



Grammatical difficulties and professional writing skills in English job application letters: evidence from English as a foreign language (EFL) students at the University of Kisangani, Democratic Republic of the Congo (DRC)

John Mbula Nyangonda^{1*}
Dimanche Lingoso Lifengo²
Evariste Loke Lobanga³
Arthur Cimwanga Bandibanga Shambuwi⁴

*johnmbula@glail.com

¹Yahuma Higher Technical Institute Section: Letters and Human Sciences, ^{2,4}University of Kisangani, Faculty of Letters and Human Sciences, Department of Letters and English Civilizations, ³University of Kisangani Faculty of Natural Sciences and Biotechnology,^{1,2,3,4} DRC

<https://doi.org/10.51867/ajernet.7.2.110>

ABSTRACT

Professional writing plays an important role in academic and professional integration, particularly in contexts where English is learned as a foreign language. This study explores the grammatical and organizational difficulties encountered by students of the Department of Letters and English Civilizations at the University of Kisangani when writing job application letters in English. Although these students have received several years of English instruction, many still experience difficulties producing formal written documents that respect professional conventions. This study combined quantitative and qualitative approaches. Twenty-two undergraduate students from BAC 1, BAC 2, and BAC 3 participated in a classroom writing task in which they were asked to write a job application letter based on a simulated employment announcement. The analysis drew on principles from error analysis and interlanguage theory to identify the most frequent linguistic difficulties in students' written productions. The results show that grammatical errors were more frequent than organizational ones. The most common problems involved verb forms, subject-verb agreement, sentence construction, articles, and prepositions. Structural weaknesses were also observed, especially in paragraph organization, letter formatting, and the use of appropriate salutations. The analysis further indicates that these difficulties persist even among advanced students, suggesting that prolonged exposure to English instruction does not automatically lead to effective mastery of professional writing. The study attributes these challenges to the influence of French and local languages, limited exposure to authentic professional writing situations, and insufficient practice in genre-based writing activities. It therefore recommends strengthening professional writing instruction within university English programs through contextualized writing practice and greater emphasis on workplace communication skills.

Keywords: Employability, EFL Students, Job Application Letters, Professional Writing, Syntactic Errors, University of Kisangani

I. INTRODUCTION

English currently occupies a central position in international communication, higher education, scientific research, diplomacy, and professional exchange [1]. In many parts of the world, particularly in developing countries, competence in English has become an important factor in academic achievement and access to employment opportunities [2]. In Sub-Saharan Africa, where globalization increasingly influences educational and professional systems, written proficiency in English is often considered a prerequisite for effective participation in competitive labor markets [3].

Among the different forms of written communication, professional correspondence remains one of the most important indicators of linguistic and professional competence. The job application letter, in particular, plays a decisive role during recruitment processes because it usually constitutes the first direct contact between an applicant and an employer [4]. A well-structured and grammatically accurate application letter not only conveys information about the candidate's qualifications but also reflects the writer's seriousness, organizational skills, and communicative ability [5]. Conversely, poorly written correspondence may negatively affect the credibility of applicants and reduce their chances of professional integration.

Despite several years of English instruction, many learners of English as a Foreign Language (EFL) continue to experience difficulties in producing accurate professional writing [6]. These challenges are more pronounced in multilingual contexts where English is learned alongside other dominant languages. In the Democratic Republic of Congo (DRC), English is taught within a linguistic environment shaped by the coexistence of French and several national languages, including Lingala, Swahili, Tshiluba, and Kikongo [7]. This multilingual setting often influences learners' written production and contributes to recurring grammatical and syntactic deviations [8].

At the University of Kisangani, students of the Department of Letters and English Civilizations are expected to develop advanced writing competence in English. However, observations made during written exercises and professional writing tasks indicate that many students still encounter substantial difficulties when drafting job application letters. Their productions frequently contain errors related to verb forms, tense consistency, subject–verb agreement, article usage, prepositions, sentence organization, and professional formatting conventions [9]. Such difficulties affect both the clarity of communication and the professional quality of the documents produced.

From a linguistic perspective, these errors may be understood through the framework of Error Analysis and Interlanguage Theory, which regard learners' errors as manifestations of an evolving linguistic system rather than simple failures in performance [10,11]. In this regard, syntactic errors constitute valuable evidence of the interaction between previously acquired languages and the target language, as well as the influence of overgeneralization and incomplete mastery of grammatical rules [12].

