RESEARCH REPORT

ERROR ANALYSIS OF ENGLISH ESSAYS WRITTEN

BY INDONESIAN STUDENTS

A case study of the first semester students of the English Department, Maranatha Christian University, academic year 2014-2015

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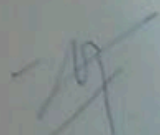BANDUNG
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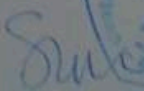
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ABSTRAK

Penelitian ini membahas analisis jenis dan frekuensi kesalahan dari data yang berasal dari karangan mahasiswa pembelajar bahasa ke-dua. Penelitian ini melibatkan 50 mahasiswa semester 1 Jurusan Sastra Inggris di Universitas Kristen Maranatha yang mengambil mata kuliah *Paragraph and Narrative Writing*. Pendekatan yang digunakan adalah deskriptif kualitatif. Data dikumpulkan dari hasil karangan mahasiswa pada Ujian Akhir Semester Gasal 2014/2015. Kesalahan dikelompokkan ke dalam beberapa kategori, dihitung frekuensi kemunculannya, dianalisis, dan dicari penyebabnya dengan mengacu pada teori Richards (1971) tentang analisis kesalahan. Hasil penelitian menunjukkan adanya kesalahan pada pembentukan dan pendistribusian kelompok kata kerja, penggunaan artikel, ejaan, kata depan, jenis kata, bentuk tunggal/jamak, dan kalimat tanya. Kesalahan disebabkan oleh adanya pengaruh bahasa ibu, generalisasi berlebihan, ketidak-tahuan akan batasan aturan, penggunaan aturan yang tidak sempurna, serta kesalahan memahami konsep dalam bahasa Inggris itu sendiri. Dengan mengetahui jenis dan frekuensi kesalahan serta penyebabnya, mahasiswa diharapkan dapat meningkatkan kemampuan menulis dalam bahasa Inggris, dan pengajar dapat menyusun metoda dan bahan pengajaran dengan lebih baik.

ABSTRACT

This study deals with the analysis of types and frequency of errors detected from essays written by L2 learners. It involved 50 first-semester students of the English Department, Maranatha Christian University, who enrolled in *Paragraph and Narrative Writing* class. The approach applied in this study was descriptive qualitative. The data were gathered from the students' essays during their final semester exam in the academic year 2014/2015. Identified errors were classified into several categories, calculated, analyzed, and categorized according to their causes based on Richards' (1971) theory on error analysis. The result showed that the most common errors occurred in the production and distribution of verb groups, the use of articles, spelling, prepositions, parts of speech, singular/plural forms, and questions. The causes of errors were both interlingual and intralingual interferences: interference of the mother tongue, overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false concepts hypothesized. It is hoped that by knowing the types and the frequency of errors, and their causes, students are able to improve their writing skill in English, and teachers are able to construct their teaching methods and materials better.

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is one of the four language skills. It is a complex process even in the first language and so it is more complicated to write in a second language. It is an "intricate" and complex task; it is the "most difficult of the language abililities to acquire" (Corder, 1974:177). The ability to write well does not occur instantly. It is usually learned through a complex process. Besides dealing with telling ideas, learners also have to convey messages in their writing effectively. However, due to the fact that writing in English as L2 is complex for the learners, errors are inevitable. Corder (1967) in his paper "The significance of learners' error" referred errors to the "systematic errors of the learners from which his knowledge of language to date can be reconstructed" (p. 25). In other words, they show how far the learner has acquired the second language at a particular point in the course. According to James (1998, p.78) and Ellis (2000, p.17), errors are systematic, and reflect a lack of learner competence, and might occur many times unrecognized by the learner.

A learner's errors are important to the process of language learning. They must be viewed positively as they are significant in three different ways (Corder, 1967): 1) to the teacher, they show how far the learner has progressed; 2) to the researcher, they give proofs of how language is learned or acquired and reveal the

learning strategies and procedures employed by the learner to discover the language; 3) to the learner himself, the making of errors is a means to learn the nature of the language. Thus, a learner's errors are inevitable but also important in the process of language learning, without which improvement will not occur.

This research will deal with the analysis of errors produced by the first semester students of the English Department Maranatha Christian University in their writings. The students have undergone a set of instructional practices in formal instructional setting of *Paragraph and Narrative Writing* class for one semester.

1.2 Statement of the Problem

The research questions are as follows:

1.   What types of errors are made by the students in their writings?

2.   How frequent do those errors occur?

3.   What are the common causes of those errors?

1.3 Purpose of the Study

This research aims at analyzing the types of errors and their frequency of occurrence, and investigating the causes of the errors. By knowing the types of errors and their causes, learners can improve their writing ability of how to write accurately and fluently in English. In addition, teachers can improve their methods of   teaching and constuct the materials better. In this way, the teaching and learning process of the second language can be of benefit to both the students and the teachers.

1.4 Theoretical Framework and Hypothesis

According to Keshavarz (1999, p.11), "there have been two major approaches to the study of learners' errors, namely Contrastive Analysis and Error Analysis." He also mentioned that "Error Analysis emerged on account of the shortcomings of Contrastive Analysis which was the favored way of describing learners' language in and 1950s and 1960s" (p.42). Contrastive Analysis, which compared the second language and the mother tongue of the learner, could identify the areas of difficulty which the learner would encounter (Corder, 1967, p.19). However, Richards in his article " A Non-Contrastive Analysis" (1971, p.172) stated that "studies of second language acquisition have tended to imply that contrastive analysis may be most predictive at the level of phonology, and least predictive at the syntactic level."

Error analysis is a "fundamental and relevant tool in language teaching in order to reorganize and transform the teacher's point of view and readdress his/her methodology, with the aim at fixing and fulfilling the students' gaps" (Vasques, 2008, p. 144). The purpose of error analysis is to find "what the learner knows and does not know" and to "ultimately enable the teacher to supply him not just with the information that his hypothesis is wrong, but also importantly, with the right sort of information or data for him to form a more adequate concept of a rule in the target language" (Corder, 1974, p. 170). Brown (1987, p.17) defined error analysis as a process through which learner errors are observed, analyzed and classified in order to elicit some infomation about the system operating within the learner.

According to the causes of errors, Richards (1971) distinguished two sources of errors: 1) interlingual errors, "errors caused by the interference of the learner's mother tongue"; 2) intralingual and developmental errors which "reflect learner's competentece at a particular stage, and illustrate some of the general characteristics of language acquisition. Their origins are found within the structure of English itself, and through reference to the strategy by which a second language is acquired and taught" (p.173). He further stated that there are 4 types and causes for intralingual errors and developmental errors:

1) Over-generalization errors occurring when the learner creates one deviant structure on the basis of two regular structures.

