COMMON GRAMMATICAL ERRORS
MADE BY INDONESIAN
ADVANCED LEARNERS OF ENGLISH

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Abstract

Learning a language, just like any other human learning processes, is inseparable from errors. This paper is based on a study of grammatical errors that occurred in university students' written work. The aim of the study was to examine the types of grammatical errors made by the students and to find out the predominant error types. The study involved 38 EFL research project proposal manuscripts submitted by semester eight students of English Department of Faculty of Teacher Training at Muhammadiyah University of Purwokerto, Central Java. Grammatical errors were identified with respect to British or American English and classified according to Politzer and Ramirez's Linguistic Category Taxonomy (LCT). This classification scheme organizes errors into two main categories: morphology and syntax. The analysis has identified 22 types of error 20 of syntactic category and 2 of morphological category. The top six types of error found are Agreement of subject-verb, Use of preposition, Number, Verb construction, Omission of verb, and Determiners, respectively. For an efficient English grammar learning and teaching, special attention should be given to these types of error.

Keywords: common, advanced learners, grammatical errors, linguistic category taxonomy, EFL

Introduction

Just like any other human learning processes, learning a language is also inseparable from errors. Research in error analysis has pointed to such phenomena as fossilization, negative transfer, hypothesis-testing, and interference to account for the roots of errors. In language learning, errors are parts of learner speech or writing that deviate from selected norm of mature language performance (Dulay, Burt, & Krashen, 1982:138). To take a concrete example, the English utterance Who's your name? is well formed in a nonstandard language variety such as Maori English. On the other hand, if the norm selected is British or American English the use of Who for What in this case would be generally regarded as incorrect or unacceptable.

In Indonesia, where English is taught in formal settings or bilingual programs, the standard English is preferred to other varieties. Learners are taught the standard English and are expected to use it for communication, either in spoken or written modes. In spite of the fact that by university level the learners have been engaged in learning EFL, for a minimum of six years, complaints are still often heard of students' poor language performance coloured with ungrammatical linguistic forms. In many cases the students' weaknesses even have something to do with basic matters.

In relation with learner grammatical problems, I am particularly concerned over my students' writing performance. In scientific writing classes, I too frequently encounter the same errors that are constantly
repeated on students' papers. As teacher candidates models for their students, who have learnt the English language for more than nine years, they would acquire an adequate mastery of the language grammar. The fact, however, is in contrast. Quite seldom is observed a student whose writing is good in light of its grammar. Errors exemplified below have appeared quite frequently on student scientific writing manuscripts: (1) One of language skill is reading; (2) According to Ramelan states that......; (3) This research is to find out how good is the students' mastery.....

Even though special attention has been given to such cases when learning and teaching processes are going on, there seems no to be significant influential effects.

Grammar, the study of rules for the combination of words into sentences (syntax) and the forms of words (morphology), is central not only in speech, but also in writing. Improper use of grammar is influential to the flow of thoughts. In writing the influence is even greater because when written communication takes place the message sender is absent. The intelligibility is dependent solely upon the language used.

The label of grammatical errors varies with the classification scheme or taxonomy adopted. Some useful and common taxonomies used as the base for descriptive classification of errors are: (1) linguistic category, (2) surface strategy, (3) comparative analysis, and (4) communicative effect. But for the sake of space efficiency, only Linguistic Category Taxonomy (LCT) is presented here. It is adopted for classifying and organizing the grammatical errors found in this research. This taxonomy has been chosen because it is considered most useful and practical of all.

