



## **An Error Analysis of Pre-service EFL Teachers in Academic Writing Based on Surface Strategy Framework in a Multilingual Context**

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### **Abstract**

*The capacity to write academically is an essential skill for pre-service EFL teachers in teacher-education programs, as it directly influences the quality of their future classroom practice. However, the continued occurrence of grammatical errors in their scholarly writing reveals difficulties in mastering English grammar, especially within multilingual learning environments. This study aimed to identify and analyze the proportions of grammatical errors present in the academic writing of pre-service EFL teachers, using Dulay's surface strategy framework and investigate the implications of the results of the error analysis for teaching academic writing in teacher education programs. A qualitative descriptive design was adopted, involving 25 learners from the English education department. Academic essays written by the learners served as data, and the errors were classified into four groups: omission, addition, misformation, and misordering. The findings revealed that misformation errors were the most frequent (204 items, 40.8%), followed by omission errors (150 items, 30%), addition errors (80 items, 16%), and misordering errors (66 items, 13.2%). This dominant pattern theoretically reflects the limitations of pre-service EFL teachers' grammatical competence, particularly in mastering morphosyntactic structures and applying structural rules to academic writing. Additionally, the influence of L1 confirms the existence of negative transfer that affects sentence formation in the target language. Therefore, this study confirms that error analysis serves as a valid and pedagogical diagnostic instrument. Consequently, teacher training programs should systematically incorporate error analysis-based feedback and explicit grammar instruction into the academic writing learning process in multilingual contexts.*

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## **INTRODUCTION**

Academic writing ability is an essential competency for pre-service EFL teachers, as it influences not only their success at the tertiary level but also the quality of their future teaching practices. Academic writing strategies play a crucial role in improving both writing

quality and academic performance (Phu et al., 2023; Meza et al., 2021; Setiani, 2018). Furthermore, academic writing training supports the development of critical thinking, enhances communication skills, and promotes the use of evidence-based teaching methods (Wahyuningsih, 2025). In teacher education, academic literacy serves as a foundation for constructing evidence-based arguments, strengthening critical thinking, and reflecting on learning processes in a structured manner. In addition, academic writing training supports prospective teachers in honing critical thinking skills, improving communication skills, and applying evidence-based teaching methods that are essential for teaching language effectively in the classroom (Wahyuningsih, 2025). In the context of teacher education, academic literacy serves as a foundation for strengthening critical thinking skills, formulating evidence-based arguments, and reflecting on the learning process in a structured manner. Recent studies have shown that academic writing skills in English remain a barrier for EFL learners in many multilingual environments, including in Southeast Asia (Yulandari & Suryadi, 2025; Taufiqulloh et al., 2025; Tiwari, 2023; Hyland, 2016). Additionally, in the context of Indonesia, which is indeed multilingual, students majoring in English education not only interact with English as a foreign language, but also with their first language (L1) and regional languages which influence the syntactic and morphological structure of their writing (Fajrina et al., 2023; Purba, 2022; Daud & Latif, 2021; Septiana, 2020). It means that English writing process by the students does not occur monolingually, but rather the result of a complex interaction between the various language systems they master. When the students write in English, the thought patterns, sentence structures, and morphological systems of both Indonesian and regional languages can be consciously and unconsciously carried over into their writing. It causes that writing not only focuses on punctuation, vocabulary, and composition, but also on grammatical construction (Swarastuti, 2019). Thus, it plays a crucial role in ensuring clarity and coherence in written communication.

Various studies over the past ten years indicate that grammatical errors remain a major problem in EFL students' academic work, encompassing both morphological and syntactic aspects and this gives rise to errors such as tense usage, subject-predicate agreement, article usage, and preposition usage frequently occurring, which will have a significant impact on the quality of their own academic writing (Saumi et al., 2025; Azizah et al., 2025; Dewanto, 2025; Pasaribu & Pasaribu, 2024). Naturally, this is not unique to students in Indonesia, but also to students who use English as a second language. This means that it is important that to emphasize grammar more intensively in English writing, from elementary school through tertiary level, to reduce similar errors and improve the academic quality of EFL students' writing (Saumi et al., 2025). In addition, errors in the use of grammar can cause confusion, misunderstandings, and reduce the credibility of a piece of writing. Therefore, the ability to master grammar correctly is a primary requirement for producing structured and scientifically sound academic work. However, several recent studies indicate that grammatical errors remain a major problem in EFL students' writing, particularly in multilingual learning contexts heavily influenced by the first language (L1) (Aminah et al., 2025; Sulaiman & Syahri, 2022). This incident highlights the importance of error analysis as a diagnostic tool in efforts to improve the quality of academic writing instruction in teacher education programs.

