

DETECTING ERRORS IN ENGLISH MADE BY INTERMEDIATE INDONESIAN LEARNERS OF ENGLISH IN ENGLISH DEPARTMENT STUDENTS OF STAIN PAREPARE

KAHARUDDIN

Fakultas Sastra Universitas Hasanuddin

ABSTRACT

This research is constructed from a descriptive method to describe an aspect of second language acquisition that is systematic errors made by language actors in the speech of second language. The data were collected from picture description tasks and interviews to delineate error categories made by Indonesian learners of English. The results of this study show that grammatical errors are found in the four major errors categories. The most frequent errors occur in verb tense (33.8 %) followed by errors in article usage (17.5%) then errors in using preposition (14.1%) the next, errors produced in verb agreement (13.1%) and then, errors detected in noun ending (6.2%) and the last, errors committed in word order and sentence structure (1.9%).

Keywords: errors, Indonesian learners and speaking.

ABSTRAK

Penelitian ini disusun dengan menggunakan metode deskriptif untuk mengungkapkan beberapa aspek kesalahan sistematis yang dilakukan oleh peserta didik dalam menggunakan bahasa Inggris sebagai bahasa kedua. Dalam penelitian ini, data dikumpulkan dengan menggunakan tugas deskripsi gambar dan wawancara untuk mengkategorikan kesalahan tata bahasa yang dilakukan peserta didik. Hasil penelitian menunjukkan adanya empat kategori kesalahan, yaitu kategori verb tense 33.8 %, kategori penulisan artikel 17.5%, kategori preposition 14.1%, kategori verbal agreement 13.1%, kategori noun ending 6.2%, dan kategori struktur kata dan kalimat 1.9%.

Kata Kunci: Kesalahan, Peserta Didik, dan Percakapan.

INTRODUCTION

People as social beings are in need of interaction from one to another in their daily life. Interaction among people can be carried out by using language as a tool of communication. In communicating, people use language differently according to their background; the place of origin, education, social group, generation and even occupation. (Loveday, 1986:1). Hence, no two speakers have the same exact language because no two speakers have the same exact background. Due to the different background, the way of people speak will never be the same in the aspect of linguistics items (pronunciation, morphology, syntax and vocabulary).

As a foreign language, English is taught at the English Education Department of all colleges and universities in Indonesia including STAIN Parepare. STAIN (State college for Islamic studies) Parepare's English Department offers the learners of EFL (English as a foreign language) varied and dynamic courses which focus on exploring both language input (listening and reading) and output skills (speaking and writing) as compulsory subjects. In speaking subject for instance, learners are not only taught how to speak clearly but also how to speak correctly.

Richards (2006: 209-221) says that speaking clearly is not just about audibility, but also the idea of pronunciation that is, intonation, diction, enunciation and articulation. It is also about

the importance of clarity and coherence. The point is to show the quality of expressing our ideas and thoughts in a clear way. In addition he claims that speaking correctly is not just about grammatically correct English, but also the choice of words, word usage and sentence construction. The point is to show that what the speakers say is free from clichés, redundancies and ambiguity.

As far as the writer concerned in English teaching process of the speaking subject, he always complains about his students' inability to use the linguistic forms that they are taught. Even he finds out that almost all learners produce errors when speaking English. For example; once a student said 'I am like cat' instead of saying 'I like cat'. Such kind of error in speaking occurs repeatedly. Then, what does the error phenomenon reflect? According to Corder learners' error is indicative both of the state of the learner's knowledge and of the way in which a foreign language is learned. Quite different from Gergely (2001:), he stated that error is considered "a stepping stone to learning". It is useful because it shows the language learner as thinking individual who constructs his-her language towards a system in its own right. Regardless of what the linguists say on error, the writer is the opinion that error is bad habit. It is said due to his experience asking for an English native speaker's interpretation about 'I am like cat' and the native speaker said that it is funny. This fact proves that error is bad habit since it not only leads to negative judgement on the learners' language mastery but also makes the speaker's interlocutor confused for the intended meaning of his speech.

The problem of error should be minimized particularly for those who are learning English at the department of English education. It is essential that they are prepared to become English language teachers at English Language schools, public schools, as well as colleges. Behaviorists in the early 1960s believe that errors need to be corrected immediately before it becomes a habit and 'wrong behavioral

pattern would stick' in the minds (Tono, 2004: 98). This process can be carried out by making them recognize the spot of problems they have in learning English from identifying and analyzing error categories first.

For the reason, this research is intended to investigate the occurrence of errors made by Indonesian learners of English when speaking. Errors in speaking are selected to be the focus of attention because Errors are more frequents produced in speaking rather than in writing. Haluskova (2007) stated that when speaking, students are prone to produce far more mistakes than in writing. This can be attributed to the fact that speaking provides students with less processing time. On the other hand, when writing, students can consult dictionaries; they can use even the so-called less- frequency words. In case of writing, grammar can be reviewed carefully before handing in the final version of an essay or any other type of text.

Owing to the fact, the writer is of the opinion that committing errors among the Indonesian learners of English who are especially studying at the English education department is a serious problem and needs a special treatment to be minimized because the errors not only occur as they are still students but also as they have become English teachers. Then the errors will be a habit and inherited to the next learners who are taught English by them. According to S.P Corder (1967: 99-113) errors in language use can be categorized into systematic errors and non-systematic errors.

He claims that non systematic errors occur in the native language which can be identified as "Mistakes". Such errors do not significantly exist in the process of language learning. In addition, the systematic errors occur in the target language which can be identified as "errors". Hence, systematic error is the object of this study. Through this research as well, the writer wishes to make an in-depth investigation to find out what possible errors made and to provide information on the areas that the

learners frequently commit errors. This is expected to make the learners more careful in constructing the new language system for producing comprehensible linguistic items (pronunciation, morphology, syntax and vocabulary) in the target language.

Error Studies on Language transfer (Linguistic Transfer)

When a speaker of a certain culture is learning another language (L 2), the linguistic knowledge of his native language (L1) can greatly affect the second language (L2) acquisition, and the most accepted term to describe such an influence is language transfer. Ellis (1997: 51) refers to interference as 'transfer', which he says is 'the influence that the learner's L1 exerts over the acquisition of an L2'. He also argues that transfer is governed by learners' perceptions about what is transferable and by their stage of development in L2 learning.

Apparently, the widely recognized opinion at present is that transfer really occurs in language acquisition process and may exert an influence, positively or negatively, on the acquisition of a target language. According to Gass & Selinker (1992), language transfer is indeed a real and central phenomenon that must be considered in any full account of the second language acquisition process. Therefore, it is of great significance to probe into this phenomenon and get fully acquainted with the possible variables of L1 transfer in L2 acquisition.

In practice, transfer has attracted people from different academic backgrounds and led researchers to carry out in-depth investigation on the area. Chunliang Zhang (2006:53-55), in his study on "Variables affecting L1 transfer in L2 acquisition", states that many factors interact when the two languages come in contact. In the process of L1 features' incorporation into L2, the variables can be roughly classified into three groups: learner-related variables, language-based variables and socio-linguistic variables.

