

An analysis of grammatical errors made by the students of English literature department

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ABSTRACT

This research aims to identify grammatical errors made by the students of the English Literature department of Universitas Ahmad Dahlan and to describe the process of the occurrence of grammatical errors. This research is a descriptive study that uses a qualitative method. The data are the writing assignments of second-semester students of the English Literature department of Universitas Ahmad Dahlan of the 2018 - 2019 academic year. The researcher read the writings of the students, then wrote and classified the errors made by the students into types of errors due to interlingual and intralingual transfers. This research uses the descriptive analysis method to describe the types of errors. The results show that the types of errors due to the interlingual and intralingual transfer are omission errors, addition errors, misordering errors, and misformation errors. The results of this study are expected to be the basis for minimizing grammatical errors in the English teaching and learning process, especially for writing in English. The results can also be used as a basis for compiling course materials, writing textbooks or modules, especially for making exercises that focus on errors that often occur, to prevent similar errors that will occur in the future.



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I. INTRODUCTION

As an international language, the existence of English in Indonesia is very important because English is used in international communication. The mastery of English is useful to build relationships among people from all over the world. In the era of globalization, when people need information and news from all over the world, English is a good way to spread

it. For relations among countries, English plays an important role in communication among countries in the world. English also plays an important role in the transfer of knowledge. Because of the importance of mastering English for communication in the international community, in Indonesia, English is taught from junior high school to university level. One of the language skills is writing. Because English is a foreign language for Indonesian learners, learning to write is done in a formal situation in the classroom with the guidance of a teacher, tutor, or lecturer depending on the institution where the students are studying. In the English literature study program of Universitas Ahmad Dahlan, writing in English is taught from semester one to semester four with the names of the subject *Basic writing*, *Intermediate Writing*, *Advanced Writing*, and *Academic Writing*. The final project or thesis in the English Literature Study Program is also written in English so that writing skills are very important for the students in order that they can finish their thesis.

Errors often occur when learners are learning a foreign language. This is because foreign languages are learned when learners have mastered their mother tongue or first language. Students studying a foreign language will face a language structure that is strange or different from the first language they mastered. The differences can be from phonological, morphological, syntactic, or semantic aspects. For Indonesian speakers, English is a foreign language. Errors in learning English both when learning to speak and learning to write often occur. Many foreign language teaching methods including English were created so that students do not make errors in learning. Errors in learning foreign languages occur due to inappropriate methods because methods are closely related to student errors. However, language errors in the language learning process, especially foreign languages, are believed to always occur even though maximum efforts have been made. Therefore, the attention should be focused on how to deal with errors after they occur.

It must be realized that making errors is inevitable and is part of the language learning process (Andrian, 2015; Dulay, Burt, and Krashen, 1982). Errors made by students in learning a foreign language are considered an important part of the language learning process and can be resolved step by step. Here, teachers are needed to assist students in overcoming their errors. Thus, students can improve their language skills by reducing the errors that occur. Errors that occur in learning foreign languages, including English, and why the errors occur can be analyzed and the results of the analysis can be used as the feedback to select the appropriate English teaching method so that similar errors can be minimized. In this situation language error analysis is still relevant to be done. Language error analysis is a technique for systematically identifying, classifying, and interpreting errors made by students who are learning a foreign or second language by using theories and procedures based on linguistics (Crystal, 2008: 173). Language errors can be divided into (1) phonological errors, (2) morphological errors, (3) syntactic errors, and (4) semantic errors (Setyawati, 2013). Dulay et al. (1982: 146) classify further about types of errors referring to specific language units and language constituents which include phonological units (speech), morphological units, syntactic units, semantic units, lexicon, and discourse.

As a foreign language, of course, English has differences from Indonesian. The differences can be found in the fields of phonology, morphology, syntax or semantics. Errors

can occur in learning to speak (speaking) and in learning to write (writing). Based on the phenomena, the students of the English Literature study program are also not free from making errors in speaking and writing in English. In writing, grammatical errors often occur in writing English sentences in an essay. Errors from surface structures that appear such as whether students remove elements that should be present, add elements that should not exist, or incorrectly arrange language elements can be classified into four types of errors, namely omission, addition, misformation, and misordering (Dulay et al : 1982).

