

Paragraph Writing in Undergraduate English Department: Errors and Its Factors

Latifah
(ifalatifah43@gmail.com)

Umi Hani
(hani8681@gmail.com)

Pamulang University, Tangerang Selatan, Banten, Indonesia

This research was aimed to discuss the errors found in paragraph writing and to explain the factors that caused the problems by the second semester of English students of *Fakultas Sastra Universitas Pamulang (UNPAM)*. Qualitative method was applied in conducting the research in which the data were taken randomly from the paragraphs written by the students. The tools were a paragraph-writing worksheet and a form prepared to record the types of errors of each data. The error category is based on Ferris and Hedgcock model (2005). The errors in the paragraph writing were identified and explained concerning the factors caused the writing problems. Four classifications of errors shown from the result of the writing are: morphological, lexical, syntactic, mechanical error. The four classifications of errors are divided into eight types: noun, article, word choice, sentence structure, subject-verb agreement, spelling, punctuation, and capitalization. It was found that verbs were the highest frequency of errors type.

Keywords: error types, factors of errors, paragraph writing

Penelitian ini bertujuan untuk membahas kesalahan-kesalahan yang ditemukan pada penulisan paragraf dan untuk menjelaskan faktor-faktor yang menyebabkan kesalahan-kesalahan yang dibuat oleh siswa semester dua, Fakultas Sastra Inggris, Universitas Pamulang (UNPAM). Metode kualitatif diterapkan dalam melakukan penelitian dan data diambil secara acak dari paragraf yang ditulis oleh siswa. Alat itu adalah lembar kerja penulisan paragraf dan lembar pendataan kesalahan disiapkan untuk mencatat jenis kesalahan setiap data. Model Ferris dan Hedgcock (2005) digunakan sebagai acuan dalam mengkategorikan kesalahan-kesalahan penulisan. Kesalahan-kesalahan dalam paragraf diidentifikasi dan dijelaskan berkaitan dengan faktor-faktor yang menyebabkan masalah-masalah dalam menulis. Empat klasifikasi kesalahan yang ditunjukkan dari hasil penulisan adalah: morfologi, leksikal, sintaksis, kesalahan mekanisme. Keempat klasifikasi kesalahan dibagi menjadi delapan jenis: kata benda, kata sandang, pilihan kata, struktur kalimat, penyesuaian subjek dan kata kerja, ejaan, tanda baca, dan kapitalisasi. Hasil penelitian menunjukkan bahwa kata kerja adalah tipe kesalahan dengan frekuensi tertinggi.

INTRODUCTION

Learning English as a Foreign Language is intended to be able to use English when travelling or communicating with other people, from whatever country, who also speak English. As stated by Brown (2000), learners should be exposed to all language skills to successfully master English language. When it comes to writing skills, it really makes a good sense for the learners to write what they need or want to write since writing skills are an important part of communication. Moreover, Jonah (2006) argues that writing can be used as an indirect means of communication to others to convey information.

A lot of theorists gave their definition on writing. In which Byrne (1996) defines writing as encoding of a certain message or idea through writing it in a shape of a sequence of sentences put together in a systematic way. He also says that the way of ordering the written sentences should include some conscious mental effort such as making notes, drafting, and revising. Furthermore, White and Arndt (1991) define 'writing' as "a form of problem-solving which involves such process as generating ideas, discovering a voice with which to write, planning, goal setting, monitoring and evaluating what is going to be written, and searching with language with which to express exact meanings". In light of the aforementioned definitions, the current research defines writing as a mental process which includes generating ideas, writing these ideas in ordered sentences, and revising these ideas for evaluation purpose. Good writing must include a sufficient knowledge of grammatical rules, lexical items, and logical connections.

In writing skill, learners produce sentences in a particular order and connected together in specific ways. Like any other skills, writing needs to be practiced and improved. Therefore, the second semester of English students of *Fakultas Sastra Universitas Pamulang* (UNPAM) has writing I as one of the courses. As their early stage in learning writing skill, the writing subject is used as a practice tool to help students work with the language they have been researching. At the end of the semester, the students are expected to be able to write descriptive paragraph. However, the students will not always use correct English. In this case, the second semester students encounter many difficulties to write free error paragraphs. It is because the written production is one of the most difficult tasks for many ESL/EFL learners (Harris and Cunningham, 1994). The students often produce grammatical sentences with errors like fragments, run-ons or subject verb agreement. Allen & Corder (1974) also say that writing is a complex task; it is the most difficult of the language abilities and skills to acquire. Its level of difficulty varies between native speakers who think in the language used, in this case it will be English, and non-native speakers who think in their own native language, in this case, it will be Indonesian. While writing, non-native speakers have to think of all those rules they need to apply or use, rules that native speakers are expected to have automatically. It can be concluded that writing is a difficult process even in the first language. It is even more complicated to write in a foreign language. So it is natural if the students make some errors in writing especially in their early stage of learning writing. Since errors are mistakes which students cannot correct themselves – and which, therefore need explanation, the lecturers should give correction as it helps students to clarify the language in students' mind (Harmer, 2007).