Learner-based variables

At this point, the learner plays a central part in L2 acquisition. In deciding whether L1 transfer will occur or not, priority must be given to the variables focused on the learner, and two major ones are:

Age. Age for this situation comes to be the very important variable in language transfer. This fact can be observed in children learners who are less likely to draw on their L1 than adult learners. Young children are more likely to achieve a more native-like pronunciation, while for older learners; their L1 pronunciation will be more influential. Similar results have been obtained for the acquisition of grammar. Selinker (1984) argues that L2 acquisition by young children is driven by Universal Grammar and target language input, following a similar process to L1 acquisition, and that native language influence cannot be considered as a significant factor.

Affection. Affection seems to be the second determinant of language transfer in the area of learner based variables. When someone finds it very difficult to learn a new language, affective statements can probably increase his mood to learn. The learning process will open the key to the likelihood of transfer. As Odlin (1989:129) claims that motivation surely plays a major role. "A highly motivated Chinese speaker will probably learn more English and learn it faster than a poorly motivated Spanish speaker". In language acquisition process, the Chinese speaker will share a lot more of his L1 structural features into English while the other will not.

Language-based variables

In language transfer, it is linguistic factors that are mainly transferred. To fully understand the nature of L1 transfer, the relationship between the native language and the target language should be explored.

Markedness

According to Chomsky's Universal Grammar, in L1 transfer, the unmarked

settings of “parameters” (highly abstract properties of grammar that vary in certain restricted ways from one language to another) will be transferred before marked settings, and items are not easily transferred when L1 has a marked setting. Zobl (1987) claims that transfer of prior linguistic experience to the acquisition process is sharply limited by the dynamics of the rule-creation process which proceeds from unmarked to marked properties.

Language Distance and Cultural Distance

Related languages often share a great number of similarities (e.g., cognate vocabulary or close translation equivalents), and this can give learners an enormous advantage. Where languages have less common ground, more information about language form and use has to be acquired from scratch in L2 acquisition. Language distance clearly has some effect on the amount of transfer. Corder (1981:101) emphasizes positive transfer if there exist similarities between L1 and L2: “Where the mother tongue is formally similar to the target language, the learner will pass more rapidly along the developmental continuum (or some parts of it) than where it differs.”

In addition to language distance, cultural distance can also greatly affect ease or difficulty of learning. When learners try to acquire another language which shares the same or similar cultural background, they are sure to find many conforming elements and feel at ease; when they experience an L2 with totally different cultural background from their L1’s, they may encounter more troubles. A Hungarian learner of Spanish will find that, though there are virtually no cognates, the new words in general express familiar concepts and are often semantically congruent with his mother tongue roots, so a good deal of semantic transfer is possible.

L2 Proficiency

Ringbom (1987) suggests that L2 proficiency is a determinant factor affecting the extent of transfer: a learner is more likely to transfer

from a language in which he has a higher degree of proficiency to a language in which he has a lower degree of proficiency. The correlation between low L2 proficiency and transfer applies primarily to negative transfer, whereas Odlin (1989) points out that positive transfer, such as cognate vocabulary use, occurs at high levels of proficiency.

With regard to transfer of conceptions, it seems likely that L1 influence will increase with L2 proficiency as learners acquire more L2 tools that can express their L1 perspective. The relationship between L2 proficiency and transfer is complex. Regardless of the direction of the correlation, it is clear that proficiency has a strong effect on the likelihood of language transfer.

Socio-Linguistic Variables

Social context can influence the extent to which transfer occurs. Odlin expresses that negative transfer is less common in classroom settings than in natural settings, because in the former, learners constitute a “focused context” (1989:144) and treat L1 forms as intrusive. In natural settings where learners are unfocused, language mixing will be freely permitted, thus encouraging negative transfer to take place.

Studies on Error Analysis in Language Acquisition

As for some linguists, transfer is considered responsible for error occurrences in cross-linguistic and cross-cultural studies (Lado, 1957; Stockwell & Brown, 1965; Corder, 1969; 1971). In a similar manner, Jain (1974) reported that transfer was but one of the sources of error. Since then, transfer was more and more indirectly mentioned as an apparent factor of error (Corder, 1981). By virtue of the statement.

It is essential that we first of all see the distinction between errors and mistakes. Rod Ellis in his book *The Study of the Second Language Acquisition* (1997) raises the need to distinguish between errors and mistakes and makes an important distinction between

the two. He says that errors reflect gaps in the learner's knowledge; they occur because the learner does not know what is correct. Mistakes reflect occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what he or she knows.

According to Corder (1973) the study of errors would be significant in three areas: to teachers, to researchers and to learners. The error categories are classified into four parts among other things: omission of some required element; addition of some unnecessary or incorrect element; selection of an incorrect element; and misordering of the element.

Ellis (1997) maintains 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." This categorization can be exemplified as follows: omission; addition; selection; and ordering.

Lungu (2003:323) states that errors are studied in order to find out something about the learning process and about the strategies employed by human beings learning another language. Error analysis (EA) covers the areas of collecting errors, studying them, classifying them in various ways and suggesting possible causes.

Most linguists on EA divide the process into three stages:

Recognition. Identifying errors for most English teachers is not a problem. Teachers generally have a highly developed sense of error detection as they know that their students are prone to that particular mistake, even when the context makes an alternative, correct interpretation possible. Often the linguistic context helps teachers to determine whether an error has been made or not. Consider the following sentence:

I used to clean my teeth every night before I go to bed.

If the general context employs the Present Simple tense, then used to is probably wrong;

but if the context employs the Past Simple, then go is probably wrong. Context is very important in recognizing an error.

Classification. Abbot (1992) argues that a linguistic classification of errors involves assigning them to various levels of linguistic description, i.e. phonological (both speaking and listening), orthographic (spelling and punctuation), syntactic (grammatical), lexico-semantic (choice of vocabulary, which in turn affects meaning), situational or socio-linguistic (appropriacy).

Explanation. Explanation in this context means the process of identifying the possible causes of errors. The development of error analysis in language acquisition area has contributed a widely accepted consensus among the linguists that there are three distinct causes for the errors (as previously discussed) among other things: L1 Transfer, Developmental error, and Other possible causes e.g. carelessness and faulty rules given by the teacher.

This study is constructed from a research design called the descriptive method since it attempts to specify or to describe an aspect of second language acquisition that is performance of errors made by language actors in the speech of second language. The gathered data from this descriptive method come from survey questions and interviews, to delineate error categories made by Indonesian learners of English. In addition, those data collection procedures are aimed at disclosing the source of the errors categories.

