

The Error Analysis of Narrative Text on Mandarin Discourse (Case Study of Indonesian Students in China)

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ABSTRACT

Discourse is the highest level which has a very complex level of complexity so that it is prone to errors, especially related to learning the skill of writing discourse text. This happened to Indonesian students who were studying Mandarin at CCNU. Based on the results of identification and analysis, the forms of errors that occur at the level of written discourse vary greatly. This study describes the language errors and solutions. The analysis results show that the form of language errors in Chinese narrative texts include linguistic errors and typographical errors. Linguistic errors include (a) diction errors, (b) morphological errors in the form of morphophonemic and the use of affixes; and (c) syntax errors in the form of using phrase, conjunction, excessive elements, question words, and ineffective sentences. Meanwhile, the use of this type of letter is related to the type and characters of Chinese called *hanzi* which functions as a symbol of meaning. Errors of this type of letter occur in words that have the same sound and sound-symbol (*pinyin*) but the meaning is different. As a result, the misuse of these typeface causes errors of meaning at the morpheme level, the irrelevant meanings at the syntactic level, and the entire Chinese narrative discourse becomes inaccurate and incoherent.

Keywords: Error Analysis, Narrative Text, Diction Errors, Cohesion, Coherence

1. INTRODUCTION

The foreign language learning process (L2) is prone to language errors, namely the use of language that deviates from the prevailing language rules in a language even though the error itself is part of the learning process [1][2]. It can be said that the occurrence of errors in L2 learning is a certainty [3]. The factors and forms of error also vary depending on the level and length of time of learning.

The most frequent error cases are in the type of productive skills, one of which is writing skills. Writing is used as a means of communication to convey thoughts and ideas to others. So, their written work will be easy to understand and thoughts and ideas can be conveyed well, many things must be fulfilled in writing activities. Hyland [4] stated that writing skills in L2 learning were the most complex skills. This is because there are non-linguistic aspects such as the psychological condition of the learner's first language which has a significant role

in language activities, especially writing activities [5]. This condition is also found in written discourse texts created by Indonesian students who are currently pursuing undergraduate studies at Central China Normal University, Wuhan, China. Before students attend lectures in their respective study programs, they must first take part in the preparatory class program, namely Mandarin language training for one year as a preparation for language skills to attend lectures. Students' ability to speak Mandarin based on standardization in Mandarin is required to be capable of up to HSK4 level or intermediate level. The ability at this level is considered students to be able to understand the text of lecture material and be able to compile reports in scientific papers.

Writing skills in the academic world are competencies that the entire academic community must possess since almost all academic activities cannot be separated from writing activities. Therefore, mastery of written Mandarin language for preparatory program students is very significant due to its provision for

writing scientific papers and the like. As a form of training to improve students' writing skills, they are asked to write a narrative writing discourse text. Based on the results of observations on the written discourse text of students in the preparatory program, several variations of errors were found. One of them is an error due to student L1 interference at the level of words, phrases, and sentences. Apart from the interference, there is also a unique error category which is purely due to students' lack of understanding so that this form of error cannot be juxtaposed with student L1. These findings prove that the occurrence of errors in L2 learning is a certainty. Meanwhile, the variation of errors made by students of the preparatory program is still seen from the aspect of using Chinese in writing that is outside the rules of language or deviates from the rules of the Chinese language. Lessia [6] has conducted research on the ability to compose written texts in English for Ukrainian English learners. The conclusion of this study is that L1 interference dominates the errors in the written text of the learners' writing. Furthermore, David [7] also conducted a case study on the written text of a Spanish female English student. The conclusion of the study states that errors occur in two categories, namely errors in the form of L1 interference and errors in the form of developmental. What this research has in common is that both studies examine aspects of errors in written language. While the difference lies in the subject where this study uses 16 students who are studying Mandarin directly in China and the analytical model used in this research is to collaborate the Corder and Dulay theories, whereas the two studies above use the Corder theory. This difference in aspects is clearly visible in the data classification stage (see Table 3).

1.1. Error Analysis

Language error is often identified with L2. Therefore, language errors are also often interpreted as a form of deviation from the use of the target language elements (L2). This is the result of not mastering the rules of the elements perfectly [2] [8] [9]. Language errors made by learners are caused by several factors including the psychological involvement of the learners in L1 and a lack of L2 understanding as well as L2 teaching, which may also contribute to language errors [10] [11]. As a result, learners often do not know and do not recognize that they have made a mistake. Freeman et al. [12] state that mistakes made by learners are actually a strategy to fill in the blanks due to not understanding. As a result, learners often use their own language or leave L2 altogether [13] [14]. In fact, mistakes were made consciously as a result of not having a good mastery of B2 so that B2 was not believed to be true.

