Error Analysis of University Students' Chinese Narrative Writing

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Abstract. Discourse is the highest level in language hierarchy which has extremely complex problems. It was proven in narrative writing discourse text that is presented by students of Mandarin Education Program of State University of Surabaya in the year of 20../20… According to analysis results, there were various errors that occurred in the writing discourse text, such as errors while writing the letter; errors of particle usage; errors on word structures; and errors of diction. Errors had been found in the language structure aspect, including level structure of phrase, clause and sentence which were caused by the incorret use of structural element, the usage of inessential element, and the incorrect placement of structural element. In accordance with errors category, interference error is a case that mostly to happen, followed by developmental category, and the least is unique category with only two errors. Based on the emersion frequency, overgeneralization is the type of errors that has the highest frequency of emersion, followed by misorderings type of errors, whereas omissions and additions errors are two type of errors which has lowest frequency emergence. Due to the mentioned errors above, the overall writing discourse text became not cohesive and incoherent.

Keywords: Error analysis · Narrative text · Discourse level · Coherence

1 Introduction

Language errors or language usage errors which were deviated from rules of language that was applied in a certain language is a form of errors that was considered a part of the learning proceess L2 ([1, 2]. In fact, [3–5] stated that error occurrence during learning process is a certainty. This meant that making errors in learning process was unavoidable. There were many causative factors and numerous variations of form and type of errors, which depended on the learning level or degree. However, beginner level learning had the least possibility of making errors. This was because one of the most dominant factor had not been fully mastered by the rules and principles of L2 language as the target.

Based on the observation result, type of language skills that mainly had errors was productive skills of writing skills. On the other hand, writing skills is one of the language

skills that had highest usage frequency in a communication. Language writing could be used as a media to deliver information and writer's ideas to other people or readers. It meant that language writing had quite a central role in communication world. Nevertheless, writing skills was a sort of skills that did not rely only on linguistic competency. [6–9] claimed that writing skills in learning L2 is a type of skill which had the most complex level of difficulty. Therefore, to enable thoughts and ideas to be properly conveyed through written language, there were several points must be achieved in writing activities. Apart from the internal aspect of L2, non-language aspects such as psychological state of the first language learners also had significant role towards language activities particularly in writing activity [10–12].

Problematical picture as stated above also occurred to discourse text of narrative writing that was arranged by the students of Mandarin Education Program of State University of Surabaya. According to observation result of discourse text written by the students, there were several variations of errors that were found. Among them, there were the incorrect usage of letters and words, as well as other lingual unit levels. These findings verified that errors occurrence in learning is a necessity. However, the several variations of errors occurrence must still be seen from usage aspect of written Mandarin which was outside the linguistic rules or if it was deviated from the Mandarin language rules. This was because errors occurrence in language learning could give an impact on the aspect of cohesion and coherence of the overall structure of the discourse text.

[13] conducted a research about the ability arranging written text in English towards Ukranian students who studied English. The research concluded that interference of learner's L1 dominated the error in the learner's text writing. Furthermore, [7] also conducted a case study of the written text of a Spanish female student who was studying English. The conclusion of the case study mentioned that the errors occurred in two categories: errors in the form of L1 interference and errors in the form of developmental. Based on the result of the two researches, it gave an idea that the factors that caused language errors in L2 learner were not only because of B1 intervention, but also very likely due to other factors. In regard to that matter, this article used narrative discourse text test that was arranged by students as research object to be studied from the perspective of language error at the discourse level. Next, data in the forms of errors were analyzed using an approach and analytical model collaborating the concepts of Corder and Dulay theory which result could be observed on the table 3. The stages and analytical models are also based on the model used [14].

1.1 Error Analysis

Language errors are often identified with L2. Language errors occurred because of the language principles and components that should be presented were not attained, therefore deviation and/or vacancy occurred. Moreover, [2, 4, 15] claimed, language errors were also often interpreted as a form of deviation from the use of target (L2) language elements as a result of not completely mastering the rules of these elements. On the other hand, [16] & [17] stated that language errors made by learners were caused by several factors, such as the psychological involvement of learner's L1 and the lack of understanding level of L2, and improper teaching of L2 was also possible in contributing to the occurrence of

language errors. Many various factors that caused language errors proved that language errors during learning process is inevitable.