2) Ignorance of rule restrictions occurring when the learner fails to observe the restrictions of existing structures so that he/she applies inapplicable rules to a context. "Some rule restriction errors may be accounted for in terms of analogy; and other instances may result from the rote learning of rules" (p.175).

3) Incomplete application of rules occurring when the learner fails to apply a complete structure required to produce acceptable sentences.

4) False concepts hypothesized occurring when the learner does not fully comprehend the concept in the target language.

Richard's distinction of the causes of learners' errors will become the basis of this analysis, due to the fact that his numerous case-studies have found that there are typical of systematic errors in English usage which are produced by speakers of particular mother tongues, besides the errors caused by the L1 interference. Thus,

the types of errors, the frequency of occurrence, and the causes of errors in the students' writing can be identified.

CHAPTER II

LITERARY REVIEW

Extensive research has been done in the area of error analysis with English language as L2. It is the results of those researches that inspire me to do a research on Indonesian students' errors in writing English. Some researches were conducted to investigate interlingual interference, that is, the interference of the mother tongue, and some others dealt with both the interlingual, and the intralingual interference of the target language.

Benzigar (2013) conducted a research to investigate why the undergraduate students from rural Madurai colleges, Tamilnadu, South India continued to produce errors in their writings. The findings showed that the students made 973 errors, mostly as the result of applying mother tongue rules to English language structures. Learners' ignorance that verb is very important in English language was the main cause.

Sawalmeh (2013) investigated the errors in 32 English essays written by Arabic-speaking students of the Preparatory year program at University of Ha'il in Saudi Arabia. Identified errors were classified into verb tense, word order, singular/plural form, subject-verb agreement, double negatives, spellings, capitalization, articles, sentence fragments, and prepositions. The errors were mostly the influence of Arabic as resulted from L1 transfer.

Kaweera (2013), in his review of interlingual and intralingual interference

in EFL context, found that errors identified in Thai student's writing were "not only a result of the first language interference habits to the learning of L2, but also inadequate acquisition of the target language" (p. 16). A high frequency of errors occurred because the structures of the L1 and L2 had significant differences. In addition, some specific rules in the target language might be rather confusing and might have some exceptions in which the learners need to understand, memorize and practice in order to acquire them.

In a study analyzing errors made by the teacher education students in the Phillipines, Lasaten (2014) reported that seven common errors were detected in verb tenses, sentence structure, punctuations, word choice, spelling, prepositions, and articles. These errors were caused by interference of L1 and inadequate understanding of grammatical rules of English, besides the learners' carelessness and limited vocabulary in the target language.

According to Sun (2014), who conducted a research on error analysis with 30 undergraduate students in Shandong province as its participants, Chinese EFL learners experienced most difficulty in the usage of English article system. The other types of errors he also found were Chinese-English expressions, tense and verb forms, misuse of prepositions, subject-verb agreement, and misuse of adverbials. Higher frequency of grammatical errors in these aspects were due to the "discrepancies in the article system of English and Chinese, the absence of inflections and number agreement in Chinese" (p.181).

About errors made by Indonesian students, Hamzah (2012), who conducted error analysis of English writing by Indonesian freshmen students,

detected   six major categories of errors: word choice, verb group, articles, prepositions, plurality, and spelling. In this research, he only focused on mother tongue interference. Another research was done by Ratnah (2013), who investigated the errors in tense usage in translating Indonesian to English by the first semester students of Tour and Travel department. The identified errors were categorized into error of omission, error of selection, and error of addition particularly in using verbs, time signals, and the use of auxiliary verbs. The sources of errors were interlingual and intralingual interferences.

From the above examples of researches, it can be concluded that errors made by English learners of particular mother tongues were generally caused by both interlingual and intralingual interferences. The significantly different structures of the L1 and L2, and the confusing and difficult structures of the L2 had contributed to the types and frequency of errors made by the students.

CHAPTER III

METHOD OF RESEARCH

This research is descriptive qualitative. The focus is on errors produced by students in their essays: the types and frequency of errors; and the causes of errors. The research was carried out at Maranatha Christian University, Bandung. The location is suitable as the objects of this research were students of this university in the academic year 2014/2015. The students had attended one-semester course at the English Department under the supervision of their instructor before they were asked to write a narrative essay for their final exam. They could choose one of several given topics:

    a. Your first time away from home

    b. The days you decide to change your life

    c. A communication barrier

    d. **begin with**: It was the first day of winter.

The students wrote a three-paragraph narrative essay in about 150-200 words and they were given suficient time to compose it.

This research was conducted according to the steps in any typical error analysis research. They are:

    1. Collecting samples of learner language

    2. Identifying the errors

    3. Classifying the errors

4. Quantifying the errors

5. Explaining the errors.

Each essay was analyzed and identified errors were classified into several categories: the production of verb groups, distribution of verb groups, the use of articles, spelling, prepositions, parts of speech, singular/plural forms, and questions. The frequency of occurrence in each category was also counted. The errors were then explained so that the causes of errors could be determined.

CHAPTER IV

FINDINGS AND DISCUSSION

Data analysis shows that there are a total number of 615 errors identified from the students' essays. They are categorized in 8 types of errors. The following table illustrates the number of errors in each type and their frequency of occurrence:

Types of Error	Frequency	Percentage
Errors in the Distribution of Verb Groups	343	55.78
Errors in the Production of Verb Groups	119	19.35
Errors in the Use of Articles	38	6.18
Errors in Spelling	35	5.69
Errors in the Use of Prepositions	27	4.39
Wrong Use of Parts of Speech in word formation	21	3.41
Wrong use of singular/plural form and agreement	20	3.25
Errors in the Use of Questions	12	1.95
Total	615	100

It is clearly seen that the errors in the distribution of verb groups contribute mostly. There are 343 errors out of 615 (55.78%). Errors in the use of English tenses are in this type of errors.

Since the topic of the essay that the students were asked to write dealt with things/experiences happened in the past, the tense that should be used is past tense. However, many errors were produced in some usage of tenses. "By tenses

we understand the correspondence between the form of the verb and the concept of time." (Quirk and Greenbaum, 1982, p.40) The errors occur due to the fact that Indonesian verbs do not indicate time whereas English verbs change according to the aspect of time. Differences between the verb system of L1 (Indonesian) and English tense make it difficult for the students to comprehend the English notion of tense. In other words, the errors are attributed to the students' poor knowledge of the English tenses.

Some examples taken from the students' essays are:

(a) It is axactly about **a year ago**.

(b) **Last month** I go to Bali Island with my friends.

