



ERROR ANALYSIS: WRITING ENGLISH FOR TOURISM BY STUDENTS' PRIVATE UNIVERSITY IN LANDAK REGENCY IN ACADEMIC YEARS 2025-2026

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ABSTRACT

Language is an essential part of human life as it serves as a means of communication. Every country uses its own language. Language also requires skills, one of which is the ability to write in the English language. The aim of this study is to identify the types of errors made by students when writing sentences in English in the context of tourism, as well as to determine the most common errors made by students when writing English sentences related to tourism. Students express their ideas and thoughts, including English texts about tourism. When writing English texts on tourism, students often make mistakes in using the present simple, past simple, and future simple tenses. These errors are particularly related to the taxonomy structure, where mistakes are made in grammar and sentence structure in the target language (English), such as addition, omission, misinformation, and misordering. This study aims to identify the types of errors that occur when using the present simple, past simple, and future tenses in writing English texts about tourism. The researcher used a qualitative descriptive approach for documentation and data analysis. The researcher found four types of errors: misinformation, omission, misordering, and addition. In terms of error frequency, omission errors were the most common, occurring in 69% of cases, followed by ignorance errors at 56%, addition errors at 44%, and misordering errors, which occurred the least at 0.

Keywords: Error analysis, English for Tourism text, Three Tenses

A. INTRODUCTION

English has become an important global language across various fields, including tourism. As an international language, it is essential to communicate in English, particularly in the rapidly growing tourism industry in Indonesia. English is highly significant in the tourism industry, especially in the context of globalisation and the increasingly complex development of the sector. In the era of Industry 4.0, proficiency in English is crucial for making tourist destinations appealing to visitors and facilitating effective communication between tourism businesses. (Rauf et al., 2025). Globalisation and the growth of the tourism sector worldwide



have driven the expansion of the tourism industry in Indonesia. The social and economic changes occurring in the international community have encouraged tourism activities that were previously accessible only to individuals with above-average wealth. (Kanca, 2025).

It is expected that professionals in this field, including students studying English, will be able to master and use English effectively in the context of tourism, both orally and in writing. However, many students face difficulties when writing in English, particularly when using it in a tourism context. Writing errors can impact a professional's reputation in the tourism industry, as well as hinder comprehension. International studies also show that linguistic errors, such as spelling and punctuation, are very common in students' academic writing, particularly among non-native English speakers. (Darmawan et al., 2025).

In the context of tourism, research on error analysis is crucial because of the importance of gaining a deeper understanding of the types of errors frequently made by students when writing sentences in English. This error study can provide a clear picture of which areas need improvement and focus in English language teaching, particularly in relation to tourism. However, language errors are common when writing. Writers often lack the knowledge to write correctly, which leads to these errors. Therefore, an understanding of written work research is necessary to improve writing conventions, such as assessing spelling mistakes in descriptive texts. (Munaroh & Rosalina, 2023). It is also hoped that this study will contribute to the development of more relevant and effective teaching materials to help students avoid making the same mistakes in the future.

This study focuses on the use of English in the context of tourism, a topic that has been relatively underexplored, especially in relation to the errors made by students. Many previous studies have examined English language errors in general; however, this study focuses on the linguistic errors that arise when students write sentences related to the topic of tourism, aiming to provide new insights into English language teaching that is more focused on the tourism sector.

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B. LITERATURE REVIEW

English in the Context of Tourism in General

English has long been regarded as an international lingua franca, playing a crucial role in the global tourism industry, as it facilitates interaction between international tourists and local tourism stakeholders from diverse linguistic backgrounds. This highlights that proficiency in English is an essential skill for students and tourism professionals preparing to work in the tourism industry. In today's digital age, academic proficiency in both Indonesian and English is essential for teachers, students, and researchers in Indonesia to contribute to national and international scientific publications. (Suhendi, 2025).