Related to language errors in the learning process, [18–20] mentioned that errors made by learners were actually one of strategies used by learners to fill in something that was empty due to not understanding, thus learners frequently used their own words or completely left out L2 (see also [14, 21]). When errors occurred, there was a possibility for learners not to realized about it and there was also a possibility that the errors were done consciously by the learners. When learners did not realize in making mistakes, they believed that the form of language they used was proper. However, if they were conscious about the mistakes they made, it showed that the errors caused by L2 that was not properly mastered. Therefore, learners were uncertain if the use of L2 to fill in the gap was appropriate or not. This confirmed that the errors in L2 learning was something that definitely occurred, it was difficult to avoid, and errors became a part of significant integral in learning process because the errors reflected the level of achievement and development of L2 learners (see also [15] & [4]). Associated with the language errors, the concept proposed by Corder and Burt was elaborated by classifying errors into three categories: a. Developmental (i.e. those errors that are similar to L1 acquisition), b. Interference (i.e. those errors that reflect the structure of the L1), c. Unique (those errors that are not in Developmental nor Interference category, but purely a mistake). Next, these three classification were also used as a step to classify error categories that were found in this research object.

1.2   Model of Error Analysis

Analysis of language errors was more directed to the language errors study that occurred to L2 learners. [7] & [23] claimed, error analysis is a study about the errors that were made by L2 learners on certain development level in language learning process. Supported by statement [24] in learning language, the learners often performed errors in the daily learning. Errors could not be separated from learning foreign language especially in writing (see also [11, 25]). Written language errors were analyzed using language errors analysis procedure that were already elaborated. These were concept elaboration of Corder and Dulay theory that was used as basic concept in this article. Thus, the model for Error Analysis includes three 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. On the description stage, errors were classified into four categories: *omissions, additions, overgeneralization or misinformations,* and *misoderings,* [4] (4) Explanation (the ultimate object of error analysis): explanation of different types of errors, and (5) Evaluation of errors [5, 13, 22, 24, 26]. However, this article was limited only to stage (4) explanation.

2   Methods

This research focused on the form of errors on narrative writing discourse text that was commissioned by students of Mandarin Education Program of State University of

Table 1. Sample of Data Table

Letter	Particle	Conjunction	Word	Phrase	Clause/Sentence
课,母	的,是	所以	合适	七点晚上	但是我着急一点儿

Surabaya in the year 2019/2020 class A. Thirty two narrative writing discourse texts were commissioned as the final project in Chinese Language Advance Writing course in the odd semester 2021/2022 academic year. The types of errors in the discourse text were used as research data, later were identified and classified according to their types and level as analysis process reference. Analysis result was described to give a detailed, concreted and completed picture in accordance with data reality. From the data identification outcome, there 42 error types were found and according to the classification result that was based on the error levels, there six types of error were found just as shown in Table 1.

3   Results and Discussion

3.1   Collection of Error Analysis

In the initial stage, *collection of error* was done out of 32 narrative writing discourse texts written by the students. The stages was numbering the written discourse texts to ease identification process and to avoid the data got mixed up with other data from other written discourse texts. Next was preparing the data table format in accordance with the discourse error analysis scope/area. Followed by observing the students' written discourse texts one by one, then marking by giving a sign to a letter/word or phrase on the part of written discourse text that was considered as form of bold and underline errors. For an instance, see the sentence in the following. "因为我的朋友到了咖啡馆" (*yinwèi wo de péngyou dàole kafei guan*) "**because** my friend already arrived in the cafe" means that there is an error in the sentence in the word usage of /因为/ (*yinwèi*)/**because**/. After the errors in the written discourse text were marked, next stage is identifying the data.