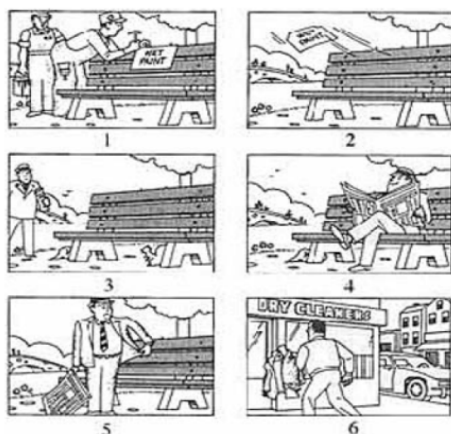
This research was carried out at State College for Islamic studies (STAIN) Parepare by focusing the investigation on Department of English education at Tarbiyah (education) faculty. This research was started from September to December 2010. Indonesian learners of English (those who are learning English at the English Education Department of STAIN Parepare) are the population of this research. The samples are selected according to their English proficiency levels and consist of 21 subjects. Those who already achieve

intermediate levels of proficiency in English are included in this study. The samples' English levels of proficiency are measured according to their TOEFL scores range from 400 to 500 for TOEFL paper based or equivalent. The proficiency levels in English according to ETS (English Testing Service, New Jersey, USA)

Data Collection Instrument as The Source of Collecting Data

This instrument is designed to measure the oral language proficiency of non-native speakers of English at the intermediate level of education whose TOEFL Score range from 400 to 500. The writer uses the following pre recording directions to generate speeches and utterances of the despondence of this study. These directions are provided in the data collection instruments along with the series pictures. The pre recording directions can be shown as follows with pre- recording directions: 1) please look at the 6 pictures below; 2) I'd like you to tell me the story that the pictures show; starting with picture number 1 and going through picture number; 6) please take 1 minute to look at the pictures and think about the story; 7) do not begin the story until I you are ready to do so because you are going to be recorded.

After reading all the pre recording directions, the respondents are then allowed to look at the pictures shown on the data instrument for at least 60 seconds. Next, the respondents have got to start speaking about all the pictures. The series pictures are presented as follows:



The writer simultaneously used two data collection procedures for gathering data on error categories in English made by Intermediate Indonesian learners of English, e.g.

Picture Description Tasks are designed to collect data of possible error categories made by Intermediate Indonesian learners of English. The picture description tasks provide pre recording directions along with six series pictures as stimulus for demonstrating the subjects' linguistic skills. The resulting data were reviewed and analyzed by a process known as content analysis (analyzing the content of utterances in order to determine the presents of errors categories within the utterances).

After the errors categories are identified from the utterances provided by the respondents. They are then interviewed individually. The interviews will be recorded to ask for explanations why and how they produce such kind of errors, use specific L1 structures in L2 as well as what they know about L2 structures. This is certainly carried out to identify the possible sources of errors.

Data obtained from this descriptive research were analyzed with the aid of descriptive statistics. This technique provides information such as how often (frequencies) a certain error category occur in English made by the subjects, how often (frequencies) a certain possible source of errors affect the subjects' L2 acquisition. The descriptive statistic analysis will be developed by taking into account two different notions.

Errors Identification in Speaking

The required data of errors in speaking were first of all identified based on the notion of three major components of speaking proposed by Harris (1984) i.e. pronunciation, grammar, and vocabulary. In this study, the writers restrict the scope of analysis in grammar of speaking which is classified into several variables as proposed by Peter Nelson (2004)

among other things such as grammatical errors; verb tense, verbal agreement (subject and verb including be and auxiliary verbs), noun ending (singular or plural), article (omission or inappropriate usage), preposition (omission or inappropriate usage). Other grammar such as gerund, infinitive, relative pronoun, pronouns, determiner, phrase of things existence (there is/are), conjunction, quantifier, word order, and sentence structure.

After the required data are collected based on the three major components of speaking, the data are then classified according to four major categories of errors proposed by Ellis (1997) to find out kinds of error categories (as presented in chapter two i.e. Omission, Addition, Selection, Ordering) occur to each area of the speaking component.

Certain linguistic forms may be omitted by the learner because of their complexity in production. Omission not only occurs in phonology but also occurs in morphology. Learners often leave out the third person singular morpheme -s, the plural marker -s and the past tense inflection -ed. A learner could say, for example, *A strange thing happen to me yesterday -which signals a problem with his/her control of the past tense inflection in English.

Learners not only omit elements which they regard as redundant but they also add redundant elements. In morphology learners often overuse the third person singular morpheme -s and the plural marker -s. A learner may say * I thinks and * The books is here instead of I think and The book is here, respectively.

Learners commit errors in morphology, syntax, and vocabulary due to the selection of the wrong morpheme, structure or vocabulary item. An error commits in morphology as a result of the selection of a wrong morpheme. For example, the learner can use -est instead of -er for the comparative, producing a sentence like * My friend is oldest than me.

Misordering can occur in morphological level. Misordering of bound morphemes in English is perhaps less frequent, given their limited number; but in the example * He's get upping now, the learner attaches the inflection -ing to the particle of the two-word verb get up. Learners can also misorder words as in the sentence, * He's a dear to me friend, where constituents of a single noun phrase are split.

FINDINGS

Detecting Grammatical Errors Produced by Intermediate Learners of English In Speaking

In this part of the study, the detection of grammatical errors committed by the learners of English at STAIN Parepare is presented and discussed based on the transcription text of the recorded data containing 240 utterances. The utterances are analyzed by using the notion of four error categories proposed by Corder and Ellis i.e. Omission, Addition, Selection, and ordering. The over all result of the data analysis shows that the intermediate learner of English produced 320 types of errors in the aspect of grammar. The errors are distributed into the four major error categories namely omission, addition, selection, and ordering. The following discussion will go into all details of the errors detection.

Omission of Grammar Features in Speaking

To start describing error findings in this study due to omission, we first of all need to know that omission is the absence of an item that must appear in a well-formed utterance. Referring to the grammar features, 159 errors are detected in omission category distributed to the omission of verb tense 93 (58,4%) out of 159 errors, verb agreement 21 errors (13,2%), article 18 errors (11,3%), noun ending 11 errors (6,9%), other grammar 10 errors (6,2%) and omission in preposition 6 errors (3,7%). Let's take a look at the following table.

Table 3. Error of Grammatical Features Omission

| Grammar Features | Error Category Omission |
|---|-------------------------|
| 1. Verb Tense | 93 (58,4) |
| 2. Verb Agreement | 21 (13,2) |
| 3. Noun Ending | 11 (6,9) |
| 4. Article | 18 (11,3) |
| 5. Preposition | 6 (3,7) |
| 6. Other Grammar | 10 (6,2) |
| a. <i>Gerund</i> | 2 (20) |
| b. <i>Infinitive</i> | 3 (30) |
| c. <i>Relative pronoun</i> | 1 (10) |
| d. <i>Pronouns</i> | 3 (30) |
| e. <i>Determiner</i> | - |
| f. <i>Phrase existence (there is/are)</i> | - |
| g. <i>Conjunction</i> | 1 (10) |
| h. <i>Quantifier</i> | - |
| 7. Word Order | - |
| 8. Sentence Structure | - |
| Total | 159 (100) |

Source: Primary data processing

On closer inspection, it is important that the writers clarify the error occurrences in detail through the following discussion successively from the most frequent to least frequent errors.

