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## English language Errors in Academic writing: An analysis of English research papers of Thu Dau Mot University Journal of Science

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### ABSTRACT

*This research aims to describe English language errors in the scientific papers. The research data consists of 104 scientific articles that authors sent to Journal of Thu Dau Mot University. The quantitative method was applied in the form of frequency charts for each category of surface strategy taxonomy and comparative analysis. Based on the analysis theory of grammatical errors, all of the errors in these articles were identified and classified into different categorizations. The findings of the study showed that the authors' writings were committed three main error groups: Lexical errors are the highest with 281 (49%); the number of Syntactic errors are ranked the second with 222 (39%); Morphological errors are the lowest with 69 (12%). On the basis of these results it is figured out that the authors still have difficulties in writing a research papers in English because they are not English major. Moreover the grammar of English is known as their foreign language. Another reason that the writer made errors is uninterested in organization of their papers. From the study findings above, the researcher suggests some implications to help authors improve their academic writing and meet English international standard.*

**Keywords:** *academic writing, error, research paper, Thu Dau Mot University*

### 1. Introduction

The fourth Industrial Revolution has brought changes in a variety of fields of human life in terms of education, technology, business, industry etc...Like these aspects, science is

developing rapidly through innovation and expansion (Dahlman, 2007). Scholars and lecturers are interested in writing research papers in English and publishing them in reliable journals or in high index journals. With the development of science and technology, English plays an important role in scientific research papers in Vietnam in general and the journal of Thu Dau Mot University (TDMU) in particular. Granted a license to operate Journal in 2015, TDMU of Journal of Science is listed in the scoring list. The papers published at TDMU Journal of Science often belong to fields such as Natural Science, Social Science & Humanities, Technology Engineering, Economics, Management, etc... The Journal of TDMU has been trusted and submitted by many authors. Especially, school leaders have been encouraging officials and lectures to write scientific articles in English. The Journal has published the first English papers since 2017. Then, every year the Journal has an issue of English publications. Moreover, many authors have sent research papers in English to International Conferences held at the school to report as well as publish in the annual yearbook. However, the papers sent to Thu Dau Mot Journal of Science made in a variety of errors in writing from basic errors to complex structure.

Obviously, in order to be published in reputable journals, not only your article has good content but also your English must be high quality. (Adrian Wallwork, 2010). With the desire that the research papers in English have good quality and authors' writing skills are improved, in this study the researcher analyzed academic writing errors in English papers published at Thu Dau Mot Journal of Science, which helps authors draw experience from their mistakes simultaneously the researcher makes some useful suggestions to help authors improve their English. This is vital for them to meet the requirements of research papers in English according to regional and international standard.

## **2. Literature Reviews**

### **2.1. Errors**

Experts have presented different definitions of errors so far. Errors in diverse forms are essential sources of information about foreign language acquisition, because they express ultimately that writers do not memorize the target language rules and after that reproduce them in their utterances. Basically these definitions have the same meaning while the differences lie only on the ways they formulate them.

According to Norrish (1987), an error is a systematic deviation happening when the learner has not learnt a language item and consistently gets it wrong. Ellis (1996) shows a distinction between two types: covert and overt errors. He states covert errors as grammatically correct but not interpretable within the context of communication whereas the latter are obviously ungrammatical utterances which will lead to misunderstanding.

Lennon (1991) defines that an error is a linguistic form not made by the native speakers. An error is a form in learner language that is inaccurate, meaning it is different from the forms used by competent speakers of the target language. An error happens when the deviation appears because of lack of knowledge (Corder, 1974). As Karra (2006) stated an error is systematic, and occurs in a second language. The above definitions show that errors are committed by learners and writers while writing made by imperfect learning.

## ***2.2. Error analysis***

Error Analysis in Second Language Acquisition (SLA) was founded in the 1970s by Corder and colleagues. A main finding of Error Analysis has been that a lot of learner errors were made by learners misunderstanding the formulas of the language (Brown, 2000a).

Corder (1967) stated that Error Analysis has two objects: Theoretical and applied. The former is to understand what and how a learner learns when he studies an L2. The latter is to enable the learner to learn more efficiently by using the knowledge of his/her dialect for writing purposes. He also showed error analysis as useful information for three subjects: for teachers, it keys them on the improvement of the students; for researchers, it supports evidence as to how language is acquired or learned; for learners, it provides them with resources to learn. According to James (1988), Error Analysis is one of the most influential theories of language acquisition. It is related to the analysis of the errors made by L2 learners by comparing the learners' acquired norms with the target language norms and explaining the identified errors. Crystal (1987) defined that error analysis is a technique used for recognizing and categorizing the unacceptable forms produced by foreign language learners.