Omission is a type of error characterized by removing elements that should exist. When an Indonesian learner makes a sentence *I a student* instead of *I am a student*, for example, the sentence *I a student* contains the omission error, because the student removes the auxiliary verb *am* which should exist in an English sentence which does not have a verb. Addition is a type of language error which is the opposite of omission. This type of error is characterized by the presence of elements that should not be in the correct sentence. The sentence *She doesn't knows* is an example of a sentence that contains an addition error. The addition of the suffix *-s* in the word *know* is not necessary. Misformation is the type of error because of an incorrect use of the wrong form of a morpheme or structure. The sentence *I goed to Jakarta yesterday*, is an example of a sentence that contains a misformation error in the word *go* which must be *went*. It seems that the learner is influenced by the regular verbs of past tense which are formed by adding the suffix *-ed* in the verb. While, the word *go* belongs to the irregular verb whose past form is *went*. Misordering errors are the errors of word order. The sentence *She is a girl beautiful*. contains a misordering error in the phrase *girl beautiful* which should be *beautiful girl*.

In learning English as a foreign language, grammatical errors that occur can be due to a structure that is not the same as that of Indonesian language as the native language of Indonesian learners, or because of the structure of English itself which makes students confused. Errors that are influenced by the learner's first language or reflect the learner's first language structure are called interlingual errors (Carl James, 2013 : 179) . In other words, this error is caused by the interference of the first language or the mother tongue to the second or foreign language being studied. Students make errors as a result of transferring from the first language because the students are not familiar with the second language system (Brown, 2000; Tur, 2019). The sentence *My book on the table* that must be *My book is on the table* made by Indonesian learners, for example, is a transfer from the Indonesian sentence *Buku saya di atas meja*. Indonesian sentences do not use auxiliary verb like *to be* in English.

Besides the transfer of the native language, Indonesian learners learning English often make errors because of the transfer of the structure of the English that has been learned previously, They often overgeneralize that the knowledge they get previously can be applied in the language being learned. The Errors arising from this phenomenon is called the errors because of intralingual transfer (Brown, 2014). These errors are called intralingual errors. The errors are also referred to as the errors due to the lack of learner's knowledge. The sentence *I am go to school*, for example, contains the error caused by students assuming that the word *I* is always paired with *am* as in the sentences *I am a student.*, and *I am happy.*, because students usually learn auxiliary verb (*am, is, are*) first before learning other verbs. .

Bambang Sugeng (2016) in his research stated that the common grammatical errors found in undergraduate theses ranked successively from the high to the low position are verb groups, finite verbs, subject-verb concords, predicates, concords of nouns, concords of numbers, clauses, passive voice, and word choices. He also described that the influence of the native language and over-generalization cause the errors to occur. Nadiah Ma'mun (2016) analyzed the errors in paragraph writing based on the criteria of surface strategy taxonomy and the result showed that the errors occur are Omission, Addition Misinformation and Misordering. Zubaidi (2013) in his research described the types of grammatical errors made by students of Diploma III Program, Department of Commerce Administration, State Polytechnic of Malang in short essays. The purpose of this research is to determine the types of grammatical errors made by students in their essays and to determine the level of frequency of grammatical errors for each type. The types of grammatical errors were analyzed based on the surface strategy taxonomy by Heidi Dulay et al. that divide the types of errors into omission, addition, misformation, and misordering.

The above studies become the basis for the researcher to conduct this research with similar topics with different perspectives, objects and research subjects. In this study, the researcher analyses the grammatical errors caused by Interlingual Transfer and Intralingual Transfer made by second semester students of the English Literature study program of Universitas Ahmad Dahlan in the 2018-2019 academic year. The surface strategy taxonomy theory by Heidi Dulay et al. is used in language error analysis research because it is relevant to the types of errors. Although the theory that is used is the same as the previous researches, the research results show different variations, because the research subjects and the points of view are different.

