An Error Analysis of EFL Undergraduate Students' Writing Composition in Universitas Tanjungpura

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Abstract: An Error Analysis of EFL Undergraduate Students' Writing Composition in Universitas Tanjungpura. Objective: This study has thoroughly investigated morpho-syntactic errors in the compositions of English Language Education undergraduates at Universitas Tanjungpura. **Methods:** Employing a descriptive methodology and drawing from Ellis (1994), the research analyzed 97 self-descriptive compositions. **Findings:** The findings reveal a significant prevalence of morpho-syntactic errors, totaling 793 syntactical and 333 morphological errors across an average of 18 sentences per composition. Syntax errors involve sentence patterns and subject-verb agreement, while morphological errors revolve around inflection and conversion challenges. Categorized into omissions, additions, misinformations, and misorderings using a surface strategy taxonomy, the errors provide insights into students' linguistic competence. **Conclusion:** The study advocates for targeted instructional interventions, integrated curriculum development, cross-linguistic awareness programs, and learner-centered approaches.

Keywords: error analysis, morpho-syntactic error, self-descriptive composition.

Abstrak: Analisis Kesalahan pada Komposisi Menulis Mahasiswa S1 Bahasa Inggris di Universitas Tanjungpura. *Tujuan: Penelitian ini telah menyelidiki secara menyeluruh kesalahan morfo-sintaksis dalam komposisi mahasiswa pendidikan bahasa Inggris di Universitas Tanjungpura. Metode: Dengan menggunakan metodologi deskriptif dan mengacu pada Ellis (1994), penelitian ini menganalisis 97 komposisi yang bersifat self-descriptive. Temuan: Temuan penelitian mengungkap prevalensi yang signifikan dari kesalahan morfo-sintaksis, dengan total 793 kesalahan sintaksis dan 333 kesalahan morfologis rata-rata dalam 18 kalimat per komposisi. Kesalahan sintaksis melibatkan pola kalimat dan kesepakatan subjek-predikat, sedangkan kesalahan morfologis berpusat pada tantangan infleksi dan konversi. Dikategorikan ke dalam penghapusan, penambahan, miskomunikasi, dan penyusunan yang salah menggunakan taksonomi strategi permukaan, kesalahan-kesalahan ini memberikan wawasan tentang kompetensi linguistik mahasiswa. Kesimpulan: Studi ini menganjurkan intervensi pembelajaran yang ditargetkan, pengembangan kurikulum terintegrasi, program kesadaran lintas bahasa, dan pendekatan berpusat pada pembelajar.*

Kata kunci: analisis eror, karangan deskripsi diri, morfo-sintaksis eror,

■ **INTRODUCTION**

Researchers in Second Language Acquisition (S.L.A.) have been particularly interested in examining morphological and syntactic errors in written works. The analysis of morpho-syntactic errors made by learners of English as a Foreign Language (EFL) in their writing has become a prominent area of focus within this discipline in recent years. Over the past decade, research has underscored the importance of morpho-syntactic accuracy in English as an EFL writing context. Several scholars have emphasized that mastering the rules of syntax is paramount for students to produce clear and effective writing (Abdul & Muhammad, 2018; Abduvasievna, 2020; Barrett & Chen, 2011; Gayo & Widodo, 2018; Jabeen et al., 2015; Lahuerta, 2018; Wijesinghe, 2020). However, it is equally apparent that students of EFL require assistance in achieving syntactic and morphological accuracy in their writing (e.g. Lahuerta, 2018; Ngangbam, 2016; Wijesinghe, 2020).