Another definition of error analysis is "the process to observe, analyze, and classify the deviations of the rules of the second languages and then to reveal the systems operated by learner" (Ridha, 2012, p.26). Furthermore, according to Chan (2004), error analysis is one of the most useful techniques that aim at the errors which learners make in their written or spoken discourse.

## ***2.3. Classification of errors***

To solve with errors, experts in error analysis categorize errors into diverse types. According to James (1998), errors are categorized into six types: clausal, auxiliary, passive, temporal conjunction, sentential complements and psychological predicates. There are two types of errors: performance errors and competence errors (Corder, 1967). The former is made when learners are stressful or careless, the latter is more serious because they reflect inadequate learning. Errors can be classified as inter-lingual or intra-lingual (Richards & Schmidt, 2002). Errors are classified into four main categories, namely grammatical, substance, lexical and syntactic errors. Then they subcategorized

grammatical errors into seven types: articles, relative clauses, possessive case, tenses, adjectives, prepositions, and singular/plural nouns; substance errors into three types: spelling, punctuation, and capitalization; lexical errors into two types: varied words, and idiom choice; syntactic errors into three types: word order, nouns/pronouns, and subject/verb agreement (Hubbard et al.,1996). Corder (1974) gave the types of errors as: errors of well-formedness; errors of appropriateness which are further classified as referential errors; register errors; social errors and textual errors. Types of errors can be categorized into many kinds such as: spelling, punctuation, sentence structure, verb groups, noun groups, pronouns, adjectives, prepositions, confusion or misuse of words and idioms, contraction, lack of practice and carelessness (Victor, 1973).

Dulay, Burt and Krashen (1982) categorized errors into six different types: omission of grammatical morphemes, double marking of semantic features, use of irregular rules, use of wrong word forms, alternating use of two or more forms, and misordering. In another study by Mark (2012), the error taxonomies or classification systems developed by Burt and Kiparsky (1974) and Burt, Dulay and Krashen (1982) were used to classify the errors: Local and Global. The errors were further categorized based on the level at which they occurred: morphological, syntactic and lexical. Likewise, Akbary (2017) categorized the following errors: Word choice, subject verb agreement, preposition, verb tense and form, plurality, sentence sprawl, run-on, article, to be verb, and word order. In Richards' study (1974), errors are classified into three different categories: interference- the use of elements from L1 when speaking L2 and found at the level of pronunciation, morphology, syntax, vocabulary and meaning; overgeneralization- the use of a strategy learned on one item in the target language at a suitable context; and performance errors. In a recent study, Hamed (2018) investigated the most common types of linguistic errors: substance errors, grammatical errors, syntactic errors, and lexical errors. Besides, spelling, capitalization, tenses, punctuation, articles, prepositions were the most common types of linguistic errors in the student's writing. A few more types of errors mentioned by Tesfaye and Tsadik (2015) are: spelling, word choice, sentence fragment, verb form, capitalization; errors in punctuation/comma splices, word form and run on sentences were the most popular in the writing. In the study of Amiri and Puteh (2017) on error analysis in academic writing revealed four most common English language errors: sentence structure, articles, punctuation and capitalization. In Mohammed's research (2015), errors are made in different ways in the following categories: tenses, prepositions, articles, active and passive voice, verbs and morphological errors.

According to Corder (1973), he included the linguistics level of the errors under the sub-areas of morphology, syntax, and lexicon. Ellis (1997) also maintained that "classifying errors in these ways can help us to diagnose learners' learning problems at any stage of their development and to plot how changes in error patterns occur over time."

The literature review shows that there are a variety of definitions on errors, error analysis, and error classification defined by experts, but the connotation of the definitions has a few things in common. Therefore, based on the above definitions together with research and analysis of 104 papers of TDMU Journal of Science, this study was synthesized and selected classified errors into three main groups: lexicon, morphology, and syntax.

#### ***2.4. Previous studies***

Many studies were studied error analysis in different educational context in providing insight for teachers, researchers and students as mentioned earlier. For instance, Mohammed Subakir (2015) analyzed grammatical error analysis of Iraqi postgraduate students' academic writing in University Kebangsaan Malaysia. This study was conducted in order to investigate and classify the grammatical errors that students commit in their writing. Results showed that Iraqi students in UKM made various errors in the following categories: tenses, prepositions, articles, active and passive voice, verbs and morphological errors. However the highest number of errors committed was in preposition with 22.1% of the total errors.

