



## THE ANALYSIS OF GRAMMATICAL ERROR FOUND IN CURRICULUM VITAE OF TEACHER APPLICANTS AT WONDER KIDS SCHOOL

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### ABSTRACT

Considering the importance of grammatical knowledge in the writing process, this research is aimed to know the grammatical errors and its causes in writing CVs made by English teacher applicants of Wonder Kids School. First impression of teacher's English mastery can be seen through their CVs when applying for a job. This analysis uses Surface Strategy Taxonomy in classifying the errors. This study uses descriptive research method with a qualitative approach. The data was collected by analyzing each CVs carefully. The object of this research is CV made by English teacher applicants of Wonder Kids School collected in 2021 totaling 24 data. The results of this study indicate that applicants' mistakes in producing grammatically correct English CVs are divided into several categories of errors, namely omission, addition, misordering, and misformation. The most frequent grammatical error made is omission with total of 50 items out of 92 or 54%, followed by misformation error with total of 33 items out of 92 or 36%, addition error with total of 7 items out of 92 or 8%, and misordering as the least frequent errors made with total of 2 items out of 92 or 2%. As for the causes of grammatical error in CV made by English teacher applicants of Wonder Kids School are interlingual transfer and intralingual transfer.

**Keywords:** *grammatical error, error analysis, surface strategy taxonomy*

### INTRODUCTION

Writing is one of the language skills that become an essential part of learning English because it is classified as a productive skill where the information conveyed must be clear (Fareed et al., 2016). According to Harmer in Qamariah and Wahyuni (2020), productive skill is a skill where ones produce the language themselves. It needs a complex process to produce a rich piece of writing (Qamariah, 2015). Afifuddin (2016) also says writing is a complex process that demands cognitive analysis and linguistics synthesis.

One complex but pragmatic use of the skill in writing a CV (Curriculum Vitae) to get a job. Facing intense competition makes applying for a job a challenge in life, thus making many people try to get a first impression by making a CV (Curriculum Vitae) in English that indicates they are fluent in English and have high self-confidence. CV generally describes the data and information needed to apply for a job. The CV usually contains information such as educational background, skills, biodata, and work experiences. CV is an important part of the requirements for getting a job because it is the initial stage for the recruiter to value the applicant's qualifications, whether they will meet the criteria or not. The employer will evaluate the content of the CV and grade its English mastery in written communication.

Similar to a first date, they provide the first impression based on which a recruiter gets to create an opinion about applicants – and first impressions can cause a considerable impact (Bright et al., 2014). Sending out a CV with obvious grammatical errors shows one's sloppiness. As a formal document that is supposed to be perfect, grammatical errors are a fairly

staggering proportion. According to Innes (2012), grammatical errors are among the most irritating errors a recruiter sees, among the most damaging errors you can make – and are also among the most easily avoided. It can significantly alter chances for career prospects.

The importance of a CV when applying for a job makes many things to consider, especially if the job being applied for is to become an English teacher. Because when applying as an English teacher, the use of good and correct language is the most important requirement compared to others. Currently, the demand for teachers who can teach English is higher than ever, especially in kindergarten. This happens because more parents realize that mastering English from an early age can be a provision for their children to be better prepared for their future. This has led to an increasing need for qualified English teachers – native speakers or non-native speakers because it is undeniable that teachers play a very crucial role in imparting knowledge and character building for the child.

Students reflect on what the teacher teaches them, especially at an early age. The first impression of a teacher's English mastery can be seen through their CVs when applying for a job. That is the main reason for the writer's selection of bilingual preschool as the sample of this study. The other reason the writer selected Wonder Kids bilingual preschool is due to the lack of data, not many Indonesians write their CVs in English. Hence, the writer can only obtain the data from bilingual schools or other international companies. The writer collected 24 samples of CVs from Wonder Kids School to examine the grammatical error (surface strategy taxonomy) made by teacher applicants.

With the basis of several studies (Octaviani and Sari (2021), Qamariah and Wahyuni (2020), Furka (2008)) that have been conducted before, the writer has observed more knowledge about grammatical errors. The writer found out the previous study used surface strategy taxonomy and only identified errors made in English texts. In this study, the writer identifies the grammatical error using surface strategy taxonomy and the cause of the errors made. Hence, this research entitled "An Analysis of Grammatical Errors Found in Curriculum Vitae of Teacher Applicants of Wonder Kids School" is conducted to examine the grammatical errors in curriculum vitae written in English by English teacher applicants of Wonder Kids School and to investigate the causes of grammatical errors in those documents.

## **LITERATURE REVIEW**

### **Writing in English as Foreign Language Context**

Writing is the process of putting ideas on a paper to alter our thought into words, to sharpen our main ideas, to provide them structure and coherent organization (Brown, 2000). Additionally, Hornby and Cowie (1995) said "writing is written works of an author or person's feeling". Writing gets more challenging in the English for second language (EFL) context.