Taking into account the aforementioned points, it is important to understand the learners' problems in writing skill in order to improve the quality of second or foreign language writing (Hammad, 2012). In some points, students memorized a good amount of English vocabularies and grammar rules, but have seldom put that knowledge to practical use (Wachs, 1993). In many cases, the majority of these students are still translating words, phrases, and sentences from Indonesian to English with often strange results. The challenge for the writing lecturers is to find methods to activate in meaningful way the passive knowledge the students possess in terms of the writing skill, as well as to help the students become more proficient while working to eliminate some of their common errors.

These results concur with the previous results mentioned in the literature review section (Simbwa, 1987; Salebi, 2004; Zawahreh, 2012). Abdellatif (2007) claims that the reason of committing writing errors among non-native speakers of English is the lack of knowledge of second or foreign language structure. Hammad (2012) attributes the errors committed by students when writing in English to the insufficient exposure to English language input. Furthermore, the results of the present research showed that wrong use of articles, wrong use of prepositions, subject-verb agreement, word order, and verb tense were among the most frequent errors committed by the students. These results are consistent with the findings of previous studies (Simbwa, 1987; Salebi, 2004; Zawahreh, 2012).

To better understanding the learners' problems in composing sentences, Error Analysis (EA) become a preferred tool of second or foreign language analysis. Error analysis is one of the best tools of linguistic studies that concentrate on the learners' errors. Error analysis tool compares the errors made by the learners in the target language and within the target language itself (Zawahreh, 2012). The error analysis field was first established in the 1960s by Corder and his colleagues. Moreover, Corder (1967) points out that error analysis encompasses two types: the theoretical type and the applied type. The theoretical type deals with understanding what and how learners learn a second or a foreign language. The applied type focuses on enabling learners to learn more effectively through using the knowledge of his language for pedagogical purposes (Corder, 1967).

A number of previous researchers provided different definitions for 'error analysis. Crystal (1999) defines EA in language teaching and learning as "the research of the unacceptable forms produced by someone learning a language, especially a foreign language". Moreover, James (2001), points out that EA refers to "the research of linguistic ignorance, the investigation of what people do not know and how they attempt to cope with their ignorance". For Abi Samra (2003), EA is defined as that kind of linguistic analysis that concentrates on errors performed by ESL or EFL learners. Ridha (2012, p. 26) views EA as "the process to observe, analyze, and classify the deviations of the rules of the second languages and then to reveal the systems operated by learner". According to Hasyim (2002, p.43) error analysis is carried out in order to: (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information

on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

As indicated by Richard and Schmidt (2002), language errors can be classified into two main parts: interlingual and intralingual errors. Interlingual errors can be detected as transfer errors caused by learners' mother tongue merits such as lexical errors, grammatical errors, or pragmatic errors. Intralingual errors can be attributed to the ignorance of rule restrictions, imperfect implementation of rules, and false concepts assumed which all lead to overgeneralization (Richard and Schmidt, 2002). Ellis (1996) states that overgeneralization errors are caused when learners provide irregular structures unlike the target language structures, whereas unawareness of rule restrictions is related to the rule implementation in improper contexts. Ellis (1996) also adds that imperfect implementation of rules appears when learners fail to evolve a full structure, whilst false concepts assumed arises when learners misunderstand the distinction in the target language.

Error analysis is significant for all the parts involved in learning process (Kwok, 1998). Meanwhile, Corder (1974) affirmed the significance of identifying errors committed by second or foreign language learners. He stated that, the research of error is part of the investigation of the process of language learning. It provides us with a picture of the linguistic development of a learner and may give us indications as to the learning process (Corder, 1974).

