

THE IMPORTANCE OF ERROR ANALYSIS IN IMPROVING WRITING SKILLS OF EFL STUDENTS

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Abstract. Learning to write in English is not easy, and students often make mistakes. But these mistakes are a normal part of learning. This study is about how error analysis can help students improve their writing. Error analysis helps teachers understand what mistakes students make and why they make them. It also helps students see their own mistakes and try to correct them. Not all mistakes come from their first language; sometimes students misunderstand English rules. By analyzing errors, teachers can better help students and students can gain confidence. Ultimately, this will help students write correctly and learn English more easily.

Keywords: Error analysis, EFL students, writing skills, linguistic analysis, language acquisition, feedback, pedagogical strategies, grammatical errors, discourse competence

Introduction

Learning English is not easy, especially when it comes to writing. Many students make different kinds of mistakes, and this is a normal part of learning. Instead of seeing these mistakes as something negative, they can actually help students learn better. Error analysis helps teachers understand what kind of mistakes students make and why they make them. It also helps students notice their own errors and try to correct them. As a result, students can improve their writing skills and feel more confident when using English.

Error analysis has been widely applied to second language writing, where errors manifest in both surface-level features and discourse-level challenges. Darus and Subramaniam [1], for instance, analyzed Malaysian secondary school students' essays and found frequent misuse of tenses, prepositions, and articles. Similarly, Khansir [4] identified common error patterns in Iranian students' academic writing, including verb tense errors, subject-verb agreement issues, and problems with sentence structure. These studies demonstrate that error analysis remains a valuable tool for pinpointing recurrent difficulties among learners. At the same time, research has highlighted the limitations of focusing solely on linguistic errors.

Hyland [3] emphasized that EFL learners also struggle with broader aspects of writing such as coherence, cohesion, argumentation, and organization. Errors in these areas are not always grammatical but relate to discourse competence and rhetorical awareness. This suggests that error analysis should be expanded beyond grammar to encompass higher-level features of writing that influence clarity and criticality.

In recent years, studies of second language acquisition have tended to focus on learners errors since they allow for prediction of the difficulties involved in acquiring a second language. In this way, teachers can be made aware of the difficult areas to be encountered by their students and devote special care and emphasis to them. Error Analysis is a type of linguistic analysis that focuses on the errors learners make. It

consists of a comparison between the errors made in the target language and that target language itself. Error analysis emphasizes the significance of learners' errors in second language. It is important to note here that Interferences from the learner's mother tongue is not only reason for committing errors in his target language.

Error analysis is of vital importance for second language teaching and learning. One reason is that the errors committed by second language learners can be considered an indication that shows how well the learner masters the language items taught. The errors and mistakes committed also give us an idea about the strategies the learner uses in order to learn the target language. The errors committed can also reflect the difficult aspects of the language taught and accordingly the teacher can put emphasis upon such aspects and think of ways to help the learners to overcome them. The teacher can also improve the techniques and the strategies he exploits in language teaching. By focusing on the errors committed, language teachers can suggest techniques of dealing with errors inside the classroom environment. Crystal as cited in Hasyim [2] suggests that "error analysis is a technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by someone learning a foreign language". One more advantage of error analysis is that it gives the learner a feedback that serves as an indicator showing him how close he is from the target language system. Error analysis then can be considered the mirror that reflects the learner's ability of mastering the target language. The errors committed by learners are one of the means that help to trigger feedback from the teacher which can be either positive or negative depending on the learner's contribution. The teacher's positive feedback directed to the learner is likely to encourage him to produce language and this is vital as far as the process of language learning is concerned.

Conclusion

In conclusion, error analysis is not only a method of detecting defects, but also the main tool for improving the quality of EFL writing. By understanding the nature of the errors—whether they result from excessive generalization, intervention of the native language, or the application of incomplete rules—teachers can adapt their instructions to meet the specific needs of students. The study notes that a positive approach to error correction encourages students and provides them with the necessary feedback to bridge the gap between their current qualifications and the target language system. Ultimately, incorporating error analysis into the writing curriculum allows students to develop more rhetorical awareness and achieve a higher level of accuracy and academic excellence.

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