According to Sari et al. (2019), Indonesia considers English as a foreign language. There are four language skills; listening, speaking, reading, and writing. Richards et al. (2002) explain that mastering writing skills is the foremost difficult part for EFL/ESL learners. The learners have to be involved in higher-level skills of planning and organizing as well as lower-level skills of spelling, punctuation, choice of words, and so on (Mohammed & Abdalhussein, 2015). According to Celce-Murcia et al. (2014), even in one's native language, composing a text is a highly complex task that involves the consideration of many factors. Raimes in Celce-Murcia et al. (2014) also state that it is important to remember in the ESL/ EFL context, writing, like the other language skills, needs to be dealt with at the particular level of linguistics and discourse proficiency that the intended students have reached.

L2(foreign language) learners' cultural schemata will impact the ways that they write and the writing they compose. All cultures attribute totally different meanings to events and human

relationships, and these cultural frames influence what we find comfortable to write about. The schemata of L2 writers differ from those of L1 writers in their preferred ways of organizing ideas, and these cultural preconceptions may hinder effective communication. Moreover, as cited by Connor in Hyland (2019), the linguistic and rhetorical conventions of the primary language interfere with the writing of the foreign language.

According to Hyland (2019), the most obvious issue that distinguishes EFL/ESL writers is the difficulty they have in adequately expressing themselves in English, particularly once the L2 is added to the mix. These L2 writers usually have a different linguistic knowledge base than the native English speakers. Celce-Murcia et al. (2014) say that students who have learned to write in their L1 can transfer these skills to a foreign language; however, a certain level of language proficiency is needed before such transfer occurs. Grammar also plays a vital role in helping writers expand their repertoire of linguistic choices (i.e., their syntactic fluency).

Various studies suggest that texts created by L2 writers are generally shorter, less cohesive, less fluent, and contain a higher number of errors. Hinkel (2003) revealed findings of a corpus analysis of L1 and L2 college writers' texts that the L2 writers "employed overly simple syntactic and lexical constructions" more often than the L1 writers did in their texts (p. 275). Hinkel (2002) has also found that L2 writers tend to rely on simple conjunctions, exemplification markers, and demonstrative pronouns in establishing text cohesion, devices appropriate for personal narratives but less so for other writing tasks. As cited by Laufer and Waldman (2011), by comparison with native speakers, L2 writers overuse some collocations—for example, collocations made with core verbs (be, make, have, etc.) or particular amplifiers (very, strongly, highly, completely), whereas they do not use other native-like collocations.

### **Grammatical Error Based on Surface Strategy Taxonomy**

According to Putri and Dewanti (2014), grammatical error is the kind of error that deviates from grammatical rules and potentially reduce the quality of text. There are four types of errors as stated by Dulay et al. (1982), they are linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. Focusing on Surface Strategy Taxonomy, it is elaborated as follows:

Surface strategy taxonomy points that the way surface structure is changed. The learners may omit necessary items and add unnecessary ones; they may disorder and/or misform the items. Hence, Dulay divided the error based on surface strategy taxonomy into four categories, namely omission, addition, misformation, and misordering.

#### **a. Omission**

Omission errors are distinguished by the absence of an item which must arise in a well-formed sentence. In omission, there are two types of morphemes in a sentence such as grammar morphemes and content morphemes. In grammar, morphemes include noun and verb inflection (-s, -ed, -ing), verb auxiliaries (is, will, may, can, etc.), preposition (in, on, at, etc.), article (a, an, the), and conjunction (Fridayanthi, 2017).

Example:

*My school many class.*

The example above, word omitted is 'has'. It should be *My school has many class.* (Muhsin, 2016)

#### **b. Addition**

Addition errors based on Suhono (2016) are contrary to omission. They are characterized by the presence of items that should otherwise not appear in a well-performed utterance. Addition errors' characteristic is the presence of the item which must not arise in a well-formed structure.

##### **1) Double Marking**

Double marking is caused by the failure to omit certain items which are required in some linguistic construction.

Example:

*Elijah did not washed the cars.*

From the example above, the right reconstruction should be *Elijah did not wash the cars.*

## 2) Regularization

An example of this error can be seen in the term of regular, irregular forms and construction in a language. The learners frequently apply the rules to produce the regular ones to those that are irregular.

Example:

*The thief broked into the house.*

From the example above, the right reconstruction should be *The thief broke into the house.*

## 3) Simple Addition

Simple addition refers to addition errors that are neither double marking nor regularization.

Example:

*I plays a dancing games*

From the example above, the right reconstruction should be *I play dancing game.* (Muhsin, 2016)

## c. Misformation

Misformation errors are the use of an incorrect form of structure. In misformation errors, the learners supply something incorrectly. There are types of misformation, namely regularization, archi form, and alternating form (Fridayanthi, 2017). Usually, the errors occur due to learners that do not understand the rule.

### 1) Regularization Errors

Errors that belong to this category are those in which a regular marker is used in place of an irregular one, as in *runned* for *run*, *hissself* for *himself* or *gooses* for *geese*.

### 2) Archi Form

Archi-forms errors are the selection of one number of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition.