3.2   Identification and Classification of Error

Identification of errors was done after the errors obtained from written discourse text were put in the data card. The aim of identifying the error is to recognize the form and type of errors, and the identification result is used as the reference for the next stage which is classification. By knowing the type of errors, classification and analysis result can be accounted for its validity and authenticity. Errors identification scope includes type and level of error, the causative factor of error occurrence. Identification is also aimed to confirm whether there is similarity to L1 in form of errors that occurred. Identification is also intended to distinguish which category the errors belong among errors categories of interference, developmental and or unique categories. Identification outcome is inserted as examples in the following Table 2.

Table 2. Sample of Fragment Table of Error Identification

Text number	Lever of Errors				
	Letter	Conjunction	Word	Phrase	Clause/Sentence
Text 1	候	所以	合适	十点晚上	我的最近忙是
		(diction)	(diction)	(Interf)	(Unique)

Table 3. Example of Error Classification Table

Taxonomy	Surface Strategy Taxonomy			
Category	Omission	Addition	Misinformation	Misordering
Devment		如果我还没有打扫	只在周末的时候我有时侯	其实我的日子没有什么忙除了做作业
Interf	需要复习和很多练习	我害怕能忘记如果我不写笔记	那就是我忙碌生活	因为觉得累有点儿
Unique		我的最近忙是做作业和上课	我吃饭七点早上	

Every error is placed into the table according to its level and its text number. To ease classification process, every data is given an identity based on the category of errors. As an example, under data "已经到" in phrase column is written (Interf) which means interference category, next under clause/sentence column is written (Devmen) which means that the mentioned data is a part of the category and so forth. Next, Table 2 is also used as a stage of linguistic categories description reference.

Next stage is classification which is grouping the errors, therefore the forms of error are not switched over and to keep the data validity. Grouping is done according to Corder's three categories of error and the creative construction theory by [24] also descriptive taxonomies of errors [5, 22]. Table 3 is an example of classification table.

Data from Table 3 can be explained as followed. As a data example "需要复习和很多练习 is placed in the 'omission' column and 'Interf' row, means that the errors get into omission taxonomy and categoried as 'interference' error. The factor that caused the errors is the absence or the lack of forming elements and language elements that is written in bold and italic such as /很多练习 / shows where the error take place. This classification model is considered to be more effective because it eases the process of description surface strategy and explanation of errors. Moreover, this classification model also helps accelerate the back-tracking process when the data is required to find grammatical context in written discourse text.

3.3 Error Description

The stage of description process is initiated by description process of Corder's taxonomies of errors which is linguistic categories and followed by description of surface strategy. In accordance with classification result of 32 students' written discourse text analysis outcome, it is identified that there are 42 types of errors consists of: 2 errors in writing Chinese letter, 1 error conjunction usage, 2 errors particle usage, 3 errors word usage consists of 2 errors of word structure and 1 error diction, 1 error in phrase type, 11 errors in clause type, and errors mainly happen in sentence level which has 22 errors. Whereas the errors of syntax aspect which are the structure of clauses and sentences error are caused by the misplacement of the forming elements, the absence of the most required forming elements, the presence of the required element in a structure, the misuse of one of forming structure elements, and purely because of the structure errors. Next, based on the three categories of errors, interference category is error case that mainly occur, followed by developmental category, and the least one is unique category which occurred twice. Later, this outcome is described based on the type of errors in linguistic taxonomy as follows.

3.3.1 Omissions

The deficiency of structure from grammatical structure is one of the particular characteristics in omissions type of error. Semantically, the absence of the structure does not fundamentally affect the whole meaning, however from language rules aspect particularly in syntax rules, it is still considered as a form of language errors. Omissions type of errors are found in word level (type conjunction), clause and sentence. The example of omissions type of error is on the word /所以/(*suoyi*) /therefore/. Based on the type, this word is type of formal conjunction, it means that the forming structure and element cannot be changed. On the student's written discourse text, the word is only consists of one element which is /所 **Ø**/ (*suo*Ø). When this element is on its own as one word, it cannot be functioned as conjunction because it semantically disclose the meaning as numeral unit, for example / 一所/ (*suo*) "a/an". If it is reverted back on the grammatical function in the original discourse text, the causality between two related sentences will dissipate. In consequence, cohesion and coherence of written discourse text aspect is not solidified. It means that the use of word /所/ (*suo*) in the discourse text is clearly a form of language errors, because it causes the unreliability of physical and mental structure of the text. Hence, to enable the coherence of the whole text structure and the role of conjunction to be functioned properly in accordance with its grammatical context, the word should be corrected to its initial structure which is /所以/(*suoyi*) /therefore/.