Table 1. A Sample LCT Based-Organization of Errors *

<table>
<thead>
<tr>
<th>Linguistic Category and Error Type - Example of Learner Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Morphology</td>
</tr>
<tr>
<td>1. Indefinite article incorrect</td>
</tr>
</tbody>
</table>

2. Possessive case incorrect
- Linguistic Category and Error Type: Omission of 's
- Example of Learner Error: The man feet

3. Third person singular verb incorrect
- Linguistic Category and Error Type: Failure to attach -s
- Example of Learner Error: The bird help man
- The apple fall downs

4. Simple past tense incorrect
  a. Regular past tense
     - Linguistic Category and Error Type: Omission of -ed
     - Example of Learner Error: He called
  b. Irregular past tense
     - Linguistic Category and Error Type: Regularization by adding -ed
     - Example of Learner Error: He putted the cookie there
     - He fall in the water
     - I been near to him

5. Past participle incorrect
- Linguistic Category and Error Type: Omission of -d
- Example of Learner Error: He was call

6. Comparative adjective/adverb incorrect
- Linguistic Category and Error Type: Use of more + er
- Example of Learner Error: He got up more higher

B. Syntax
1. Noun Phrase
   a. Determiners
      - Linguistic Category and Error Type: Omission of the article
      - Example of Learner Error: He used possessive
      - Use of possessive with the article
      - Use of wrong possessive
      - Example of Learner Error: He no go in hole
He fall down on the head
He put it in the his room
The little boy hurt its leg

a. Nominalization
   - Linguistic Category and Error Type:
     Simple verb used instead of -ing -
     Preposition by omitted -
     Example of Learner Error:
     by to cook it
     The dove helped him putting leaf on the water

b. Number
   - Linguistic Category and Error Type:
     Substitution of singulars for plurals
     Substitution of plurals for singulars
   - Example of Learner Error:
     He stab him in the feet
     He got some leaf

c. Use of Pronouns
   - Linguistic Category and Error Type:
     Omission of the subject
     pronoun Substitution of plurals for singulars
     Omission of the 'dummy'
     pronoun it
     Omission of object pronouns
     Subject pronoun used as
     a redundant element
   Alternating use of pronouns
   by number as well as gender
   Use of me as subject
   - Example of Learner Error:
     (He) pinch the man
     Is nice to help people
     I don't know (it) in English
     My brother he got to Mexico
     So he can eat it (referring to apples
     Me forget it

a. Use of preposition
   - Linguistic Category and Error Type:
     Omission of preposition
     Misuse of preposition
     - Example of Learner Error:
     He came (to) the water
     He fell down from (for on, into?) the water

2. Verb Phrase
   a. Omission of Verb
      - Linguistic Category and Error Type:
        Omission of main verb
        Omission of to be
      - Example of Learner Error:  
        He (fell?) in the water
        He in the water
   b. Use of progressive tense
      - Linguistic Category and Error Type
        Omission of be
        Replacement of -ing by the simple verb form
        Substitution of the progressive for the simple past
        - Example of Learner Error
        He going
        The bird was shake his head
        Then the man shooting (shot?) with a gun

c. Agreement of subject and verb
   - Linguistic Category and Error Type:
     Disagreement of subject and verb person
     Disagreement of subject and number
     Disagreement of subject and tense
   - Example of Learner Error:
     You be friends
     I didn't know it is
     The apples was coming down

3. Verb-and-Verb Construction
   - Linguistic Category and Error Type:
     Embedding of a noun-and-verb construction in another
     noun-and-verb construction
     Omission of to in identical subject construction
     Omission of to in the verb-and-verb construction
     Attachment of the past marker to the dependent verb
   - Example of Learner Error:
     I go to play. (I go and I play)
     I go play
     I see a bird got the leaf
     He was going to fell

4. Verb-and-Verb Construction
   - Linguistic Category and Error Type:
     Repetition of the object
     Adjectival modifiers placed
     after noun
   - Example of Learner Error:
     The bird (object) he was gonna shoot it
     He put it inside his house a little round

6. Some Transformation
   a. Negative transformation
      - Linguistic Category and Error Type:
        Formation of no or not Without the auxiliary do
        Multiple negation
      - Example of Learner Error:
        He not play anymore
        They won't have no fun
   b. Question transformation
      - Linguistic Category and Error Type:
        Omission of auxiliary
        - Example of Learner Error:
        How the story helps?
   c. There transformation
      - Linguistic Category and Error Type:
        Use of is instead of are
        Omission of there
        Use of it was instead of there was
      - Example of Learner Error:
        There is these hole
        Is one bird

*Based on Politzer and Ramirez’s study on spoken language (1973)

However, all identified grammatical errors other than those already existing in the classification scheme were also analysed in order to serve a full description of the field data on learner grammatical error. For instance, one of the forms exemplified earlier: “According to Ramelan states that
"..." would be considered erroneous, because "the subject of a sentence is never found in a prepositional phrase" (Pratt, 1992).

