

Analysis of Language Errors at the Level of Syntax in Writing Free Discourse Text

Cicik Arista^{1,*} Subandi¹

¹ Mandarin Education Program, Universitas Negeri Surabaya, Indonesia

*Corresponding author. Email: cicikarista@unesa.ac.id

ABSTRACT

The occurrence of errors in the foreign language learning process is something that is common in the foreign language learning process. This is because the logic of the learner's language still has a dependency on the logic of the mother tongue as a form of the process of mother tongue interference. An event like this also happened to beginner-level Mandarin learners at the Chinese Language Education Study Program, State University of Surabaya. Language errors in students occur more often at the level of syntax where, at this level of syntax, the logic of language has indeed become more complex. So, the purpose of writing this article is to analyze and describe forms of linguistic errors at the syntactic level in discourse texts written by students. So, the purpose of writing this article is to analyze and describe forms of linguistic errors at the syntactic level in discourse texts written by students. This was obtained from 40 free students' texts which were the object of research. The error data is entered into a data classification table and then analyzed and described. The analysis technique used is using the Corder error analysis model. Based on the identification of the types of errors that occur in the free essay text is written by the student can be classified as a form of error at the syntactic level, (1) syntactic errors in the form of phrases, namely, improper wording, excessive use of elements or redundant, loss of elements, use of excessive superlative forms, double denomination, and diction errors, (2) syntax use errors in the form of clauses, namely improper wording, excessive use of elements, word removal, and (3) syntax use errors in the form of sentences, namely sentences that is not predicated, sentences that are not subjected to and are not predicated (stubby sentences), illogical sentences, non-parallel sequences, elimination of conjunctions, excessive use of conjunctions, removal of particles, excessive addition of words.

Keywords: Language Error, Essay, Mandarin Language, Syntax

1. INTRODUCTION

Writing skills are the most complex and complicated types of skills when compared to other language skills [1]. The complexity level is increased especially in the process of learning foreign languages (B2), including learning Mandarin. This occurs because the linguistic aspects such as the use of a variety of written languages, accuracy in using diction and non-linguistic aspects such as psycholinguistic aspects of first language (B1) of the learners have a significant influence on a language activities, especially on writing activities [2] [3]. Therefore, the learning process (B2) is inclined to language errors such as the use of language that deviates from the B2 rule even though, the error itself is part of the learning process [4] [5]. As a result of too many error cases, [6] it can be said that, the occurrence of errors in

B2 learning is a certainty [7] [8]. Based on the experience of teaching Mandarin, the most frequent error cases are in learning the types of productive skills, namely writing skills [3].

Written language is also often used as a tool of communication to deliver thoughts and ideas of the author to other people or readers. Since communication with written language is indirect communication, the written language used must be easily accepted and understood by readers [9] [10]. Therefore, many things must be fulfilled in writing activities so that ideas and thoughts expressed in written language can be conveyed properly. So it is not wrong to say that, at the beginner level of foreign language learning, especially in writing skills, mistakes often occur. Although writing skills are complicated however, writing skills are very important and needed as a form of social interaction as well as to encounter academic demands [11] [12]. Thus, writing

skills in the academic world are competencies that must be possessed by every academic person including students who learn Mandarin because there is almost no academic activities that can be separated from writing activities, for example as a provision for writing scientific papers and the like. Based on the results of observations on the written discourse text written by students, several variations of errors were found. These findings prove that the occurrence of errors in B2 learning is a certainty. [13] states that, in learning language, the learners often perform errors in learning. Meanwhile, the variation of errors made by students is still seen from the aspect of using Mandarin in writing which deviates from the rules of the Mandarin language. Therefore, the purpose of this article is to analyze and describe forms of linguistic errors at the syntactic level in discourse texts written by students of Mandarin Education, Unesa.

1.1. Error Analysis and Model of Error Analysis

Error analysis is a technique to identify, classify, and interpret the mistakes systematically made by learners in B2 learning by using theories and procedures related with language [4] [13] [14]. The appearance of errors in the B2 learning process, especially at the beginner level, seems difficult to evade. Language error is also often interpreted as a form of deviation from the use of elements of the target language (B2) as a result from not mastering the rules of these elements perfectly [15]. Language errors made by learners are caused by several factors, including the psychological involvement of the learner's mother tongue (B1), a lack of mastery of B2 principles and substance, and it is very possible that inappropriate B2 teaching can also contribute to language errors [16] [17]. On the other hand [18] states that mistakes made by learners are actually one of the strategies to fill something due to fail to understand, consequently learners often use their own language or leave B2 altogether (see also [19] and [20]). However, mistakes in B2 learning are something that are natural, even it becomes an important part of the learning process because it reflects the level of development of B2 learners [15] [13] [21].