From the explanation above, the writer is interested in analyzing the errors made by the students of the English Literature study program of Universitas Ahmad Dahlan. This study describes the types of grammatical errors based on the theory of Interlingual Transfer and Intralingual Transfer. The objectives of this study are to identify grammatical errors in English sentences made by the second-semester students of the English Literature department in the 2018-2019 academic year caused by interlingual and intralingual transfers, and to describe the process of the occurrence of grammatical errors in English sentences made by second-semester students of the English Literature department in the 2018-2019 academic year caused by interlingual and intralingual transfers.

II. METHODOLOGY

Arikunto (2013) divides the type of research into two, namely quantitative research and qualitative research. Quantitative research involves calculating using numbers such as percentages, statistics, frequencies and others. Qualitative research is the research that uses words in the process of research and the description of the result of the research. Bogdan and Taylor (in Moleong, 2016) say that qualitative methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and behavior that can be observed. Meanwhile, Sutopo (2002) says that qualitative research focuses on the description of data in the form of words or pictures that have meaning more than numbers.

Subroto (2007) states based on the statement of Bogdan and Biklen (1982) that qualitative research is used as a term used to cover various research strategies according to their disciplines or according to the characteristics of the substance of the problem being studied. Related to language research, Subroto (Ibid) explains that language research is carried out based on a qualitative research model. This qualitative research contains descriptive characteristics, and the main objective is to find out the patterns of formation of rules that have characteristic to regulate in the language, to find the system of phoneme morphemes, words, phrases, sentences, discourse and meaning, and to find linguistic units and their identities (Fitria & Tur, 2019).

This research on language error analysis is a language study that does not use numbers in its description. Based on the explanation above, this research is descriptive research that uses qualitative methods. In collecting data, the writer used note-taking technique (Sudaryanto, 2018; Tur, 2022). The writer read the writings made by the second semester students of the English Literature department of Universitas Ahmad Dahlan of the 2018 - 2019 academic year, to find the errors. The errors were then written and classified based on the types of error, and the cause of the errors due to interlingual and intralingual transfer. According to Arikunto (2013), data analysis can be divided into correlation analysis, comparative analysis, and descriptive analysis. This study uses the descriptive analysis method to describe the types of errors due to interlingual and intralingual transfer. The types of errors are classified based on the surface strategy taxonomy which classifies errors into addition omission, misformation, and misordering.

III. RESULTS AND DISCUSSION

Referring to the explanation of base theories in the previous section, the result and discussion about the topic can be presented as follows.

Errors due to Interlingual Transfer

Errors due to the interlingual transfer are language errors caused by the transfer of the first language, in this case, Indonesian into the second language, in this case, English. The dissimilar structures cause the errors to occur. The description of errors because of interlingual transfer is as follows:

Omission Errors

An omission error is a type of error that does not contain an element that should exist in a structure. The omission errors are found in the following data.

- (01) In the evening, she prepare dinner for her family.
- (02) After passed the extreme track, finally, we arrived at Arjuna temple.
- (03) I like live in my village because peaceful.
- (04) She go to school.
- (05) It one of many beautiful beach.

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Sentence (01) *In the evening, she prepare dinner for her family.* contains the omission error of the suffix -s which should exist in present tense of English sentences with the subject *she*. Thus, the correct sentence is *In the evening, she prepares dinner for her family.* The error of omitting the suffix -s is because of the interlingual transfer which is the transfer from an Indonesian sentence that does not have tenses and verb changes, so that the verbs in Indonesian sentences will not change due to different subjects as in English. The sentence *In the evening, she prepare dinner for her family,* is a transfer from the Indonesian sentence *Di malam hari, dia menyiapkan makan malam untuk keluarganya.*

Sentence (02) *After passed the extreme track, finally we arrived at Arjuna temple* contains the error of omitting the subject *we* which should be in the English sentence. The correct sentence is *After we passed the extreme track, finally we arrived at Arjuna temple.* The omission of the subject *we* is due to the transfer process from the Indonesian sentence, *Setelah melewati jalan yang ekstrim, akhirnya kita sampai di candi Arjuna.*

