

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of two selections the findings of the research and discussion of the finding. The researcher analyzed the data consisting of the result of the text and interview.

4.1 Findings

In this section, the researcher shows the final result of identifying students' morphological errors in writing narrative composition at the fifth semester of English education program of IAIN Parepare in the academic year of 2019/2020. Total sample were 30 Participants. The researcher used students' writing test to collect the data in order to find out the student errors kinds. The researcher found and identified the errors made by students, and the researcher classified the errors that have been identified. Afterwards, the researcher interviewed to explain errors made by the students.

4.1.1 The Types of Morphological Errors

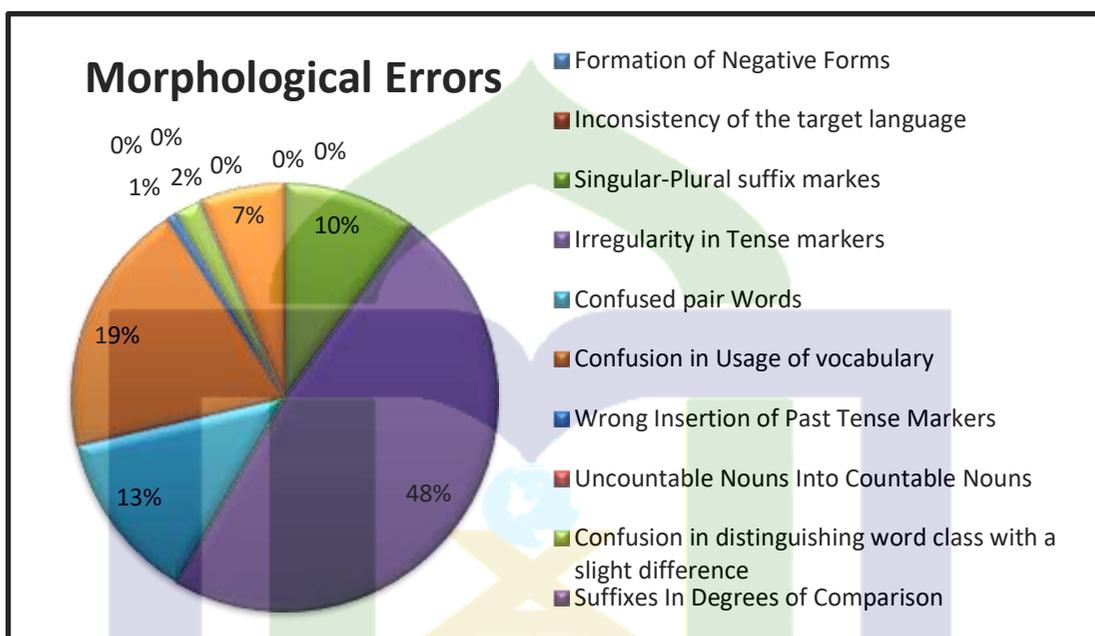
This part presents the morphological errors did by 30 students the research respondents. To find out the types of errors and how many errors on the components, the researcher documented the students' writing. After that, the percentage of each category of errors in their writings was counted. And also the sources of errors were counted. The last step was counting the percentage of each type of error and its sources. The data from the students' writing are presented below:

Table 4.1 The Classification of Errors Committed by Each Student

No	Initial Name of the Students	Total Words	Morphological Errors											Total Errors	
			Formation of Negative Forms	Inconsistency of the target language	Irregularity in Plural	Irregularity in Tense markers	Wrong Usage of Confused pair words	Confusion in Usage of vocabulary	Wrong Insertion of Past Tense Markers	Uncountable Nouns Into Countable Nouns	Confusion distinguish word class with a slight difference	Suffixes In Degrees of Comparison	suffix by adding ‘-ly’		Compound words
1	FMA	425	0	0	2	17	0	0	0	2	0	0	0	0	21
2	DB	220	0	0	0	3	2	0	1	0	0	0	0	2	8
3	NS	210	0	0	4	8	1	1	0	0	0	0	0	0	14
4	IF	146	0	0	0	2	0	0	0	0	0	0	0	0	2
5	NDP	218	0	0	0	2	0	0	0	0	0	0	0	2	4
6	APW	104	0	0	0	0	4	1	1	0	0	0	0	1	7
7	JW	208	0	0	2	3	0	0	0	0	0	0	0	0	5
8	AT	105	0	0	0	3	1	1	0	0	0	0	0	1	6
9	MF	208	0	0	0	2	2	0	0	0	0	0	0	0	4
10	JR	315	0	0	0	0	0	4	0	0	1	0	0	6	11
11	FM	131	0	0	1	5	2	1	0	0	0	0	0	0	9
12	MY	220	0	0	1	0	0	6	0	0	0	0	0	0	6
13	RFM	225	0	0	0	0	0	3	0	0	1	0	0	0	4
14	MN	226	0	0	0	1	0	1	0	0	0	0	0	0	2
15	WH	95	0	0	0	1	0	1	0	0	0	0	0	0	2
16	AA	235	0	0	5	8	0	1	0	0	1	0	0	0	15