Error analysis examines the mistakes made by B2 learners at one level of development in the language learning process [14] [8]. Furthermore [13] states that errors could not be separated from learning foreign language especially in writing [22] (see also [23]). Written language errors are analyzed using the elaborated language error analysis procedure. Thus, the model for Error Analysis includes five stages: (1) Data collection: the selection of a sample of language written by learners, (2) Identification and classification of errors,

(3) Description: a grammatical analysis of each error and the sources and there are two descriptive taxonomies of errors: linguistic categories and surface strategy, (4) Explanation (the ultimate object of error analysis): explanation of different types of errors, and (5) Evaluation of errors. [7] [13] [24] [25] [21]. Whereas the article of analysis process only reaches stage (4), namely, the explanation stage.

1.2. Writing Skills

Generally, writing skills can be interpreted as the ability to transform ideas and thoughts into written language through language elements that form a complete and systematic sequence according to the rules [26] [27]. It means that writing is a process of actualizing ideas and thoughts into a more concrete form, namely written language which is limited by language rules and forms a systematic sequence so that the meaning can be understood by the reader. Writing skills can be formed through an intense and systematic training process. It is not enough that writing competence is only armed with aspects of language mastery, but it must also be supported by aspects of skills that are formed through habit and practice. Writing skills are not the result of a brief formation but it needs a fairly long process. So that in learning foreign languages from the beginner level, training should be given already so that, learners are getting used to it because from this habit, those skills will be formed.

2. METHODS

2.1. Participants and Course Description

This research is a qualitative descriptive research. The subjects of this study were students of class B of the 2019/2020 of Mandarin Language Education, Surabaya State University that consists of 40 students. While the data of this research were the forms of linguistic errors at the syntactic level in written discourse texts written by students. The error data was entered into a data classification table and then analyzed and described. The analysis technique used error analysis model [14] by Corder.

3. RESULTS AND DISCUSSION

Based on the data identification and classification, it was known that the type and number of syntactic errors in the phrase class were 35% or 9 errors in total and there were 6 errors after being classified. The class clause

syntactic errors were 17% or 3 errors in total based on the classification results consisted of 2 types of errors. Syntax errors for sentence class are 48%, 8 errors in total and the classification results show 3 types of errors.

3.1 Phrase Class Errors

There were 35% or 6 types of syntactic errors in phrase class. These errors included errors in wording of the elements forming the phrase, the use of excessive or redundant elements, the use of forms and / or superlative elements, loss of forming elements, structural errors, and errors of diction in one of the constituent elements. Each of these forms of error was concretely described as follows.

3.1.1. Word Order Errors

The number of cases due to word composition errors were more dominated by phrases which had one of the constituent elements of an adjective type. Students who made mistakes on this type of phrase, had the highest number compared to the number of cases of error in other types of phrases. In Mandarin, the legal phrase applies to the class unit which explains that it is explained that the attribute element is first followed by the ordinate element. For example, the phrase “白鞋” (bái xié) “white shoes”. In the structure of this phrase, the element of the word “白” (bái) “white” acts as an attribute, namely, an element that describes other elements that form the structural elements of the phrase “白鞋” (bái xié), namely “鞋” (xié) “shoes” which acts as an ordinate. However, based on the results of the analysis, many students made mistake in placing the ordinate word element “鞋” (xié) in front of the attribute word element “白” (bái) to “鞋白” (xié bái) and having the connection of the constituent elements explained. So, if it is returned to the law of the connection of the constituent elements, the structure of the phrase “鞋白” (xié bái) violated Mandarin syntactic rules. Another example that is included into the category of this type of error is the phrase “衬衫红” (chènshān hóng) “red shirt”, “里房间” (lǐ fángjiān) “in the room”. Mistakes occurred because all the elements of the attribute occupied a position behind the ordinate element.