Verb Tense Omission

A verb tense in English is used to indicate the time of an action, event or condition by changing its form. The verb tenses may be categorized according to the time frame: past tenses, present tenses, and future tenses. Errors of verb tense omission are made when compulsory tense markers are omitted such as the omissions of the grammatical morphemes e.g. the omissions of the -ed marker in the simple past tense verbs, like “I visit(-) you yesterday” and the -s marker in the verbs after the third person singular noun or pronouns, for example, “My father work(-) here”. The data of this study show that verb tense omission in speaking is the most frequent error. There are 93 (58,4%) errors detected out of 159 errors. Most of the subjects of this study tend to omit the tense markers when speaking.

In English, it is a mandatory rule that the verb must agree with the subject. A singular subject takes a singular verb whereas a plural subject takes a plural verb. Take for instance, the third person pronouns such as “he, she and it” taking a singular verb with the -s inflection as in “The boy//He/She/It eats”. On the other hand, the plural subject and pronouns such as “I, We, You and They” take the stem form of the verbs. As ILsE speak English, they must be able to avoid committing errors as long as the subjects of spoken sentences are plural subjects and pronouns since subject verb agreement of both English and Indonesian are equal.

The fact seems to be contradictory to the conditions for using the third person singular -s/-es/ies. As for ILsE, using such tense marks is complicated because they have to recognize the guidelines simultaneously to identify contexts for singular and plural subject. The recognition of verb agreement guidelines ease them to disclose the category of subject verb agreement, for example: “The boy or his friends runs every day” or “His friends or the boy runs every day” which one is correct? Those who do not know the guidelines of subject verb agreement will find it difficult to answer, but those who know that when a compound subject contains both a singular and a plural noun or pronoun joined by ‘or’ or ‘nor’, the verb should agree with the part of the subject that is nearer the verb. They are then easily to decide the correct one. Due to the facts, it is natural that errors of verb tense omission had the highest number of occurrences in comparison with the other grammar features.

Auxiliary - Verbal Agreement

We all know the meanings of “agreement,” but when we talk about subject-auxiliary verb agreement; we’re talking about something different that is matching subjects and auxiliary verbs according to number. The key is Singular subjects = singular form of auxiliary verbs or Plural subjects = plural form of auxiliary verbs. An auxiliary verb is “a highly irregular verb that

is used with other verbs to form voice, tense, and mood.” These verbs are sometimes called “helper verbs”, because of their role in adding meaning to the main verb of a sentence. There are 24 auxiliary verbs in all i.e. am, is, are, shall, should, be, being, been, was, were, will, would, has, have, had, do, does, did, can, could, may, might, must, ought

Referring to the data analysis shown in table 3, errors due to omission also occur in auxiliary verbs especially on ‘be’ usage such as am, is, are, was, were, be and been. According to English grammar, verbs to be (am, is, are, was, were, be, been) are also known as linking verbs that do not show action in a sentence. A linking verb (also called copulative verb) links or establishes a relationship between the subject and its complement. It describes or renames the subject, for example: She is angry - The word is (a form of the verb to be) links the subject she to the subject complement angry. Linking Verbs are occasionally followed by predicate nouns e.g. My friend is a teacher. The number of error of auxiliary verbs omission is 21 times (13,2%) out of 159 errors of omission occurrences. The data indicate that very often, the ILsE omit the “be” verb in a sentence. errors of auxiliary verbs omission made by ILsE in this study, as exemplified above, denotes Incomplete Application of Rules since the subjects fail to fully develop a structure as recommended in Standard English. Verbs ‘be’ omission in some sentences when speaking produces incomplete structure. The tendency occurs since the subjects’ native language (Indonesian) does not require be to make a sentence followed by an adjective, a noun, or an adverb. They then impose the same thing in English by making English sentences the same as the way they do in their native language.

Article Omission

An article is a word that combines with a noun to indicate the type of reference being made by the noun. Articles in English are very important, as we use them all the time. The

three articles in English are a, an, and the. The is the definite article. It is used before singular or plural nouns that are specific or particular, for example: “The girl who lives next door to me is really cute.” This refers to a particular girl: the girl who lives next door. “The president is a busy man.” There is only one president, so we are referring to a specific noun here. “I love the books you gave me.” Again, we’re talking about particular books, the ones you gave me. A/an are the indefinite articles. We use a/an before general, non-specific nouns or to indicate membership in a group. A/an can only be used with countable, singular nouns. Let’s take a look at the examples of how to use a/an: “Let’s go see a movie tonight.” Here we aren’t talking about a specific movie, as we haven’t said which movie we want to see. “Cassie is an interpreter.” Here, Cassie belongs to a group: interpreters. We use “an” instead of “a” because “interpreter” begins with a vowel.

In this study, article usage seems to be one of grammatical problems faced by the ILsE. This fact is supported by this research data analysis that indicates error occurrences including errors of article omission. The data show, ILsE produced 18 (11,3%) errors of article omission out of 159 errors in all.

In addition, ILsE consider that constructing grammatical sentence in speaking is not a compulsory. The most important thing is to transfer the intended meaning that they have in mind appropriately toward their interlocutors when speaking. Besides, omitting articles in forming English sentences as to ILsE is recognized as an error but not a very serious thing because it does not simultaneously alter the intended meaning of the sentences which in turn keeps the interaction run properly.

Noun Endings Omission

Nouns are traditionally defined as “words that name people, places, things, and ideas.” In using nouns, we are recommended to know the rules for forming the plurals of regular nouns in the English language. As we already know

that in order to change a singular noun to its plural form in English, we usually add s. But there are many cases where this is not the case. The knowledge of this thing will improve our English and avoid making errors in turning singular nouns to their plural form. For some learners of English as foreign language, turning singular to plural nouns is sometimes regarded as a problem. They tend to omit the plural marker (-s, -es, -ies) as normally applied in forming plural when speaking English. This fact is certainly identified as an error and can be seen in the data analysis of this study. From the twenty one respondents participate in this investigation, the writers find out 159 times of omission errors which involve 11 (6,9%) times of noun ending omission, specifically omission of plural markers.

The omission of plural marker in English sentences committed by ILsE seems to be generalization case. ILsE commonly generalize all nouns used without noticing the rules of forming plural nouns in English. It is said, because Indonesian needs no plural ending to indicate plural noun. In Indonesian, when a singular turns into plural, we are not in need of changing the noun; we just use the same noun for both singular and plural. Look at the following examples that use the word of Mobil = Car to show how singular noun is the same as plural noun form.

“Saya mempunyai sebuah mobil” = singular

“I have a car” = singular

“Saya mempunyai lima mobil” = plural

“I have five cars” = plural

The noun quantifier (many-banyak, several-beberapa, a few-sedikit, a couple of-sepasang, etc) and contexts (the number or nouns – more than one) are the only plural markers that exist in Indonesian to indicate plural noun forms.

