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ERROR ANALYSIS OF COLLEGE STUDENTS' ENGLISH APPLICATION LETTERS AT STMIK SINAR NUSANTARA

Saly Kurnia Octaviani [a,1,*], Arumsari [b,2]

[a,b] STMIK Sinar Nusantara Surakarta
[1] saly@sinus.ac.id*; [2] arumsari@sinus.ac.id
* Corresponding Author

ABSTRACT

Writing as one of language aspects becomes the main language practice in each English class. Regarding to the college student task, writing English job application letter requires college students to provide the well-formed letter for job preparation. Therefore, understanding the errors of English sentence structure in college students' job application letters can bring the suitable English grammar study for writing the formal letter. This research was conducted to find the errors on English job application letters written by college students in fourth semester at STMIK Sinar Nusantara. The respondents were selected as many as 30 students by using purposive random sampling technique. The collected data were taken from the respondents' writings, English job application letter. The analysis used the algorithm of conducting error analysis proposed by Corder. In this research, students' job application letters indicate omission with its 92 data or 35,35 % error, mis-formation with its 80 data or 30,80% error, mis-ordering with its 63 data or 24,23% error, and addition with its 25 data or 9,62% error. This research indicates that though the students had references of English job application letters from internet, they still had errors in writing own English sentences in formal form.

1. Introduction

English language learner deals with some language aspects to master when having theoretical and practical experience in learning English. Writing as one of language aspects becomes the main language practice in each English class dealing with the introduction of English vocabulary and grammar. Features of writings involving a high degree of accuracy, complex grammar devices, a careful choice of vocabulary and sentence structures (Lewis et al., 2006). Those features are useful create appropriate style, tone, and information of written text for the readers. Therefore, writing skill requires thinking process to produce well-formed words, phrases, sentences, and later paragraph combined with idea of writing theme. Badger & White, (2000) even states that writing process encourages students to focus on accurate language use. The process of English writing itself from second language learner considers the detail of language rules, such as grammar. It takes not only the acceptability of content in learner's writing, but also the correctness of learner's writing in language grammar.

Cornell argues that teaching writing to second Language can be explained under two broad aspects; including writing to communicate and learning to write (Cornell et al., 2016). Moreover, Cumming states that a teacher can focus on the means to achieve a specific type of learning after deciding the targeted area (Cumming, 2001). She/he can start considering the involvement of students by distinguishing the interests of students after targeting the area. The three significant aspects of learning writing in second language include: Composing processes used by people while writing, feature of the texts produced by the people, socio-cultural texts written by the people. According Cumming, each aspect has micro and macro perspectives for writing in second language (Cumming, 2001).

These 3 macro perspectives based from Cumming for writing in second language are composing, text, and context. In brief explanation for macro perspectives, composing refers to the linguistics

points of written text such as syntax, morphology, and lexis. Meanwhile, the text itself refers to the search for words and main focus towards ideas and language collectively. This, perspective in writing second language focuses on the process of writing itself. Last, context is the perspective for writing which refers to the individual self-image development.

Meanwhile, the micro perspectives for writing in second language based from Cumming are composing, text, and context as well. Different with micro perspectives, composing in macro perspective refers to the text structure and cohesive devices. Text in macro perspective refers to the planning and revising of the writing. Meanwhile, context refers to the participation in discourse community for social change.

The macro and micro skills of writing are also known as the sub-constructs of writing (Brown, 2007). They constitute the emphasis of writing rubrics which are used in standardized and classroom-based assessment. A controversial issue in ESL writing pedagogy concerns the question of which is more important in the development of the L2 (Second Language) writing skill, the micro or macro skills.

However, because of its concern to the grammar rule, errors and mistakes sometimes appear when the learners do the writing process as their learning activity. Errors cannot be avoided in writing for second language learner since they do not aware about the incorrect word, phrase, and even sentence. Based on James, errors tell the teacher things needs to be taught, tell the researcher how learning proceeds, and are a means whereby learners test their hypotheses about the second language (Asher, 1998). Lecturers need to understand college students' comprehension about their own English writing rather than conduct the writing task for them and take their assessment. Error analysis itself by (Cryzstal, 2008) is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and produces provided by linguistics. Therefore, writing needs process of understanding the grammar for the language learner, especially the product of writing is for formal space.