(c) **At 12.30** I had already arrived.

(d) I really loved snow **since I was a child**.

(e) I **never** did it **before**.

(f) It **was** Sunday and the weather **is** perfect.

(g) I **took** the exam and **pass**.

Various kinds of tenses were used by the students instead of the required past tense and past perfect tense. In sentences (a) and (b), the students reduced the _ed marker in past context, which appears to carry no meaning since pastness has already been indicated lexically by the time indicators: the adverbial of time 'a year ago' and 'last month'. Such errors are due to overgeneralization.

In sentence (c) the adverbial of time 'at 12.30' indicates a relevant point in the past so the verb used should be 'arrived'. The correct sentence is 'I arrived at 12.30'.

In sentences (d) and (e), 'since I was a child' and 'before' are time-indicators that perfective aspect should be used. As the topic deals with things happened in the past, the past perfect should be used. However, Indonesian language has nothing corresponding to the English distinction between simple past and present perfect, which makes the students face difficulty with English past and present perfect (Yong, 2001, p. 287). The correct sentences are 'I had really loved snow since I was a child' and 'I had never done it before'. The students were aware of the use of past tense but they were ignorant of the rule restrictions concerning the past perfect tense.

In composing sentences (f) and (g), the students were aware of the use of past tense for showing things happened in the past but they were not careful enough to be consistent in using it. The correct sentences are 'It was Sunday and the weather was perfect' and 'I took the exam and passed.' This fact is understandable as they did not have to think of tenses when composing an essay in their L1 (Indonesian).

The second major problem is in the production of verb groups with the frequency of occurrence 119/615 (19.35%). As we know, there are quite a lot of kinds of verb patterns in English. Hornby, in his book *Guide to Patterns and English Usage* (1975), elaborates 25 verb patterns, including the use of finite and non-finite verbs. On the contrary, the verb forms in Indonesian language as the L1 of the students, do not operate in finite and non-finite verb phrases. That is why the students produced a large number of errors in the production of verb groups.

The first kind of errors is the use of 'be+verb stem+ed' for 'verb stem+ed'.

The following examples are taken from the students' essays:

(a) My mom **was called** me.

(b) He **was slept**.

(c) I **was enjoyed** reading.

(d) He **was** just **stood** there doing nothing.

(e) I **was** almost **gave** up . . . .

This kind of errors can be explained as follows. The students knew and understood 'was' as a marker of past tense. So in producing the sentences, the students used 'was' together with the past form of the verb, which is incorrect according to the English verb patterns. The finite verbs are full verbs which do not need the auxiliary 'be'. Thus, the errors are derived from "faulty comprehension of distinctions in the target language" (Richards, 1971, p.178).

The second kind of errors is the use of wrong verb form after auxiliary 'do'. Some examples are:

(a) They **didn't said** anything.

(b) He **didn't** even **felt** guilty.

(c) She **didn't stole** anything.

(d) I **didn't came** to class.

It is obvious that the students were aware of using 'did' as the past tense of 'do' for negative sentences to refer to things happened in the past but they overgeneralized the rules by using past form of the verbs following the auxiliary 'did+not'. So instead of writing the sentence "they didn't say anything", they only added "didn't" to negate the sentence "they said anything", and retained the past

form 'said' instead of using a bare infinitive after "didn't". In Indonesian, to negate a sentence, only the word '*tidak*' is added in front of the verb, without changing anything to the verb itself. It seems that the students were influenced by their L1 in composing the sentence. The same explanation is also for the other examples (b), (c), (d) and (f).

The third kind of errors in this group is the use of wrong verb form after modal auxiliaries. Some examples are:

(a) He **could helped** me forget . . . .

(b) I **couldn't believed** her.

(c) I **should** never **gave** up.

The students correctly used modal auxiliaries in their past form but they were not aware of the fact that the modal auxiliaries should be followed by bare infinitives; they used the past form of the verbs instead, as the essays dealt with things in the past. They thought both the auxiliary and the verb should be in their past forms. This over-generalization may be the result of the students reducing their linguistic burden.

The fourth kind of errors in this group is the wrong form of non-finite verb for verb + (O) + to infinitive. The following are examples taken from the students' essays:

(a) I **decided to ran** far away.

(b) I **tried to crossed** the road.

(c) She **asked me to went** to the market.

(d) I **liked to saw** snow.

Indonesian language does not operate in finite and non-finite verb phrases as English does. The verbs are known only as verbs. So, when writing a sentence about the past in English, the students tended to change both the finite verbs and the non-finite verbs following the finite verbs into their past forms, which surely caused errors. Instead of producing the correct sentence 'I decided to run far away', they wrote 'I decided to ran far away'. The same thing happens in the same way to the rest of the examples.

Similar errors are detected when the students used the wrong form of the non-finite verbs following the finite verbs. Instead of using 'to infinitive' after certain verbs, they used 'to+present participle'. For examples, 'She decided to guiding me' and 'I tried to sleeping'. They failed to recognize the correct pattern.

Different from the above examples which show that the students were aware of the use of 'to' after certain verbs such as 'decide', 'try', 'ask', and 'like', the following examples show the fact that the students were ignorant of the rules.

(a) I **wanted told** her about it.

(b) I **started felt** tired.

(c) I **didn't like stayed** here.

They failed to use 'to infinitive' following the finite verbs. They were then influenced by their L1; they tended to directly translate the ideas from their L1 into English and the results are absolutely incorrect. The above examples share the same pattern with Indonesian sentences: '*Saya **ingin memberi tahu** dia tentang hal itu*'; '*Saya **mulai merasa** lelah*', dan ' *Saya **tidak suka tinggal** di sini.*' It is obvious that the students were ignorant of the rule restrictions in English verb

patterns concerning the verbs which should be followed by 'to infinitives'.

Another wrong use of non-finite verbs occurs when the students failed to comprehend the rule restrictions in English verb patterns concerning the verbs which should be followed by 'bare infinitives'. Some examples are as follows:

(a) She **made** me **went** to school.

(b) I **let** my mother **went** into the c hurch.

(c) He **let** me **opened** the gift.

The finite verbs 'made' and 'let' are in their correct form, but they are not followed by bare infinitives 'go' and 'open'. The non-finite verbs were changed into their past form, following the form of the finite verbs, instead.

The same thing happens to the verb patterns in which bare infinitive/ present participle should follow another kind of finite verbs. The students used the past form of the non-finite verbs. For examples:

(a) I **saw** the girl **sat** on a chair.

(b) I **could see** my mother **prayed**.

(c) I **felt** someone **followed** me.

(d) I just **finished picked** the ingredients . . . .