Even though there have been several studies on grammatical errors the majority have dealt with early learners. This has encouraged me to examine the grammatical errors made by learners at their advanced level to search for the answers to the following questions: (1) What types of grammatical errors are made by students of English Department in their research project proposal manuscripts? dan (2) What types of grammatical errors are commonly found? Answers to the questions may assist either teachers or students of English. They are expected to anticipate grammatical problems that appeared, especially those common to the learners under investigation. The findings of this study may also lend their contribution to curriculum developers and language evaluators as far as grammar is concerned, as they need to center the grammar content around the problematic areas.

Methods

This research examined the types of errors found in the project proposal manuscripts prepared by semester eight students of English Department of Faculty of Teacher Training at Muhammadiyah University of Purwokerto in the year 1999. According to the registration, the number of attendants was 45. Due to some reasons, the students participating in this research were just 38. The data on learner error were elicited through writing task. Every student was assigned to write a project proposal for EFL education research. They were told their proposals would be scored. The learner data, which were limited to the grammatical errors (either at morphological level or syntactic level), were analyzed within the framework of Politzer and Ramirez's Linguistic Category Taxonomy. Here are the procedures taken in the data analysis: (1) identifying grammatical errors that occurred in each student's proposal, (2) classifying errors in each proposal in accordance with the error types listed in the classification scheme referred to (errors of the same types were tallied just once),(3) listing types of error across student proposals, (4) counting number of student proposals that contain each type of error, (5) applying the following formula:

\[
\text{number of proposals that contain each type of error} \times 100\%
\]

6. ranking the types of errors in order of percentage rate obtained.

Findings and Discussion

Types of Error

The data analysis has yielded twenty-two types of grammatical errors. The following are the grammatical error types found that have been already ranked in order of the percentage rate of proposals containing each type of error (for details, please see Appendixes).

<table>
<thead>
<tr>
<th>No</th>
<th>Error Type</th>
<th>Percentage Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agreement of Subject and Verb</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Use of Preposition</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Number</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Verb Construction *</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Omission of Verb</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Determiners</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Passive Voice Transformation *</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Problems with Conjunctions*</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Incomplete Sentence (Fragment)*</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Relative Clause Transformation*</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Nominalization</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Derivatives*</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Interrogative (Question) Transformation</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Past Participle Incorrect</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Use of Simple Present Tense*</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Word Order</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Interrogative-Affirmative Transformation*</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Prepositional Phrase as Subject*</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Special Problems with Cause, Bring about*</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Addition of To Be in Noun Phrase*</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Failure to Construct Active Participle*</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Use of Pronouns</td>
<td></td>
</tr>
</tbody>
</table>

*does not exist in the sample LCT referred to.
The table above shows that Agreement of Subject and Verb achieves the top. It means that this error type occurred in the most proposals; or, in other words, it is the most commonly found error type across the proposals.

Some error types listed in the referred classification scheme are not found here in this study. On the other hand, some of the error types appearing in this study do not exist in the sample classification scheme referred to. referred to. Those additional entries, among others, are: Derivatives, Passive voice transformation, Special problems with 'cause' and 'bring about', and Prepositional phrase as subject.

Morphological Errors
Of twenty-two types of error found only two belong to morphological errors. They are:
1. Derivatives
   All cases that belong to this type of error occur in the replacement of words with the same root for wrong position (part of speech) or a different semantic referent. Look at these examples:
   - Grammatically incorrect
     The first foreign language which is taught in Indonesian is English
     It is normally for a Javanese to.....
     There will be no significance correlation ....people who particular work at...
   - Corrected version
     The first foreign language which is taught in Indonesia is English
     It is normal for a Javanese to.....
     There will be no significant correlation ....people who particularly work at....