It is essential to acknowledge that errors in morphology and syntax committed by EFL or E.S.L. learners occur naturally and provide valuable insights into the language acquisition process (Corder, 1974; Ellis, 1994; Khansir, 2012; Sompong, 2014). These errors reflect the learners' current perspectives on the target language and linguistic competence (Dinamika & Hanafiah, 2019; Hariri, 2012; James, 1998; Manyasa, 2021; Sompong, 2014; Ulhaq et al., 2022). They are an intrinsic part of language learning, as learners of English as a second or foreign language often make errors due to their limited awareness of the specific rules and systems of the English language (Corder, 1974; Ellis, 1994; Heydari & Bagheri, 2012; Jabeen et al., 2015; Khansir, 2012). By concept, errors are different from mistakes. Errors are caused by incomplete learning and language incompetence and cannot be self-corrected; meanwhile, mistakes are caused by poor linguistics performance owing to exhaustion, carelessness, and other factors (Ellis, 1994; Heydari & Bagheri, 2012; Jabeen et al., 2015; Sompong, 2014). Consequently, syntactic errors made by EFL learners are a natural part of the language acquisition process and serve as valuable indicators of their progress and current perspectives on the target language and linguistic competence.

Morphological and syntactical errors have a broader impact on texts than just single words, encompassing phrases, clauses, sentences, and paragraphs (Adelia & Rosa, 2020; Chuenchaichon, 2022; Hariri, 2012; James, 1998; Lahuerta, 2018). They are breaches of fundamental grammatical principles, such as numerical congruency between nouns, adjectives, and verbs, or abnormalities in word order due to insufficient target language competency (Choshen et al., 2020; Chuenchaichon, 2022; Hariri, 2012). Pulitzer & Ramirez suggested two types of grammatical errors involving morphology (article use, possessive use, tense use, comparison use) and syntax terms (noun phrases covering infinitives and gerunds, numbers, pronouns, and prepositions, and verb phrases covering the use of to-be, progressive tense, verb-and-verb construction, auxiliary, word order, and passive sentence) (Hananuraga, 2022).

Furthermore, Heydari & Bagheri (2012) have drawn from Richard and Brown's work to identify the causes of errors, which include interlingual and intralingual errors. Interlingual errors result from mother tongue interference, whereas intralingual errors occur during the process of acquiring a second or foreign language, as well as due to linguistic difficulties or challenges (Heydari & Bagheri, 2012; Pradnyaswari et al., 2022; Zanoria & Oliva, 2019).

Within the Indonesian context, numerous studies have explored syntactical errors. These

studies, conducted by researchers such as Adelia & Rosa (2020); Agustina (2015); Burhanuddin (2020); Dinamika & Hanafiah (2019); Gayo & Widodo (2018); Hikmah (2019); Napitupulu (2017); Sagimin & Sapitri (2023); Saputri (2018); and Ulhaq et al. (2022) are some of them. These studies have addressed the errors within diverse contexts and among different groups of participants. The shared findings among these studies shed light on common syntactic, morphological, or both errors made by Indonesian learners. Notably, these errors encompass a wide range of linguistic elements, including word order, subject-verb agreement, tense usage, sentence pattern, articles, determiners and quantity expressions, conjunctions, infinitival to, and the correct use of to-be.

Expanding upon previous studies, this research aims to enhance the existing literature by thoroughly analyzing morphological and syntactical errors. The primary objective is to analyze and offer valuable insights into the common errors in undergraduate students' writing in the English Language Education Department at Universitas Tanjungpura, Pontianak. This study stands out because it not only examines English Language Department students but also explores the underlying causes of these errors using Richard's framework in 1971, which covers both interlingual and intralingual errors. Put simply, the analysis seeks to explore the errors made by the participants and discover the factors contributing to these linguistic challenges.

In detail, this study would analyze the errors in the student's writing and then classify them using a surface strategy taxonomy of errors suggested by Ellis (1994), for which he adopted Dulay, Burt, and Krashen's framework involving omission, addition, misinformation, and disordering. Table 1 below illustrates the surface strategy taxonomy by Dulay, Burt & Krashen in Ellis (1994).

Table 1. A surface strategy taxonomy of errors

Category	Description	Example
Omissions	The absence of an item that must appear in a well-formed utterance	She sleeping Should be: She (is) sleeping
Additions	The presence of an item that must not appear in well-formed utterances	We didn't went there Should be: We didn't go there
Misinformations	The use of the wrong form of the morpheme or structure	The dog ated the chicken Should be: The dog ate the chicken
Misorderings	The incorrect placement of a morpheme or group of morpemes in an utterance	What daddy is doing? Should be: What is daddy doing?