3.1.2. Excessive Use of Elements

The structure of phrases in each language has normative rules that reflect the bond between the constituent elements. Therefore, the presence of elements outside the provisions of the rules in the structure of phrases cannot be accepted because, the

presence of elements outside the requirement will disturb the semantic affiliation between the constituent elements. For example, the structure of the phrase “蓝色的颜色” (lán sè de yánsè) “in blue” that was composed by students. If it is observed from the aspect of Mandarin syntactic rules, the order of placing the elements forming the phrase does not violate the Mandarin syntactic rules. However, if it is seen from the semantic aspect, there is an accumulation of meaning which is actually inefficient. This happens because, in the structure of the phrase above, there is an excess of the forming elements, namely, “的颜色” (de yánsè) “the color” which actually means that this element is included in the scope of the meaning of the “蓝色” (lán sè) “blue color” element. As a result, the presence of the element “的颜色” (de yánsè) in the structure of the phrase results in a repetition of the meaning of “color” which is no longer necessary. Thus, in order to conform to Mandarin syntactic rules, the structure of this phrase should be sufficient with the form of the phrase “蓝色” (lán sè).

3.1.3. The Loss of Forming Elements

The missing of one of the elements forming the phrase was also found in the text of students' written discourse. For example, this occurred in the structure of the phrase “说话” (shuō huà) “speech”. The structure of this phrase has two constituent elements, namely, “说” (shuō) of the verb type and “话” (huà) of the noun type, according to its original grammatical context, this phrase has a function as an object. Thus, the structure of this phrase clearly falls into the classification of types of nouns. In accordance with standard Mandarin syntactic rules, when a noun phrase is formed from a verb element and a noun element, the two constituent elements must use a particle that states the meaning of the ownership “的” (de) so that the standard phrase structure “说的话” (shuō de huà) is obtained. The presence of the particle “的” (de) is to bind the role of the attribute that the forming element “说” (shuō) has, because if there is no “的” (de) particle element between these two constituent elements, as in the structure of the phrase “说话” (shuō huà) composed by students, this phrase is not a noun type but a verb type. So, if it is returned to the grammatical context of written discourse texts, “他说话的] 不错” (tā shuō huà de hái bú cuò) “His speech is still pretty good”, then, the structure of the verb phrase “说话” (shuō huà) cannot be accepted. so it must be changed to “他说的还] 不错” (tā shuō de huà hái bú cuò).

3.1.4. Improper Use of Superlative Elements

There are several types of superlatives in Mandarin including, "太" (tài) "too". In accordance with Chinese syntactic rules, the use of this type of superlative has the stipulation that, at the end of the structure, the particle "了" (le) must be represented. So that it can get the pattern "太 ... 了" (tài ... le). For example, the structure of the phrase "太冷了" (tài lěng le) "too cold", however, in the written discourse text of students, two structures of the phrase "太冷" (tài lěng) and the phrase "太长" (tài cháng) were found. With the loss of the particle element "了" (le) in the two structures, it is clear that these two phrases violated the standard syntactic rules of Mandarin because, syntactically, neither the "太冷" (tài lěng) structure nor the "太长" (tài cháng) structure is accepted. Therefore, to conform to the syntactic rules of Mandarin, a particle "了" (le) must be added at the end of the structure so that it will obtain the standard structures such as "太冷了" (tài lěng le) and "太长了" (tài cháng le) "too long". Another example of error cases that occurred into this category was the structure of the phrases "太多" (tài duō) and "太便宜" (tài piányi). In order to justify these two structures, it is necessary to add the particle element "了" (le) at the end of the two structures so that the "太多了" (tài duō le) "too much" and "太便宜了" (tài piányi le) "too cheap" structures are obtained.

3.1.5. Structural Errors

The type of phrase class error was also found in the form of the phrase structure as a whole fault. The case of this type of error only occurred in the structure of phrases that were formed by more than two constituent elements. One example of this error case was found in the structure of the phrase "衬衫白" (chèn shān bái) "white shirt". The structure of this phrase was exactly the same as the structure of Indonesian as the mother tongue of students, namely, the word "element" (chèn shān) "shirt" and the word "白" (bái) "white" element. However, if it is seen from the Mandarin syntax rules, the structure of the phrase above cannot be accepted because, apart from the error factor of the attribute and ordinate elements, to state the structure of the phrase "white shirt" in Chinese, it has its own composition structure, namely, "白色的衬衫" (Báisè de chènshān) "white shirt". Based on this structure, the structural error of the phrase "衬衫" (chèn shān) is not only the position of the forming elements, but also due to the lack of the "色" (sè) forming element which serves to limit the meaning of white and the "的" (de) element which serves to bind that the attribute "colored white" is applied to the "shirt" element. Thus, it

can be said that the overall structure of the phrase "衬衫白" (chèn shān bái) had gone wrong. Another example of phrase structure that dropped into this category was the phrase "鞋白的" (xié bái de) "white shoes", the standard structure according to Mandarin syntactic rules is "白的鞋" (bái de xié) "Shoes that have white color".

