

## ERROR ANALYSIS ON STUDENTS' ORAL EXAMINATION: A CASE STUDY AT AN ENGLISH COLLEGE IN YOGYAKARTA

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### Abstract

Mistakes are common things in learning a language. Students make mistakes when learning because of some processes such as interlingual transfer in which learners' L1 influences the process of L2 learning; interlingual transfer where learners sometimes make overgeneralization of a language rule; and the context of learning where sometimes students get false concept since they do not use the real context of communication. This study was taken at a college in Yogyakarta, Indonesia. It tries to answer two questions; (1) What kind of errors the students make during their final oral examination, and (2) What the sources of the errors that the students make are. By classifying and analyzing the errors, and employing the theory by Taylor (1975 as quoted by Brown, 2007) and Dulay et al. (1992), it is found that the errors are dominated by omission and addition. Those errors are caused by the negative interlingual and intralingual transfers which lead to false concept the students grab during their learning process.

Keywords: mistake, error, interlingual transfer, intralingual transfer

### 1. Background

Learning a language is a process which needs efforts. In a learning process, a learner might make some mistakes. Some experts say that making mistakes is normal and common in language learning. Just like a child who learns by trials and errors, so do the second language learners. Starting from an infant, a child learns many things. He just imitates what other people say. Trials and errors are common in his steps of life (Brown, 2007; Li and Ren, 2023)

Learning L2 (second language) also needs steps. Trial and error are also common in L2 acquisition. Even in many cases, L1 (first language) dominates the L2 acquisition. Learners use the target language vocabulary but some of the language components, such as structure and pronunciation, are taken from the L1. This influence sometimes does not manipulate the message. People still can understand what other people talk to them. Incorrect grammar and pronunciation, as long as the message is still understandable, is tolerable especially in the frame of English as a lingua franca (Seidlhofer, 2001; Jenkins, 2005).

However, English students, who are taking English as their major study, are supposed not to tolerate such an incorrect grammar or pronunciation since they are going to be the model of language users especially when they are working as teachers. Students of English are supposed to be the learning models of English learners. Therefore, they should minimize even eliminate their mistakes in their English. Moreover, the students who are investigated are those who have their oral examination or also known as oral defense. Oral defense, or thesis defense, is the last exam

that the students have before they are announced graduating from the university. Therefore, students who have their oral defense are supposed to have finished their study in the university.

And of course, they are supposed to master English and to not have some grammatical mistakes. However, since there are some problems in students' learning language process, like the use of their mother tongue, the mistakes still happen. When the mistakes happen again and again and students do not realize it, this mistake is considered fossilized. (Selinker, 1972).

There are some researches conducted on this topic (Nartiningrum et.al, 2021; Wulandari, 2021; Surjowati, 2023; Yulianza et.al, 2024). They are focusing on students' writing. However, this study focuses on students' performance especially in their speaking.

The students discussed are students of a school of foreign languages in Yogyakarta who face their oral defense. They have at least studied in English department for eight semesters and have already finished their theories and practices in English. The data were taken during the odd semester of 2023/2024. There are more than eight students who faced the oral defense. However, this study does not randomly take five students as the subject of the research. It selects the students based on their performances in class and in the exam. This study tries to find the answer to these questions: "What kind of errors do the students make during their final oral examination?" and "What are the sources of the errors that the students make? The study is a descriptive research in which the study tries to describe and explain the errors that the students made during the oral examination. Moreover, it also tries to find the sources of errors that the students made during the examination.

## Literature Review

### Mistakes and Errors

People many times cannot distinguish between errors and mistakes. Julian Edge (1989) mentions three kinds of mistakes. They are "slips, errors and attempts" (9). It is a slip when the students or language learners can correct by themselves if they are given time to correct, or if the teacher points out the mistakes (Edge, 1989:9). The following sentences are considered slips when they can be corrected by the students when their teacher points out the mistakes.

- a. I am go to school.
- b. She left me and now she live with her granddaddy.

Edge believes that the students can correct by themselves if they are given time to focus on the mistakes. This is what Edge calls slip.