In analyzing the causes or sources of errors made by undergraduate students, the researcher adopted interlingual and intralingual factors as a suitable framework. Brown (2007) argued that students often encounter these errors when they start learning a new language, particularly when Indonesian students are learning English as their target language. As mentioned above, interlingual factors occur when the mother tongue interferes (Adlina & Desthia, 2021; ALLEMBE, 2022; Ellis, 1994; Gayo & Widodo, 2018; Heydari & Bagheri, 2012; Pradnyaswari et al., 2022); so, in this research, the researcher would see if there is any interference from Bahasa Indonesia that may impact the acquisition of English, as observed through the students' writing. Then, in terms of the intralingual source of errors, the researcher adopted the four types of this source of errors including overgeneralization (when the students deviate from the correct application of English rules), ignorance of rule restriction (where the students struggle to apply rules in appropriate context), incomplete application of the rule (where the students fail to incorporate essential elements in English words, phrases, or sentences), and false concept hypothesis (when the students misuse the grammatical elements resulting in erroneous English expressions) (Ellis, 1994; Gayo & Widodo, 2018; Heydari & Bagheri, 2012; Pradnyaswari et al., 2022).

In light of the matter above, this study straightforwardly aims to provide a comprehensive analysis of errors committed by the undergraduate students of the English language Education Department, the sources of errors in the writing, shedding light on the interplay between mother tongue interference and intralingual challenges they encounter in the process of learning English as a foreign language, and classify them into the four surface strategy taxonomy of errors. Henceforth, three research questions have been raised: What errors are made by the English Language and Education Department undergraduate students?, Based on the Surface Strategy Taxonomy of Error, what categories do the students' errors mostly classify?

■ **METHODS**

Research Design

This descriptive study employed the framework of Error Analysis (EA) within Second Language Acquisition (SLA). According to Ellis (1994), Error Analysis offers a comprehensive perspective on learners' proficiency in acquiring a new language. Through the examination of errors, educators, or in this specific context, lecturers, can delve into a deeper understanding of the scope of the learner's language acquisition. This analytical approach not only benefits educators but also provides researchers with valuable insights into the language learning process. As highlighted by Corder (1974), Ellis (1994), Khansir (2012), and Richards (1973), the scrutiny of errors in language production enables learners to discover the underlying rules of the target language. In essence, Error Analysis serves as a multifaceted tool that facilitates pedagogical insights, research evidence, and learners' autonomous understanding of language structures within the second language acquisition context.

Research Object

In accordance with this viewpoint, the current study conducted an examination of the written compositions generated by second-semester students enrolled in the English Language Education Department at the Teacher Training and Education Faculty of Universitas Tanjungpura in Pontianak. The focus of this analysis was on descriptive writing, specifically centered around the theme of "Self-description." In this assignment, students were tasked with producing self-descriptions, comprising a range

of 15 to 20 sentences each. The scope of the study encompassed a total of 97 such compositions. By honing in on this specific genre and theme, the research aimed to gain insights into the linguistic proficiency and expression abilities of the students, providing a nuanced understanding of their language acquisition and writing skills within the context of self-descriptive writing tasks.