Mark (2012) researched error analysis compositions. The purpose of the study was to determine, identify, classify, describe and analyze the language errors found in the compositions of the faculty respondents of FSUU. The method was applied by researcher through the use of three-step procedure adopted from Corder (1971): Identification-Description-Explanation. The result of the study showed that local and global errors were found in the compositions, the largest numbers of errors found were mostly local. It had an overall frequency of 118. Global errors had only a total frequency of 16.

In this line of research, Trinh Huynh Chan (2018) studied third-year students' essay error at TDMU with a total number of 300 students. The aim of thesis is to identify and analyze some common errors committed in writing English compositions by students at TDMU. The findings indicated that students of the Faculty of Foreign Languages usually commit morphological, lexical, syntactic, text structure, and mechanical errors in their essays.

Fatemeh Amiri and Marlia Puteh (2017) addressed error analysis in academic writing of International postgraduate students in Malaysia. The students were required to write a 3-5 page term paper assignment on a topic related to their field of study. The results of the study revealed that the most common errors made by the participants were sentence structure, articles, punctuation and capitalization.

Lulu Meilina Alfiyani (2013) described the situation about the occurrence of the errors in the essays written by students of English department of Yogyakarta State University. By analyzing grammatical errors, four types of errors were found: Omission error

(281times), misinformation error (119 times), addition error (189 times), and misordering errors (6 times). As for the sources of errors, four types of errors affected the occurrence of students' errors: Developmental error (302 times), ambiguous error (194 times), interlingual error (191 times), and unique error (52 times). The results showed that the students were creative in constructing English sentences and still have difficulties in writing process.

Furthermore, Tesfaye and Tsadik (2015) researched error analysis in essay written by graduating trainees. This study examined 200 learners and aimed at investigating the common errors committed by graduating trainees in selected colleges of Oromia Regional State. Data analysis showed that the most common faults that learners committed extensive errors in word choice, spelling, sentence fragment, verb form, capitalization, punctuation, word form, and run on sentences.

In this line of research, Mohammad Salehi and Ava Bahrami (2018) studied common errors in 40 scientific articles written by Iranian students. The result of the study showed that eight kinds of errors were analyzed as the following: errors in word usage, articles, preposition, conjunction, tense, errors in word order active-passive structure and subject-verb agreement.

Though this interest of research has gone on developing, the researcher still cannot find any study in literature mention academic writing errors in research papers in English at TDMU Journal of Science. This study was conducted so as to investigate and classify the grammatical errors that the authors commit in their writing papers at TDMU Journal of Science.

### **3. Methods and Materials**

**Methodology:** This study used quantitative research and statistic method to determine the percentage in analyzing academic writing errors in the English research papers submitted TDMU Journal of Science. After that, analysis proceeded with the tabulation and recognition of the errors found in the papers. The study also used the comparative method based on the rules of written English to check text errors. The findings gained by the error analysis were applied as a foundation for action plan laid out by the researchers.

**Data collection:** The data were collected through paper analysis. The study was carried out in July, 2019 with total 104 selected papers from TDMU Journal of Science with issue 1(2017), 1(2018), 1(40) 2019, 1(1) 2019, 2(1) 2020, and Yearbook (2018).

**Data analysis:** There were simple statistical tools needed for the analysis of data in this study since it is mainly qualitative in nature and statistical analysis. The data got