In the first example, the underlined word is actually intended to mean the name of country. In the second example, as in contrast to the last example, the underlined word takes the position of adjective, so it does not need ending-ly. And in the third, an adjectival modifier for the noun correlation is needed.

2. Past participle incorrect
   Past participle errors involve the omission of past participle inflection -ed in the context that requires an regular past participle verb form as can be seen in the example below:
   - Grammatically incorrect
     Base on the above fact, ..... 
   - Corrected version
     Based on the fact above,...... 

 Besides, similar cases occur as the irregular past participle verb is misformed. See the example below:
   - Grammatically incorrect
     Having know about the grammar,.....
   - Corrected version
     Having known about the grammar,.....

Syntactic Errors
Most types of error found fall into this category of errors. They are:
1. Determiners
   The errors that occur here are mostly the omission of definite or indefinite article before a singular countable noun when its presence is necessary.
   - Grammatically incorrect
     ....because English is international language.
     The population of research is....... 
   - Corrected version
     ....because English is an international language
     The population of the research is....... 

2. Nominalization
   All cases that belong to errors of this type are the replacement of infinitive for ing form verb.
   - Grammatically incorrect
     Beside study in the class,.....
     By look at the topic,.....
   - Corrected version
     Beside studying in the class,.....
     By looking at the topic,.....

Verbs that come immediately after a
preposition are nominalized by ending them with -ing.

3. Use of preposition
   Most cases falling into this type of error are the misuse of preposition, while only few others are the addition of preposition when the presence is unnecessary.
   - Grammatically incorrect
     The error analysis of to be usage into…
   - Corrected version
     The word 'competence' means…
   - Corrected version
     The error analysis of the use of to be in…
   The word 'competence' means…

4. Number
   Errors in number mostly occur in the use of plural noun, i.e. the omission of the regular plural noun inflectional suffixes -s or -es.
   - Grammatically incorrect
     Error analysis can find out error…
     …to get high mark from the other lesson
   - Corrected version
     An error analysis can find out errors…
     …to get high marks from the other Lessons

5. Prepositional phrase as subject
   “The subject is never found in prepositional phrase” (Pratt, 1992).
   - Grammatically incorrect
     According to English curriculum states that…
     …in solving this problem have to do…
   - Corrected version
     An error analysis can find out errors…
     According to the English curriculum, the English curriculum stresses on…, or The English curriculum states that…..
     …in solving this problem we have to do….

6. Addition of to be in noun phrase
   Noun phrase consists of adjectival modifiers usually placed before noun. The presence of to be in this position might be confused with Subject + to be + …
   - Grammatically incorrect
     …to continue the studies to level is
     These are words obtain the same…..
   - Corrected version
     …to continue the studies to higher level, higher, either S1 or S2 either S1 or S2
     These words obtain the same…..

7. Agreement of subject-verb
   This is the most common type of error found in all the proposals examined. The errors occur because there is no agreement between subject and the verb that follows. The verb or to be is subject to change in accordance with the subject and tense.
   - Grammatically incorrect
     In this part the writer present…..
     The key terms is clarified as follows…..
     The students' mastery of vocab are better
   - Corrected version
     In this part the writer presents…..
     The key terms are clarified as …..
     The students' mastery of vocab is better
   - Grammatically incorrect
     …to know the students who often watching movies.
   - Corrected version
     …to know the students who often watch movies.

8. Verb construction
   Failure to apply the rules such as to + infinitive and modal auxiliaries + infinitive has yielded this type of error.
   - Grammatically incorrect
     …the learners ability to communicative
   - Corrected version
     …the learners ability to communicate…
     The disagreement of verb and the noun that precedes it has also produced such a case, as shown in the following example:
   - Grammatically incorrect
     …to know the students who often watching
movies.
- Corrected version
......to know the students who often watch movies.