The second is errors. Edge emphasizes that errors are mistakes which the students cannot correct by themselves even if the teacher points out the mistakes (1989: 9). This mistake can be different from students, meaning that one student can have different mistake from another one. Or, a class can have different mistake from another class. The examples below show how the error occurs in a class.

- a. She reads a book that written by Meyer.
- b. I bought a book that our teacher asked us to read it.

Those two examples are simple mistakes but students find it difficult to see. Even if the teacher points out the mistake, it is still difficult to catch. If students cannot self-correct the mistakes “but the teacher thinks that the students are familiar with the correct one”, this mistake is called an error. (1989:10)

The third type of mistake proposed by Edge is attempts. When students are not familiar with English and start to learn, they will try to talk in English. In their effort to try, they sometimes make mistakes and this is what is called an attempt. Students do not really know how to express it in English. Or, they do not know how to structure it correctly. The examples below will clarify the attempt.

- a. She a student and everyday she go to school.
- b. She went to Bandung and buy a cloth.

When the students are new learners, meaning that they are not familiar with English and just began their learning, mistakes above can be said attempts. Students do not know how to form it in a grammatical correct sentence. However, mistakes above can also be said error when the students have learned English and know the correct form but they cannot self-correct the mistake. (1989: 10)

When Edge proposes that errors are a part of mistakes, Brown explicitly states that mistakes and errors are “different phenomena” (2007: 217). According to Brown, mistakes are a “performance error” in which learners fail “to utilize a known system correctly” (2007: 217). Since it is an “error” in a performance, the learners can normally correct by themselves.

Errors, on the contrary, are clearly different from mistakes. It reflects the “competence of the learner” (2007: 217). It is not “self corrected.” However, it still leaves a question on how to distinguish between a mistake and an error. Sentence “John cans sing” can reflect both an error and a mistake. When the learner can directly self-correct it, it is called a mistake. It is still doubtful. Brown, then, tells more that if it only occurs at the time being while in the other time the learner says “John can sing”, it is not an error but a mistake. But, if it occurs repeatedly and is applied to all modals, such as “John wills go” or “John mays come”, it can be called an error. Different persons experience different error. (218)

In addition, Ellis (2002) says the same. Errors are not experienced the same for some people. For L2 learners, errors are generally “unwanted forms”, for children as “transitional forms” and for adult native speakers “slips of the tongue” (47)

Errors can be observed, analyzed, and classified to uncover the knowledge that the learner comprehends. The study of error is called error analysis.

## Error Analysis

According to Corder (1981) cited by Rod Ellis (2002), there are 5 steps to analyze errors as follows. (51-52)

1. A corpus of language is selected.

This step is the preparation for the analysis. In this step, the sample must be prepared; "the size of the sample, the medium to be sampled" and the "homogeneity of the sample" (52). The preparation must also consider the learners; the age of the learners, their background and their language development.

2. The errors in the corpus are identified.

In the previous publication, Corder in Brown provides a model for identifying "erroneous or idiosyncratic utterances in second language" (2007: 220). There are two major distinctions of the idiosyncrasies. They are "overt and covert errors" (2007: 220). Overt errors are "ungrammatical at the sentence level" while covert errors are "grammatically well formed at the sentence level" but when they are not interpretable in the context of the situation. He gives an example *I'm fine, thank you*. The sentence is absolutely grammatically correct in the level of the utterance. But, as a response to question *What's your name*, it clearly is an error. The straightforward terms for those errors are errors in the "sentence level" and in the "discourse level" (2007: 220)

3. The errors are classified

The classification of errors involves the assigning of the grammatical description of the errors. As stated by Lennon (1991) cited by Brown (2007), the classifications of the errors are already determined (222-223).

