STUDENTS’ ERRORS IN USING SIMPLE PRESENT TENSE IN WRITING DESCRIPTIVE TEXTS

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ABSTRACT: This research is aimed to determine and to describe the errors in using simple present tenses in writing descriptive texts made by students, especially the eighth grade of acceleration class at SMPN 3 Malang. The data were obtained by conducting a test and using a checklist. Then, the writing products were analyzed using Surface Strategy Taxonomy by Dulay (1982). The result of this research was presented descriptively. From the result, the omission errors were found as the highest of occurrence, which was about 47.05% which revealed that the eight graders of acceleration class still made errors in using simple present tense in writing descriptive text. The errors that are mostly made by students were errors of omission. It is in line with Dulay (1982) which stated that errors of omission are found in greater abundance during the early stages of second language acquisition.

Key words: Errors, Simple Present Tense, Writing, Descriptive Texts

In Indonesia, English has been established as one of the subjects in the formal education. From the basic level to advanced level, from primary to secondary school, either only as extracurricular subject or intracurricular (compulsory) subject, English has been taught to all levels of education. In secondary schools, especially in Junior High Schools, English has been established as a required subject. It is based on the Decree of Education Ministry no.24, 2006 about School Based Curriculum and Standard of Content.

On the other hand, English, in Indonesia, is still considered as Foreign Language. English is taught in formal education, but it is not used as medium of instruction in general education nor as language of communication within the study (Kartikasari, 2011). Therefore, it is possible for Indonesian students to find difficulties in learning English. Moreover, there are many aspects in English language that should be learned and mastered by the students.

One aspect of language teaching and learning process is writing skill. Writing is an activity of expressing messages, ideas and information in written form. It can also be said that writing is an activity of producing written products or as the writers or learners’ effort to transfer their thoughts into words in a written form. In academic writing, the purpose of writing activity includes to complete assignment, to make a particular type of texts and papers, to
communicate with particular audience, and to help the writers or the learners practice using language actively.

In Indonesian formal education, the 2006 Standard of Content of Junior High School states that writing competence includes the competence in writing short functional text, monolog text in the form of procedure, descriptive, narrative, recount, and report. Junior High School students are expected to be able to practice expressing their short and simple ideas, messages, and information in written forms for interaction with people in their environment. They are also expected to be able to produce written products well and in good forms, especially in writing various text types varying from functional texts to different genres. It is such a basic practice of writing at their level through knowing, understanding, and then mastering the structure of target language. By practicing writing, the students or the learners will learn to use language effectively.

Among the four skills, listening, speaking, reading, and writing, writing is considered the most difficult skill in language teaching and learning process. As Widiati and Cahyono (2006) state that writing is the most complex skill compared to the other three skills. Furthermore, according to Richards (2002), writing is the most difficult skill for second language learners to master.

The difficulties can come up from the different structure and rules between Bahasa Indonesia and English. With structural differences between Indonesian and English, the learners are still influenced by their mother tongue (first language or L1) on the acquisition of the new language (target language or L2) which can make the learners find difficulties in using correct structure, or forms in English writing. Corder (1967) also states that learners acquire the rules of language in a predictable order; some rules are acquired earlier and others later.

Besides, the difficulties can come up because writing combines many aspects or components, such as vocabulary, structure, or spelling. In particular, the learners usually find problems in using grammar properly, especially in constructing words into correct utterances or sentences (Ansyar, 2012). In fact, in order to make writing meaningful, one important component that should be correctly used is grammar.
Brown (2001) argues that grammar competence as a major component of communication has an important position and tenses which are considered as the most difficult skill to learn for the Indonesian students. In tenses, the learners or the writers should combine some parts of grammar, like subject, verbs, auxiliary verbs, articles, objects, adjectives, adverbs, and so on.

Thus, with a good grammatical structure, the content of the writing will be easily understood and the messages, ideas, or information will be delivered properly and more meaningful. Without good or correct structure, there will be misunderstanding as a result. So that, learners’ difficulty in writing may lead the EFL learners tend to make errors, especially for them who still lack competence.

According to Dulay et. al. (1982), “Errors are deviations from some selected norm of mature language performance. They are flawed side of learners’ speech of writing”. If errors are neglected, fossilization might happen to EFL learners. Fossilization is the permanent cessation of progress toward the target which is derived from the errors made by young learners in studying the target language. It can become stagnant in adult period. So, it is important to examine the grammatical errors in students’ writing as a way to prevent fossilization.