Preposition Omissions

Prepositions are a class of words that indicate relationships between nouns, pronouns and other words in a sentence. Most often they

come before a noun. Prepositions typically come before a noun, for example: after class, at home, before Tuesday, in London, on fire, with pleasure and so on. The data analysis of this study has shown that ILsE also have difficulty in using English prepositions because they commit errors by omitting preposition in speaking. It is approximately detected errors 6 (3,7%) times in preposition omission. For instance:

The number of error frequency in preposition omission seems like the smallest amount of error frequency (3,7%) in all and not of much problem to the subjects. Even so, that is still a problem in constructing good English sentence for the subjects. According to the subjects’ oral report, they face great difficulties in mastering the English prepositions-forms due to the great differences between the prepositions system (the number of prepositions and meaning variations) of English and Indonesian. Let’s take a look at the examples below:

| | |
|-----|---|
| IND | : Saya duduk di kursi Saya duduk di meja |
| ENG | : I sit on the chair I sit at the table |

Let’s take a look at the detail of the six errors of grammatical features through the following chart.

Other grammar omission

Before discussing this further, it is very important to clarify what the writers mean by other grammar. Other grammar is the collection of grammatical deviations which occur in a very low frequency. The collection is aimed at simplifying the discussion of involved grammatical errors since the collection consists of eight properties with low error frequency occurrences. In this omission category, the errors occur range from 1 to 3 times. Other grammar components are Gerund, Infinitive, Relative pronoun, Pronouns, Determiner, Phrase existence (there is/are), Conjunction, and Quantifier. Clear description on errors in this area can be seen in the following table.

Table 4. Error of other grammar omission

| Other Grammar | Total Errors |
|---------------------------------------|-----------------|
| a. Gerund | 2 (20) |
| b. Infinitive | 3 (30) |
| c. Relative pronoun | 1 (10) |
| c. Pronouns | 3 (30) |
| e. Determiner | - |
| f. Phrase existence (there is/are) | - |
| g. Conjunction | 1 (10) |
| h. Quantifier | - |
| Total | 10 (100) |

Source: Primary data processing

From the data provided in table 4, we can clearly see that errors omission of other grammar reach 10 times of errors which are distributed into conjunction 1 (10%) error, relative pronoun 1 (10%) error, gerund 2 (20%) errors, infinitive 3 (30%) errors, and pronouns 3 (30%) errors.

Addition of Grammar Features in Speaking

In the section 1 of Chapter four, Omission of grammar features in speaking of Indonesian Learners of English (ILsE) subjects has previously been studied by investigating six errors of omission in grammatical features i.e. omissions of verb tense, auxiliary verb agreement, noun ending, article, preposition, and other grammar. Based on the notion of Corder that error of addition is another category exists in error study. First of all, we need to know what error of addition is. According to Brown (2000), errors of addition are made when unnecessary elements are present with the use of redundant markers, such as, putting the -s marker on verbs after the plural pronouns/nouns in the simple present tense, for example, “They likes...” and “Students wants...”. In general, we can say that addition is the presence of an item that must not appear in a well-formed utterance. The items can be addition of tense markers e.g. -s, -ed, -ing, unnecessary modal auxiliaries, prepositions, articles, plural markers and so forth.

Table 5 . Errors of Grammatical Features Addition

| Grammar Features | Error Category Addition |
|---------------------------------------|-------------------------|
| 1. Verb Tense | 1 (1,4) |
| 2. Verb Agreement | 11 (15,5) |
| 3. Noun Ending | 6 (8,4) |
| 4. Article | 11 (15,5) |
| 5. Preposition | 19 (26,8) |
| 6. Other Grammar | 23 (32,4) |
| a. Gerund | 2 (8,7) |
| b. Infinitive | - |
| c. Relative pronoun | 4 (17,3) |
| d. Pronouns | 3 (13) |
| e. Determiner | - |
| f. Phrase existence (there is/are) | 10 (43,4) |
| g. Conjunction | 4 (17,3) |
| h. Quantifier | - |
| 7. Word Order | - |
| 8. Sentence Structure | - |
| Total | 71 (100) |

Source: Primary data processing

It has already been revealed in table 4. that errors of addition occur in some specific areas when ILs E speak English. The frequencies of the errors in addition are 71 errors distributed from the largest amount of error occurrence namely other grammar 23 (32,4%) errors, preposition 19 errors (26,8), article 11 errors (15,5%), auxiliary 11 errors (15,5), noun ending 6 errors (8,4%), to the last that is verb tense 1 error (1,4%). Complete information about those occurrences is available in the following discussion.

Other grammar addition

As previously stated, other grammar in this context is a collection of grammatical deviations which are gathered due to theory refinement of Peter Nelson for not clarifying what other grammar belong to. The collection in this part consists of five items i.e. Gerund, Relative pronoun, Pronouns, Phrase existence (there is/are), and Conjunction. As the data in table 3 show that 23 errors of addition are found. They can be classified into phrase of existence 10 errors (43,4%), relative pronoun

4 errors (17,3%), conjunction 4 errors (17,3%), pronouns 3 errors (13%), and gerund 2 errors (8,7%).

Another problem that we can discuss here is the addition of unnecessary relative pronoun as exemplified in R 1) utterance. It is clearly stated in English grammar that we use the relative pronouns to refer to a noun mentioned before and of which we are adding more information. They are used to join two or more sentences and forming in that way what we call “relative sentences”. As we use the relative pronouns in our English sentence, there must be an agreement rule that we have got to consider that is the agreement between the subject in the first sentence and the relative pronoun used to replace the subject in the second sentence. The agreement rules runs in two ways referring to people: Who, Whom, Whoever, Whomever, and referring to a place, thing or idea: Which, That.

As for the ILsE, the rules are unfamiliar since the only relative pronoun in Indonesia that they recognize is the word ‘yang’ which can be used by referring to any contexts (people, place, thing or idea). When the subjects generalize the use of relative pronoun from Indonesia to English, the generalization results an error as well because the relative pronouns exist in English and Indonesia are two different things. As long as the ILsE do not recognize those things, it is natural to say that such kind of difficulties are caused by the subjects lack of comprehension on the English grammatical systems particularly in the areas in which the subjects commit errors of addition.

Preposition addition

Another barrier faced by ILsE is errors of preposition addition. According to the data, this problem occurs 19 times (26,8%) out of 71 errors find in this session. The previous discussion already revealed that Prepositions are a class of words that indicate relationships between nouns, pronouns and other words in a sentence. Most often they come before a noun.

There are several important things we need to know about preposition in this part i.e.

1. There are about 150 prepositions in English.
2. We not only use prepositions as individuals but also more frequently used along with other individual words e.g. come in, look at, etc.
3. Many of English prepositions have more than one meaning.

The three things seem to be the source of difficulty for ILsE in using English prepositions properly.