Although research on error analysis using the Surface Strategy Taxonomy has advanced since its introduction by (Corder, 1967) and popularized by (Dulay, Heidi, Burt, Marina, and Krashen, 1982), most previous studies still focus on EFL learners in general and have not specifically highlighted pre-service EFL teachers who face more complex professional demands (Abdillah & Fithriani, 2023; Hyland, 2016). Instead, this study specifically examines pre-service EFL teachers, thus highlighting a group that has been overlooked. Hereafter, these studies usually stop at the stage of classifying errors without systematically linking them to pedagogical implications in designing teacher education curricula (Yulandari & Suryadi, 2025; Tiwari, 2023). However, this study does not simply classify errors, but rather links the identified errors to pedagogical considerations in teacher training.

In addition, in the multilingual context of Indonesia, the relationship between first language (L1), national language, and foreign language in generating grammatical errors has yet to be thoroughly researched (Fajrina et al., 2023; Purba, 2022; Daud & Latif, 2021). To address this gap, this study explores the influence of linguistic layers on learners' errors. Moreover, recent research tends to emphasize the use of technology, such as automated corrective feedback, leaving diagnostic approaches based on structural error analysis relatively neglected (Azizah et al., 2025; Dewanto, 2025). Instead, this study reaffirms a diagnostic approach based on structural error analysis. Finally, as emphasized by Hyland (2016), academic writing skills are not solely linguistic, but are also closely related to pedagogical practices and the professionalism of prospective teachers. Thus, this study integrates linguistic analysis with pedagogical insight to further support the professional preparation of pre-service EFL teachers.

Based on the identified research gaps above, the novelty of this study lies in three aspects: (1) linking error analysis findings directly to curriculum development, (2) integrating the Surface Strategy Taxonomy with a multilingual perspective, and (3) repositioning error analysis as a reflective diagnostic tool for designing contextual and data-driven writing instruction. Therefore, this research does not only imitate previous studies, but also expands the contribution of error analysis in a more applicable, contextual, and relevant direction to the needs of teacher education in the modern era.

Referring to this background of the problems above, this study aims to identify and analyze the types of grammatical errors in the academic writing of pre-service EFL teachers using the Surface Strategy framework developed by Dulay, Heidi, Burt, Marina, and Krashen (1982). In addition, this study describes the impact of the findings on curriculum design and approaches to learning academic writing in a multilingual environment. Therefore, the research questions are formulated as follows: (1) What are the types of grammatical errors that appear in the academic writing of EFL pre-service teachers based on the surface strategy framework? (2) What are the implications of the results of the error analysis for teaching academic writing in teacher education programs?

## **METHODS**

This study applies a qualitative descriptive approach to examine and classify grammatical errors in the academic writing of EFL pre-service teachers by referring to the Surface Strategy Taxonomy framework proposed by Dulay, Heidi, Burt, Marina, and

Krashen, (1982). This method was chosen because the research goal was to explain the phenomenon of language errors in depth and context, rather than to test hypotheses quantitatively. A descriptive qualitative design allows researchers to identify error patterns in a structured manner and analyze their causal factors in the context of multilingual learning. This study involved 25 students of English Education department at an Islamic university in Indonesia who were taking the Academic Writing course. Participants were selected using purposive sampling with the following criteria (Creswell, 2009): (1) active students in the middle semester, (2) having completed the Grammar and Paragraph Writing course, and (3) producing an academic essay as part of their coursework. All participants came from diverse first language (L1) backgrounds, thus reflecting a multilingual learning environment. Participants' identities were disguised to protect data confidentiality.