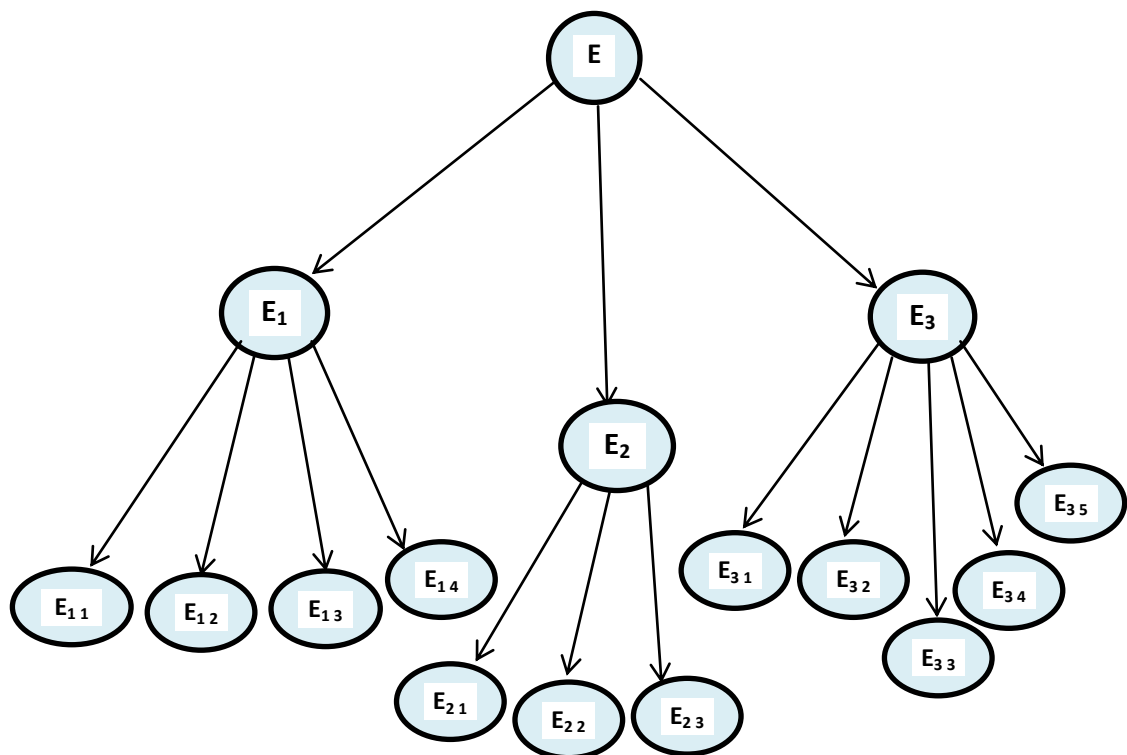
through research papers was analyzed in two ways. First, all of the papers were tested on syntactic accuracy, sentence structure, morphological, and lexical error. These were named, identified, classified and explained following a five step procedure developed by Corder (1974). Then statistical description and explanation of the errors were made, which would help the researcher to show the kinds or errors, the number and percentage of errors commonly made, and to explain their sources.

**Research questions:** The present study makes an effort to contribute to the research in academic writing of scientific research papers in English at TDMU. The study aims to answer the following research questions:

1. What kinds of English language errors are frequently made in Academic writing?
2. What are the causes of those errors?
3. What action plan can be designed to address the problem revealed in the study?

#### 4. Results and Discussion

Based on the theory of error classification of experts as shown above together with research and analysis of 104 papers of TDMU Journal of Science, in this study, the researcher synthesized and selected classified errors into three main groups: lexicon, morphology, and syntax in a tree structure.

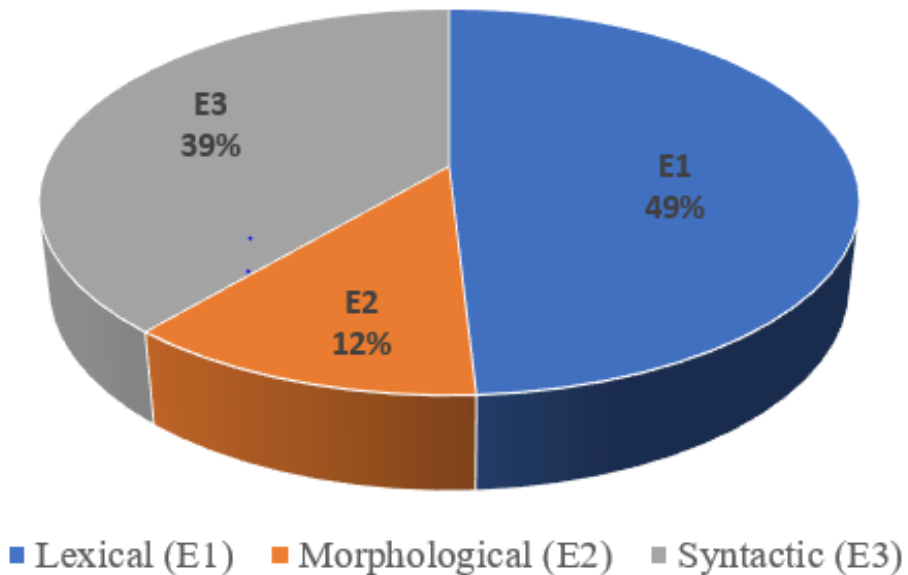


**Figure 1:** The schematic diagram of the conceptual framework of the study

**4.1. Errors analysis**

*TABLE 1.* Types of error in the English research papers.