3.1.6. Errors in Dictionary of the Forming Elements

Although the relationship of the phrase forming elements is said to be loose and can be inserted by other language elements, however, if the choice of diction in one of the constituent elements occurs an error, it can also change its meaning and cause an error in syntactic principles. This statement can be proven by the following example. The structure of the phrase "有点儿" (yǒu diǎn er) "little" is independently unmistakable and exists. However, when it is used at the level of a grammatical structure such as "我要有点儿面包" (wǒ yào yǒudiǎn er miàn bāo) "I need a little bread" like this, the non-acceptance of the phrase "有点儿" (yǒu diǎn er) in the grammatical structure can be explained as follows. In Mandarin, the word "点儿" (diǎn er) means "a little" but, this word will become a class of phrases if the word "有" (yǒu) "exists" and or "一" (yì) "one" is added to form the structure of the phrase "有点儿" (yǒu diǎn er) and "一点儿" (yì diǎn er). Both phrases mean "a little". However, both phrases also have different usage rules, namely, "有点儿" (yǒu diǎn er) that must be followed by an adjective and cannot be followed by a noun. Meanwhile, the phrase "一点儿" (yì diǎn er) must be followed by a noun, and if there is an adjective it must be placed before "一点儿". When it is returned to the original grammatical context "我要有点儿面包" (wǒ yào yǒudiǎn er miàn bāo), since the word "点儿" (diǎn er) is followed by the noun "面包" (miàn bāo) "bread" then, the word element that must be used to form a phrase structure that meets the syntactic rules of Mandarin is the word "一" (yì) which forms the structure of the phrase "一点儿" (yì diǎn er) and not "有点儿" (yǒu diǎn er). Another example of this category error was found in the structure of the phrase "刷衣服" (shuā yī fú) "rubbing clothes". The cause of the error in the structure of this phrase appeared in the aspect of using the verb element "刷" (shuā) "rubbing / swiping". The element of the verb "刷" (shuā) can be interpreted as rubbing or swiping, for example "刷卡" (shuā kǎ) "swiping the card", "刷牙" (shuā yá) "brushing teeth", "刷鞋" (shuā xié) "rubbing shoes". However the element "刷" (shuā) "rubbing / swiping" cannot be used with the forming element "衣服" (yī fú) "clothing" because this word element already has its own pair of verb elements, namely "熨" (yùn) which forms the structure of the phrase "熨衣服" (yùn yī fú) "rubbing / ironing clothes. This means that the

phrase structure "刷衣服" (shuā yīfú) cannot be accepted because there had been a diction error, namely the element of the verb "刷" (shuā) and must be replaced with the verb "熨" (yùn) so that the "熨衣服" (yùn yīfú) that is according to standard Mandarin syntactic rules.

3.2. Class Error Clause

The mistakes in this clause class were relatively minor which were 2 out of 3 errors. Although there were two types of errors, however, both mistakes were related to the structure of the clause. Structural errors in the clause class are grouped into two forms of error, namely as follows.