- a. The most generalized breakdown can be made by identifying errors of addition, omission, substitution, and ordering. Double verbs as *I am go*, double articles in *the my beloved friend* are considered an addition while sentence *She go to the movie* is considered as omission since it lacks of suffix *-es*. The substitution of a noun by a pronoun and the disorder of a sentence are already generalized.
- b. In each category, levels of language can be determined, whether they are phonology, syntax or phonetic. Sometimes it is difficult to distinguish the level when it comes to the mispronunciation.
- c. Errors might also be viewed as either "global or local" errors as stated by Burt and Kiparsky (1972) as cited by Brown (2007). Global errors lead to misunderstanding. They prevent the hearer to get the message completely because of some violation. Sentence "Well, it's a great hurry around" is difficult even impossible to interpret in any context (223). On the other hand, local errors do not prevent the hearer to get the message since only some violation occurs in the utterance. One of these errors is the misplaced article, *a trousers* for example. The hearer can still guess the message.

d. Lennon, in Brown, finally suggests that “domain” and “extent” of the errors should be considered in the error analysis. The *domain* is the “rank of linguistic unit” as the context order to make the errors apparent while the *extent* is the “rank of linguistic unit” that can be deleted, substituted or reordered. In the example *a trousers* above, the domain is the phrase (noun phrase) while the extent is the indefinite article (should be omitted or substituted by *the*)

4. The errors are explained

This step requires an attempt to reveal the source of the errors; to find the psycholinguistic cause of the errors. This step also explains which part of the language acquisition process plays the role of error making.

5. The errors are evaluated.

Errors, in pedagogical aspect, should be evaluated. After the source of the errors is found, there should be a plan and a decision to reduce the errors. The execution should take in the language teaching process. However, if the error analysis is only for the sake of an SLA analysis, evaluation and the execution do not need to accomplish.

### Sources of Errors

Errors occur in accordance with the learners acquiring the language especially the second language. Therefore, the errors, or some expert still consider them mistakes, are formed normally in the learners’ process of their second language acquisition. Larry Selinker (1972) says that there are five “processes central to second language learning” (215). They are “language transfer, transfer-of-training, strategies of second-language learning, strategies of second-language communication, and overgeneralization of TL (Target Language or L2) linguistic material” (215). Errors might occur during the process of the language acquisition.

Edge (1989) proposes four causes of ‘mistakes’. The first cause of mistakes is the influence of the learner’s first language. (7) It can be seen clearly from the pronunciation of the learners. Learners from some tribes in Indonesia have some difficulties in pronouncing the word starting with [f] or [v]. They tend to pronounce those two sounds with [p] or [b] respectively. So, instead of saying *I have a book*, they say *I hab a book*. The mistakes can also be seen from the structure of the sentence. Sometimes learners make a sentence with the English words but in their first language’s structure. The second cause of mistakes proposed by Edge is the learner’s misunderstanding. Learners think that they know the rule of a language system while actually they do not. This is clearly seen on their generalized rule of a language system. For example, in English, most of the past verbs are added by suffix –ed. The learners then form all past form verbs by adding the suffix –ed. Therefore, sentence *She growed in a farm* is considered correct. (8). The third cause is that the learners know that what they produce is incorrect but they think that this is

the only way to get their message delivered. This is an intelligent aspect of people in communication in which they try to get their message delivered successfully. (8) The last cause of mistakes proposed by Edge is that learners or people are in a hurry, or tired, or thinking something else. This can lead to slip of the tongue. (8) From all the causes proposed by Edge, only the first two causes are the reasonable causes of the errors. The other two are the causes of the mistakes, not errors.

Brown (2007), mentions four sources of errors. They are interlingual transfer, intralingual transfer, context of learning, and communication strategies. (223-227) Interlingual transfer is the first source of error. This is the most clearly seen source of errors. In this stage, interlingual transfer, learners learn their second language by transferring some components of their native language into the second language. This leads to an interference of the native language or mother tongue. L2 learners sometimes say "the book of Jack" instead of "Jack's book" or "bitch" for "beach".

The second major source of errors is the intralingual transfer, within the second language itself. This stage is characterized by the overgeneralization, the negative intralingual transfer. This source can lead to some different types. Richards quoted by Brown (2007) mentions nine types of errors plus 5 types of errors related to the use of articles (225-226).