Students’ errors also indicate their search for the target language rules system. Their existence is a very significant indicator to know the students’ progress in learning the target language. Those statements are supported by Dulay et. al. (1982), who state that studying learners’ errors serves two major purposes: (1) it provides data from which the nature of the language learning process can be made and (2) it indicates which part of the target language students have most difficulties in producing correctly and which errors types detract most from a learner’s ability to communicate effectively. It can be concluded that error analysis is also important to be analyzed in order to find out how students learn a language, their progress in learning the target language, their problems, and the aspects where improvement need to be made.

As far as writing skills and errors is concerned, this research tries to observe the practice of teaching writing in Junior High Schools in Malang. The researcher identified that the Acceleration Class at SMP Negeri 3 Malang implements different method in teaching and learning writing process. In
acceleration class at SMP Negeri 3 Malang, the writing activities are mostly done independently and do not take much time in the class. The teacher uses module and certain web based application (Edmodo) in order to help students practice writing.

Even though the standard of competence and the materials that are used for writing in regular and acceleration class are not different, acceleration class needs and applies certain method in order to accomplish the target of time allotment. Writing activities is rarely done in class, since the school and the teacher think that it will waste the time and reduce the length of time allotment. The students mostly learn writing independently and discuss the writing activity that they have done integratively in class later.

At first, the students are given module, the module consists of materials related to writing activities, for example the grammar formula for tenses. The students learn the material from the module independently. Then, they apply and practice what they have learned by writing or producing written products outside class. After they have finished their writing products, they upload their writings into Edmodo (web based application that is used by teacher for writing activity). From that application, the students can see their friends’ work and they are also allowed to give comment for each work. Finally, the students and the teachers will discuss what they have learned about writing in class later.

For the students of 8th grade, they just learned descriptive text and also learned how to write it in good forms. Therefore, the research is focused on writing products of descriptive text written by eight graders in acceleration class program at SMP Negeri 3 Malang. In writing descriptive text, the language feature or grammatical structure that is used is simple present tense. The students are expected to accomplish the purpose of that type of text which is to describe the things by using simple present tense. It means that the students should be able to write a clear, vivid, and concrete descriptive text.

Certain taxonomies have been generally used in analyzing errors, especially in using simple present tense in writing descriptive text. The taxonomies for descriptive classification of errors and examining or analyzing errors are the four taxonomies proposed by Dulay et al (1982). The first taxonomy
is error type based on Linguistic Category which classifies errors according to either or both the language component and the particular linguistic constituent the errors affects. The second is error type based on Surface Strategy Taxonomy which concerns the identification of cognitive process that underlie the learners’ reconstruction of the new language. The third is error type based on Comparative Taxonomy which is based on comparison between the structure of second language errors and certain other types of constructions, and the last is error type based on Communicative Effect Taxonomy which deals with errors from the perspective of their effect on the listeners or readers.

This research is different from the previous studies in that it concerns with the use of simple present tense in descriptive texts. In this research, the researcher focuses on the students’ English skill in writing descriptive texts using simple present tense. If a student has made a mistake in using simple present tense, it means that that he/she is not competent yet in using simple present tense in writing descriptive text. Therefore, through descriptive text, the researcher would like to find out the students’ learning problems and to know the students’ achievement and difficulties in learning simple present tense.

The purpose of this research is to describe and to identify the frequency of kinds of errors occurrence in using simple present tense in descriptive text written by eight graders of acceleration class at SMP Negeri 3 Malang.

**METHOD**

**Research Design**

The research design of this research is descriptive. It is conducted by collecting data in natural classroom situation without altering the situation in any way. In this case, this study intends to reveal what errors appear most in the learners’ descriptive writing. Secondly, qualitative research studies real-world behavior as it occurs in the natural setting as they are found.

The research was conducted in SMPN 3 Malang. There are two classes of acceleration program at SMP Negeri 3 Malang. The first is the class of eight graders and the second is the class of ninth graders. The subjects that are chosen is the eighth graders of acceleration program, which has 20 students.
The data in this research were obtained from the students’ writing products. The writing products are descriptive text written by the eighth graders in the first semester of acceleration class in SMP Negeri 3 Malang. The descriptive texts that are written by the students were under the theme “The Messy Room” and consist of 10 to 15 sentences. The theme was chosen since the students of junior high school level still need guided writing. The focus is on the errors made by the students.