He adds that, Remedial exercises could be designed and focused more attention on the trouble spots. It is the learner who determines what the input is. The teacher can present a linguistic form, but this is not necessarily the input, but simply what is available to be learned (Corder, 1974). Error analysis is not only useful to students, teachers, and curriculum designers, but it is also beneficial to researchers through showing them the strategies learners employ to learn a target language. In addition, error analysis identifies the types of errors committed by learners and attributes the reasons of making those errors (Nation and Newton, 2001). To conclude, error analysis helps linguists to facilitate second or foreign language learners through training teachers and assisting them to identify and categorize learners' writing errors, as well as helping them employing appropriate strategies (Kwok, 1998).

Furthermore, to lessen the errors in writing paragraph, it is essential to reveal the factor that caused the errors. One of the factors that commonly occurs in students' writing is language transfer. In which, the current popular definition of the term is taken from Odlin (1989) who states that transfer is the influence resulting from the similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired. He stresses that language transfer was a kind of "cross-language implication". Learners would judge some parts of target language consciously or unconsciously, which did not conform to the actual situation. There are mainly three forms of language transfer: positive and negative transfer; borrowing transfer (where the second language influences the first language) and substratum transfer (where the first language influences the second language); communication transfer and learning transfer. Mourtaga (2010) also points out that the main reason of writing errors committed

by second or foreign language learners is the lack of practicing English writing. Writing practice under guidance and encouragement could enhance the students' performance in English writing.

That is, this research seeks to identify the types of errors, to investigate the frequency of errors, and to find the dominant factor in writing paragraph made English Department students at Pamulang University.

METHOD

The research employs a qualitative method. The process of qualitative research involves emerging questions and procedures, data typically collected in the participants' setting, data analysis inductively building from particulars to general themes, and the researcher making interpretation of the meaning of the data (Creswell, 2014). In this research, the data were taken randomly from the paragraphs written by the students. The tools were a paragraph-writing worksheet and a form prepared to record the types of errors of each data.

The research took place in *Universitas Pamulang* which is located Jl. Surya Kencana No. 1 Tangerang Selatan, Banten. The participants of the research were taken from 2 classes with the total of 63 students who were in the second semester of English students of *Fakultas Sastra Universitas Pamulang* (UNPAM). The 35 data were chosen randomly from the two classes. The research was conducted in even semester (March-August 2017), academic year 2016/ 2017.

There are five interrelated steps in the process of qualitative data collection (Creswell, 2012). Firstly, identify participants and sites to be studied and engaged in sampling strategy. Secondly, gain access to individuals and sites. Thirdly, consider types of information that will best for research questions. Fourthly, design protocols and instruments for collecting and recording the information. The last, administer the data collection with special attention to potential ethical issues that may arise. An in-depth exploration of a central phenomenon is developed in qualitative inquiry (Firda, 2001). Also, the purposeful sampling technique is used for selecting the participants.

Creswell (2012) explains that in qualitative research the inquirer analyzes words or images. The researchers analyzed the data to identify the errors found in student's paragraph writing. The data analysis technique is adapted from Spradley's methodology of ethnographic analysis: domain, taxonomic, componential, and thematic (Mendoza in Nila, 2017). Each composition is read. The errors are identified, classified, and analyzed.

Meanwhile, in domain analysis, the errors are categorized based on Ferris and Hedgcock (2005) into morphological, lexical, syntactic, and mechanical error. Afterward, each category is divided into specific error subcategories. In analyzing the errors, the error log is used for identifying error patterns. After the errors are highlighted consecutively and completed into the table, the total number of error is recapitulated as componential analysis.

FINDINGS AND DISCUSSION

Based on the analysis, there are 290 errors found in 35 writing paragraphs written by the students of *Fakultas Sastra Universitas Pamulang (UNPAM)*. The error frequency is calculated and presented in table 1 below.

Table 1. Error frequency

Error Type		Frequency Of Error
Morphological	Verb Error	88
	Noun Error	60
	Article Error	26
Lexical	Word Choice Error	40
Syntactic	Sentence Structure Error	30
Mechanical Error	Spelling Error	7
	Punctuation Error	14
	Capitalization Error	25
Σ		290

The error finding result shows that there are 88 verb errors, 60 noun errors, 26 article errors, 40 word choice errors, 30 structure errors, 7 spelling errors, 14 punctuation errors, and 25 capitalization errors. Verb error is the most frequent errors found. Then, verb error, noun error, word choice error, sentence structure error, article error, capitalization error, punctuation error, and spelling error are the frequent sequence that followed.