Although numerous studies have examined grammatical errors in EFL writing, most have focused on general academic compositions and classroom essays [13,14]. Comparatively fewer investigations have addressed professional writing genres such as job application letters, especially within the Congolese university context. As a result, the linguistic difficulties affecting professional correspondence among advanced EFL learners remain insufficiently documented [15].

The present study examines syntactic and organizational errors in English job application letters written by students at the University of Kisangani. It seeks to identify the most recurrent forms of error, analyze their possible causes, and assess their implications for professional writing competence and employability. Through this analysis, the study intends to contribute to ongoing reflections on the teaching of professional English writing in multilingual EFL contexts.

1.1 Statement of the Problem

The growing importance of English in international professional communication has considerably increased the demand for effective writing skills among university graduates [1]. In recruitment contexts, formal correspondence such as job application letters often constitutes an essential tool through which candidates present their qualifications and professional abilities [4]. Consequently, the quality of written English has become a significant criterion in the evaluation of employability and professional competence.

In spite of prolonged exposure to English instruction, many EFL learners continue to experience persistent difficulties in professional writing [6]. This situation is particularly noticeable among students enrolled in English specialization programs, where a relatively advanced command of written English is expected. At the University of Kisangani, students in the Department of Letters and English Civilizations frequently produce job application letters characterized by numerous syntactic and organizational deficiencies.

These difficulties include inappropriate verb usage, subject–verb disagreement, omission or misuse of articles and prepositions, faulty sentence construction, run-on sentences, and inappropriate lexical choices [9]. In addition, several students demonstrate insufficient mastery of formal correspondence conventions, including salutations, paragraph organization, coherence, and professional layout [5]. Such weaknesses affect the communicative effectiveness and professional acceptability of their written productions.

The multilingual sociolinguistic context of the Democratic Republic of Congo may partly explain the persistence of these errors. The coexistence of English with French and local languages often favors linguistic interference and negative transfer during the learning process [7,8]. Moreover, the predominance of theoretical grammar instruction over practical professional writing activities may limit students' ability to apply grammatical knowledge effectively in authentic communication situations [12].

While previous studies have investigated grammatical errors in EFL writing, relatively little attention has been devoted to professional genres such as job application letters within the Congolese academic environment [13]. Consequently, there remains limited empirical evidence concerning the nature and distribution of syntactic errors affecting professional writing among university EFL learners.

This study therefore seeks to examine the syntactic and organizational difficulties found in English job application letters written by students at the University of Kisangani. It aims to identify the most recurrent error patterns and to determine how these difficulties influence students' professional writing competence and future employability.

1.2 Research Objectives

This study aims to examine the syntactic and organizational difficulties affecting professional writing competence among EFL students at the University of Kisangani. Particular attention is given to the production of English job application letters within a multilingual learning environment.

The general objective of the study is to analyze the influence of syntactic and organizational errors on the quality of professional written communication among EFL learners.

More specifically, the study seeks:

1. To identify and classify the most frequent syntactic and organizational errors found in English job application letters written by EFL students;
2. To analyze the linguistic and pedagogical factors that contribute to the occurrence of these errors;
3. To compare the distribution of errors across different academic levels within the Department of Letters and English Civilizations;
4. To evaluate the implications of these errors for students' professional writing competence and employability;
5. To propose pedagogical approaches capable of improving the teaching and learning of professional English writing in multilingual EFL contexts.

II. LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Error Analysis Theory

The present study is grounded in Error Analysis Theory developed principally by Stephen Pit Corder [9] and later expanded by Larry Selinker [2] in the field of second language acquisition. Error Analysis emerged as a reaction against behaviorist approaches which considered learners' errors merely as undesirable habits. Instead, this theory views errors as natural indicators of the language learning process.

According to Corder [9], learners' errors reflect the internal linguistic system constructed during second language acquisition. Errors therefore provide important information about learners' strategies, developmental stages, and linguistic difficulties. In English as a Foreign Language (EFL) learning contexts, Error Analysis makes it possible to identify the grammatical and syntactic problems encountered by learners in written production.

Similarly, Selinker [2] introduced the concept of *interlanguage*, referring to the intermediate linguistic system developed by learners between their native language and the target language. This system is often influenced by language transfer, overgeneralization of grammatical rules, and learning strategies. Consequently, syntactic errors observed in students' job application letters may result from interference from French and local Congolese languages, as well as incomplete mastery of English grammatical structures.