Error analysis (EA hereafter) is "the first approach to the study of SLA which includes an internal focus on learners' creative ability to construct language" (Saville & Troike, 2012). In this research, after the lecturer's treatment by giving the material of English job application letter along with job vacancy and Curriculum Vitae, the students wrote their own English job application letter by the help of some references in internet. These college students combined their English writing creativity of making English job application letter with the previous references written by different foreign applicants. This classroom condition deals with the learners' learning processes, which Selinker (Richards, 1977) prefers to refer as learning strategies, can be inferred from an examination of learner language protocols, studies of learner introspections, case studies, diary studies, classroom observations, and experimental studies. The primary focus of EA is on learner errors and the evidence of how learner errors could provide an understanding of the underlying processes of second language learning or second language acquisition. Furthermore, error analysis draws certain conclusions about the learning strategies or the underlying cognitive mechanism used by the learners in their second language learning process. The main aspects of error analysis include the algorithm for conducting EA, error description and classification, and error correction by Corder (Corder, 1975).

The errors may take place in students' English job application letter since this formal letter are written individually in L2 (Second Language) by the students from the country with non-English language as L1 (First Language). Hatch (2013) states that the job application letter is essentially a business document with specialized language. Most of international business documents with formal written language and formal document format need reference with legal patent internationally. Wilson & Wauson states that there were several different formats for business letters, block letters, modified block letter, modified semi block letter, and simplified letters (Wilson & Wauson, 2010). The structure of application letter was explained in the seventh structures, applicant address, date, company address, greeting, opening paragraph, middle paragraph(s) or body, closing paragraph, and finishing letter.

For applicant address, the application letter should indicate the applicant address. The address is written in international format dealing with street, city, country, and zip code. The name of applicant

is also written before the address. For company address, the applicant should write address of the company that applicant writing to. It should use complete title and address without an abbreviation. Both of these addresses have also different format. In which, the applicant address places on the top right of the letter and the institution is the top left, below the applicant address. For date, the applicant should write the date when the application letter was written. The format is also suited with the international date format including the month, date, and year. For greeting in job application letter, the applicant should write polite way as an effort directly to the person in charge of hiring. For opening paragraph in job application letter, applicant should write the opening paragraph as the beginning sentences as the introduction before pointing to the highlight or focus of the applicant's reason. This opening paragraph specifies job position that applicant applying for, or, if they were writing to inquire whether a job position is available in the institution or company. The job applicant can give the source of the job vacancy which the applicant wants to apply with the date of information. For middle paragraph(s)/ body, the application letter should write the body of the paragraph that highlight the applicant work experience which most closely matches the desired job requirements presented in the job opening advertisement. Applicants give acceptable and strong reason about related position that applicant has capability on it. For, closing paragraph, the application letter should write the closing paragraph at the end of the paragraph. This closing paragraph is to ensure action on the part of the reader and ask for an interview appointment time for offering descriptions of further personal qualification. Applicant may provide telephone number and email address. For finishing letter in job application letter, the application letter should write the finishing letter in the end of the letter. The finishing in the application letter could be thanks and sign.

Regarding to the college student task, writing English application letter requires the college student as the language learner to provide the well-formed letter to propose their first or dream job. This is also based from Johns and Nodoushan that stated in order to address the needs of learners of the 21st century, there is a pressing necessity to conduct more studies on the genre of the job application letter with greater attention on "needs assessment and target situation analysis" (Johns & Nodoushan, 2015). This research takes college students in the fourth semester as the subject of research. Therefore, writing practice using job application letter for these college students in the fourth semester is suitable by needs of the learners since their age, critical thinking, and psychological skill are considered enough to start working and study by experience.