On the level of clause, omissions type of errors occur in clause structure of ① "和 **Ø** 明天的课" (*hé **Ø** míngtian de kè*) "and **Ø** tomorrow's lesson". On the clausal structure, the sequence of forming elements is properly based on the syntax rules, however with that type of clause, the core meaning needed to suit the grammatical context is missing. It means that the factor that causes the error in the clause above is the absence of the forming elements, which is verb 预习" (*yùxí*) "prepare". If the verb is presented, thus clausal structure is attained ② "和预习明天的课" (*hé **yùxí** míngtian de kè*) "and prepare the tomorrow's lesson". By presenting the verb in the clause stucture, the structure can be

accepted syntactically and the whole meaning of the sentence is grammatically coherent. Through clause structure ② the core meaning, that particularly related to the object in the structure ① turn out to be clearer and more concrete. Which is "和预习明天的课" (*hé **yùxí** míngtian de kè*) "prepare the tomorrow's lesson" and not the others.

Example of omissions type or errors in a sentence is in the following, ③ "复习以后我锻炼身体三十分 **Ø** 和帮妈妈做饭" (*Fùxí yihòu wo dàgài sanshí fen**Ø** duànliàn shenti hé bang mama zuò fàn*) "After repeat the lessons, then I exercise for around 30 **Ø** and help my mother cook". In the structure of the sentence ③ the forming element states the meaning of the unit of minutes and it is semantically worked to limit the scope of the meaning of the constituent elements in front of it, where "钟" (*zhong*) "**minute**" is dismissed. Therefore, there is a position gap (**Ø**), in consequence, the specification of the meaning of word numeral 30 is not concrete, and it has unlimited scope of meaning. For the meaning and the meaning scope of the word numeral 30 become concrete and measurable, the presence of the forming elements "钟" (*zhong*) "**minute**" is needed at once to fill in the position gap in the sentence structure. The element's absence in the sentence structure is a type of syntax rules deviation which besides causing the informal structure, it also causing the imperfection of the overall grammatical meaning of the sentence structure. Hence, the presence of element "钟" (*zhong*) "**minute**" in the sentence structure is a necessity. Therefore, sentence structure such as the structure ④ is attained. ④ "复习以后我大概三十分钟锻炼身体和帮妈妈做饭" (*Fùxí yihòu wo dàgài sanshí fen**zhong** duànliàn shenti hé bang mama zuò fàn*) "After repeat the lessons, then I exercise for around 30 **min** and help my mother cook". Another example of omissions type of error in the sentence is also occurred in sentence structure ⑤ as follows. ⑤ "需要复习和 **Ø**很多练习" (*Xuyào fùxí hé**Ø** zuò henduo liànxí*) "Need to repeat the lesson and **Ø** many practices". In the sentence structure ⑤ above, there is one verb that is omitted, causing the position gap. The verb unit is needed and must be presented to create a proper sentence structure according to syntax rules in order to gain a grammatically concrete and coherent meaning such as in the following sentence structure ⑥. ⑥ "需要复习和做很多练习" (*Xuyào fùxí hé **zuò** henduo liànxí*) "Need to repeat the lessons and **do** many practices."

