

A Preliminary Study of Error Analysis



A Thesis

presented to

The Department of English Language
and Education

Faculty of Language Arts and Education

Sanata Dharma

Teacher Training Institute

A Partial Fulfillment
of the requirements for the
Sarjana Degree

by

H. Fennyta Kristiana

(Hoesi Woen Ing)

I. 2244

Yogyakarta, July 1988



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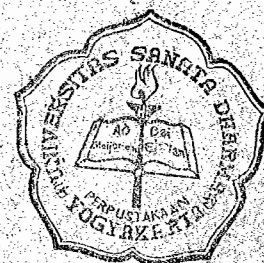
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Table of Contents

Acknowledgements

Table of Contents

Chapter I :	Introduction	
	A. Background of Study	1
	B. Aim and Scope	3
	C. Theoretical Framework	4
	D. Methods of Research	4
	E. Technique of Analyzing Data	5
	F. Plan of Presentation	16
Chapter II :	Approximative Systems	
	A. The definition of the term	9
	B. Source and Target Language	13
	C. Approximative Systems in the progress of language learning	17
Chapter III :	Types and Sources of Errors	25
	A. Types of errors	
	1. Error types based on the ways surface elements are altered	25
	2. Error types based on linguistic category	26
	3. Error types based on the effects of errors on communication	29
	B. Sources of errors	
	1. A review of the literature on sources of errors	29
	2. A classification of errors with respect to sources of errors	41



Chapter IV	Error Analysis	49
	A. Data-collection	51
	B. Results of Analyses	53
	1. A classification of errors based on linguistic category	53
	2. A classification of errors with respect to possible sources of errors	56
Chapter V	Conclusions and Suggestions	60
	Bibliography	91

Chapter I

Introduction

I. Background of Study

It is a simple truth that making errors is an inevitable part of learning. All language learners whether a child acquiring his mother tongue or an adult learning a target language always first systematically make errors. These learner's errors are in fact not merely the result of laziness but because of something. The question of what it is often comes to my mind and motivates me to study errors more seriously and to search for the answer.

In fact, the discussion of errors is not new. There are many of our predecessors who have written many articles concerning with errors. Research on a learner's errors has involved increasing numbers of linguistics, psycholinguistics, psychologists, educators that has contributed in the light of the second language learning process. A review of the foreign language education literature reveals that errors is influenced by a number of environmental factors and a number of internal factors.

It is assumed by Contrastive Analysis proponents that interference from a learner's native language is the cause of errors in his target language production. They have approached their task with the idea that any similarities between the native and the second language will facilitate learning, while any differences between them will make problems (Lado, 1957). They

suggest that the common errors occurred can be traced back through the native language. That's why, they make contrastive studies of the systems of the learner's native language and the learner's second language.

As more people hold that errors serve as indicators of progress and success, a more positive attitude toward errors is emerging. Error Analysis proponents have approached their task on the analysis of a learner's errors (Richards, 1971). They suggest that the common errors occurred can be traced back through the inherent complexity of the target language. They contribute many examples of systematic errors corresponding to the general characteristics of rule learning.

None argues that errors are absolutely essential to language learning. They provide important insights into the processes of second language acquisition and instruction. Of errors, for example, Corder mentions that the learner's errors can be significant in three different ways. First, they tell the teacher how far the learner has come and what she or he still must learn. Second, they give the researcher evidence of how language is learned or acquired, what strategies or procedures are used by the learner. Third, they are a device the learner employs to examine hypotheses concerning the language he is learning (Corder, 1967). This is the day-to-day value of errors. Errors provide feedback and in terms of broader planning they provide the information for designing a remedial program of reteaching (James Hendrickson, 1981).

Having realized of the significance of a learner's errors, I feel that it may prove fruitful to make an attempt to bring

together the various assumptions, statements, findings or other contributions of what recent studies have discovered, which all are hoped to shed some light on the problems of the description and the explanation of errors. By understanding types and possible sources of errors better, a teacher is supposed to be able to guide his students to overcome the problems they face more effectively.

5. Aim and Scope

The aim of this thesis is to obtain a sample of types and sources of errors employed by English learners. The knowledge of the types and sources of errors are important not only to help the students recognize and correct the errors they make but also to help the teacher overcome further errors of the same type in the other opportunities. Undoubtedly, the more teachers know about the problems their students face, the more effectively they can guide their students to overcome their problems. The clearer a teacher's understanding of the sources of errors made by his students, the better he will be able to judge which ones are most worth concentrating on. Despite the fact that there is lack of necessary data collected in this study, it is hoped that a new teacher will develop a deeper insight into fundamentals of it in order that the benefit can be developed and applied in further study.

Due to the limited time available, not all of various types and sources of errors will be discussed in detail in this thesis. For the sake of this discussion, there is an attempt to make an error analysis on students' compositions in this study. The

analysis focuses on the grammatical and lexical errors encountered in the data collected regardless the phonological and orthographic errors.

This study makes no claim to completeness since it is neither meant to count errors statistically nor to find out the grammatical acquisition order but merely as a tentative investigation. This knowledge is hoped to help a new teacher to predict the possible types and sources of errors made by his students and he can thus prepare a better instruction.

C. Theoretical Framework

Error Analysis towards the theory of approximative systems proposed by William Nemes is used in this thesis. This theory will be discussed in the second chapter. In classifying errors based on linguistic category, I develop and apply the model introduced by Politzer and Ramirez. Dealing with the classification of errors with respect to sources of errors, I categorize errors into interlingual errors, intralingual errors, ambiguous errors and unique errors. This classification is inspired by the findings of researchers on second language acquisition involving numbers of linguists, educators who are interested in understanding the process of second language acquisition. Some of them are Selinker, Jack C. Richards, Dulay and Burt S.P. Corder, M.P. Jain, Krashen and Dr. Soepomo.

D. Methods of Research

There are two kinds of necessary data collected. The first data deals with our predecessors' opinions towards errors. The second data is students' compositions.

I do the library research to obtain the first data. In finding the resources, I look in the card catalogue under a general subject. Afterwards, I look at the table of contents and the index to see if there is information in my topic. Besides, I look at the bibliography of an article to find further information. After gathering those materials, I select material for its relevance to tentative generalizations that I formulate. Then I note the important points, to summarize or condense lengthy quotations and also to paraphrase in papers.

I collect students' compositions to obtain the second data. Informants involve the students of junior high schools, senior high schools. The subjects are asked to write a composition. Dealing with the students of junior high schools, I help them find a topic. First of all, I ask them to notice things around them. I give some examples how to look for shapes and colors and to express how the things feel, look, taste, smell and sound. Afterwards, I ask them to write what they think into words in English. I ask them to look through dictionaries whenever they find difficult words. The students of senior high schools may choose their own topics in writing a composition.

E. Technique of Analyzing Data

The series of steps taken to make an error analysis in this thesis are as follows. First of all, errors encountered in the data collected are identified. Then, those errors having previously been identified will be categorized into errors in morphology, syntax and vocabulary. The three main categories will further be subdivided according to different parts of speech or parts of

reference. Once the surface characteristics of errors are known, the sources of errors will be explained. The following questions will be asked :

1. Is the error a reflection of the structure of the student's native language ?
2. Is the error a reflection of the learner's general characteristics of rule learning ? Or is there a mutual interference of items within the learner's target language ?
3. Is the error a reflection of the structure of the student's native language as well as the learner's general characteristics of rule learning ?
4. Or is it due to some other factors, as yet unknown ?

Afterwards, some of those representative errors are explained in more detail.

f. Plan of presentation

The plan of presentation of this thesis is as follows.

The first chapter deals with the introduction of this thesis. It presents the background of study, aim and scope, theoretical framework, method of research, technique of analyzing data and plan of presentation.

The second chapter describes error analysis towards theory; Approximative systems. It presents the definition of the term and some other linguists' terms and opinions related to approximative systems. What's more, it describes source language and target language which are so closely interrelated with approximative systems. Subsequently, it presents approximative

systems in the progress of language learning. All is meant to give a general overview and to give a clearer understanding of the concept of approximative systems where the learner's errors are evident.

The third chapter discusses about types and sources of errors employed by a learner in attempting to produce a target language. To begin with, it presents error types based on the ways the surface elements are altered. Afterwards, it presents error types based on linguistic category. Subsequently, it presents error types based on the effects of errors on communication. Next, it attempts to review briefly what recent studies have discovered and some scholars' opinions towards sources of errors. The core of what recent studies have discovered provides a basis for the classification of errors presented subsequently.

The fourth chapter presents analysis of errors encountered in the data collected. All errors found in the students' compositions are identified and then classified based on linguistic category. Then, they are explained by formulating hypothesis about possible sources of errors. The error analysis in this chapter doesn't make no claim to completeness since it is not intended as a statistical count but merely as a tentative investigation. This knowledge is hoped to help a new teacher to predict types and sources of errors made by his students so that he can prepare a better approach, method and technique in the future.

Finally, it comes to a conclusion. It offers a convenient summary of major points of what have been discussed previously

and the problems encountered in analyzing errors. Moreover, it suggests some points that should be kept in a new teacher's mind in dealing with errors, corrections and preparing instructions.

Chapter II

Approximative Systems

This chapter deals with the theory of approximative systems of language learners. It is divided into two sections. The first section explains the term approximative systems. It presents the definition of the term and some other linguists' terms and opinions related to approximative systems. The second section deals with approximative systems in the progress of language learning. It describes source of language and target language which are so closely interrelated with approximative systems and a pattern that changes overtime, as a learner becomes more and more proficient in the target language.

A. What is an approximative system ?

The definition of the term Approximative Systems is proposed by William Nemser in his article "Approximative Systems of Foreign Language Learners." He defines an approximative system as the deviant linguistic system actually employed by the learner attempting to utilize the target language. This approximative system is distinct from the target language in which communication is being attempted ; in the case of a learner it is the language he is learning when he uses it and source language acting as a source of interference (deviations from the norm of the target language) which is normally the learner's native language. (Nemser, 1971).

This notion of approximative systems focus on the learner who deals with the language data to which he has been exposed. This term implies the developmental nature of language learning. It is used to explain the intermediate stages between the source and target language. Naturally, these intermediate stages happen as a result of the incorporation of new elements throughout the learning process. In those developing systems, the learner's errors are evident. (Nemser, 1971).

Nemser's threefold assumptions which are stated as follow provide clearer explanation of approximative systems. First, the learner speech at a given time is the patterned product of a linguistic system and it is structurally organized. This learner speech so-called approximative systems is distinct from source language and target language. Second, approximative systems at successive stages of learning form an evolving series. The earliest of an approximative system occurring when a learner first tries to use target language; the most advanced at the closest approach of an approximative system to target language. In this case, the achievement of perfect proficiency is rare for adult learners. Third, in a given contact situation, the approximative systems of learners at the same stage of proficiency roughly coincide, with major variations ascribable to differences in learning experience. (Nemser, 1971).

Moreover, Selinker has proposed the term Interlanguage for approximative systems which discusses precisely the same phenomenon. He defines interlanguage as a separate linguistic system based on the observable output which results from a learner's attempted production of a target language norm. He proposes ob-

observable data from the learner's meaningful performance situations which are relevant to interlingual identifications namely, native language and interlanguage utterance produced by the learner and the utterance in target language by native speakers. (Selinker, 1972)

Furthermore, S.P. Corder uses the term erroneous to refer to errors in approximative systems. He defines it as either superficially deviant, incorrect, inappropriate in the sense that it is not fully describable in terms of the grammar of his mother tongue or the target language. He thinks the learner's erroneous sentences are well-formed in terms of the grammar of his own transitional idiolect at that point of time. (S.P. Corder, 1972)

Elsewhere, S.P. Corder has proposed the term Idiosyncratic dialects which includes approximative systems. As he mentions in his article entitled, "Idiosyncratic Dialects and Error Analysis," approximative systems constitute a class of idiosyncratic dialects that is of the learners of a second language. An approximative system is regular, systematic, meaningful. It means that it has grammar and it can principally be described in terms of a set of rules. Some sub-set of rules is a sub-set of the rules of the target social dialect. His dialect is unstable and the linguistic systems he produced are not shared by a social group. Also, many of his sentences present problems of interpretation to any native speaker of the target language. Besides, S.P. Corder offers two terminological clarifications of importance of learners' errors. First, it is mistakes (or errors of performance) which are defined as random or nonsystematic. These may

contain what are often called slips of the tongue, false starts, changes of mind and so on. These errors do not reflect a defect in the learner's knowledge of the language and they are normally readily correctable by the learner himself. These are due to memory lapses, physical states and psychological conditions. Second, it is errors (or error of competence) which refer to approximative systems discussed in this chapter. These errors are defined as systematic which reflect the learner's transitional competence, that is, a defect in linguistic competence.