In the tourism industry, proficiency in English encompasses a range of aspects. This includes both oral communication, such as tour guiding, customer service, and tourism presentations, and written communication, including tourism brochures, destination descriptions, reservation letters/confirmations, promotions, and travel guides. To become a professional in the tourism industry, good and communicative writing skills are essential. English is the most frequently used international language by visitors to Indonesia. The United Kingdom, as a country whose language is used internationally, ranks first among the countries that visit Indonesia. The Indonesian tourism industry heavily relies on English-speaking tourists. (Wardhani et al., 2025).

In the literature review, English proficiency is considered crucial for the quality of tourism services, the tourist experience, and the competitiveness of destinations. For example, the literature review findings indicate that speaking ability in English enhances communication, promotes destinations, and improves cross-cultural understanding. Nowadays, language proficiency, especially in English, is important. It is certainly essential for people living in tourist destinations, such as Bali, to be proficient in English. This is because tourist destinations like Bali are visited by both domestic and international tourists. (Agung et al., 2025).

The Use of English in the Context of Tourism in Specific Terms

In the literature on English for tourism, the term "English for Tourism (EfT)" refers to a subfield of English language teaching that specifically focuses on the communication needs of



the tourism sector, including services, promotions, accommodation, guiding, and tourism documentation/writing. To ensure effective communication between tourism stakeholders and tourists, language for tourism must encompass cultural, pragmatic, and contextual aspects in addition to the language itself. (Ennis, 2021).

Studies on the use of English in tourism education reveal that although English is frequently employed as a tool for learning and communication in tourism classes, students often fail to acquire adequate writing skills. Often, the focus is more on speaking abilities or simply understanding vocabulary and instructions related to tourism, while writing skills, particularly in texts related to tourism, such as brochures, place descriptions, travel guides, reports, etc., are often neglected. (Kurniawan, 2023).

Thus, there is an urgent need to investigate how students use English in the context of tourism, particularly their writing skills, as this is directly related to their preparedness for entering the professional tourism industry.

Definition of Error Analysis According to Several Linguists

According to the linguistic literature, "errors" differ from "mistakes," the latter referring to occasional or momentary errors. "Errors" indicate systematic mistakes in students' language use, typically because they have not yet understood the rules of the target language. While "mistakes" occur only occasionally and are usually caused by non-linguistic factors such as inattention, forgetfulness, stress, etc. (From Wikipedia, 2017).

Error Analysis has several more specific definitions, according to some experts:

1. SP Corder states that errors made by students are part of "interlanguage," which is a transitional language that reflects the process of second language acquisition. Error Analysis allows researchers or educators to assess how much progress students have made and which aspects they have yet to master.
2. Error Analysis is "a procedure that includes collecting language learner samples, identifying errors, classifying them, and evaluating errors" to help improve more effective language teaching, according to theories cited in linguistic research studies.

Error analysis enables researchers to identify error patterns, their sources (such as interference from the mother tongue, overgeneralization, and interlanguage), and relevant correction and remedial strategies.

Types of Errors in Writing English

According to several studies on error analysis, errors in English writing can be categorised according to various taxonomies. Popular taxonomies, such as those found by Dulay, Rod Ellis, and generic error analysis theory, summarise the following common types of errors:

Table 1. Types of Error

No	Type of Error	Characteristics	Example
1.	Omission	1. Omitting grammatical or linguistic elements that should be present in the sentence.	a. She going to Bali tomorrow. ("is" omitted).
2.	Addition	2. Adding unnecessary elements.	b. He studies every day very hardly. ("very" + "hardly" Adding unnecessary elements
3.	Misformation / Substitution	3. Using incorrect word forms or structures.	c. She goed to the beach. ("went" replaced by "goed").
4.	Misordering	4. Word order or sentence structure not adhering to the rules.	d. 'Beautiful is the place. (Cronologically, "The place is beautiful" lebih tepat).