Error Categories in Writing

This research classified errors as morphological, lexical, syntactic, and mechanical error. Morphological error covers the errors in verb, noun, and article usage. Lexical error covers word choice error. Meanwhile syntactic error covers error in sentence structure error. And the last is mechanical error that covers errors in spelling, punctuation, and capitalization. The table of error type category can be seen as the following:

Table 2. Types of error category

	Morphological	Lexical	Syntactic	Mechanical
Error Category	Verb	Word choice	Sentence structure	Spelling
	Noun			Punctuation

Article

Capitalization

Morphological Error

The errors in morphology signify that learners have misconception about the meaning and function or morphemes and about the morphological rules and their exceptions (Ramadhan, 2015). The kinds of error include error in verb, noun, and article.

Verb Error

Verb errors are all errors in verb tense or form, including relevant subject-verb agreement errors (Ferris and Hedgcock, 2005). The verb error examples found in the students' paragraph writing are:

- She also *wear* glasses every day. (datum 2)
The -s should be added to the verb *wear* to be fit with the subject.
Error correction: She also *wears* glasses every day.
- Tangerang *have* traditional food. (datum 7)
Verb has is supposed to be used in the sentence since the subject is singular proper noun.
Error correction: Tangerang *has* traditional food.
- I *am* always *go* to her house. (datum 9)
The be (*am*) should be omitted because it is unnecessary to use be before verb in simple present tense.
Error correction: I always *go* to her house.
- I *will going* to Bali. (datum 19)
The tense indicates in the sentence is present future. So, the main verb that follows *will* is supposed to be in basic form.
Error correction: I *will go* to Bali.

Noun errors

Noun errors are plural or possessive ending incorrect, omitted, or unnecessary; includes relevant subject-verb agreement errors (Ferris & Hedgcock, 2005). The examples of noun errors found in the writing paragraphs are:

-it's a beautiful lake and also a useful *places*. (datum 20)
The suffix -s should be omitted because the article *a* indicates that the noun followed should be singular.
Error correction:it's a beautiful lake and also a useful *place*.
- She has long curly black *hairs*. (datum 03)
Hair is a non-count noun, so it cannot be added by -s.
Error correction: She has long curly black *hair*.

Article errors

According to Ferris and Hedgcock (2005), article error is article or other determiner incorrectness, omitted, or unnecessary. The examples of article errors found are:

- I think she is *strong woman*. (datum 18)
Since *woman* is singular noun, the use of article (*a*) is necessary.
Error correction: I think she is *a strong woman*.
- Monument National is *highest* tower in the center of (datum 15)
The use of superlative degree is shown in the sentence. That is, superlative *highest* should be preceded by *the*.
Error correction: Monument National is *the highest* tower in the center of

Lexical error

Lexical errors refer to mistakes at word level (Hernandez in Basir, et.all, 2011). Whereas, Agustin-Llach (2007) defines lexical error as an inevitable part of the process of second language vocabulary acquisition and as such they are evidence of that process.

Word Choice Error

Ferris and Hedgcock (2005) state that word choice errors are all specific lexical errors in word choice or word form, including preposition and pronoun errors. Spelling errors included only if the (apparent) misspelling resulted in an actual English word. The examples of word choice errors found in the writing paragraphs are:

- She is a *kindness* girl. (datum 09)
In the context of the sentence, a form of adjective *kind* should be used instead of its noun form *kindness*.
Error correction: She is a *kind* girl.
- Rani *with* I became best friend since..... (datum 17)
Compound noun should be joined by using conjunction instead of preposition.
Error correction: Rani *and* I became best friend since.....

Syntactic Error

Syntactic error is a type of error in which the grammatical rules of the language are broken. It is stated by Ngangbam (2016) that syntax complexity is one of the most difficult structural elements for ESL/EFL learners.

Sentence Structure Error

Sentence structure error is in sentence/clause boundaries (run-ons, fragment, comma splices), word order, omitted, words or phrases, unnecessary words or phrases, other idiomatic sentence construction (Ferris and Hedgcock, 2005). The example errors taken from the paragraph writing are as follows:

- *That* the strongest woman that I ever know.
The sentence is still a fragment because it lacks of subject and auxiliary verb. Also, the use of *that* at the beginning of the sentence is unnecessary.
Error correction: *She is* the strongest woman that I have ever known.
- He *very* like a hot dog. (datum 33)
Related to sentence structure, the adverb *very* should be put after the noun.
Error correction: He likes hot dog very much.