Omissions type of errors also occur in the adverb particle where the particle to indicate the past or activity that already happened /了/(*le*) is not used. There are several formulas in Chinese language to state that the activity is done. One of them is /已经+verb+了 / (*yijing*+verb+*le*) /already~/. However, a sentence structure is found ⑦ "我已经做完 **Ø** 作业" (*Wo yijing zuò wán**Ø** zuòyè*) "I **already** did the **Ø** homework", in this sentence structure element /已经/ (*yijing*) is properly placed, follows by verb /做完/ (*zuò wán*) /already did/. However, after the verb element there is no particle to state the past /了/ (*le*) which causes a position gap **Ø** in the sentence structure. The absence of adverb particle /了/ (*le*) is possibly happen due to the existence of word /已经/ (yijing) which lexically means /already/. Nevertheless, the formula structure of /已经+verb+了 / (*yijing*+verb+*le*) is a set that cannot be diregarded and the two elements must be presented altogether: one of the elements cannot be detached. For an instance, if one of the elements /了/ (*le*) is detached, thus the sentence structure become informal and it is considered as syntax rules deviation of Chinese language. Therefore, particle element of /了/ (*le*) must be presented to fill the empty space in order to get sentence structure

fulfilled the syntax rules in Chinese language. Hence, a formally sentence structure will be obtained as example follows. ⑧ "我已经做完了作业" (*Wo yijing zuò wánle zuòyè*) "I **already** did the homework".

3.3.2   Additions

Additions type of errors' main characteristics is the presence of the unrequired element in the structure thus it causes language inefficiency and odd structure. According to the data analysis result, additions type of errors are found in clauses, which is in the clause ⑨ "做好的作业" (*Zuò hao de zuòyè*) "do the task/homework **it** well" and clause ⑩ "如果我还没有打扫" (*rúguo wo hái méiyou dasao*) "if I **still** don't sweep", also in the sentence level as example ⑪"我的最近忙是做作业和上课" (*Wo de zuìjìn mángshi zuò zuo yè hé shàngkè*) "Recently, I **of** have been busy **is** doing task/homework and taking lessons".

When word element adjective /好/ (*hao*) "well" on clause "做好的作业" (*Zuò hao de zuòyè*) "do the task/homework **it** well" is put next to noun / 作业 / (*zuòyè*) /task/homework/, then putting any additional particles is not required. There is a regulation in the Mandarin syntax rules if adjective and noun are placed together, there is a requirement to put additional particles [25]. This means the presence of additional particle /的/ (*de*) as possessive pronoun in the clause structure ⑨ above causes the clausal structure to have grammatically illogical meaning. In consequence, the particle element must be dismissed to get clause structure ⑫"做好作业" (*Zuò hao zuòyè*) "do the task/homework well" in which this structure can be accepted syntactically and fulfill the semantic aspect grammatically. Next is on the clause structure ⑩"如果我还没有打扫" (*rúguo wo hái méiyou dasao*) "if I **still** don't sweep", the cause of the structure disapproval is the existence of the unrequired element in the structure which is /还/ (*hái*) /**still**/. Based on the system of Mandarin syntax rules and the original grammatical context, the presence of /还/ (*hái*) causes an error from the syntax rules on the clause structure which affects the incoherence in the clause structure grammatically. Hence the particle must be omitted from the clause structure to be accepted syntactically and grammatically becomes ⑬"如果我没有打扫" (*rúguo wo méiyou dasao*) "if I don't sweep".

Next is additions type of errors in the sentences, occur in two examples of sentence structure ⑭"我害怕能忘记如果我不写笔记" (Wo hàipà **néng** wàngjì rúguo wo bù xie bijì) "I am afraid I **can** forget if I do not take a note" and ⑮"我的最近忙是做作业和上课" (*Wo de zuìjìn máng shì zuò zuòyè hé shàngkè*) "Recently, I **of** have been busy **is** doing task/homework and taking lessons". Word elements /能/ (*néng*) /**can**/ in the sentence structure ⑭and particle element /的/ (*de*) /**of**/ also /的/ (*de*) /**is**/ in the sentence structure ⑮cause of the disapproval of the two structures because they are not required within the two structures. The elements on each sentence structure make the two structures deviate from syntax rules of Chinese language and it causes the meaning of two sentences illogical and ungrammatical. Sentence stucture ⑭can be accepted through students' L1 language logic, however in Chinese language's syntax the word is considered as a form of word redundancy. In order to get the sentence structure ⑭above in accordance with syntax rules and semantically grammatical, the word /能/ (**néng**) /**can**/ must be omitted to ⑯"我害怕忘记如果我不写笔记" (Wo hàipà wàngjì rúguo wo bù xie bijì) "I am afraid I forget if I do not take a note". Then in the sentence structure ⑮elements that causes