The third major source of errors is the context of learning. Context here refers to the classroom situation where the L2 learners learn their second language. The classroom explanation can lead to what Richards calls "false concepts" because of the wrong explanation of the teacher or the book does not give any context for the language learned. Sometimes it is because of the patterns that "rotely memorized in drill" but are misunderstood when is produced. Such of the errors are the words whether *point out* or *point at* to use. An untutored language acquisition can also lead to be a source of errors.

The last major source of errors proposed by Brown is communication strategies. These are defined by the learning styles. In communication, learners try to enhance getting their message across but sometimes these techniques can become a source of errors. They do not know how to put or use the utterances appropriately. Sentence "I want to talk to you" is a good sentence but it is not appropriate when the student uses the sentence to talk to his/her teacher.

### Types of Errors

Taylor, quoted by Brown (2007) mentions nine types of learners' errors (226). They are:

1. Past-tense form of verb following a modal
2. Present-tense –s on a verb following a modal
3. –ing form on a verb following a modal
4. *Are* (for *be*) following *will* (modals)
5. Past-tense form of verb following *do*

6. Present-tense –s on a verb following *do*
7. –ing on a verb following *do*
8. Past-tense form of a verb following *be* (inserted to replace a modal or *do*)
9. Present-tense –s on a verb following *be* (inserted to replace a modal or *do*)

Dulay, Burt, and Krashen (1992), and cited by Ellis (2002) propose a surface strategy taxonomy of errors as seen in the diagram below. (56)

Table 1  
Surface Strategy Taxonomy of Errors

Category	Description	Example
Omission	The absence of an item that must appear in a well-formed utterance.	She sleeping.
Additions	The presence of an item that must not appear in well-formed utterances.	We didn't went there.
Misinformations	The use of the wrong form of the morpheme or structure.	The dog ated the chicken.
Misorderings	The incorrect placement of a morpheme or group of morphemes in an utterance.	What daddy is doing?

Ellis emphasizes that the diagram above does not clarify the errors clearly. He, then, quotes from Clarke's classifications of errors. Clarke distinguishes three types of errors based on their systematicity. They are mentioned below. (2002: 56).

- a. Presystematic errors occur when the learners are not aware of the existence of the rule in the target language. In this type of errors, the learners cannot explain, even recognize, why a particular form is chosen.
- b. Systematic errors occur when the learners have discovered the rule but it is the wrong rule. Here, the learners cannot correct the errors but they can explain the mistaken rule used.
- c. Postsystematic errors occur when the learners know the correct target language but they use it inconsistently. It is it when they can explain the rule and how to use it normally. This type of errors refers to mistake, not errors, as explained above.

This study tries to define the errors by using the types of errors as explained above. It also tries to find the sources of errors.

## METHODOLOGY

### Subjects of Research

The subjects of the research were 5 undergraduate students of STBA LIA majoring in linguistics who took their final oral examination for graduation. The respondents were not chosen randomly.

They were selected by their performance during their study. In short, those students were top students among those who took their final oral examination.

## RESEARCH PROCEDURE

### Data Gathering

The data were taken from 5 students who took their final oral examination. During the test, the researcher took note on the students' mistakes or errors. Every student was observed deeply. Since the researcher was one of the examiners, he could ask the students to clarify the mistakes or errors by asking some other questions to make sure that the students repeat or did not repeat the mistakes.

### Data Processing

The data of the errors, then, were classified into some types of errors. Sometimes they seemed error but actually they were only mistakes. For one student, the form could be an error but for others it was only a mistake since they could correct it by themselves. The data were then analyzed to find the sources of the errors. By finding the sources, it was expected that the next learning would be better conducted and the future students can realize such mistakes.

## DISCUSSION

The classification of the data below does not express the frequency of the errors. The findings are supposed to follow the classification made by Taylor (1975) and quoted by Brown (2007). However, some errors do not match Taylor's classification. Even they look enrich or add other categories of errors made by Taylor.

### Be before verb

Dulay et al. (1982) classify this error as addition in which there is an addition of *to be* before the main verb. However, the addition of the *to be* makes the sentence grammatically incorrect.