Strategies for Overcoming English Writing Errors According to Experts

1. Error analysis is not only a descriptive tool but also a pedagogical one. The results of the analysis can be used to improve the teaching process, for example, by adjusting the sequence of materials, increasing practice on frequently made errors, or providing targeted feedback.
2. According to the literature on language pedagogy, the "treatment" or "error treatment" approach is used for error correction. Providing students with the opportunity for self-correction, encouraging them to adopt the correct form, offering direct correction by



the teacher, or offering support with positive or negative feedback are examples of this approach.

3. The goal of this strategy is to help students acquire the correct language skills (linguistic competence) and metalinguistic awareness to assist them in observing and correcting their own errors in the future. (Sa'adah, 2020).

Studies have examined the grammatical errors of tourism students in English writing. Research shows many grammatical errors, indicating that although students in tourism programs frequently use English, grammatical issues remain a significant problem. (Suputra, 2025). Similar studies have also been conducted to examine English textbooks on tourism to assess how well the material aligns with the real needs of the tourism industry. The findings show that although the material is fairly relevant, insufficient attention is given to writing skills and the practical aspects of tourism writing. (Syahid et al., 2024).

C. METHOD

This study uses a descriptive qualitative method with an Error Analysis approach. The choice of this method is based on the objective of identifying and analysing errors made by students when writing English sentences in the context of tourism. This is a descriptive qualitative study that employs error analysis procedures. (Sari & Hafis, 2022).

Error Analysis is a highly effective method for understanding the language errors made by language learners, as well as for gaining insight into the causes and patterns of these errors. In this context, this method will help identify the most frequent errors made by students and provide an overview of the most common errors in writing English related to tourism.

Error Analysis is an approach to studying the mistakes made by second language learners with the aim of understanding the processes occurring in their minds as they form sentences in the target language. This method involves identifying errors, classifying them into specific categories, and then providing an analysis to find the associated error patterns. According to



Corder (1974), error analysis is crucial for foreign language learners and can enhance language teaching. (Al-Sowaidi, 2022).

In this study, the steps in Error Analysis that will be undertaken include:

1. Data Collection: Collecting student writing samples on the subject of tourism.
2. Error Identification: Marking errors in the students' writing.
3. Error Classification: Categorising errors based on specific categories, such as grammar errors, vocabulary errors, and mechanical errors (spelling, punctuation).
4. Error Pattern Analysis: This involves identifying the types of errors that occur most frequently and are most common.
5. Error Pattern Analysis: Identifying the most frequent types of errors by analysing error patterns.
6. Evaluation and Recommendations: Providing evaluations and suggestions on areas that need improvement in English teaching in the tourism sector based on the results of the analysis.

The selection of the research subjects is based on the fact that the third-semester students of the English Education Study Program at the Faculty of Teacher Training and Education, Catholic University of Saint Augustine Hippo, totalling 32 students, have studied English in a general context and have begun using English in the context of tourism. Furthermore, it is expected that they already possess a strong understanding of English and have a solid grasp of the theory and practice of the English language.

D. FINDINGS AND DISCUSSION

Findings

The data in this study are derived from English texts about tourism written by 32 students from the third semester at Unika Santo Agustinus Hippo in West Kalimantan. The collected data were then analysed and categorised into four types of errors: omission, addition, misformation, and misordering. All these errors were classified according to the Strategy Taxonomy theory by James (1998, p. 104). The following table presents the results of error analysis based on 32 samples of Simple Present, Past, and Future Tenses.

Table 2. Summary of Student Errors in Writing English Tourism Texts

Name of Students	Error of omission	Error of Addition	Misinformation	Misordering	
MHS 1		v	v	v	
MHS 2		v	v	v	
MHS 3					
MHS 4	v	v	v	v	
MHS 5	v	v		v	
MHS 6	v	v		v	
MHS 7	v	v	v	v	
MHS 8					
MHS 9	v	v	v	v	
MHS 10	v			v	
MHS 11	v	v		v	
MHS 12		v	v	v	
MHS 13	v	v		v	
MHS 14	v		v	v	
MHS 15	v			v	
MHS 16	v	v	v	v	
MHS 17	v	v	v	v	
MHS 18					
MHS 19	v			v	
MHS 20	v		v	v	
MHS 21	v		v	v	
MHS 22	v		v	v	
MHS 23					
MHS 24			v	v	
MHS 25	v		v	v	
MHS 26			v	v	
MHS 27	v	v		v	
MHS 28	v		v	v	
MHS 29	v			v	
MHS 30			v	v	
MHS 31	v	v		v	
MHS 32	v		v	v	
Total	22	14	18	0	28