error are: first, because of the particle / 的 / (***de***) as a possessive pronoun between subject /我/ (*Wo*) /I/ and adverb of time /最近/ (*zuìjìn*) /recently/ causes the possessive of adverb of time meaning by the subject. This composition is not only affects the ungrammatical meaning of the sentence ⑮, but also the whole meaning of the discourse text. On the other hand, Chinese language's syntax rules assigns that adverbs can only occupy the position in front of the subject or after the subject before the verb in the structure, and any conjunction is not required. Hence, it is clear that particle / 的 / (***de***) in the sentence structure ⑮is not needed. Next, particle of subject markers of nominal sentence **/是/ (*shì*) / is /** also become factor that causes error in the sentence structure ⑮. It has been set syntactically that particle **/是/ (*shì*) / is /** can only present in nominal sentence structure and occupy position behind the subject. Meanwhile, sentence structure ⑮is a verbal sentence structure which is marked by the presence of verb /做/ (*zuò*) /do/ dan / 上课 / (*shàngkè*) /take lessons/. It means that the two particles cause the sentence structure disapproval of ⑮, thus leaving out the two particles from the sentence structure to 我 的最近忙是做作业和上课" (*Wo de zuìjìn máng shì zuò zuòyè hé shàngkè*) "Recently, I **of** have been busy **is** doing task/homework and taking lessons", to get a grammatical sentence structure and obey the Chinese language's syntax rules.

3.3.3 Overgeneralization or Misinformations

The occurrence of form errors due to the forming particle errors and or structure error ***the wrong form or structure,*** is the major characteristics of overgeneralization or mis-information type of errors. According to data analysis result, overgeneralization type of errors occurs in level of words, phrase, and sentence. Errors in the level of words is an error due to the improper usage of one of word forming elements. Which is in the example /时候/(*shíhòu*) /when/ the usage of / 候 / (***hòu***) as the cause of error. Based on the original grammatical context, a proper lingual unit to fill the position is a word that states the time significance which is /时间/ (*shíjian*) /time/. Particle element /间/ (***jian***) which is replaced by /候/ (***hòu***) causes the illogical meaning of sentence and the incoherence of the overall discourse text. Therefore, to rebound the sentence structure's cohesion and the whole discourse text's coherence, particle element / 间 / (***jian***) must be used to form /时间/ (*shíjian*) /time/.

The errors in the level of phrase can be seen from the case of phrase "下课星期" (*xiàkè xingqí*) "meaningless". This phrase unit does not have grammatical meaning because its forming elements does not have grammatically linear relation. Element /下 课/ (*xiàkè*) means /after lesson/ and element /星期/ (*xingqí*) means /week/, those two elements are incoherent because of the misuse of the forming element / 课 / (***kè***) /lesson/. On the phrase structure above /课/ (***kè***) /lesson/ cannot be used and must be replaced with /个/ (***ge***) /particle whose function to state the meaning of unit/, hence phrase structure is formed based on the syntax rules and is able to meet grammatical demand which is " 下个星期" (*xiàge xingqí*) "next week". Next is anothe example of phrase structure "母 天" (*mutian*) "meaningless" which has similar case, where the error happens because the misuse of one of its forming element. According to the syntax rules, this unit phrase is not accepted in Chinese language because the usage of /母/ (***mu***) /mother/ is not linier when it is combined with / 天 / (*tian*) /day/. The phrase structure can be accepted

syntactically and grammatically if word element /母/ (***mu***) /mother/ is replaced by /每/ (***mei***) **/every/**, thus phrase structure 每天" (***meitian***) "**every** day" is created.