In sentence (03) *I like live in my village because peaceful,* the word *live* should be *living* because it comes after the verb *like*. In English there are words that must be followed by a gerund including the verb *like*. In Indonesian, verbs followed by other verbs do not change. Indonesian learners often transfer the structure of the Indonesian language into the foreign language being studied, including English. In the sentence *I like live in my village because peaceful,* *like live* is the result of a transfer from the Indonesian language *suka tinggal*. In addition, this sentence also contains a subject omission error. After the conjunction *because* there should be a subject *it*. So the correct sentence is *I like living in my village because it is peaceful.*

Sentence (04) *She go to school* also contains an error in the omission of the suffix -s that must exist in an English sentence of the present tense type with the subject *she*. Therefore, the verb *go* must be *goes* in the sentence. This happens because of the transfer of the Indonesian sentence *Dia pergi ke sekolah* that does not add anything in the verb *pergi*. The correct English sentence is *She goes to school.* Look at the comparison below:

Indonesian:

Saya pergi ke sekolah.

Dia pergi ke sekolah.

English :

I go to school. (Interlingual Transfer)

She goes to school. (grammatical sentence)

In the Indonesian language, the verb in the predicate of a sentence does not change for all types of subjects. However, in English, the verb in a sentence must be added the suffix -s for certain subjects such as *she, he, it,* singular nouns, and uncountable nouns in present tense sentences.

Sentence (05) *It one of many beautiful beach* contains an error in the omission of the word *is* which should exist in an English sentence that does not contain a verb. This omission occurs as a result of interlingual transfer from the Indonesian sentence which does not use auxiliary verbs in nominal sentences or sentences whose predicate is not a verb. This sentence also contains an error in the omission of the suffix *-es* in the word *beach* which should be *beaches* because the plural form in English is to add the suffix *-es* to the plural noun. The interlingual transfer can be clearly seen when the Indonesian sentence is compared with The English sentence as follows:

Itu satu dari banyak pantai yang indah. (Indonesian sentence)

It one of many beautiful beach. (Interlingual Transfer)

It is one of many beautiful beaches. (Grammatical Sentence)

The correct English sentence is *It is one of many beautiful beaches.*

Addition Errors

An addition error occurs when an element that should not be present is added in a structure. The addition errors are found in the following data.

(06) I and my friend stayed in here for two days.

(07) In Jakarta has two different ways to celebrating new year.

In Sentence (06) *I and my friend stayed in here for two days*, the addition error is found. The preposition *in* which is added in the sentence (6) above is not necessary. Look at the contrasted sentences between the Indonesian sentence and the English sentences below :

Saya dan teman saya tinggal di sini selama dua hari. (Indonesian Sentence)

I and my friend stayed in here for two days. (Interlingual transfer)

I and my friend stayed here for two days. (Grammatical Sentence)

From the comparison above, it is clear that the preposition *in* added in the sentence above is influenced by the word *di* in the Indonesian language, like the phrase *di kelas* which is 'in the class' in English. In English, the word *here* means *di sini* in the Indonesian language. Therefore, It is not necessary to add the preposition *in* which, in the Indonesian language, can mean *di*. The correct sentence is *I and my friend stayed here for two days.*

Sentence (07) *In Jakarta has two different ways to celebrate the new year* contains the errors of the addition of the word *in* and the suffix *-ing* in the word *celebrating*. The addition of the word *in* is the transfer from the Indonesian language which often adds a preposition in front of the subject which is actually incorrect too. The sentence is the translation of the Indonesian sentence *Di Jakarta mempunyai dua cara yang berbeda untuk merayakan tahun baru*. Look at the comparison which shows the interlingual transfer below :

Di Jakarta mempunyai dua cara yang berbeda untuk merayakan tahun baru.

In Jakarta has two different ways to celebrating new year.

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Jakarta has two different ways to celebrate new year.

The subject of sentence must be a noun, not a prepositional phrase like the sentence above. So, the correct sentence is *Jakarta has two different ways to celebrate new year*. The addition of the suffix *-ing* that should not exist is the process of intralingual transfer from English itself which confuses students about infinitive and the gerund. The intralingual transfer will be described in the next section.