The primary instrument in this study was a document in the form of an argumentative academic essay written by the students of English education department as part of an Academic Writing assignment. They were asked to write an argumentative essay that consists of 150 to 250 words that are written individually within a time limit determined by the lecturer. Using documents as a data source is a common procedure in qualitative research based on text analysis (Merriam & Tisdell, 2016). No additional tests or interviews were used, as this study focused on students' written products. Data collection was carried out in several steps. Initially, the lecturer assigned students to write an academic essay of a predetermined length and format, in accordance with course standards. Next, after the essays were collected, the entire text was read thoroughly to identify any grammatical errors. This study did not alter the assignment procedures typically used in regular lectures, so the data obtained reflect authentic student performance in normal academic situations. Errors were identified by following the error analysis stages compiled by (Erdogan, 2005; Corder, 1967), namely: (1) collecting data, (2) recognizing errors, (3) categorizing errors, (4) providing explanations for errors, and (5) evaluating errors. However, this study only focused on the error recognition and categorization stages according to the Surface Strategy Taxonomy, which includes omission, addition, misformation, and misordering (Dulay, Heidi, Burt, Marina, and Krashen, 1982).

In this study, data processing was carried out according to error analysis procedures, which include identifying, classifying, quantifying, and interpreting errors (Ellis, 2017; Ferris, 2020). In the first step, the entire essay was read thoroughly to identify any grammatical irregularities. In the next step, the identified errors were categorized into four groups according to the surface strategy taxonomy: omission, addition, misformation, and misordering. Then, in the third phase of this research, frequency calculations were conducted for each category to identify the distribution and types of errors that most frequently occurred among the four types of errors. Although this study was qualitative, frequency figures served as supporting data to strengthen descriptive interpretations. In the final stage, the findings were interpreted by taking into account the potential influence of the first language (L1), the complexity of English structure, and the nature of multilingual contexts. To ensure the validity of the analysis, the error classification process was conducted regularly through several verification steps. After the researchers identified and categorized errors according to Heidi Dulay's surface strategy taxonomy, the classification results were reviewed at different times to ensure consistency and accuracy of the categorization. This review aimed to reduce

researcher bias and increase the reliability of the data analysis so that some of the data were discussed with colleagues experienced in linguistics or English language teaching as a form of peer review. This step aligns with the principles of credibility and dependability in qualitative research as outlined by (Creswell, 2009) and (Merriam & Tisdell, 2016), who emphasize the importance of data rechecking to ensure the accuracy of research interpretations.

## RESULTS AND DISCUSSION

This section presents the research findings and discussions related to two research questions, namely: (1) the types of grammatical errors that appear in the academic writing of pre-service EFL teachers according to the Surface Strategy Framework, and (2) the implications of results of the error analysis for the teaching of academic writing in teacher education programs.

A study of 25 academic essays written by the students of English education indicates that grammatical errors are still common in their work. Using the Surface Strategy Taxonomy framework formulated by Dulay, Heidi, Burt, Marina, and Krashen (1982), these errors were grouped into four main categories: omission, addition, misformation, and misordering. Overall, 500 grammatical errors were identified in the analyzed corpus of essays. The following table 1 and table 2. display the types and the examples of grammatical errors in the academic writing of pre-service EFL teachers based on the Surface Strategy Framework developed by Dulay, Heidi, Burt, Marina, and Krashen (1982).

**Table 1. Types of grammatical errors in EFL Pre-Service Teacher in academic writing**

Types of Error	Description	Frequency	Percentage
Omission	Omit an important item	150	30%
Addition	Add an unimportant item	80	16%
Misformation	Wrong structure	204	40.8%
Misordering	Wrong place	66	13.2%

**Table 2. Examples of grammatical errors found in students' academic writing**

Types of Error	Erroneous Sentences	Correct form	Explanation
Omission	Government should provide solution to improve education system	Government should provide solution to improve education system	The sentence omits the article <b>the</b> and <b>a</b> , which are necessary in English noun phrase
Addition	Many students are provide online learning platforms for students	Many students provide online learning platforms for students	The auxiliary verb <b>are</b> is unnecessary and causes an incorrect verb structure
Misformation	Many student believes that online	Many students believe that online	The plural noun <b>students</b> and the verb

	learning is more effective	learning is more effective	<b>believe</b> should be used instead of student believe
Misordering	Students can understand better the material though discussion	Students can better understand the material though discussion	The adverb <b>better</b> is incorrectly placed and should appear before the main verb understand

According to table 1 above, this study revealed that misinformation errors (204 items, 40.8%) were the most common type of error, followed by omission, addition, and misordering. This finding aligns with the classification proposed by (Dulay, Heidi, Burt, Marina, and Krashen, 1982), which states that misformations reflect learners' inability to use appropriate grammatical forms. The prevalence of these errors indicates that pre-service EFL teachers still face challenges in mastering the English morphosyntactic system, particularly in selecting appropriate word forms and sentence structures. These errors typically involve incorrect verb forms, incorrect pronoun choices, and inappropriate plural forms. For example, some students use present tense verbs to describe past events or use inconsistent tense patterns within a paragraph. This could be due to a lack of understanding of English grammar rules or the influence of their first language (L1), which has a structure different from English.