The relevance of Error Analysis Theory to the present study lies in its capacity to provide a systematic framework for identifying, classifying, and interpreting syntactic errors in professional writing. Through this perspective, the study examines recurrent deviations related to sentence structure, verb tense usage, subject-verb agreement, prepositions, articles, and word order in students' application letters.

Furthermore, the theory contributes to understanding how these syntactic difficulties affect professional writing competence. Since job application letters require clarity, coherence, grammatical accuracy, and formal organization, persistent linguistic errors may negatively influence the effectiveness and credibility of written communication in professional contexts [7].

2.2 Empirical Review

Several studies have examined grammatical and syntactic difficulties in second language writing, particularly among English as a Foreign Language learners. These studies provide important insights into the challenges associated with professional and academic written communication.

First, Ilunga [8] investigated errors in undergraduate students' compositions at the University of Kisangani. The study revealed frequent grammatical inaccuracies involving verb tenses, sentence structure, and subject-verb agreement. The author concluded that many learners experience persistent difficulties in applying grammatical rules effectively in written English. This study is relevant to the present research because it highlights the existence of recurrent syntactic problems among Congolese EFL learners.

Similarly, Lingoso [4] analyzed the use of relative pronouns among undergraduate students at the University of Kisangani. The findings showed that students often misused relative clauses due to interference from French and insufficient mastery of English syntactic structures. The study emphasized the influence of multilingualism on English writing performance and recommended increased practice in contextualized grammar instruction.

At the international level, Miryanti [15] examined students' errors in writing application letters and identified frequent problems related to grammar, organization, vocabulary choice, and sentence construction. The study demonstrated that many learners struggle to produce professional correspondence that conforms to formal writing conventions. The author stressed the importance of integrating professional writing activities into English language instruction.

Likewise, Mojica [16] explored self-reported writing problems and actual writing deficiencies among EFL learners. The findings indicated that students generally lacked confidence in professional writing due to grammatical

limitations, weak coherence, and limited exposure to authentic writing situations. The study further revealed that writing difficulties negatively affected students' ability to present themselves effectively in professional contexts.

In another study, Ristiyanti [17] focused on grammatical errors in students' writing and found that syntactic problems were particularly common in areas such as tense consistency, article usage, prepositions, and sentence organization. The author argued that these errors were largely influenced by insufficient grammatical competence and inadequate writing practice.

Collectively, these empirical studies demonstrate that syntactic difficulties remain a major obstacle to effective professional writing among EFL learners. However, few studies have specifically examined the relationship between syntactic errors and professional writing competence in English job application letters within the Congolese university context. The present study therefore seeks to fill this gap by analyzing how syntactic errors affect professional writing competence among EFL students at the University of Kisangani.

III. METHODOLOGY

3.1 Research Design

This study adopted a mixed-methods approach combining quantitative and qualitative methods to analyze syntactic and organizational errors in English job application letters produced by EFL students. More specifically, the study employed a descriptive cross-sectional design aimed at examining students' written difficulties at a specific point in time without manipulating variables.

The quantitative component focused on identifying, classifying, and measuring the frequency of grammatical and organizational errors, including verb tense usage, subject-verb agreement, sentence structure, articles, prepositions, coherence, and paragraph organization. Frequencies and percentages were used to determine the most recurrent error categories [1,2].

The qualitative component sought to interpret the linguistic and pedagogical factors underlying these errors, particularly interlanguage development, first-language interference, and limited exposure to professional writing practices [3,4].

The mixed-methods design was considered appropriate because it enabled both statistical description and interpretative analysis, thereby providing a more comprehensive understanding of students' professional writing competence in the multilingual context of the Democratic Republic of Congo.

3.2 Research Setting

The research was conducted at the Department of Letters and English Civilizations of the University of Kisangani, located in Kisangani, Democratic Republic of Congo. The department trains students in English language, literature, linguistics, and communication studies. English is taught as a foreign language within a multilingual environment dominated by French and several national languages, notably Lingala and Swahili [3].

The choice of this academic setting was justified by the fact that students enrolled in this department are expected to demonstrate relatively advanced proficiency in written English, particularly in formal and professional communication.