The data for this research were collected from the students’ writing products. First, the researcher reviewed the use of simple present tense which aimed to recall the students’ memories about simple present tense. Second, after doing some review, the researcher showed the students the picture of “The Messy Room”. Then thirdly, they were asked to write a descriptive paragraph about that picture. The paragraph should consist of 10 to 15 sentences. The time given was forty-five minutes. Finally, all of the writing products were analyzed.

Data analysis is the process of systematically searching and arranging the data sources and other materials that the researcher accumulates to enable her to come up with findings (Bogdan & Beiklen, 1992). Thus, in this phase, the researcher studied the data obtained which were in the form of students’ writing products. This data analysis was done in several steps. Those steps are identification of errors, classification of errors, statements of frequency of errors and description of errors in terms of their types.

Following Corder’s (1967) model of analysis, the first step in the process of the analysis was the identification of errors. Identifications of errors here refer to identification of any deviation in using grammatical structures found in students’ writings. After identifying the errors, the total number of errors made by the students was covered.

The identified errors were classified according to surface strategy taxonomy proposed by Dulay et al. (1982). Surface strategy taxonomy categorized errors into errors of omission, addition, misformations, and misordering. Surface strategy taxonomy highlights the way surface structures are altered: learners may omit necessary items or add unnecessary items, they may misform items or disorder them (Dulay et al., 1982).
Besides, the errors were then classified further based on linguistic category. In this discussion, the errors were also seen from the sources and classified them based on a surface strategy taxonomy.

The data calculation is done to find out the frequency of occurrences of each error. The calculation is done upon the errors classified based on the surface strategy taxonomy. Firstly, the errors listed on the table are counted. Next, each type of errors is calculated by using a simple formula to obtain the percentage of errors occurrence. The formula is described as follows:

\[ x = \frac{n}{nt} \times 100\% \]

Where:

- \( X \): percentage of errors type
- \( N \): the number of a particular type of error
- \( N_t \): the total number of all types of errors

After identifying the errors in the students’ writing, the errors were classified based on surface strategy taxonomy and the proportion of each error was calculated. Then, the next step was to describe the errors in terms of their types and proportions which are presented in chapter IV.

The findings in Chapter IV did not present all the errors found in students’ writing due to the huge data. Only some errors considered as the representative of all the main errors found were presented. The frequency of occurrence of the types of errors based on the surface strategy taxonomy was also presented in the findings.

In the description of each error, the writer examined the sentences containing errors, took those which can be taken as representatives and analyzed them based on the surface strategy taxonomy.

In other words, there were two steps of data analysis. The first step was identifying the problems. This was done by examining the students’ writing and identifying the errors they make. The next step was comparing the reconstructed sentences with the original one. Then, the researcher tried to see what kind of grammatical mistake performed.
One of the crucial steps for data analysis is developing a list of coding strategies to mechanically sort them (Bogdan and Biklen, 1992). With this, the researcher employs such categorization of errors based on the surface strategy taxonomy like omission, addition, misformation, and misordering.

FINDINGS AND DISCUSSION

Findings

From the data collection, there were 81 errors found from the 19 written products of the students. The errors found were analyzed using the surface strategy taxonomy proposed by Dulay et al. (1982). Thus, the errors were classified into errors of omission, errors of addition, errors of misformation, and errors of misordering.

This research only focused on the analysis of errors in simple present tense, while the other errors which were not included to simple present tense were ignored. However, the whole data were not presented in this chapter and only described by some representative data.

The data in this research were analyzed descriptively. In the analysis, the findings were presented in the types of error, the sample of sentences which contain errors, the revised version of the sample sentences, and the frequency of the occurrence.

Types of Errors

Surface strategy taxonomy by Dulay et al. (1982) was used to analyze the errors of this research. Surface strategy taxonomy analyzed the change of the surface structures of the sentence. It analyzed the errors in which learners may omit, add, misform, or even misorder components of the sentence. Based on surface taxonomy strategy, errors were classified into omission error, addition error, misformation, and misordering.