The results of the analysis are then presented by the researcher in the form of percentages using the following formula:

$$P = F / N \times 100\%$$

P = Percentage

F = Frequency of incorrect responses

N = Number of samples

Table 3. Distribution Frequency

No	Classification of Errors	Frequency	F/N x 100%
1.	Error of omission	22	69%
2.	Error of Addition	14	44%
3.	Misinformation	18	56%
4.	Misordering	0	0%
	Number of errors		88%

Discussion

As shown by the data analysis above, there are four types of errors made by students when writing English compositions about the simple present tense, past tense, and future tense: omission, addition, misinformation, and misordering. The most frequent error made by students is omission, accounting for 69%. This error amounts to 22 mistakes out of a total of 28 errors.

The second most frequent type of error made by students when using the Simple Present Tense, Past Tense, and Future Tense is misinformation, accounting for 56%, which amounts to 18 errors out of 28 total errors. Another type of error made by students when using the Simple Present Tense, Past Tense, and Future Tense is the Error of Addition, accounting for 44%, which amounts to 14 errors out of 28 total errors. Meanwhile, the least frequent type of error in the use of the Simple Present Tense made by students is misordering, occurring in 0% of cases. This error amounts to 0 errors out of a total of 28 errors.

As shown by the analysis above, the researcher found that errors still occur in the use of the Present Simple, Past Simple, and Future Simple Tenses. Errors such as omission, addition, misinformation, and misordering are included. Among these, omission, or the error of omission,



is the most frequent mistake made by students. This is a result of the incorrect use of 'to be' and verbs, which are not used correctly in English texts about tourism. These errors occur because students have not yet mastered the correct use of grammar, resulting in language that is inaccurate. Students still struggle with using auxiliary verbs and both regular and irregular verbs.

Based on the description above, it can be seen that the theoretical implication of this study is that there are significant linguistic differences between English and Indonesian, which can lead to difficulties or errors when writing English texts on tourism. As a result, the practical implications of this study are directed towards teachers who write textbooks and English language instructors, developers of English for Tourism textbooks, and students. In the real world, English for Tourism instructors must design teaching materials that align with the levels of ease and difficulty of English for Tourism. The number of errors in this study serves as a benchmark for English for Tourism textbook authors to strive to create exercises that, as much as possible, prevent students from making errors due to interference and the influence of the Indonesian language. The implication for students is that they must master English grammar by practising more and reading English texts.

D. CONCLUSION]=

One of the four types of errors found in English tourism texts written by third-semester students at the Catholic University of Saint Augustine Hippo in West Kalimantan is omission. This is the result of incorrect usage of *the verb 'to be' and other* verbs, which are not used appropriately in English texts about tourism. This error occurs because students have not yet mastered the correct use of grammar, resulting in inaccurate language. Students still struggle with using auxiliary verbs and both regular and irregular verbs.

Based on the findings above, the researcher provides several recommendations that could help improve students' English proficiency, particularly in writing English tourism texts. To help students understand that learning a language requires practice, not just theoretical knowledge, they must be made aware that language is a tool for communication and for expressing ideas,



thoughts, and feelings. As a result, they will become more accustomed and confident when communicating in English, which will facilitate their language learning process.

A lecturer should encourage students to read various written materials, such as tourism essays, in the English language. This will help them become more familiar with writing in English and expand their vocabulary. It is hoped that this study will stimulate students' motivation and interest in learning English, particularly in writing English tourism texts. For the author, the hope is that through this research, progress can be made in English learning, specifically in writing English tourism texts, so that students will be more engaged and eager to write English tourism texts.

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