Therefore, the way these college students in fourth semester write their English application letter should be concerned since it deals with the formal writing style and appropriate linguistic rule. Mostly, the job seeker including these college students finds the fastest way to create their job application letter by having the reference of English job application letter in the website. However, these college students somehow do not know or understand whether the copied English sentences letters from website reference is correct or not based on their personal data because of their incomprehension of English grammatical or meaning problem. They somehow keep making the writing errors at the end. Therefore, this research tries to find out the errors of English job application letter written by fourth grade college students of STMIK Sinar Nusantara Surakarta in order to give the solution for making the appropriate English study involving suitable grammar by needs for English application letter.

2. Method

This research is a qualitative-descriptive with data presented in statistical forms. In this research, the researcher used descriptive qualitative research. Qualitative research provides procedure descriptive data in the forms of written words and behaviors from the subject that can be observed. Therefore, Bowen (Bowen, 2009) states the aim of the qualitative research is an individual understanding and its backgrounds in detail. Oleskeviciene & Sliogeriene also stated that qualitative research is naturalistic research method because the research did on natural setting (Valunaite Oleskeviciene & Sliogeriene, 2020). This type of the research does not apply the detail arithmetic calculation or statistic. It contains sentences or description of the objects. It refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things. More specifically, the approach used in conducting this research was descriptive research.

Deutsche Forschungsgemeinschaft.(2000) had argument that research is a particular tradition in social science that fundamentally depends on watching people in their own territory and interacting

with them in their own language and on their own term. Therefore, a research needs subject or object of research. The subject of this research as respondents was the fourth semester students at STMIK Sinar Nusantara. Meanwhile, the object of the research as data of this research was English application letter written by those fourth semester students.

According to Sugiyono (Sugiyono, 2010), the sample of participants for the study is part of the population and all possess some characteristic, that make them member of the sample group. Sample is part of the amount and characteristic which is owned by population. Based on the definition above, sample is the several of population that represent the population research. The respondents of this research were selected as many as 30 students were taking subject English IV

Data Collection

The data source was students' writing or document, the researcher used document analysis as the technique of data collection. Arikunto stated that the term document refers to a wide range of written, physical, and visual materials, including what other authors may term artifacts (Arikunto, 2010). Documents may in the form of auto biographies including diary and personal letters. However, documents may in the official form, such as files, reports, memoranda, or popular cultural documents in books, films, and videos. Based on Arikunto (Arikunto, 2010), document analysis can be from written records or text-based artifacts and non-written records. The written records are such as textbooks, novels, journals, meeting minutes, logs, announcements, policy statements, newspapers, transcripts, birth certificates, marriage records, budgets, letters, e-mail messages. Meanwhile, non-written records are such as photographs, audiotapes, videotapes, computer images, websites, musical performances, televised political speeches, YouTube videos, and virtual world settings

The first step of this research is the researchers read book, journal, and other valid literature related to error analysis as the topic of analysis. The researchers then find a gap for the object of the research and setting of the research by selecting the theory of research. The research set the material for respondents and procedure of collecting data including the time of respondent action for research. The next step, the researchers choose the respondents and give directions of the procedures for collecting data. Those procedures for the respondents are reading or understanding the material of writing English application letters, finding a reference of English application letter from website, analyzing the reference of English application letter, search interesting job vacancy as students desire, and writing own English application letter based on students' personal data and related job vacancy. Respondents are given 60 minutes to write their English application letter. Respondents then submit their English application letter to researchers as data of research. For the last step, the researchers analyze, calculate, average, and interpret the result of data for the findings of the research.

The analysis in this research concerns on grammatical errors in the students' writing. The analysis is based on surface strategy taxonomy. To guide analyzing obtained documents, the researcher made guidance as follows: read the students' writing two to three times to find grammatical errors in their writing, write down the grammatical errors in a table which represents one analyzed students' writing, and take note each grammatical error in the table according to its classification.