Data Analysis

In analyzing the errors, the researcher adapted Corder's steps of EA (Corder, 1974; Ellis, 1994; Gayo & Widodo, 2018) illustrated in Diagram 1 below.
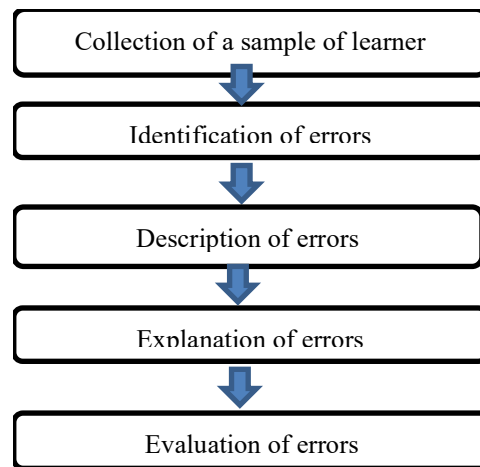
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┌─────────────────────────────────────┐
│   Collection of a sample of learner  │
└─────────────────────────────────────┘
                  ↓
┌─────────────────────────────────────┐
│        Identification of errors      │
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┌─────────────────────────────────────┐
│        Description of errors         │
└─────────────────────────────────────┘
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┌─────────────────────────────────────┐
│        Explanation of errors         │
└─────────────────────────────────────┘
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┌─────────────────────────────────────┐
│        Evaluation of errors          │
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Diagram 1 Error analysis Steps from Corder

Since this study is primarily concerned with identifying morpho-syntactic errors in students' writing, conventional tests were not used as the main instrument for data collection. Rather, data was taken straight out of the compositions that the students handed in. The approach followed was a sequential procedure, which is illustrated in Diagram 1 which consists of five sequential steps. The researcher carefully followed these methods to guarantee an organized and comprehensive examination of the morpho-syntactic elements in the written works. The study sought to capture errors that naturally occur in the context of real language production by forgoing traditional testing methods and depending instead on authentic student compositions. This approach provided a more accurate representation of the students' linguistic competence and provided insightful information about their morpho-syntactic proficiency within the given writing.

In the first step, the researcher collected samples of students' writing by asking them to write a basic self-description. In the second step, the researcher identified the errors of the student's writing, and divided them into morphological (morpheme) and syntactical (syntax) level of linguistic suggested by Usha & Kader (2016) and Gayo & Widodo (2018) which involve concord in using auxiliaries, errors in sentence pattern, errors in subject-verb agreement, errors in using articles, errors in using preposition, errors in using correct form of tense, and errors in using conjunctions for the (syntactical aspect); affixation-related errors (prefix, inflection and derivation), compound related errors, conversion-related errors, copula "be" (for the morphological aspect). The process involved an

observation table to categorize different types of errors, allowing the researcher to document the writing errors carefully. During the identification process, the researcher compared students' written work with the established rules that govern English sentence patterns. The researcher only included the sentences that had errors in the analysis. The researcher employed helper table as presented in the following tables.

Continuing to the third step, the researcher described the errors using the surface strategy taxonomy by Dulay, Kant, & Krashen in Ellis (1994). In this step, the researcher sorted the different kinds of errors in the students' writing. In the fourth step, the researcher explored the sources of these errors by analyzing them from the viewpoint of error sources. This study was conducted to determine if the errors were caused by interlingual or intralingual interference. The findings shed light on the reasons behind these linguistic difficulties.

Lastly, the researcher carefully evaluated the error by thoroughly reviewing the results obtained from the previous four steps. The analysis enabled the researcher to identify the most common errors made by the students. Recognizing these common errors is essential because it provides valuable feedback for students and lecturers, guiding their focus to improvement areas.

To present the findings, the researcher used two frameworks, namely descriptive statistics which was involving presenting the data in the form of frequency, total, and percentage (using universal formula of percentage) of the errors of each aspect and category in linguistic levels; and qualitative analysis through coding-system for the results of classification of errors from surface strategy taxonomy analysis, and sources of erros (interlingual and intralingual interference). Finally, the researcher elaborated and discuss the findings by pointing out the dominant errors made by the students in their writing.

■ **RESULTS AND DISCUSSION**

The average student wrote 18 sentences in their self-descriptive compositions, providing a large body of work for analysis. The fact that every single composition had errors showed that students' writing skills were lacking. After carefully examining their essays, the researcher found several mistake variances, revealing the students' various linguistic issues. Interestingly, 9 out of 15-20 sentences in each essay were incorrect. The bulk of phrases are consistent, indicating that linguistic difficulties are prevalent and require targeted intervention and education. The cumulative tally of 793 syntactical and 333 morphological mistakes highlights the issue. The tables provide a more detailed knowledge of the syntactical and morphological errors found. This extensive research illuminates student composition errors and lays the groundwork for targeted instructional interventions. The findings emphasize the importance of a comprehensive and learner-centered strategy to improving EFL undergraduate writing. Here is the further explanation.

