bachelor's degree have inadequate knowledge on how to

use several English grammatical structures in their e-mails. The inference may also be drawn that components of the article for the students is the most demanding field.

Furthermore, it may also be derived from the data that errors emerge because students either use the incorrect form of morpheme or structure or introduce an unwanted aspect to a well-formed utterance. However, as the above tables have shown, the sources of errors among different bachelor levels seem to be somehow the same for all four groups. According to the information presented in Chapter (3) regarding the background of participants, they are all Iraqi students studying at bachelor level in an Iraq university and they lack sufficient experience to use English outside the classroom. They are just majoring in English, and they have never studied in an international school or abroad. It is assumed that having university class exposure to English is insufficient to help students use English correctly. In this regard, it is reasonable to conclude that L2 knowledge and experience are the primary causes of errors. This goes in line with Juntha (2013), Kaweera (2013), and Srinual (2013), who claim that intralingual errors are caused by a lack of experience or TL awareness, regardless of whether their first language is interfering. Furthermore, it agrees with Ellis & Barkhuizen (2005), who state, "Intralingual errors represent the activity of universal [that is] evident in all learners irrespective of their L1.

The wrong use of the articles, nouns, prepositions and adverbs can indicate that the errors are caused by a lack of TL awareness on the part of EFL students. It is similar to Kulsirisawad's (2014) assertion that intralingual errors occur when learners apply the incorrect feature of TL rules.

Table 20. Types of Misformation Errors among Seniors.

Subtypes of Error	Number of Errors	Percentage (%)
Misformation of <i>to be</i> auxiliary	6	5
Misformation of noun	9	6
Misformation of verb	7	6.03
Misformation of auxiliary verb (have,has)	5	5
Misformation of adjective	10	8
Misformation of letter (misspelling)	5	5
Misformation of subject pronoun	5	5
Misformation of possessive	3	3
Misformation of preposition	11	9
Misformation of phrases	4	1
Misformation of conjunction	4	1
Misformation of word	4	1
Total	76	55.07

According to Table 20, misformation of preposition (f=11) is to be assumed as the most common type of errors among Senior level EFL students and the misformation of phrases, conjunction, word (f=4) is regarded as the least common type of this error type.

Table 21. Types of Omission Errors among Seniors.

Subtypes of Error	Number of Errors	Percentage (%)
Omission of article	7	5
Omission of head noun	3	4
Omission of possessive	2	2
Omission of plural form	4	2.83
Omission of letter	1	.5
Omission of auxiliary (to be)	1	.5
Omission of word	1	.5
Omission of modifier	1	.5
Omission of punctuation	1	.5
Omission of preposition	1	.5
Omission of regularization	1	.5
Total	23	16.67

According to Table 21, omission of article of Frequency (f=7) is recognized as the most prevalent among Senior students and this may infer that all groups are the same in terms of making omission type error. This means that the most common

omission error among Freshman, Sophomore, Junior and Senior is omission of articles in their sentences.

Table 22. Types of Misordering Errors among Seniors.

Subtypes of Error	Number of Errors	Percentage (%)
Misordering of head noun	2	1.35
Misordering of to be	4	3
Misordering of possessive	4	3
Misordering of adverb	8	7.14
Total	20	14.49

Regarding Table 22, it is to be implied that misordering of adverb (f=8) is the highest types of error made by Senior group and the lowest misordering error belongs to misordering of head noun (f=2).

Table 23. Types of Addition Errors among Seniors.

Subtypes of Error	Number of Errors	Percentage (%)
Addition of plural form	3	4.17
Addition of preposition	1	.7
Addition of auxiliary (to be)	1	.7
Addition of article	2	2
Addition of auxiliary verb	2	2
Addition of letter	1	.7
Addition of pronoun	1	.7
Addition of noun	1	.7
Addition of conjunction	1	.7
Addition of modal auxiliary	1	.7
Addition of possessive case	1	.7
Total	19	13.77

According to Table 23, in the Senior group, the addition of plural form (f=3) is the most frequent type of addition error and addition of preposition, auxiliary (to be), letter, pronoun, noun, conjunction, modal auxiliary, possessive case with Frequency of (f=1) are reported to be the least common types of addition errors.

4.3. Addressing the Second Research Question

In this part, in order to answer the second research question, the following steps have been taken:

Results of Test of Normality

Running the Kolmogorov-Smirnov test of normality for assessing normality (see Table 24), A Kolmogorov significance value of more than .05 indicates an inclination towards normality. Thus, all of the stated variables meet the normality assumption.

Table 24. One-Sample Kolmogorov-Smirnov Test.

		Freshman	Sophomore	Junior	Senior
Grammatical Scores	N	100	100	100	100
	Kolmogorov-Smirnov Z	1.005	1.270	1.908	1.533
	Asymp. Sig. (2-tailed)	.645	.667	.781	.231

As is evident from Table 24, the result of the normality test shows that the p values of two groups are more than the significance level (0.05).

If Levene's test for equality of variances is significant, the statistics are reported for the row equal variances which are not assumed with the altered degrees of freedom rounded to the nearest whole number. Therefore, the assumption of normality is accepted.

Table 25. Test of Homogeneity of Variances.