As a matter of fact, there are many teachers and parents who frequently see these approximative systems as errors, that is, something done wrong which should be avoided. George in his article "A Model of Error Production" defines error as 'unwanted form'. (George, 1972). Moreover, Nelson Brooks in his book, Language and Learning, considers errors as a sin when he states: " Like a sin, errors is to be avoided and its influence overcome, but its presence is to be expected. " (Nelson Brooks, 1960) One's perception of errors will consequently influence his dealing with errors produced by a learner and his finding a way to overcome them. If one sees errors as things which should be avoided, he tends to correct the learner's errors whenever they occur. These perception and treatment of errors will impede the learner's progress since they may lose the learner's self-confidence.

People can not learn language without first systematically making errors, or more properly proceeds in terms of approximative systems. As previously mentioned, approximative systems are the deviant linguistic systems produced by a learner attempting

to utilize the target language. These approximative systems are different from the norm of the native language and the norm of the language which a learner attempts to use it.

Before discussing these approximative systems further, I will describe source language and target language that take an important role in approximative systems in the following.

B. Source Language and Target Language

In the former case, source language represents whatever language a learner has mastered or acquired before he learns target language. It acts as a source of interference since what a learner has mastered before interferes the way of his understanding and his producing of the target language. In the latter case, target language represents the language a learner attempting to learn. These source language (L_S) and target language (L_T) can be symbolized as follows :

$$(a) L_S \equiv 0 \quad ; \quad L_T \equiv L_1$$

$$(b) L_S \equiv L_1 \quad ; \quad L_T \equiv L_1 \quad ; \quad L_T \equiv L_2$$

$$(c) L_S \equiv L_1 + L_2 \quad ; \quad L_T \equiv L_3$$

$$(d) L_S \equiv L_1 + L_2 + L_n \quad ; \quad L_T \equiv L_n$$

$$(a) L_S \equiv 0 \quad ; \quad L_T \equiv L_1$$

The symbol ' $L_S \equiv 0$ ' means that L_S can be blank. It happens to a human infant learning his mother tongue. As we know, this learning of the mother tongue is a part of whole maturational process of the child. A human infant is born with an innate predisposition to acquire language. He will learn a language if he is exposed to language data as a start. The series of developmental stages will occur as a result of an active in-

interaction between new experiences and the learner's existing cognitive structure. Since the human infant who will learn his first language hasn't been exposed to a language for the acquisition to start, he has consequently no concept of a language in his mind. In this case, his L_g is 'blank' (he has no L_g) ; and his L₁ is L₁ , that is, his mother tongue.

As mentioned earlier, a human infant is born with an innate state of mind favourable to acquire language. He was endowed by nature with an innate mechanism which enables him to construct a grammar of a particular language. He possesses latent innate capabilities such as the capabilities to identify, the capabilities to make an evaluation, the capabilities to understand, the capabilities to apply what they have acquired, the capabilities to develop language attitude, the capabilities to analyze, the capabilities to synthesize, the capabilities to differentiate and so forth.

These foregoing capabilities will develop well if there are favourable conditions which foster the attempts of first language acquisition . Those conditions are as follows. The first one is the availability of adequate exposure in the form of a language. The second one is the adequate prompting as an important means to motivate a learner's brain to make an analysis and use the language actively. The third one is the adequate opportunity to practice and develop the language the capabilities actively. The fourth one is the adequate response towards the speech the learner has produced. The fifth one is the adequate correction for possible mistakes or deviations made by the learner. The last but not the least one is the aid to help the learner form correct

knowledge, appropriate applications, correct understandings, appropriate assessing and to arise language attitudes.

(Dr. Soepomo, 1984)

3. $L_S \equiv L_1$

$L_T \equiv L_1$

$L_T \equiv L_2$

The symbol ' $L_S \equiv L_1$ ' means that L_S can be one's mother tongue. It happens to a person who has acquired his mother tongue tries to learn a target language. This kind of learning of a target language normally begins only after the maturational process is completed.

In the first place, L_T acquisition can happen either informally or formally. The L_T acquisition in the informal situation can, for example, be seen in that an Indonesian child learning standard Indonesian language. He learns it by modelling his speech on the speech behaviour of older children and adults he encounters everyday in his environment, his society and his community. In other words, he learns the standard Indonesian language as a consequence that he is exposed to that kind of the language data. The L_T acquisition in the formal situation can normally be seen, for example, in that an Indonesian adult learning Indonesian language in a college.

Basically, the L_T acquisition in the informal situation and in the formal situation share the same processes and whatever differences exist are explainable in terms of motivation. In the informal situation, the child's learning of Indonesian language is a part of whole maturational process to become an adult. In

In the formal situation, the learner doesn't learn how to use the Indonesian language he possesses anymore but learns the Indonesian language itself. Perhaps, he learns the Indonesian language because he wants to broaden his knowledge of Indonesian he already possesses and to improve his skills and abilities in mastering his native language.

In the second place, L_T can be another language a learner attempting to learn (L_2). This acquisition of another language happens after having acquired the basics of the first. For example, an Indonesian person learns English. Here his L_S is Indonesian language system ; and his L_T is English language system.

$$(c) L_S \equiv L_1 + L_2$$

$$L_T \equiv L_3$$

The symbol ' $L_S \equiv L_1 + L_2$ ' means that L_S can be the combination of one's mother tongue (his first language) and his second language he has mastered. It happens to a person who has mastered two languages learning another language. ($L_T = L_3$) For example, a Javanese person who has acquired Javanese and Indonesian learns English. His source language is the Javanese and Indonesian language systems and his target language is English. In any case, his previous learning or skills or experiences including the knowledge of Javanese and Indonesian colour or influence the way of his understanding and his producing of English. Whenever he attempts to produce English, he not only uses the language creatively but also expresses his social-cultural reality to which he has been exposed. This Javanese person who has the habit to express his idea or his

intention implicitly tends to produce English sentences which reflect his habits. His English sentences may imply his socio-cultural which emphasizes on the intimate relationships. If an English person and a Javanese person are asked to express the same idea, the results of their production may be different. Those sentences produced by the Javanese person may relatively be longer compared with the sentences produced by an English person who lives in the society demanding 'economy' very much.

$$(d) L_S \equiv L_1 + L_2 + L_n$$

$$L_T \equiv L_n$$

$L_{S1} \dots L_n$; Indices referring to languages a learner has earlier been exposed to.

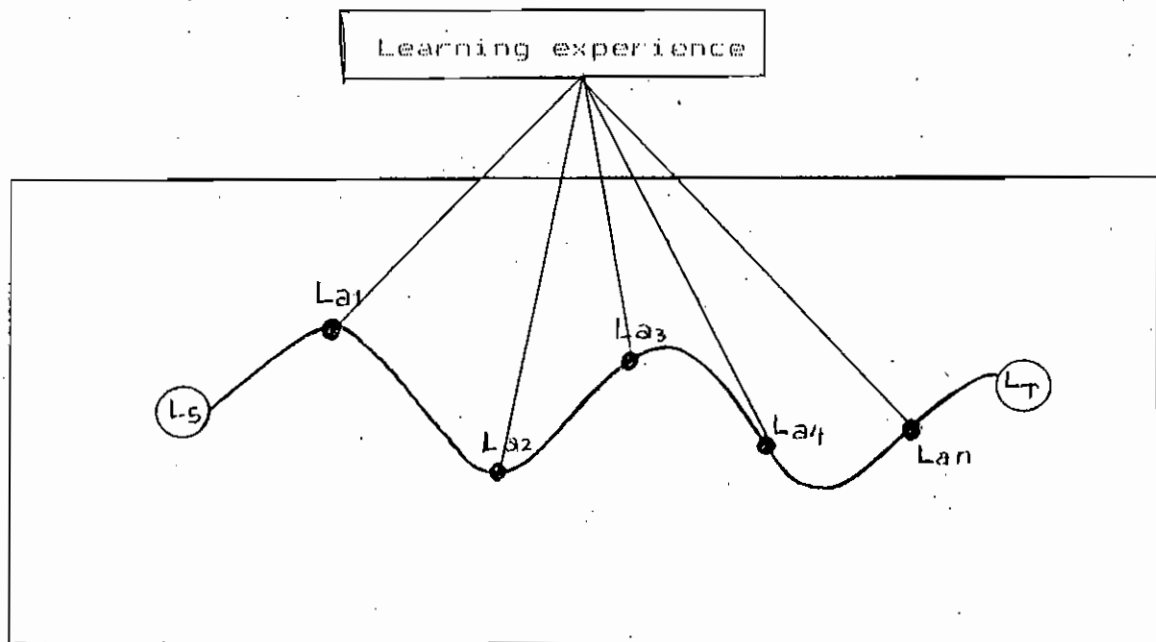
The symbol $L_S \equiv L_1 + L_2 + L_n$ means that L_S can be more than two languages. It happens to a person who has acquired several languages learning another language. For example, an Indonesian person who has acquired Javanese, Indonesian, Chinese learns Japanese. In this case, his L_S is the language systems of Javanese, Indonesian and Chinese; and his L_T is Japanese. Similarly, his L_S covers his way of thinking as a result of his prior learning as well as the language systems of those languages he has acquired. The notion of prior learning which may influence later learning may provide a basis for the study of approximative systems.

C. Approximative Systems in the progress of language learning

The notion of approximative systems focuses on the learner who deals with the language data to which he has been exposed. In between source language and target language, there is a whole

range of a learner's approximative systems. These approximative systems reflect the learner's competence at a particular stage.

The following simplified chart presents a useful model for the study of a learner's approximative systems.



L_S : Source Language

L_T : Target Language

$L_{a1...n}$: An approximative system

Approximative systems at successive stages of learning form a developing series. These approximative systems vary from high to low degrees of deviancy that may be called systematic errors. An approximative system is completely unstable in given individuals since there is a continuing improvement in language learning. The continual changing of an approximative system is in accordance with the new elements that enter as learning proceeds. In this case, an approximative system reflects the learner's

transitional competence which consists of an increasing adaptation of rules of source language to rules of target language. The earliest of an approximative system occurs when a learner tries to produce a target language. The most advanced of an approximative system occurs at the closest approach of approximative system to target language.

At the early stages, a learner's approximative systems in the language data are marked with a high degree of deviancy. These approximative systems may present problems of interpretation to any listener or any reader of the target language because they operate at all levels of a language system. Let's see the following examples :

* Lidya would rich until she marry rich.

* Sutanto amused that movie is so much.

* A stupid worker is blamed others his fault or himself.

Errors occurring in these approximative systems may cause miscommunication in the sense that the listener or the reader of the target language misunderstands the message or to consider the sentence incomprehensible. The first sentence can be corrected into :

Lidya will be rich if she marries a rich man.

From the above example, it can be seen that the learner doesn't acquire the rule of the tense system, the usage of articles, and the usage of English sentence connectors. Also, he omits the noun. The second sentence can be corrected into :

That movie amused Sutanto very much.

Here the learner doesn't acquire the rules of the patterns of English and doesn't select appropriate lexical items. The third

sentence can be corrected into :

A stupid worker will blame others for his fault instead of himself.

From the third example, it can be seen that the learner doesn't acquire the rules of the tense system, prepositions and the use of adverb.

Whenever a learner arrives at a more advanced level, his approximative systems that are marked with the high degree of deviciancy is reducing to the lower degree of deviciancy. At these stages, the learner may have seemingly arrived at a hypothesis, but he finds it difficult to accept the proffered generalization as a rule.

When a learner arrives at the most advanced level, his approximative systems occurs at the closest approach of an approximative system to a target language. At these stages, the learner's approximative systems are marked with a little or very low degree of deviciancy. Since these approximative systems don't seriously break the target language system, they may be comparatively free from errors. Here, the learner has arrived at a system which is very close to the status of rules of the target language. He is able to produce sentences approaching the production of a native speaker of the target language. For example, " This is the problem which I don't know how to solve it." (Reibel, 1969). Such approximative systems do not normally present problems of interpretation. In fact, it can normally be corrected by the learner.