Table 2. Error identification result of syntactical aspect

Aspect	F	%
Auxiliaries	39	4.92%
Sentence pattern	112	14.12%
S-V agreement	108	13.6%
Articles	57	7.19%
Preposition	63	7.94%
Tense	96	12.11%
Conjunction	54	6.81%

Morphological and syntactical error analysis result

The data presented in Table 2 indicate that the sentence pattern aspect had the highest number of errors, with 112 samples or 14.12%. It is important to recognize and effectively use sentence patterns that indicate areas requiring attention. On the other hand, the fewest errors were discovered in the auxiliary aspect, with only 39 errors or 4.92% being identified. Next, the researcher found that the second most common errors were related to subject-verb agreement, with a total of 108 errors or 13.6%. The third common error that often occurs is the incorrect usage of tense. A total of 96 errors, accounting for 12.11% of the students' writing, were identified in this aspect. In terms of the article aspect, a total of 57 errors were identified, accounting for 7.19% of the total. A total of 63 errors, accounting for 7.94% of the total, were identified in the prepositional aspect. Finally, in terms of the conjunction aspect, a total of 54 errors or 6.81% were found in the students' writing.

Table 3. Error identification result of morphological aspect

Aspect	F	%
Affixation-related errors: prefix	11	3.30%
Affixation-related errors: inflection	108	32.43%
Affixation related errors; derivation	37	11.11%
Compound-related errors	19	5.71%
Conversion-related errors	51	15.32%
Copula "be" (to-be)	107	32.14%

The error analysis result in morphological aspects is shown in Table 3 above. The researcher is analyzing six different aspects. Among the 6 aspects, it has been found that inflection and conversion-related errors have the highest error rates. There are a total of 108 errors in inflection, which accounts for 32.43% of the total. Additionally, there are 107 conversion-related errors, making up 32.14% of the total. The inflection is further divided into four aspects. There are 35 errors related to the use of the suffix -ed in past tense, 29 errors with the suffix -s/-es indicating plural nouns, and 43 errors with the suffix -s/es for third person singular in simple present tense. The researcher also discovered that there were errors in the usage of the copula "be" or "to-be," with a total of 51 errors, accounting for 15.32% of the total.

Regarding affixation-related errors, it is worth noting that there were 11 instances or 3.30% of errors found in the use of prefixes. Remarkably, this type of error was the least common among the students' writing in terms of morphology. The researcher discovered a total of 37 errors, which accounts for approximately 11.11% of the total deviation. Finally, a total of 19 errors were found in relation to compounds, accounting for 5.71% of the total.

The table presents a thorough categorization of syntactic errors based on a surface strategy taxonomy, with a specific emphasis on language usage features. The features are Auxiliaries, Sentence Pattern, S-V Agreement (Subject-Verb Agreement), Articles, Preposition, Tense, and Conjunction. The faults within each aspect are classified as Omission, Addition, Misformation,

Table 4. Classification of the syntactic errors based on surface strategy taxonomy

Aspect	Omis-sion (%)	Addi-tional (%)	Mis-form (%)	Mis-order (%)
Auxiliaries	21 (54%)	9 (23%)	9 (23%)	0 (5%)
Sentence pattern	56 (50%)	13 (12%)	19 (17%)	24 (21%)
S-V agreement	72 (67%)	9 (8%)	27 (25%)	0 (0%)
Articles	40 (70%)	17 (30%)	0 (0%)	0 (0%)
Preposition	16 (25%)	0 (0%)	47 (75%)	0 (0%)
Tense	29 (30%)	29 (30%)	33 (34%)	5 (6%)
Conjunction	34 (63%)	3 (6%)	6 (11%)	11 (20%)

and Misordering, with percentages indicating the occurrence of each category.