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
3.157	3	396	.055

Levene's test in Table 25 indicated unequal variances ($F = 3.157$, $p = .055$), so degrees of freedom were adjusted from 3 to 396. So, we can accept the normality of data, and therefore, we can use ANOVA to analyze the differences between the mean scores obtained from all four groups under study.

Results of Descriptive Statistics

The students report of scores in all writings are presented here. First, descriptive statistics including means and standard deviations for each group are calculated.

Table 26. Descriptive Statistics for students' Grammatical Scores

Group	N	Minimum	Maximum	Mean	Std. Deviation
Freshman	100	40.00	100.00	75.00	1.01
Sophomore	100	40.00	100.00	80.00	1.98
Junior	100	60.00	100.00	85.00	1.67
Senior	100	60.00	100.00	90.00	1.23

Table 26 shows the descriptive statistics for all participants regarding their grammatical scores. That is, for Iraqi Freshman Students' Grammatical Scores ($M=75$, $SD=1.01$). For Iraqi EFL Sophomore students in their grammatical scores ($M=80$, $SD=1.98$), for Junior students' grammatical scores ($M=85$, $SD=1.67$), and Senior participants ($M=90$, $SD=1.23$).

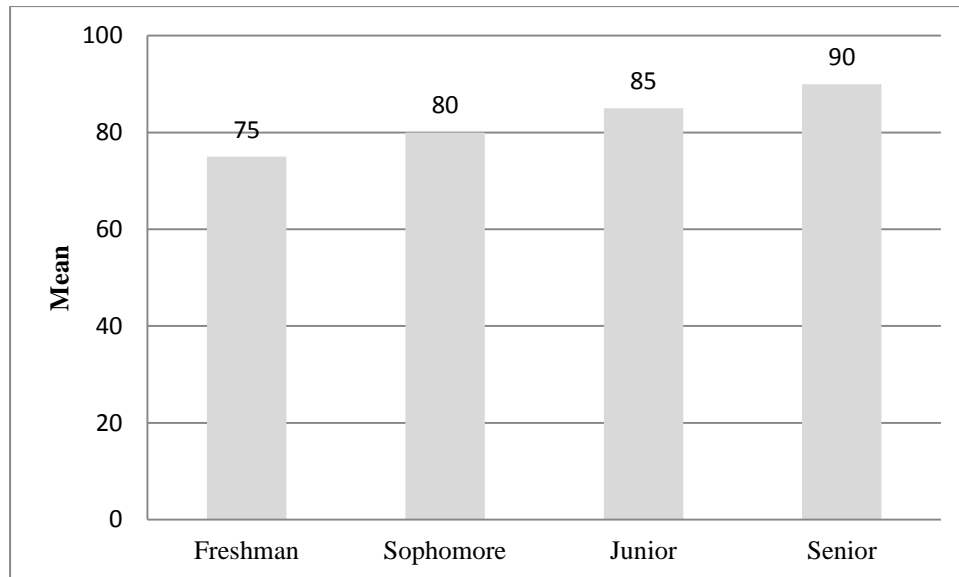


Figure 1. Bar Chart of variables.

Mean scores of Freshman, Sophomores, Juniors and Seniors are shown in Figure 27.

According to Table, a one-way ANOVA is conducted to compare the scores of freshman, sophomore, junior and senior participants in their email writings.

The results indicate that “there is a significant difference between freshman, sophomore, junior and senior participants at the $p < .05$ level for the four groups [F (3, 396) = 17.67, $p = 0.00$].

Table 27. One-way ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12500	3	4166.67	17.67	0.00
Within Groups	93400	396	235.86		
Total	105900	399			

As the researcher found a statistically significant result in this part, thus, computing a post hoc test is needed. The researcher selects the Tukey post hoc test. This test is designed to compare each of our conditions to every other condition. This test compares all the freshman, sophomore, junior and senior participants. The results of the Tukey post hoc are reported as the researcher wants to find a significant difference for overall ANOVA.

Table 28. The Multiple Comparisons between the Groups in the Tukey’s Test in Terms of Writing Scores

(I) group	(J) group	Mean Difference (I-J)	Sig.
Freshman	Sophomore	-5*	0.049
	Junior	-10*	0.000
	Senior	-15*	0.000
Sophomore	Freshman	5*	0.049
	Junior	-5*	0.049
	Senior	-10*	0.000
Junior	Freshman	10*	0.000
	Sophomore	5*	0.049
	Senior	-5*	0.049
Senior	Freshman	15*	0.000
	Sophomore	10*	0.000
	Junior	5*	0.049

*. The mean difference is significant at the .05 level.

As it is shown in Table 29 significant differences are identified between the mean scores of the Freshman group and those of the Sophomore, Junior, Senior groups ($p < 0.05$, Mean Difference = -5, -10, -15, respectively). When compared, the mean score of the sophomore group also differs significantly from that of the Freshman, Junior, Senior groups ($p < 0.05$, Mean Difference = 5, -5, and -10, respectively). In addition, significant differences are located between the mean score of the junior group relative to that of Freshman, sophomore, and senior groups ($p < 0.05$, Mean Difference = 10, 5, and -5, respectively). Finally, the mean score of the Senior group also differs significantly from that of the Freshman, Sophomore, and Junior groups

Thus, it is reasonably decided that significant differences exist between the two groups of Freshman and Senior in terms of their writing scores compared to the other groups, as they enjoy higher degrees of the significance of mean scores and standard deviation

CHAPTER FIVE

DISCUSSION, CONCLUSION, PEDAGOGICAL IMPLICATIONS AND SUGGESTIONS

5.1. Introduction

In this chapter, a brief summary of the study along with the conclusion derived from the findings of the study is presented. Theoretical and practical pedagogical implications are stated. Then, the implications and future directions for research on higher education studies in second language classrooms are provided.