9. Omission of verb

Basically, a sentence, including English sentences, consists of subject and predicate. The basic element of the English sentence predicate can be a verb, to be, or an auxiliary. It is these elements that mark subject-predicate relation. The following examples do not have at least predicates because they lack 'the connectors'.
- Grammatically incorrect
Population of this research in the second year students of SMU....
It's advantages that it can be used....
- Corrected version
Population of this research is the second year students of SMU....
It's advantages are that it can be used....

10. Use of the simple present tense

All cases found here tend to be the replacement of the simple past tense for the simple present tense. Let us see the examples below:
- Grammatically incorrect
The applied linguistics mentioned that...
If we consider the definition of grammar,
......
......to know the students who often watch movies.
- Corrected version
The applied linguistics mentions that...
If we considered the definition of grammar,
......
The events or actions in both sentences above refer to present time or anytime. A subject whose pronoun is he, she, or it gets -es or -s ending on its infinitive (basic verb) that follows it.

11. Use of pronouns

Pronouns placed after preposition take the position of objects in sentence. Errors of this sort found in this research are caused by the misuse of pronouns. Let us see the example below:
- Grammatically incorrect
'To be" according to he can be.....
- Corrected version
To be" according to him can be.....
The events or actions in both sentences above refer to present time or anytime. A subject whose pronoun is he, she, or it gets -es or -s ending on its infinitive (basic verb) that follows it.

12. Passive voice transformation

Passive sentences require the use of auxiliary be and past participle verb form. When there is an agent, it is connected with the introductory by. In general, the writers do not use be, fail to use the right be, and/or past participle, as seen in the following example:
- Grammatically incorrect
The data collect from the small portion....
......a language which should be understood by each other
- Corrected version
The data was collected from the small portion....
......a language which should be understood each other

13. Interrogative transformation

Some error cases that belong to this kind are double auxiliary. Others are omission, misuse of auxiliary, or its combination, as can be seen from the following examples:
- Grammatically incorrect
Why do the students' ability in writing are not satisfactorily?
What are the students can accept two manners?
- Corrected version
Why is the students' ability in writing unsatisfactorily?
Can the students accept both of the methods?

14. Interrogative-affirmative transformation

Errors of this kind are not many. In an affirmative sentence, subject precedes the auxiliary. Dependent clauses, as part of the full sentence, follow this rule. Some dependent clauses derive from questions, especially those connected with question words. The problems that have arisen are the failure to move the auxiliary to where it is in the affirmative pattern and the omission of auxiliary when it is required. Here are the examples:

- Grammatically incorrect
...also to understand what is the problem that their children get in study
To know how good the students reading comprehension.
- Corrected version
...also to understand what their children's study problem is.
To know how good the students' reading comprehension is...

15. Relative clause transformation

This error type involves the overuse of nouns that have been replaced by its relative pronouns, substitution of relative pronoun with the unintended one, and omission of relative pronoun when its presence is required. Here are the examples:

- Grammatically incorrect
The students of SMK YPT Purbalingga have got their English lesson which on that lesson to study a lot of vocab.
The problem who....
- Corrected version
The students of SMK YPT Purbalingga have got their English lesson in which a lot of vocab are studied.
The problem which....
Phrase 'that lesson' in the first example refers to 'English lesson', which has been replaced by 'which'. The use of who in "The problem who...." is incorrect as it refers to a thing other than human, which requires pronoun which.

16. Word order

Usually, a word-for-word translation from English to Indonesian and vice versa does not help because the two languages' word order system does not correspond. However, this thing is inflected from the following ill-formed linguistic units:
- Grammatically incorrect
...And one point which can not we forgetted ....more pay attention....
- Corrected version
...and one thing which we cannot forget
...pay more attention....
The subject-auxiliary inversion in the first example is incorrect. In active construction, the subject we should precede the auxiliary can. Whereas in the second example there is a problem of the position of the word more which is, in this case, the modifier of the noun attention.

17. Incomplete sentence (fragment)

Problems that make up this sort of errors are the omission of subject, as shown in the first example, and the omission of predicate as presented in the second.
- Grammatically incorrect
...and as a reason why the writer chooses the topics.
Songs which are used to teach listening.
- Corrected version
...and that is why the writer chooses the topics.
Songs which are used to teach listening...
The first case, having no subject, is basically adverbial clause, while the second, having no predicate, is basically noun clause.