17	PW	115	0	0	0	6	0	0	0	0	0	0	0	0	6
18	RR	186	0	0	0	6	1	0	0	0	0	0	0	1	8
19	RR	202	0	0	2	6	6	0	0	0	0	0	0	0	14
20	RR	195	0	0	0	6	1	2	0	0	0	0	0	0	9
21	RAS	172	0	0	0	6	1	1	0	0	0	0	0	0	8
22	JR	158	0	0	0	6	1	1	0	0	0	0	0	0	8
23	AR	238	0	0	4	2	2	0	0	0	1	0	0	1	10
24	SRA	267	0	0	0	9	2	3	0	0	0	0	0	0	14
25	NFH	163	0	0	0	6	1	4	0	0	0	0	0	1	12
26	NPG	251	0	0	0	4	2	3	0	0	0	0	0	0	9
27	AW	111	0	0	0	4	3	0	0	0	0	0	0	1	9
28	SN	217	0	0	0	2	0	6	0	0	0	0	0	0	8
29	EN	338	0	0	1	1	0	6	0	0	1	0	0	0	9
30	AA	214	0	0	1	1	0	3	0	0	0	0	0	0	4
Total			0	0	25	120	32	48	2	0	5	0	0	16	248
Percentage of Error			0%	0%	10.08%	48.39%	12.90%	19.35%	0.81%	0%	2.02%	0%	0%	6.45%	100%

The percentages of the recapitulation of students' morphological errors are converted into a pie chart. The pie chart covers the highest until the lowest rank as follows.



The Figure 1. Types of Morphological Errors

The pie chart shows the types of errors produced by students. The pie chart demonstrates the result of the errors from the highest number than to the lowest number.

4.1.1.1 Irregularity in Tense markers

The students made an error in Irregularity in Tense markers, in which the error is 120 or 48.39%. The students failed to identify the correct pattern of past tense. The verb in the past tense should be in the simple past form (V2), but in these cases, they used verb in the form of simple present (V1). An example sentence of it “The first time I entered Elementary school 1 st grade I *feel* very strange.” It should be “The first time I entered Elementary school at 1st grade I *felt* very strange.” (See Appendices table 6.1, n.1). She should change verb (1) feel become the verb (2) felt.

The other example of it (2) "Yesterday friends and I go to mountain climbing only carry such simple tools." it should be "Yesterday, my friends and I went climbing a mountain only carried such simple tools." (See Appendices table 6.1, n.11). He should change verb (1) go become the verb (2) went and the verb (1) carry become verb (2) carried. The researcher assumes that the error caused by interlingual transfer because the Indonesian language has different grammatical rules from English.

4.1.1.2 Confusion in Usage of vocabulary

Students usually encounter some difficulties when they write a composition. One of the problems is lack of vocabulary. It makes the students unable to choose an appropriate word for their sentences. Consequently, they make errors in word choice. The students Confusion in Usage of vocabulary, in which the error is 47 or 18.95%. The example sentence of it is "I felt sad because I had many experience with my aunt." The meaning of experience is "the knowledge and skill that you have gained through doing something for a period of time; the process of gaining this. So that the word experience, it is not in accordance with the sentence".¹ The sentence should be: "I felt sad because I had many memories with my aunt." (See table 4.1, n.10). The meaning of memory/memories (plural) is what is remembered about somebody after they have died. The other example of it is: "My mother is a strong woman. She always fight her children" it should be: "My mother is a strong woman. She always inspires her children." (See table 4.1, n.13). It may occur when the students didn't know the appropriate word to compose in the paragraph because they translated the Indonesian language into English directly and it becomes error.