5.2. Conclusion

These days, a number of language teaching researchers indicate their willingness to pursue their research in the specific field of error analysis, and they are inclined to view this issue from different dimensions. In the present research, the researcher is enthusiastic towards investigating grammatical errors of higher education students. So, in this study, the researcher aims at exploring Iraqi EFL higher education learners' grammatical errors in their email writings based on Dulay et al' s (1982) Surface Strategy Taxonomy.

5.3. Summary of the Findings

To accomplish the purpose of the present research, the study is mainly conducted on 400 EFL higher education students studying at Tikrit University. All participants in this research have studied English language Teaching at this university as bachelor students of Freshman, sophomore, junior and senior grades.

All students are required to write an email with the subject of an appeal for help from charities and some humanitarian organizations and send all the e-mails to their teachers in order to be analyzed grammatically by the researcher.

Taken together, the results of this study manifest that the higher level of education of EFL students, the lesser the amounts of errors that are committed, and the better the performance. As the ANOVA results manifest, each group significantly

differs from the other group. However, going more deeply, and from more detailed descriptions of the errors, it can be implied that participants are somehow the same in terms of the types of committed errors. This can be seen from the following data:

Freshman participants: Misformation> omission> addition> misordering

Sophomore participants: Misformation> omission> misordering> addition

Junior participants: Misformation> omission> addition> misordering

Senior participants: Misformation> omission> misordering> addition

However, this analysis also shows a great deal and can be of help to both teachers and learners even though error making is an unavoidable part of learning, as described in Dulay et al. (1982, p.138). Moreover, without first making systemic errors, people cannot learn the language.

It can be inferred that according to the Dulay et al's (1982) surface strategy taxonomy, in this study, all Iraqi participants including first year, second year, third year and final year (Freshman, sophomore, junior, and senior groups) commit the same types of errors. That is, the most frequent error that is found in the students' email writings is misformation error. For example, misformation of letters, and preposition are recognized as the most prevalent sources of misformation errors. This is followed by omission errors. For example, omission of article is the most common use of omission errors among Iraqi students.

However, regarding addition and misordering, participants in Freshman and Junior groups made more addition than misordering type of errors. Whilst, in sophomore and senior groups their common types of errors are misformation, omission, misordering, and addition, respectively. Such a finding may be due to some major differences between Iraqi language and English language as a whole.

Reexamining the occurrences of the pattern produced by the speaker in creating the verbatim error, it can be inferred that the primary focus should be on proper spelling at lower levels and the usage of correct preposition use at higher levels. The

language teacher should place a greater emphasis on these two elements' proper use in order to avoid learners from repeating the same error in the future.

5.4. Discussion

To some degree, the results are compatible and yet inconsistent with the conclusions drawn from other studies discussing the related topic. Suhono (2016), with the help of Indonesian students, identified the kinds of grammatical errors caused by students in three separate grades, i.e., second, sixth, and eighth grade semesters. This research is an attempt to describe the types of grammatical errors that frequently occur in a written composition, to determine the prevalence of grammatical errors throughout the grade semesters, and to identify the causes of errors. Using the idea of taxonomy of surface strategy, students' papers are assessed. The findings of this analysis found that 268 phrases reveal errors. In each half of the year, omission is the highest form of error.

The findings of this study are in line with the results obtained by Waway, et.al. (2013). In their study, they implement the surface strategy taxonomy so as to analyze the results of students' writings. They confirm that the highest percentage of whole errors is misformation and the lowest error is misordering. This is due to the contrast between Indonesian and English. So, they conclude that English teachers should not disregard students' errors.

The results of this study are also incongruent with the results obtained from Nuartaet.al. (2016) who made an analysis of students' writings. Their findings show that all the students produce errors in the surface strategy including omission, addition, misformation, and misordering.

The findings of this study are also in harmony with one study conducted by Settanan (2016), using error analysis. The researcher aims to examine the types of writing errors contained in senior cabin crew emails, as well as which form of writing error is the most common. Twenty-five senior cabin crew members from a Thai airline company took part in the report. They had all been serving as senior cabin crew members for more than a year. The participants' emails served as the tool. Error classification adapted from the surface strategy taxonomy is used to analyze the

results. Error frequency is expressed as a percentage. The findings of the error review reveal that the emails contain five different forms of errors. Misformation—the incorrect shape of the morpheme or structure—is discovered to be the most common type of writing error in emails.