3.3 Population and Sampling

The target population consisted of students enrolled in the Department of Letters and English Civilizations during the academic year in which the study was conducted. From this population, a non-probability casual sampling technique was used to select twenty-two participants distributed across three academic levels: eleven students from BAC 1, five students from BAC 2, and six students from BAC 3 [4].

The selection of participants was based on their availability during the administration of the writing task. The inclusion of different academic levels aimed to evaluate whether progression in university education significantly influenced students' mastery of professional English writing.

3.4 Data Collection Procedure

Data were collected through an unannounced written test administered in classroom conditions. Each participant was instructed to write a formal job application letter in English in response to a simulated employment opportunity. The use of an unprepared writing task was intended to obtain spontaneous productions reflecting students' actual linguistic competence rather than memorized or previously corrected material [5].

The writing exercise focused specifically on professional correspondence because the job application letter constitutes one of the most common forms of formal communication required in professional contexts. Students were therefore expected to demonstrate both grammatical accuracy and knowledge of organizational conventions related to business correspondence.

3.5 Analytical Framework

The analysis of learners' errors was grounded in the principles of Error Analysis Theory developed by Corder [6] and later expanded through Interlanguage Theory by Selinker [7]. Within this framework, errors are considered systematic manifestations of learners' developing linguistic competence rather than accidental performance failures. The analytical process followed four principal stages:

1. Identification of errors in students' written productions;
2. Classification of errors into linguistic categories;
3. Quantitative calculation of frequencies and percentages;
4. Interpretation of the possible linguistic and pedagogical causes of the identified errors.

Errors were grouped into two principal categories:

- Syntactic errors;
- Organizational errors.

Syntactic errors included problems related to verb tense, subject-verb agreement, sentence structure, articles, prepositions, word order, noun phrases, and run-on sentences. Organizational errors concerned professional layout, salutations, paragraph coherence, transitions, introductions, and conclusions.

3.6 Data Analysis

The collected data were analyzed using both descriptive and interpretative procedures. Quantitative analysis consisted of calculating frequencies and percentages in order to determine the most recurrent categories of errors across academic levels [8]. Tables were used to present the distribution of errors and facilitate comparison among BAC 1, BAC 2, and BAC 3 students.

Qualitative analysis focused on interpreting the linguistic origins of the identified errors. Particular attention was given to interlingual interference resulting from French and local languages, as well as intralingual factors such as overgeneralization, incomplete rule application, and false analogy [9].

Examples extracted from students' writings were incorporated into the analysis to illustrate recurrent syntactic and organizational difficulties observed in professional correspondence.

3.7 Validity and Reliability

Several measures were taken to ensure the validity and reliability of the study. First, the writing task was administered under similar classroom conditions for all participants in order to guarantee consistency in data collection. Second, the analysis was based on established theoretical frameworks in second language acquisition and error analysis [6,7]. Third, error classification was conducted systematically according to clearly defined linguistic categories to reduce subjectivity during interpretation.

In addition, the use of authentic written productions increased the credibility of the findings by reflecting actual difficulties encountered by students in professional writing situations.

IV. FINDINGS AND DISCUSSION

4.1 Findings

4.1.1 Organizational Errors in Job Application Letters

The analysis of students' job application letters revealed substantial weaknesses in the organization and presentation of formal correspondence. Many participants showed limited control of the structural conventions associated with professional writing, which affected the clarity, coherence, and overall quality of their letters.

The most recurrent organizational problems involved missing heading elements, inappropriate salutations, poor paragraph organization, weak transitions, and inadequate concluding statements. Errors related to heading elements appeared particularly frequently among first-year students. Several letters omitted essential components such as the sender's address, the date, the receiver's address, or the subject line. In many cases, conventional alignment and spacing patterns commonly required in formal correspondence were not respected.

Salutation errors were equally recurrent throughout the corpus. Some students used expressions such as "Dear Sir Director", "Dear leader of company", or "Hello manager", indicating insufficient familiarity with accepted forms of professional address. Such formulations weakened the formal register expected in application letters.

Paragraph organization also constituted a major difficulty. Numerous letters lacked clear distinction between introductory, explanatory, and concluding sections. In some cases, the entire letter was written as a single paragraph without logical sequencing of ideas, which considerably reduced textual coherence and communicative effectiveness.