Even so, mistakes in B2 learning are something that is natural and even becomes an important integral part of the learning process since it reflects the level of development of B2 learners [8][9]. Furthermore, Corder [15] elaborated on the concepts of Corder and Burt and classified errors into three categories, namely: (1) developmental (i.e. those errors that are similar to L1 acquisition), (2) interference (i.e. those errors that reflect the structure of the L1), and (3) unique (not a developmental category and also open to interference but pure error).

1.2. Model of Error Analysis

Language errors then become the object of study in the field of language error analysis, namely the study of mistakes made by L2 learners at a developmental level in the language learning process [7] [16]. Furthermore, Ellis [9] states that learners often perform errors in learning. Errors could not be separated from learning foreign languages especially in writing [17]. Written language errors were analyzed by using the elaborated language error analysis procedure. Thus, the model for error analysis includes three stages, namely: (1) data collection (the selection of a sample of language written by learners), (2) identification and classification of errors, and (3) description (grammatical analysis of each error and source with two descriptive taxonomies of errors, namely linguistic categories and surface strategies), (4) Explanation (the ultimate object of error analysis), and (5) Evaluation of errors [18] [9] [19] [6] [15]. However, this article is limited to stage (4) explanation.

2. METHODS

The subjects of this study were 16 Indonesian students who were taking the preparatory class program of Mandarin language training for 1 year at Central China Normal University as a preparation for language competence before attending Bachelor lectures in their respective study programs. After the 5-month training, to be exact is at the end of January 2020, students were assigned the task of compiling a written discourse text with a vocabulary (at least 100 words). Furthermore, the 16 written discourse texts were used as the data source for this research. Meanwhile, the data of this research are the forms of linguistic errors in the narrative written discourse on students' work. Based on these data, there were found 48 out of 85 errors based on the type of error. After being identified and classified based on the level of error, 7 types of errors

were found. Then, the error data is put into the data table such as the example in Table 1. To facilitate the process of tracking the data origin, it is marked with a number beside the data such as '2' which means that the data comes from written discourse text number 2. The analysis technique used is the 5 stages of the Corder error analysis model.

Table 1. Sample data table

Sign Language	Alphabet	Particle	Conjunction	Word	Phrase	Clause / Sentence
"..."5	换5, 饿3	没2, 太6, 了4	然后3, 所以5	支付7, 感觉8	里房间8	朋友已经到5

3. RESULTS AND DISCUSSION

3.1 Collection of Error

The initial stage was carried out a collection of errors from 16 narrative written discourse texts by students. The stage of numbering in written discourse texts is carried out to facilitate the identification process so that data are not mixed with data from other written discourse texts. The next step is to prepare a data table format according to the domain or scope of the discourse level error analysis. This is followed by observing the written discourse text of the students one by one at the same time marking (giving a sign) by giving a block mark on each part of the written discourse text which is considered a form of error. For example, the sentence “因为我的朋友到了咖啡馆” means that an error occurred in the word /因为/. After the errors in the written discourse text have been marked, the next step is data identification.

3.2 Identification and Classification of Error

After the errors in the written discourse were entered into the data card, the next step was to identify the errors. Error identification is carried out in order to recognize the form and type of error. By knowing the type of classification and analysis errors, the validity can be accounted for. Identification includes the type and level of error, the factors causing the error, and whether or not there is a similarity with L1. In addition, identification is used to identify a category, whether it belongs to the L1 interference category, the

developmental category, or the unique category. The example is in Table 2.

Table 2. Example of data identification table

Text Number	Level of Error				
	Letter	Conjunction	Word	Phrase	Clause/Sentence
Text 1	换	为了 (diction)	支付 (diction)	已经到 (Interf)	然后我们一起去咖啡馆 (Devmen)

The table consists of 16 columns according to the number of written discourse texts which are the object of the research. All errors contained in one written discourse text number are entered into the same column according to the level in the table row. Each data is given an identity. For example, in the 'clause or sentence' line under the written information (Devmen) means that the data is classified as 'Developmental' so that in the classification process, the data must also be included in the 'Developmental' group. Identity (Interf) which is written in the 'Phrase' line means that there is interference L1. Moreover, in the 'Word' and 'Conjunction' lines are written identity (diction) which means that there is an error in choosing words, and in the 'Letter' line there is no identity because there is only 1 form of error, namely a character error. This error identification table can then be used as a reference for the process of describing linguistic categories.