Namkaew (2015), using error analysis, aims to examine the forms and causes of errors in English simple past tense and past progressive tense, as well as determine the frequency of error types. Twenty-five graduate students from a government university took part in the research. The majority are from different faculties, and their English proficiency test scores fell short of the university's minimum requirement. A questionnaire, writing assignments, a gap-filling task, and an interview are used in this report. Surface structure taxonomy is used to distinguish the forms of errors, as well as interlingual and intralingual errors, and to explain the causes of errors.

In one more recent study by Hendrawaty (2018), he performed an analysis to distinguish types of errors and determine the most and least frequently made errors of sentence patterns by students, as well as the frequency with which the errors occur. This is a descriptive qualitative study conducted by 30 students in the third semester of Basic Writing. The focus of this study is on a surface strategy taxonomy that examines four errors. From the highest to the lowest number of errors, misformation (57.6%), omission (27.47%), addition (8.8%), and misordering (8.8%) was seen (6.13 percent). The inference is the most common error made by students is regularization in misformation, which is caused by a lack of knowledge of grammatical structure.

Meilia et. al. (2013) in their study investigated Indonesian students as foreign language learners who were still having difficulty learning English, especially in expressing themselves in writing. They must understand the differences in grammatical components between English and Indonesian. The errors made by students in writing a descriptive text based on surface strategy are described in this article. Thirty-two eighth-grade students are asked to compose a descriptive text about their errors and the causes of their errors. It can be inferred from the surface strategy that the students struggle with omission, addition, misformation, and misordering. The majority of students produce omission errors.

5.5. Pedagogical Implications

This study suggests three potential pedagogical implications. First, it is part of the learning experience to commit errors. Student errors should also be seen as useful tools for improvements in education and writing. In order to apply the proper grammatical form to their writing, the students should be encouraged and teachers should inspire their students to write. Second, explicit instruction of language elements should be used in the classroom for the purpose of alleviation of errors among students. Finally, a lack of understanding of the target language is the major grammatical error identified in the study, indicating that students do not obtain enough insight into their writing instructions. English teachers should also be prepared to use some new methods and strategies of teaching to enable the students to thoroughly understand the system of English.

EFL learners, instructors, and researchers benefit from the results of the current study. Educators may concentrate on language issues for students by being aware of the most popular error groups as well as the key error sources. In addition, students can say about the essence of their errors. Advanced EFL learners are enabled to focus on these errors and increase their written and speech skills by informing them of their most troublesome areas (Tahririan, 1986). EFL students can concentrate on these fields and assess their knowledge, expertise, and experience in these impressive areas by knowing fields where they can have more difficulties. This will raise understanding of the challenges of the method of language teaching.

Significant time and space should be allocated to the students' potential problems. Educators should offer English lessons related to grammar so that students become more passionate about learning, particularly grammar.

The information on the student errors can be used by English teachers in order to evaluate shortcomings, particularly in the text, and improve the learning of English by the student. They should consider the errors, evaluate them and correct them. The teacher then edits the written errors of the pupils, and gives them back, so that they can realize their grammar errors. The educator might even request new students to keep them interested, and the skilled students can share their experience with others. The instructor is able to give the students remedial instructions, such as asking them to do

exercises or homework so that they learn the rules of English grammar, in order to improve their writing skills.

Teachers not only need to become more familiar with the language, they must also be well educated, since the majority of English teachers are non-native speakers. By reviewing journals and books about their profession, they must remain aware of the methods of teaching and error correction as well as what may lead to their students' progress in language learning.

Teachers and instructors should talk to their students about how to recognize their errors and the potential reasons. This would lead to a better comprehension of the social and pedagogical causes that lead to grammatical errors.

5.6. Suggestion for Further Research

Recommendations in this research are made based on the gaps found from the obtained results.

First, researchers are suggested to extend the length of the study and have students involved more in a reading course by such technology. Consequently, longitudinal studies are necessary to more effectively investigate and analyze the writing skill and this may manifest the evolution of writing abilities by providing learners with sufficient practice and exercise.

Although this analysis only includes a limited number of participants, a greater number of students from various institutions could be studied in future research. More heterogeneous data is obtained to proceed to a more thorough conclusion. In fact, comparing female and male students and their prior English learning experience is critical for future research so that variables that may have an impact on their English language skills may be disclosed.

In this study, some variables such as students' proficiency level are investigated. Further studies could consider some other factors such as students' gender, their age level and some other probable influential variables.