Example:

*Her was anxious*

From the example above, the right reconstruction should be *She was anxious.* It is caused when the learner represents the entire class of subjects.

### 3) Alternating Form

Alternating forms error is caused by the learner's vocabulary and grammar development.

Example:

*My favorite things which one my guitar, my T-shirts, my shoes, and my bag.*

From the example above, the right reconstruction should be *My favorite things are my guitar, my T-shirts, my shoes, and my bag.* (Muhsin, 2016)

## d. Misordering

Misordering errors are distinguished by the incorrect placement of a morpheme in an utterance. They come about systematically for both first and second language learning in construction that has already been acquired.

Example:

*He is all the time late*

From the example above, the right reconstruction should be *He is late all the time.* (Suhono, 2016).

## Cause of Errors

There are numerous factors that cause the learners of English as a foreign language make errors. Brown classified sources of error into interlingual transfer and intralingual transfer.

a. Interlingual Transfer

Interlingual transfer is caused by learner's mother tongue that affects the second language or foreign language (Danurwindo, 2014). An example is, "the mobile phone of Antoine" It can be explained as "Antoine's mobile phone". If mother tongue is known, there will be chance to do literal translation in order to interpret the meaning of the sentence.

b. Intralingual Transfer

Intralingual transfer is an error that occurs due to learner's lack of second or foreign language knowledge. An example taken from Wicaksono (2014), "I make error because I am lack of understanding the English pattern well", the right form should be, "I make error because I am lack of understanding the past verb form in English".

### **Curriculum Vitae**

There are 3 main styles of CVs. Each of them has its own unique strength and choosing which style to use is based on ones' experiences and what they intend to do. Based on (Bright et al., 2014); McGee (2009), there are 3 styles of CVs, which as follows:

1. The Chronological CV

This style of CV consists applicants' career history in chronological sequence, starting with the most recent job first. According to McGee (2009), this style is useful when: 1) the applicant's career shows progression and growth, 2) applicant is staying in the same field of work, 3) applicant has worked for well-known companies with good reputations, 4) applicant's previous job title is impressive.

The components of this CV are, in order: 1 Personal details. 2 Qualifications. 3 Professional development/training courses. 4 Employment history, including: employer, dates of employment, positions held, and achievements.

2. The Functional CV

The main characteristic of this CV is that it highlights the main skills and strengths and does not emphasize on work experience and job title. According to McGee (2009), this style is useful when: 1) applicant wants to emphasize skills and strengths not necessarily acquired through paid employment, 2) applicant wants to change careers and therefore your present position might not be relevant to your future ambitions, 3) applicant has variety of position during his or her career, most of which are unconnected, 4) applicant is returning to or is first time in the job market, 5) Most of applicant's work has been freelance been freelance or temporary projects, 6) applicant obtained various kind of job titles, but the work were basically the same.

3. The Hybrid CV

This style of CV combines the best of both the chronological CV and the functional CV. A hybrid CV retains much of the fixed order of the chronological CV places a lot more focus on skills and accomplishments – sometimes in a separate section. Greater emphasis is given to the detail that relates specifically to the job in question.

According to McGee (2009), this style is useful when: 1) applicant has a specific job to go for, or are responding to a particular job advert, 2) applicant wants to emphasize skills and achievements, not necessarily acquired in your most recent work, or which were obtained outside paid employment. In this study, the writer used all types of CV to analyze the grammatical errors.

## **METHODOLOGY**

### **Form of Research**

The writer employed a qualitative research method in this study. According to Moleong (2009), the qualitative approach is to observe its surroundings and analyze them by using the logic of scientific. Qualitative researchers examine how people learn about and make sense of themselves and others and how they structure and give meaning to their daily life (Hox & Boeije, 2005).

The method used for this study is descriptive. Gay et al. (2011) say descriptive research is a descriptive study that determines and describes the way things are. The writer chose this method because it conveyed a broader understanding of grammatical errors in curriculum vitae (CV) written by English teacher applicants of Wonder Kids School.

### **Location and Time of Research**

This research was conducted in Pontianak city. The sample of this research is English curriculum vitae (CV) that was taken from Wonder Kids School for English teacher position. The data was collected through e-mail. The writer collected 24 samples of the CVs.

After the data was collected from Wonder Kids school, the writer started to find the errors on the CV on February 2022 and finished at the beginning of June 2022.

### **Object of Research**

According to Sugiyono in Nizar (2018), population is a generalization area consisting of subjects or objects that contain certain qualities and characteristics set by researchers to be studied and then drawn conclusions. The writer used purposive sampling to take the sample from the population. The purposive sampling technique, also known as judgment sampling, is the deliberate choice of an informant due to the qualities the informant possesses (Tongco, 2007). The researcher decides what needs to be known and carries out to find people who can and are willing to provide the information by virtue of knowledge or experience. In this study, the writer collected 24 curriculum vitae (CV) from applicants for English teacher position at Wonder Kids School in 2021.