After all errors have been identified, the next step is to classify errors according to the three categories of errors by Corder and the creative construction theory by Dulay [16] and descriptive taxonomies of errors [18] [15]. Table 3 is an example of a classification table.

Table 3. Example of data classification table

Taxonomy	Surface Strategy Taxonomy			
Category	Omission	Addition	Misinformation	Misordering
Development			我告诉她 如果我马上到 <u>在</u> 她的地方 ⁵	
Interf	朋友已经到(-) ²	母亲节的 ¹		
Unique				然后帮她做作业, <u>因</u> 为我爱我的妹妹 ¹

The data in Table 3 above can be understood as follows. Error data that is included in the column “omission” and column “Development” means that the error is included in the omission taxonomy and is included in the category of “Developmental” errors. The sign (-) means that an error occurs due to missing / insufficient elements while the language element is checked in red such as, /的天/(detian) is, the part where the error occurs. This classification model is considered more effective because it simplifies the process of surface strategy description and explanation of errors as well as speeds up the tracing process when needed to rediscover the context of the entire written discourse text.

3.3. Description of Errors

The description process begins with a description of the taxonomies of errors by Corder, namely the linguistic categories and continues with a description of the surface strategy. Based on the analysis results of 16 students’ written discourse texts, on average, they used the total vocabulary of 113 words with the highest number of 128 words (1 student) and the least number of 103 words (3 students). Furthermore, from the error identification process, there were 48 forms of errors consisting of 1 punctuation error and 3 hanzi writing errors. There are 3 types of errors at the morphological level, namely, the level of particles and words. Based on the types of errors in using particles, there were 3 errors, namely the use of marking particles meaning ‘finished’

/了/ (le), at most, 13 students made mistakes and 3 students made repeated mistakes (2 students made a repeated mistake 2 times and 1 student made repeated mistakes 3 times). So, the overall number of cases of particle misuse /了/ amounted to 17 times the error. Furthermore, the marking particle meaning ‘very’ /太/ (tai) was found 4 errors those are 1 student made 2 mistakes and 2 of each student made 1 mistake. The marking particle meaning ‘no’ /没/ (mei) was found 2 errors, each of which was made by 2 students. So that, from the case of errors in using 3 types of particle elements, the frequency of occurrence is 23 times the error.

Conjunction errors were found in 4 cases of conjunction types and it was carried out by 4 students. It means that the error occurred spread out. Only 1 student made two mistakes on 2 different types of conjunctions. So, overall, the occurrence of errors in the use of conjunctions occurred 5 times. In the case of word-level errors, there were found 13 types of errors with the type of error in using the word ‘meet’ /见/ (jian). It has the highest frequency of occurrence that is 11 errors and made by 11 students. Misuse of words /里/ (li) which has the meaning of ‘in’ there were 9 errors, 7 students (each made 1 mistake) and 1 student made 2 mistakes. The remaining 9 errors at the word level occurred in the types of words that varied with the number of each 1 error and were also made by 9 students. So that there are 29 errors at the word level.

Errors at the syntactic level are related to structural errors and occur at the level of phrases, clauses, and sentences. At the phrase level, 8 cases of various errors were found and were made by 8 students while the errors at the clause and sentence level were found as many as 16 variations of the error types and each student experienced one error.

Based on the surface strategy, concretely, the errors mentioned above can be described as follows.