¹Oxford University Press, 2020 (<https://www.oxfordlearnersdictionaries.com>). Accessed 14 February 2020

4.1.1.3 Wrong Usage of Confused pair words

Wrong Usage of Confused pair words has 32 errors or 12.90%. The students often commit errors while they use words that are similar in appearance in spelling in a sentence. This leads to misinterpretation in an understanding of a listener. English is a language which has different in spoken and written, when the student listen or talk in English they don't think of the spelling but when they have to write a paragraph they approximate the spelling and unfortunately their strategy to approximate sometimes can be an error. The example sentence of it is: "After Eid al-Fitr, precisely at 8.30 in the morning, my family and me too a vocation to lowita beach." it should be: "After Eid al-Fitr, precisely at 8.30 in the morning, my family and I took a vacation to Lowita beach." (See table 4.1, n.19).

4.1.1.4 Irregularity in Plural

The students made an error 24 or 9.68% Irregularity in Plural. It is caused by intralingual transfer which in Indonesian language is not available singular-plural noun. In Indonesian, when the noun is plural, it is indicated by the amount of the noun, whereas in English they should add -s or -es after the noun to show the pluralization. The example, I have 1 story *book* (Singular) I have 2 story *books*(plural)The singular form is understandable. The plural form has its own peculiarities. The first rule of the plural is the simplest one, just add the suffix -s to the noun. For example, pen – pens, book -books. Or add the suffix -es if the word ends with -ss, -x, -ch, -sh: dress – dresses, fox – foxes, dish – dishes. One more simple rule: If the word ends with -y add the -es suffix, change the y to i: cherry – cherries, If there is a vowel before the letter y (ey, ay, oy), simply add -s without changing anything else: monkey – monkeys, toy – toys, day – days.

The example of the error type is “Five year ago, my parents and me went to my aunt’s house.” it should be: "Five years ago, my parents and I went to my aunt's house" (See table 4.1, n.4).

4.1.1.5 Compound words

The students made an error in Compound words, in which the error is 16 or 6.45%. The researcher assumes that intralingual transfer is the source of Compound word error. A compound word, as it is seen already, is a combination of two morphemes. It happened because the students had over-generalization and it turned to be the error. It may happen due to learning that has received by students when they learn the target language, there was error given by their teacher. It may happen due to learning that has received by students when they learn the target language, there was error given by their teacher. so that the learning is embedded and became a compound word they used often. The example sentence of it is: "There is One Thing that I learn so much From there is the Brother hood." it should be: "There is One Thing that I learn so much From there is the Brotherhood." (See table 4.1, n.2). The other example of it is “When I was 9th years old I lived with my grand mother and grand father same with when I 5th years old” it should be “When I was 9th years old I lived with my grandmother and grandfather the same as when I 5th years old” (See table 4.1, n.10).

4.1.1.6 Confusion in distinguishing word class with a slight difference

The Confusion distinguish word class with a slight difference. It has 5 or 2.02% errors. It may occur because the students' Confusion distinguishes word class with a slight difference. The words that made them confused were the same or similar words but the word class was different. When they made the sentence and used noun but distinguish one letter so the meaning is different. The example

sentence of it "The Experienced that I have learn from LIBAM is Makes Myself always Improve all the time." it should be: "The Experience that I learned from LIBAM was made Me always Improve." (See table 4.1, n.2). The word class Experienced is adjective while the right word is Experience (noun). The other example of it is "For me they has a unique and beautiful culture started from their daily life into the their traditional." it should be "For me, they had a unique and beautiful culture that started from their daily life into their traditions." (See table 4.1, n. 23).

4.1.1.7 Errors made by Wrong Insertion of Past Tense Markers

The lowers rank error made by student is wrong insertion of past tense markers has 2 or 0.81% errors. The students are not thorough with the Past tense and Past participle of irregular forms. They must be trained to memorize the three forms of the verbs which are the basis for framing grammatically correct sentences. The example sentence of it is: "I was call by my guiding brother, it seems I got a violation, before I went down I opened room..." it should be: "I was called by my guiding brother, it seems I was pranked before I went down and I opened room..." (See table 4.1, n.28). The other example of it is "I used it to write a sentence that is gave to the task by my teacher." it should be "I used it to write a sentence that is given to the task by my teacher." (See table 4.1, n. 29).