Within the category of Auxiliaries, the most common mistake is Omission, which constitutes 54% of errors. This occurs when auxiliary verbs are unintentionally left out. In addition, 23% of errors are to the superfluous inclusion of auxiliary verbs, while another 23% are associated with the incorrect formulation of these components. No errors were found in terms of misplacing auxiliary verbs.

When analyzing sentence patterns, omission accounts for 50% of errors, mostly related to the absence of certain parts. Superfluous inclusion of items comprises 12% of errors, and Misformation and Misordering make up 17% and 21% respectively, indicating problems with the erroneous construction and organization of phrase patterns. The majority of Subject-Verb Agreement errors are characterized by Omission, accounting for 67% of errors, followed by Addition (8%) and Misformation (25%). Significantly, there were no errors detected in terms of the incorrect arrangement of subject-verb agreement parts.

The main errors with Articles mainly consist of Omission (70%), which refers to the omission of articles when necessary, and Addition (30%), which refers to the unnecessary inclusion of articles. No problems were detected in the incorrect formation or incorrect arrangement of articles. Within the Preposition category, Omission accounts for 25% of errors, while the remaining majority (75%) is attributed to the incorrect formulation of prepositions. No problems were detected regarding the superfluous inclusion or incorrect arrangement of prepositions.

The distribution of tense errors is as follows: Omission (30%), Addition (30%), Misformation (34%), and Misordering (6%). It is worth mentioning that misordering errors make up a smaller, yet significant, fraction of tense-related difficulties.

The majority of conjunction errors are characterized by omission (63%), followed by misformation (11%), addition (6%), and misordering (20%). These errors indicate difficulties in accurately incorporating, constructing, and sequencing conjunctions. This comprehensive taxonomy sheds light on the diverse nature of syntactic errors within different linguistic aspects, providing valuable insights for educators and researchers aiming to address and rectify these challenges in language learning and usage.

Table 5. Classification of the morphological errors based on surface strategy taxonomy

Aspect	Omission (%)	Additional (%)	Mis-form (%)	Mis-order (%)
Prefix	2 (18%)	5 (45%)	3 (27%)	1 (9%)
Inflection	43 (40%)	24 (22%)	26 (24%)	15 (14%)
Derivation	6 (16%)	11 (28%)	18 (49%)	2 (5%)
Compound related errors	5 (26%)	6 (32%)	8 (42%)	0 (0%)
Conversion-related error	21 (40%)	2 (4%)	17 (33%)	23 (0%)
Copula "be"	68 (64%)	19 (18%)	9 (8%)	11 (10%)

The classification of morphological errors using the surface error strategy provides valuable insights into the challenges faced by EFL learners in their written compositions. The analysis reveals distinct patterns across various morphological aspects, shedding light on the nature of errors and suggesting potential areas for targeted instructional focus.

In the context of prefix errors, the relatively high percentage of omissions (18%) implies a notable gap in the learners' understanding of morphological structures, as the prefixes are unintentionally left out. Additionally, the substantial occurrence of additional prefixes (45%) suggests a tendency to overuse or misapply them. This may indicate a lack of precision in the learners' application of morphological rules. Furthermore, the presence of misformation (27%) and misordering (9%) highlights challenges in correctly forming and placing prefixes within words.

Inflection errors, encompassing grammatical markers like tense or plurality, exhibit a significant prevalence of omissions (40%), indicating a frequent struggle in applying these markers accurately. The substantial rate of misformation (24%) implies difficulties in the correct formation of inflections. The relatively lower occurrence of misordering (14%) suggests that while learners face challenges, there is a relatively stronger ability to place inflections correctly within words.

Derivation errors demonstrate a moderate occurrence of omissions (16%) and a relatively high rate of misformation (49%), suggesting difficulties in both recognizing and correctly forming derivations. The substantial presence of additional derivations (28%) indicates a tendency to overuse or misapply them. However, the low rate of misordering (5%) implies a comparatively better grasp of placing derivations correctly within words.