As previously mentioned, approximative systems changes overtime as the learner becomes more and more proficient in the

target language. Approximative systems may occur in the entire field of language system, as follows. First, the language elements cover phonology (concerned with pronunciation, stress and intonation), morphology (concerned with words and morphemes), syntax (concerned with phrase, clause sentences), vocabulary (concerned with word meanings and word arrangements). Second, style covers speech style, speech level, dialect. Third, the language skills cover listening, speaking, reading, writing.

In accordance with the notion that the previous learning may influence later learning, $L_{a1}, L_{a2}, L_{a3}, \dots, L_{an}$ can be L_g (sources of interference). Here the learner is making use of a previously acquired rule in a new situation. L_{a1} occurs because of the influence of L_g . For example, an Indonesian child who produces English sentences below:

* I have two book.

* Please not cry.

The above examples can be traced back to Indonesian language. Nouns in Indonesian language aren't distinguished as either the singular form or plural form whereas nouns in English are used both in the singular and the plural; the singular form is preceded by the indefinite article 'a' and the plural is marked by plural morphemes. Hence, the following occur in the learner performance data:

* I have two book. (Correction: I have two books.)

The Indonesian translation of this sentence is:

Saya mempunyai dua buku.

(not * Saya mempunyai dua bukus.)

By translating the learner's sentence in this approximative

system into his native language structure, we can see that similarities exist. Here the learner's sentences reflect the structure of his native language structure.

Moreover, L_{a2} occurs not only because of the interference of L_s (Here, it is the learner's native language) but L_{a1} as well. The following example is an English sentence produced by an Indonesian student who proceeds in terms of L_a .

* He drived bicycle yesterday.

Here the learner makes two types of deviations from the normal form. First, it is a lexical error. Second, it is a grammatical error in the form of omission of the article. The above sentence can be corrected as follows :

He drove a car yesterday.

He rode a bicycle.

The use of 'drive' in English is not for all vehicles whereas the use of 'mengendarai' in Indonesian is for all vehicles. It is correct to produce Indonesian sentences below ;

Dia mengendarai sepeda kemarin.

Dia mengendarai mobil kemarin.

The different usage of the word 'drive' in English and 'mengendarai' in Indonesian leads the learner to make the lexical error. In this case, the learner is not able to discriminate between the word 'drive' and 'ride.' Moreover, the learner is unable to apply rules of English articles. That is why, he makes the grammatical error. From the word 'drived' produced by the learner, it can be seen that a learner employs the rules of regular verbs in the past tense creatively by adding 'd' to the infinitive. As we have seen above, errors in an approximative

system occur not only because of the interference of the native language but his knowledge of certain rules of the target language as well.

There are many factors which may influence and characterize a learner's approximative systems. The variation of approximative systems is also introduced by learning experience, communication function, personal learning characteristics and so forth. This learning experience may be interrelated with the sociolinguistic situations. These sociolinguistic situations may influence the language learner's types of motivation in relation to his needs and perceptions towards the target language community. There are related aspects of motivation which affect approximative systems as follows. First, integrative motivation is the desire to participate in the life of the community that speaks the target language. Second, instrumental motivation is the desire to use the language for practical reasons such as getting a job. These motivations may be influenced by the communication function of the target language. Communication function, in relations with the society and the education, can be classified into four categories. They are cultural function, social function, personal function and educational function. Moreover, sociolinguistic situations seems to influence the modality of exposure.

Exposure relating to language acquisition is in the form of a target language that can be heard or read, that is by definition, functions as raw data that eventually should be arranged, analyzed and understood by the language learner. The target language data to which the language learner has been exposed may derive from his personal social contacts can be in sorts of home-

group, the community, school group and so forth. The non-personal contacts can be in sorts of the media of mass communication such as radio, television, cinema and reading matters including magazines, newspapers, textbooks and so forth.

Approximative systems of language learners have been discussed in general in this chapter. The following chapter will discuss types and sources of errors.

Chapter III

Types and Sources of Errors

This chapter deals with types and sources of errors. To begin with, it presents error types based on the ways the surface elements are altered. Afterwards, it presents error types based on linguistic category. Subsequently, it presents error types based on the effects of errors on communication. Next, it attempts to review briefly what recent studies have discovered and some scholars' opinions towards sources of errors. Some findings are presented that all are meant to give a general overview and to guide us to come to a better understanding of major sources of errors. The core of what recent studies have discovered provides a basis for the classification of errors being presented subsequently.

A. Types of errors

1. Error types based on the ways surface elements are altered

Basing on the ways surface elements are altered, many language learners make errors in terms of omission, addition, substitution, misformation and misordering.

Omission is characterized by the absence of an item that must appear in a well-formed in terms of the target language.

e.g : He saw three bird perched upon stools. (cf. birds)

Addition is characterized by the presence of an item that must not appear in a well-formed in terms of the grammar of the target language.



e.g : Did you saw that person ? (cf. see)

Substitution is characterized by the use of an appropriate item taking place of the other appropriate one.

e.g : He always eats polatos whenever I see him. (cf. potatoes)

Misformation is characterized by the use of the wrong form of the morpheme according to the rules of the target language.

e.g : She singed the baby to sleep last night. (cf. sang)

Misordering is characterized by the incorrect placement of items in a well-formed according to the rules of the target language.

e.g : I didn't know what should I do. (cf. what I should do)

2. Error types based on linguistic category

Many language learners make errors in the level of language element which covers

- a. Phonological errors
- b. Morphological errors
- c. Syntactical errors
- d. Lexical errors

a. Phonological errors

Some of English vowels and consonants are difficult for language learners to pronounce. For example, Indonesians often make phonological errors such as follows. They pronounce the

words ; bat / bet / instead of / bæ t /

beat / bit / instead of / bi:t /

bought / bot / instead of / bɔ (:) t /

thin / tin / instead of / θ in /

b. Morphological Errors

They include errors in noun and verb inflections, and morphological derivations. Some examples of this type of errors are as follows ;

(1) Errors in the noun inflection

e.g : - They bought sugars, butters, and tomatos.

(cf. sugar, butter, and tomatoes)

- Don't kill the gooses that lay the golden eggs.

(cf. geese)

(2) Errors in the verb inflection

e.g : - I am dream of a white christmas.

(cf. dreaming)

- Erni doesn't likes swimming. (cf. like)

(3) Errors in morphological derivations

e.g : - She is help (cf. helpful)

- The girl standing over there is carelessnes

(cf. careless)

c. Syntactic errors

In attempting to produce English sentences, English learners often make syntactic errors. These syntactic subcategory comprise articles, demonstrative and possessive adjectives, pronouns, modals, qualifiers, prepositions, conjunctions, sentence connectors, subordinators, question words, word order. Some of these syntactic errors include the following types :

(1) Errors in the use of articles

e.g : I love to lie in ~~a~~ quiet place. (cf. a)

Be a honest person. (cf. an)

(2) Errors in the use of prepositions

e.g. : She fell down ~~at~~ the water last night.

(cf. in)

No conclusion can be drawn from by what the press reported yesterday. (addition of 'by')

He was surprised by her remark. (cf. at)

(3) Errors in the construction of phrases and clauses

(a) Errors in noun phrases

e.g. Andi found me secretary new.

(cf. my new secretary)

(b) Errors in verb phrases

e.g. He must been typing the letters himself.

(cf. must have been typing)

(c) Errors in 'to' infinitive clauses

e.g. The best thing would be telled everybody for you. (cf. for you to tell everybody)

(d) Errors in 'ing' participle clauses

e.g. The matter has be settled amicably, I felt quite satisfied with the results. (cf. The matter having been settled)

(4) Errors in word order

e.g. I didn't know what should I do. (cf. what I-should do)

I thought the movie was disgusting, and so my friend thought. (cf. so did my friend)

d. Lexical errors

The lexical errors subcategory includes unbound morpheme of

nouns, verbs, adjectives, or adverbs. The following presents samples of lexical errors.

e.g : I like milk more (cf. better)

I obtained many fruitful advise from my parents.

(cf. received)

The solution proposed in this problem is supposed to be concerned as final. (cf. considered)

The barometer notices that it will be fine. (cf. show)

3. Error types based on the effects of errors on communication

Basing on the effects of errors on communication, errors can be divided into global errors and local errors. The distinction between global errors and local errors was developed originally by Burt and Kiparsky (1972).

Global errors are errors that affect overall sentence organization. These errors cause a native speaker either to misinterpret a written message or to consider the message incomprehensible. They are resulted from a lack of sufficient knowledge of the nouns, verbs, adjectives and adverbs.

e.g : In the sommer Andi and her wife lave camp. (cf. summer, his, leave, camping)

Local errors are errors that affect single element in a sentence. These errors cause a native speaker little or no difficulty in understanding the intended meaning of a sentence. They are resulted from a lack of sufficient knowledge of noun and verb inflections, articles, auxiliaries and the formation of quantifiers.

e.g : My parents go fishing in the lake (cf. on a)

B. Sources of errors

Before discussing the classification of errors with respect to sources of errors further, it may be fruitful to review some findings and some scholars' opinions towards sources of errors. The assumptions, approaches used by the adherents of Contrastive Analysis and Error Analysis will be presented in the following paragraphs.

1. A review of the literature on sources of errors

Contrastive analysis proponents argue that most errors may be ascribed to the interference of the learner's mother tongue. They have approached their task with the idea that any similarities between the native language and the target language being learned will facilitate learning, whereas the obvious differences between them will create problems. Robert Lado was an early proponent of the predictive use of contrastive analysis. He suggests that the careful comparison of the native language of the learner with the target language will result in predictable problems for the learner. His theoretical base for the contrastive analysis can be seen in the implication of the subsequent quotation ;

that individuals tend to transfer the forms and meanings, and the distribution of forms and meanings of their native language and culture to the foreign language and culture, both productively when attempting to speak the language ... and receptively when attempting to grasp and understand the language ... as practised by natives. (p.2)...in the comparison between native and foreign language lies the key to ease or difficulty in foreign language learning. (p.1)
(Lado, 1957)

In other words, he comes to the idea that those elements of foreign language which are similar to the learner's native language will be relatively simple for him, and those elements which are different will be relatively difficult to acquire. (Lado, 1957)

Robert Lado in "Language Teaching" defines the word interference as added difficulty in learning a sound, word, or construction in a second language as a result of differences with the habits of the native language. Furthermore, Lado states that interference is due to unfamiliarity with the target language. His opinion can be seen in the subsequent quotation:

We know from the observation of many cases that the grammatical structure of the native language tends to be transferred to the foreign language... we have here the major source of difficulty or ease in learning the foreign language... Those structures that are different will be difficult. (Lado, 1957, p.58 ; 59)

Similarly, Weinrich uses the term interference as Lado does. However, he states that interference is due to familiarity with the target language. (Weinrich, 1953) Moreover, Haugen uses the term linguistic borrowing which has a similar idea to Weinrich's term of interference. He also views that linguistic borrowing is due to familiarity. (Haugen, 1953)

The contrastive analysis hypothesis underlies the assumptions as follows. First, language learning is habit formation. Second, an old habit hinders or facilitates the formation of a new habit depending on the differences or similarities, respectively between the old and new. It can be inferred from these assumptions that contrastive analysis proponents stressed on the role of transfer from the first language. The language learner is thought to build up habits and the old habits already

established in his native language interfering with the acquisition of new ones.

Ronald Wardhaugh applies the terms a strong version and a weak version of contrastive analysis hypothesis in his article "The Contrastive Analysis Hypothesis." The strong version states that learner behaviour is predictable on the basis of a comparison of source language and target language. The weak version states that learner behaviour is explanatory on the basis of a comparison of source language and target language (Wardhaugh, 1970). The concept of strong version of the contrastive analysis hypothesis can be seen in the following quotation taken from a book entitled "Trends in Language Teaching (1966), edited by Valdman, Banathy, Trager and Waddle :

...the change that has to take place in the language behaviour of a foreign language student can be equated with the differences between the structure of the students' native language and culture and that of the target language and culture. (p.37)

The strong version of the contrastive analysis that requires the prediction of difficulties encountered by the learner seems impracticable. Nemser notes arising problems of it that includes different analysis results different predictions, predictions are often ambiguous and the various levels of linguistic structure are interdependent (Nemser, 1971). In contrast, the weak version seems to have certain possibilities for usefulness. It just requires the linguist to use his knowledge to explain observed difficulties in second language learning (Wardhaugh, 1970). In this case, he can use as a start the evidence provided by linguistic interference to explain the similarities and

differences between the language systems.