The result from the analysis showed that there were 85 errors in using the present tense in the 19 students’ writing. There were 47.05 % errors of omission; 4.70 % errors of addition; 45.88 % errors of misformation; and 2.35% errors of misordering.
**Errors of Omission**

Errors of omission were identified by the absence of an item or morpheme that must appear in a well-formed utterance (Dulay et al., 1982). This error occurred when the learners omitted some required components from their sentences. The learners omitted components which was/were necessary for their sentences to be considered grammatically correct. The errors of omission found in this research were the omission of *auxiliary verbs (be)*, omission of *verb inflection (marker –s/-es)*, and other omission errors.

1. Omission of *auxiliary verbs (to be)*

   Omission of auxiliary verbs was the kind of omission error that mostly made by the students. There was 62.5% omission of auxiliary verbs (to be) errors from all omission error. The following sentences are the example:
   
   a. It also not tidy
   b. Many clothes hanging
   c. The shoes on the sofa

   Those sentences are not grammatically correct because the missing of auxiliary verbs or *be* before adjectives. Since the simple present tense needs *be* as well, it is necessary to put the auxiliary verbs or *be* after subject and before adjective. The auxiliary verbs (to be: is, am, are) should be inserted to the sentences. Thus, the revised sentences should be:
   
   a. It *is* also not tidy
   b. Many clothes *are* hanging
   c. The shoes *are* on the sofa

2. Omission of *verb inflection (marker –s/-es)*

   The students made omission of verb inflection (marker –s/-es) errors in the percentage of 25% from all omission errors. The following sentences are the example:
   
   a. The owner of the room *put* his shoes
   b. He/she maybe *forget* to turn off his/her laptop
   c. The clothes are not *arrange tidy*

   Those sentences above have errors because the missing of *s/es*. Simple present tense needs verb inflection of *s/es* for specific subject. The first and the
second sentences, the verbs need to be added with s. In the third sentence, the sentence is still simple present tense, but it is in the passive form. So, ed should be inserted after the verb. Thus, the revised sentences should be:

a. The owner of the room puts his shoes
b. He/she maybe forgets to turn off his/her laptop
c. The clothes are not arranged tidily.

3. Other omission errors

There were other omissions of errors found in the students writing. The percentage was 12.5%. The other omission of errors was the omission of subject. The sentences which have error of missing subject are:

a. In that room, is 3 T-shirts
b. At the door, text “STOP”, “Do not Enter”, and “Do not Disturb”
c. On the table, the stack book but it isn’t tidy

It cannot be called as sentences since those sentences do not have subject and (auxiliary) verb. Thus, the revised sentences should be:

a. In that room, there are 3 T-shirts
b. At the door, there are text “STOP”, “Do not Enter”, and “Do not Disturb”
c. On the table, there is the stack book but it isn’t tidy

*Errors of Addition*

Errors of addition were the opposite of omissions. These kinds of errors were identified by the presence of an item which is unnecessary or mostly not appear in well-formed sentences. There were three types of this kind of error. They were double marking, regularization, and simple addition. There was only one type of addition errors that was found in this research, which was addition of double marking.

1. Addition of Double Marking

Double marking is errors in which the learners fail to delete certain required components and give more than one marking in constructing sentences. The examples of this kind of errors are:

a. The room is does not tidy
b. Everything in this room is not in that place

c. The bed is not arranged tidy

The sentences above have the same problem. In sentence (a) and (b), the auxiliary verb *does* should be omitted since there should be a copula or *be* before adjective. Then, in sentence (c), there are double of copula or *be* (*is* and *are*), then one of those should be omitted. Thus, the revised sentences should be:

a. The room is not tidy

b. Everything in this room is not in that place

c. The bed is also not arranged tidy

**Errors of Misformation**

The errors of misformation were identified by the use of wrong morpheme or structure. There were three types of these errors, which were regularization, archy form, alternating form. The error of misformation found in this research was only misformation of archy-forms.