As the essay dealt with happenings in the past, they used past form of both the finite and the non-finite verbs. Again, it is clear that the students were not aware of the rule restrictions concerning certain kind of verbs.

Besides the wrong use of non-finite verbs after certain verbs, there are also errors in using the wrong non-finite verbs after adjectives. Some examples are as follows:

(a) I was so shocked **to heard** it.

(b) I felt happy **to came** to my home again.

The pattern of the above sentences should be 'adjective + to infinitive'. However, as the events they narrated happened in the past, the students thought of the rules for the simple past tense, that they had to use the past form of all the verbs (finite and non-finite). In their L1, there is no finite and non-finite verbs; there are only verbs. This explained the many errors they made in this group.

Another kind of errors that belongs to the production of verb groups is the omission of 'be' before adjectives. The following sentences serve as the examples:

(a) I always lonely.

(b) I still scared.

(c) My mother really worried.

The English copula 'to be' is very important in a sentence in which the nominal part of the predicate (or the subject complement) is an adjective. In the students' L1 (Indonesian language) 'to be' corresponds with *'adalah'*, which is frequently optional. It is "dropped in a sentence that expresses a condition or state of existence" (Yong, 2001, p. 287). The three examples above are in Indonesian:

(a) *Saya selalu kesepian*.

(b) *Saya masih ketakutan*.

(c) *Ibu saya sangat cemas*.

So, in producing the English sentences, the students thought of the Indonesian rules, and thus, they dropped the copula 'to be'. Here, the students' L1 contributes a lot to this kind of errors.

The third major problem is errors in the use of articles. There are 38 errors out of 615 (6.18%). The specific use of definite, indefinite, and zero articles is confusing to the Indonesian learners of English so that errors often occur. Some examples are:

(a) The next morning, I went to airport.

(b) After that I went to mountain with my friends.

(c) Then I went to bathroom.

(d) In afternoon, I go home.

(e) In morning, I wake up at 10 o'clock.

(f) It was State University of Makassar.

(g) . . . whose moms greet their children at a door.

(h) He was a murderer who killed my grandfather.

The students' L1 (Indonesian language) does not have articles. There are demonstratives *ini* (this) and *itu* (that) which can overlap the function and assume the meaning of 'the'. However, the use is often optional and consequently learners tend to drop the definite article in producing sentences in English (Yong, 2001, p. 286).

Omission of the definite article 'the' is shown in sentences (a), (b), and (c). In English, a definite article is used for all non classes when the reference is clearly to something definite (definite specific reference) (Quirk & Greenbaum, 1982, p. 69). In sentences (a), (b), and (c) all the nouns are made particular in the context of the essays, so the definite article 'the' should be used, instead of zero article: 'the airport', 'the mountain', and 'the bathroom'. The same kind of nouns

in sentences (g) and (h) need the definite article 'the', instead of the indefinite article 'a': the door, and the murderer. Definite article 'the' is also used for nouns which indicate periods of time, particularly with preposition 'in' (p.74). The nouns in sentences (d) and (e), therefore, need a definite article: 'in the afternoon' and 'in the morning'. Nouns modified by an 'of phrase' such as in sentence (f) also need a definite article: the State University of Makassar.

Besides errors in the use of the definite article 'the', the students also produced errors in the use of the indefinite article 'a'. Some examples are:

(a) I heard dog barking outside.

(b) My uncle had wife and two daughters.

(c) I would be diligent student.

(d) My father had new job there.

(e) I went to the place where there was . . . .

(f) A strange man came with the baby in his hand.

An indefinite article is used for single count nouns when the references are specific (indefinite specific reference) (p. 69). In sentences (a) and (b) the references of the nouns are specific as we have in mind specific specimen of the class. They need the indefinite article 'a': 'a dog' and 'a wife' instead of zero article; so do the nouns in sentences (e) and (f): 'a place' and 'a baby', instead of the definite article 'the'. In sentences (c) and (d) indefinite articles should be added to class nouns defined by adjectives: 'a diligent student' and 'a new job'.

The last thing about the English articles is the use of zero article. Zero article is usually taken by both concrete and abstract non-count nouns when they

have generic reference (p.71). In sentences (a) 'He got a long hair', and (b) 'I played a snow with my brother', zero article should be used for the nouns 'hair' and 'snow' because both are non-count nouns. Other examples of errors are as follows:

(c) My father and I go . . . by **a** car.

(d) We're going to have **a** dinner in a restaurant.

(e) My father and I go to **the** Bandung.

The nouns in the above three sentences also need zero article. In sentence (c) the count noun 'car' is in rather specialized use, chiefly in certain idiomatic expression (p. 73): 'to go by car' (functioning as means of transport with 'by'). In sentence (d) the noun is expressing meal: 'to have dinner', and in sentence (e) the word 'Bandung' is a proper noun which "does not share such characteristics of common nouns as article contrast" (p. 76).

From the discussion on the use of articles, it is obvious that English language has a complexity of article system, which gives confusion to Indonesian learners. "They failed to observe the rule restriction by applying rules to contexts where they do not apply" (Richard, 1971, p. 181).

The fourth major problem is errors in spelling. There are various kinds of errors that the students made in spelling. The most common among them is the confusion in using either single or double consonants. Some examples are:

(a) I packed my **lugage**.

(b) This bad **habbit** becomes part of my lifestyle.

(c) I don't know if leaving this place is a good **deccission**.

(d) He only brought a double barrel **riffle**.

(e) That day was really **unforgetable**.

(f) They look **peacefull**.

(g) She **dissapeared**.

(h) I really **regreted** all I'd done.

(i) My friend asked me to **acompany** her.

In sentences (a) to (i), the confusion occurs in three kinds of parts of speech: noun, adjective and verb. In sentence (a) to (d) the noun 'lugage' should be spelt 'luggage', 'habbit' should be spelt 'habit', 'deccission' should be spelt 'decision', and 'riffle' should be spelt 'rifle'. As for the adjectives used, sentences (e) and (f) show the errors. The adjectives 'unforgetable' and 'peacefull' should be 'unforgettable' and 'peaceful'. And for the verbs, the verbs in sentences (g) to (i), 'dissapeared', 'regreted', and 'acompany' should be spelt 'disappeared', 'regretted', and 'accompany'. This kind of confusion is due to several reasons. The most common one is the students' carelessness. They did not pay attention to the correct spelling of the words, such as in (a), (b), (c), (d), (g) and (i). At the same time, irregular spelling patterns also contribute to the errors. Another reason is the students' lack of awareness of spelling rules in some cases, such as in (e) and (h). There is a rule saying that "final base consonants (except 'x') are doubled before inflections beginning with a vowel letter when the preceding vowel is stressed and spelled with a single letter" (p. 29). So, the consonant 't' in 'unforgetable' and 'regreted' should be doubled. Error in (f) is merely caused by the students' lack of awareness that the adjective suffix is '-ful', not '-full'.