3.2.1. Incorrect Use of Companion Particles

First, types of errors due to the loss of the core elements that form the clause structure and due to the misuse of accompanying particles. Both of these errors resulted a structural error of the entire clause. Examples of cases of this error can be found in the following clause structure. "售货员带了我买两条裙子红的和蓝的" (Shòuhuòyuán dài le wǒ mǎi liǎng tiáo qúnzi hóng de hé lán de). In the structure of the clause above, there is a missing core element, namely, the first one is in the form of the verb element "帮" (bang) "helps" and the particle element which states the meaning of ownership "的" (de). The verb "帮" (bang) must come after the subject "售货员" (shòuhuòyuán) "sales assistant" because this verb is a marker of the subject's activity. Furthermore, misuse and loss of the ownership were the one that made particle "的" (de). When the particle "的" (de) expresses ownership it cannot be put at the end of the clause but, it must be placed between the two components which represent who has and who has. In the phrase "红的" (hóng de) "the red" particle "的" (de) may not be placed behind the clause structure but, its position must be replaced by the word "裙子" (qúnzi) "skirt" as an object. Furthermore, the particle "的" (de) is inserted after the verb "买" (mǎi) in the structure of the phrase "买两条" (mǎi liǎng tiáo) "buy two pieces". Thus, the overall structure becomes standard as follows. "售货员帮我带了我买的两条红裙子和蓝裙子" (Shòuhuòyuán bang wǒ dài le wǒ mǎi de liǎng tiáo hóng qúnzi he lán qúnzi) "The shop assistant helped bringing the two red and blue skirts I bought". The clause structure mentioned above is in accordance with the syntactic rules of Mandarin.

3.2.2. Misposition of Clause Elements

The form of the second clause error was that all the elements that make up the clause structure were complete but, due to the incorrect position of the core verb elements, an error occurred. For example, the structure of the clause "很多打折" (hěnduō dǎzhé) in the sentence "售货员给我很多打折" (shòuhuòyuán gěi wǒ hěnduō dǎzhé) "the salesperson gave me a lot of discounts". Syntactically, the order of the elements that made up the clause structure was exactly the same as the clause structure in Bahasa. However, this structure is not accepted in the Mandarin language because, in this structure the adjective "很多" (hěnduō) "many" cannot take a position in front of the two verbs "打" (dǎ) and "折" (zhé). He/she (adjective) must be placed between the two and must include the particle "了" (le) as a marker of activity in the first verb, namely, "打了很了折" (dǎ le hěn duō zhé). This structure may be felt strange for beginner of Mandarin learners because if it is seen from the order of the meaning of the constituent elements it produces a sequence of meanings that is not syntactic so that it may be the cause of errors. However, this structure is more acceptable because, it is based on the standard syntactic rules of Mandarin.

3.3. Sentence Class Errors

Errors in sentence class can be classified into three categories, first errors occurred in the position of one element, second errors was due to missing elements and positional errors, and third is unique or illogical errors. The first was the error case due to the wrong position of one of the sentence-forming elements. In this case, it was indicated that most of the sentence structures were correct according to the rules of Mandarin synthesis and only one element is misplaced or positioned. The placement of the wrong elements is more identical or similar to the placement in the Indonesian language structure. An example can be seen in the following sentence structure. "我想刷信用卡在这儿" (wǒ xiǎng shuā xìn yòng kǎ zài zhèr) "I want to swipe a credit card here" In Mandarin syntax rules, all types of adverbs can only occupy a position in front of the subject or behind the subject and before the verbs. Other than occupying both positions, it means that it is violating the syntactic rules of Mandarin. Thus, the adverb of the place "在这儿" (zài zhèr) which fills the position at the end of the sentence structure above violates the syntactic rules of the language. It seemed that students were still carried away with the concept of syntactic rules in Indonesian that can accept the placement of adverbs of place at the end of sentence structures. Therefore, to avoid violation

of Mandarin syntactic rules, the adverb place “在这儿” (zài zhèr) must be placed in front of the subject “我” (wǒ) “I” or after the subject and in front of the verb “刷” (shuā) “to swipe” that is, as in the following sentence structure. “我想在这儿刷信用卡” (wǒ xiǎng zài zhèr shuā xìnyòngkǎ).