3.3.1. Omissions

Errors in the type of omissions are characterized by missing elements from the grammatical level of the structure. Even though semantically, the loss of these elements does not significantly affect the overall meaning, but the aspect of linguistic rules remains a form of error. These types of omissions are found at the phrase and clause or sentence level. Examples of wrong types of omissions at the phrase level are 黄色裙子 (huángsè qúnzi), 太高兴 (taigaoxing) ‘very happy’, 小孩子 (xiaohaizi). On phrase 黄色裙子 (huángsè qúnzi) from the aspect of the elements order is correct. The error is due to the loss of the element 的 (de) which

has a function as a binding element between words 黄色 as elements of attributes and words 裙子 (qúnzi) as an ordinate. In Mandarin syntactic rules, especially at the level of phrases, the element that functions as an ordinate must be placed behind and the attribute element, both noun or adjective, occupies a front position, as well as between the two forming elements must be inserted a binding element 的 (de). The presence of elements 的 (de) shows that the attribute function of the elements at the front of the composition serves to limit or bind the semantic scope/meaning of the ordinate element. Next phrase error 太高兴 (taigaoxing) caused by the absence of final marker particles 了 (le) on a standard pattern /太~了/ (tai~le). In Mandarin, to express the meaning of “very” there are three forms, namely, /很高兴/ (**hen** gaoxing), /非常高兴/ (**feichang** gaoxing) and /太高兴了/ (**taigaoxing**le). When the meaning of “very” is represented by particles /很/ (hen) and /非常/ (feichang) then, it is enough just to combine in front of the ordinate elements. However, when using particles /太/ (tai) then, after the ordinate element, the final marker particles 了 (le) becomes mandatory. The absence of final marker particles /了/ (le) as in the phrase 太高兴 this becomes a form of error that violates the syntactic convention of Mandarin so that the structure of the phrase 太高兴 also becomes non-standard.

The example of types of sentence-level omissions errors is 星期六早上起床后就去换衣服 (xīngqīliù zǎoshang qǐchuáng hòu jiùqu huan yifu) ‘On Saturday morning after waking up, immediately go to wash clothes’. The elements that make up this sentence structure already occupy a position according to the role of each element, but there is a missing core that is the subject /我/ (wo) ‘I’. In the transitive sentence structure, the subject has a central role since it has a relationship with the verb in the sentence structure. The absence of the subject in the transitive sentence structure is a form of error. This causes the structure to be non-standard and less clear since the whole meaning of the sentence is not complete. Therefore, in order to make the sentence structure correct and standard, the subject /我/ (wo) must be presented before the adverb of time **我**星期六早上起床后就去换衣服 (**wo** xīngqīliù zǎoshang qǐchuáng hòu jiùqu huan yifu) or after the adverb of time and before the verb 星期六早上**我**起床后就去换衣服(xīngqīliù zǎoshang **wo** qǐchuáng hòu jiùqu huan yifu) in accordance with the rules of Mandarin syntax.

The most error cases found in students’ written discourse texts are in the aspect of using the final marker particles /了/ (le). Most cases occur in sentence

structures that use the past marker word /已经~了/ (yijing~le) ‘already’ as in sentence structure 朋友**已经**到他的地方 (pengyou **yijing** dao ta de difang) ‘Friends have **already** arrived’. In this sentence, the meaning ‘already’ is due to the presence of the word /已经/ (yijing). However, this sentence structure is not standardized due to the absence of particles /了/ (le). In Mandarin, syntactic rule /已经~了/ (yijing~le) is a standard pattern where the two elements must be present together and no one of the elements can be separated. It is because in the sentence structure above, the elements /了/ (le) missing so that the sentence is not standard.. In order to make the sentence standardized and meet the standards of syntactic rules in Mandarin, a particle /了/ (le) must be added after the verb /到/ (dao) ‘arrives’ so that it becomes a standard sentence structure 朋友**已经**到**了**她的地方 (pengyou **yijing** dao **le** ta de difang).

3.3.2. Additions

The presence of unnecessary elements at the grammatical is a marker of the errors forms in the type of additions error. The results of data analysis found errors in additions type at the level of phrases as an example 我的家 (wǒ **de** jiā) ‘My family, 母亲节**的**天 (mǔqīn jié **de** tiān) ‘mother’s day’ and at the sentence level as in the following example sentence 我就**尽管**买这条 (wǒ jiù **jǐnguǎn** mǎi zhè tiáo) ‘I straight to bought this one’.

The word /家/ (jia) on phrase 我的家 (wǒ de **jiā**) lexically means ‘home’. However, when this word comes behind the personal pronoun as an example of the first person ‘I’ /我/ (wo) form the structure of the phrase 我家 (wo jia), this phrase refers to the meaning of ‘my family’, the meaning of the word element /家/ (jia) turns into ‘family’. Meanwhile, particles /的/ (de) is a particle that expresses possessive. Phrase 我的家 (wǒ **de** jiā) more refers to the meaning of ‘my house’, meaning the word /家/ (jia) to the original lexical meaning of ‘home’. So, to express the meaning of ‘my family’ must use a phrase structure 我家 (wo jia) because 我的家 (wǒ **de** jiā) not referring to ‘my family’ but rather to ‘my home’. Hence, the particles /的/ (de) is not required on phrases 我家 (wo jia) which refers to ‘my family’.