Error Analysis proponents have approached their task on the analysis of learners' errors. They suggest that errors produced by the learners can be traced back through the learners' generalizations of the target language (Jack C. Richards, 1971). They seldom state their theoretical assumptions explicitly. There is usually an explanation firmly declaring that language learning is a 'creative process.' Reference is usually made to Noam Chomsky's work. Chomsky argues that the central force guiding language acquisition is language acquisition device. On this reference, for example, Corder in his article "Significance of Learners' Errors" writes as follows :

This hypothesis states that a human infant is born with an innate predisposition to acquire language; that he must be exposed to language for the acquisition to start; that he possesses an internal mechanism of unknown nature which enables him from the limited data available to him to construct a grammar of a particular language. (Corder, 1967)

He goes on to cite Palmer in support of the application of his hypothesis to second language learning. Palmer maintains that we are all endowed by nature with the capacity for assimilating language and that this capacity remains available to us in a latent state after acquisition of a primary language. (Palmer, 1917). As a matter of fact, most of error analysis proponents don't have advocated error analysis in their analysis, but their message is clear, that is, an error analysis. Some of their opinions relating to sources of errors will be noted in the following.

According to Selinker, the five central processes that exist

in the latent psychological structures (i.e. in the brain that are activated whenever one attempts to learn a second language) influence the provisional grammar of the learner or interlanguage as he calls. His concept of interlanguage is as follows. First, the process of language transfer deals with fossilizable items, rules and subsystems which occur in interlanguage performance as a result of the native language which those can be experimentally demonstrated. Second, the process of transfer of training deals with fossilizable items, rules and subsystems as a result of identifiable items, in training procedures. Third, the strategies of second language learning deals with those as a result of an identifiable approach by the learner to the material to be learned. Fourth, the strategies of second language communication deal with those as a result of an identifiable approach by the learner to communication with native speakers of the target language. Fifth, overgeneralization of the target language linguistic materials deals with those as a result of a clear overgeneralization of the target language rules and semantic features. (Selinker, 1972)

While Richards finds that a large number of errors reflecting a general characteristics of rule learning, such as overgeneralization, incomplete application of target language rules, failure to learn the conditions under which rules apply and the development of false concepts. In the article entitled "A Noncontrastive Approach to Error Analysis," Richards presents a large number of errors that might be expected from anyone learning English as a second language no matter whatever background he has. These errors are referred to as intralingual and

developmental errors. Richards doesn't define the concept of overgeneralization explicitly in his article. Instead, he notes the definition of generalization, or transfer proposed by Jakobovits who defines generalizations as ; " the use of previously available strategies in new situations..... In second language learning... some of these strategies will prove helpful in organizing the facts about the second language, but others, perhaps due to superficial similarities, will be misleading and inapplicable. (Jakobovits. 1969 a,p.32). Talking about ignorance of rule restrictions, Richards refers them to the learner's failure to observe the restrictions of existing structures. As he points out, these errors derive from analogy where the learner rationalizes a deviant usage from his previous experience of target language. Concerning with the incomplete application of rules, Richards notes that the intralingual errors under this category are those representing the degree of development of the rules required to produce acceptable utterance. In addition to the intralingual errors, Richards mentions that there is a class of developmental errors which derive from faulty comprehension of distinction in the target language. These developmental errors are similar to those made by children when they are acquiring the target language as their first language. Naturally, a learner organizes the target language data to which he has been exposed and makes generalizations of its structure in the process of language learning. Since he has false concepts hypothesized of the rules of the target language, he produces developmental errors,

Elsewhere, Richards views that errors produced by second language learners may depend on the social situation, the learner's values and attitudes towards the target language or some other social factors in the learning context. In the article, "Social Factors, Interlanguage and Language Learning," he observes different settings for language use result in different degrees and types of language learning. The pattern and area of settlement, the social and economic possibilities, the educational level also take a role in the language learning. They may influence and characterizing these second language learners developing systems. (Richards , 1972)

In foreign language setting, many errors are traceable to the manner of presentation of the language features in the school. These errors can be traceable to the concept of transfer of training because the major source of the input for English is the teaching manual and the teacher. The variation of errors depend on the learners' motivation, intelligence, perseverance, aptitude, learning strategies, personality, and socialization. (Richards, 1972)

Dr. Soepomo Poedjosoedarmo finds several sources of learners' errors in the research of "Interferensi Grammatical Bahasa Jawa dalam Pemakaian Bahasa Indonesia Murid Sekolah Dasar. " They are confused understanding, interference, careless attitude, immature logic of the children, analogical fallacies, hyper-correction and the combinations of the causes stated previously. Confused understanding can be seen when a learner makes errors in choosing appropriate words, in ordering words into sentences.

Here, the learner doesn't know the rule of the target language well so that he becomes confused. Interference can be seen when a learner produces sentences which reflect the structure of his native language. Careless attitude can be seen when a learner makes errors not because he doesn't know how to use it but merely because he is careless. Immature logic of the children is one of causes of their errors. At this point the children tends to produce sentences by mixing their languages considerably. It can be seen in their sentences that they mix space and place, and unrelated evidence in accordance with their mental developmental. Possibly, their main goal, at this point, is just to communicate content. Hypercorrection can be seen when a learner attempts to correct the standard rules excessively which unexpectedly leads him to produce errors. Analogical fallacies can be seen when a learner creates incorrectly a new word or a new syntactic construction based on the available norms of word formation or syntactic constructions of the target language having been acquired. (Soepomö,1978)

Dulay and Burt argue that most errors produced by children learning English as a second language reflect overgeneralization. This kind of Interference-like errors is not found in the speech of monolingual children but it corresponds to strategies used by monolingual children. They hypothesize that the child's organization of target second language doesn't include transfer from his native language, but relies on his dealing with second language syntax as a system. They propose a theory which resembles that of approximative systems. They are as follows. First, the language learner possesses a specific type of innate mental organization.

This innate mental organization causes him to use a limited class of processing strategies in the form of linguistic rules which he gradually adjusts as he organizes more and more of the particular language he hears. Third, this process is guided in L₁ acquisition by the particular form of the L₁ system, and in L₂ acquisition by the particular form of the L₂ system. (Dulay and Burt, 1972)

Ravem seems to agree that many errors can be attributed to the interference of a learner's native language as well as a learner's overgeneralization. In his article entitled, "Language Acquisition in a Second Language Environment," he studies the developmental sequence of negative and interrogative English sentences. His studies have shown that a large measure of creativity enters into the process of language acquisition. Besides, he believes that the linguistic competence a learner already possesses through his first language acting as a facilitator, particularly at the early stages. Later, when the second language is mastered, it can be seen the interference of the first language. Ravem seems to agree with behaviorists as well as the generative-transformationalists. The learner is thought to build up habits; the old habits, at the early stages, facilitating the acquisition of the new ones. Moreover, the learner should be exposed to the real situation. The more exposure the learner is in contact with, the more differentiation he makes, the more advanced he is. (Ravem, 1968)

Elsewhere, Ravem studies the development of English WH-questions in the speech of his Norwegian speaking children, a six-year old son and a third year old daughter. He concentrates on

the similarities between first and second language and takes the age and maturity levels into consideration. In general, the errors his children make reflects English rather than Norwegian developmental features. Like the monolingual English-speaking children whom Brown observes, Raven's children fail to invert the auxiliary verb and subject. His studies tend to confirm Dulay and Burt hypothesis that children's approximative systems representing second language acquisition hypothesis. (Raven, 1970)

M.P. Jain proposes the term over-application of the generalization for the learner's strategy corresponding to errors made by language learners. He says that L_1 independent errors (as the well-known "intralingual errors") are due to the learner's natural strategy to reduce speech of the target language to a simpler system. In addition to systematic and non-systematic errors as some other linguists usually distinguish, M.P. Jain introduces asystematic errors which are due to indeterminacy in the learner's syllabus. In this case, the learner fails to generalize with any degree of definiteness or finds it difficult to accept the proffered generalization as a rule. Moreover, he mentions that there are many factors causing L_1 independent errors such as learning strategies, teaching techniques, folklore about the second language, the age of bilingualism, i.e. the period over which the second language has been used by the speech community to which the learner belongs, the sociolinguistic situation, and so forth. He notices that the motivation to achieve standard rules may decline whenever the learner has mastered the language for use as an adequately operational tool. (M.P. Jain, 1969)

S.P. Corder gives two explanations of causes of the

learner's idiosyncratic sentences where the learner's errors are evident. The first is so-called interference. It is that the learner is carrying over the habits of the mother tongue into the second language and his mother tongue habits prevent him in some ways from acquiring the second language habits. The second is a cognitive sort. It explains that the learner is processing data and forming hypothesis in the brain but his hypothesis is wrong because of an inadequate concept of a rule in the target language. In his article "Idiosyncratic Dialects and Error Analysis," Corder presents a model which is based on a distinction between an idiosyncratic dialect and a social dialect. He mentions an idiosyncratic dialect which refer to the learner's personal, unstable, developing grammar and a social dialect which refer to the target language, that is, the dialect of a social group. (Corder, 1971)

As we have seen, there are so many sources of errors. To sum up what has been found about the sources of large groups of errors, we can see from three aspects. First, in the language systems, they include interference from the mother tongue, mutual interference between items within the target language and also interference from another foreign language or other foreign languages that was learned before the target language. Second, in the light of the internal factors or cognitive sorts, they include language transfer, transfer of training, strategies of second language learning and communication which are so closely interrelated with the terms of oversimplifications, overgeneralizations, hypercorrection, analogical fallacies, immature of logic of the children, false-concept hypothesized, ignorance of rule restriction, incomplete application of rules and so forth.

These personal learning characteristics depend on motivation, intelligence, perseverance, aptitude, personality, socialization, age, etc. Third, in the light of external factors, they include sociolinguistic situations, learning experience including exposure to a target language script system, and so forth. The target language data to which the language learner has been exposed may derive from his personal as well as non-personal social contacts. In foreign language setting, the most exposure is in the form of books and in terms of pedagogy happening in a classroom where the teacher takes an important role. For this reason, many of errors observable are directly traceable to the manner of presentation of the language features in the school.

The following section presents the classification of errors in the light of sources of errors seen from the aspects of the linguistic system.

2. The Classification of errors with respect to sources of errors

Based on the comparisons between the structure of the learner's approximative system and the other types of constructions including the structure of the learner's native language and the structure of target language, errors in an approximative systems can be classified into the following framework:

- a. Interlingual errors
- b. Intralingual errors
- c. Ambiguous errors
- d. Unique errors

a. Interlingual errors

Interlingual errors are those instances of deviation from the norms either the native language or the target language

caused by the interference of the learner's native language. These errors reflect the structure of his native language. For this reason, we can identify an interlingual error by translating the grammatical form of the learner approximative system or sentence into the learner's native language to see if there exist some similarities. Let's see some examples of the interlingual errors made by Indonesian attempting to produce English sentences in the following :

- * Live for today and love for tomorrow constitute wisdom of fool.
- * Work have root that bitter but have fruit that sweet.
- * Name that good better than rich.

The above sentences can be corrected or revised into the sentences below :

- To live for today and to love for tomorrow is the wisdom of a fool.
- Work has a bitter root but sweet fruit.
- A good name is better than riches.

In the first sentence, we can see that the student doesn't master the usage of the infinitive marker 'to', the rule of verb inflections, the usage of articles and auxiliary verbs. The structural differences between Indonesian language and English lead this student to make errors. By translating the student's into Indonesian in the following, we can see similarities exist :

- * Live for today and love for tomorrow constitute wisdom of fool.
- Hidup untuk hari ini dan bercinta untuk hari esok meru-

pakan kebijaksanaan dari orang bodoh.

While English employs the infinitive marker 'to', auxiliary verbs, and articles, Indonesian language doesn't use such markers at all. That's why that student makes errors stated previously.

Typically, in the second sentence this student produces English sentences by translating Indonesian sentence into English word for word. Let's examine the similarities in the following :

* Work have root that bitter but have fruit that sweet.

-- Bekerja mempunyai akar yang pahit namun mempunyai buah yang manis.

Here, this student doesn't master the rule of English, that is, the usage of singular verb in the present tense, articles, and the pattern of noun phrases.

In the third sentence, we can also see that the similarities between the student's sentence and his native language structure exist such as follows :

* Name that good better than rich.