When compared with previous studies, these findings align with those of Irawansyah et al.,(2024) and Saputra (2022) who also identified misinformation as the most dominant error in EFL students' academic writing. However, unlike some studies that highlight omission as the primary error, this study reveals that the complexity of choosing grammatical forms is a more significant problem than simply omitting language elements. This indicates a higher cognitive demand in producing appropriate language forms. In this case, research by Alka et al. (2023) revealed a similar pattern in the context of learning English as a foreign language. However, some studies report that omissions are more frequent such as the research from Ismail & Wulandari (2023), indicating that variations in learning contexts and students' language backgrounds significantly influence the types of errors that occur.

Theoretically, these findings support Corder's (1967) view that errors are a systematic element in the language learning process and reflect the learner's interlanguage development. The high frequency of errors also indicates the influence of transfer from the first language (L1), as explained in studies of cross-language influence (Purba, 2022; Hyland, 2016). In multilingual situations like Indonesia, this interference becomes more complex because it involves interactions between regional languages, Indonesian, and English (Fajrina et al., 2023). Therefore, the findings of this study not only reinforce existing theories but also contribute empirical data to understand grammatical error patterns in pre-service EFL teachers in multilingual contexts. These results emphasize that academic writing teaching methods should place greater emphasis on explicit mastery of grammatical structures and utilize error analysis as a basis for providing targeted and contextual feedback.

The second most frequent error was omission, with a total of 150 cases or 30% of all findings. Omission occurs when an important grammatical element is omitted in a sentence, for example an article, an auxiliary verb, or a plural marker for a noun. In students' academic writing, this error is often seen in sentences that do not use the articles a or the, as well as in

structures that omit auxiliary verbs in more complex sentence constructions. Moreover, first language (L1) interference is often the main cause of omission errors, especially when the L1 lacks equivalent grammatical elements, such as the article system (Purba, 2022; Hyland, 2016). As a result, learners tend to transfer L1 structures into the target language, resulting in systematic omissions in their academic writing. This indicates that students have not yet mastered the function of certain grammatical elements in English, especially those related to the article system and the use of auxiliary verbs. Additionally, these findings are consistent with the classification of errors in the Surface Strategy Taxonomy proposed by Dulay, Heidi, Burt, Marina, and Krashen (1982), which states that omission errors are one of the types of errors that often appear in the second language learning process. In addition, Rod Ellis's study in the field of second language acquisition emphasized that the omission of grammatical elements often occurs in students who are still in the interlanguage phase, where the language system they use is not yet fully stable. Therefore, the high level of omission errors detected in this study indicates that prospective English language teachers still need reinforcement in understanding the function of basic grammatical elements, especially articles and auxiliary verbs. Therefore, academic writing learning programs in teacher education should emphasize the practice of using grammatical structures contextually and provide clear and explicit feedback on grammatical errors that appear in student writing.

The study also identified 80 examples of addition errors (16%) in students' academic work. Addition errors occur when students add grammatical elements that are not actually needed in the sentence structure. A common form of this error is the use of two similar grammatical markers in a single word or sentence, for example, adding two plural endings to a noun, or including too many auxiliary verbs in a single sentence structure. This phenomenon indicates that students sometimes attempt to apply English grammar rules, but their application is not always correct. Compared with previous findings, these results align with those reported by Alka et al. (2023) and Saputra (2022), who also found that addition errors arise due to overgeneralization in EFL learners' writing. However, the proportion of addition errors in this study is lower compared to several previous studies that recorded higher rates. This difference is likely influenced by variations in learner proficiency levels, teaching approaches, and the intensity of exposure to explicit grammar instruction. Furthermore, unlike previous research that classifies addition errors as secondary, the current findings suggest that these errors represent a form of strategic overcompensation by learners to avoid omissions, highlighting the complexity of the interactions between grammatical error types in multilingual EFL contexts.