In compound-related errors, the frequent omission of compound elements (26%) suggests challenges in recognizing and incorporating them. The substantial rate of misformation (42%) indicates difficulties in forming compound structures accurately. Conversely, the absence of misordering (0%) suggests a relatively stronger ability to place compound elements correctly within words.

Conversion-related errors display a high percentage of omissions (40%), pointing to challenges in recognizing and applying conversions. The low occurrence of additional conversions (4%) indicates a tendency to underuse rather than overuse them. The substantial rate of misformation (33%) suggests difficulties in correctly forming conversions. Notably, there is no evidence of misordering, suggesting a relative strength in correctly placing conversion elements within words.

In copula "be" errors, the prevalent omission (64%) underscores challenges in recognizing and incorporating this element. The low occurrence of additional copula "be" (18%) implies a tendency to underuse it. Misformation (8%) indicates difficulties in applying correct

morphological rules, while misordering (10%) suggests challenges in placing copula "be" correctly within words.

Interlingual factor

The consistently observed errors across various syntactical aspects can be partially attributed to interlingual factors, particularly the participants' linguistic background. As Indonesian and Malay share grammatical similarities, the students may unconsciously transfer structures from Bahasa Indonesia to English, resulting in errors related to sentence patterns, subject-verb agreement, and articles. The overuse or misapplication of certain structures, such as prepositions, may stem from the learners' familiarity with Bahasa Indonesia's grammatical conventions. The high percentage of errors in sentence patterns (Table 4.1) and the prevalence of omissions, additions, and misformations (Table 4.3) suggest that the students may struggle with distinguishing and accurately applying English syntactical rules due to the influence of Indonesia.

Furthermore, the morphological errors identified in the participants' writing, particularly in the use of prefixes and inflections, can be partially attributed to interlingual factors. Given that the participants' daily language is predominantly Malay, with exposure to formal Bahasa Indonesia, the influence of these languages on English morphological structures is evident. The substantial percentage of omission errors in prefixes (18%) and inflections (40%) suggests a potential transfer of morphological patterns from Malay or Bahasa Indonesia to English. The participants may struggle to differentiate the morphological rules of their native languages from those of English, leading to errors in the application of prefixes and inflections.

Intralingual factor

The intralingual factors contributing to the syntactical errors are linked to the students' early stages of learning English. The diverse range of errors, including those related to auxiliary verbs, sentence patterns, and subject-verb agreement, indicates a process of grappling with the intricacies of English syntax. The high percentage of omissions in auxiliary verbs (54%) and subject-verb agreement (67%) reflects challenges in recognizing and incorporating these elements accurately, which is typical in the early stages of language acquisition. Misformations and misorderings, especially in sentence patterns, point to ongoing struggles in organizing and constructing English sentences, indicating intralingual difficulties that are part of the learning process.

The specific intralingual challenges may include the sentence patterns, subject-verb agreement, and tense usage. The most common syntactical errors, particularly in sentence patterns, reveal challenges in applying correct English sentence structures. The high percentage of omissions, additions, and misformations (Table 4.3) underscores the need for focused instruction on sentence construction and syntax. Then, in subject-verb agreement aspect, the substantial percentage of errors in subject-verb agreement, with a predominant presence of omissions (67%), signals difficulties in recognizing and incorporating these grammatical features correctly. Lastly, in tense usage aspect, the prevalence of errors in tense usage (12.11%) indicates ongoing challenges in applying appropriate verb tenses in written expressions.

Meanwhile, the intralingual factors contributing to morphological errors are closely tied to the learners' stage of English language acquisition and their limited awareness of English morphological rules. The prevalence of addition errors, especially in prefixes (45%) and inflections (22%), indicates challenges in internalizing the specific morphological requirements of English. Learners at the early stages of language acquisition often grapple with overgeneralization, applying morphological elements either too broadly or inaccurately.

Additionally, misformation errors in prefixes (27%) and inflections (24%) signify difficulties in forming these morphological elements correctly within English words. This points to an intralingual challenge where learners may not have fully grasped the intricacies of English morphology. The presence of misordering errors, although relatively low in frequency, further emphasizes the learners' struggle to correctly position morphological elements within words, indicating a need for more precise knowledge and application.

