

Critical Review On Scientific Papers By Final-Year Language Students At Universitas Terbuka: An Error Analysis Study

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Abstract—Academic writing involves a complex and comprehensive structure, requiring not only adherence to formal conventions but also a strong emphasis on comprehension and language proficiency. This study aimed to analyze language errors in academic writing produced by language students at Universitas Terbuka using a descriptive qualitative design. The analysis was based on the surface strategy taxonomy and key linguistic components, including phonology, morphology, semantics, syntax, and discourse. These linguistic aspects provided a comprehensive framework for identifying and categorizing the errors. The results revealed a total of 314 language errors. Within the surface strategy taxonomy, omission was the most frequent error type (50 instances), while misordering was the least frequent (15 instances). In terms of linguistic categories, syntax errors were the most common (90 instances), whereas phonological errors were the least frequent (15 instances). The findings indicate that students often omit essential linguistic elements, leading to contextual ambiguities. Moreover, a limited understanding of syntax significantly contributes to confusion and reduced clarity for readers.

Keywords— writing, academic writing, error analysis, surface strategy taxonomy

I. INTRODUCTION

Writing is a fundamental part of the communication process, especially in one-way communication. Writers must be able to convey their ideas using symbols or written language that the reader can understand. Tarigan defined writing as an indirect communication technique that allows the writer to express ideas in writing [1]. There are a number of writings, one of which is academic writing, which involves constructing research papers with complex structures. Wilson distinguishes academic writing from the writing of literary works aimed at captivating readers. Furthermore, academic writing has the objective for determining a fact or truth [2]. Obviously, this is related to the basic goal of academic writing, which is to explain something we did not already know. The complexity of academic writing is also determined by the transmission of original information in more scientific terms. Furthermore, the structure provided within comprises problem formulation, methodology, arguments, implications, evidence, facts and data analysis, accompanied by theories and quotations to draw strong conclusions [2].

Scientific articles, in addition to writing, are a significant aspect of the implementation of relatively difficult language skills. Writers are primarily expected to express their views in more scientific language and with a rather meticulous flow. Palmer described writing skills as a complex part of communication because they require a rigorous process of planning, organization, and improvement to express ideas in a comprehensible sentence [3]. Heaton stated that mastery of language devices, rhetoric, and concepts is required in the process of developing writing skills, which are considered exceptionally complex. It provides weight to the notion that writing skills are difficult to teach and practice in one's native tongue and a foreign language [4].

Mastery of concepts and language devices in writing, at the very least, becomes a special concern in its application. The two concepts are considered highly challenging, indicating that many students have a limited knowledge of the writing part. This is due to a lack of understanding of the language's grammatical aspects, as well as other rules [5]. Brown stated that language errors in scientific texts are an obvious deviation from native speaker grammar, implying that anyone can make mistakes in writing [6]. This error is triggered by the writer's lacking knowledge of linguistic conventions [6]. Error analysis in language errors is an important feature of linguistic analysis [7], because it aims to reveal language errors, particularly in writing [8]. Hamzah further stated that certain forms of linguistic faults can have an impact on the communication process itself [9]. This indicates that if an error occurs during the writing process, ambiguity will arise, affecting the transfer of meaning in interpreting a text.

Error analysis is part of language analysis, a sort of qualitative analysis. This is because the object in this study is focused on linguistic disorders and language errors occurring in students and second language speakers [10]. Dawud [11], on the other hand, noted that language errors can arise in individuals attempting to understand their first language (L1) in addition to people learning a second language (L2). Gantamitrek and Shoka noted that language error analysis is a language analysis process that identifies language errors arising from someone learning a language [12]. Pateda [13] explained that language error analysis is a process carried out by a person with the aim of determining where language errors occur using linguistic theories.