### **Technique and Instrument of Data Collecting**

The writer used human investigator as the primary instrument to collect and analyze the data. The writer read the CVs of teacher applicants of Wonder Kids School carefully and identified the grammatical error made in the CVs. After discovering the grammatical errors in the CV, the writer analyzed it with theory of Dulay namely surface strategy taxonomy. According to Tripathy (2013), secondary data can be large-scale surveys or data collected as part of personal research. In this study, the secondary data was collected from books and journals or previous research that has been done before.

Forman and Damschroder (2007) state that qualitative content analysis is one of qualitative methods used to analyze textual data. The object of content analysis in qualitative method can be all sorts of recorded communication (transcripts of interviews, discourses, protocols of observations, videotapes, documents, etc.) (Mayring, 2004). In this study, the writer read the CVs carefully and identified the type of grammatical errors occurring in them by applying content analysis.

### **Validity and Reliability**

Validity and reliability in qualitative research means that the data being obtained are appropriate, credible and backed up evidence instead emphasize the honesty, expertise, believability and integrity (Fraenkel et al., 2012). According to Ary et al. (2010), there are four steps can be used to test whether the data collected is valid and reliable, which are credibility, transferability, dependability, and conformability. In this study, the writer used credibility and dependability.

#### **1. Credibility**

Credibility in qualitative research concerns the truthfulness of the inquiry’s findings. Credibility involves how well the researcher has established based on research design, participants and context. For this study, the writer used data triangulation as a method according to the evidence. In data triangulation, the writer looked for multiple sources of data to gain better insights. More than one data source lends credibility to the findings.

## 2. Dependability

Dependability also known as trustworthiness, can be viewed as extent to which variation can be tracked or explained. There are some strategies to investigate dependability; using an audit trail, replication logic, stepwise replication, code–recoding, inter-rater comparisons, and triangulation. The writer also used triangulation to establish the dependability of this study.

### Technique of Data Analysis

In this study, the writer used human investigator to collect and analyze the data. The data were analyzed with a qualitative descriptive method. After collecting all the data, the writer read each CV and identified the grammatical errors found in it with surface strategy taxonomy. The processing of this analysis, the writer took the steps proposed by Ellis and Barkhuizen in Amiri and Puteh (2017): (1) collection of a sample of learner language, (2) identification of errors, (3) description of errors, (4) explanations of errors.

Initially, the writer collected the data from Wonder Kids School. Next step, the writer identified the errors by reading each CV thoroughly. Each error would be underlined by writer. The errors here could be words, phrase or even sentence. Followed by the third step, describing what type of surface strategy taxonomy errors made. And finally, the writer explains the errors and corrects it in proper form. The writer uses the descriptive analysis technique (percentage) to calculate the data result. The researcher uses the formula as follows:

$$\text{Percentage of errors} = \frac{\text{Number of one type of error}}{\text{Total number of all errors}} \times 100\%$$

The results of the process of classification, identification and description of errors are presented into the table as attached in the appendix.

## FINDINGS AND DISCUSSION

### Findings

Wonder Kids is a preschool and children's learning center established in 2019. This preschool uses a Montessori-based approach with three languages taught: English, Chinese, and Bahasa Indonesia. Montessori is a curriculum that allows individualized teaching and hands-on learning that challenges children to develop overall academic skills.

Based on the CV collected, the writer found out that majority of the applicants are English graduate. The writer assumed that they have mastered English, more specifically surface strategy taxonomy when they graduated. Below is the applicants’ background:

Table 4.1. Applicants’ Background

No.	Name	Gender	Educational Background	Accepted
1.	Agida Hafsyah Febriagivary	Female	PAUD, Pendidikan Indonesia University.	No
2.	Amrita Kahlon	Female	Diploma in TESOL.	Yes
3.	Andina Pangestuti	Female	English Education, University of Sultan Age.	Yes
4.	Anindia Amaliyah	Female	Bachelor Degree in Arts (Psychology), University of Queensland.	Yes
5.	Anna Tianci Lumbantoruan	Female	Sisingamangaraja XII University of Tapanuli.	No

6.	Annisa Zoraya	Female	Master of English Language Education, Indraprasta PGRI University.	Yes
7.	Ariel Christie	Female	Bachelor Degree in English Language Education, Atma Jaya University.	Yes
8.	Blanka Sharinnadia	Female	International Relation, Satya Negara University.	Yes
9.	Camelia Novela	Female	Chinese Literature, Universitas Sumatera Utara.	Yes
10.	Cheryl Jocelyn Liow	Female	Psychology, Gadjah Mada University.	No
11.	Christine Pax Sufmera	Female	Public Relations, Mercu Buana University.	Yes
12.	Citra Dewi	Female	English Language Education, Indonesia Open University.	Yes
13.	Darren Jacquelyn	Female	SMK Yadika 5, Tangerang Selatan.	No
14.	Della Ivone Amalia	Female	Faculty of English Letters, Gunadarma University.	Yes
15.	Elsa Ariestia	Female	University of Negeri Jakarta.	Yes
16.	Elvina Aileen Chrestella	Female	Interior Design, Tarumanegara University	Yes
17.	Enung Nurbaeti	Female	English study program of teacher training and education, Universitas Mathlaul Anwar.	Yes
18.	Ernawati Batubara	Female	International Relation, Riau University.	Yes
19.	Ervina Sinaga	Female	English Education, Indraprasta PGRI University.	Yes
20.	Fabiola Gracia Ananda	Female	Faculty of English Letters, Sanata Dharma University.	Yes
21.	Fizia Angesti	Female	PAUD, Pendidikan Indonesia University.	Yes
22.	Genova	Female	Bachelor of Education in English, Atma Jaya University.	Yes
23.	Grace Enrica	Female	English Teacher Training and Education, HKBP Nommensen University.	Yes
24.	Jenica C. San Antonio	Female	Bachelor in Secondary Education Major in English, University of Perpetual Help System Laguna.	Yes