Another kind of error that the students made in spelling is the use of incorrect vowel/consonant. Some examples are as follows:

    (a) We didn't have any **ingridients**.

    (b) I found **boredem**.

    (c) **Apperently** it was my mom.

    (d) The extreme cold weather sometimes make my nose **blead**.

    (e) . . . whose mom **great** their children at [the] door.

    (f) They expected my **choise**.

    (g) There was nothing **spesial** there.

The words 'ingridients', 'boredem', 'apperently', 'blead', and 'great' in sentences (a) to (e) have one incorrect vowel each, while the words 'choise' and 'spesial' in sentences (f) and (g) have one incorrect consonant each. The correct spelling of those words are 'ingredients', 'boredom', 'apparently', 'bleed', 'greet', 'choice', and 'special'. This kind of errors is due to the students' lack of awareness of English spelling rules and the queerness of English spelling itself. In the students' L1 Indonesian language, what is written is the same as what is spelt. In English it is different; the pronunciation of a written word is unpredictable unless we know for sure how to pronounce it. In this kind of error, the students adjusted the spelling of the words to the sound they made when pronouncing them as in (a), (b), (c), (f), and (g). In (d) and (e), the students made wrong analogy of spelling with the words they had known already, such as bead, lead, meat, and neat, which are all written with 'ea' and pronounced /i:/.

The next two kinds of errors in spelling are transposition of two letters, as

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shown in the following examples:

(a) There are many **witnesess**.

(b) I became more **exicted**.

(c) It [was] so **quite**.

and entirely wrong spelling of the words, as shown in the following examples:

(d) We are making **omlate**.

(e) My mom told me she was **corius**.

(f) I am so **jelouse**.

The errors in (a) to (c) are due to the students' carelessness, whereas in (d) to (f), they are caused by the students' limited vocabulary.

The fifth problem is errors in the use of preposition. Errors in this category occur in the students' essays with the frequency of 27/615 (4.39%). The students used preposition 'to' instead of 'ø' preposition. Some examples taken from the students' essays are:

(a) I went **to** home.

(b) We packed our stuff to go back **to** home.

(c) I forgot the way **to** home.

In the three sentences above, the students used preposition 'to', which is wrong because no preposition is necessary. In doing so the students were influenced by their L1 (Indonesian) '*ke*' (= English preposition 'to') such as in '*saya pulang ke rumah*'. In English, however, the word 'home' is an adverb which means 'to or at the place where you live' (Hornby, 2015, p. 752). So, there has already been a preposition 'to' or 'at' in the word itself. The addition of 'to' in those sentences is

certainly redundant.

Another kind of errors occurs in the next two sentences:

(d) I tell **to** my parents about the university.

(e) I asked **to** mom.

The verbs 'tell' and 'ask' are transitive verbs which do not take any preposition if they are combined with nouns as objects. The Indonesian verbs '*memberitahukan/ mengatakan*' (= tell) and '*bertanya*' (= ask) are followed by '*kepada*' (= to) if they are followed by nouns as objects. '*Saya bertanya kepada ibu saya*' was the Indonesian sentence the students were thinking of when they produced 'I asked to mom'. Thus, the students were influenced by their L1 when producing such errors. The errors are due to the L1 lexical interference as the students directly translated the sentences from Indonesian into English.

Sentences (f) 'Since June I had lived in there' and (g) 'My parents was at there' are examples of errors in the use of prepositions 'in' and 'at' before the adverb of place 'there'. As an adverb, 'there' means 'in, at, or to that place or position' (p. 1623). The students, however, used prepositions 'in' and 'at', which is redundant. In Indonesian language, 'there' means 'disana'. It is obvious that in both languages the words 'there' and 'di sana' do not need additional preposition before them. The errors are obviously due to the students' carelessness.

Some other examples which are categorized as addition of unnecessary preposition, are shown in the following examples:

(h) We will go to Bandung **for** tomorrow.

(i) One day I won **for** almost 10 million rupiahs.

(j) I really regretted **for** all I've done.

In sentence (h), the adverb of time 'tomorrow' does not need a preposition before it. In sentences (i) and (j) 'won' and 'regretted' are both transitive verbs which do not need a preposition when followed by a noun as object. In this case, errors occur because of the student's ignorance of rule restrictions concerning the transitive verbs.

Different from the previous kind of errors in the use of preposition, in the following sentences (k) to (o) the students omitted the necessary prepositions for verbs that need a prepososition to give a certain meaning.

(k) **Listening** her, my heart beat so fast.

(l) I heard a sound and I **searched** it.

(m) They **stared** each other.

(n) I didn't **believe** God.

The verb 'listen' in (k) needs 'to' if followed by an object; the verb 'search' in (l) needs 'for' to give the meaning of 'look carefully for something' (p. 1365); 'stare' in (m) needs 'at' to give the meaning of 'to look at each other for a long time' (p.1525); and 'believe' in (n) needs 'in' to form the meaning of 'feeling certain that God exists' (p.127). From the errors detected, it seems that the students were ignorant of the restriction of rules concerning prepositional verbs.

The sixth type of errors produced by students in their essays is the wrong use of parts of speech. There are 21 errrors out of 615 (3.41%). The common errors occurred are the wrong use of verbs, nouns, adjectives, and adverbs. The following examples show the wrong use of nouns instead of adjectives:

(a) She wanted to be a **success** person.

(b) I am very **happiness**.

(c) Our ambitions were totally **difference**.

(d) I can see the **warmth** smile.

The errors are obviously due to the students' lack of understanding in using correct part of speech. In sentences (a) to (d), adjectives are needed but the students used nouns, instead. They did not comprehend the rules of word formation in English to be able to differentiate the parts of speech. 'Success' is a noun and if suffix '-ful' is added to it, the word 'successful' is an adjective. 'Happiness' is a noun derived from the adjective 'happy'; Suffix '-ence' when added to a verb forms a noun ('difference'), and the adjective derived from the same base is 'different'; while 'warmth' is a noun derived from the adjective 'warm'.

The following sentences are examples of the wrong use of verbs, instead of adjectives or nouns:

(e) I was very **confuse**.

(f) I take care of my **resign**.

(g) Our **prays** were never really answered.