The theory of language errors in this study emphasizes Dulay, Burt, and Krashen [14], who argue that the analysis of language errors includes the Surface Strategy Taxonomy or language errors arising from removing or adding unnecessary elements. Some aspects analyzed include removal, addition, incorrect formation and order [14]. When it comes to language errors, many variables must be taken into account including morphology, phonology, syntax, semantics, and discourse levels. This must be included in study on language errors in more extensive texts, such as scientific papers. Affixation, reduplication, and compounding errors are a range of morphological language errors [15]. Syntactic errors include sentences with no subjects or predicates, sentences with double subjects, predicates, and inserted objects, illogical sentences, ambiguous sentences and meanings, omission of conjunctions, excessive conjunctions, non-parallel sequences, the use of foreign terms, and unnecessary punctuation. Semantic language errors include the use of similar and inaccurate words, as well as word consistency [16]. Furthermore, discourse level errors include cohesion and coherence factors in the paragraph. To provide a comprehensive analysis of language errors, this study examines not only numerous aspects of language errors, such as the Surface Strategy Taxonomy theory, but also other linguistic factors. In addition to seeking to see language problems in the characteristics of omission, addition, inappropriate order, and inappropriate formation of linguistic units in writing sentences. Other aspects in linguistics include phonology, semantics, syntax, morphology, and discourse units.

Previous studies have carried out extensive research on error analysis [5], [12], [17], [18]; however, this study focuses on analyzing language errors in English texts such as narrative, recount, and descriptive. The research findings exclusively address grammatical errors, not other more specific and comprehensive aspects. Similarly, Hasanah [19] and Pradana [20] explored similar issues about grammatical errors in language when writing electronic letters and official letters in physical form. Similar to previous studies, this study applies a similar research method, particularly descriptive qualitative, with results focusing solely on grammatical errors in language.

Other studies, Supriadin [21], Khamid [22], and Nurwicaksono et al. [23], conducted similar analyses by studying final semester students' scientific papers and identifying grammatical errors in fewer and more specialized domains. This study analyzed the drafting of scientific publications by students in education and history degree programs. With a similar study emphasis, the aspects highlighted are evident in the findings, which only analyze narrower grammatical faults. In contrast to previous studies such as Nugroho et al. [24] and Salehi et al. [25] studies examined linguistic errors made by foreign speakers at the grammatical level. Furthermore, Salehi et al. [25] conducted an analysis of language errors in scientific papers written by Iranian students and translated into English articles. The study examined grammatical errors in English-language articles. Meanwhile, Nugroho et al. [24] analyzed a similar issue, namely language errors, specifically Indonesian grammar, obtained from BIPA students of Japan while writing scientific articles.

This study fulfills a gap and provides novelty to its object of analysis by focusing on a broader text, namely the writing of scientific papers by final-year language students. Previous studies focused exclusively on the analysis of grammatical errors in simpler and narrower text levels. Furthermore, this study not only examines language errors (Error Analysis) using the Surface Strategy Taxonomy theory, but it also focuses on aspects of language errors at linguistic levels such as morphology, phonology, syntax, semantics, and discourse. This analysis will be done out on each aspect of the scientific paper written by Language students in the English Literature Department at Universitas Terbuka.

II. METHODS

This research is mainly qualitative in design. Qualitative research is a sort of research that seeks to comprehend a social phenomenon present in the research subject [26]. Sugiono agreed on with this argument, claiming that qualitative research typically discusses social phenomena through the lens of its participants or objects. In line with Bogdan and Taylor [27], qualitative research produces descriptive data with more detailed explanations. According to Cresswell [28], this type of research is a descriptive study since the results of data analysis are reported thoroughly based on existing field facts. This descriptive qualitative research aims to explain data analysis using descriptive explanations. The main objective of this study is the work of writing a scientific article, which is the final project for students majoring in English Literature at Universitas Terbuka. The data samples are articles written on a variety of topics and research methods. The researcher collected writing findings in the form of scientific articles from 21 students divided into two classes. However, because only 11 articles were published, we limited our analyzing to 11 final article drafts that would be published. This is because, as a final project, students must submit article writing assignments up to the final draft and publication stage. Therefore, this study only examined around 11 samples of article writing out of a total of 21 article samples. The data analysis method was carried out using the data source triangulation method; the researcher will evaluate the results of student article writing, then observe the results of student article writing and analyze the data findings, and subsequently conclude the results of the data findings.