18. Problems with conjunctions

There are two sub-types of error in conjunction: one is related to the addition of conjunction.
- Grammatically incorrect
Although English has been taught since the proclamation of Indonesia, however, it does not...

- Corrected version
Although English has been taught since the proclamation of Indonesia, it does not...

While in the ill-formed sentence above two conjunctions are overused, and the sentence can be improved by omitting one of them, in the case of the following sentence the conjunction that is totally not needed because it does not follow a clause. The construction “According to Baraja” is a phrase.

- Grammatically incorrect
According to Baraja that 'to be' can be...

- Corrected version
According to Baraja ‘to be’ can be......

The other problem in conjunction is the misuse of conjunction. So that is to introduce adverbial clause of effect. The sentence below intends to convey a conclusion, rather than an effect.

- Grammatically incorrect
....so that the sentence is correct is...

- Corrected version
So, the correct sentence is...

1. Special problems with cause and bring about

   Both the word cause and idiomatic verb bring about commonly introduce noun phrase. In the following sentences, these words are followed by full sentences.

   - Grammatically incorrect
   ...so that it cause their comprehension of passage is poor.

   This brings about student’s writing skill is less attention in.....

   - Corrected version
   ....so that it causes their passage comprehension to be poor

   This brings about the less attention to the students’ writing skill.

2. Failure to construct active participles

   - Ing form varies. One function is to replace the longer construction pattern ‘...relative clause + to be + active verb’.
   Another function is to introduce a dependent clause and at the same time leave the conjunction out. The ing in this context can be attached to have, be, or verbs. Active participle construction, as its name suggests, replaces things semantically active.

   - Grammatically incorrect
   past participle tense is used for...

   Realize that English has important role,...

   - Corrected version
   ....past participle tense is used to express activities happening in the.....

   Realizing that English has an important role,

   In the first example, verb form happened is incorrect because it can actually be written in another way that happened which means that took place with an active sense. In the second example, the verb realize introduces the dependent clause that can also be expressed using a conjunction, i.e: Since we realize that English has an important role,

Conclusion

From the discussion above we go to some conclusion that leads to the following statements:

1. The error types identified are 22 in number: 20 types belong to syntactic category and 2 fall into morphological category;

2. Some most common error types identified are: Agreement of subject-verb, Use of preposition, Number, Verb construction, Omission of verb, and Determiners;

3. More than a half (54.54%) of the error types found have not been registered in the error classification scheme adopted. This gives us insights into data variety.

   In regard to the findings of this study, learners of English should be aware of such predominant error types as mentioned above. They have to pay special attention to these problematic parts of the English grammar.
The English teachers should give emphasis on those matters in the grammar teaching. Problem-based grammar activities are likely to secure mastery learning, for less problematic materials are worth less portion of time and energy.

