

An error analysis on students' business letters

Gomez, Dan ✉

University of Mindanao, Philippines (dangomez031986@gmail.com)

Received: 26 October 2022

Available Online: 8 November 2022

Revised: 1 November 2022

DOI: 10.5861/ijrse.2022.367

Accepted: 8 November 2022



ISSN: 2243-7703
Online ISSN: 2243-7711

OPEN ACCESS

Abstract

This study aimed to determine the common errors found in the business letters of students. This qualitative study error analysis utilizing students' corpora. The result of this study would shed light in identifying possible intervention among the identified errors. The corpora were taken from the subject of business correspondence. The common errors of students were punctuation marks, diction, subject -verb agreement, spelling, capitalization and contraction. As to the teachers' perspectives, the themes emerged were disappointment, reduce the number of students, lack of focus and exposure.

Keywords: error analysis, learners' corpora, business letters, Philippines

An error analysis on students' business letters

1. Introduction

Writing is a course of action that is also bound by set of laws, grammatical or either technical rules. However, it is very clear that as you go on with the process of writing, a broad possibility of committing errors is anchored on it. This phenomenon might be due to the insufficiency of knowledge, or due to the naturals or innate factors, which contribute to the development of thinking skills of a person (Corder, 1987 as cited by Andoyo, 2015).

An analysis of 34 Taiwanese English majors writing errors based on web-based writing program, which included error categories of grammar, mechanics, style, and usage. Huang (2006) stressed that most of EFL students' writing errors were not due to insufficient command of linguistics complexity. On the contrary, they made a big portion of basic errors such as subject-verb agreement or incomplete sentences. In addition, the study reported the major causes of EFL learner's errors which were overgeneralization, ignorance of rule restrictions, simplification, incomplete application of rules and L1 transfer.

In De La Salle University, a study was conducted about the errors in students' written composition. The top five most frequently occurring errors that are distributed in three levels of writing proficiency are comma, unnecessary or missing comma, word choice, verbs (S-V agreement, verb tense, (verb form), capitalization, punctuation and sentence structure, missing hyphen and unnecessary word (Tizon, 2015).

The researcher has come across a study in the local setting that is similar to this study, however, its focus is on writing composition. This study focused on the business letter that were submitted by students to their respective teacher in business correspondence.

1.1 Research Questions

- What are the common errors of students in their business letters?
- What are the perspectives of teachers on the students' corpora?

2. Review of Related Literature

Error analysis is very important for learners and teachers. It was observed that errors are advantageous for both learners and students. Also, errors contain valuable information on the learning strategies of learners. Conducting error analysis is one of the best ways of describing and explaining errors made by ESL/EFL learners. This kind of analysis can reveal the sources of these errors and the causes of their frequent occurrence (Abisamra, 2003).

A mistake pertains to an execution error that it is an inability to use a known framework accurately while error is a recognizable deviation from adult grammar of a local speaker mirroring the interlanguage capability of learners. Subsequently, the researchers were directed to think about on the unavoidable presence of language and to discover the normal strides for learning. Just if the instructors know, its presence and ready to make utilization of them in the teaching process suitably those discoveries of error analysis work as a facilitator in teaching language in enormous approaches (Erdogan, 2005). Further, error analysis is a process in line of the examination of learners' errors having specific goal. That is to develop reasonable and effective teaching-learning methods and remedial instructions important for learners of foreign language (Reid, 1993).

Error Analysis is beneficial to educators, researchers and learners. It is a big help for educators in giving them a hint as to the improvement of the learners, amending learners' errors, making feedback, enhancing their

teaching and concentrating on the areas that need reinforcement (Al-haisoni, 2012).

3. Methodology

This study employed qualitative study employing error analysis. The corpora used were taken from the outputs they submitted in business correspondence class specifically, the business letters. Interview among the teachers handling this subject were also interview to answer research objective 2.

4. Results

Based on the findings, the following were the results:

1. *What are the common errors in students' business letters?*

1.1 Punctuation Marks were one of the commonly committed errors in the their resumes.

1.2 Diction is one of the issues they faced because students failed to choose appropriate terms/words.

1.3 Subject-Verb Agreement is the commonly committed errors of students. They failed to observe the rules of the S-V agreement. As result, their outputs were erroneous in nature.

1.4 Spelling of words are one of the errors found the corpora of students.

1.5 Capitalization is the writing of a word with its first letter in uppercase and the remaining letter in lowercase. Capitalization is one of the errors that were found in students' output or corpora.

1.6 Contraction is one of the errors that students committed. In writing application letter, you have to avoid the use of contraction since it is formal letter.

2. *What are the perspectives of teachers on students 'corpora?*

2.1 Disappointment was one of the themes that emerged when it comes to the result of the students' output.

2.2 Reduce the number of students. This theme emerged as to the perspectives of the teacher. They disclosed that when the students enrolled in the code are lesser, the teacher can focus more of the needs of students.

2.3 Lack of Focus. Lack of focus is common to students nowadays. Students tend to pay attention on other things. They are more interested on playing and doing stuffs that are not related in school.

2.4 Lack of Exposure. Students should be more exposed on learning to gain more experiences on learning language. They should be exposed in different competencies.

5. Concluding Remarks

Gathering data, identifying the errors of students and asking the perspectives of teachers on students' resumes were not easy. The result of this study would perhaps be used as basis of explaining their result. For students, this study would give them awareness as to the errors they committed, from then on, they can work their difficulty by means of asking help from their teachers. Also, for teachers, this study would help the teachers to innovate, find ways to address the problems faced by students. Finally, schools can also initiate language program that will address the problems of students.

6. References

Adam, J. (2015). *Error analysis perspectives on second language acquisition*. Retrieved from <http://erroranalysis-perspectives>

Al-haisoni, M. (2012). An analysis of article errors among Saudi female EFL case study. *Asian Social Science*.

Gomez, D.

Retrieved from <http://www.ccsenet.org>

Andoyo, G. (2015). *Error analysis on the written compositions of junior-based English students of doscst.*

Retrieved from <https://elcomblus.blogspot.com>

Atmaca, Y. (2016). *Error analysis of Turkish EFL learners: A case study.* Retrieved from

<http://www.researchgate.net/publication>

Tizon, M. (2015). *Error analysis on LSU students in written composition.* Retrieved from <http://local.Isu.edu.ph>