In sentence (e), an adjective ('confused') is needed but the students used a verb (confuse), instead. The students were ignorant of the rules in word formation that past participle of certain verbs can function as adjectives. In sentences (f) and (g) the nouns 'resignation' and 'prayers' should be used, instead of the verbs 'resign' and 'pray'. The students were not aware of the fact that to form a noun from the

verb 'resign', they should add the noun suffix '-ation'; and from the verb 'pray', a noun can be formed by adding the noun suffix '-er'.

Another kind of errors is the wrong use of adverb instead of adjective, as shown in sentence (h) ". . . as usually my parents didn't allow me". An adjective ('as usual') is required while the student provided an adverb which is derived from the adjective 'usual' + suffix '-ly'.

From the discussion on the wrong use of parts of speech, it can be concluded that the students did not have the knowledge to understand the function of different suffixes added to the base in the process of English word-formation.

Another kind of errors is the wrong use of participial adjectives. Some of the examples are:

(h) The forest is so cold, dark and **frightened**.

(i) I feel **worrying** to go outside.

(j) She said she was **boring** at the office.

(k) I was **scary**.

The students had already been aware of the fact that they had to use adjectives: 'frightened', 'worrying', 'boring', and 'scary'. However, the adjectives chosen are improperly used as the meaning of the sentences becomes awkward. They had to use the other form of each adjective: 'frightening', 'worried', 'bored', and 'scared' to convey the meaning intended. Both kinds are participial adjectives but diferrent suffixes show different meanings so that they cannot be used interchangably. The errors reflect the students' confusion when choosing which proper participial adjectives to use.

The seventh type of errors is the wrong use of singular/plural forms and subject-verb concord. There are 20 errors out of 615 (3.25%). Some of the examples are as follows:

    (a) **Many problem** had happened.

    (b) I finished **all the chore**.

    (c) In the first semester, I got **4 subject**.

In sentences (a) to (c) the students omitted the plural markers from the intended nouns. In producing the sentences, the students thought of their L1 system of plurality. In Indonesian language, plurals are marked by repeating the nouns; for example: the plural form of '*buku*' (book) is '*buku-buku*' (books). However, if a plural quantifier/predeterminer/numeral is used before the noun, the noun is not repeated as the quantifier/determiner/numeral has shown the plural form (Yong, 2001, p. 283): '*banyak masalah*' in (a), '*semua pekerjaan*' in (b), and '*4 mata pelajaran*' in (c). In English, despite the plural quantifier/predeterminer/numeral, a plural marker should also be affixed to the noun as it is usually done to form plurality: 'many problems', 'all the chores', and '4 subjects'. Thus, the students were not aware of the rules in the L2 concerning the different system of plurality so that they were likely to drop plural endings after number or plural quantifiers as in their L1.

The errors in concord of number between subject and verb are shown in the following examples:

    (d) All of the people **was** welcoming the winter.

    (e) The eyes **was** strange.

(f) All of my friends **was** fast asleep.

In English, a singular subject requires a singular verb, and a plural subject requires a plural verb. Sentences (d) to (f) show the errors in subject-verb concord. 'All the people', 'the eyes', and 'all of my friends' are plural subjects, so they require a plural verb 'were'. The students were aware of the plural nouns as the subjects but they were not aware of the required plural verb for the plural subjects.

The eighth and last type of errors is the errors in the use of questions with the frequency of 12/615 (1.95%). Some of the errors are shown in the following examples:

(a) What he looks like?

(b) Why everyone seemed covering him from his guilt?

(c) Why you have to study when you have a lot of money?

(d) Why everyone didn't believe me?

(e) I had no idea where did we want to go.

(f) I didn't know where was I.

(g) I lied down in bed, thinking what should I do.

In English, wh-questions are formed by placing the question-word itself in the first position and by inverting subject and operator in all cases except that in which the Q-element is subject. If there is no auxiliary in the equivalent statement, 'do' is introduced as operator in the question (Quirk & Greenbaum, 1982, pp. 197-198). In sentences (a) to (c) the students had correctly placed the question-word in the first position but failed to apply the complete rule. They did not recognize that

their sentences need 'do' or 'did' as operator in the questions as there is no auxiliary. The correct sentences should be:

(a1) What does he look like?

(b1) Why did everyone seem covering him from his guilt?

(c1) Why do you have to study when you have a lot of money?

In sentence (d) the student had used "didn't" but failed to invert the subject and the operator to form a question. The correct sentence is 'Why didn't everyone believe me?'.

In sentences (e) to (g) the errors occurred in embedded sentences. The students failed to invert the subject and the verb to form a complete declarative statement. The correct sentences are:

(e1) I had no idea where we wanted to go.

(f1) I didn't know where I was.

(g1) I lied down in bed, thinking what I should do.

It is obvious that the errors are the results of the students applying incomplete rules of interrogative information.

CHAPTER V

CONCLUSION

From the discussion in the previous chapter, it is shown that there are 8 major types of errors made by 50 Indonesian students in their essays. They are errors in the production and distribution of verb groups, the use of articles, spelling, prepositions, singular/plural forms, parts of speech, and questions. The production and distribution of verb groups contribute the most (75,13%). Included in these types are tenses and verb patterns, which are difficult for the Indonesian students to understand as the students' L1 (Indonesian) does not have the same patterns.

Some types of errors Indonesian students made were also shared by other learners of English from other countries as mentioned in Chapter Two. Among them are tense and verb forms, articles, spelling, and prepositions. These are the areas that the learners found difficult to comprehend as they are of different kinds from their mother tongue. When facing difficulty in expressing ideas in English, they tended to use the patterns in their L1 they were familiar with. As a result, they failed to produce grammatically correct English sentences.

The errors identified in the students' essays are caused by both interlingual and intralingual interferences. They are caused by the inappropriate L1 transfer or interference from the students' mother tongue, over-generalization or redundancy reduction, the failure to observe the restriction of certain rules, incomplete

application of rules, and false concepts hypothesized. Intralingual interferences occur more often than the interlingual ones. In some cases, such as in spelling, the errors are caused by the students' carelessness.

Errors in writing are proven to be unavoidable in the process of learning English. Nevertheless, errors can also serve as a means of feedback for both the students and the teachers. By knowing the errors, their kinds, and their causes, it is hoped that the students will not produce the same kind of errors. They will become well motivated to improve their learning strategy in order to comprehend what they are lacking in. In doing so, the students should be introduced to all the basic verb patterns, especially those concerning the finite and non-finite verbs, at the same level when they take narrative writing class because they have never been exposed to such complicated rules before; Indonesian language does not operate in finite and non-finite verbs. They should also be given more practices to make them familiar with the various verb patterns and make themselves trained to use them. The most important of all is the assistance from their teachers, who can tell the students the errors they have made and give the possible remedies to their problems.