In some situations, students add grammatical elements because they believe the addition will make the sentence sound more grammatically correct. Ironically, the addition actually results in a sentence structure that does not conform to English rules. These results are consistent with the concept of overgeneralization in second language learning, which occurs when learners over-apply a language rule or apply it in an inappropriate context. Further, addition errors are also explained in the Surface Strategy Taxonomy framework introduced by Dulay, Heidi, Burt, Marina, and Krashen (1982), which states that addition errors often occur when learners add unnecessary linguistic elements to a sentence structure. This indicates that the emergence of addition errors in students' academic work indicates that

even though they have mastered the basic rules of English grammar, they still need additional practice to apply these rules accurately in academic writing.

The error that occurred least frequently in this study was misordering, with 66 cases (13.2%). Misordering refers to the placement of words or phrases that do not conform to English syntax. This error is usually seen in the incorrect word order within a sentence, such as the placement of adverbs or adjectives that do not conform to English sentence structure patterns. Comparatively, these findings align with those reported by Irawansyah et al., (2024); Ismail & Wulandari (2023); & Saputra (2022), both of which found that sentence structure errors were the least frequent type of error in EFL students' writing. However, other studies have noted higher rates of sentence structure errors, particularly in low-proficiency students, indicating that syntactic control is closely related to language proficiency (Saputra, 2022). The low proportion detected in this study may reflect the relatively better syntactic awareness of the participants, who were pre-service teachers. However, the persistence of sentence structure errors underscores the influence of the first language (L1), particularly in multilingual contexts where sentence patterns differ significantly from English (Purba, 2022; Hyland, 2016). According to Dulay, Heidi, Burt, Marina, and Krashen (1982), misordering errors are included in the Surface Strategy Taxonomy error category, which occurs when linguistic elements are arranged outside the order that is in accordance with the grammatical rules of the target language. Besides that, Rod Ellis's research on second language acquisition shows that word order errors frequently occur in second language learners due to differences in syntactic patterns between the native language (L1) and the language being studied. Therefore, even though their frequency is not high, misordering errors still indicate the influence of the structure of the first language and students' limited understanding of English syntactic patterns in academic writing.

These findings indicate that grammatical errors in students' academic writing are not limited to a single aspect, but rather reflect the complexity of their second language learning process. The variety of errors identified indicates that students are still in a phase of language development that is not yet fully stable, resulting in them frequently making various types of errors in the use of English grammatical structures. This research is consistent with the error analysis theory proposed by Corder (1967), who argues that errors are a normal and integral part of the second language learning process. In addition, Corder (1967) states that errors not only indicate language learning failure but can also provide important insights into the development of students' language skills. By examining errors, researchers and educators can understand how students construct their language systems during learning. Furthermore, the errors identified in this study can be explained through the concept of interlanguage, a temporary language system formed in second language learners before they achieve stable language mastery. At this stage, they often mix elements from their first language (L1) with the rules of the target language they are learning. Therefore, the various errors in students' academic writing can be viewed as part of the process of developing their language skills toward a higher level of competence.

## **DISCUSSION**

This study aims to answer two questions: (1) what types of grammatical errors appear in the academic writing of pre-service EFL teachers according to the Surface Strategy

Framework, and (2) what are the implications of the results of the error analysis for the teaching of academic writing (TAW) in teacher education programs.

Based on the analysis, four main categories of grammatical errors were identified in students' academic writing: misformation, omission, addition, and misordering, grouped in the Surface Strategy Taxonomy by Dulay, Heidi, Burt, Marina, and Krashen (1982). The study indicated that misformation was the most frequent error, followed by omission, addition, and misordering. These findings highlight that students still face challenges in accurately applying English grammatical structures, particularly in verb tense selection, word form, and subject-to-predicate agreement. The predominant occurrence of misformation errors in this study is consistent with a number of recent studies in the field of learning English as a foreign language. For example, Irawansyah's research revealed that misformation errors were the most frequent type of error in EFL students' writing, indicating that they still struggle to choose the correct grammatical form in sentences (Irawansyah, 2024). In addition, other studies indicate that the most common grammatical errors found in EFL students' writing include the use of verb tenses, subject-verb agreement, and articles (Isma & Rasmin, 2023). It means that the study results indicate that mastering English morphology and syntax is still a major obstacle for EFL students.