Weaknesses were likewise observed in introductory and concluding statements. Several students introduced themselves without clearly indicating the purpose of the application, whereas others ended their letters without

appropriate closing formulas or expressions of availability. These deficiencies suggest limited mastery of the conventions governing professional written communication.

The persistence of such organizational difficulties across academic levels indicates that progression within the university system does not necessarily ensure adequate mastery of professional writing conventions among EFL learners.

4.1.2 Syntactic Errors in Students' Written Production

The findings further revealed that syntactic errors constituted the most dominant category of difficulties identified in the corpus. Persistent problems were observed in sentence construction, verb usage, grammatical agreement, article usage, prepositions, and word order. These deviations considerably affected both intelligibility and professional acceptability in students' application letters.

Verb-related errors appeared most frequently throughout the data. Many students demonstrated uncertainty in the use of tense forms, auxiliaries, infinitives, and participial constructions. Sentences such as "I born in Kisangani", "I am apply for this work", and "I look forward to hear from you" illustrated incomplete mastery of English verbal structures.

Subject-verb disagreement also occurred recurrently. Some students produced constructions such as "My qualifications demonstrates" or "The experiences gives me ability", revealing difficulties in applying grammatical agreement rules within sentence structures.

Errors involving articles and prepositions were equally widespread. Expressions such as "I am student", "I apply in this job", and "I have experience on teaching" reflected persistent uncertainty regarding grammatical categories frequently influenced by first-language interference.

Sentence structure problems represented another important category of error. Numerous students produced run-on sentences, sentence fragments, and poorly coordinated clauses. In several instances, ideas were connected without appropriate punctuation or conjunctions, resulting in lengthy and confusing constructions.

Word order errors further illustrated difficulties in English syntactic organization. Certain expressions appeared to result from direct translation from French or local languages, producing awkward constructions such as "I have the joy to submit my application" and "I come respectfully ask a job".

The distribution of errors across academic levels showed that syntactic difficulties persisted among both lower- and upper-level students. Although advanced students generally produced more coherent texts, grammatical deviations remained recurrent even among third-year students, suggesting persistent challenges in mastering professional written English.

4.2 Discussion

The findings also highlight the importance of intralingual factors in the production of syntactic errors. Difficulties involving verb constructions, auxiliaries, and subject-verb agreement indicate incomplete mastery of English grammatical structures. These results support Ellis's [3] position that many learner errors arise from developmental processes associated with second language acquisition rather than from first-language interference alone. Likewise, Ristiyanti [17] observed that overgeneralization and partial acquisition of grammatical rules remain among the principal causes of recurrent syntactic errors in EFL writing.

The organizational deficiencies identified in students' application letters are equally consistent with previous studies on professional writing competence. Frequent problems involving salutations, paragraph organization, and concluding statements confirm Miryanti's [15] observation that many EFL learners experience difficulties in respecting the conventions of formal correspondence. The findings further support Hyland's [7] view that effective professional writing depends not only on grammatical competence but also on familiarity with genre conventions and communicative expectations.

Pedagogical factors also appear to have contributed significantly to the observed difficulties. The persistence of grammatical and organizational errors across academic levels suggests that English instruction remains largely focused on theoretical grammar with limited emphasis on authentic writing practice. This observation is consistent with Ferris [10], who argues that grammatical knowledge alone is insufficient for the development of effective writing competence unless supported by contextualized practice and corrective feedback.

Another important observation concerns the persistence of certain errors among advanced students. Despite prolonged exposure to English instruction, several third-year students continued to produce recurrent deviations in verb usage, sentence structure, and professional formatting. This tendency may reflect a process of fossilization within learners' interlanguage systems, as described by Selinker [2]. Similar findings were reported by Ilunga [8], who observed that grammatical inaccuracies frequently persist among university learners despite years of English learning.

Overall, the findings indicate that the difficulties observed in students' professional writing result from the combined influence of multilingual interference, incomplete grammatical acquisition, insufficient exposure to authentic

professional discourse, and limited practice in genre-based writing. The study therefore confirms that professional writing competence in English extends beyond grammatical accuracy and requires sustained exposure to authentic communicative and professional writing situations.

V. CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

This study examined the syntactic and organisational difficulties found in English job application letters written by students from the Department of Letters and English Civilizations at the University of Kisangani. The analysis shows that many students still experience serious difficulties when producing formal written communication in English, despite several years of university instruction.