Data Analysis

Khan, (2014) states that there are five steps to analyze the data which contain students' errors. It consists of collecting the data, identifying the errors, classifying, explaining and evaluating. These are the following steps about data analysis of this research:

1. The writer collecting the data from the students' work.
2. The writer identified the students' error in writing recount text by marking their error based on surface strategy taxonomy, such as addition, omission, mis formation, and mis ordering.
3. The writer classified of each error and total number of errors made by the students.
4. The writer explained the students' errors, according to Annas Sudjiono (Sudjiono, 2008) to get percentage of each type the following formula is used.

$$P = \frac{F}{N} \times 100\%$$

Note: P= Percentage

F= Frequency of wrong answer

For the easiness in reading of data, the researchers calculated the errors' frequency and average based on those taxonomy in a table. The researchers then describe the research results from the table and explain the comparison of research results in this research with some previous related studies. The research recognized the data in English words, and phrases, and sentences from respondents' English application letters by classifying the errors into surface structure taxonomy of error analysis for written text. The researchers of this research analyzed the data by the theory from James (James, 1998) which proposed 4 surface taxonomy of error analysis. Those are;

1. Omission

    Omission is the absence of an item of word that should appear in a well-formed sentence. This type of error from the second language learner brings up the unnecessary items of word making the English sentence incorrect sometimes.

2. Addition

    Addition is the presence of an item of word that should not appear in a well-formed sentence. This addition of words is even unnecessary to do by the second language learner because it sometimes makes the English sentence incorrect grammatically.

3. Mis-formation

    Mis-formation concerns with the wrong formation from grammar word class in written sentence. There are 3 kinds of mis-formation stated from James (James, 1998). Those are :

    a) Regularization

        This type of mis-formation involves regular and irregular words in which there are exceptions and spreading rules to domain where they do not apply. As an example, learner might use *womans* rather than *women*.

    b) Archi-form

        This type of mis-formation is the selection of one member of a class in grammar form to represent other in the class which is different for certain case. As an example, if the well grammatically sentence uses *this/that/those/those* with its certain functions of pronoun, the learner might use *that* in many cases of demonstrative pronoun without noticing the quantity of items.

    c) Alternating form

        This type of misformation involves free alternation of various members of a class with each other. As an example, the learner uses *she* for *he, him* for *he, their* for *them* because of the various members in grammar word class with different criteria.

4. Misordering

    According James, misordering error is a type of error characterized by the incorrect placement of a morpheme or group of morphemes in sentence (Fauziati, 2011). For example, learner might write *I don't know what is it*, while the correct one grammatically is, *I don't know what it is*.

3. Results and Discussion

This research was conducted to reveal kind of errors mostly appeared in 30 English job application letters written by fourth semester college students of Information System program in STMIK Sinar Nusantara Surakarta. After all of students submitted the job application letters, researcher analyzed and distributed its errors based on surface structure taxonomy proposed from James (James, 1998). Below is the example of students' English job application letter with some markers of grammatical errors:

Job Application Letter

Perumpondokteduh
Kadilangu
March, 17, 2020

Attention To:
Mr. Haryono Sujatmiko
PT. Pranata Informatindo
JL. Sudirman 22
Denpasar

Dear Mr Sujatmiko

Based on the advertisement recently in www.jobstreet.com, I am interesting to apply for the job as a Database/ Graphics package design.

I am 20 years old. I graduated from Computer science at STMIK Sinar Nusantara University. I am looking for a position related to Database/Graphics Package Design in the research and development department of a major company.

Since leaving college I have several year experience do database and graphics package at one company in Kandangan and to enhance my background, I have taken some courses in computer graphics and database, and I have experience in understanding of the design of databases. With this background, I certainly believe that I can make a good contribution to your company and I would like to broaden my experience

I enclose my recent photograph and compelete curiculum vitae. I hope Mr. Sujatmiko is willing to take the time to give an interview, so I can explain in more detail about my own potential. Thank you.