The types of morphological errors that the researcher did not find in students writing are Formation of Negative Forms, Inconsistency of the target language, Errors arising from making Uncountable Nouns Into Countable Nouns, Errors caused by the wrong use of suffix by adding '-ly', and Errors caused by the wrong use of Suffixes In Degrees Of Comparison. The researcher found that 0% errors of the total number error. In this research, the fact shows that no error in these types, it does not

directly mean that the students master in the type. It could be explained by the fact that the students simply avoided using the pattern in which they do not understand how to write it and one of the problems is the lack of students' vocabulary.

4.1.2 The Causes of English Morphological Errors

Based on the description of the data above, the researcher would like to analyze the causes of English morphological errors from the students' test results. The researcher analyzes the students' sources of error according to Richard and Corder.² Richard divides the sources of error into interlingual errors and intralingual errors. The table below is the recapitulation of causes students' morphological errors.

Tabel 4.3 The Percentage of Each Error Cause of Morphological Errors

No.	Types of Interlingual Errors and Intralingual Errors	Total of Errors	Percentage
	Interlingua		
1.	Irregularity in Tense markers	120	48.39%
2.	Wrong Usage of Confused pair words	32	12.90%
3.	Errors made by Wrong Insertion of Past Tense Markers	2	0.81%
		154	
	Intralingual		
4.	Formation of Negative Forms	0	0%
5.	Inconsistency of the target language	0	0%
6.	Irregularity in Plural	25	10.08%
7.	Confusion in Usage of vocabulary	48	19.35%
8.	Errors arising from making Uncountable	0	0%
9.	Nouns into Countable Nouns		
	Confusion between the verbs and the nouns with a slight difference	5	2.02%
10.	Errors caused by the wrong use of Suffixes in Degrees of Comparison	0	0%
11.	Errors caused by the wrong use of suffix by adding '-ly'	0	0.40%
12.	Compound words	16	6.45%
	Total	94	100%
		248	

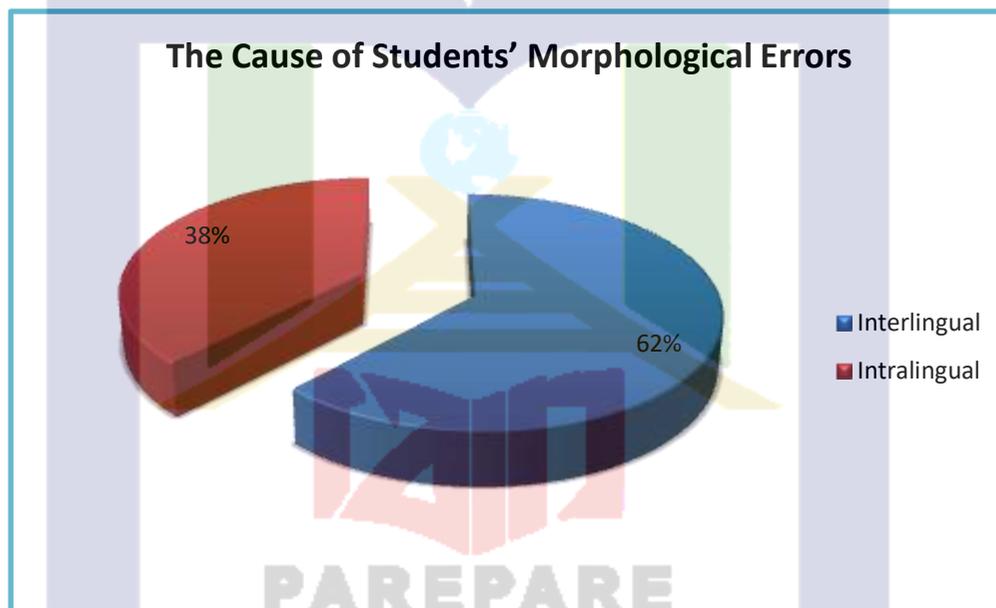
²Jack C. Richards, *Error Analysis: Perspectives on Second Language Acquisition*, p.174-181

After getting the percentages of the source of the students' errors above, the researcher displays them into a pie chart.

$$\begin{aligned} \text{a) Interlingual Errors} &= \frac{154}{248} \times 100\% = 0.62098 \\ &= 0.62098 \times 100\% = 62.10\% \end{aligned}$$

$$\begin{aligned} \text{b) Intralingual Errors} &= \frac{94}{248} \times 100\% = 0.37903 \\ &= 0.37903 \times 100\% = 37.90\% \end{aligned}$$

The Recapitulation of the cause of Students' Morphological Errors and Its Percentages.