In this study, the writer used surface strategy taxonomy. The writer identified the types of grammatical errors and classified them into four aspects: Omission, Addition, Misordering, and Misformation. Here are the grammatical errors found in 24 CVs made by English teacher applicants of Wonder Kids School.

a. Omission

The analysis of errors in omission were listed on the table below:

Table 1. Omission Classification

No.	Identification of Error	Reconstruction of Error
1.	Experience <u>  </u> overseeing a large classroom environment.	Experienced in overseeing a large classroom environment.
2.	[..., communicative, <u>  </u> high determination...]	, communicative, have high determination...]
3.	Facilitate an English-speaking environment for high school students...]	Facilitated an English-speaking environment for high school students...]
4.	Manage chats and emails, boss' financial records, solve complaints from partners...]	Managed chats and emails, boss' financial records, solving complaints from partners...]
5.	Organize webinar events about mental health...]	Organized webinar events about mental health...]
6.	Create content about mental health...]	Created content about mental health...]
7.	Conduct AJT cognitive test...]	Conducted AJT cognitive test...]
8.	Compile and summarize supporting journals...]	Compiled and summarized supporting journals...]
9.	Look for the specific subjects/participants...]	Looked for the specific subjects/participants...]
10.	Inform the participant's parents...]	Informed the participant's parents...]
11.	Compile all the research data...]	Compiled all the research data...]
12.	Provide direct support...]	Provided direct support...]
13.	Lead psychoeducation program...]	Led psychoeducation program...]
14.	Participate as a consultant...]	Participated as a consultant...]
15.	Provide individual counselling...]	Provided individual counselling...]
16.	Assess & analyse data...]	Assessed & analyzed data...]
17.	Lead social & emotional training...]	Led social & emotional training...]

18. Tutor Mathematics & English subject...]	Tutored Mathematics & English subject...]
19. Provide direct support service to students...]	Provided direct support service to students...]
20. Report all about students' academic...]	Reported all about students' academic...]
21. Organize school events...]	Organized school events...]
22. Post job advertisements through...]	Posted job advertisements through...]
23. Source candidates from advertisements...]	Sourced candidates from advertisements...]
24. Assess potential candidates...]	Assessed potential candidates...]
25. Write psychological reports...]	Wrote psychological reports...]
26. Arrange schedule of interview...]	Arranged schedule of interview...]
27. Make agreement letters...]	Made agreement letters...]
28. Teach and lead discussion about psychodiagnostics...]	Taught and led discussion about psychodiagnostics...]
29. Assess students' performance...]	Assessed students' performance...]
30. Arrange schedules for students...]	Arranged schedules for students...]
31. Arrange schedule for laboratory assistants...]	Arranged schedule for laboratory assistants...]
32. Prepare classroom and the materials before class start.	Prepared classroom and the materials before class starts.
33. Preparing the room before therapy start.	Preparing the room before the therapy starts.
34. [...and give a prompt to the students after instructions...]	[...and gave a prompt to the students after instructions...]
35. I am blessed that I could work in __ industry...]	I am blessed that I could work in the industry...]
36. [... I could work in industry that I __ passionate about...]	[... I could work in industry that I am passionate about...]
37. Teaching children __ __ age _ 3 – 6 years old.	Teaching children from the age of 3 – 6 years old.
38. Founder __ SIAR Community (2018)	Founder of SIAR Community (2018)

39.	Founder __ We Hear It Community	Founder of We Hear It Community
40.	Utilise a hands-on approach towards teaching...]	Utilized a hands-on approach towards teaching...]
41.	Create lesson plans for students	Created lesson plans for students
42.	Contact parents in order to arrange...]	Contacted parents in order to arrange...]
43.	Research and developed many resources while...]	Researched and developed many resources while...]
44.	Administer assessment tests for individual students.	Administered assessment tests for individual students.
45.	Create a fun, warm and exciting atmosphere...]	Created a fun, warm and exciting atmosphere...]
46.	Make a lesson plan and daily, weekly, monthly...]	Made a lesson plan and daily, weekly, monthly...]
47.	Assist the teacher to make a lesson plan...]	Assisted the teacher to make a lesson plan...]
48.	Help the teacher to prepare the materials	Helped the teacher to prepare the materials
49.	Help the students by being role model...]	Helped the students by being role model...]
50.	Filling Data in __ Database of Interpol Indonesia	Filling Data in the Database of Interpol Indonesia

b. Addition

The analysis of errors in addition were listed on the table below:

Table 2. Addition Classification

No.	Identification of Error	Reconstruction of Error
1.	[...sociable and able to working in a team or individually.	[...sociable and able to work in a team or individually.
2.	I was being an instructor for active role in English...]	I was an instructor for active role in English...]
3.	[...those aspects are useful enough to help to working...]	[...those aspects are useful enough to help working...]
4.	I am consider myself to be the most suitable...]	I consider myself to be the most suitable...]
5.	My job was called and reminded customers to pay...]	My job was to call and to remind customers to pay...]
6.	I was joined English club as well.	I joined English club as well.
7.	Made sure all of the performers' came, get- ready, performed...]	Made sure all of the performers came, get- ready, performed...]

c. Misordering

The analysis of errors in misordering were listed on the table below:

Table 3. Misordering Classification

No.	Identification of Error	Reconstruction of Error
1.	[...all about education and <u>innovation technology</u> .	[...all about education and <u>technology innovation</u> .
2.	Founder School of BERMAIN BERSAMA.	Founder of Bermain Bersama school.

d. Misformation

The analysis of errors in misformation were listed on the table below:

Table 4. Misformation Classification

No.	Identification of Error	Reconstruction of Error
1.	I'm <u>interest</u> to all about education...]	I'm <u>interested</u> to all about education...]
2.	[...I'm so <u>interest</u> to issues about social-political.	[...I'm so <u>interested</u> about issues related to social-political.
3.	Trainee <u>as House Kepping</u> , Golden Flower Hotel Bandung.	Trainee <u>at housekeeping department</u> , Golden Flower Hotel Bandung.
4.	Writer <u>on</u> Antologi Cerpen Rahasia Hati's Book...]	Writer <u>of</u> Antologi Cerpen Rahasia Hati Book...]
5.	[...by being role model for <u>practice</u> their social skills...]	[...by being role model for <u>practicing</u> their social skills...]
6.	I am a fast learner, hard worker, <u>good responsibility</u> ...]	I am a fast learner, hard worker, <u>responsible</u> ...]
7.	Excellent <u>communicating</u> in English.	Excellent <u>communication</u> in English.
8.	[...and knowledge in <u>contributing to the overall success of the company's success</u> .	[...and knowledge in <u>contribution to the overall company's success</u> .
9.	The ability to <u>problem solving and organization</u> .	The ability to <u>solve problem and to work well with others</u> .
10.	[...and if you <u>will me an interview</u> , I shall be available.	[...and if you <u>will interview me</u> , I shall be available.
11.	The last one was <u>that teachers and I were cleaning the school after teaching and cleaning the toilets as well, a command from the owner</u> .	The last one was <u>all teachers and I cleaned the school and toilets after teaching as a command from the owner</u> .

12.	[...maybe will <u>be opening</u> in January 2021 when the government allows...]	[...maybe will <u>reopen</u> in January 2021 when the government allows...]
13.	[...where we also <u>have</u> a chance to help the owners run their business.	[...where we also <u>had</u> a chance to help the owners run their business.
14.	During my placement year, I <u>can</u> work with team and tech support in computer to utilize my skills.	During my placement year, I <u>could</u> work with team
15.	I never quit to create fun and creative <u>ways</u> to educate and <u>improve</u> my students.	I never quit to create fun and creative <u>method</u> to educate and <u>evolve</u> my students
16.	[... <u>tached</u> English subject for all elementary student.	[... <u>taught</u> English subject for all elementary student.
17.	<u>Coordinates</u> and <u>communicate</u> with parents.	<u>Coordinating</u> and <u>communicating</u> with parents.
18.	Disciplined and <u>Hard work</u> .	Disciplined and <u>Hardworking</u> .
19.	<u>Filling</u> Data in Database of Interpol Indonesia.	<u>Filled</u> Data in Database of Interpol Indonesia.
20.	<u>Planed</u> and prepared learning activities.	<u>Planned</u> and prepared learning activities.
21.	I'm focusing on sexual education for <u>child</u> ...]	I'm focusing on sexual education for <u>children</u> ...]
22.	I'm focusing on sexual education for <u>child and gender</u> .	I'm focusing on sexual and <u>gender</u> education for <u>children</u> .
23.	I'm so interest to issues <u>about</u> social-political.	I'm so interested <u>about</u> issues related to social-political.
24.	I was in Science <u>Majored</u> ...]	I <u>majored</u> in science...]
25.	Responsible, creative, open minded and willingness to learn...]	Responsible, creative, open minded and willing to learn...]
26.	Publishing Journal of Meningkatkan Pendidikan Seksualitas untuk Anak Usia Dini...]	Published Journal of Meningkatkan Pendidikan Seksualitas untuk Anak Usia Dini...]
27.	[...creative, discipline...]	[...creative, disciplined...]
28.	<u>Organized</u> school events.	<u>Organizing</u> school events.
29.	<u>Teaches</u> science, reading/writing, math, language...]	<u>Taught</u> science, reading/writing, math, language...]
30.	<u>Makes</u> the weekly/monthly report...]	<u>Made</u> the weekly/monthly report...]