-- Nama yang baik lebih baik daripada kekayaan.

In this case, the student doesn't use any necessary articles. Moreover, his translating the Indonesian word 'yang' into the English word 'that' shows that he doesn't master the well-formed in terms of the grammar of the target language concerning with the pattern of noun phrases. From the above examples, we can see that interlingual errors are caused by the interference of the student's native language.

b. Intralingual errors

Intralingual errors are those errors caused by the mutual

interference between items within the target language. Unlike the interlingual errors that reflect the learner's native language structure, these errors reflect the general characteristics of rule learning in his attempting to derive rules from the target language to which the learner has been exposed, there is always a tendency for the learner to generalize, (i.e. to extract the common element from a number of different situations) or to make an analogy (i.e. extended comparison showing clearly the similarities between two things that may be quite dissimilar on the surface) or just to simplify (i.e. to reduce the language system to a simpler system in this case). The careless usage of this logic operating in the brain may lead to overgeneralization, analogical fallacies, oversimplification, hypercorrection and so forth.

Overgeneralization characterizes one of a learner's rule learning behaviours where the learner creates deviant structure based on his previous experience of other structures in the target language. This overgeneralization employed by the learner that lead him to make errors may be due to the superficial similarities of the structure. In this case, the learner fails to observe the restrictions of the target language because he doesn't learn through 'exceptions of rules.' An example of the intralingual errors caused by overgeneralization will be presented in the following sentence.

* They bought ten tomatos in the market.

In the above sentence the learner may overgeneralize that all nouns form their plurals by adding the suffix s to the singular

whereas the word 'tomato' form its plural by adding the suffix__es. Here the learner fails to observe the restrictions of the target language that nouns ending in 'o' form their plural by adding 'es.'

Analogical fallacies lead a learner to produce errors. In this case, he creates or produces new words or new syntactic constructions based on the available rules of word formation or syntactic constructions he has mastered previously. Let's see the following errors in an approximative system caused by analogical fallacies ;

* I always worship to God everynight.

Here the learner develop analogies between two related items that lead him to make the error, that is, addition of unnecessary prepositions. The word 'worship' is a general word for 'pray'. In this case, he immediately attaches the same preposition to the new word that they know to be required with the familiar one.

Oversimplification is often employed by language learner where he reduces the target language into a simpler system. The phenomenon of simplification is often represented by the absence of the copula, reduction of morphological and inflectional systems and so forth. Language learners tend to omit the items which carry no significant meaning. Sometimes, the strategy of simplification is encouraged by the language learner's motivation to know enough the target language in order to communicate without the need to master the correct grammar. For this reason, the learner often applies rules incompletely such as the following sentence :

* She ask him hurry.

Here the learner omits '___s' in the third person singular verb in the present tense and the infinitive marker 'to' because those items carry no significant meaning.

Hypercorrection implies that there is an excessive attempt to correct 'standard' rules of the target language which unexpectedly leads the learner to produce errors. The following sentence is an example of errors caused by hypercorrection:

You must examine your criterias once again.

In fact, the sentence 'You must examine your criteria once again' is correct. However, the learner overcompensates in an effort to avoid the pitfall by adding ___s to express a plural sense.

c. Ambiguous errors

Ambiguous errors are those that can be classified equally as well as the interlingual or the intralingual errors. These errors not only reflect the learner's native language structure but also refers to the general characteristics of rule learning. Let's examine the following example produced by Indonesian learner attempting to make English sentences ;

* I not have car.

* Not make noise.

These above sentences may be ascribed to the interference of the learner's mother tongue and the mutual interference between items within the target language. Let's see the translation of the sentences stated previously into the learner's native language :

- Saya tidak punya mobil.

- Jangan bikin ribut.

These sentences reflect the structure of Indonesian language.

Besides, they can possibly be attributed to the general characteristics of rule learning employed by the learner, that is, oversimplification. In the first sentence, the learner omits the auxiliary 'do.' Also, in the second sentence, he omits the auxiliary 'do' and the indefinite article 'a.' He tends to omit those items because those items carry insignificant meaning. Here, he applies rules incompletely. The occurrence of these structures shows that he reconstructs his knowledge of the language to date,

d. Unique errors

Unique errors are those that can't be classified neither in the interlingual errors nor in the intralingual errors. These errors reflect the learner's creative constructions. Perhaps, the learner perceives that the target language pattern is different from his native language pattern. That's why, he simply makes a considerable effort or just simply makes a guess by producing sentences that are different from his native language. Some examples of these unique errors are as follows ;

* Him house good is.

* Mother cookes rices before gos market to.

Those above sentences produced by Indonesian learner's trying to produce English sentences can't be classified into either the interlingual errors or the intralingual errors. Those errors do not reflect Indonesian language structure as follows :

• Rumahnya bagus. (as in, 'House him good.')

• Ibu memasak nasi sebelum pergi ke pasar. (as in, 'Mother cook rice before go to market.')

Here the learner seems not to be able to remember how the English

and Indonesian rules are different. Apparently, he simply makes sure not to say something similar to his language. Usually, these unique errors occur when the learner is still at the early stages of language learning. These errors operate at all levels of language system that may cause the reader of the target language consider the sentence incomprehensible.

Chapter IV

Error Analysis

This chapter deals with an analysis of errors made by students learning English whose writing proficiency relatively vary. The language data are collected by asking the students to write a composition on a topic of their own choice. The informants involve the students of junior high schools, senior high schools, in Yogyakarta. All of them have knowledge of English acquired from being systematically taught of it at their own schools.

Since the error analysis is made on written papers, no accounts can be taken of errors in pronunciation. Similarly, orthographic errors are not regarded, the analysis being focused to errors in grammar and lexis. This study makes no claim to completeness since it is neither intended to count errors statistically nor to find out the grammatical acquisition order but merely as a tentative investigation. Despite the fact that there is lack of necessary data collected because of the limited time, it is hoped that the variety of errors made by those students provide material for a representative descriptions which may suggest some points for further study.

The series of steps taken to make the error analysis are as follows. First of all, it is the identification of errors that concerns with the level of product. All errors found in the students' compositions are identified. Then, they are classified into morphological, syntactic and lexical errors. Afterwards, they will further be subdivided according to different parts of

speech or parts of sentence. Once the errors surface characteristics are known, the hypothesis of possible sources of errors will be formulated and the following questions will be asked ?

1. Is the error a reflection of the structure of the student's native language ? If it is, it will be categorized into the interlingual error. To identify this interlingual error, I translate the grammatical form of the learner's phrase or sentence into the learner's native language to see if the similarities exist.

2. Is the error a reflection of the general characteristics of rule learning ? If it is, it will be categorized into the intralingual errors. To explain this intralingual error, I try to answer the following questions. Is there a mutual interference between items within the target language ? What kind of strategies does the learner employ? Is it analogy? Or is it generalization ? Or is it simplification? Or is it the combination of them? Or is it due to some others ?

3. Is the error a reflection of the structure of the student's native language as well as the structure of the target language within which there is a mutual interference between items? If it is, it will be categorized into the ambiguous error.

4. Or is it due to some other factors as yet unknown ? If the error can't be classified either into the interlingual or the intralingual errors, it is categorized into the unique errors.

As a matter of fact, it is difficult to determine the precise sources of errors. Notwithstanding the problem, I attempt to formulate hypotheses about the possible sources of errors in the discussion below.



A. Data collection

The following presents four compositions. The first and second compositions are written by my cousins who study in the junior high schools. Third and fourth compositions are written by the students of senior high schools. Those compositions are selected because they have better content information. More importantly, these compositions give relatively more sufficient variety of errors compared with the others. The errors encountered in the students' compositions will be underlined and followed by numerical symbols.

Composition 1:

Name : Leviana Heei

Class: III B

SMP Stella Duce Yogyakarta

My best parents

Hello, my name is Via. I studied (1) in SMP Stella Duce since 1985. I got up after I wrote this letter (2) this morning. I want (3) tell (4) story. I have my (5) best parents. Their names are Nugroho and Kristiana. I have (6) hobby. (7) hobby is read (8) books. My father and my mother is (9) very helpful, kindful (10) , friendly (11). Sometimes we are (12) picnic together, sometimes we are (13) study together and we (14) dinner together. My father is (15) intelligent man. He is (16) likes (17) use favourite sayings. Example (18), all gold is not always that glitters (19). Also, early (20) bed and early (21) rise makes (22) man heath (23) , wealth (24) and wise. My mother is (25)

likes write (26). She is (27) good woman. I note (28) from mother (29) book. Beauty is seen in the sunlight, the trees, the birds, corn growing and people working or dancing for their harvest. Beauty is heard in the night, wind sighing, rain falling or a singer chanting anything in earnest. Beauty is yourself. Good deeds, happy thoughts that repeat themselves in your dramas, in your work and even in your rest. What (30) your opinion ?

I (31) not know what must I say (32) again. My mother and my father calls I (33). They buy (34) cupboard beautiful (35).

Composition 2 :

Name : Yuliani

Class: I A

SMP Negeri V Yogyakarta

Me (36) dog

I have three dog (37) in me (38) house. Them (39) name (40) (41) Boy, Vonnie, and Bettie. Boy's hair is white. Vonny's and Bettie's hair is black. Them (42) tail (43) (44) long. Every-morning, Boy go (45) to yard. Every afternoon me (46) dog follow (47) me home. I call Bettie. (48) (49) not come. I (50) not know where is she (51). I call (52) again. Look ! she (53) jump (54) and run (55). Although they bark they never bit (56). Yesterday, five thief (57) come (58) in me (59) house. We (60) afraid. What (61) Bettie do ? Bettie bark (62) loud (63). Although neighbors (64) (65) not like them, I love them very much.

B. Results of Analysis

I. A classification based on the linguistic category

The following presents the results of the error analysis that used linguistic category as the primary classification of scheme :

A. Morphological Errors :

1. Errors in the noun inflection

- Omission of the plural ending in the nouns

e.g. I have three dog in me house. (37)

The other errors of this type : (40), (43), (57).

2. Errors in the verb inflection

a. Omission ___s or ___es of the third person singular verb in the present tense.

e.g. Everymorning Boy go to yard. (45)

Everyafternoon me dog follow me home. (47)

b. Omission ___ ing

e.g. Hobby is read books. (8)

The other errors of this type : (26), (54), (55).

3. Errors in morphological derivations

e.g. My mother and my father is very helpful, kindful, and friendful. (10), (11)

The other errors of this type; (23), (24), (56), (62).

B. Syntactic Errors

1. Errors in noun phrases

a. Errors in the use of pronouns

(1) Omission of subject pronouns

e.g. Ø not come. (48)

(2) Omission of object pronouns

e.g. I call again. (52)

The other error of this type ; (28)

(3) Double pronoun

e.g. I have my best parents. (5)

(4) Substitution 'me' for 'my'

e.g. Me dog. (36)

The other errors of this type : (38), (39), (42),
(46), (59)

(5) Substitution 'he' for 'his'

e.g. I note from mother book. (29)

(6) Substitution 'I' for 'me'

e.g. My mother and my father calls I. (33)

b. Errors in the use of article

(1) Omission of the indefinite articles

- used for 'a'

e.g. I have hobby. (6)

The other errors of this type : (4), (22), (27)

- used for 'an'

e.g. My father is intelligent man. (15)

(2) Omission of the definit article

- used for the

e.g. hobby is read books. (7)

2. Errors in the verb phrases

a. Errors in auxiliary verbs

(1) Omission of auxiliary verbs

e.g. What your opinion ? (30)

The other errors of this type : (31), (40), (49),

(50), (53), (60), (61), (65).

(2) Addition of auxiliary verbs

e.g. We are picnic together. (12)

The other errors of this type : (13), (16), (25), (44).

b. Omission of the infinitive marker 'to'

e.g. I want Ø tell story. (3)

The other errors of this type : (17), (20), (21).

c. Lack of agreements between subject and verb

Disagreement of subject and number

e.g. My mother and my father calls me. (33)

The other error of this type : (9).

d. Errors in Tenses

(1) Present Tense instead of Past Tense

e.g. Yesterday five thief come in me house. (58)

(2) Past Tense instead of Present Perfect Tense

e.g. I studied in SMP Stella Duce since 1985. (1)

3. Errors in word order

Misordering auxiliary in embedded questions

e.g. I not know what must I say. (32)

The other errors of this type ; (2), (19), (51).