III. RESULTS AND DISCUSSION

A. Findings

The data findings are based on two aspects: surface strategy taxonomy and linguistic units ranging from morphology, phonology, syntax, semantics, and discourse. The data findings are based on two data distribution tables, one of which calculates the percentage of error results from the entire amount of data. The second table shows the distribution of data considers in each area of the article writing. The percentage of the amount is based on the total data of each sub-error aspect unit. The summary of findings in the table uses a variety of calculating formulas to get the proportion of findings. This seeks to describe the most significant language error findings by calculating a percentage of data analysis results. Table 1 shows the formula for calculating the percentage of sub-error findings from the total data:

$$T' = \frac{T0}{T_{tot}} \times 100\%$$

T0 represents the total number of sub-errors in each part of the article structure. Meanwhile, Ttot represents the total number of all data. Here's an explanation for each table.

Data Findings Table

Table 1. Percentage of overall data findings

No.	Error aspects	Sub-errors	Body of papers					Results	
			Abstract	Intro	Method	Results	Conclusion	total (a+p+m+h+k)	percentage (t0:ttotx100)
1.	Surface strategy	Omission	14	15	6	13	2	50	16%
		Addition	3	12	1	8	2	26	8.2%
2.	Taxonomy	Misformation	6	12	2	13	4	37	11.7%
3.		Misordering	2	4	1	7	1	15	4.7%

4.	Linguistic units	Morphology	3	10	2	8	2	25	8%
5.		Phonology	1	7	0	6	1	15	4.7%
6.		Syntaxis	12	35	5	34	4	90	28.6%
7.		Semantic	11	20	4	11	3	49	15.6%
8.		Discourse	5	6	2	4	2	19	6%
Total data findings								314	

The findings in the table above indicate the analysis of language errors in two aspects: surface strategy taxonomy and linguistic units such as morphology, phonology, syntax, semantics, and discourse. Sub-error in omission had the highest percentage of findings in each aspect, totaling 16% or 50 data of a total number of 314 data items. For example, in regard to omission, there are language errors by omitting linguistic units such as words, phrases, or even other units that have an impact on the ambiguity of the sentence.

In the second table, the percentage of findings is calculated using a similar formula, namely:

$$T' = \frac{T1}{T_{tot}} \times 100\%$$

This formula is used to calculate the percentage of data findings for each sub-error. T' denotes the percentage of data on each sub-error in each section of the article writing. T1 represents the amount of data on each sub-error found in each section of the scientific article writing, while Ttot represents the total amount of sub-error data on each section of the scientific article writing. The use of this formula, at least, this provides an overview of the percentage calculation of the value of each data analysis discovery. This percentage calculation of data can compare the proportion of data findings, indicating language errors in the summary table below.

Table. 2. Data Findings Based on Sub-Errors

No.	Error Aspects	Sub-Errors	Body of the papers					Total Data
			Abstract	Introduction	Method	Results	Conclusion	
1.	Surface Strategy Taxonomy	Omission	14	15	6	13	2	50
2.		Addition	3	12	1	8	2	26
3.		Misformation	6	12	2	13	4	37
4.		Misordering	2	4	1	7	1	15
5.		Morphology	3	10	2	8	2	25
6.	Linguistic units	Phonology	1	7	0	6	1	15
7.		Syntaxis	12	35	5	34	4	90
8.		Semantics	11	20	4	11	3	49
9.		Discourse	5	6	2	4	2	19
The number of findings in each section of the paper.			57	121	23	104	21	314
Total data findings								

The table above shows the data findings from each section of scientific paper writing, as well as the number of findings in each sub-error. The most significant findings of language error data occurred in the drafting of the introduction, representing 121 results or 38.5% of the total amount of data. Following that, errors in the results section totaled 104 data points, or 33.1%. Then, 57 language errors emerged during the abstract writing process, accounting for 18.15% of the findings. Then, the study method with data findings was written with 23 errors, followed by the conclusion with only 21 findings, or 6.6% of the total data.