REFERENCES

- Abu Shawish, J. I. S. (2009). *Analysis and assessment of Palestinian EFL majors' written English* (Doctoral dissertation, Sudan University of Science & Technology).
- Alfaki, I. M. (2005). University students' english writing problems: diagnosis and remedy. *International Journal of English Language Teaching* 3(3), 40-52.
- Alhaysony, M. (2012). An analysis of article errors among Saudi female EFL students: A case study. *Asian Social Science*, 8(12), 55-72.
- Allen, W. R. (1988). Black students in US higher education: Toward improved access, adjustment, and achievement. *The Urban Review*, 20(3), 165-188.
- Alobo, J. (2015). Error identification, analysis and correction in second language (L2) teaching and learning. *The International Journal of Multidisciplinary Research and Development*, 2(9), 632-636.
- Amaliyah, R. E. (2009). *Grammatical Problems in English Compositions Made by Seventh and Eighth Graders of Negeri Malang*. Unpublished Thesis. Malang: State University of Malang.
- Amiri, F., & Puteh, M. (2017). Error analysis in academic writing: A case of international postgraduate students in Malaysia. *Advances in Language and Literary Studies*, 8(4), 141-145.
- Bartholomae, D. (1986) Inventing the university. *Journal of Basic Writing* 5(7). 4-23.
- Bates, L., Lane, J., & Lange, E. (1993). *Writing clearly: Responding to student writing*. Boston: Heinie.
- Bertkua, J. S. (1974). An analysis of English learner speech. *Language learning*, 24(2), 279-286.
- Bolton, G. (2005). Medicine and literature: writing and reading. *Journal of Evaluation in Clinical Practice*, 11(2), 171-179.
- Boroomand, F., & Rostami Abusaeedi, A. (2013). A gender-based analysis of Iranian EFL learners' types of written errors. *International Journal of Research Studies in Language Learning*, 2(5), 79-92.
- Brown, C. (2000). *The interrelation between speech perception and phonological acquisition from infant to adult*. UK: Blackwell Publishers.

- Brown, H.D. (2004). *Principles of language learning and teaching*. (4ed.). New York: Longman.
- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). White Plains, NY: Pearson Education.
- Brunner, B. R., Yates, B. L., & Adams, J. W. (2008). Mass communication and journalism faculty and their electronic communication with college students: A nationwide examination. *The Internet and Higher Education*, 11(2), 106-111.
- Cahyono, B. Y., & Widiati, U. (2015). The teaching of EFL listening in the Indonesian context: The state of the art. *TEFL in Journal*, 20(2), 194-211.
- Candling, R. B. (2001). *Vocabulary and language teaching*. New York: Longman Inc.
- Carter, C., Bshop, J., & ve Kravts, L. (2002). *Key to Effective Learning* (3rd ed.). New Jersey: Printice Hall.
- Celce-Murcia, M., & Olshtain, E. (2000). *Discourse and context in language teaching*. New York: Cambridge University Press.
- Cheng, Y. C. (1994). Classroom environment and student affective performance: An effective profile. *The Journal of Experimental Education*, 62(3), 221-239.
- Chidambaram, K. (2005). A study on the learning process of English by higher secondary students with special reference to Dharmapuri district in Tamilnadu. *Language in India*, 5(9), 161-170.
- Connell, D. (2000). *Why Your Doctor Can't Write: The Problem and a Solution*. iUniverse pub.
- Corder, S.P. (1967). The significance of learners' errors. *International review of Applied Linguistics*, 5, (pp.161-170) and reprinted In J.C. Richards (Ed.) (1974). *Error Analysis: Perspectives on Second Language Acquisition*. London: Longman.
- Corder, S. P. (1986). Talking shop. *ELT Journal*, 40(3), 185-190.
- Crystal, D. (1997). *English as a global language*. Cambridge: Cambridge University Press.
- Cumming, A. (2001). ESL/EFL instructors' practices for writing assessment: specific purposes or general purposes? *Language Testing*, 18(2), 207-224.
- Daly, J. & Miller, M. (1975). The empirical development of an instrument to measure writing apprehension. *Research in the Teaching of English*, 9(3), 242-249.

- Daly, J. & Shamo, W. (1978). Academic decisions as a function of writing apprehension. *Research in the Teaching of English*, 12(3), 119-126.
- Daly, J. (1979). Writing apprehension in the classroom: Teacher role expectancies of the apprehensive writer. *Research in the Teaching of English*, 13(38), 37-44.
- D'Anglejan, A., & Tucker, G. R. (1975). The acquisition of complex English structures by adult learners. *Language Learning*, 25(2), 281-296.
- Devendran, V.K., Shahriar, H. and Clincy, V. (2015). *A Comparative Study of Email Forensic Tools*. *Journal of Information Security*, 6, 111-117.
<http://dx.doi.org/10.4236/jis.2015.62012>
- Diestch, M., & Reasoning, B. (2003). *Writing. 3rd Edition*. New York: Mc Graw-Hill Companies.
- Dulay H, Burt M, Krashen SD. (1982). *Language two*. Rowley: Newbury House.
- Eisenberg, N., Martin, C. L., & Fabes, R. A. (1996). Gender development and gender effects. In D. C. Berliner & R. C. Calfee (Eds.), *Handbook of educational psychology* (pp. 358-396). New York: Simon & Schuster Macmillan.
- Ellis, R. (1985). *Understanding second language acquisition*. Oxford: Pergamon Institute of English.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford university press.
- Ellis, R. (2008). *The Study of Second Language Acquisition*. (2nd Ed). Oxford: Oxford University Press.
- Ellis, R. & Barkhuizen, G. (2005). *Analyzing Learner Language*. Oxford: Oxford University Press.
- Farrokh, P. (2011). The equivalence and shift in the Persian translation of English complex sentences with wh-subordinate clauses. *English Language and Literature Studies*, 1(2), 74-81.
- Ferris, D. (2002) *Treatment of Error in Second Language Student Writing*. Ann Arbor: University of Michigan.
- Ferris, D., and Hedgcock. J. S. (2005). *Teaching ESL Composition: Purpose, process, and practice*. Mahwah, NJ: Lawrence Erlbaum.
- Freeman, D., & Long, M. H. (1991). *An introduction to second language acquisition research*. Routledge.
- Garner, S. (2012). *Writing on drawing: Essays on drawing practice and research*. Intellect Books.