The Figure 2. The cause of students' Morphological Error

The figure2 shows the factors stirring morphological errors.

4.1.2.1 Interlingual Error

The interlingual is the highest case the common source of the error made by students in which the result is 154 or 62.10%. The interlingual occurred when the students are influenced by the first language in using the target language. It's

commonly happened for foreign learners when they learn the second language or foreign language, the interference of the first language involved in the language learning process.

4.1.2.2 Intralingual Error

The intralingual transfer is the second-highest common source of the error made by the student in which the total result is 94 or 37.90% error. Intralingual errors are errors that happen when learning the target language itself. It is the interference within the target language.

Second language learners cannot make their first language as a reference as the grammar of the first language does not correlate with the second language, thus gives the aftermath of students making the presumption of the rules and applied it with other forms as well as forming misconceptions and applying incomplete rules. Students tend to overgeneralize. They tend to apply any forms known at hand into other structures that might fit in or seemed similar in their judgment.

That is all about several morphological errors faced by students. The researcher then presented the factor of morphological errors in writing narrative in the following explanations which were also identified by interviewing.

The result of Interviewing, The researcher found several difficulties faced by students in the causes of morphological errors. The students admitted that they were writing English usually follow the rule of the native language.

The student9 stated, "*kalau menulis ka pake bahasa inggris, kutulis seperti bahasa Indonesia*".(I wrote English sentences using Indonesian language rules)³.

The similar opinion came from the Student3, "*sebelum menulis menggunakan bahasa inggris biasanya kutulis pake bahasa indonesia i dulu*".

³Student9, the student fifth-semester at IAIN Parepare, Interviewed on January 20, 2019 Parepare

baru ku translet" (before I wrote English, firstly I write in the Indonesian language and then translate it in the target language)⁴.

Moreover, student11 also stated similar, it was seen when the student11 did the writing test. Almost all students said the same answer that they followed the rule of the native language when they write English.

The next obstacle that they faced that the students felt difficulty change verb 1 to verb 2 because they did not usual to use in to the native language.

Student7 stated, "*biasanya kulupa bilang harus diubah kata kerjanya kalau kalimat past.*" (usually, I forgot to change verb form in the past sentence)⁵.

Moreover, student2 also stated, "*susah diubah ke bentuk keduanya karena biasa tidak di tau i, apalagi yang irregular verbnya.*" (they were difficult to change verb 1 to verb 2 in especially irregular verb)⁶.

And the Student5 stated, "*tidak tau i bagaiman cara kalau mau menulis ki dalam bentuk present tense, kemudian kalimat selanjutnya pake past tense. sudah terbiasa mi begitu*" (I did not know how to write in the present sentence and the next sentence is the past tense. It had become a habit)⁷.

It reflects that the student was still influenced by mother tongue language or called interlingual transfer.

Next, being confused about how to Usage of right vocabulary for their sentences. They thought every word in English has the same meaning. so they chose the wrong words in making sentences. For example, the word "talk" and "speak". Talk is less formal than speak. Talk is the usual word to refer to informal communication. While Speak is often used for exchanges in more serious or formal situations. but the students often use the word "speak" in all situations.

⁴Student3, the student fifth-semester at IAIN Parepare, Interviewed on January 22, 2019 Parepare

⁵Student7, the student fifth-semester at IAIN Parepare, Interviewed on January 21, 2019 Parepare

⁶Student2, the student fifth-semester at IAIN Parepare, Interviewed on January 20, 2019 Parepare

⁷Student5, the student fifth-semester at IAIN Parepare, Interviewed on January 20, 2019 Parepare

Student12 stated, "*saya lebih sering menggunakan kata atau vocabulary yang selalu saya dengarkan*" (I often use word or vocabulary which I always listen to).⁸

The similar opinion came from the Student15 "*itu karena saya punya sedikit vocabulary yang saya hafal jadi hanya kata tau ku pake kalau menulis dan bicara bahasa inggris.*" (that is because I Lack vocabulary, so I just used the vocabulary that I knew when writing and speaking English).⁹

Next, the students made an error in singular and plural suffix -s and es.