Misordering errors

A misordering error occurs when the word order does not refer to the rule of the correct word order of a language. Misordering errors are found in the following sentences:

(08) I will try to not forget my responsibility.

(09) I explained food traditional in my village.

(10) Bali has many beach popular.

Sentence (08) *I will try to not forget my responsibility* contains a misordering error *to not forget* which should be *not to forget* so that the correct sentence is *I will try not to forget my responsibility*. This error is the result of the interlingual transfer, namely the transfer from the Indonesian language *untuk tidak melupakan* to English *to not forget*. The comparison below shows the interlingual transfer from the Indonesian language to English that causes an error.

Saya akan mencoba untuk tidak melupakan tanggung jawab saya. (Indonesian sentence)

I will try to not forget my responsibility. (Interlingual transfer)

I will try not to forget my responsibility. (grammatical Sentence)

Sentence (09) *I explained food traditional in my village* contains a misordering error of the words in the phrase *food traditional* which should be *traditional food*. The word order in Indonesian noun phrases is different from the word order in English noun phrases. The Indonesian noun phrase *makanan tradisional* consists of the head word *makanan* that is described by the word *tradisional* as a modifier. Meanwhile, in English, the order of words in noun phrases is the opposite, namely the word that explains the head word is in front of the head word. In other words, the head word is placed after the word that describes it. The English noun phrase *traditional food* consists of the word *traditional* that explains the word *food* as the head word. Misordering error occurs because of the transfer from the structure of Indonesian noun phrase into the structure of English noun phrase, namely the Indonesian noun phrase *makanan tradisional* which is transferred to the English noun phrase *food traditional*. The correct sentence is *I explained traditional food in my village*. To make the explanation clear, look at the comparison below:

Saya menjelaskan makanan tradisional di desa saya. (Indonesian sentence)

I explained food traditional in my village. (interlingual transfer)

I explained traditional food in my village. (grammatical sentence)

Sentence (10) *Bali has many beach popular* also contains a misordering error in the formation of noun phrases. The phrase *many beach popular*, which should be *many popular beaches* is the influence of the Indonesian phrase *banyak pantai terkenal*. The structure of the Indonesian noun phrase *banyak pantai terkenal* is transferred into English *many beach popular* which is an incorrect English noun phrase. This interlingual transfer also creates the error of omission of the suffix *-s* for a plural noun in the word *beach* that should be *beaches* because of the word *many* that must be followed by the plural noun. To make the explanation clear, look at the comparison below:

<i>Bali mempunyai <u>banyak pantai terkenal</u>.</i>	(Indonesian sentence)
<i>Bali has <u>many beach popular</u>.</i>	(interlingual transfer)
<i>Bali has many popular beaches.</i>	(grammatical sentence)

Errors due to Intralingual Transfer

Errors due to the intralingual transfer are language errors caused by the transfer of the language being studied. The lack of understanding of the language being learned can also belong to the errors due to intralingual transfer. This also commonly occurs in learning a foreign language. For example, when Indonesian students learn the past tense in English, the material usually introduced first is the regular past tense form of the verb, namely the verb form plus the suffix *-ed*, then the irregular past tense form of the verb which is not added with the suffix *-ed*. In this case, students often make errors by generalizing that all past tense verbs are plus the suffix *-ed*. The description of language errors due to the intralingual transfer is as follows:

Omission Errors

Omission Errors are the errors of omitting elements that should exist in a language structure. The omission errors are found in the following data:

- (11) My house located near the hill.
- (12) I got punish from my lecture.
- (13) Jambi has a traditional house is beautiful.
- (14) Borobudur temple is an interest temple in Indonesia.

Sentence (11) *My house located near the hill* contains an omission of the auxiliary verb *is* which should exist in English passive sentences. This error occurs due to a lack of understanding of the structure of the passive sentence which consists of *to be* and the past participle form of the verb. This error is included in the error due to intralingual transfer because of the structure of the English language itself that is not understood by the learners. The correct sentence is *My house is located near the hill*.