- Gillett, A. (2004). The ABC of ELA...."EAP". *IATEFL Journal*, 3(11), 178-189,
- González Meza, J.M. (2017). The Impact of Scanning Reading Strategy in Young EFL Learners' Reading Comprehension. (Unpublished Master Thesis). University of Norte.
- Hanania, E. A., & Gradman, H. L. (1977). Acquisition of English structures: A case study of an adult native speaker of Arabic in an English-speaking environment. *Language Learning*, 27(1), 75-91.
- Harmer, J. (2001). *The practice of English language teaching* (3rd ed.). Harlow: Longman.
- Harmer, J. (2007). *How to Teach English*. England: Pearson Education. London: UK.
- Harmer, J. (2008). How to teach English. *ELT Journal*, 62(3), 313-316.
- Harris, M., & Silva, T. (1993). Tutoring ESL students: Issues and options. *College Composition and Communication*, 44(4), 525-537.
- Hedge, T. (1998). Managing developmental evaluation activities in teacher education: Empowering teachers in a new mode of learning. *Building Bridges*, 3(5), 132-158.
- Hemchua, S., & Schmitt, N. (2006). An analysis of lexical errors in the English compositions of Thai learners. *Prospect*, 21(3), 3-25.
- Hendrawati, N. (2018). An Analysis on Students' Errors in Writing Sentence Patterns. *Loquen: English Studies Journal*, 11(1), 63-85.
- Hogue, A., & Oshima, A. (1999). *Writing academic English*. Longman. England.
- Hourani, T. M. Y. (2008). An analysis of the common grammatical errors in the English writing made by 3rd secondary male students in the Eastern Coast of the UAE. (A Master Thesis). British University in Dubai.
- Hyland, K. (2003). Genre-based pedagogies: A social response to process. *Journal of Second Language Writing*, 12(1), 17-29.
- James, C. (1998). *Errors in language learning and use: Exploring error analysis*. London: Longman.
- Juntha, Y. (2013). An error analysis of modals in students' written tasks. (Master research paper) Language Institute, Thammasat University.
- Kafipour, R., & Khojasteh, L. (2012). A comparative taxonomy of errors made by Iranian undergraduate learners of English. *Canadian Social Science*, 8(1), 18-24.

- Kaweera, C. (2013). Writing error: A review of interlingual and intralingual interference in EFL context. *English Language Teaching*, 6(7). 9-18
- Khan, I. A. (2016). Difficulties in Mastering and Using English for Specific Purpose (Medical Vocabulary): A Linguistic Analysis of Working Saudi Hospital Professionals. *International Journal of Education*, 8(1), 78-93.
- Khansir, A.A. (2013). Error Analysis and Second Language Writing. *Theory and Practice in Language Studies*, 3(2), 363-370. doi:10.4304/tppls.3.2.363-370.
- Kraichoke, C. (2017). Error analysis: A case study on non-native English speaking college applicants' electronic mail communications. Master of Education in Teaching English to Speakers of other Languages (MEd).
- Krashen, S. D. (1981). *Bilingual education and second language acquisition theory. Schooling and language minority students: A theoretical framework*. Dissemination and Assessment Center, Los Angeles: California.
- Lado, R. (1957). *Linguistics across cultures: Applied linguistics for language teachers*. University of Michigan press.
- Larsen-Freeman, D. (2001). Teaching grammar. *Teaching English as a Second or Foreign Language*, 3, 251-266.
- Larsen-Freeman, D., & Long, M. (1991). *An Introduction to Second Language Acquisition Research*. Essex: Longman Group UK Limited.
- Lasaten, R. C. S. (2014). Analysis of errors in the English writings of teacher education students. *Researchers World*, 5(4), 92-102.
- Layyinatul, A.I. (2014). Grammatical Errors on Students' Writing of Recount Text (An Error Analysis at the Second Grade Students of SMP Dharma Karya UT Pamulang).
- Lightbown, P. M. & N. Spada. (1999). *How languages are learned*. Oxford U.P.
- Llach, M. P. A. (2007). Lexical errors as writing quality predictors. *Studia Linguistica*, 61(1), 1-19.
- Locker, K. O. (2006). *Business and administrative communication* (7th ed.). Boston: Irwin/McGraw-Hill.
- Lococo, V. (1975). An Analysis of Spanish and German Learners' Errors. *Yorhing Papers on Bilinsaalism*. 3(7). 96,124.