Types of error	Frequency	Percentage (%)
<b>Lexical (E<sub>1</sub>)</b>	281	49
<b>Morphological (E<sub>2</sub>)</b>	69	12
<b>Syntactic (E<sub>3</sub>)</b>	222	39
<b>Total</b>	<b>572</b>	<b>100</b>



*Figure 2.* Distribution of errors in the English research papers

It can be seen the table 1 and figure 2, types of error are distributed as follows: the number of Lexical errors are the highest with 281 (49%) comprising nearly fifty percent of the total number of types of error; the number of Morphological errors are the lowest with 69 (12%); and the number of Syntactic errors are ranked the second with 222 (39%) after Lexical errors.

From the research data, it was found that the research papers in English at Thu Dau Mot University Journal of Science made a variety of errors such as word choice, word form, articles, run on, fragment sentence, preposition, verbs etc... It is likely that the research papers in English have not met the international standard English because the writers have misunderstood tenses and grammatical structures. In addition, they tend to translate the Vietnamese papers into English instead of writing in English. To help writers overcome the above errors, this study will show measures by analyzing and correcting the errors in the articles through the following categorized examples in detail as mentioned in the theory.



• *Local lexical errors*

TABLE 2. Lexical errors in the English research papers.

Types of error		Frequency	Percentage (%)
Lexical errors (E <sub>1</sub> )	Word choice (E1.1)	62	22
	Verb errors (E1.2)	150	53
	Spelling errors (E1.3)	53	19
	Word form (E1.4)	16	6
<b>TOTAL</b>		<b>281</b>	<b>100</b>

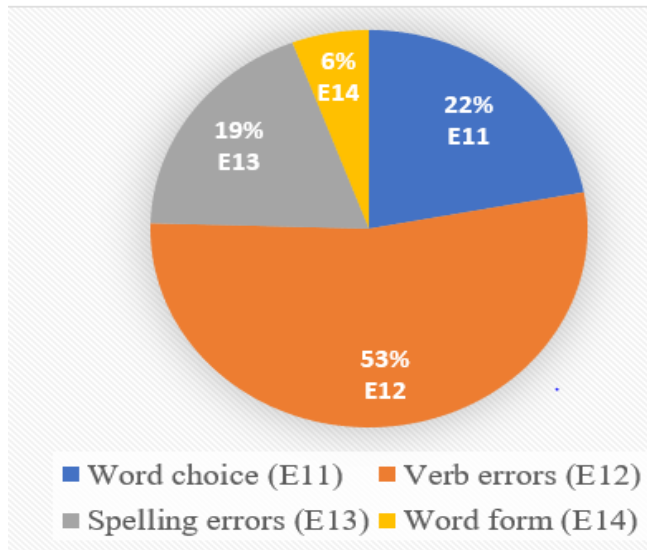


Figure 3. Distribution of Lexical errors by specific category

Table 2 showed that verb problems were the highest percentage of lexical errors in the papers. The articles committed errors 150 times or 53 percent out of the whole errors. From the data of the research papers in English, the researcher found that the common verb errors were to use wrong tenses, omit verbs, or overuse verbs in a sentence (it can be seen in the following examples). The second highest percentage in the articles was word choice errors made 62 times (22%). Vocabulary was used in most of the papers inappropriately (it can be illustrated in the following examples). Another problem is spelling errors. The number of spelling errors is 53 times (19%) in lexical errors. Errors with spelling are spelling capitalization, transposition errors, omission errors, insertion errors, and substitution errors. In this study, errors of word form occurred less frequently than the first three types of errors, with percentage of 6 (16), respectively.

Further you can see examples from the errors the authors committed in lexical errors.

*A<sub>1.1</sub> Word choice (misuse/ Omission words)*

**Incorrect:** Nowadays, **the amounts** of restaurants in Hue **are** increasing with economic development, especially tourism. (1-2017, p 44)

We use “amount of” with uncountable nouns. “Number of” is used with countable nouns. Here, **restaurant** is a countable noun, so the sentence above should be rewritten like this:

**Correct:** Nowadays, **the number** of restaurants in Hue **is** increasing with economic development, especially tourism.

Moreover, according to theory of subject and verb agreement, we have **the number of** + **N(plural)** + **V(singular)** . It must be used **is** instead of **are**.