As for the teachers, errors can become a reflection of their students' development in acquiring the target language, which at the same time reflects how effective they are in transfering the materials to the students. By finding out the flaws that need further attention, the teachers can improve their teaching materials and methods to avoid fossilization of the errors.

This research deals with the first semester students of the English

Department as its object. They are beginners who have not had enough knowledge of the English language yet. It is then suggested that further research should be carried out to a higher level of students; students who have already taken more advanced grammar course, to find out whether the types of errors made are similar or completely different. Besides, it is hoped that further research could be done by using other kinds of essays, such as descriptive or argumentative, as its data in order to know what kinds of errors the students would make.

Last but not least, it is hoped that this research can be of benefit to those who are interested in the topic discussed.

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APPENDICES

Table 1. Errors in the Distribution of Verb Groups (Samples)

1.	*had + verb + ed* for *verb + ed*
	At 12.30 I had already arrived
2.	*have + verb + ed* for *verb + ed*
	Then we have just arrived at the forest. In the end of July 2014, I've become English literature student.
3.	*verb stem* for *verb + ed*
	It is exactly about a year ago. That was the day when I have to decide not to gambling anymore. Last month, I go to Bali Island with my friends.
4.	*be + verb + ing* for *verb + ed*
	I was screaming and running immediately. Finally, a man was coming and he saved me. I was doing it over and over again. . . . because it's making me rich. I feel that fear is coming every time I remember home I don't even remember I'm doing all that yesterday. Before I went to sleep, I was going to the riverside and washed my face. We talked together, singing, and we were telling our secrets.
5.	*verb+ed* for *had+verb+ed*
	I really loved snow since I was a child. After he did it, he left. After the bus arrived, I hopped in. I was sat on the chair in front of my house for three hours. After I finished everything, I went to the office. After everything's done, I went to my room. After I finished my first semester, my grades were not good enough. I never did it before. He was a murderer who killed my grandfather.

6.	*verb stem* for *verb + ed* in narrative
	My mom told me she was curious about what I'm doing.
She whispered that she want her rose back.
The driver told me we're already arrived at the bus station.
I walked back to my room, confused, because I have never received a package before.
It was the first day of winter when I go away from home.
Two months had passed and we're still together.
It was Sunday and the weather is perfect.
He said that they have gone hurriedly.
I took the exam and pass.
I book a ticket and went to Bandung.
I walked faster, then the man grab my back and pushed me to the wall.
I packed my stuff and everything I need into a small luggage.
I ran to the tent and telling my friends that I heard a scream.
She . . . told me that everything will be okay.
I remembered how happy my sister when winter and Christmas day come.
Sarah followed me and try to unlock the window.
Suddenly, a girl touch my back and asked why I'm so confused.

Table 2. Errors in the Production of Verb Groups

1.	*be + verb stem* for *verb stem*
	It is make me calm.
I'm wake up.
I am hide under the tree.
It is sound crazy.
2.	*be + verb stem + ed* for *verb stem + ed*
	My dad was died when I was a child.
My mom was called me.
I was woke up.
He was slept.
I was helped my parents.
I was enjoyed reading.
I was enjoyed it
Many problems were filled my brains.
He was just stood there doing nothing.
I was only brought my clothes . . . .
I was almost gave up.
I was sat on the chair . . . .
I saw the guy who was married my mom.

3.	wrong verb form after *auxiliary do*
	They didn't said anything. . . . she didn't heard me . . . . He didn't even felt guilty. She didn't stole anything. I didn't believed . . . . My parents didn't gave me . . . . so I didn't ran . . . . I didn't came to class.
4.	wrong verb form after *modal verb*
	I can't heard . . . . I must done it. I have to called the police. I can made my parents proud. I must lived. I can't saw her face. I must to choose . . . . She told me what I must to do. He could helped me forget . . . . I couldn't believed her. I should never gave up.
5.	be omitted before verb + ing
	. . . but now she standing right in front of my garden. I can't hear what that guy talking about. She said she getting married . . . . I'm very happy because we going together. When I searching for it, ... I enjoying this weather . . . . My grade getting worse in semester 2.
6.	wrong form of *non-finite verb* for *verb + (o) + to inf*
	I decided to ran far away . . . . I decided to kept the rose. I decided to came back. We decided to had a relationship . . . . We decided to travelled . . . . My parents did not allow me to went for vacation. The wolf tried to chased me. I tried to crossed the road. I tried to talked to her.

	I decided to ran far away . . . . I decided to kept the rose. I decided to came back. We decided to had a relationship . . . . We decided to travelled . . . . My parents did not allow me to went for vacation. The wolf tried to chased me. I tried to crossed the road. I tried to talked to her. Sarah tried to talked with them. She asked me to went to the market. I started to prepared the stuffs. She forgot to gave me the money I liked to saw snow. I chose Seoul to became my first destination. I took the faster way to went home. I went to the supermarket to bought a Christmas tree.
	I just want to relaxed . . . . I try to shared . . . . The doctor needs to amputated my leg. I want to played snowball. I decide to made a small decoration. I thought he was going to kidnapped me, but . . . .
	I decide not to gambling anymore. I try to sleeping. She decided to guiding me. I started to sight-seeing.
	I like play snow with my sister. I want go to the shop. I try change myself. I don't want miss this moment.
	I wanted told her about it. I started felt tired. I didn't like stayed
7.	wrong form of *non-finite verb* for *adjective+ to infinitive*
	I was so shocked to heard it. She was about to gave birth to our first child. It was time to went back to my home town. I felt happy to came to my home again. I am so proud had a mum like her.

8.	wrong form of *non-finite verb* for *verb + o + bare inf*
	She made me went to school. I let my mother went into the church. He let me opened the gift. They wouldn't let me to come along.
9.	wrong form of *non-finite verb* for *verb + (o) + bare infinitive / present participle*
	I could see my mother prayed. I saw a girl . . . sat on a chair. I saw the man came towards me. I felt someone sat beside me. I felt someone followed me . . . . I saw that guy talked. I can see the warmth smile lightened up her cold face. I just finished picked the ingredients. After I finish bought it, ... After I have finished to prepare all things I need, ... I spent my time study there.
10.	*be* omitted before *adjectives*
	It so cold, dark and . . . . I always lonely. My mom . . . shocked. . . . a Christmas song, which beautiful. I hope they always happy. I still scared. I just shocked. The weather may cold . . . . My mother really worried about me. I remembered how happy my sister. The only transportation that cheap was busway. We wouldn't late again. It so quiet . . . . they very interested . . . . He frightened and ran away.
11.	*be* omitted before *adverbial adjunct*
	I still at home. My home in Canada. No one behind me. I away from my home. The shop near by the forest. My parents and sister usually not [at] home. I asked my mom why she at home.