Mechanical Error

Mechanical errors are those of orthography (spelling and capitalization) and punctuation (Shoebottom, 1996). Commonly, mechanical errors are the consequence of quick writing where the focus is on the content rather than the form.

Spelling

Spelling error is related to the misuse of letters to make a word. Some examples of spelling errors found in the paragraph writing are:

- When she is in senior high school, she joined basketball *ekstraculicular*. (datum 02)
The spelling of *extracurricular* is misspelled.
Error correction: When she is in senior high school, she joined basketball *extracurricular*.
- Monas symbolized the struggle of Indonesian *independent*. (datum 15)
In the sentence, *independent* is used as noun, so the suffix should be –ence.
Error correction: Monas symbolized the struggle of Indonesian *independence*.

Punctuation

Punctuation is a mark that is used in writing to help clarifying the meaning. In the research, period and comma are the most frequent punctuation errors appeared in the students' paragraph writing. Meanwhile the error examples found are as follows:

- She has many friends. *but*, sometimes when she is angry..... (datum 03)
In the sentence, there are two punctuation errors. The use of period before conjunction should be omitted. Then, the use of comma after conjunction should also be omitted.
Error correction: She has many friends, *but* sometimes when she is angry.....
- *Now* she is working at Blok M Plaza as an administration, (datum 29)
After the use of adverb as the first word in the sentence, comma is needed. And to mark the end of a sentence, period is used instead of comma.
Error correction: *Now*, she is working at Blok M Plaza as an administration.

Capitalization Error

Most of the things that are being capitalized in English are proper nouns and the first letter in a sentence. However, some students have less attention on the use of capitalization. The capital error can be seen in the following examples.

- *there* were also perks. (datum 01)
 The first letter of the sentence is not capitalized.
 Error correction: There were also perks.
- We go to watching *Band From* Indonesia. (datum 34)
 Capitalization errors are found in the sentence. The word band and from should not be capitalized, because band is not followed by the proper noun and from is a preposition.
 Error correction: We go to watching band from Indonesia.

The recapitulation of errors made by the second semester students in writing paragraphs can be seen in the table below:

Table 3. Recapitulation of errors in writing paragraph

Error Type		Frequency Of Error	Percentage (%)
Morphological	Verb error	88	30.4 %
	Noun error	60	20.7 %
	Article error	26	9 %
Lexical	Word choice error	40	13.8 %
Syntactical	Sentence structure error	30	10.3 %
Mechanical Error	Spelling error	7	2.4 %
	Punctuation error	14	4.8 %
	Capitalization error	25	8.6 %
Σ		290	100 %

Derived from the types of errors that have been identified, the dominant factor aroused is language transfer. Language transfer is how writers apply his knowledge to transfer from one language to another language. It is the transfer of linguistic features between languages. With sustained or intense practice, the results of language transfer in the non-native speakers can extend to and affect writing production of the native-language. When the language transfer is comprehensible because of the relevant structure of both languages, it means that the language production is positive. However, in this research, the students have negative transfer in which the transfer items and structures are not the same in both languages. Most of them are still using the

grammar of Bahasa Indonesia in transferring sentences. Consequently, many grammatical errors found in their writing. For instance is the misused of verb tense, or the structure of phrases.

CONCLUSIONS

The research aimed identify the types of errors, to investigate the frequency of errors, and to find the dominant factor in writing paragraph made English Department students at Pamulang University. As the result, there are 30.4% verb errors, 20.7% noun errors, 9% article errors, 13.8% word choice errors, 10.3% structure errors, 2.4% spelling errors, 4.8% punctuation errors, and 8.6% capitalization errors. Verb error is the most frequent errors found. Then, noun error, word choice error, sentence structure error, article error, capitalization error, punctuation error, and spelling error are the frequent sequence that followed. It is clear that the errors in grammar require more attention than the others.

Based on the research questions and the objectives, this research is limited to give details about the errors and factors found in the students' writing paragraph in English Department at Pamulang University. Teacher should then be more aware of these types of errors and provide the necessary follow up work to check the problem areas as discussed earlier. To the English Department, it is suggested to provide more writing books as the students' references to generate their ideas in writing skill. However, this research focused on analyzing the errors and the factors of writing paragraph. By achieving the purposes of this research, English lecturers would be in a good position to recognize the writing errors of their students and to overcome these errors. In addition, the lecturers should vary the teaching method in order to improve the students' writing abilities. Finally, for the further researchers, it is suggested to reveal more factors that cause the writing errors.