Yours sincerely

MaylandoIhzaRechazola

Fig 1. Example of Student's English Job Application Letter

There are 4 surface structure taxonomy of error analysis proposed from James (James, 1998), such as Omission, Addition, Misformation, and Misordering. The table below shows the distributions of students' errors in English application letters.

Table 1. Errors' Distribution in Students' English Application Letters

Type of Errors	Number of Errors	Percentage
Omission	92	35,35%
Addition	25	9,62%
Misformation	80	30,80%
Misordering	63	24,23%
	260	100%

Meanwhile, the figure below shows the level of percentage of errors in fourth semester college students' English application letters at STMIK Sinar Nusantara Surakarta.
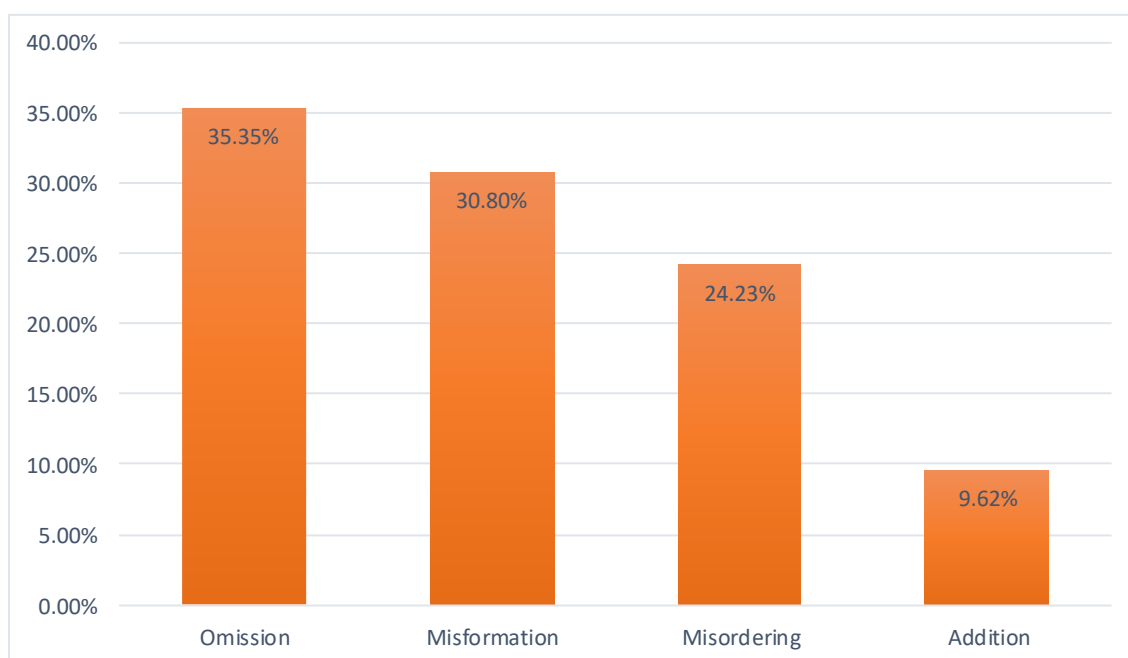
Fig 2. Percentage of Errors' Distribution in Students' English Application Letters

The order of error analysis for its most frequent errors in English application letters written by 30 college students at fourth grade of STMIK Sinar Nusantara is:

1. Omission with its 92 data or 35,35 % data
2. Misfomation with its 80 data or 30,80% data
3. Misordering with its 63 data or 24,23% data
4. Addition with its 25 data or 9,62% data

Discussion
A. Omission

From 30 students' application letters as the data, there are 92 errors of omission or 35,35% of error's percentage. The absence of morphemes or words in data is included in omission error involving content and grammatical words. Content words deals with noun, verb, adjective, and adverb. Meanwhile, grammatical words deal with the article (a, the, an), auxiliaries (is, will, can, may), preposition (in, on, at), and noun or verb inflections (-s, -ed, -ing). These two sentences below become examples of omission in the data.