In addition to misformations, omission errors also occur in significant numbers. These errors occur when important grammatical elements are omitted from a sentence, such as articles, auxiliary verbs, or plural markers (Dulay, Heidi, Burt, Marina, and Krashen, 1982). This phenomenon is often experienced by EFL learners whose first language background lacks an article system or grammatical structures similar to English. In the context of second language learning, this type of error can be explained through the concept of interlanguage, a temporary language system that learners develop during the process of learning a second language (Ellis, 2015). At this stage, learners are still mixing the rules of their first language with those of the target language they are learning. In addition, there are also addition and misordering errors in students' academic writing, although their frequency is lower. Addition errors occur when students insert unnecessary grammatical elements into a sentence, while misordering errors relate to word placement that does not conform to English syntax rules. Although fewer than other error types, these two types of errors still indicate that students still have difficulty applying grammatical rules consistently in academic writing. This research supports the error analysis theory proposed by (Corder, 1967), who argues that language errors are a natural part of the process of learning a second language and can provide important insights into the development of students' language competence. By examining errors in student writing, educators can identify the challenges learners face and the learning strategies they employ during the language learning process (Anggraini & Susanto, 2014).

In relation to the second research question, the findings of this study offer several significant implications for the teaching of academic writing in English teacher education programs. First, the results of this study indicate that mastery of language structure is an essential element in students' ability in academic writing. Therefore, academic writing instruction should not focus solely on organizing ideas and developing arguments, but should systematically incorporate explicit grammar instruction. Additionally, error analysis serves as a diagnostic instrument that helps identify students' learning barriers by revealing patterns

that indicate the development of their language skills (Ellis, 2015). This strategy, which is part of formative assessments such as teacher feedback, peer evaluation, and personal reflection, have been shown to sharpen grammar and improve the overall quality of students' writing in second language learning (Taye, 2025).

Third, for pre-service EFL teachers, having strong linguistic competence is crucial because they will become language models for their students in the future. By incorporating error analysis activities into academic writing instruction can enhance students' metalinguistic awareness and their ability to recognize and correct language errors in their writing (Lee, 2020; Ferris, 2011). In this way, the error analysis approach not only improves students' writing skills but also contributes to the overall quality of English language education. In addition, teachers' language skills are very influential in effective language learning, because they can communicate clearly and provide correct grammatical explanations (Rasita et al., 2022). In this situation, incorporating error analysis into the academic writing learning process can strengthen students' metalinguistic awareness, namely their ability to consciously understand and analyze language structures, which helps them recognize and correct errors in written work (Hidayatun et al., 2021; Salman, 1994).

Comparatively, these results align with previous studies (Alka et al., 2023; Saputra, 2022) that highlight the crucial role of error analysis in improving writing accuracy. However, unlike previous studies that focused primarily on error classification, this study broadens the scope by directly linking error findings to curriculum development for teachers so that recent research trends focus heavily on technologies such as automated feedback, this study reaffirms the value of a diagnostic approach based on structural error analysis. Moreover, the findings regarding first language (L1) influence in this study emphasize the importance of applying contrastive analysis in the learning process. This aligns with the research findings of Fajrina et al. (2023) and Purba (2022), which highlight the role of cross-language influences in EFL writing. Therefore, academic writing instruction in teacher education programs must be designed comprehensively by integrating explicit grammar instruction, contrastive analysis, and error-based reflective practice in multilingual contexts.

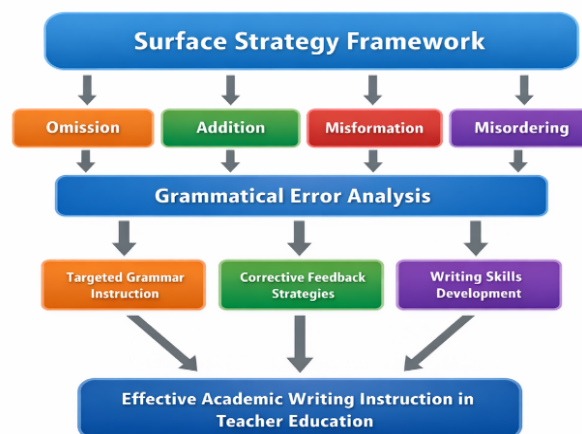
Generally, the findings of this study indicate that grammatical error analysis can provide important insights into the challenges students face in English academic writing. Therefore, integrating an error analysis approach into teacher education programs can be an effective strategy for improving students' academic writing skills while preparing them to become linguistically competent future English teachers (Erdogan, 2005). The following table 3 shows Pedagogical Implications that relate types of grammatical errors to teaching strategies in academic writing learning.