31. <u>Observes</u> and <u>evaluates</u> student performance...]	<u>Observed</u> and evaluated student performance...]
32. <u>Coordinates</u> with parents.	<u>Coordinated</u> with parents.
33. <u>Making</u> Memorandum of Understanding between Interpol Indonesia and...]	<u>Made</u> Memorandum of Understanding between Interpol Indonesia and...]

The most common errors in this research were in the category of omission error. Omission is the error which is characterized by the absence of an item that must appear in a well-formed utterance. In this research, the writer found the pattern that most of the error were made is verb inflection (-s, -ed, -ing). Second most common errors made were misformation error which is a wrong form of structure occurred due to learners that do not understand the grammar rule. Overall, the content of the CVs made by English teacher applicants of Wonder Kids School still can be understood. Although there were some errors, it does not make the writer confused about what they wanted to deliver.

From the data analysis above, the writer got the frequency of error made from each category. The writer used formula percentage of errors =  $\frac{\text{Number of one type of error}}{\text{Total number of all errors}} \times 100\%$ . The result is presented in chart below:

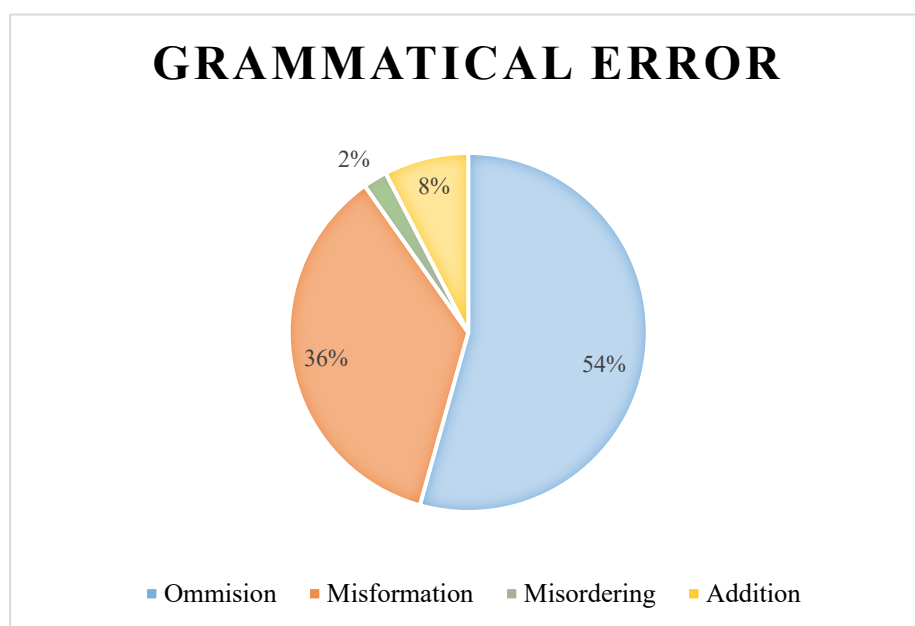


Figure 1. The chart of frequency of grammatical error in 24 CVs made by English teacher applicants of Wonder Kids School

The chart above showed there were 50 items (54%) of omission errors, 7 items (8%) for addition errors, 2 items (2%) for misordering errors, and 33 items (36%) of misformation errors. Therefore, the most grammatical error found in the 24 CVs made by English teacher applicants of Wonder Kids School was omission errors with 50 items or 54%.

Table 5. The Causes of Grammatical Error

No.	The Causes of Grammatical Error
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1. Interlingual Transfer	It is often caused by learner's mother tongue that affects the foreign language. If mother tongue is known, there will be chance to do literal translation in order to interpret the meaning of the sentence.
2. Intralingual Transfer	It often occurs due to learner's lack of foreign language knowledge.

Based on the table, the writer found the causes of grammatical error in 24 CVs made by English teacher applicants of Wonder Kids School were interlingual transfer and intralingual transfer. The writer took four sentences as the sample of errors to explain the causes of grammatical error. The samples were selected based on how clearly the sentence can show the cause of error.

a. Interlingual Transfer

1. The ability to problem solving and organization.

The right utterance should be:

The ability to solve problem and works well with others.

2. I am a fast learner, hard worker, good responsibility...

The right utterance should be:

I am a fast learner, hard worker, responsible person...

The sentences above are indicated as interlingual transfer. The error occurred because the applicants still used the Indonesian language structure. The applicants may have produced the sentence in Indonesian structure and errors occurred during the language transfer because they use the same rules of native language for the target language, so the sentence did not make sense according to English sentence structure. On the examples above, the meaning meant to be conveyed can be understood if literal translation from Indonesian is done.

b. Intralingual Transfer

1. [...tached English subject for all elementary student...]