The findings above shed light on the morpho-syntactic errors that are frequent in the written works of undergraduate students at Universitas Tanjungpura, Pontianak who are majoring in English Language Education. As emphasized by a number of researchers (Abdul & Muhammad, 2018; Barrett & Chen, 2011; Lahuerta, 2018), the predominance of morpho-syntactic accuracy in EFL writing highlights the necessity of resolving these errors in order to improve the overall writing proficiency of EFL students.

The morphological and syntactic features of the examination of errors provide a thorough picture of the obstacles that were confronted by the participants in the study. According to Ellis (1994), the distinction between errors and mistakes places an emphasis on the naturally occurring occurrence of errors throughout the process of language acquisition. This viewpoint is consistent with the theory that making mistakes is an essential part of the language acquisition process and reflects the learners' developing viewpoints on the language being learned (Corder, 1974; Dinamika & Hanafiah, 2019; Heydari & Bagheri, 2012; Khansir, 2012) Therefore, the errors that were found provide useful insights about the learners' current level of linguistic competence as well as their progress along the path to becoming fluent in English.

An in-depth analysis of the difficulties encountered by students of English as a foreign language is made possible by the classification of errors into morphological and syntactical categories. The data point to a sizeable number of errors in both areas, with morphological errors including affixation-related, compound-related, and conversion-related issues as some of the problematic areas. The frequency of these mistakes hints at the necessity of devoting more emphasis in the EFL curriculum to the complexities involved in morphology.

On the other hand, syntactic errors cover a wide range of areas, such as auxiliaries, sentence patterns, subject-verb agreement, articles, prepositions, tense, and conjunctions. According to the comprehensive analysis of syntactic problems, phrase structures and subject-verb agreement are particularly prone to errors. This information is essential for educators because it focuses attention on specific areas that need instruction and practice that is specifically targeted to them.

A useful tool for understanding the nature of errors can be obtained through the utilization of Ellis' framework (1994), which is based on the adoption of a surface approach taxonomy for the classification of errors. The use of omissions, additions, misinformations, and misorderings provides a methodical framework for classifying errors and locating patterns that appear again. Not only is this taxonomy helpful in identifying specific areas of weakness, but it is also helpful in developing tailored interventions for error correction and language enhancement.

This study uses a model developed by Richards (1971) to investigate the elements that contribute to errors. Specifically, it differentiates between interlingual and intralingual components. The admission of mother tongue interference and intralingual problems is consistent with the larger body of research on language learning (Heydari & Bagheri, 2012; Zanoria & Oliva, 2019). The identification of these elements provides a framework for constructing instructional strategies

that cater to the one-of-a-kind linguistic requirements of students learning English as a foreign language in Indonesia.

The research questions that were posed at the beginning of the process serve as a guide for the subsequent complete study of errors, their origins, and classification. The purpose of the study is to not only pinpoint faults but also gain an understanding of the fundamental elements that are leading to these linguistic difficulties. The addition of Richard's framework provides a more in-depth view of the language acquisition process by investigating both interlingual and intralingual dimensions. This results in a more comprehensive picture of the linguistic development process.

■ CONCLUSIONS

This research examines morpho-syntactic errors in English Language Education (EFL) writing among undergraduate students at Universitas Tanjungpura, Pontianak. The study identifies errors in affixation-related, compound-related, and conversion-related areas, emphasizing the need for more emphasis on morphology in the EFL curriculum. Syntactic errors cover various areas, with phrase structures and subject-verb agreement being particularly prone to errors. Ellis' framework (1994) is used to classify errors and identify patterns that appear again, aiding in error correction and language enhancement. Richards' model (1971) is used to investigate the elements contributing to errors, distinguishing between interlingual and intralingual components. The study aims to identify faults and understand the fundamental elements leading to these linguistic difficulties, providing a comprehensive view of the language acquisition process. The research questions serve as a guide for further study, focusing on the linguistic development process and identifying the fundamental elements leading to these errors.

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