Sentence (12) *I got punish from my lecturer* contains the error of omitting the suffix *-ment* in the word *punish* that should be *punishment* because it is the object of the sentence that must be a noun. This error belongs to the type of intralingual error because the error is caused by the difficulty of the English language itself. In this case, students have difficulty

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distinguishing verbs and nouns so that they place the verb *punish* as the object of sentence that should be *punishment*. The correct sentence is *I got punishment from my lecturer*.

Sentence (13) *Jambi has a traditional house is beautiful* contains an omission error of the relative pronoun *which* in an adjective clause. This omission error is because students do not understand that a sentence with an adjective clause must use a relative pronoun. This error belongs to intralingual error because this error occurs due to a lack of understanding of the language being studied, in this case an English sentence with an adjective clause which uses a relative pronoun. The correct sentence is *Jambi has a traditional house which is beautiful*.

Sentence (14) *Borobudur temple is an interest temple in Indonesia* contains an omission error of the suffix *-ing* in the word *interest* to form an adjective *interesting*. This omission error occurs because the students cannot differentiate the use of the word *interest* which can be a noun or a verb, and the word *interesting* which is an adjective. Therefore, this omission error is an error due to intralingual transfer because the error is caused by the English being studied related to the difference between the words *interest* and *interesting*. The correct sentence is *Borobudur temple is an interesting temple*.

Addition Errors

The errors due to intralingual transfer can be addition errors which are the errors of adding elements which should not exist in sentences. The sentences below contain addition errors.

(15) He can makes a lot of things with his hands.

(16) I have an opportunity to presentation my paper.

(17) Not all people know what do you want.

Sentence (15) *He can makes a lot of things with his hands* contains an addition error of the suffix *-s* in the word *makes* which should not exist in English sentences that use auxiliary verbs called modal auxiliary. This error occurs because of a lack of understanding of the use of modal auxiliary verbs that must be followed by a verb in the base form, or bare infinitive. This error is included in the intralingual transfer because the structure of the English language itself causes the error to occur. This occurs because of the understanding that the subject *he* must be followed by a verb with the suffix *-s* in the present tense such as *He cooks* and *He works*. The correct sentence is *He can make a lot of things with his hands*.

The error that occurs in sentence (16) *I have an opportunity to presentation my paper* is *to presentation* which should be *to present*. This occurs because of a lack of understanding of the forms of verbs and nouns. The English words *present* and *presentation* make the learners confused. Therefore, this error is an error due to intralingual transfer. The correct sentence is *I have an opportunity to present my paper*.

Sentence (17) *Not all people know what do you want* contains an addition error of the word *do* which should not exist in an English noun clause derived from an interrogative sentence with question words such as *where*, *what*, and *when*. This error occurs because of a

lack of understanding of English noun clauses. The learners think that the noun clause is the same as its question form. It is the question *what do you want?* that is in their mind. Therefore, this error is an intralingual error. The correct sentence is *Not all people know what you want.*

Misordering Errors

Errors due to intralingual transfer can be misordering errors, which are the errors of word order in sentences. The following are the sentences which contain misordering errors.

(18) I don't know where is the position of the campus.

(19) I did not know what should I do to buy the attributes.

Sentence (18) *I don't know where is the position of the campus* contains a misordering error of the word *is* that should be after the subject of the clause *the position of the campus*. The structure of a noun clause in English is not the same as the structure of a question. The word *is* in an interrogative sentence is placed in front of the subject. *Where is the position of the campus* is a question. If this interrogative sentence is used as a noun clause, then the position of *is* must be after the subject so that it becomes *where the position of the campus is*. Therefore, sentence (18) must be *I don't know where the position of the campus is.* This error occurs because of the influence of the interrogative sentence structure that is studied previously. This error is included in intralingual transfer error because the error occurs due to the influence of the structure of the English language itself, in this case the structure of interrogative sentence. The correct sentence is *I don't know where the position of the campus is.*