Article addition

This part deals with the discussion on making errors in the area of article addition. As we have known that English has two types of articles: definite (the) and indefinite (a, an.) The use of these articles depends mainly on whether we are referring to any member of a group, or to a specific member of a group. Before beginning the discussion on errors of article omission, it is necessary to know some important things about them.

- A and an (determiners) are the indefinite articles which refer to something not specifically known to the person we are communicating with.
- A and an are used before nouns that introduce something or someone you have not mentioned before: For Examples: “I ate an apple this morning” or “I bought a pet for my son”.
- A is used when the noun we are referring to begins with a consonant (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y or z), for example, “a city” and “a factory.
- We use an when the noun you are referring to begins with a vowel (a, e, i, o, u)
- Pronunciation changes this rule:
- If the next word begins with a consonant sound when we say it, for example, “university” then we use a. If the next word begins with a vowel sound when we say it, for example “hour” then we use an.

- The is Definite Article (determiners) which is used when we know that the listener knows or can work out what particular person/thing you are talking about. For example: The dog (that specific dog) or The apple (that specific apple).
- We should also use the when you have already mentioned the thing we are talking about.
- For example: She's got two children; a girl and a boy. The girl's eight and the boy's fourteen.
- We use the to talk about geographical points on the globe. For example: the Middle East, the West
- We use the to talk about rivers, oceans and seas. For example: the Nile, the Pacific.
- We also use the before certain nouns when we know there is only one of a Particular thing. For example: The rain, the sun, the wind.

The result of the utterances analysis of this study find out 11 errors (15,5%) in the aspect of article addition committed by ILsE. The number of errors indicates the subjects' difficulty in using article appropriately.

Auxiliary addition

Auxiliaries that we discuss in this section are restricted to copula 'be' that is a verb that joins the subject of a sentence to a subject complement. Copula be including am, is, are, was, were, be, being, and been. In the previous discussion, it has already been revealed that ILsE tend to make errors in using copula be specifically in copula be omission. The data of this study reveal that errors not only occur in the area of omission but also occur in the area of addition. It is found 11 (15,5%) errors out of 71 total errors in this area. The subjects add copula be as an unnecessary component in a particular well formed sentence.

Noun ending addition

Noun ending addition in this part refers to the addition of plural markers such as s-, es,

ies on both a noun supposed to be singular and plural. For instance: "They are my childrens". The presence of morpheme -s at the end of the word 'children' is considered unnecessary and categorized as an error of noun ending addition. According to the data collected in this research, errors of noun ending addition account for 8,4 % (or 6) of the 71 grammatical errors made by the subjects in the picture description task of this investigation.

Verb tense

Verb tense here belongs to a situation in which the subject adds unnecessary component to a well-formed sentence because of over generalization process. Over generalization in this context reflects a situation in which a subject recognizes the rules of adding inflectional suffixes -s,-es, ies to simple present tense verbs, but this rule is not only applied to the verbs of singular subject but also applied to all verbs of plural subjects. For example: "John celebrates his birthday and all his friends comes". Error of verb tense addition rarely occurs in grammar. This is proven by the data of this study, the occurrence is only 1,4% or just occurs once (1) out of 71 identified errors in this section.

Even though such kind of error occurs in at least frequency, but again, this is still a difficulty. According to the subject, the difficulty is caused by two factors.

They are insufficient comprehension on adding morpheme -s, - es, to singular verb with singular subject. The subject considers that as long as the subject of the sentence is singular, so the verbs must be singular as well no matter what the sentence type is; positive, negative or interrogative. That makes him say: "He doesn't realizes that...; and his confusion to determine the real subject exist among a noun phrase e.g. in "all his friends" the subject is the opinion that the real subject of the phrase is "his" that's the reason for inflectional suffix occurrence in the sentence.

Selection of grammar features in speaking

Errors in selection of grammar features fall into six subtypes i.e. the selection of article, the selection of preposition, the selection of verb tense, the selection of auxiliary verb, the selection of other grammar, and the selection of noun endings. The discussion of those types of errors is developed from data analysis of this study collected from oral utterances of 21 Indonesian Intermediate learners of English (ILsE). In the area of errors of grammar feature selection, the writers disclose 84 errors (26,3 %) out of 320 total detected errors according to the error categories. The 84 errors are distributed into 27 (32,1%) errors in article selection, 20 (23,8%) errors in preposition selection, 14 (16,7) errors in verb tense selection, 10 (11,9%) errors in auxiliary verb selection, 10 (11,9%) errors in other grammar, and the last 3 (3,6%) errors in noun ending selection. Let's take a Look at the following table.

Table 6. Error of grammatical Features Selection

| Grammar Features | Error Category Selection |
|------------------------------------|---------------------------------|
| 1. Verb Tense | 14 (16,7) |
| 2. Verb Agreement | 10 (11,9) |
| 3. Noun Ending | 3 (3,6) |
| 4. Article | 27 (32,1) |
| 5. Preposition | 20 (23,8) |
| 6. Other Grammar | 10 (11,9) |
| a. Gerund | 3 (3,0) |
| b. Infinitive | - |
| c. Relative pronoun | 2 (2,0) |
| d. Pronouns | 1 (1,0) |
| e. Determiner | 1 (1,0) |
| f. Phrase existence (there is/are) | - |
| g. Conjunction | 2 (2,0) |
| h. Quantifier | 1 (1,0) |
| 7. Word Order | - |
| 8. Sentence Structure | - |
| Total | 84 (100) |

Source: Primary data processing

The following discussion for each subtype will contribute a great deal to the understanding of the errors occurrences.

Errors in Article selection

The findings pertaining to errors of omission and addition committed by ILsE as we have previously discussed have enabled to secure a clear picture on how ILsE produced grammatical errors in speaking. We will turn now to a consideration of discussing the next error category that is errors of selection specifically in article selection.

In order to investigate the errors in article selection produced by the subjects in this study, it has been necessary to make the notion of article selection clearer.

Errors in Preposition selection

As mentioned before that prepositions in English seem to be a barrier for Indonesian learners of English. Errors on preposition fall into the three main error categories namely in omission, addition and the last is in selection. Error in preposition selection denotes an error committed by the Indonesian Learners of English (ILsE) due to the selection of wrong preposition item in English utterances. Many subjects of this research are still in trouble using English prepositions that sometimes makes them wrongly select any particular prepositions in English sentences. The data show that errors in selection of preposition fall into 23,8% (20 errors out of 84 total errors in all. Using English preposition needs enough knowledge of using them, since the English prepositions have typical characteristics which may different from preposition in other languages. As previously mentioned that English has approximately 150 prepositions, the prepositions are not only used alone but also used as phrasal verbs, besides English prepositions normally have more than one meanings for example the preposition “in” has 12 meanings in Indonesian (di, didalam, selama, berkaitan dengan, menurut, dengan, karena, pada, di antara, ketika, mengenai, yang mengenakan).

| Past | Present | Future |
|--|--|--|
| Simple = yesterday, the day before yesterday, last week/month/year, a few minutes/two hours/five years ago | Simple = rarely, sometimes, regularly, always, every week/day/time/year, usually | Simple = tonight, tomorrow, the day after tomorrow, later, next week/month/year, in 2005, for the next 2 years/days/months |
| Progressive = while, when, as, at that time/moment | Progressive = now, right now, at present, today, these days, nowadays, currently, presently | Progressive = in 2005, for the next 2 years/days/months |
| Perfect / Perfect Progressive = before, after, by the time, already | Perfect / Perfect Progressive = since, for, already, yet, just, so far, until now, several/four/many times | Perfect / Perfect Progressive = by (a future point in time), by this time next year |

Referring to the English characteristics, it stands to a reason that learners of English as a foreign language will keep on facing a great difficulty in using the prepositions correctly due to the unfamiliarity of English prepositions on Indonesian learners of English.