In the surface strategy taxonomy aspect, it can be noticed that the omission aspect has the most data in each sub-error with the highest results (50 data). The introduction section has the most typical distribution of findings, which represents 30% of the total. Meanwhile, the conclusion section includes the fewest findings, that account for only about 4% of the total findings. The total number of data findings in the sub-error misformation element is around 37, with the results section having the highest percentage at 35% and the research method writing section having the lowest. The lowest sub-error aspects occur in misordering (wrong order), which is found in only around 15 total data, with the highest percentage only around 46.6%, which is around 7 data in the study results section. The relatively low findings on the sub-error misordering aspect suggest that students' understanding of sentence

structure remains reasonably high when compared to other sub-error aspects such as omission and misformation. This is demonstrated by the fact that when writing articles, numerous linguistic units are reduced, both at the word and phrase levels, which can lead to ambiguity in sentences.

B. Discussion

The following is a data analysis of discussion of the findings, including "omission, addition, misformation, and misordering." Then there are language errors at the phonology, morphology, syntax, semantics, and discourse levels. The language analysis of each data finding is given below, grouped into error aspect:

1. Omission

According to Dulay [14], omission is the removal of a word or linguistic unit in a sentence that should be present. For example, the following is a discussion of the data analysis below as a finding on of omission errors or deletions:

Data 1

Penelitian menganalisis hasil terjemahan menggunakan teknik seperti

The sentence above has no ambiguity in meaning in its structure or word choice, nonetheless there is a deletion of the word unit 'terjemahan' (translation) after the word 'teknik' (technique) underlined. This is because the technique is not specified explicitly in the sentence. Thus, the sentence loses its meaning context as the translation analysis involves the use of Technique in translation. The context in the sentence refers to the issue of translation research, thus the deletion of the word unit is the deletion at the word level to explain the technique.

Data 2

Nilai-nilai moral dari peribahasa asli Igbo"

Metode kualitatif merupakan prosedur yang menghasilkan data deskriptif berupa data tertulis atau data lisan di masyarakat bahasa"

As shown in the second data, the word "Igbo" is ambiguous with regard to the context. In terms of meaning, it refers to one of Africa's tribes. The omission of words in the sentence happens in the phrase unit that serves to explain the meaning of Igbo. The omission of linguistic units occurs in the noun preceding the noun Igbo, which is culture or language and serves to explain the context or meaning of the word Igbo in the sentence. The second data shows something similar; there is a loss of words after the procedure. The omitted word is the noun 'penelitian' (research), which comes after the word 'prosedur'. This is evident in the preceding phrase, 'metode kualitatif', which refers to a research design relying on qualitative data processing without using numbers for a research design. The omission of the word after 'prosedur' causes confusion in the sentence. The omission of the linguistic unit before the word procedure in a phrase is meant for what type of procedure.

Data 3

Domestikasi memudahkan pembaca bahasa sasaran untuk memahami maksud peribahasa dengan menyesuaikannya ke dalam konteks budaya mereka, sementara foreignisasi mempertahankan elemen asing untuk memberikan wawasan budaya asal kepada pembaca.

Based on the data presented above, the words 'domestikasi' (domestication) and 'foreignisasi' (foreignization) are omitted from the sentence construction. Both of these words are omitted before they are written in the sentence. The word "ideology" is missing from the linguistic unit, which alludes to ideology in the translation process. The omission of the word unit in the writing of 'domestikasi' (domestication) and 'foreignisasi' (foreignization) might not lead to a significant ambiguity of meaning for someone who understands the context of translation, but if the reader does not understand the term and the context of use in the sentence, it may result in ambiguity. This will have an impact on the reader's understanding of what domestication or foreignization mean without using the word ideology before writing both of these terms.

2. Addition

Addition is the inclusion of unnecessary words or linguistic units to a sentence, resulting in grammatical errors (Dulay in Rachman et al., 2019). Here's an example.

Data 4

Feminisme menentang stereotip gender yang mengkonstruksikan perempuan sebagai makhluk emosional dan lemah, yang sering kali menjadi justifikasi bagi eksklus mereka dari posisi kepemimpinan.

The word 'bagi' (towards) is an addition of linguistic component in a clause 'justifikasi bagi eksklus', which functions as a preposition in that sentence, however, it does not accommodate the prepositional function; rather, 'justifikasi' (justification) becomes a noun paired with the exclusive word, which should be used to explain the nature of the word 'justifikasi'. The use of 'bagi' with a prepositional function is to explain the purpose or possession.