**Table 3. Pedagogical Implications of grammatical error analysis for TAW**

<b>Types of Error</b>	<b>Description of error</b>	<b>Teaching Strategy</b>	<b>Pedagogical Implication</b>
Omission	Students omit essential grammatical elements	Explicit grammar learning that emphasizes the use of articles, subject-predicate agreement, and plural forms	Teachers need to present targeted and integrated grammar learning in academic writing assignments so that students can identify grammatical

		through contextual writing exercises.	elements that are still lacking.
Addition	Students add unessential grammatical elements	Error correction activities and directed editing exercises where students identify and correct errors.	Teachers should encourage students to improve their writing and increase awareness of unnecessary grammatical elements.
Misformation	Students use incorrect forms	Practice using verb tenses and constructing sentences through example texts and writing activities that focus on grammar.	Teachers need to include feedback that emphasizes grammatical aspects in teaching writing to improve students' accuracy in using grammatical forms.
Misordering	Students place words in incorrect order within a sentence	The task is to rearrange sentences and provide directed practice on sentence structure in English.	Teachers need to emphasize the importance of proper English sentence structure and provide exercises for arranging words into sentences.

Thus, the relationship between the Surface Strategy Framework, the types of grammatical errors that appear in students' academic work, and its pedagogical impact on the teaching of academic writing in teacher education programs can be visualized through the conceptual framework in the following figure 1. The conceptual framework demonstrates the relationship between the Surface Strategy Framework and grammatical error types, namely omissions, additions, misformation, and misordering in students' academic writing. This framework is used to examine the linguistic barriers of prospective English language teacher students. The findings of the error analysis then produce pedagogical implications in teaching academic writing, including through the implementation of targeted grammar instruction, corrective feedback strategies, and writing skill development, to strengthen the academic writing competence of student teacher education programs (Erdogan, 2005).



**Figure 1.** Conceptual framework of grammatical error analysis based on the Surface Strategy Framework and its pedagogical implications for teaching academic writing (TAW)

## CONCLUSION

The purpose of this study was to identify the types of grammatical errors that appear in the academic work of pre-service EFL teachers using the Surface Strategy Taxonomy framework developed by Heidi Dulay, Marina Burt, and Stephen Krashen. Analysis of academic essays written by 25 students showed that grammatical errors were still quite dominant in their writing. Of the total 500 errors detected, the most frequent type was misformation (204 errors or 40.8%), followed by omission (150 errors or 30%), addition (80 errors or 16%), and misordering (66 errors or 13.2%). These findings indicate that students still experience difficulties in using English grammatical forms correctly, especially in selecting verb forms, using articles, and constructing appropriate sentence structures.

The research findings indicate that grammatical errors are influenced by the first language (L1) and students' limited understanding of English grammatical structures. This aligns with the concept of interlanguage in second language learning, which explains that errors are a natural part of the learner's language development process, as proposed by Corder (1967) and further developed by Ellis (2015). Therefore, errors in students' writing not only reflect linguistic weaknesses but also provide important information about the developmental stage of their language skills. This study also confirms that error analysis can serve as an effective diagnostic tool in English teacher education programs. By identifying the most frequent error patterns, lecturers can develop more focused learning strategies to improve students' academic writing skills. Integrating error analysis into academic writing instruction can also help students develop metalinguistic awareness and improve their ability to revise and improve their writing independently.

Based on the findings, this study recommends that English teacher education programs incorporate explicit grammar instruction and error-based feedback into academic writing courses. This approach is expected to help students not only produce more grammatically correct academic work but also prepare them to become future English teachers with sufficient linguistic competence. In this way, this study makes an empirical contribution to the development of academic writing pedagogy in the context of learning English as a foreign language, particularly in multilingual teacher education environments.

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