C. Lexical Errors

1. Confusion of related words

e.g. Example, all gold is not always that glitters. (18)

The other error of this type : (32).

2. Distortion of words

e.g. Negbors not like them. (64)

4. A classification of errors with respect to possible sources of errors.

The following paragraphs deal with the result of the hypotheses. Those errors are categorized into the four major types of errors. They are the interlingual errors, the intralingual errors, the ambiguous errors and the unique errors. Not all of those grammatical and lexical errors found in the students' compositions will be discussed in detail in the following. The problem areas that will be discussed subsequently are articles, noun and verb inflections, pronouns, tense systems and vocabulary.

Interlingual errors

As mentioned previously, the interlingual errors are caused by the structural differences between the learner's native language and the target language.

First of all, let's examine the following sentences which occur in the student's compositions:

* I have \emptyset hobby. (6)

* They buy \emptyset cupboard. (35)

The sentences stated above contain the grammatical errors, that is, the omission of the indefinite articles. The source of these errors may be traced back to Indonesian language. Let's see the translation of those above sentences into the student's native language:

Saya mempunyai kegemaran.

Mereka membeli lemari.

By translating the grammatical form of the learner's sentences

into the learner's native language, we can see that the similarity exists. Indonesian language doesn't use any markers or such articles while English language requires articles with nouns. In English, articles are determined by some factors such as the categories of singular / plural, generic / specific and definite / indefinite. The different usage between Indonesian and English articles seems to lead the learner to produce the grammatical errors stated above. Here, we can see that the learner's habits in his native language interfere the acquisition of the English ones.

Similarly, errors on pluralizing nouns can possibly be caused by the interference of the learner's mother tongue. The underlined words in the following sentences show that the learner produces the grammatical errors, that is, the omission of the plural ending in the noun :

* I have three dog. (37)

* Yesterday, five thief come in me house. (57)

By comparing the English nouns and Indonesian nouns, the source of errors can be deduced. Nouns in English are used in singular and plural, the singular form is preceded by either the indefinite article 'a' or 'an' and the plural is marked by plural morphemes. While nouns in Indonesian language aren't distinguished as either the singular form or the plural form like as follows. It is correct to produce the Indonesian sentences below :

Saya mempunyai satu anjing.

Saya mempunyai tiga anjing. (It is not 'Saya mempunyai tiga anjings.)

The structural differences between Indonesian and English nouns

seems to lead students to produce errors. These errors produced by the learner reflect the structure of the learner's native language.

Errors in the verb inflection made by the learner can possibly be caused by the structural differences between the learner's native language and the target language. The next example is also taken from the students' data ;

* Everymorning Boy go to yard. (45)

In this sentence the learner omits 'es' of the third person singular verb in the present tense. In English, there are certain rules in forming verb-inflection in English whereas in Indonesian there are not any such rules. It is acceptable to make the Indonesian translation of the above sentence.

Setiap pagi Boy pergi ke halaman.

Here the learner's habits already established in his native language interfere the acquisition of the target language. That's why, the learner makes the errors as mentioned earlier.

Besides, the syntactical errors made by the learner can also be traced back to the learner's native language. Errors in the use of pronoun are also found in the students' compositions. Let's just look at an example of errors in the use of pronoun and trace their source in Indonesian.

* My mother and my father calls I. (33)

Here the learner use the pronoun 'I' instead of 'me'. This error in the use of pronoun occurs because Indonesian pronoun doesn't distinguish subjective and objective case whereas English personal pronouns distinguish the form of pronoun according to

subjective and objective case. The Indonesian translation of this preceding sentence can be seen below.

- Ibuku dan ayahku memanggil aku.

Similarly, omission of auxiliary verbs in the learner's sentences may also be traced back to Indonesian language. The learner's sentences can also be traced back to Indonesian language. The learner makes the error such as the following :

* I ___ not know what must I say again. (31)

The Indonesian translation of this sentence is ;

- Saya tidak tahu apa yang harus saya katakan lagi.

In English, the auxiliary 'do' is used to form the negative of simple tenses of ordinary verbs whereas Indonesian language does not have such auxiliaries. Here, the learner omits the auxiliary 'do' and uses subject-verb inversion for the question word. The structural differences between the learner's native language and target language lead the learner to make errors.

In the verb phrases, the learner also makes an error such as the following :

* Five thief come in my house yesterday. (58)

This error occur because of the different structure between English and Indonesian linguistic system. English verb phrases expresses features of tense and aspect. Tense and aspect relate the happening described by the verb to time in the past, present or future. English have tense which relate the meaning of a verb to a time scale whereas Indonesian doesn't. Hence, the foregoing sentence occurs in the learner's compositions reflecting the structure of Indonesian language. The Indonesian translation of the sentence already mentioned is as follows :

Lima pencuri masuk di rumahku kemarin.

Moreover, let's examine errors in word order. There are some errors made by the learner who translates Indonesian language to English word for word. The next example is taken from the learner's composition.

* They buy cupboard small.

The Indonesian translation of this sentence is :

Mereka membeli lemari kecil.

The above example shows that the learner just translate the Indonesian sentence word for word into English. Here, she doesn't place the adjective 'small' before the noun 'cupboard' since she doesn't know the word order of English sentence. Also, she omits the definit article in this sentence. We can see that the learner's sentence stated earlier reflects the structure of Indonesian language.

Finally, errors in vocabulary found in the learner's compositions will also be explained. I will note an example in the following ;

* I drive bicycle.

Here the learner makes a lexical error because of the structural differences between English and Indonesian. The use of 'drive' in English is not for all vehicles whereas the use of 'mengendarai' in Indonesian is for all vehicles. It is correct to produce Indonesian below;

Dia mengendarai sepeda kemarin.

Dia mengendarai mobil kemarin.

The different usage of the word 'drive' in English and 'mengendarai' in Indonesian leads to the learner to that lexical error.

Intralingual errors

As previously mentioned, the intralingual errors are caused by the mutual interference between items within the target language. These errors correspond to the general characteristics of rule learning. They may be attributed to the learner's overgeneralization, analogical fallacies, oversimplification and some others as the learner attempts to derive rules from the target language data.

To begin with, some examples of the intralingual errors in the verb phrases will be noted. These examples taken from the students' composition can be seen in the following.

* We are picnic together. (17)

* He is likes ___ use favourite sayings. (16), (17).

In the first sentence, the learner adds the auxiliary verb 'are' after the pronoun 'we'. The possible source of the error in this first sentence is overgeneralization. Here the learner seems to overgeneralize that 'to be' as an auxiliary is used in all forms including in the simple present tense. Here, he fails to observe the restriction of the target language that the simple present tense doesn't employ the auxiliary verbs but employ the plain verb only. However, this error may also be explained in another way. Perhaps, the learner makes a hypercorrection in this case. She attempts to correct standard rules excessively or to overcompensate in an effort to avoid the pitfall by adding 'to be'. Unexpectedly, her efforts to avoid pitfall leads her to produce the intralingual error stated earlier.

In the second sentence, the learner makes two kinds of errors. She not only adds the auxiliary verb 'is' but also omits

the infinitive marker 'to'. The source of the former error is overgeneralization as I have explained in the first sentence. The source of the latter error is possibly caused by pattern in English attempts by analogy to use the similar verb pattern. Let's see the next examples :

I help you carry that box.

We felt the house shake.

The verb and object in the above sentences are followed by an infinitive without 'to'. Because the learner has encountered the verb followed by an infinitive without 'to', he immediately makes the new sentence as stated above. Here, the learner doesn't know the rule of the verb patterns and usage in English.

Furthermore, some errors in the noun phrases encountered in the learner's performance data will be stated as follows.

* I call Bettie. Ø not come. (48)

* I call Ø again. (52)

Here, the learner seems to use the strategy of simplification corresponding to the strategy of communication. This strategy of reducing the target language to a simpler system may be encouraged by the learner's motivation to use enough of the target language in order to communicate. In the first sentence, the learner omits the subject pronoun. In the second sentence, the learner omits the object pronoun. These omission of the pronouns don't hinder communication significantly. Therefore, it is understandable why he reduces items which do not carry significant and obvious contrast of him. This strategy of simplification leads the learner to make errors stated above.

Moreover, some examples of errors concerning with the lack of agreement between subject and verb will be explained in the following.

* My mother and my father calls me. (33)

The occurrence of the error in this sentence may be due to the learner's ignorance of rule restrictions. There is a disagreement of subject and number in this learner's sentence in her attempting to produce the target language. In English, verbs must agree in number with the nouns in a sentence. Singular subjects take singular verbs and plural subjects take plural verbs. In this case, it seems that the learner has mastered the general usage of 'to be'. 'To be' is the verb normally used to give information about a person and the third person corresponds to the auxiliary verb 'is'. Her incapability to differentiate between the singular and the plural nouns leads her to produce the sentence stated above...

There are some errors in Tenses also encountered in the learner's composition. The learner makes a sentence as follows.

* I studied in SMP Stella Duce since 1985.

The possible source of the error in this sentence is the learner's ignorance of rules. Here, the learner fails to distinguish the different usage between the Simple Past Tense and the Present Perfect Progressive Tense. The Simple Past Tense expresses a definite, completed action or event in the past. The Present Perfect Progressive Tense expresses one action in the present of long duration. Perhaps, the learner hasn't known the rule of the Present Perfect Progressive Tense yet. What is in his mind is that '1985' refers to the time in the past. That's why,

she uses the Simple Past Tense in attempting to produce the target language sentence stated previously.

Talking about errors in vocabulary, there are three possible sources of errors occur in the learner's performance data. The first one is analogical fallacies. The second one is confusion and the third one is careless attitude. Let's examine the following sentences taken from the learner's data.

- * My mother and my father is very helpful, kindful, and friendly.
- * Example, all gold is not always that glitters. (18)
- * Negbors not like them. (64)

In the first sentence, encountering the adjective forms such as colorful, beautiful, helpful, she seems to attempt by analogy to attach 'ful' to the new word that she knows to be acquired with the familiar ones. In the second sentence, the learner seems to be confused. She is not able to distinguish the usage of the related phrases 'example' and 'for example'. Moreover, she seems not to know the rules of the verb pattern in English. She notes 'all gold is not always that glitters'. The inadequate mastery of the target language leads the learner to make such an error. In the third sentence, the learner seems to have a careless attitude. In fact, the word 'neighbours' can be checked in a dictionary. However, he seems lazy to check the word by looking through the dictionary.

Ambiguous errors

As mentioned earlier, ambiguous errors are those that can be classified equally as well as the interlingual or the intralingu-

al errors. These errors not only reflect the learner's native language structure but also they refer to the general characteristics of rule learning. The next example is taken from the student's composition as follows.

* We afraid. (30)

The error produced by the student stated above can possibly be ascribed to the interference of the student's mother tongue as well as the learner's strategy of simplification. By translating the grammatical form of the learner's sentence into the learner's native language, we can notice that the similarity exists.

Kami takut.

This error may also correspond to the general characteristics of rule learning. The learner strategy to reduce speech to a simpler system seems to be employed by every learner. Here, the learner employs the strategy of simplification by omitting the insignificant item which carries no meaning.

Unique errors

There are also some errors found in the learners' compositions that can not be classified into the interlingual errors or the intralingual errors. As previously mentioned, they are so-called unique errors. Below are some examples of errors that don't fit into any other category :

* Them tail long. (42)

Here the learner uses neither her native Indonesian structure nor a second language developmental form. This sentence doesn't reflect the Indonesian sentence ' ekornya panjang ' (as in 'tail it long'). Also, it doesn't correspond to the general

characteristics of rule learning such as 'tail long' where the pronoun and the auxiliary are omitted altogether. This error reflects the learner's creative construction. Since the learner hasn't mastered the target language pattern, he simply makes a wild guess. In this case, he may perceive that English pattern is different from Indonesian pattern. Since he can't remember how it is different, he simply makes sure not to say something similar to his native language.

Composition 3 :

Name : Lina

Class: III A₂

SMA Stella Duce Yogya

A letter for my best friend

Dear Hanny,

Thank you very much for your letter which arrived this morning . It was very nice to read the (1) all your news. I am very happy to hear that you final (2) managed to get (3) new job. Well, I think that (4) it is my turn to tell to (5) you about mine.