3. Misformation

According to Dulay [29], a misformation is an error in writing a form that involves the use of incorrect forms, words, morphemes, or sentence structures. Below is an example of the analysis:

Data 5

Memberikan wawasan penting bagi pengembang teknologi

Data 6

Youtube Indolirik menggunakan beberapa teknik penerjemahan dan metode terjemahan.

In data number 5, there is a wrong formation in the word 'pengembang' (developer) before the word 'teknologi' (technology), the error causes the word structure to shift into a verb that should use the phrase form, namely 'pengembangan teknologi' (technology development). The structural error occurs in the word form that fits in the sentence that should use a phrase not a verb. Meanwhile, the word 'terjemahan' (translated) in data 6 is also not appropriate to be paired with 'metode' (method) as both method and technique are part of a process, so the choice of the translated word is less appropriate to be paired since the word 'terjemahan' refers to the results of the process carried out.

4. Misordering

Misordering, also known as inappropriate sequence, is an error in arranging the order of linguistic units or words in the form of morphemes, phrases, or errors in sentence structure resulting in ambiguity of meaning in a sentence [14]. Following is an example of the data:

Data 7

Penerjemahan peribahasa sering kali menghadapi tantangan dalam menjaga keseimbangan antara keakuratan makna dan kebutuhan (kesalahan misordering seharusnya kata makna diletakkan setelah keutuhan.)

The data above focuses on data analysis on the word 'kebutuhan' (the need). The word 'kebutuhan' has a form error that should be 'keutuhan' (wholeness) as it appears in a parallel sentence. The word meaning should be located after the words 'keakuratan' (accuracy) and 'keutuhan' (wholeness) because it is an adjective of a noun, namely the word 'makna' (meaning) in the sentence. However, in the sentence structure above, the error in fact occurs in the parallel form where this word 'makna' does not have a corresponding form, which should also be alongside with the word 'keutuhan'.

Omissions in sentence structure definitely have an impact the ambiguity of meaning within a sentence. Esmalde [30] conducted a similar study and found similar findings, particularly as this feature of omission in linguistic errors had relatively substantial results, determining 40% of the overall results of 303 data. This percentage was most frequently identified at the secondary school level in the Philippines. However, the study at a lower level revealed that the omission aspect lowered with the most significant finding occurring in the misformation aspect, which comprised 55% of the total data. The results of this study revealed both major distinctions and similarities, namely that the higher the level of grammar understanding, the more common

language errors identified were in the omission or deletion of word units. Meanwhile, the number of misformations is lower than the results of the omission sub-errors findings, while the ratio of errors does not reduce significantly. Then, a study by Bridle [31] confirms a similar claim that the number of sub-errors in the omission aspect was identified in students' writing report texts with a relatively high proportion of data, specifically 26 data out of 96 total data.

In the linguistic aspect, language errors were found in the syntactic aspect at a rate of 28.6%, followed by the semantic aspect at 15.6%, and the phonological aspect at 4.7% of the total data. Several aspects of language errors found in the syntactic unit include errors in writing foreign language terms, omitting subjects, errors in using the conjunctions, prepositions, and subjects. Language errors include repeating prepositions, subject use, punctuations, capitalization errors, and missing verbs in sentences. Meanwhile, the phonology aspects are relatively error-free, representing only 4.7% of the 314 data findings. The phonological aspect only covers phoneme removal and addition, as well as spelling problems in writing. In fact, in the methodical writing section, no errors were found in the phonology unit, with a percentage of 0%. The following are language errors in the linguistic units found.

