

## An Analysis of Undergraduate Saudi EFL Female Students' Errors in Written English Essays

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### Abstract

This study aims to investigate the common errors made by 130 undergraduate Saudi female students at King Khalid University (KKU) in English writing and to trace the ratio of the frequency of different categories and types of errors. The significance of this study is to identify the reasons for the weakness of academic writing and thus find appropriate solutions and proposals for it. This study seeks to find answers for What are the most common English writing errors that are made by EFL Saudi female learners at the faculty of Languages and Translation at KKU? What is the ratio of the frequency of different categories and types of errors? What are the possible identified reasons behind those errors? The sample is chosen randomly from level four (elementary), five (intermediate), and six (upper-intermediate). This study uses a quantitative method as there were a close-ended questionnaire and an analytically quantitative design in which statistical and numerical data are investigated and analyzed for results. The analysis of written essays is derived from Corder's (1967) method on error analysis. The findings of the study indicate that the common errors were committed under four categories as grammar, lexis, semantics, and mechanics. Most of the errors were committed in the mechanics' category (51.5%) which included punctuations, capitalization, and spelling errors. Furthermore, spelling was highly committed by all the students. The findings also revealed that the highest percentage was related to the teacher with much negative criticism due to students usually feel alienated and hate material when the teacher is bad (37.4%). In light of the findings, recommendations were made to improve the writing skills of Saudi English as a foreign language (EFL) students.

*Keywords:* error analysis, exam, female students, KKU, spelling, writing skills, written errors

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