Table 3. Errors in the Use of Articles

1.	omission of *the*
	before nouns made particular in context
	The next morning, I went to airport. Then I went to bathroom. I had to buy something for bathroom. After that I went to mountain with my friends. . . . I open window. In afternoon, I go home. In morning, I wake up at 10 o'clock.
	before a noun modified by an *of-phrase*
	It was State University of Makassar.
2.	*a* used instead of *the*
	. . . whose moms great their children at a door. He was a murderer who killed my grandfather.
3.	*a* used instead of ø
	He got a long hair. My daddy and I go . . . by a car. I played a snow with my brother. I have a lots of good friends. We're going to have a dinner in a restaurant.
4.	omission of *a*
	before class noun
	My parents did not allow me to went for vacation. She is happy to have visitor. I heard dog barking outside. I am student in university. She said when she was child, ... I've never received package before. I thought that it was stranger. There is problem in his office. My uncle had wife and two daughters. We crashed to tree.
	before class noun defined by adjectives
	I thought that was good university. I would be diligent student. My father had new job there.

	before compound nouns
	I woke up in hospital room. I've become English literature student. It was in the middle of summer holiday.
5.	*the* used instead of *a*
	I went to the place where there was . . . . I . . . took the stone to hit his head. A strange man came with the baby in his hand. She started the conversation. I gave the baby and got <u>the</u> reward from the police.
6.	*the* used instead of *ø*
	My daddy and I go to the Bandung.

Table 4. Errors in Spelling

1.	*Nouns*
	I packed my *lugage*. We didn't have any *ingridients*. We are making *omlate*. They accepted my *choise*. This bad *habbit* becomes part of my lifestyle. I don't know if leaving this place is a good *deccission*. She started the *convertation* . . . . to continue my experiences in another *countrey*. He only brought a double barrel *riffle*. Some *moths* later I passed the examination. There are many *witnesess*. I try to share with my *roomate*. I used to sit in a pub, having a *pinch* of beer. My family planned to go *vocations*. I found *boredem*.
2.	*Adjectives*
	My mom told me she was *corius* . . . . That day was really *unforgetable*. I'm so *jelouse* . . . . I became more *exicted*. There was nothing *spesial* there. I have *simmilar* hobby with my friend. They look *peacefull*. There are *unforgetable* moment for me. It so *quite*.

3.	*Adverbs*
	I was screaming and running *immidiately*. Don was *extremly* shocked. *Apperently*, it was my mom.
4.	*Verbs*
	She *dissapeared* . . . . I really *regreted* all I'd done. A big snow storm came and *burried* my sister beneath the snow. My friend asked me to *acompany* her. The extreme cold weather sometimes makes my nose *blead*. Someone *oppened* the door and called my name. Father really *woried* about my trip. . . . whose mom *great* their children at a door.

Table 5. Errors in the Use of Preposition

1.	*to* instead of ø
	They took me back to home. I went to home. We packed our stuff to go back to home. I tell to my parents about the university. I forgot the way to home. I decided to walk to back to my flat. My uncle wanted me and my family join to the party. I asked to mom . . .
2.	ø instead of *to*
	Listening her, my heart beat so fast.
3.	*in/ at* instead of ø
	We could have many games in there. Since June I had lived in there. In that afternoon, after school, he asked me . . . . I must leave in Bali Island this afternoon. My parents was at there.
4.	*for* instead of ø
	He will go to Bandung for tomorrow. One day I won for almost 10 million rupiahs. I should never give up for what I did. I really regretted for all I've done.
5.	ø instead of *for*

	I heard a sound and I searched it.
6.	ø instead of *of*
	Because her, I can go to my apartment.
7.	ø instead of *at*
	They stared each other.
8.	ø instead of *in*
	I didn't believe God.
9.	*for* instead of *to*
	This will be the answer for my question. We took a bus that goes straight for the ski lodge.
10.	wrong form of *verb* after *preposition*
	We almost didn't have any ingridients for made some food. I go to a food truck for drink some tea. I always went to my friend's house just for chitted or hanged out.

Table 6. Wrong Use of Part of Speech (open-classs items)

1.	*Nouns* instead of *Adjectives*
	She wanted to be a success person. I am very happiness. Our ambitions were totally difference. . . . that condition made me enthusiasm. I can see the warmth smile . . . . although it is pain and makes me lonely. I decided to change my mess life. That's why my life was so mess. I was loneliness. They put me to a mentality hospital.
2.	*Verbs* instead of *Nouns*
	I take care of my resign. Our prays were never really answered.
3.	*Verbs* instead of *Adjectives*
	I was very confuse.

4.	*Verbs* instead of *Adverbs*
	I cried uncontrolly and since then I really hated winter.
5.	*Adverbs* instead of *Adjectives*
	. . . as usually my parents didn't allow me.
6.	*Adjectives* instead of *Adverbs*
	But lucky, there was no other car on the other side of the road.
7.	*Adjectives* instead of *Verbs*
	. . . she dead in that forest sho she would kill everyone who walked alone in the forest.
8.	confusion of *adjectives* (verb+ing or verb+ed)
	The forest is so cold, dark and frightened. I feel worrying to go outside. It makes me worrying. I was scary She said she was boring at the office.

Table 7. Wrong Use of *Singular/Plural Form*s

1.	*Singular* form instead of *Plural form*
	Many problem had happened. I take all of my bag. I felt awkward to be around many crowd of people She tells me many thing . . . . I finished all the chore. In the first semester, I got 4 subject. They ruined all my small decoration. . . . . . . those kind of absurd thing kept on running in my mind. One of my friend had been there before.
2.	*Plural Form* instead of *Singular Form*
	One important things I can get is . . . . I think it's cool to be a design interior students. She became my friends.
3.	Lack of *Subject – Verb agreement*

	All of the people was welcoming the winter. My parents was there . . . . The eyes was strange. My bag were opened. All of my friends was fast asleep. All my friends is no longer here. There was little girls and boys . . . . That was my bad habits.

Table 8. Errors in the Use of Questions.

1.	Omission of inversion
	Why everyone didn't believe me?
2.	Omission of *do*
	What he looks like? Why everyone seemed covering him from his guilt? Why you have to study when you have a lot of money?
3.	Inversion retained in embedded sentences
	The waitress asked me why am I drinking when I supposed to study. I saw who is she. I had no idea where did we want to go. . . . the answer to my question about who am I. I didn't know where is it going. All I could think about was how do I get home. I lied down in bed, thinking what should I do. I didn't know where am I.