As you know, I work in (6) a big firm. Actually, I work (7) there long (8). I thought that (9) a (10) firm was a wonderful place to work. However, it is not nice anymore. There was (11) strike yesterday. All (12) workers protested when there are (13)

Several innocent workers dismiss (14). Therefore (15) I met Mr. Emmanuel, a manager of a (17) big firm, to represent other workers to express our feelings.

When I came in, Mr. Emmanuel was examining (18) some datas (19). He took off his spectacle (20). Then he asked me that (21) why all (22) workers stroke (23). After understand (24) the problem, he told to (25) me that he dismissed the workers with some considers (26). He said that business was bad nowadays. The production and the income had decreased recently whereas the tax had increased and the firm couldn't afford (27) pay such salaries. Also, he explained to me about (28) how would the firm be (29) bankrut (30) if the number of workers were (31) still endure (32). Last (33) he ordered to me (34) ask other workers not to make (35) noise here, to start and go on to work (36) and I was obeyed (37) my employer.

All in all, I have to face the reality. I didn't know how I overcomed (38) the problem. At the age of five (39), my parents died. Now, I am alone. It's difficult for us to have our rights. We just wait for (40) wisdom of a (41) manager. Now, I just have (42) expectation.

Well, nothing more to tell you just now, hope to see you again. Good bye.

Yours faithfully,
Angelina Kristi

Composition 4 :

Name : Ratha

Class: III A₁

SMA Stella Duce Yogya

Suzanna

Suzanna was a drama performed (43) on Sabirin last month. It was a family drama in which (44) the (45) problem encounters (46) by girls in our society. Suzanna was a girl who had been (47) pregnant before she gets (48) married.

According to an (49) action, this drama divides (50) into three section (51). The first (52) section showed that how (53) there was a conflict between Suzanna's parents. Mr. Yudi blamed (54) his wife for (55) failure in teach (56) their daughter (57). He said that it was her job (58) take care (59) their childrens (60). However, Lisa wasn't willing to defeat (61). She gave (62) argument that she also had a right to go outside the house. Actually, he was unhappy to (63) the development, so she was (64). Seldom he makes (65) such silly remarks.

The second section described about (66) Suzanna that how (67) she behaved. She was worried (68) about her future. Because of the feeling of nervous (69) and unrest (70), her body was trembled (71) and her cold sweat fell (72) her beautiful face continuously. She often vomitted.

Unlike her parents who tried to keep their good reputation, Suzanna could accept the reality. By having an abortion (73) her

parents did not think what would happen to her health or whether she could enough strong (74) to have all of it or not. Suzanna was brave enough. She confessed that she was at fault. She got some worth educations (75). She promise not to do misbehaviour (76) anymore.

The following presents the result of the error analysis that used linguistic category as the primary classification scheme.

A. Morphological errors

1. Errors in the noun inflections

a. Omission of the plural ending in the noun

e.g. He took off his spectacle. (20)

The other error of this type : (51).

b. Addition of the plural ending in the noun.

e.g. Mr. Emmanuel was examing some datas. (19)

The other errors of this type : (57), (60)

2. Errors in the verb inflections

a. Omission ___ ed

e.g. There are several workers dismiss. (14)

The other error of this type ; (32).

b. Omission ___ ing

e.g. After understand the problem, he told to me that he dismissed the workers with some considers. (24)

The other error of this type ; (56).

c. Misformation of verbs in the Past Tense.

e.g. I didn't know how I overcomed the problem. (38)

d. to-infinitive instead of gerund

e.g. He ordered to me to go on to work. (36)

3. Errors in morphological derivations :

a. verb instead of noun

e.g. He dismissed the workers with some considers.
(26)

b. adjective instead of noun

e.g. Because of the feeling of nervous and unrest.
(69), (70).

c. adjective instead of adverb

e.g. You final managed to get new job. (2)

B. Syntactical errors

1. Errors in noun phrases

a. Errors in the use of prepositions.

(1) Omission of prepositions

e.g. Her cold sweat fell Ø her beautiful face
continuously. (72)

The other errors of this type : (27), (58), (59).

(2) Addition of prepositions

e.g. It is my turn to tell to you about mine. (5)

The other errors of this type : (25), (28), (66).

(3) Substitution

- 'in' used instead of 'for'

e.g. I work in a big firm. (6)

The other error of this type ; (63)

- 'in which' used instead of 'about'

e.g. It was a family drama in which the problem
often encounters by girls in our society. (44)

b. Errors in the use of articles

(1) Omission of articles

- ∅ used for 'a' or 'an'

e.g. I am very happy to hear that you final
managed to get ∅ new job. (3)

The other errors of this type ; (11), (35), (40),
(42), (62).

- ∅ used for the

e.g. All ∅ workers protested. (12)

The other errors of this type ; (22), (55).

b. Addition of articles

e.g. It was very nice to read the all your news. (1)

c. Substitution.

(1) 'a' used for 'the'

e.g. I thought that a firm was a wonderful place
to work. (10)

The other errors of this type ; (16), (17),
(41), (49).

(2) 'the' used for 'a' or 'an'

e.g. It was a family drama in which the problem
often encounters by girls in our society. (45)

c. Addition the marker 'that'

e.g. Well, I think that it is my turn to tell to you
about mine. (4)

The other errors of this type: (9), (21),
(53), (67).

2. Verb phrases

a. Errors in Tenses

(1) Present Tense instead of Present Perfect Tense

e.g. I work there long. (7)

(2) Present Tense instead of Past Tense

e.g. Suzanna was a girl who had been pregnant before she gets married. (48)

The other error of this type : (50), (54).

b. Omission of the infinitive marker 'to'

e.g. It was her job ∅ take care their childrens.

(58)

The other errors of this type : (27), (59).

c. Lack of agreements of subject and verb

e.g. The number of workers were still endure. (32)

The other error of this type ; (13)

d. Problems with formation of passive voice

(1) Misformation of passive verbs

e.g. Suzanna was a drama performes on Sabirin. (43)

The other errors of this type : (46), (61).

(2) Active order but passive form

e.g. She was worried about her future. (68)

The other errors of this type : (37), (71).

(3) Passive order but active form

e.g. This drama divides into three section. (50)

3. Errors in word order

e.g. Also, he explained to me about how would the firm be. (29)

Last, he ordered to me ask other workers not to

make noise here. (34)

Actually, he was unhappy at the development, so
she was. (65)

C. Lexical errors

a. Misuse of words

e.g. Suzanna was a girl who had been pregnant. (47)

(Revised; Suzanna was a girl who became pregnant.)

The other errors of this type :

(73) having an abortion. (Revised: telling her to have)

(74) enough strong (Revised: stand)

(75) educations (Revised: lessons)

(76) to do misbehaviour (Revised: misbehave)

b. Confusion of words on the grounds of similarity.

e.g. Then he asked me why all workers stroke. (23)

(Correction: Then he asked me why all workers struck.)

The other error of this type : (33)

c. Distortions of words

e.g. Therfor, I met Mr. Emmanuel to represent other
workers to express our feelings. (15)

(Correction: Therefore, I met Mr. Emmanuel to represent
other workers to express our feelings. (15)

The other errors of this type : (18), (30), (52).

d. Misuse of prepositional phrases

e.g. At the age of five, my parents died. (39)

(Revised; When I was five, my parents died.)

Having examined those data closely, I find errors that can possibly be classified into the interlingual, the intralingual, the ambiguous errors. The data show that the majority of errors

those students make reflect the influence of the target language more than the influence of the students' native language. The following paragraphs presents some of those errors and the possible sources of them.

Interlingual errors

Some examples of the interlingual errors made by the students are as follows ;

* I work there long. (7)

* She could enough strong to have all of it. (74)

The above sentences contain errors that are caused by the interference from the learner's mother tongue. Here, the learner's habits already established in her native language seem to interfere the acquisition of the target language.

In the first sentence, the learner makes two kinds of grammatical errors. The first is that she uses the present tense instead of the present perfect tense. The second is that she uses the adjective 'long' instead of the prepositional phrase 'for a long time'. This sentence seems to reflect the learner's Indonesian "short speech style" ; 'Saya bekerja di sana lama. Because of her habits of this "short speech style" already established in her native language, the learner produces such a sentence stated previously in her composition. Here, the learner's habits of native language interfere the acquisition of the target language.

In the second sentence, the learner makes a lexical error. Here, she seems merely to translate word for word the Indonesian words 'cukup kuat' into English words 'enough strong'. She

arranges the words as in her native language, ignoring the appropriate word which is subjected in English. The appropriate word in this context is 'stand' instead of 'enough strong'. From the second sentence, we can see that the learner's native language influences the production of the target language.

Intralingual errors

The incomplete learning, the failure of rule identification, or false concepts hypothesized may lead students to make errors. The possible sources of the intralingual errors encountered in the learners' compositions can be attributed to overgeneralization, analogical fallacies, hypercorrection, careless attitude, and a combination of those sources of errors. Some examples of these interlingual errors will be presented in the following.

Overgeneralization

Let's examine one of the sentences containing errors caused by overgeneralization below ;

* Ask other workers not to make noise here. (35)

(cf. a noise)

In the above sentence, the learner omits the indefinite article 'a' in front of the noun 'noise'. Here, she seems to class the noun 'noise' in the category 'uncount'. Perhaps, she has acquired the basic rules, that is, the indefinite article is not used before uncountable nouns. That's why, the noun 'noise' is not preceded by 'a'. It can be understandable that the difficulty may lie in determining whether a noun is a count or uncount noun. In this case, the learner fails to observe the restrictions of the



target language because she doesn't learn through 'exceptions of rules'.

Analogical Fallacies

Errors caused by analogical fallacies are also encountered in the learners' compositions. The learners make sentences such as follows ;

* It is my turn to tell to you about mine. (5)

* The second section described about Suzanna. (66)

In the first sentence, the learner adds the unnecessary preposition 'to' after the verb 'tell'. The verbs 'tell' and 'say' have the similar meaning. It is correct to produce such a sentence ;

He said to me that there was a boy in a garden.

Having overwhelming experience of this construction in a vast number of situations, the learner attempts by analogy to use the same preposition 'to' with the similar verb. Similarly, the learner adds the unnecessary preposition 'about' after the verb 'described' in the second sentence. Perhaps, she has been familiar with the verbs that are closer in meaning to the verb 'describe' such as 'discuss about', 'say about', 'write about', etc. Having encountered these similar verbs, she immediately attaches the same preposition to the new word that she knows to be required with the familiar one.

Hypercorrection

The following sentence produced by the learner can possibly be due to the mutual interference between items in English that corresponds to the learner's attempts to make hypercorrection.

* She doesn't knows the reason.

* It was very nice to read the all your news.

In the first sentence, the learner makes a double marking by adding unnecessary ___s in the singular verb of the third person. The occurrence of this error can be explained as follows. The English rule for tense formation is placing the tense marker on the first verb. The verb in the simple present tense has the same form as the infinitive but adds an ___s for the third singular as in, 'He knows my name.' It seems that the learner has acquired some basic rules, that is, the negative is formed by putting not after the auxiliaries, as in :

Affirmative (+) : I live in a small village.

Negative (-) : I don't live in a small village.

Also, she has understood the rules that the singular third person corresponds to the auxiliary verb 'does'. Since the learner overcompensates in an effort to avoid the pitfall, she eventually makes the error by adding ___s for the third singular verb in a negative sentence.

Similarly, the learner makes an error in the use of article in the second sentence. In fact, the sentence ; 'It was very nice to read all your news.' is correct. However, the excessive attempt to correct that sentence by adding the unnecessary definite article 'the' in front of the word 'all' leads her to produce such an error.

A Combination of overgeneralization, hypercorrection and careless attitude.

The following sentence produced by the learner can be attributed either to overgeneralization or hypercorrection or

careless attitude.

* Mr. Yudi was examing some datas when I came in. (19)

Here the learner makes two errors, that is, a lexical error and a grammatical error. In the first place, she distorts the word 'examining' into 'examing' because of her careless attitude. In the second place, she adds an ___s after the noun 'data'. This addition of the unnecessary item can be ascribed to either overgeneralization or hypercorrection. Here, the learner seems to overgeneralize that all nouns form their plurals by adding the suffix ___s to the singular. She fails to observe the restriction of the target language that the word 'data' is actually one of the irregular plurals which are by definition unpredictable and have to be learned as individual items. The word 'data' is the plural form of 'datum' but it has a singular meaning nowadays. In her attempts to avoid the pitfall, she adds ___s to express a plural sense that lead her to produce such an error stated earlier.