*A<sub>1.2</sub> Verb errors (Verb tense errors/ Omission/misuse of verb form)*

**Incorrect:** Dyeing textile industry is one of the chemical **industry** **contains** many pollutants discharged after several dyeing phases. (*I(40)*-2019, p3)

Using two verbs in a sentence is wrong. This sentence is a complex one, so we must use the form of reducing relative clause in active. It is corrected like this:

**Correct:** Dyeing textile industry is one of the chemical **industries** **containing** many pollutants discharged after several dyeing phases.

*A<sub>1.3</sub> Spelling errors*

**Incorrect:** **Comparation** with the research results of using Nano and Nano –OH materials, ...(*I(40)*-2019, p 15)

**Correct:** **Comparison** with the research results of using Nano and Nano –OH materials, ...

*A<sub>1.4</sub> Word form*

**Incorrect:** The first is the need... Second is the basic... Thirdly, each university should have at least one... **Four** **are** investment... **Year** is the University of training... (*Yearbook*-2018, p 162)

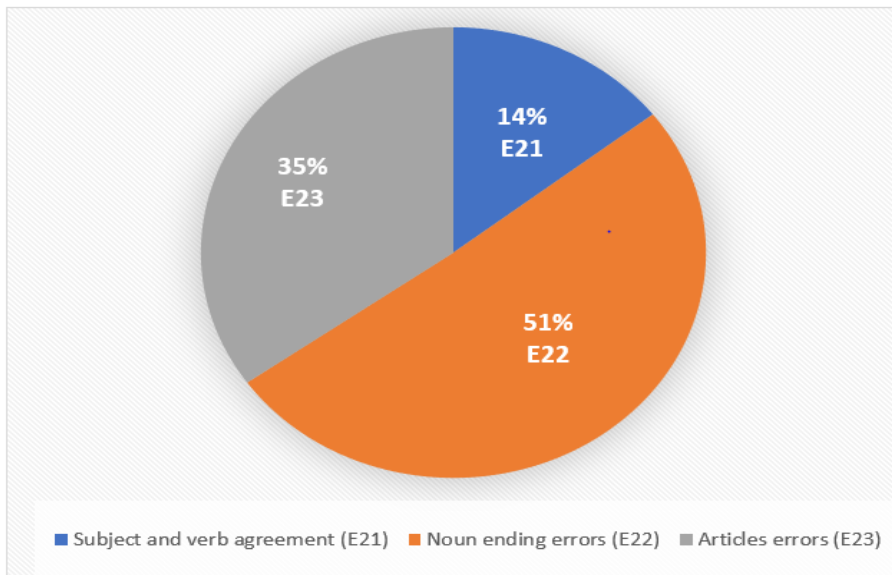
Here, **four** is a cardinal number not an ordinal number. **Year** is a period of twelve months. Therefore, it should be corrected as follows:

**Correct:** The first is the need... Second is the basic... Thirdly, each university should have at least one... **Fourth** is investment... **Fifth** is the University of training...

**Morphological errors**

TABLE 3. Morphological errors in the English research papers

	Types of error	Frequency	Percentage (%)
Morphological errors E2	Subject and verb agreement (E21)	10	14
	Noun ending errors (E22)	35	51
	Articles errors (E23)	24	35
<b>TOTAL</b>		<b>69</b>	<b>100</b>



**Figure 4.** Distribution of Morphological errors by specific category

Table 3 clearly describes that out of 69 errors found in total. The errors of noun ending present the highest figure with a percentage of 51 (35 errors). Here, the errors are usually singular and plural nouns (regular and irregular nouns), countable and uncountable nouns. Next, errors of article ranked the second and they are higher than those of subject and verb agreement with a percentage of 35 (24 errors). From the research data, it was found that the writers sometimes misused or omitted articles in their papers. In addition, the writers were often confused the articles in some idioms or phrases. For example, “at present” instead of “at the present”; “under one roof” not “under the one roof” but “under the same roof”. Subject and verb agreement takes the smallest figure in Morphological errors with percentage of 14 (10 times)

Further you can see examples from the errors the authors committed in Morphological errors

*A<sub>2.1</sub> Subject and verb agreement*

**Incorrect:** Therefore, there **was** opposite ideas. (1-2017, p 49)

In sentences beginning with **there**, the true subject follows the verb. Therefore, **ideas**, a countable plural noun goes with plural a verb.