Like sentence (18), sentence (19) *I did not know what should I do to buy the attributes* also contains a misordering error in the clause *what should I do*, which must be *what I should do*. *What should I do* is an interrogative sentence structure, where the word *should* is located in front of the subject *I*. Meanwhile, in sentence (19), *what should I do* is a noun clause that functions as the object of the sentence. Therefore, the structure must not be an interrogative sentence structure that puts the word *should* in front of the subject. The noun clause structure must be *what I should do*, so that the correct sentence is *I did not know what I should do to buy the attributes*. The error occurs because of the influence of the form of the question *What should I do* which is directly applied in the sentence *I did not know what should I do to buy the attributes*. The correct sentence is *I did not know what I should do to buy the attributes*.

Misformation Errors

Intralingual errors can be misformation errors, which refer to the wrong forms of the structure of words or morphemes. The following are the sentences which contain misformation errors.

(20) She teached English yesterday.

(21) You can see the beautiful of traditional house in Indonesia if you visit Jambi.

(22) It is dangerous to surf because the wave usually more big at 13.00

p.m.

Sentence (20) *She taached English yesterday* contains a misformation error in the word *taached* which should be *taught*. Here, The students misform the past tense verb of *teach*. This happens because of the generalization of forming the past tense of verbs by adding the suffix *-ed* like the words *cooked*, *worked*, and *looked*. Whereas in English there are irregular past tense verbs, namely forming the past tense verb not by adding the suffix *-ed*. Thus, this error belongs to the error due to intralingual transfer because the error is caused by applying the rule of English, in this case, the rule of regular past tense verbs by adding the suffix *-ed* to the irregular past tense verbs which cannot apply the rule of regular past tense verbs. The correct sentence is *She taught English yesterday*.

In sentence (21) *You can see the beautiful of traditional house in Indonesia if you visit Jambi*, there is a misformation error of the word *beautiful* which should be *beauty* as the head word in the noun phrase which should be a noun. This error belongs to the error due to intralingual transfer because of the lack of understanding of part of speech, especially the difference between noun and adjective. *The beautiful of traditional house* is a noun phrase so that the head word of the phrase should be a noun, *beauty* not *beautiful* which is an adjective. The correct sentence is *You can see the beauty of traditional house in Indonesia if you visit Jambi*.

Sentence (22) *It is dangererous to surf because the wave is usually more big at 13.00 p.m.* contains a formation error in the word *more big* which should be *bigger*. This happens because in English there are two ways of comparative adjective formation, namely the adjectives added with the word *more* in front of it such as *more beautiful*, *more expensive*, and *more important* and the adjectives that are added with the suffix *-er* such as *richer*, *higher*, and *bigger*. This error is included in the error due to intralingual transfer because the error is caused by the influence of the English language itself. The Students generalize the formation of comparative adjectives by adding the word *more* to the word *big*, that should be added with the suffix *-er*. The correct sentence is *It is dangererous to surf because the wave is usually bigger at 13.00 p.m.*

IV. CONCLUSION

In the process of teaching and learning a foreign language, language errors often occur. this is because learning a foreign language is done after the native language is mastered. Errors can occur due to interlingual transfer, namely the transfer from the native language to the foreign language being studied, and due to intralingual transfer, namely the transfer of the structure of the foreign language itself that is previously learned. In this study, the types of errors include omission errors, namely verb omission errors, subject omission errors, article omission errors, relative pronoun omission errors, and suffix omission errors. Addition errors are dominated by errors in adding unnecessary suffixes, such as adding the suffix *-s*, adding the suffix *-ing*, adding the suffix *-ed*, and adding the suffix *-ful*. Misformation errors include noun formation errors, gerund formation errors, and verb formation errors. While, misordering errors include word order errors in noun phrases, and word order errors in modal auxiliary verbs and to be in sentences.

Errors that occur due to interlingual and intralingual transfers can be used as feedback to foreign language teachers, in this case English teachers, in preparing material and exercises that focus on errors that often occur. This research can also be used as a reference in compiling teaching materials in order to consider the students' learning difficulties so that the errors can be reduced.

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