Overgeneralization type of errors in the level of sentences is caused by the error of sentence structure. See the example in the sentence structure ⑱"我吃饭七点早上" (w*o chifàn qi dian zaoshang*) "I eat at 7 in the morning". Sentence structure of ⑱above is similar to Indonesian structure logic as students' L1, thus based on students' language logic, there is no mistake in the structure ⑱above. However, if it is reviewed from Mandarin's syntax rules, the structure above cannot be accepted because it violates the syntax rules. Mandarin's syntax rules are binding where adverb of time must be placed before the subject or next after the subject before verb. In the sentence structure ⑱above, element that take part as subject is /我/ (wǒ) /I/ and /吃饭/ (*chifàn*) /eat/ as the verb, hence the remaining one is adverb of time. To this distribution, it is clear that the sentence structure ⑱is not syntactical because the adverb of time is placed behing the verb. Morever, there is misordering in the structure element of adverb of time, which is element stating time must be put behind the time scale element thus it is structured /早上七点/ (*zaoshang qi dian*) /7 o'clock in the morning/. As a whole, in order to get admitted syntactically and grammatically, it must be as follows ⑱"我早上七点吃饭"(w*o zaoshang qi dian chifàn*) "I, 7 in the morning, eat."

3.3.4 Misorderings

The improper placement of language forming structure is the major characteristics in misorderings type of errors. As [20] stated, *the incorrect placement of a morpheme or group of morphemes in an utterance.* These are examples of sentence categorized in misordering type of errors. ⑳"每天都我 们班学新的语法" (*Meitian **dou** women ban xué xin de yufa*) "Every day all of our class learning about new grammar". In the sentence structure ⑳the error is caused by the improper placement of word /都/ (***dou***) **/all/**. The pattern that is used by students reflects their language L1 pattern logic, which is attribute element / 都 / (***dou***)**/all/** can occupy the position before ordinate element / 我们班/ (*womenban*) /our class/. This fact is in contrary with Mandarin language rules which set the attribut element /都/ (***dou***) **/all/** to be placed behind the ordinate element / 我们班/ (*womenban*) /our class/. Therefore, a new formal sentence structure is formed, ㉑"每天我们班都学新的语法" (*Meitian women ban **dou** xué xin de yufa*) "Every day our class **all** learning about new grammar". The similar case also happen to sentence structure ㉒as follows. ㉒"从六点晚上到八点晚上" (*Cóng liù dian **wanshàng** dào ba dian **wanshàng***) "from 6'clock at night to 8'clock at night". It is the improper use of adverb of time /晚上/ (***wanshàng***) / **night** /. In accordance to Mandarin's rules, the adverb of time such as /晚上/ (***wanshàng***) / **night** / must put in front of word element that refer to o'clock /六点/ (*liù dian*) /6 o'clock/ and /八点/ (*ba dian*) /8 o'clock/. Hence the proper structure in accordance to Mandarin's language rules as following. ㉓"从晚上六点到晚上八点" (*Cóng **wanshàng** liù dian dào **wanshàng** ba dian*) "from **night** 6 o'clock to **night** 8 o'clock."

Table 4. Samples of category errors

Error	Classification	Justification and Possible Translation
黑色的皮鞋选择有很多	Interference	Error caused by the resemblance of L1 structure. ***Numerous options*** of black leather shoes.
每天都我们班学新的语法		Error caused by the resemblance of L1 structure. Every day ***all our classes*** learn about new grammar.
十点晚上我去睡觉了		Error caused by the resemblance of L1 structure. I go to sleep at 10 o'clock at night
复习以后我大概三十分钟锻炼身体和帮妈妈做饭	Developmental	The error is similar to L1 structure. After study, around 30 min I exercise and help my mother cook.
如果我还没有打扫		The error is similar to L1 structure. If I ***still*** do not sweep.
在笔记本上我也复制了的材料		The error is similar to L1 structure. I also take ***of*** note of the material in notebook.
的最近忙是做作业和上课	Unique	Structure does not reflect either L1 structure nor L2 structure because it is semantically not logical. Recently, I ***of*** have been busy ***is*** doing task and taking lessons.