This error frequently happens. Three of five students made this kind of error. The others can correct it unconsciously. It means that they can use the correct form in the other time when the examiners asked them to tell the different topic. Some of the errors are as follows.

- a. The first meeting is talk about animal. (R # 2)
- b. It is refer to a particular area. (R# 3)
- c. It is still send the message to the reader. (R#5)

This form is frequently made be the first respondent. She, many times, repeated the incorrect form. Other respondents, respondent 3 and respondent 5, only made this error when there is an adverb after the *to be*. So, when the subject is followed by *to be*, it can be concluded that those

respondents will make the error. This kind of addition happens because of some reasons. The respondents, especially respondents 3 and 5, are not aware of the particular form they use.

This kind of error seemed to be caused by the interlingual and intralingual transfers. In the interlingual transfer, the respondents seem to use their native language in the process of learning. When they first learn English, the most frequently used sentence for the example is *I am a student* which in Bahasa Indonesia is *Saya seorang pelajar*. Another popular example is *It is a book* which is translated into *Ini sebuah buku*. It is also emphasized by the drill which uses the following model.

Q : Is it a book?

A : Yes, it is. It is a book. (Or) it's a book.

The model is written deeply in the students' mind that the word *it*, when used as the subject, is followed by the word *is*. Since Bahasa Indonesia does not generally use the auxiliary verb or *copula*, the drill makes its own meaning. The students, then, have their own false concept. The books that they used when they learned English in their previous time did not give them time to practice the conversation in their real contextual life.

The practice that they had even reinforced the model that they learned in the class. It is deeply rooted in their mind that the word *it* is followed by *is* and the combination is unconsciously internalized by the students.

The advanced error of this type will be like the following examples.

- a. I use the picture. It is help me explain to the students. (R#2)
- b. It is can effect student's score. (R#2)
- c. The students will be more understand when I use the picture. (R#2)

Since she automatically uses *it* followed by *is*, she then makes the rest a normal part of the sentence. In her mind, sentence *It is can effect student's score* is considered correct since *it is* is unconsciously considered as the subject. It also happens to sentence (b) in which she still applies her incorrect consideration but lack of the *-s* in the verb. This verb is not added by *-s* since there might be a mixed thought in her consideration that *is* is considered as present. So, since *is* represents the present tense, the sentence does not need *-s* in the verb. It, then, leads to an overgeneralization where the subject *it* is changed into *the student*. In this case, the student directly used *will* because the sentence does not begin with *it*. She used modal and the modal *is*, then, followed by a *to be*.

### **3<sup>rd</sup> person singular without *-s***

This error is classified into omission where the verb lacks of *s* which signifies that it is the verb for third person singular. Taylor said that this kind of error is happening related to the addition of *-s* in the third person. It is surprising that this is the most frequent error because 4 of 5 respondents made this kind of error. Some examples of the error are as follows.

- a. The 2<sup>nd</sup> speaker warn or want to reject 1<sup>st</sup> speaker opinion. (R#1)
- b. The book provide 10 vocabularies. (R#2)
- c. It determine the suitability of the text. (R#3)
- d. Larson say that translation is rendering the meaning. (R#5)

This omission error occurs many times during those 4 respondents' presentation and this error, normally, does not influence the message that the speaker wants to deliver. In daily conversation, where grammar does not influence the message, any grammatical mistakes are tolerable. The message can still be delivered and understood.

This error, therefore, does not get much attention. However, since the respondents are English students who should use the 'standard' English, they have to be able to use the grammatically correct English.

Based on the data that the researcher got, R#1 made this error many times. She could not correct it by herself when the sentence was not pointed out. However, she could recognize it an error when the researcher pointed out the incorrect grammar. In her daily conversation, she repeated the incorrect grammar many times. The same condition also happens to the other respondents. They could recognize the error when it was pointed out, but when the focus was the whole sentence, they found it difficult to recognize the error.

This systematic error might happen because of the interlingual transfer in which the learning process is still influenced by the mother tongue. The transfer process is followed by the intralingual transfer. The students seem to learn English by translating the Indonesian words into English. In Bahasa Indonesia, there is no tense for an utterance. The tense is recognized from the adverbial time that the utterance use.