**Correct:** Therefore, there **were** opposite ideas.

*A<sub>2.2</sub> Noun ending errors (incorrect ending errors/ omission of ending errors)*

**Incorrect:** Two authors with different research approaches have shown that it has two different Khmer **community** in Binh Duong. (1(1)-2019, p 50)

In this sentence, **Community** is a plural noun, so it should be rewritten like this:

**Correct:** Two authors with different research approaches have shown that it has two different Khmer **communities** in Binh Duong.

*A<sub>2.3</sub> Articles errors (misuse/ omission of article)*

**Incorrect:** It can be seen that grammatical difficulty is **a** matter that has been explored and discussed from... (2(1)- 2020, 82)

Here, we are talking about a specific matter, the **matter** that has been explored and discussed... Therefore, it should be rewritten like this:

**Correct:** It can be seen that grammatical difficulty is **the** matter that has been explored and discussed from...

- **Syntactic errors**

TABLE 4. Syntactic errors in the English research papers

	Types of error	Frequency	Percentage (%)
Syntactic errors E3	word order (E31)	17	8
	Run-on (E32)	96	43
	fragment sentence (E33)	20	9
	Preposition errors (E34)	64	29
	Pronouns (E35)	25	11
<b>TOTAL</b>		<b>222</b>	<b>100</b>

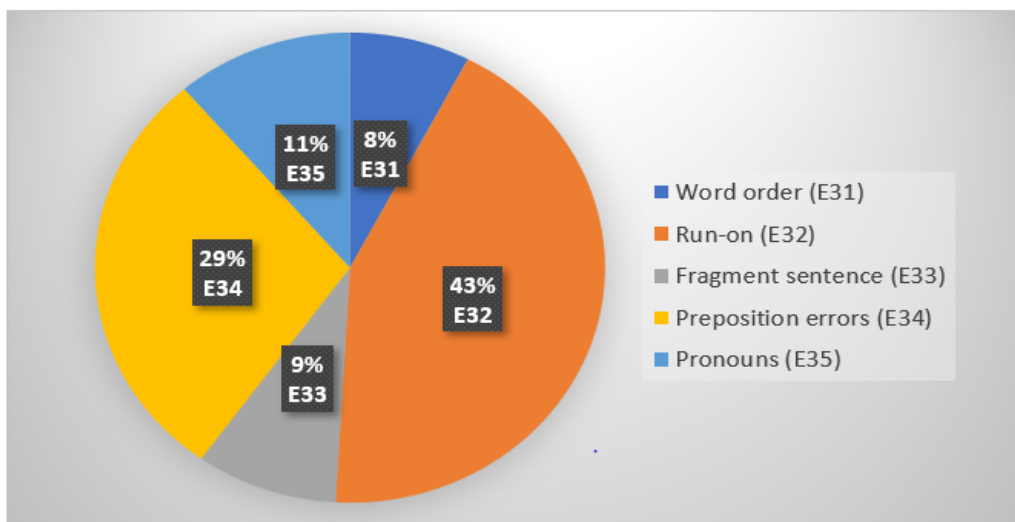


Figure 5. Distribution of Syntactic errors by specific category

From table 4, it can be seen that the percentage of Run-on errors is the highest with 43 percent (96 times) of all Syntactic errors. Here, the basic mistakes were long sentences, without connecting words, only separated by commas. The second position in Syntactic errors is preposition errors with 29 percent (64 times). From the data of the papers, it can be drawn the common errors such as missing of preposition, the misuse of preposition (see illustration below). The third percentage of writers' error is Pronoun. The writers committed 11 percent (25 times) on their articles. Here, the writers forgot to put pronoun to make the sentence understandable, or the misuse of the pronouns were also popular. This contributes to the difficulties of getting the intended meaning of the sentence. Ranking fourth is errors in Fragment sentence with 9,0 percent ( 20 times) in Syntactic errors. The lowest percentage of errors that is found in the research data is word order with 8 percent or 17 times. Here, the errors were often wrong order of nouns and modifiers.

Further you can see examples from the errors the authors committed in Syntactic errors.

#### *A<sub>3.1</sub> Word order*

**Incorrect:** The article has **taken part** making it **in** clear ... (1- 2017, p 135)

**Correct:** The article has **taken part in** making it clear ...

The phrase **take part in** + **Ving** means **participate in** or **join**.