3.4 Explanation of Errors

The stage of explanation of errors elaborates theory [17] opinion who stated that language errors were part of developmental process and the rest were unique. Whereas [20] mentioned that language errors occurred because of L1 interference and "creative construction" that was also called "developmental".

Table 4 as follows is an example of the errors data in the sentences that were classified into three categories type of errors which are interference category, developmental category, and unique category (elements that were typed in bold and italic is the cause of errors).

4   Conclusion

According to the analysis result, errors that are occurred to narrative written discourse texts omissioned by the students are varied, and it happened to all linguistic levels.

Based on the classification result, highest frequency of errors took place in level of sentence and the lowest frequency of errors occurred in level of phrase. Later, based on the error in the linguistic categories, four type or errors were found, such as omissions and additions type which each of them had five errors, misorderings type with eight errors, and overgeneralization which had the highest number of errors which is thirteen errors.

Omissions type of errors caused the position gap in the language structure and ungrammatical meaning. Omissions type of errors took place in level of word /所 Ø/ (*suoØ*) /for calculation unit/ the proper structure is /所以/ (*suoyi*) /**therefore**/. Error in the level of clause "和 Ø 明天的课" (*hé Ø míngtian de kè*) "and Ø tomorrow's lesson", also error in the level of sentence occurred in sentence structure 复习以后我锻炼身体三十分 Ø 和帮妈妈做饭" (*Fùxí yihòu wo dàgài sanshí fenØ duànliàn shenti hé bang mama zuò fàn*) "After repeat the lesson, then I exercise for around 30 Ø and help my mother cook".

Additions type of errors is marked by the presence of unrequired element in the structure. This type pf error occurred in the level of clause "如果我还没有打扫" (*rúguo wo hái méiyou dasao*) "if I **still** do not sweep" which is because of the existence of the element /还/ (*hái*) /still/ which was not needed and in the level of sentence "我每天想向做作业" (*Wo meitian xiang xiàng zuò zuòyè*) """, because the use of element向/ (*xiàng*) /point out/ in the structure become the causative factor of error occurrence.

Overgeneralization type of errors was marked by the usage of one of the forming elements that caused the unstructural form of languge. Such as in the example in the sentence "在笔记本上我也复制了的材料" (*Zài bijìben shàng wo ye fùzhìle de cáiliào*) "I also *of* copy the material in notebook" is not structural because it must be structured as following "在笔记本上我也复制了一些材料" (*Zài bijìben shàng wo ye fùzhìle yìxie cáiliào*) "I also copy several materials in notebook".

Misorderings type of errors were marked by the misplacement of one element of forming language structure as a causative factor of error occurrence. The example can be seen in the following sentence 因为觉得累一点儿" (*yinwèi juédé lèi yidianer*) "because feel *tired* a bit". Element /累/ (*lèi*) /tired/ is misplaced and must be properly put in the end of sentence such as the following structure "为觉得有点儿累" (*yinwèi juédé youdian er lèi*) "because feel a bit *tired*".

According to the categories of errors, errors occurred in every category. Interference category is an error category that is mainly occurred, starts from level of word usage such as /他/ (*ta*) /it/. The letter independently has gender-neutral meaning /it/, however this word is used as reference to state /she/ which already has its own type letter /她/ (*ta*) /she/. Nonetheless, based on the anaylisi result Interference type of error category mainly occurs in clause level "觉得累一点儿" due to the ordinate misordering of /累/ (*lèi*) /tired/ with attribute element /一点儿/ (*yì dianr*)/a bit/, and the level of sentence "十点晚上我去睡觉了" takes place in time order /晚上/ (*wanshàng*) /night/ and / 十点/ (*shídian*) /10 o'clock/. Meanwhile Unique category of errors occur the least which is only once and happen in the level of sentence "我的最近忙是做作业和上课" (*Wo de zuìjìn máng shì zuò zuòyè hé shàngkè*) "Recently" which is caused by the improper particle usage of /的/ (*de*) and /是/ (*shi*).

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