REFERENCES

- Abdel L. (2007). *The Factors Accounting for the Egyptian EFL University Students Negative Writing Affect*. Essex Graduate Student Papers in Language & Linguistics, 9, 57-82
- Abi Samra, N. (2003). *An Analysis of Errors in Arabic Speakers' English Writing*. In Mourtaga, K. (Ed.), Investigating writing problems among Palestinian students researching English as a foreign language. Unpublished doctoral dissertation.
- Agustin-Llach, Maria Pilar. (2007). *Lexical Errors in Young EFL Learners: and Practice (2nd Edition)*. New Jersey: Lawrence Erlbaum Associates. Applied Linguistics, 5(4), 161-169.
- Brown, H. (2000). *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall Inc.
- Byrne, D. (1996). *Teaching Writing Skills*. UK: Longman Group.
- Corder, S. (1967). *The significance of learners' errors*. International Review of Applied Linguistics, 5 (4), 161-199
- Corder, S. P. (1974). *Error Analysis*. In J. P. B. Allen and S. P. Corder (eds.) *Techniques in Applied Linguistics (The Edinburgh Course in Applied Linguistics: 3)*. London
- Creswell, J. (2014). *Educational Research: Planning, Conducting, and Evaluating Qualitative and Quantitative Research (4th edition)*. Boston: Pearson Education.

- Creswell, J. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th edition)*. California: Sage Publication .
- Crystal, D. (1999). *The Penguin Dictionary of Language (2nd ed.)*. Penguin.
- Ellis, R. (1996). *The Research of Second Language Acquisition*, p 710. Oxford: Oxford University Press.
- Ferris, D., & Hedgcock, J. (2005). *Teaching ESL Composition: Purpose, Process, Practice (2nd edition)*. New Jersey: Lawrence Erlbaum Associates.
- Grade Students in Ajloun Schools, Jordan. *International Journal of Learning and Development*, 2(2), 16-35.
- Hammad, A. E. (2012). *Teaching and Learning English Reading in Gaza Prep Schools A Descriptive Study*. PhD. dissertation, Cairo University, Egypt.
- Harmer, J. (2007). *How to Teach English*. Pearson Education Limited, England.
- Harris, G. J., & Cunningham, H. D. (1994). *The Simon and Schuster Guide to Writing*. New Jersey: Prentice Hall, Englewood Cliffs.
- Hasyim, S. (2002). Error analysis in the teaching of English, (1), 42– 50.
- Jonah. (2006). *Draw and Through History*. CPR Publishing LLC.
- Kwok, H. L. (1998). *Why and when do we correct learner errors? An error correction project for an English composition class*. Accessed on: 16/04/2014. Retrieved from: <http://sunzi1.lib.hku.hk/hkjo/view/45/4500101.pdf>.
- Mendoza, P. (2008). *Socialization to the academic culture: A Framework of Inquiry*. New Jersey: Prentice Hall, Englewood Cliffs.
- Ngangbam, H. (2016). *An Analysis of Syntactic errors Comitted by Students of English Language Class in the Written Composition of Mutah University: A Case Study*. European Journal of English Language 3 (1).
- Odlin, T. (1989). *Language Transfer: Cross-Linguistic Influence in Language Learning*. Cambridge, NY: Cambridge University Press.
- Ramadhan, S. (2015). *Morphological Errors Made by Jordanian University Students*. Journal of Literature, Language and Linguistics 14 (2015A) Revista de Estudios Sociales 31 (2008) 104-117
- Richards, J. C., & Schmidt, R. (2002). *Dictionary of Language Teaching & Applied Linguistics*. Pearson Education Limited. London: Longman.
- Ridha, N. (2012). *The Effect of EFL Learners' Mother Tongue on their Writings in English: An Error Analysis Research*. Journal of the College of Arts. University of Basrah, 60, 22-45.
- Shoebottom, P. (1996-2017). esl.fis.edu/teacher/support/mistakes.
- Simbwa, E. (1987). *Investigating Writing Errors among University Students in Uganda*. International Journal of Applied Sciences, 6(2), 45-60.
- Wachs, S. (1993). *Breaking the writing barrier: Approaches to the composition class*. In P.
- Zawahreh, F. (2012). *Applied Error Analysis of Written Production of English Essays of Tenth Grade Students in Ajloun Schools, Jordan*. International Journal of Learning and Development, 2(2), 16-35.