The most common problems were related to verb usage, tense consistency, subject–verb agreement, sentence structure, articles, and prepositions. In addition to these grammatical weaknesses, many letters also presented important organisational shortcomings, including inappropriate salutations, weak paragraph development, poor coherence, and the absence of basic elements commonly expected in professional correspondence.

An important observation emerging from this study is that these difficulties remain visible across all academic levels. Even students in advanced classes continued to produce recurrent grammatical and structural errors. This situation suggests that prolonged exposure to English courses does not automatically lead to effective mastery of professional writing skills.

The findings further indicate that students' writing is strongly influenced by the multilingual environment in which English is learned alongside French and local languages. In many cases, sentence construction and lexical choices reflected patterns transferred from previously acquired languages. At the same time, the limited use of practical writing activities in English instruction appears to reduce students' ability to apply grammatical knowledge in authentic communication contexts.

Given the importance of job application letters in recruitment processes, these weaknesses may negatively affect students' professional opportunities. In most cases, such documents represent the first contact between candidates and potential employers, and poorly written applications may create an unfavourable impression regardless of academic qualifications.

5.2 Recommendations

In light of these findings, greater attention should be given to professional writing within university English programmes. Students need more regular exposure to authentic writing situations involving job application letters, motivation letters, curriculum vitae, and other forms of formal correspondence commonly required in professional environments.

Grammar teaching should also move beyond purely theoretical instruction. Greater emphasis should be placed on contextualised writing practice, allowing students to apply grammatical rules in meaningful communication tasks. Particular attention should be devoted to recurrent difficulties identified in this study, especially verb constructions, sentence organisation, articles, and prepositional usage.

Continuous writing practice accompanied by constructive feedback could also contribute significantly to improving students' writing competence. Activities such as guided rewriting, peer correction, and classroom workshops may help learners develop greater awareness of coherence, clarity, and professional presentation.

In addition, English departments would benefit from introducing courses specifically devoted to professional communication and workplace writing. Such training could better prepare students for the linguistic demands of the labour market and strengthen their employability.

Finally, similar studies should be extended to other universities and other forms of professional writing in order to obtain a broader understanding of the challenges faced by EFL learners in multilingual academic settings in the Democratic Republic of Congo.

Declaration of Interest

The authors declare that they do not have any known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Funding Declaration

This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors



REFERENCES

- [1] Hyland, K. (2003). *Second language writing*. Cambridge University Press.
- [2] Selinker, L. (1972). Interlanguage. *International Review of Applied Linguistics*, 10(1–4), 209–231.
- [3] Ellis, R. (1997). *Second language acquisition*. Oxford University Press.
- [4] Lingoso, D. L. (2019). *The use of relative pronouns by undergraduate students at the University of Kisangani* (Unpublished dissertation). University of Kisangani.
- [5] Weigle, S. C. (2002). *Assessing writing*. Cambridge University Press.
- [6] Kolin, P. C. (1988). *Successful writing at work*. Houghton Mifflin Company.
- [7] Ilunga, B. (2008). *Error analysis in undergraduate students' composition* (Unpublished dissertation). University of Kisangani.
- [8] Corder, S. P. (1967). The significance of learners' errors. *International Review of Applied Linguistics*, 5(4), 161–170.
- [9] Ferris, D. R. (2003). *Response to student writing: Implications for second language students*. Lawrence Erlbaum Associates.
- [10] Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge University Press.
- [11] Graddol, D. (2006). *English next*. British Council.
- [12] Coleman, H. (2011). *Developing countries and the English language: Rhetoric, risks, roles and recommendations*. British Council.
- [13] Alred, G. J., Brusaw, C. T., & Oliu, W. E. (2009). *The business writer's handbook* (10th ed.). Bedford/St. Martin's.
- [14] Miryanti, M. (2012). Error analysis on writing application letters found in JPAC of Politeknik Negeri Bandung. *Jurnal Pengembangan Humaniora*, 12(3), 147–160.
- [15] Mojica, L. A. (2010). An investigation on self-reported writing problems and actual writing deficiencies of EFL learners in the beginners' level. *TESOL Journal*, 2(1), 24–38.
- [16] Ristiyanti, D. (2011). Grammatical errors in students' writing. *Journal of English Teaching*, 4(2), 45–56.
- [17] Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage Publications.
- [18] Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford University Press.
- [19] Berelson, B. (1952). *Content analysis in communication research*. Free Press.