Ambiguous Errors

Some examples of the ambiguous errors encountered in the learner's compositions are as follows;

* I work in a big firm. (6)

* He took off his spectacle. (20)

In the first sentence, the learner misuses a preposition. She employs the preposition 'in' instead of the preposition 'for'. This error can be explained in two different ways. The first possible source of this error is the interference of the learner's mother tongue. Here, the learner seems to translate the

Indonesian preposition 'di' into the English preposition 'in' which has the equal meaning to some extent. In Indonesian, the verb 'bekerja' when followed by the preposition 'di' has the same meaning than when the verb stands alone. While in English the verb 'work' when followed by certain preposition have a different meaning than when the verb stands alone. According to Hornby in 'The Advanced Learner's Dictionary of Current English' the verb phrase 'work in' means 'introduce'. The learner's knowledge of native language interferes her production of the target language. The second possible sources of this error is the interference of the learner's target language. Here, the learner seems to overgeneralize that the preposition 'in' is used for all forms to connect a noun structure to some other words in a sentence to express a place. Perhaps, she has encountered such a following pattern :

My father owns a village in the country.

You will find some envelopes in the second drawer of my desk.

Because she has experience of this usage of prepositions in English in a vast number of situation, her overgeneralization leads her to make such an error.

Chapter V

Conclusions and Suggestions

In conclusion, I offer a summary of major points of what have been discussed in the previous chapters including the following contexts : an overview of some findings, values of error taxonomy and problems encountered in analyzing errors.

Finally, I suggest some points that should be kept in a teacher's mind in dealing with errors and preparing instructions. The word 'error' is usually associated with correction at the end with learning. To end this thesis, I present an example of error correction.

An Overview of Some Findings

Basing on the error analysis previously discussed, I find several types of errors. Using so-called English linguistic category as a guideline, I can divide those errors into morphological, syntactic and lexical errors.

The morphological errors include omission, addition, or substitution of some required bound morpheme. They occur in several grammatical areas such as noun and verb inflections, and morphology derivations. Some examples of these errors are presented in the following sentences :

He took off his spectacle when I came. (cf. 'spectacles)

Every morning Boy go to yard. (cf. goes)

The syntactic errors include omission, addition, or substi-

tution of articles, prepositions, errors in noun and verb phrases faulty word order. Some examples of these errors can be seen below:

Father asked me not to make noise here. (cf. a noise)

I work in a big firm. (cf. 'for')

He explained to me how would the firm be. (cf. how the firm would be)

These lexical errors include misuse of words and distortion of words. (including nouns, verbs, adjectives and adverbs)

Some examples of these errors are as follows :

She got some worth- educations from her ,experience.

(c.f.lessons)

She could strong enough to have an abortion. (cf. stand)

Negbors don't like them. (cf. neighbours)

Here the learners choose inappropriate words or merely translate certain items from their native language into English word for word.

Based on the comparisons between the structure of a learner's approximative system and the structure of the learner's native language and the structure of his target language, errors can be classified into interlingual errors, intralingual errors, ambiguous errors and unique errors.

Interlingual errors are those that reflect the structure of the learner's native language. These errors may be ascribed to the interference of the learner's mother tongue. An example of these errors made by Indonesian person learning English can be seen in the following sentence; "Mother like eat tomato."

Intralingual errors are those that reflect the occurrence of mutual interference between items within the target language. These errors may be ascribed into overgeneralization, analogical fallacies, hypercorrection, oversimplification, the combination of those causes of errors stated previously or some other causes yet unknown. For example, as in " Peter doesn't knows my house."

Ambiguous errors are those that can be classified either into the interlingual errors or the intralingual errors. These may be ascribed to the interference of the learner's native language and the mutual interference between items within the target language. For example, as in " We afraid."

Unique errors are those that can't be classified either into the interlingual or the intralingual errors. These errors can possibly be attributed to the learner's merely creative construction. For example, as in " Them tail long."

During the early stages of this target language acquisition, omission errors are found in great plenty. Usually, language learners omit grammatical morphemes much more frequently than content words. In these stages, the learner's habits already established in his native language takes an important role. They tend to transfer their previous learning into the acquisition of the new ones. That's why, many of their errors can possibly be classified into the interlingual errors and unique errors.

In intermediate stages, when learners have been exposed to more of the target language data, addition, substitution, misordering errors are more frequently to occur. In this case, the learner has already acquired some target language rules. These errors seems to indicate that some basic rules have been

acquired but that the improvement seems to have not yet been made. They can possibly be ascribed to overgeneralization, hypercorrection, analogical fallacies or oversimplification. Many of these errors can possibly be classified into the intralingual errors and ambiguous errors.

As a matter of fact, the majority of errors made by those students are not interlingual but intralingual. It is interpreted that 'universal cognitive mechanisms' are the basis for the learner's organization of the target language and that it is the learner's target language system rather than the learner's native language that guides the acquisition process.

Moreover, I notice that individual students produce different kinds of high frequency errors in their compositions. For example, one student produces errors by omitting required definite and indefinite articles, while another student often misuses English possessive adjectives. By drawing their attention to such frequent error they make, perhaps the students could have learned and remediate their mistakes. What's more, I notice that they tend to use certain constructions with which they are familiar. Those students seem to avoid making constructions which they find difficult.

Problems in analyzing errors

In analyzing the learners' compositions, I find some difficulties in determining the error types and the sources of those errors.

The problem of determining the error types is due to the

Lack of sufficient precision and specificity in the definition of error categories introduced by our predecessors as a guideline. For example, a model of taxonomy for morphology and syntax introduced by Politzer and Ramirez is different from the model introduced by James Hendrickson to some extent. Politzer and Ramirez categorize errors in the use of articles as morphological errors whereas James Hendrickson categorizes these errors in the syntactical errors. Moreover, Politzer and Ramirez categorize errors attributed to the lack of the agreement between subject and verb into syntactical errors whereas James Hendrickson categorizes those errors into morphological errors. I am often doubtful in classifying such errors.

Besides, it is not easy to explain the sources of errors because language learning is an interaction of internal and external factors and explaining errors is not simply a matter of assigning a single source to each error that occurs. A language learner is endowed by nature with the innate mechanisms. These innate mechanisms enable him to use a limited class of processing strategies whenever he tries to produce sentences in the target language. (Palmer, 1917) Naturally, the prior linguistic knowledge he has influences the processing strategies he employs in organizing the new ones. That's why the explanation of errors must reflect that interaction. Because of this complex factors, I just formulate the hypothesis of the possible sources of errors and attempt to divide those errors approximatively into the interlingual, the intralingual, the ambiguous errors, and the unique errors.

Values of Error Taxonomy

Apart from the problems stated previously, the model of the classification of errors discussed earlier is a good tool that has at least several pedagogical functions as follows.

First of all, it can help the teacher point areas where errors frequently occur so that he will be able to judge which ones are most worth concentrating on. Based on the information in the first and second compositions stated previously in the fourth chapter, for example, it is apparent that the students need to devote time to specific areas such as the use of articles, tense markers, plural markers and agreement between subject and verb.

Moreover, it can help the teacher predict the possible sources of errors made by his students. If a teacher knows what caused a given error, he can begin to search for and adopt learning materials that will lead his students to find out solutions to their linguistic problems. If the source of errors made by his students is the interference from the student's native language, for example, he may begin developing appropriate instructional techniques and materials based on his systematic knowledge of the differences between the two languages. To overcome the interlingual errors, a teacher can use drills to establish automatic habits. The procedure of this technique is as follows. First, the teacher introduces the patterns in basic sentences. Second, the teacher has the students memorize the basic sentences. Third, the teacher drills the students in variation of the patterns that have been illustrated using such techniques as substitution, transformation, etc. If the source of errors is the inherent complexity of the target language in that those errors reflect

the student's overgeneralization, for example, the teacher may begin developing appropriate instructional techniques and materials that do not lead to false generalization. The next example, is a frequent way used by a teacher for introducing the simple and continuous forms. He utilizes the contrast that may lead to the learner's overgeneralization :

is = present tense , as in, he is handsome.

is + ing = present action, as in, he is going to school.

was = past tense , as in, he was handsome.

was + ing = past action , as in, he was going to school.

This contrast is in fact false to English. The student may overgeneralize that 'is' is a necessary item used for all forms of simple present tense and 'was' is a necessary item used for all forms of simple past tense. This contrast may lead the student to produce such following sentences:

* He is laugh at me.

* He is feeling well.

* She was visit the museum yesterday.

* We was entering the house last night.

These constant attempts to contrast related areas of English can thus have different results from what the teacher may expect. For this reason, it is important to keep in mind that surface relationships and similarities may lead students to misunderstand on a deeper level. Therefore, the teacher should monitor his explanations, and materials to make sure that they don't lead his students to false generalization. To overcome the intralingual errors, a teacher can give explanations. These explanations are

supposed to be contrastive and contextual. Contrastive explanations contain some differences from what the learners have been required. Contextual explanations contain a realistic context or situation.

Errors are usually associated with correction at the end of learning. One's perception of errors will consequently influence his dealing with errors produced by his students. If one's sees errors as things that should be avoided, he tends to correct his students' errors whenever those errors occur. However, overcorrection will impede the learner's progress of language learning since they may lose the learner's self-confidence.

Some points that should be kept in a teacher's mind in dealing with errors are as follows.

First of all, a teacher should accept his students errors as a natural and necessary phenomenon integral to the process of second language learning. This perception may lead a teacher avoiding treatments that cause his students feel embarrassed. He may start create comfortable atmosphere in which to make progress.

Moreover, a teacher may keep this principle in mind that it is important to communicate successfully in a foreign language rather than to try to communicate perfectly in it. (James Hendrickson, 1981). By holding this principle, he may start creating the situation in which the students want to talk. He can prepare innovative methods and materials that encourage students to express their own ideas, feelings, and beliefs in a foreign language. These materials may orient towards satisfying the needs and interests of his students. What's more, they should be

suitable within the range of the student's abilities and challenging.

Furthermore, he can give his students greater freedom to communicate and to express his ideas. For beginning learners, a teacher may correct only those that hinder communication of a message. He should accept a wide margin of deviation from the 'standard' rules of the target language. In this way, the students may not suffer the threat of embarrassment very much. For intermediate learners, a teacher may correct error types that the learners produce frequently.

Besides, a teacher may use techniques which resemble the tactics used by a parent who is trying to help a child express his ideas, learn the exact environment where to apply rule, to make inferences and formulate concepts about the target language. He may foster the attempts of his students' target language acquisitions by providing adequate exposure, adequate prompting as an important means to motivate his students to utilize the target language actively, adequate opportunities for their students to practice it, adequate responses and adequate correction for possible mistakes or deviations made by his students.

(Dr. Soepomo , 1984)

Dealing with correction, a teacher can do the following series of steps. They are giving clues of errors for self-correction, correcting the compositions, commenting on the errors, explaining to individual students when it is necessary or just explaining those errors in front of the class. (James Hendrickson, 1981.) He may correct the infrequent written errors

and global errors directly and correct the frequent written errors indirectly such as by underlining the location of an error. Then he can ask his students to remediate their errors by themselves.

The series of steps of the discovery types of corrective technique are as follows. First of all, the teacher can identify and record the error types in linguistic terms that each student produces frequently. Then the student is asked to search out and correct his high frequency errors, one such error type at a time. As an example, I will take the second composition having been analyzed in the fourth chapter. We can notice that the student makes many errors in the use of pronoun such as in the sentence "me dog." Here the student uses the personal pronouns in objective case instead of possessives acting as determiners. After the high frequency errors are recorded in linguistic terms, the student is asked to read his compositions in order to identify. Once, the high-frequency errors are identified in linguistic terms, one example of the correct form is supplied. Then, the teacher help his student make inferences and formulate concepts about the target language. Afterwards, the student is asked to read his composition once again and to identify the possessives acting as determiners by underlining the location of the errors. Next, he is asked to correct one such error type at a time. Correcting errors in this way is presumably a highly effective technique requiring relatively little time or effort on the part of student. What's more, it may help the student fix his information in his long-term memories.

All in all, the error analysis discusses in this thesis

offers teacher some insights into how to classify error types and to predict the possible sources of errors. As a matter of fact, many new language teachers realize the values of errors and want to understand his students' errors better so that they can deal with errors more effectively. I hope that what we have discussed here will encourage new teachers to become increasingly familiar with his students' errors, to recognize their potential value and thus to prepare better instructions in the future.

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