1. *I confident that I will be able to contribute effectively to your company.*
   The correct form of sentence above is *I am confident that I will be able to contribute effectively to your company*. There is absence of auxiliary "am" in the sentence.
2. *I integrity and loyalty as well as high morale*
   The correct form of sentence above is *I have integrity and loyalty as well as high morale*. There is absence of verb "have" in the sentence.
3. *I am 22 year old.*
   The correct form of sentence above is *"I am 22 years old"*. There is absence of verb inflections "s" in the sentence.
4. *I am interesting to apply for the job as a Graphics package design.*
   The correct form of sentence above is *I am interested to apply for the job as a Graphics package design*. There is absence of verb inflections "ing" in the sentence.

The data above show that students have lack of realizing the errors in content word, especially verb, and grammatical word, especially auxiliary. From the data of first example, the student didn't realize about the importance of auxiliary to connect the subject and adjective. Most of students still think that English grammar in well-formed sentence is similar to the Indonesian one since college

students are used to having Bahasa or Indonesia as medium language in their class. Meanwhile, Indonesian grammar doesn't have auxiliary to complete the verb based on the tenses.

Moreover, students somehow have perception that all the form of nouns can become the verb without giving the marker based on the grammar rule so that they don't realize the meaning and function for noun in the sentence. In short, they finally omit the verb to make it simple but incorrect in writing rule. The second example above shows this case in which students have lack of realizing the errors of content word, especially verb.

This research shows the dominance of omission for the students' error in writing English application letter. It is in line with the research result of Arista, Yana, and Sugiharti (Arista et al., 2016) entitled *Error Analysis of Students' Sentence Structure in Writing Application Letter* even though it is not line with the minimum students' errors in English application letters. The research of Arista et al had ordering for the minimum errors in their research toward twelve grade of vocational high school students' application letters while this research had addition for the minimum errors. Both of these researches involved non-English departments students to write English application letters. It shows that there are not many differences of English writing skill for twelve grade of vocation school and fifth semester of bachelor degree in information technology program in which their errors tend to have problem with content and grammatical words. Their comprehension of English grammar didn't grow greatly because they tend to focus on the meaning of English vocabularies in their field without learning, understanding, and practicing frequently about the use of English vocabularies in proper English sentences along with the grammar for writing.

B. Misformation

80 data or 30,80 % of misformation errors appear in this research. Sentences below are examples of misformation errors involving regularization, archi-form, and alternating form.

1. *Thanks you for you time and consideration.*
   The correct form of sentence above is "*Thank you for your time and consideration*". There are two kinds of error in the sentence above. The first one is the addition the morfem –s with the verb "*Thank*". The second one is related to misformation error involving archi-form. The correct pronoun "you" before noun "*time*" and "*consideration*" having possession meaning should be "your".

2. *I hope Mr/ Madam Human Resource and Development is willing to take the time to given an interview.*
   The correct form of sentence above is "*I hope Mr/ Madam Human Resource and Development is willing to take the time to give an interview*". Regularization error appears in the sentence involving the verb 3 "*given*". In grammar, there is rule to infinitive (to + verb 1) so that the correct one should provide "*to give*" in well-formed sentence.

3. *Thank your for taking the time to consider this application.*
   The correct form of the sentence above is "*Thank you for taking the time to consider this application*". "*Your*" is possessive pronoun while the sentence above need object to complete the verb or predicate "*Thank*" so that the correct form of pronoun related to the grammar and context above is "You".

4. *I am writing to express me interest for the position.*
   The correct form of the sentence above is "*I am writing to express my interest for the position*". By the context of meaning and grammar, student wanted to write "my interest" after to infinitive "to express" so that the correct one for the pronoun is "my" before noun "interest" not the pronoun "me" as object to complete the to-infinitive.