Errors in Verb tense selection.

It has already been described that English has three time frames: past, present, and future. Each of these is divided into simple, progressive, perfect, and perfect progressive. We have got to construct most of the sentences we make by including the three time frames which can be done by changing the verbs according to the tense (time frame).

Each of these aspects is controlled, or affected, by time markers (also called time expressions or signal words). These are some examples of time markers which are commonly used in tenses.

Verb tense errors occur when students do not correctly match tense with time expressions and when they cause. As the matter of fact, the errors not only occur in omission and addition category as previously discussed but they also occur in selection category. Error of verb tense selection refers to an error committed by the Indonesian Learners of English (ILsE) due to the selection of inappropriate verb tense shifts in English utterances.

Incorrect: She raised her hand and gives the wrong answer.

Correct: She raised her hand and gave the wrong answer.

The data analysis of this research indicate that errors of verb tense selection achieve 16,7 % (14 out of 84 total detected errors).

Errors in auxiliary verb selection

Auxiliary verb is a very complex area of English grammar, it is said since it covers some complicated aspects in English grammar such as be, do, have and modals. The function of the auxiliary verbs is to give grammatical information used together with a main verb and therefore add extra meaning to a sentence, which is not given by the main verb. In this part, we just focus our attention on discussing the most common spot problem in using auxiliary that is 'be'. The data in this area show that ILsE produce errors in the area of copula be selection. There are approximately 10 errors (11,9%) detected out of 71 total errors.

As we look at the errors examples above, we can clearly see the spot of problem that makes the subjects make errors in selecting correct copula be in their sentences. Copula 'be' and sentence subject are two inseparable things since the use of 'be' either as a full verb (They are fifteen years old) or as an auxiliary verb (She is eating) is affected by the form

of sentence subject. Copula 'be' will change according to the sentence subjects. Just like the other verbs of English, 'be' needs to agree with sentence subject.

Errors in Other Grammar Selection

The analysis of errors carried out here, has been on the assumption that in the area of selection category, some other types of grammatical errors (gerund, relative pronoun, pronouns, determiner, conjunction, and quantifier) occur simultaneously as well even though the error occurrences are happening in low level of frequencies. The writers then categorize them into "error of other grammar selection" category. Error of other grammar selection refers to an error committed by ILsE because of the selection of wrong some specific grammatical items such as relative pronoun, conjunction, etc. The result of the analysis from selection part finds out 10 errors which are distributed into gerund 3 (30%) errors; relative pronoun 2 (20%) errors; conjunction 2 (20%) errors; pronoun 1 (10%) error; determiner 1 (10%) error; quantifier 1 (10) error. Take a look at the following table and examples for the clarity of the problem.

Table 7. Errors Distribution in Other Grammar Selection

| Other Grammar | Total Errors |
|------------------------------------|-----------------|
| a. Gerund | 3 (30) |
| b. Infinitive | - |
| c. Relative pronoun | 2 (20) |
| d. Pronouns | 1 (10) |
| e. Determiner | 1 (10) |
| f. Phrase existence (there is/are) | - |
| g. Conjunction | 2 (20) |
| h. Quantifier | 1 (10) |
| Total | 10 (100) |

Source: Primary data processing

Errors of Noun Ending Selection

Noun ending selection is the last error category detected in this section. Referring to the data, 3 (3,6%) errors are detected in the

area of noun ending selection. The writers would like to describe what errors of noun ending selection refer to. Noun ending can be categorized into two categories.

Errors of noun endings that the writers identify here is inflections. Inflections are word endings that carry systematic, consistent bits of grammatical information. Inflections in nouns are available in plural inflected endings as exemplified in 'caps' and inflected genitive ending as exemplified in 'mike's'. the data of this research show that ILsE make errors of noun ending in the plural inflected endings. Error of noun ending occurs because the subjects incorrectly select noun ending for plural nouns.

The difficulty of selecting appropriate forms of plural nouns is caused by generalization tendency. As we have known that most nouns in the English language are made plural in the same way- by adding an "s" or an "es" to the end of the word. This rule is generalized by the subjects who have no idea that there are many irregular plurals in the English language which do not follow these rules. That's why, R 1) uses 'mans' to indicate plural noun instead of using 'men' while R 5) uses 'persons' to indicate plural noun instead of 'people'. Memorizing and learning the irregular plurals is essential to correctly making all nouns plural.

Ordering of Grammar Features in Speaking

The discussion in this part of this study reports the finding dealing with Errors of ordering in speaking. Error of ordering (Misordering error) is characterized by the incorrect placement of morpheme or a group of morpheme in an utterance. In other words, error of ordering happens as the learners misplace an item or group of items in a sentence. For example, "they not do work everyday" the sentence should be "they do not work every day". This error category naturally has low frequency occurrence in term of the amount of data, 6 errors (1,9%) in comparison

with the other error categories such as errors of omission 159 (49,6%), errors of selection 84 (26,3%), errors of addition 71 (22,2%). Complete information about that is available in the following table.

Table 8. Errors of Grammatical Features Ordering

| Grammar Features | Error Category Ordering |
|------------------------------------|-------------------------|
| 1. Verb Tense | - |
| 2. Verb Agreement | - |
| 3. Noun Ending | - |
| 4. Article | - |
| 5. Preposition | - |
| 6. Other Grammar | - |
| a. Gerund | - |
| b. Infinitive | - |
| c. Relative pronoun | - |
| d. Pronouns | - |
| e. Determiner | - |
| f. Phrase existence (there is/are) | - |
| g. Conjunction | - |
| h. Quantifier | - |
| 7. Word Order | 3 (50) |
| 8. Sentence Structure | 3 (50) |
| Total | 6 (100) |

Source : primary data processing.

From the data in table 8, we can see that only 6 errors are detected in the area of word order 3 errors (50%) and sentence structure 3 errors (50%).

Finally, the writers would like to say that word order and sentence structure errors are common in language learner output and they differ from those made by native speakers. Most of linguists agree that L1 transfer is the source of such errors and those things vary greatly across languages.

CONCLUSIONS

Falling back on the discussions of some previous chapters in this article, there are some important conclusions to be drawn. Based on the results of picture description tasks given to 21 students of English Education Department at Tarbiyah Faculty STAIN parepare, the

writers can propose the final analysis of the data grammatical errors detected in speaking by Intermediate Indonesian learners of English as presented in the table 9.