- Madkour, M. (2016). The effect of digital dialogued journaling on improving English writing: A linguistic communicative approach. *English Language Teaching*, 9(8), 241-263.
- Maner, M. (1996). Research writing: proofread for mechanical errors. *Text Technology*, 6(2), 97-115.
- Manik, S. Purba.N. & Rostina (2017). Investigating linguistic errors in English composition: A case study of non-English department EFL undergraduate students. *International Journal of Education and Practice*, 5(9), 146-154.
- Meilia, A., Aninditya, N., Ngadiso, N., & Sulistyawati, H. (2013). An Error Analysis on the Surface Strategy in Descriptive Text Writing Made by the Eighth Grade Students of SMP Mojolaban. *Sebelas Maret University English Education Journal*, 2 (1), 60-93.
- Mesthrie, R., & Bhatt, R. M. (2008). *World Englishes: The study of new linguistic varieties*. Cambridge University Press.
- Miller, T. (1998). *Technologies of truth: Cultural citizenship and the popular media*. University of Minnesota Press.
- Mitchell, R. and Myles, M. (2004). *Second language learning theories*. New York: Hodder Arnold.
- Namkaew, C. (2015). *Error analysis in English simple past tense and past progressive tense by graduate students* (Doctoral dissertation, MA Thesis, Thammasat University).
- Napitupulu, S. (2017). Analyzing linguistic errors in writing an English letter: A case study of Indonesian undergraduate students. *International Journal of Language and Linguistics*, 5(3), 71-77.
- Norrish, J. (1983). *Language Learners and Their Errors*. London: The Macmillan Press Ltd.
- Nuarta, R., Kasim, U., & Natsir, Y. (2016). A Study of Error Analysis in Aceh. *Research in English and Education Journal*, 1(1), 45-52.
- Nunan, D. (1991). Communicative tasks and the language curriculum. *TESOL Quarterly*, 25(2), 279-295.
- Olasehinde, M. O. (2002). Error analysis and remedial pedagogy. *Language, meaning and society*. Ilorin: Itaytee Press and Publishing Co., Nigeria.

- Olsen, S. (1999). Errors and compensatory strategies: a study of grammar and vocabulary in texts written by Norwegian learners of English. *System*, 27(2), 191-205.
- Paul, R. (2005). The state of critical thinking today. *New directions for community colleges*, 2(3), 27-38.
- Peng, L. (1976). Errors and error analysis in TESL: The Malaysian experience. *RELC Journal*, 7(2), 23-29.
- Phuket, P. R. N., & Othman, N. B. (2015). Understanding EFL Students' Errors in Writing. *Journal of Education and Practice*, 6(32), 99-106.
- Pimsarn, P. (2013). EFL students' writing apprehension. *International Journal of Arts & Sciences*, 6(4), 99.
- Qiong, H. X. (2004). Why China English should stand alongside British, American, and the other' world English's. *English Today*, 20(2), 26.
- Raimes, A. (1983). *Techniques in teaching writing*. Oxford University Press, New York.
- Raimes, A. (1993). *Techniques in Teaching Writing*, Oxford University Press.
- Reishaan, A. H. K. (2013). The use of tenses in the Iraqi advanced EFL learners' writings: An error analysis. *Bulletin of the Transilvania University of Braşov, Series IV: Philology & Cultural Studies*, (1), 99-116.
- Raymond, P. (2002). Transitions: Orienting to reading and writing assignments in EAP and MBA contexts. *Canadian Modern Language Review*, 59(1), 152-180.
- Richards, E. R. (2004). *Paul and First-Century Letter Writing: Secretaries, Composition and Collection*. InterVarsity Press.
- Richards, J. C. (1971). A non-contrastive approach to error analysis. *English Language Teaching Journal*, 25, 204-219.
- Richards, J. C. (1974). *Error analysis: Perspective on second language acquisition*. London, UK: Longman.
- Richards, J. C. (1989). A non-contrastive approach to error analysis. Perspectives on second language acquisition, 172-188.
- Richards, J. C. (2002). *Longman dictionary of applied linguistics*. London: Oxford University Press.
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching*. New York: Cambridge University Press.

- Richards, J. C., & Schmidt, R. (2002). *Dictionary of language teaching and applied linguistics* (3rd ed.). London, UK: Longman.
- Rivers, W.M. (1981). *Teaching foreign language skills* (2nd ed.) Chicago: University of Chicago Press.
- Rustipa, K. (2011). *Features of English learners' narratives. Language and Culture Dynamics, 5(2), 33-44.*
- Saadiah, D. (2009). Error analysis of the written English essays of secondary school students in Malaysia: A case study. *European Journal of Social Sciences, 8(3), 483-495.*
- Sattayatham, A., & Ratanapinyowong, P. (2008). Analysis of errors in paragraph writing in English by first year medical students from the four medical schools at Mahidol University. *Silpakorn University International Journal, 8(3), 17-38.*
- Seargeant, P. (2012). *Exploring world Englishes: Language in a global context.* Routledge.
- Sermsook, K., Liamnimit, J., & Pochakorn, R. (2017). An Analysis of Errors in Written English Sentences: A Case Study of Thai EFL Students. *English Language Teaching, 10(3), 101-110.*
- Settanan, M. J. (2016). *An error analysis of written English email of senior cabin crew: A case study at a Thai airline company* (Doctoral dissertation, MA Thesis, Thammasat University).
- Shahhoseiny, H. (2015). A study of errors in the paragraph writing of EFL learners: A case study of first year translation students at University of Applied Science and Technology in Bushehr, Iran. *Theory and Practice in Language Studies, 5(6), 1307-1312.*
- Shang, H. F. (2007). An exploratory study of e-mail application on FL writing performance. *Computer-Assisted Language Learning, 20(1), 79-96.*
- Sharwood Smith, M. (2004). In two minds about grammar: On the interaction of linguistic and metalinguistic knowledge in performance. *Transactions of the Philological Society, 102(2), 255-280.*
- Srinual, R. (2013). *An error analysis of unaccusatives used by Thai EFL learners* (Master's thesis). Language Institute, Thammasat University.