The data above indicate that the students in STMIK Sinar Nusantara have lack of understanding in grammar formation within various word classes such as regular and irregular verbs and pronouns. Dealing with the mis-formation error of alternating form, the first and third data above indicates the student didn't realize the difference of pronoun "*you*" with "your" having possession meaning in the context. The fourth data is dealing with the incorrect change of pronoun from possessive pronoun "my" before noun "interest" into object "me". Meanwhile, the second one indicates the student didn't realize the correct form of "to- infinitive" so that the student wrote the verb 3 "*given*" rather

than "*give*". At this case, the student may have lack of understanding of regularization involving regular and irregular verb.

This mis-formation shows that there is tendency of first language, Bahasa Indonesia, from the respondents itself in which Bahasa Indonesia doesn't have single and plural forms of noun and various forms of pronoun. Therefore, English vocabulary regularization, archi-form, and alternating form make these fourth semester students naturally bring the structure of first language. It is in line with the research findings entitled *An Analysis of Errors in Written English Sentences: A Case Study of Thai EFL Students* from Sermsook, Liamnimitr and Pochakorn (Sermsook et al., 2017) that there was limited knowledge of the students' target language so that the students turned to rely on their first language. In their research, the limitation of target language knowledge becomes the major source of written miscommunication in second language. Even though their students involved second year Thai EFL Students in English department at Thai university, their respondents still had mis-formation errors related to various English forms of pronoun and noun as respondents' errors in this research. It also shows that there are still chance for English learners or Second Language Learner to make errors in writing naturally. This research allowed the respondents to open the English application letter as a reference from website but it also did not help the students totally to write well-formed formal letter when the respondents should write own sentences based on their personal data and related job vacancy.

C. Misordering

63 data or 24,23% data for misordering errors appear in 30 students' job application letters. Misordering deals with the conversation habit or grammar rule of students using L1, and later, brought into L2 in writing. There are two data in this research for the example below.

1. *I would now prefer can use my knowledge of design interior and where my interest in design interior might be useful.*
   The correct form of the sentence above is "*Now, I would prefer using my knowledge in interior design so that my interest in interior design might be useful*". However, the student might want to write "*Now, I would prefer to be able to use my knowledge in interior design so that my interest in interior design might be useful*".

2. *And I believe it is fit with my background educational as Network Engineering.*
   The correct form of the sentence above is "*And I believe it is fit with my educational background as Network Engineer*". However, there is another error that is not about misordering. The phrase "*Network Engineering*" should be "*Network Engineer*" based on its context of sentence.

3. *I am working hard person*
   The correct form of the sentence above is "*I am hard working person*". However, the student might want to write "*I am hard working person*" rather than "*hard person*".

4. *I am able to work in work team.*
   The correct form of the sentence above is "*I am able to work in work team*". However, the student might want to write "*I am able to work in team work*" or even "*I am able to work in team or group*".

The first data above indicates that the student naturally put the L1 grammar into the L2 grammar and finally produced the incorrect English writing. It seems the student also got confused with the sentence arrangement of "*would now prefer can use*" correctly in English. The student even didn't realize there are many mis-ordering errors in the data with repeated error such as "*interior design*" into "*design interior*" because she/he often uses the phrase "*design interior*" in Indonesian. As an example, the students in this research got confused with the appropriate and suitable order of words in order to make well English sentence. The conversation of L1 was put in the writing structure of L2 so that the student in the example of data 1 wrote "*I would now prefer can use*" rather than *Now, I would prefer using*. This case also appears in the third example. The sentence structure of first language that involves Subject + Predicate + Complement makes the student to write incorrect phrase for "hard working". Moreover, there is word "person" behind the complement making the ambiguous meaning in the sentence "*I am working hard person*".

Meanwhile, the second data also indicates the student often use the L1 grammar both in spoken and written so that the student brought the L1 grammar habit into the L2 written grammar. For

forming the phrase in Indonesia, students naturally react by writing the pronoun firstly, followed by noun and adjective so that the student in the second data of this mis-ordering example write "*my educational background*". She/ he didn't realize there is change of Indonesian phrase into English phrase that the student did not notice. In English grammar, the phrase has rule Determiner/ Pronoun + Adjective + Noun so that the correct form should be "my educational background".