The student6 stated, "*saya sering ka lupa menambahkan akhiran -s kalau jamak dan biasa juga kulupa aturannya kapan ki pake -s atau -es*" (I often forgot to add the suffix -s in plural noun and sometimes I forget the rule in using the suffix -s or -es)

Furthermore, the student3 also stated the similar answer. "*saya lebih sering menggunakan akhiran -s dan jarang menggunakan akhiran -es karena kulupa mi bagaimana aturannya*" (I often use suffix -s and seldom use suffix -es because I forgot the rules)¹⁰, and the almost all students said the same answer.

The result of identified by interviewing the researcher found there are four common morphological errors faced by students in writing narrative. They are (1) The students admitted that they were writing English usually follow the rule of the native language. (2) The students felt difficulty change verb 1 to verb 2. (3) The confused about how to Usage of right vocabulary for their sentences. (4) The students made an error in singular and plural suffix -s and es.

4.2 Discussions

Based on this research, the objectives of the research were to Based on the result of data analysis, the researcher had analyzed the most common Morphological errors made by the students in writing narrative is the error of Irregularity in Tense

⁸Student12, the student fifth-semester at IAIN Parepare, Interviewed on January 23, 2019 Parepare

⁹Student15, the student fifth-semester at IAIN Parepare, Interviewed on January 22, 2019 Parepare

¹⁰Student6, the student fifth-semester at IAIN Parepare, Interviewed on January 21, 2019 Parepare

markers, in which the error is 120 or 48.39%. the students failed to identify the correct pattern of past tense. The verb in the past tense should be in the simple past form (V2), but in these cases, they used the verb in the form of the simple present (V1).

This finding is line with the findings of studies undertaken by Ahmad Taufik Hidayah, Juriah and Fitri (2015), and Ilyani (2015). The researcher revealed that the most frequent category of morphological errors contributed by participants were miss election of verb. Misselection indicated that participants faced difficulties of specific characteristic of the English words which were significantly different from their native language. It was followed by omission –ed of verb.

The types of morphological errors that the researcher did not find in students writing are formation of negative forms, inconsistency of the target language, errors arising from making uncountable nouns into countable nouns, the wrong use of suffix by adding ‘-ly’ and errors caused by the wrong use of suffixes in degrees of comparison. the researcher found that 0% errors of the total number error. In this research, the fact shows that no error in these types, it does not directly mean that the students master in the type. It could be explained by the fact that the students simply avoided using the pattern in which they do not understand how to write it and one of the problems is the lack of students' vocabulary. The other fact found was that the results of student writing still low, this was seen from their writing test (see in appendices). So that does not many types of morphological errors were found by the researcher. Maybe if the writing of the text is longer, researchers will also find other errors.

The students have difficulty in writing due to the inability to choose the right words in context. In addition, students also still find difficulties in writing words

with the correct spelling. Students writing in the target language tend to use word-for-word translation without considering equivalent and meaning.

Based on the finding of the second research problem, the researcher found the cause of students made morphological errors in writing narrative, they are:

The main causes of error committed in students' writing were an interlingual error with a percentage of half of the errors committed, 154 or 62.10%. The interlingual occurred when the students are influenced by the first language in using the target language. Some cases caused by their fault in discovering the structure of the target language such as the use of native language structure. Furthermore, in intralingual case, the errors made by the students was caused by students' faulty understanding of the target language item which led them to make false conceptualization such as the false conception of using preposition and verb in English.

The result of data analysis showed that students committed omission errors because they missed suffix *-ed* and/or some irregular verb form in writing regular verb which was in the past form. This is due to the students like to use the simple present tense in describing events happening in the past and they do not realize that the text should be in the simple past tense.

Researchers such as George, Lance, Richards, and Brudhiprabha also found that only one-third of the second language learners' errors can be attributed to native language transfer. Richard and Sampson stated one of the factors influencing language learners' system, language transfer from native language to target language frequently appeared in most cases. Grammatical influence from the native language on the learners' production target language was characterized in subject and verb, noun plural form, and tenses. In subject and verb, the use of copula is mostly omitted

because it does not function as the verb in native language. For the noun plural form, in subjects' native language, the plurality is not signified by morpheme addition.