Appendix 1. List of Grammatical Error Types Found

<table>
<thead>
<tr>
<th>No</th>
<th>Type of Error</th>
<th>Number of props that contain each type of error</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Derivatives</td>
<td>10</td>
<td>26.31</td>
</tr>
<tr>
<td>2</td>
<td>Past participle incorrect</td>
<td>7</td>
<td>18.42</td>
</tr>
<tr>
<td>3</td>
<td>Determiners</td>
<td>20</td>
<td>52.63</td>
</tr>
<tr>
<td>4</td>
<td>Nominalization</td>
<td>11</td>
<td>28.94</td>
</tr>
<tr>
<td>5</td>
<td>Use of preposition</td>
<td>23</td>
<td>60.52</td>
</tr>
<tr>
<td>6</td>
<td>Number</td>
<td>22</td>
<td>57.89</td>
</tr>
<tr>
<td>7</td>
<td>Prepositional phrase as subject</td>
<td>6</td>
<td>16.66</td>
</tr>
<tr>
<td>8</td>
<td>Agreement of subject and verb</td>
<td>20</td>
<td>57.89</td>
</tr>
<tr>
<td>9</td>
<td>Verb construction</td>
<td>22</td>
<td>55.26</td>
</tr>
<tr>
<td>10</td>
<td>Omission of verb</td>
<td>21</td>
<td>55.26</td>
</tr>
<tr>
<td>11</td>
<td>Use of simple present tense</td>
<td>7</td>
<td>18.42</td>
</tr>
<tr>
<td>12</td>
<td>Use of pronouns</td>
<td>4</td>
<td>7.89</td>
</tr>
<tr>
<td>13</td>
<td>Passive voice transformation</td>
<td>16</td>
<td>42.10</td>
</tr>
<tr>
<td>14</td>
<td>Interrogative transformation</td>
<td>9</td>
<td>23.68</td>
</tr>
<tr>
<td>15</td>
<td>Interrogative-affirmative transformation</td>
<td>5</td>
<td>13.15</td>
</tr>
<tr>
<td>16</td>
<td>Relative clause transformation</td>
<td>12</td>
<td>31.57</td>
</tr>
<tr>
<td>17</td>
<td>Word order</td>
<td>10</td>
<td>26.31</td>
</tr>
<tr>
<td>18</td>
<td>Incomplete sentence (fragment)</td>
<td>13</td>
<td>34.21</td>
</tr>
<tr>
<td>19</td>
<td>Problems with conjunctions</td>
<td>14</td>
<td>36.44</td>
</tr>
<tr>
<td>20</td>
<td>Special problems with cause, bring about</td>
<td>4</td>
<td>10.52</td>
</tr>
<tr>
<td>21</td>
<td>Failure to construct active participle</td>
<td>3</td>
<td>7.89</td>
</tr>
</tbody>
</table>

Appendix 2. LCT Based-Organization of the Errors

<table>
<thead>
<tr>
<th>Linguistic Category and Error Type</th>
<th>Example of Learner Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Morphology</td>
<td></td>
</tr>
<tr>
<td>1. Derivatives</td>
<td></td>
</tr>
<tr>
<td>• Determiners</td>
<td>a. Agreement of subject and verb</td>
</tr>
<tr>
<td>• Linguistic Category and Error Type: Replacement of noun for adjective correlation</td>
<td>b. Nominalization</td>
</tr>
<tr>
<td>• Replacement of adjective for noun</td>
<td>c. Omission of verb</td>
</tr>
<tr>
<td>• Example of Learner Error:</td>
<td>• Example of Learner Error:</td>
</tr>
<tr>
<td>There will be no significance</td>
<td>• Example of Learner Error:</td>
</tr>
<tr>
<td>The first foreign language which is taught in Indonesian is English</td>
<td>• Example of Learner Error:</td>
</tr>
<tr>
<td>……people who particular work at ….</td>
<td>• Example of Learner Error:</td>
</tr>
</tbody>
</table>

2. Past participle incorrect

• Linguistic Category and Error Type: Omission of ed
• Example of Learner Error: From the definition mentions above…..
• Having know about grammar,…

B. Syntax

1. Noun Phrase

2. Verb Phrase

a. Agreement of subject and verb
b. Nominalization
• Example of Learner Error: …the learners' ability to communicative in a language
  …a teacher must distinguished…
  …to know the students who often watching movies
c. Omission of verb
• Linguistic Category and Error Type:
Omission of to be
  a. Example of Learner Error:
  c. The advantages that it can be used...
  d. Use of simple present tense

Linguistic Category and Error Type:
  b. Replacement of simple past tense for simple present
  Example of Learner Error:
The English constituted the international language

3. Transformations
   a. Passive voice transformation
   b. Interrogative transformation
       Example of Learner Error:
       Why do the students's ability in writing are not satisfactory?
   c. Interrogative-affirmative transformation

   d. Relative clause transformation

Word order
   b. Linguistic Category and Error Type:
   c. Adjective placed before verb
   d. Example of Learner Error:

Affirmative or c. factorily?

Example of Learner Error:
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References