The word /节/ (jié) on phrase 母亲节**的**天 (mǔqīn **jié** de tiān) ‘mother’s day’ has the meaning of ‘holidays’. So, to express the meaning of ‘mother’s day’ in Mandarin, the phrase structure is sufficient 母亲节 (mǔqīn jié) no need to add word elements /的/ (de) /天/ (de tiān) ‘day’ again since if added 母亲节**的**天 (mǔqīn jié **de** tiān) like this, semantically, there is a multiplicity of

meaning. Semantically, the phrase structure means ‘the day of mother’s day’ and this structure is not accepted in Mandarin because it violates syntactic rules. Thus, the emergence of the elements /的天/ (de tiān) on phrase structure 母亲节的天 (mǔqīn jié **de tiān**) confirmed as an error type additions because the element is no longer needed.

The additions error type is also found at the sentence level. For example, on sentence structure 我就**尽管**买这条 (wǒ jiù **jǐnguǎn** mǎi zhè tiáo) ‘I straight to bought this one’. The emergence of conjunction elements**尽管** (jǐnguǎn) ‘although’ causes an error because the emergence of the conjunction causes the sentence meaning to become a contradiction and the meaning of ‘decision/determination’ in the phrase 就买 (jiù mǎi) be lost. So, the sentence structure becomes standard in accordance with the syntactic rules of Mandarin, conjunction**尽管** (jǐnguǎn) must be lost and simply become**我就买这条** (wǒ jiù mǎi zhè tiáo).

3.3.3. Overgeneralization or Misinformations

The main characteristic of this type of overgeneralization error is the existence of a form and / or structural error, the wrong form or structure. The characteristic of errors is in the sentence structure 我很快就**跑去**那边 (wǒ hěn kuàijiù **pǎo qù** nà biān) ‘I run there really fast’. Verb /跑/ (pǎo) ‘run’ cannot be followed by verbs /去/ (qù) ‘go’ because there is a multiplicity of verbs that both have the same basic meaning and this is considered to violate the syntactic rules of Mandarin. Verb /跑/ (pǎo) must be followed by a verb /到/ (dào) which means the base ‘arrived’ as a marker of the endpoint of the activity /跑/ (pǎo) ‘run’ and verb /去/ (qù) should be put at the end of the sentence structure. So, we get a standard sentence structure 我很快就**跑到那边去** (wǒ hěn ...pǎo dào nà biān qù). Verb /到/ (dào) behind the verb /跑/ (pǎo) has a function to explain the verb /跑/ (pǎo) because if it is not followed by a verb /到/ (dào), the activity /跑/ (pǎo) is not clear the endpoint. Since there is an adverb of place in the sentence structure 那边 (nà biān) ‘there’ as the goal, then it must be followed by a verb /去/ (qù). In accordance with the original context in written discourse text, this sentence structure pattern has become a standard syntactic rule for Mandarin.

3.3.4. Misorderings

Inaccurate placement of the elements forming the language structure is the main characteristic of language errors such as misorderings. Case of misplaced conjunction elements /为了/ (wèile) ‘cause’ or ‘because’ occurs in the following example sentences **为了**我的朋友到了咖啡馆附近的车站, 我就跑去车站. (**wèile** wǒ de pengyou daole kafeguan fujin de chezhan, wǒ jiu baoqu chezhan.) ‘because my friend arrived at the cafe near the terminal, I immediately run to the terminal). To express the meaning of ‘cause’ or ‘because’ in Mandarin, there are two types of conjunctions, namely /为了/ (wèile) and /因为/ (yīnwèi). Although the semantics of the two meanings are the same, based on the Mandarin syntactic rules, the mechanism for their use is different. Cause statements using conjunctions /因为/ (yīnwèi) can be placed in front of or behind the statement as a result. However, when using a conjunction /为了/ (wèile), the statement as a cause must be placed behind the statement claiming to be the effect. So, in order to meet the standard syntactic rules of Mandarin, the sentence structure above can be maintained on the condition, conjunctions /为了/ (wèile) must be replaced with /因为/ (yīnwèi) as **因为**我的朋友到了咖啡馆附近的车站**我就跑去车站** (**yīnwèi** wǒ de pengyou daole kafeguan fujin de chezhan, wǒ jiu baoqu chezhan.) and or it can still use conjunctions /为了/ (wèile) but the sentence structure must be changed **我就跑去车站, 为了**我的朋友到了咖啡馆附近的车站. (wǒ jiu baoqu chezhan, **wèile** wǒ de pengyou daole kafeguan fujin de chezhan).