Table. 2. Language Errors in Linguistic Units

Syntax	Semantic	Morphology	Discourse	Phonology
Written foreign languages or terms	Word choice/word consistency/word variety	Standard form error	Pronouns omissions	Phonemic omissions
Subject omission		Affixation Omissions	Parallel structure	Phonemic additions
Conjunction error	Using foreign terms	Addition of Affixation	Sentence coherence (unrelated/illogical)	Phonemic errors
Conjunction omission		Compounding errors	Referential	Spelling errors
Capital letters		Reduplication	Inappropriateness	
Conjunction omission				
Redundant prepositions				
Inappropriate prepositions				
Double subjects				
Punctuation errors				
Verb omissions				
Inappropriate subjects				
Preposition omissions				

5. Syntax

Based on the findings shown in the previous table, the syntactic aspect revealed 90 data with a percentage of 28.6%. The findings include errors in writing foreign languages and terminology, as well as missing conjunctions, subjects, and prepositions. Other elements include prepositional errors, typos, and punctuation. Furthermore, there is subject repetitiousness and subject and preposition mismatch in sentences. Here is the data analysis:

Data 8

enerjemahan lirik lagu berbeda dengan penerjemahan karya sastra lainnya, karena pada penerjemahan lirik lagu, rik lagu yang diterjemahkan harus tetap dapat dinyanyikan dengan notasi dan nuansa yang sama dengan lagu ihasa sumber.

The data above indicates that there is an error in the use of conjunctions in sentences, leading to confusion in the sentence structure. The two main sentences are combined without the use of conjunctions to connect them. The two the main sentences that explain the cause-and-effect sentence are merely connected by commas. Another example can be found in the data below:

Data 9

Namun, penelitian sebelumnya cenderung membahas deiksis secara umum tanpa mengaitkan secara mendalam dengan genre musik tertentu atau tanpa fokus pada dampaknya terhadap resonansi emosional pendengar.

The data shown above indicates that there are simply too many conjunctions exemplified by the words “*tanpa*” and “*tanpa atau*”. Such excessive use of conjunctions in the preceding sentence creates confusion in sentence structure. This leaves the sentence ineffective as there is an error in connecting the two clauses using incorrect conjunctions.

Data 10

Berbagai teknik penerjemahan dan pergeseran memang sudah lumrah terjadi dalam menerjemahkan lirik lagu, tak terkecuali lagu *Shout to the Lord* dan *Nyanyi dan bersoraklah*

The above data shows an analytical error in syntactic units. Some obvious errors include the incorrect use of commas to separate the first and second clauses. The positioning of the word '*tak terkecuali*' is also confusing, as this conjunction is inappropriate to link the main clause and the second clause. The erroneous use of conjunctions additionally leads to an inaccurate combination of song subjects, as the two song subjects are actually the same song with a different song title due to translation. This results in the merging of the verbs '*nyanyi*' and '*bersoraklah*,' which are the song titles, but the incorrect use of conjunctions causes sentence structure issues.

6. Semantic

The amount of data in the semantic unit can be seen by the second most findings, which make up for 15.9% of the total of 45 data. Sub-errors in the semantic unit include errors in word use, word variation consistency, and the use of inappropriate foreign terms. This is an example of data analysis in the semantic aspect:

Data 11

*Metafora, **perumpamaan**, personifikasi, hiperbola, simbolisme, ironi, dan paradoks.*

As seen in the data above, the sentence explains a number of figures of speech or language styles. The use of the word '*perumpamaan*' (should be similar to metaphor) is considered inappropriate since different types of figures of speech use the original terms. The word "simile" is more appropriate as it is the original term for using the figure of speech's name. Other examples of data that show errors in the semantic aspect are as follows:

Data 12

*Feminisme menentang stereotip gender yang mengkonstruksikan perempuan sebagai makhluk emosional dan lemah, yang sering kali menjadi **justifikasi** bagi eksklusi mereka dari posisi kepemimpinan.*

The data presented above are found in the word '*justifikasi*' (justification), which essentially means assessment. The author chose to use the word '*justifikasi*' while remain adopting words from other languages. To ensure the consistency of terms in a word, the word choice must be carefully selected and consistent. This helps to avoid errors in the use of terms within certain sentences.

Data 13

*Hubungan sintagmatik tidak hanya mengorganisasi plot tetapi juga berfungsi sebagai **media** untuk menggambarkan dinamika hubungan manusia yang kompleks*

The data above is a category of semantic unit errors. The data is focused on the word '*media*', which is actually less appropriate to use because the word is not in sync when used on the subject of a syntagmatic relationship, which is an abstract noun. The word that should be used is '*alat or cara*' (tool or method)," as the word media is more relevant to use on objects or something that has a physical form.