They also lack of exposure in which the examples of the good grammar are dominated by the first and second persons singular and plural. The third person plural also uses the same form as the first and second persons plural. On the other hand, the third person singular is rarely exposed. If it is, the exposure must be less than the other *persons*. This process might lead to the error.

### **Indefinite for definite**

This omission error was made by two respondents. Nevertheless, those two students could recognize it as an incorrect form but they still made the error in the oral examination – even many times. The examples of the error are as follows.

- a. When I classifying the data, I used the meaning based translation theory. (R#1)
- b. This research using classroom action research. (R#2)

Both of the examples above might be caused by the intralingual transfer, where the learners might get a false concept. They both look the same but actually there is a difference between two examples above.

Sentence (a) shows the overgeneralization of the rule. Conjunction *when* and *while* can be followed by an *-ing* verb to show an active condition with the condition that the subject of the main clause and the subordinate clause is the same. Teacher in class might teach the subordinate clause but the students might misunderstand it. The students then add the subject on the subordinate clause while actually the subject on the subordinate clause is not needed. Even it will be incorrect when the subject of the subordinate is showed. Therefore, the correct sentence that the teacher teaches is *When classifying the data, I used the meaning based translation theory.*

The second example, sentence (b), shows the condition which is almost the same as in sentence (a). Sentence (b) reflects the false concept that the students grab. There might be 2 possibilities for this error. The first is the omission of *be* to make *This research is using classroom action research.* In this possibility, the student misses the *be*. However, this explanation does not fit the error.

The second explanation refers to the false concept that the student gets concerning the subordinate clause. In the subordinate clause, the conjunction can be omitted and replaced by *-ing* form to show an active voice and *-ed* to show a passive. This pattern is rarely used in students' daily conversation. Therefore, the context of this pattern is not completely grabbed by the students. So, sentence look *This research using classroom action research* is actually a phrase which is a shortened form of *this research that uses classroom action research.* This possibility might happen since in this occasion the student was having their oral examination where the student could get some distraction. She might be thinking of something else that she forgot to think of her structure.

### **Wh clause form**

For some students, this form makes them difficult. When it happens in a question, they will find it fine. However, when it is in the form of reported speech or in affirmative sentence using the *wh*, the mistake/error happens. The misordering error occurs as seen in the following examples.

- a. And then I analyse whether is it correct or not. (R#3)
- b. The readers need to imagine how is the home, how is the character. (R#5)

This kind of misordering error might happen in the intralingual transfer. The students are exposed of using the *wh question* form such as *How is the character?* or of using the interrogative sentence such as *Is the sentence (it) correct?* This exposure might lead the students to use it still in other sentence.

This might be the overgeneralization of the interrogative and *wh question* in the sentence. Therefore, all sentences using the *wh* form will be treated as the examples above. During the

speaking practice, students are driven to be brave to speak and this incorrect grammar is considered 'little' mistake which is not focused intensively. Consequently, students might get a false concept that this incorrect grammar is acceptable, even correct. Further, this error is deeply rooted and fossilized in students' mind.

Based on the findings, most students made omission and addition errors. The errors were caused by intralingual and interlingual transfers in which their mother tongue or L1 still influenced their process of learning L2.

## CONCLUSION

Based on the data and discussion above, it can be concluded that the interlingual and intralingual transfers play a very important role in students' L2 acquisition. When the transfer does not occur completely and correctly, it will lead to some negative intralingual transfer which might lead to a false concept. However, as long as people understand the meaning of the utterance, the communication will still be successful. Same as what Krashen (1981) says L1 may help learners learn L2 but the next part, to be adjusted to L2, must be done to have a successful communication.

Most respondents experience postsystematic error. They can correct their mistake and explain why such an error happens. However, they still repeat the mistake unconsciously. When it happens, it is difficult to determine whether they make an error or mistake. It is like consistently happening when they produce their speech. They are not aware when they make the error, but then they can realize when there is a question related to the error delivered to them. To know whether it is just a mistake or error, there should be another research related to the error in the form of written in which the respondents are required to write their ideas.