3.4. Explanation of Errors

The theory of language error analysis states that there are two factors that cause language errors those are the factor of L1 interference and the result of “creative construction” which is also known as “developmental” [18]. Meanwhile, the creative construction theory added, apart from factors L1 and L2, while 87.1% of language errors also occurred due to developmental and the rest were “unique” [16]. Based on the above opinion, at the explanation of the error stage, the two opinions are elaborated to be used as a reference for the analysis.

The following is an example of an error case at the sentence level that can be classified into three categories of error types, namely the developmental category, the interference category, and the unique category as in Table 4 below (in bold and underlined are the ones that cause errors).

Table 4. Samples of category errors

Error	Classification	Justification and Possible Translation
我告诉她 如果 我马上 到 在她的地方	Interference	Error due to similarity to the structure L1. I told him <u>if</u> I immediately arrived <u>at</u> his place.
我想坐公共汽车 (-去)	Interference	Error due to similarity to the structure L1. I want by bus.
我帮妹妹吃药, 然后 帮她做作业, 因为 我爱我的妹妹	Interference	Error due to similarity to the structure L1. I helped my sister take medication, then helped her with her assignments, because I love my sister
我想给妈妈 (-买) 一件礼物	Interference	Error due to similarity to the structure L1. I want to give mom a gift
正好我下车后就 直接看 我的老朋友	Developmental	The errors are similar in structure to L1. coincidence/right after I got out of the car I immediately met my friend
朋友已经 到(-了)	Interference	Error due to similarity to the structure L1. Friends have already arrived.
我很快就 跑去 那边	Developmental	The errors are similar in structure to L1. I ran there very quickly.
我就 尽管 买这条	Unique	This sentence structure does not reflect the structure of L1 or L2 because, semantically, the meaning of this sentence structure is a contradiction. "I immediately even though bought one"

4. CONCLUSION

Errors found in written discourse texts still vary and all linguistic levels are also found in error cases. However, high-frequency error cases occur in the class of words and particles. When viewed from the frequency of occurrence, the error case for particle “了” (le) is the highest, which is 17 times. This is because in L1, it does not have a meaningful element such as particles “了” (le). It is sufficient with the adverb (already) which is parallel to the Mandarin adverb “已经” (yijing). However, in Mandarin syntactic rules, the adverb usage pattern is also fixed, namely “已经.....了” (yijing.....le) and based on the data found, when using adverb “已经” (yijing) students do not include particles “了” (le). It is because in L1 students when using the adverb “already”, it is no longer necessary to add other elements.

There is still quite a lot of case related to syntactic structure starting from the class of phrases. For example, the phrase structure “鞋白” (xiebai) “red shoes “. The position of the phrase-forming elements still follows the L1 structural pattern, namely the ordinate element that is followed by the attribute element in other words. According to the Mandarin syntax rules, it has a pattern of attributive elements followed by ordinate elements so that the structure of the phrase should be “白鞋” (white shoes). Errors in clause and sentence classes as well as errors in the placement of time adverbs and place adverbs have the

highest frequency compared to other errors in clause and sentence classes. The placement of adverbs in the Mandarin language has been determined, namely in front of the subject or behind the subject before the verb. However, there are still many who place the end of the clause or the end of the sentence.

Based on the error category, interference is the most common error category starting from the use of punctuation marks “...” in the title, diction classes; for example, the use of the words “见” (jian). The letter of this word independently has the meaning of “meeting” but this word cannot be used individually at a higher level. This word must be combined with other elements such as “看见” (**kanjian**) although both semantically have the same meaning that is “to meet”. Interference also occurs in sentence classes such as “朋友**已经到(-)**” (pengyou **yijin** dao (-)), this sentence structure is unacceptable due to the particle element “了” (le) who become adverb regular partners “已经” (yijing) not presented at the end of the sentence structure.

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