**Make S.O/S.th + adj/V**

#### *A<sub>3.2</sub> Run-on*

**Incorrect:** Vietnam **is** in the process of promoting industrialization – modernization **should the need to use water for economic development, serving people is growing.** (1-2017, p 18)

**Correct:** Vietnam, **which is** in the process of promoting industrialization – modernization, **should need to use water for economic development, and serve people's needs.**

#### *A<sub>3.3</sub> Fragment sentence*

**Incorrect:** **Considering specific problems through the Theoretical Mechanics subject.**

When lecturing on the hand wheel mechanism – slider as shown in Figure 2a, the lecture said:...(2(1)-2020, p 141)

This is a sentence fragment and a dependent clause. It clearly belongs to the independent clause that follows it and should be rewritten like this:

**Correct:** **Considering specific problems through the Theoretical Mechanics subject and when** lecturing on the hand wheel mechanism- slider as shown in Figure 2a, the lecture said:...

#### *A<sub>3.4</sub> Preposition errors (misuse/omission of prepositions)*

**Incorrect:** The act aims to combat human trafficking, focus on protection, provide welfare services **to** victims, ... (1-2018, p 19)

**Correct:** The act aims to combat human trafficking, focus on protection, provide welfare services **for** victims, ...

The structure: - provide s.o with s.th  
- Provide s.th for s.o

#### A<sub>3.5</sub> Pronouns (*misuse/omission of pronouns*)

**Incorrect:** According to the student respondents, the easiest grammatical feature is the simple past –ED **while the most difficult** is Reported speech. (2(1)- 2020, p 83)

“**the most difficult**” is an adjective, so it cannot function as a subject. Here, **one** is a pronoun can be replaced for **grammatical feature** as a subject of the sentence.

**Correct:** According to the student respondents, the easiest grammatical feature is the simple past –ED **while the most difficult one** is Reported speech.

#### 4.2. Discussion

The above results show that most writers have difficulties in writing their research papers in English in terms of syntax, lexicon, and morphology. Moreover the grammar of English is known as their foreign language, which makes them confused in using right words or contexts. That is also the reason leading the writers to make these errors. The result of the analysis helps the researcher deeply understand their difficulties in writing papers in English. Thereof, there will be some useful solutions for the writers to avoid committing errors when writing research papers in English, especially for those who want to submit their papers to TDMU Journal of Science.

#### 5. Conclusion

The objective of the thesis is to describe errors in research papers in English at TDMU Journal of Science. In this study, the researcher has studied the papers and works published to give the theory of errors as mentioned above. The findings revealed that the most common types of errors found in the English research papers appear in three groups: Lexical, Morphological and Syntactic errors.

From data analysis and research results, it can see that the writers missed the very simple rules of English grammar especially verb errors which took the highest percentage of all errors. Run-on sentences were the second most common errors committed in their English papers. The next noticeable errors were preposition, word choice, spelling, noun ending, pronouns, articles, fragment sentence, word order, word form and subject and verb agreement.

The results of the study on error analysis also showed that the authors having research papers in English are not English major, so they have English proficiency problem. The

writers often have difficulties in expressing Vietnamese into English in terms of vocabulary, structures, idioms, grammar, and right context. Moreover, their language utterances usually have some features of their mother tongue – Vietnamese. These make them commit errors easily.

The findings also revealed that the writers commit errors was carelessness about the organization of their papers. They often wrote whatever came to their mind and perhaps they just skimmed their paper or even they did not check and edit their work.

From the findings and drawn conclusion, the researcher will give a few useful suggestions to writers who are interested in writing English scientific papers and want to improve their writing skill.

## 6. Suggestions

First and foremost, it is very important for writers to master primary English grammar knowledge and practice it regularly. When they master the basic knowledge, they will understand advanced knowledge easily. Strengthening of vocabulary and specialized terms is very essential. Besides, writers should read the manuals for writing a paper in English, which helps them to understand more about academic English writing. It is also very good for writers to consult international English articles published in prestigious journals indexed in ISI, Scopus, ACI, etc...Last but not least, writers spend time reviewing the article about 3 or 4 times and don't forget to have your friends or colleagues who are native speakers or international students review the article.

According to Adrian Wallwork (2010), scientific papers in English basically only three tenses are used: present simple, past simple and present perfect. Specifically, when outlining the aims of the study and background, present simple, simple past, present perfect are used. The structure of the paper is used simple present tense. Present perfect and simple past are used to explain background and review the literature. Describing the methodology, equipment, results, and what you did in the lab is only used simple past. Simple present and simple past are used not only to report other people's findings but also to discuss your findings/results. Conclusions and acknowledge can be used many tenses.

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