7. Phonology

In the phonology unit, this aspect revealed 15 data. Phonology errors include omissions additions, phoneme and spelling errors. The data analysis is as follows:

Data 14

Penelitian ini mengidentifikasi lima jenis deiksis: orang, waktu, tempat, sosial dan wacana yang ditemukan dalam lirik lagu-lagu tersebut

The data above shows the addition of the phoneme -s in the middle of inserting the word 'sosial' into the sentence above. Spelling errors in words made on purpose are a type of inaccuracy that can be assumed as the cause. However, this is a language error in phonology which may not be overlooked as the addition of one letter or phoneme could cause uncertainty in meaning of a sentence. In addition, several other phonological errors were found, including:

Data 15

Terhadap control patrialkal yang mengatur ekspresi emosi Perempuan.

Take note of the word control above: a mistake in writing the word's phoneme or consonant alone causes the word to form. The use of the letter -c in the target language word that is actually written with k- on 'kontrol' can result in semantic errors, particularly consistency in the use of foreign languages in sentences. These types of errors can occur because the computer settings automatically equalize the spelling in English. However, on the other hand, proofreading stages need to be carried out to be able to correct the smallest errors in a paragraph such as in the word "control" above.

8. Morphology

In terms of morphological errors, there were 25 data found. The aspects found were errors in standard form, omission of affixation, addition of affixation, compounding errors, and reduplication. The following is a discussion of the data analysis:

Data 16

Lirik ini mengungkapkan bahwa perempuan sering dianggap "gila" atau "marah" karena respons terhadap ketidakadilan

The data shown above is a sample for morphological error. The letter s- behind the word "respons" indicates an additional phoneme or affixation. This insertion raises confusion, particularly the consistency of the word use, which is deemed unclear because the use of -s in the word "respon" transforms the word into a foreign language term. In English, the suffix -s has a plural connotation or serves as subject-verb agreement. The addition of -s to this word causes two sorts of errors: language errors in the consistency of foreign language use and the addition of the affixation -s in plural form.

9. Discourse

This aspect provided 19 data findings for discourse errors. Missing pronouns, parallel errors with sentence coherence structures (unrelated/illogical), and inappropriate referentials are some of the kinds of discourse errors found. The following section discusses the data analysis:

Data 17

Salah satu bentuk penggunaan bahasa yang menarik untuk dianalisis adalah makna kiasan, yang sering ditemukan dalam lirik lagu. Semantik adalah suatu kajian dari pembelajaran linguistik yang mana dalam hal ini mempelajari mengenai makna.

Data 18

Dalam penelitian terdapat tantangan tersendiri bagi peneliti dalam analisis teknik penerjemahan untuk menemukan teknik dominan yang digunakan pada satu album

Data 17 shows language errors in the discourse aspect, meaning a loss of coherence between sentences in a paragraph. The first clause addresses the problem of meaning and figurative language before moving on to semantics in general. The inconsistency of the discussion sequence causes a loss of paragraph coherence due to the topic differences in the clauses connected in the sentence. This is further supported by the omission of conjunctions and punctuation inaccuracies which lead the relationship between

sentences becoming incoherent. Data 18 shows the omission of pronouns of the front preposition, which explains the study, as did the prior data. Pronouns are dropped in favor of demonstrative phrases used to explain the study. The removal of these pronouns uses the omission of referential relationships in sentences pertinent to the paragraph.

IV. CONCLUSION

Language skills and creativity play an important role in the writing process. Academic writing is one of the most complex and meticulous texts for the majority of students. This study concludes that language skills in writing applications are frequently overlooked by some individuals, particularly language students with sufficient language skills. However, this study discovered that an individual's understanding of language aspects continues to influence language errors in the writing process. Language errors found in this study, including omission of linguistic units, formation errors, a lack of understanding of syntax, and morphological and semantic errors, are all significant findings. Other aspects, including space limitations while writing scientific articles, are one of the main contributing factors. The lack of linguistic units can undoubtedly cause ambiguity and misunderstanding in a paragraph. Therefore, a clear understanding of these units is essential to ensure that the text is easily understood by readers. Additionally, knowledge of language and linguistic features contributes to more effective sentence construction, particularly in scientific writing.

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