The right utterance should be:

[...taught English subject for all elementary student...]

2. My job was called and reminded customers to pay direct broadcast...]

The right utterance should be:

My job was to call and to remind customers to pay direct broadcast...]

The sentences above are indicated as intralingual transfer. The error occurred due to the applicants' lack of target language knowledge or grammar rule.

## Discussion

The writer analyzed the grammatical errors based on Dulay theory, surface strategy taxonomy, where there are four categories of errors. The four categories are classified into: omission, addition, misordering, and misformation. As shown in the findings, all categories of surface strategy taxonomy have been found in the data.

Omission error is characterized the absence of an item which must arise in well-formed sentence. There are some types of morphemes omitted such as noun and verb inflection (-s, -ed, -ing), verb auxiliaries (is, will, may, can, etc.), preposition (in, on, at, etc.), article (a, an, the), and conjunction. Research findings shows that the most frequent grammatical error made is omission with 50 errors out of 92 or 54%. The writer found out the error happened because the Indonesian doesn't have any linguistic unit which determined specific function such as 'to be', 'article' or 'verb' as a specified element in a sentence, so the applicants tend to not include them in composing sentences.

Addition error is the opposite of omission error where an item must not appear in a well-formed sentence. Research findings shows addition error has third highest frequency with total of 7 items out of 92 or 8%. The applicants commonly made the mistakes by using both to be and verb in a sentence. It happened due to influence of Indonesian as the applicants' mother tongue that did not have terminology about 'to be' and irregular verb to determine a specific or particular context.

Misordering error is distinguished by the incorrect placement of a morpheme in a well-formed sentence. They come about systematically for both first and second language learning in construction that has already been acquired. Research findings shows misordering error holds the lowest frequency with total of 2 items out of 92 or 2%. Based on the analysis done, the writer believes it was caused by the interference of Indonesian sentence structure. Although it is hardly found, as the fact that in Indonesian, sentence was formed by subject-predicate-object as well as seen on the English sentence that commonly produced in the similar arrangement.

Misformation error is characterized by wrong form of structure. Usually, the errors occurred due to learners' lack of understanding of the grammar rule. Research findings shows misformation error holds the second highest frequency with total of 33 items out of 92 or 36%. Based on the analysis above, the writer found out this error is caused by grammatical knowledge and influenced by mother tongue. The example is shown on number 21 in table above, there was confusion of choosing for singular or plural for the object. Limited vocabularies also influenced errors being made, leading to them picking the wrong choice of words as shown on number six in table above. The wrong choice of words caused confusion to the reader.

As for the cause of the grammatical error made in the CVs are the interlingual factor and intralingual factor. Interlingual factor occurred because the applicants used the same rules of native language for the target language, so the sentence did not make sense according to English sentence structure. The meaning meant to be delivered can be conveyed if literal translation from Indonesian is done. On the other hand, intralingual transfer occurred due to the applicants' lack of target language knowledge or grammar rule. The most obvious errors can be seen through misformation table. (pg. 24-26)

In relation to the previous studies findings, Octaviani and Sari (2021) also found that the most errors done by EFL college students were omission. Another similar research was conducted by Qamariah and Wahyuni (2020), the result proved that most of the students still had limitation of language mastery. In this study, the lack of knowledge was one of the causes on the occurrence of grammatical error. The last research which was similar was from Furka (2008) who found that the sentence structure of CV made by Hungarian EFL learners were still influenced by mother tongue. In this study, the writer also found the sentence structure of CV made by the applicants were influenced by mother tongue.

## CONCLUSION

The writer analyzed and classified the errors using surface strategy taxonomy categories. Therefore, there are four types of error analyzed which are omission error, addition error, misformation error and misordering error. Based on the result of analysis above, it shows that the highest percentage of errors made by applicants is omission error (54%), the second is misformation error (36%), the third is addition error (8%), and the lowest is misordering error (2%).

It can be concluded that the cause of grammatical error made are due to interlingual transfer and intralingual transfer. Interlingual transfer is caused by mother tongue interference

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which affects the foreign language. When the applicants try to construct a sentence, the first language might interfere into the target language. There will be chance to do literal translation in order to interpret the meaning of the sentence if the mother tongue is known. Whereas intralingual transfer is caused by the error committed by the learners when the rules of target language are misused or false application of certain target language rules.

Based on research above, here are some suggestions provided:

1. For the readers, it is suggested to broaden knowledge and understanding related to grammar rule, surface strategy taxonomy, in making English CV. In addition, efforts are made to reduce writing errors by double-checking the CV before sending.

2. For the next researchers, it is suggested to broaden the theory application of error analysis in another scope. In this study, the writer focused on the surface strategy taxonomy category. For the next research, it is suggested to analyze: linguistic category taxonomy, comparative taxonomy, or communicative effect taxonomy, whether with a similar object or a new one.

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