In general, the results of this study according to the table above show that Errors of grammar are found in the four major errors categories. The most frequent errors occur in verb tense (33.8 %) followed by errors in article usage (17.5%) then errors in using preposition (14.1%) the next, errors produced in verb agreement (13.1%) and then, errors detected in noun ending (6.2%) and the last, errors committed in word order and sentence structure (1.9%). For the clarity of the errors occurrences as mentioned above, it is essential to classify the errors findings according to the four error categories. The error categories are then used as a guideline to present the grammatical error analysis circumstantially. The analysis of the part of this study has enriched the understanding of general characteristics of Grammatical Errors in speaking made by Intermediate Indonesian Learners of English. From the result of analysis of grammatical errors of ILsE subjects, we find out fundamental reasons of the errors occurrences. i.e.:

The errors in grammatical features of speaking are normally generated by something we called generalization tendency. Generalization happens when the learner creates a deviant structure on the basis of his experience of other structures in the target language. Other structures for example the error occurrences in the area of noun ending omission, noun ending addition, other grammar addition, and noun ending selection.

The errors occur due to insufficient comprehension in the area of noun ending addition, verb Tense addition and auxiliary verb selection. Incomplete application rule occur in the Auxiliary verb agreement omission.

The errors of transfer tendency occur in the area of article omission.

Table 9. Summary of Grammatical Errors in Speaking Committed by ILSE.

| Grammar Features | Errors Categories | | | | Total (%) |
|---------------------------------------|-------------------|------------------|------------------|----------------|------------------|
| | Omission | Addition | Selection | Ordering | |
| 1 Verb Tense | 93 (58,4) | 1 (1,4) | 14 (16,7) | - | 108 (33,8) |
| 2 Verb Agreement | 21 (13,2) | 11 (15,5) | 10 (11,9) | - | 42 (13,1) |
| 3 Noun Ending | 11 (6,9) | 6 (8,4) | 3 (3,6) | - | 20 (6,2) |
| 4 Article | 18 (11,3) | 11 (15,5) | 27 (32,1) | - | 56 (17,5) |
| 5 Preposition | 6 (3,7) | 19 (26,8) | 20 (23,8) | - | 45 (14,1) |
| 6 Other Grammar | 10(6,2) | 23(32,4) | 10(11,9) | - | 43(13,4) |
| a. Gerund | 2 (20) | 2 (8,7) | 3 (30) | - | 7 (16,3) |
| b. Infinitive | 3 (30) | - | - | - | 3 (6,9) |
| c. Relative pronoun | 1 (10) | 4 (17,3) | 2 (20) | - | 7 (16,3) |
| d. Pronouns | 3 (30) | 3 (13) | 1 (10) | - | 7 (16,3) |
| e. Determiner | - | - | 1 (10) | - | 1 (2,3) |
| f. Phrase existence (there is/are) | - | 10 (43,4) | - | - | 10 (23,2) |
| g. Conjunction | 1 (10) | 4 (17,3) | 2 (20) | - | 7 (16,3) |
| h. Quantifier | - | - | 1 (10) | - | 1(2,3) |
| 7. Word Order | - | - | - | 3 (50) | 3(0,9) |
| 8. Sentence Structure | - | - | - | 3 (50) | 3 (0,9) |
| Total | 159(49,6) | 71 (22,2) | 84 (26,3) | 6 (1,9) | 320 (100) |

Source : primary data processing

BIBLIOGRAPHY

- Abbot, Jerry et al. 1992. *The Teaching of English as An International Language*, Nelson, Edinburgh.
- Aguilar, M.J.C. 1998. *Intercultural Miscommunication: The Influence of L1 and C1 on L2 and C2. A Tentative approach to textbooks*. Cuadernos de filologia Inglesa-Universidad de Valencia. Volume.7, (99-113).
- Bhela, B. 1999. "Native language interference in learning a second language: Exploratory case studies of native language interference with target language usage". *International Education Journal Flinders University School of Education*, Volume 1, No 1, (22-31).
- Coder, S.P. 1967. *The Significance of Learners' errors: International Review of Applied Linguistics in Aguilar, M.J.C. (1998). Intercultural Miscommunication: The Influence of L1 and C1 on L2 and C2. A Tentative approach to textbooks*. Cuadernos de filologia Inglesa-Universidad de Valencia. Volume.7, (99-113).
- David 2009. *David's English Teaching world*. Retrieved March 14, 2009 from <http://www.eltworld.net>
- Ellis, R. 1994. *The Study of Second Language Acquisition*. Oxford University Press.
- Eun-pyo, L. 2001. *Error Analysis on Medical Students' Writing*. Unpublished master's thesis. Eulji University, School of Medicine, Korea.

- Gass, S; and Selinker, I. 1992. *Language Transfer in Language Learning*. John ben Publishing.
- Harmer, J. 2002. *English Language Teaching*. Longman, Cambridge University Press.
- Hudson, R.A. 1987. *Sociolinguistic*. USA: Cambridge University Press.
- Jing, M. 2008. "Erroneous Collocations Caused by Language Transfer in Chinese EFL writing". *Us-china Foreign Language Journal*, Volume 6, No.9.
- Karra, M. 2006. *Second language acquisition: Learners' Errors and Error Correction in Language Teaching*. Retrieved March 14, 2009 from <http://www.proz.com/doc/633>.
- Loveday, L. 1986. *The Sociolinguistics of Learning and Using A Non- Native Language*. New York: Pergamon Press.
- Lungu, I. 2003. *A Linguistic Approach to Error Analysis in Teaching English As A Second Language*. Ovidius University Annals of Philology, Volume XIV.
- Nambiar, R. 2009. "Cross linguistic transfer between L1 and L2 texts: Learning strategies used by bilingual Malay tertiary learners". *European Journal of Social Sciences*. Volume 7, Number 3.
- Nelson, P. 2004. "An Error Analysis of Korean Students' Essay in English". *Korean Journal- University of Korea*. Vol. 35.
- Odlin T. 1989. *Language Transfer, Cross-Linguistic Influence in Language Learning*. Cambridge: Cambridge University Press.
- Okamoto, A. 2002. *Transfer of L1 argument structure and morphology in L2 Japanese*. Unpublished paper. Department of Language & Linguistics, University of Essex, United Kingdom.
- Roberts, C.A. 2006. "Transferring literacy skills from L1 To L2: From Theory To Practice". *The Journal of Educational Issues of Language Minority Students*. Volume 13.
- Tremblay, M.C. 2006. "Cross-Linguistic Influence in Third Language Acquisition: The Role of L2 Proficiency and L2 Exposure". *Cross-Linguistics Journal- University of Ottawa*. Vol. 34.
- Zhan, C. 2006. "On Variables Affecting L1 Transfer in L2 Acquisition". *Sino-US English Teaching*, Volume 3, No.5.