- Suhono, S. (2016). Surface strategy taxonomy on the EFL students' composition a study of error analysis. *Journal of Iqra: A Study of Educational Science*, 1(2), 1-30.
- Sawalmeh, M. H. M. (2013). Error analysis of written English essays: The case of students of the preparatory year program in Saudi Arabia. *English for Specific Purposes World*, 14(40), 1-17.
- Syam, U. K., & Sangkala, I. (2014). Information transfer technique in teaching writing. *Exposure*, 3(1), 97-106.
- Tahririan, M. H. (1986). Error awareness and advanced EFL learner's performance. *RELC Journal*, 17(2), 41-54.
- Tananart, O. (2000) The Survey of Errors in Written Work of Students Learning Fundamental English at Chulalongkorn University Pass Paritasna. 18, 87-101.
- Tiarina, Y. (2017). An interlanguage error analysis: A formative evaluation for freshmen. *Lingua Didaktika: Journal of Language and Language Learning*, 11(1), 77-83.
- Tiensawangchai, T. (2014). Types of grammar errors found in the EFL students' business writing. *International Journal of Arts & Sciences*, 7(2), 545.
- Ur, P. (2009). *Grammar practice activities*. Ernst Klett Sprachen.
- Ur, P. (2011). Grammar teaching. *Handbook of research in second language teaching and learning*, 2, 507-522.
- Wang, X. (1996). *A View from Within: A Case Study of Chinese Heritage Community Language Schools in the United States*.
- Waway, B. J., Huzairin, H., & Kadaryanto, B. (2013). An Analysis of Grammatical Errors in Writing Recount Text Based on Surface Strategy Taxonomy. *U-JET*, 2(7). 25-38.
- White, L. (1977). Error Analysis and Error Correction in Adult Learners of English as a Second Language. *Working Papers in Bilingualism*, 13, 42-58.
- Woodward, M. (2013). *Epidemiology: study design and data analysis*. CRC press.
- Wu, H. P., & Garza, E. V. (2014). Types and attributes of English writing errors in the EFL context-a study of error analysis. *Journal of language teaching and research*, 5(6), 1256.

- Young, T. J., & Walsh, S. (2010). Which English? Whose English? An investigation of 'non-native' teachers' beliefs about target varieties. *Language, Culture and Curriculum*, 23(2), 123-137.
- Xie, F., & Jiang, X. M. (2007). Error analysis and the EFL classroom teaching. *Online Submission*, 4(9), 10-14.
- Zawahreh, F. (2012). A content analysis of the vocabulary items in students' books of Action Pack Seven as a textbook for teaching English as a foreign language in Jordan. *Continental Journal of Education Research*, 5(1), 34-45.



LIST OF FIGURES

Figure 1. Bar Chart of variables.....	77
----------------------------------------------	----



LIST OF TABLES

Table 1. Types of Writing.	27
Table 2. Dulay et al's (1982) Surface Strategy Taxonomy.	38
Table 3. Distinction between Error and Mistake.	44
Table 4. Frequency and Percentage of Students' Errors based on Surface Strategy Taxonomy for Freshman.	63
Table 6. Types of Error of Omission among Freshman.	64
Table 7. Types of Error of Addition among Freshman.	64
Table 8. Types of Error of Misordering among Freshman.	65
Table 9. Frequency and Percentage of Students' Errors based on Surface Strategy Taxonomy for Sophomores.	66
Table 10. Types of Error of Misformation among Sophomore.	67
Table 11. Types of Omission Errors for Sophomore.	68
Table 12. Types of Misordering Errors for Sophomore.	68
Table 13. Types of Addition Errors for Sophomore.	69
Table 14. Frequency and Percentage of Students' Errors based on Surface Strategy Taxonomy for Juniors.	69
Table 15. Types of Misformation Errors for Juniors.	70
Table 16. Types of Omission Errors for Juniors.	70
Table 17. Types of Addition Errors for Juniors.	71
Table 18. Types of Misordering Errors for Juniors.	71
Table 19. Frequency and Percentage of Students' Errors based on Surface Strategy Taxonomy for Senior.	72
Table 20. Types of Misformation Errors among Seniors.	74
Table 21. Types of Omission Errors among Seniors.	74
Table 22. Types of Misordering Errors among Seniors.	75
Table 23. Types of Addition Errors among Seniors.	75
Table 24. One-Sample Kolmogorov-Smirnov Test.	76
Table 25. Test of Homogeneity of Variances.	76
Table 26. Descriptive Statistics for students' Grammatical Scores.	77
Table 27. One-way ANOVA.	78

Table 28. The Multiple Comparisons between the Groups in the Tukey's Test in
Terms of Writing Scores 78



CURRICULUM VITAE

Khalid Zaki Habeeb AL HUSSEIN has a B.A. in English language and literature from Tikrit University and his M. A. in English Language \ Applied Linguistics from Karabuk University. He has attended several conferences on English Language and Literature.