Ironically, this concept happens to the English students who will be the role model of an English speaker when they become teachers. To minimize the false concept, students should be treated completely and correctly during their interlingual and intralingual transfer. Being compromise during the process will never benefit the students. This, consequently, will affect other persons to imitate the model, the teacher, who is the now student.

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Appendix 1: Respondent 1

Structure:

1. Problems that discussed are....
2. To analyse the problem, the writer use pragmatics.
3. The writer using sociolinguistics and pragmatics theory.
4. Transitional onset happen when....
5. Progressional onset happen....
6. The writer choose the topic carefully.
7. The theory that Hymes explore is SPEAKING.
8. The movie cannot be recapture.
9. To collecting the data, the writer use the theory of communicative events.
10. On the 3rd categories, the writer find 3 overlap.
11. Actually, the conversation happen in the kitchen.
12. The writer get 2 conclusion.
13. The writer find 9 overlap.
14. The 2nd speaker force the 1st speaker opinion.
15. The 2nd speaker warn or want to reject 1st speaker opinion.
16. Problem formulation always happen in daily life.
17. When I classifying the data....
18. To arranging the data, the writer use the theory.
19. I always consul my advisor.
20. In this conversation, happen onset category.
21. She give the explanation.
22. How the overlap occur....
23. From object that i analyses, Miss.
24. Because there are many aspect...
25. There are many conversation among them.
26. In sociolinguistics, there are many aspect such as style and genre.
27. When there is brother and sister, they have different topic.
28. This is to make clearly overlap.

Appendix 2: Respondent 2

Structure:

1. There are many ways to teaching vocab
2. This research using class room action research.
3. The material were designed by the researcher.
4. There are 2 type of crossword puzzle.
5. Pretest and post test is consisted of 3 topics.

6. There are 2 topic.
7. The 1st meeting is talk about animals.
8. The 2nd meeting is talk about sports.
9. The 3rd meeting is talk about jobs.
10. The field note is consist of field note in the first meeting.
11. Reflection very important in CAR.
12. The students consider I as a guest.
13. The lesson plan is designed by the English teacher and I.
14. It will be focuses in Chapter 4.
15. ... and it improve into 20 and is improve into 35.
16. The score has improve.
17. ... and it is improve into 65.
18. ... it is little decrease.
19. It is can effect student score.
20. Picture that I has used in teaching students.
21. The book provide 10 vocabularies.
22. I use the picture. It is help me explain to the students.
23. The students will be more understand when I use the picture.
24. In the puzzle, the student is fill the boxes, it's a wrong answer.
25. They could wrote the vocab. The students can spelling word easy.
26. The students will be more focuses on the quiz.
27. When it is finish, I make groups of students.
28. It is can help the students write correctly.
29. They good in studying English.
30. They very slow in studying English.
31. I focuses on the low students.
32. I gave their question and only femaly students answer my question.

### Appendix 3: Respondent 3

#### Structure:

1. EA is concerns with the analysis.
2. The data classified into 3 types.
3. The last is result and discussion of my research
4. There are 336 error.
5. Not all of the verb is added by –ed.
6. And then I analyse whether is it correct or not.
7. Do you mean why it combined with –in?

8. It is refer to particular area.
9. The students does not know what is the correct sentence.
10. There is no errors caused by intralingual errors.

Appendix 4: Respondent 4

Structure:

1. That are the approximate levels.
2. It determine the suitability of the text.
3. The total reading, it has no reading text.

Appendix 5: Respondent 5

Structure:

1. The writer tries to find the data. After that, the writer wrote the data.
2. Larson say that translation is rendering the meaning.
3. the writer also analyze the data and compare it to the original.
4. ... if 'hampa' used as the translation.
5. There's no explanation which is long or short hair.
6. The readers need to imagine how is the home, how is the character.
7. It is include the descriptive adjective.
8. ... that's why the writer use the Oxford Dictionary.
9. So, it has still show the meaning.
10. It is not refer to the meaning.
11. It's still send message to the reader.