The researcher also found other errors besides Irregularity in Tense markers that were done by students. The students often commit errors while they use words that are similar in appearance in spelling in a sentence. The error writes the similar-looking word was an effect from the native language. This leads to misinterpretation in an understanding of a listener. English is a language which has different in spoken and written, when the student listens or talk in English they don't think of the spelling but when they have to write a paragraph they approximate the spelling and unfortunately their strategy to approximate sometimes can be an error.

Missselection of the word could because of some characteristics of the words from target language which could not be remembered easily by the learners because of strong differences of accent between first language and target language. In understanding the word, the students were expected to use a similar word frequently and tried to write it without any aids (dictionary or google translate) in order she/he knew how to write this word correctly. The learner may be unable to distinguish between different grammatical functions of similar items. When the learners lack adequate knowledge of vocabulary, they are confused between two related items.

Moreover, the result of the interviewing, the student admitted that they were writing English usually follow the rule of the native language. The errors are concerning with the verbs, nouns and articles deviation. The verbs deviation is done by failed to identify the correct pattern of past tense. The verb in the past tense should be in the simple past form, but in these cases, they used a verb in the form of the simple present. They still confused to use the tense in narrative writing. They not only used past tense when they are writing narrative but also use present tense.

The second main factor of errors was an intralingual error with a percentage of 94 or 37.90%. Intralingual is the interference of language within the target language itself. Richard states, intralingual interference refers to items produced by the learner, which reflect not the structure of the mother tongue, but generalization based on partial exposure of the target language.

Interlingual affects the students to make errors as the result of transfer from their native language since they have not been familiar with the second language system. Learning words in any second or foreign language program involves not only learning the meanings of the words, but also learning how these words are used appropriately in linguistic, sociolinguistic, and cultural contexts.

The researcher found that the students failed to understand the distinction of the target language. The percentage of error sources in the above proved that one of the biggest problems of the students in writing narrative was caused by the intralingual factor. One of the difficulties faced by the students is unable to choose an appropriate word that was used for their sentences. It may occur when the students didn't know the appropriate word to was written in the sentence. The student thought every word in English has the same meaning. so they chose the wrong words in making sentences but it is not the right step.

One way to learn the meaning of unfamiliar words is to observe how they are used and make intelligent guesses. Over time the guesses are refined and the meaning comes to be specific. As Nation points out, "in addition to learning new vocabulary, learners need to be able to use strategies to cope with unknown vocabulary met in listening or reading texts, to make up for gaps in productive vocabulary in speaking and writing, to gain fluency in using known vocabulary, and to learn new words in isolation."

The results of the interviewing, the students stated that one of the causes wrong usage of the right vocabulary is Lack of their vocabulary. They often use word or vocabulary which always listen.

The researcher also found another cause intralingual errors is the wrong Irregular in Plural suffix. The students made an error 24 or 9.68%. In Indonesian, when the noun is plural, it is indicated by the amount of the noun, whereas in English they should add -s or -es after the noun to show the pluralization. In the English language, almost all nouns have both a singular and a plural form. When composing a phrase, the singular or plural form for each noun must be consciously chosen. To reduce the wrong Irregular in Plural suffix, the students have to learn and master more about the rule, do more plural forms exercises in English plural and practice more in learning plural form.

The students lack of knowledge in the target language even though they learned English as a second language. They are unaware of the irregular forms of plural. They do not memorize the rules of the grammar. The interviewing that was done to the students also gave the same answer. The students' problem is the lack of knowledge about the rule of Irregular plural and singular. they often forgot to add the suffix -s to pluraal noun and then they forgot the rule to use the suffix -s or -es.

Students who have taken an English course sometimes made the same errors in writing and speaking. the problem is they rarely writing in English and more talk. Whereas writing is different from speaking. When speaking the students rarely pay attention to the rule of grammar and in writing the students have to pay attention.

From the results of this research, there are difference from previous researchs. Previous research suggested that the errors made by students were caused by Intraingual errors, while in current research was found that the cause of

morphological errors was interlingual factors or the influence of the students' mother tongue. In interlingual, students tend to make errors as the result of their native language transfer since they have not been familiar with the English language system which makes them lack of competence in the target language. Furthermore, in intralingual case, the errors made by the students was caused by students' faulty understanding of the target language item which led them to make false conceptualization such as the false conception of using verb in English.