The second one was errors due to missing elements and misplacement. This categorical error was indicated by the incomplete core elements that form the sentence structure and the occurrence of errors in form and placement of the existing forming elements. Concretely, it can be seen in the following examples of multilevel sentences. “这件衬衫很好看，我试穿了已经适合了” (zhè jiàn chènshān hěn hǎo kàn, wǒ shìchuānle yǐjīng shìhé le) “this shirt is very good, I tried it, it suits me very well”. This stratified sentence consists of, a sentence in the form of a nominal sentence “这件衬衫很好看” (zhè jiàn chènshān hěn hǎo kàn) “this shirt is very nice”, functions as an introductory sentence and the sentence “我试穿了已经适合了” (wǒ shìchuānle yǐjīng shìhé le) “I’ve tried it, it suits me very well” serves as the core sentence. The composition of the core sentence structure was exactly the same as the sentence structure in Indonesian. The problem occurred in the structure of the core sentence was the loss of the element in the form of the accompanying object “我” (wǒ) “I”, the placement of the adverbial element “已经” (yǐjīng) “already” in the structure of the core sentence that is not correct, and the wrong form of the verb “适合了” (Shìhé le) “matched”. According to Mandarin syntactic rules, adverbs must take a position in front of the verb being described. Since the adverb “已经” (yǐjīng) has a role in explaining the verb “试穿” (shìchuān) “to try”, the adverb position “已经” (yǐjīng) must be moved in front of the verb “试穿” (shìchuān). Furthermore, in this sentence structure there is no need for a verb element, so the verb “适合了” (shìhé le) “has matched” must be replaced by the type of adjective, namely “很适合” (hěnshìhé) “very suitable”. The missing element, namely

the accompanying object “我” (wǒ) must be presented and positioned behind the adjective “很适合” (hěnshìhé) so that, as a whole, a standard sentence structure is obtained that follows the Mandarin syntactic rules, namely, “这件衬衫很好看，我已经试穿了很适合我” (zhè jiàn chènshān hěn hǎo kàn, wǒ yǐjīng shìchuānle hěnshìhé wǒ).

The third error category was semantically the meaning of relationship between the elements that make up the sentence structure that is not linear or illogical, and syntactically, is the form and use of the forming elements that are not correct. A concrete example can be seen in the following stratified sentence structure. “我喜欢吃饭，不过我喜欢做饭” (wǒ xǐhuān chī fàn, búguò wǒ xǐhuān zuò fàn) “I like to eat rice but I like cooking”. The stratified sentence uses the conjunction “不过” (búguò) “however” whereas, this conjunction in Mandarin requires that the first sentence with the second sentence after the conjunction be opposite or contradicting. But in the sentence structure above between the first sentence and the second sentence are linear and mutually supporting which results in illogical sentence. In order to make the sentence have a logical meaning and follow the standard Mandarin syntactic rules, there are two alternatives, firstly, keeping the first sentence adding a negative meaning marker particle “不” (bú) “no” in front of the adjective “喜欢” (xǐhuān) “Like” in the second sentence.

3.4. Explanation of Errors

This explanation of errors stage elaborates the opinion of Corder [7] and the opinion of [8] as a reference for analysis. The following table is an example of the classification of error cases in students' written discourse texts which are classified based on the type of error level and classification based on the error category.

Table 1. Samples of Category of Errors

Category \ Level	Phrase	Clause	Sentence
Interference	里房间 lǐ fángjiān	他适合穿衬衫红 Tā shìhé chuān chēnshān hóng	我想刷信用卡 <u>在这儿</u> wǒ xiǎng shuā xìn yòng kǎ <u>zài zhèér</u>
Developmental	刷衣服 shuā yīfú	售货员带了我买两 条裙子红的和蓝的 Shòuhuòyuán dài le wǒ mǎi liǎng tiáo qúnzi hóng de hé lán de	这件衬衫很好看，我试穿了 <u>已经</u> 适合了 zhèjiàn chēnshān hěn hǎokàn, wǒ shìchuān le <u>yǐjīng</u> shìhé le
Unique	鞋白的 xiébaíde	很多打折 hěnduō dǎzhé	我喜欢吃饭， <u>不过</u> 我不喜欢做饭 wǒ xǐhuān chīfàn <u>búguò</u> wǒ xǐhuān zuòfàn

4. CONCLUSION

The statement of some linguistic experts who say that the occurrence of errors in the foreign language learning process is a certainty and as reasonableness is very relevant to the reality of the findings in this study. From the data source, namely written discourse text written by students, error cases occur at all levels and all categories of error types. Errors in the interference category occupy the highest error frequency at the level of phrases, clauses and sentences. Since students are beginner level learners, students' language logic is still more influenced by the logic of their mother tongue. Although developmental errors are not as many as interference categories, they also have a fairly high frequency. The ability of students to develop language logic by referring to the logic of their mother tongue, can produce unique language patterns which, in one pattern, in certain parts have similarities with the pattern of the mother tongue and in another part are similar to the target language pattern. This fact indicates that even though students are not fully able to get rid of the interference of their mother tongue, they already have the ability to speak the language of the target language. The lowest frequency of occurrence is the unique error.

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