These carelessness problems above of English grammar rules even from the familiar ones in public, for example educational background and interior design, is in line with the research entitled *Grammatical Error Analysis In Essay Writing*. This research was written by Wulandari and Harida (Wulandari & Harida, 2021) argued that carelessness, first language interference, and translation become the factors of errors. English department students of STKIP PGRI Ponorogo as subject of their research also had a difference with the subject of this research, which is fourth semester students from non-English department. Both of research with the same errors in grammar or linguistics show that formal English letters, including English job application letter and even English essay, are considered difficult and it needs to be concerned for them to learn and practice English writing skill if EFL students both from English or non-English department students take the professional stage or advanced career internationally.

D. Addition

From 30 students' application letters as the data, there are 25 errors of omission or 9,62% of error's percentage. The presence of morphemes or words in data is included in omission error involving content and grammatical **words**. Two sentences below are the example of addition in error analysis.

1. *When on campus, I really like web design and programming because it's very interesting.*
   The correct form of sentence above is "*On campus, I really like web design and programming because it's very interesting*". There is unnecessary addition of conjunction "*when*" in sentence above.
2. *I hope you will consider and I will be available for interview at anytime.*
   The correct form of sentence is "*I hope you will consider and I will be available for interview anytime*". There is unnecessary addition of preposition "*at*" in sentence above.
3. *I was read from the advertisement*
   The correct form of sentence above is "*I read from the advertisement*" There is unnecessary addition of auxiliary "*was*" in sentence above.
4. *One year ago, I am graduated from STMIK Sinar Nusantara*
   The correct form of sentence above is *"One year ago, I graduated from STMIK Sinar Nusantara"* There is unnecessary addition of auxiliary "*am*" in sentence above.

The first example above shows that the college students as the subject of research didn't realize the errors in unnecessary conjunction. They tend to be fine writing conjunction "*when*" before the adverb of place, in which, the adverb of place "on campus" itself can be independent emphasizing the importance of those phrase in sentence by meaning.

Meanwhile, the second example shows that the college students in this research didn't realize the preposition "*at*" before adverb "anytime". In grammar, adverb "anytime" can't be used **together** with preposition "at". The third and fourth examples show the rule of simple past tense involving verb 2. However, the students gave unnecessary "to be" in past form before the verb 2. The students thought easily that if the sentences tell about past, then they just put the past forms, both participles and verb, in the sentences by ignoring the rules of simple past tense and its meaning.

This addition problem in English writing is in line with the research finding entitled *Analyzing Linguistic Errors in Writing an English Letter: A Case Study of Indonesian Undergraduate Students* with second year students from English Literature department as subject of reserach. This research was written by Napitupulu (Napitupulu, 2017) which proposed that besides developmental students' errors, Indonesian students committed a great number of errors due to their first language (L1) transfer. Napitupulu's research put its data to English letter as this research put the data to English application letter. Both of researches show the formal letter with few structured sentences written by English learner as second language learner also had errors grammatically because of the addition of unnecessary words. It is also in line with Napitupulu's argument that simple rule of Indonesian

grammar has somehow affected the way students of English in Indonesia think and jot their ideas down in paper using English. However, if the respondents' first language knowledge has informal spoken tendency, it can greatly affect the respondents' writing in second language or target language. As a result, the respondents provided unnecessary words in their writing naturally because their daily communication or spoken skill often uses informal sentence form. For writing formal English letter, the transfer of informal spoken tendency also become the factor of college students' errors.

4. Conclusion

The research result indicates 260 errors in English application letters written by 30 college students at fourth semester in STMIK Sinar Nusantara. Those errors consist of omission with its 92 data or 35,35 % data; misfomation with its 80 data or 30,80% data; misordering with its 63 data or 24,23% data; and addition with its 25 data or 9,62% data. The errors in this research data indicate that even though the college students at the fourth semester in STMIK Sinar Nusantara have references of English application letters from internet, they still have errors grammatically and lexically in writing own English sentences, especially dealing with adjusted personal data and related job vacancy in formal form.

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