1. Misformation of Archi-Forms

Misformation of archy-form is the selection of one member of a class of forms to represent others in the class. The examples of the sentences are:

a. There are also a doll in the chair

b. The books is messy

c. I *didn’t* like this room because the room is dirty

Those sentences above are incorrect due to the misformation of archi-forms (*be* and auxiliary verbs). The copula or to be in the first and second sentence should be adjusted with the subject, whether it singular or plural subject and object. In the third sentence, the auxiliary verb (*didn’t*) should in simple present tense form as it showed the present state or condition. Hence, the revised sentence should be:

a. There is also a doll in the chair

b. The books are messy

c. I *don’t* like this room because the room is dirty
Errors of Misordering

Errors of misordering were characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. This error has the percentage of 2.35% from all types of errors. The example of these errors are:

a. There *are* *many* thing *not* in that place
b. In the *room* *are* *many* thing *not* in that place

The revised sentences should be like:

a. *Many* thing *are* *not* in that place
b. In the *room*, *many* thing *are* *not* in that place

From the data, the errors with the highest frequency of occurrence were on errors of omission that made up 47.05% of all errors. The errors with the second highest frequency are misformation errors that appear as 45.88%. The next is addition with 4.70% followed by misordering which makes up very little compared to the others with only 2.35%.

Discussion

The findings of the research are discussed in this sub chapter. The first is error of omission. Omission is kind of error in which the learners omit or delete the components from the sentences (Dulay et al., 1982). In fact, those omitted components are necessary for their sentences.

Dulay et al. (1982) states that errors of omission are found in greater abundance and across a greater variety of morphemes during the early stages of second language acquisition. While, in intermediate stages, when learners have been exposed to more of the language other types of errors are more likely to occur.

From the result, it is found that omission errors come as the type of errors with the highest frequency of occurrence. Omission errors make up about 47.05% of all errors found in students' descriptive writing. These omission errors are dominated by omission of auxiliary verb (*be*).

The highest omission error is in the omission of *auxiliary verbs* (*be*). It has percentage of 62.5% of all omission errors. This omission can be seen in the sentence “The shoes on the sofa” which is not correct and should be like “The
shoes *are* on the sofa”. In Bahasa Indonesia, there is no copula before preposition, for example “Sepasang sepatu di atas kursi”. That sentence has subject of “Sepasang sepatu”, preposition of “*di*”, and “atas kursi” as adverb of place, yet no *be* existed.

The next type of omission errors is the omission of *verb inflection (marker –s/-es)*. It can be seen in the sentence “The owner of the room *put* his shoes”. Since it should be in simple present tense form, the verbs should be added with – *s/-es* marker for particular subject. The correct sentence should be “The owner of the room *puts* his shoes”. Since Bahasa Indonesia does not have any form of tenses, there is no different form of verbs for all subjects and for all form of tenses. For example, if there is sentence “*Dani meletakkan sepatu di atas meja*” in Bahasa Indonesia, there is no change for verb “*meletakkan*” in any form of tenses.

The last type of omission errors that found in this research is other omission error which is the omission of *subject*. This type of omission error comes up about 12,5% of all omission errors. It can be seen from the sentence “On the table, the stack book but it isn’t tidy”. That sentence is incorrect because it has no subject. In order to make meaningful sentence, the sentence should be grammatically correct. There should be subject, predicate (verb), object, and or adverbs in a sentence that are constructed grammatically correct.

Errors of omission come with the abundance number of occurrence frequency. This condition can be because of ignorance of the target language structure rules. The students might already know and intend to express certain idea and meaning, but because of their ignorance of or neglecting the target language structure rules, they may omit certain item that must appear in a well-formed sentence. Even though any morpheme or word in a sentence is a potential candidate to be omitted, language learners omit grammatical morphemes much more frequently (Dulay et al., 1982).

Junior high school students are still in their early staged of second language acquisition especially in writing. While their lessons in elementary school primarily focus on introducing simple English.
Secondly, addition errors are the opposite of omissions. This kind of error is characterized by the presence of an item which is unnecessary in well-formed sentences. There are three kinds of errors in this class: double marking, regularization, and simple addition.

Based on the result, it is found only one type of addition error in the form double marking. Double marking error occurs when the learners give more than one marking in constructing the utterance or sentence. This addition error can be seen in the sentence “The room is does not tidy”. The sentence is grammatically wrong because it has double auxiliary verbs (is and does). The sentence should use only one auxiliary verb. Since the sentence explains the state, the adjective should be preceded by to be. Besides, the subject is a singular noun, so to be “is” should be used. It may happen because the students are still confused in using the appropriate verbs or auxiliary verbs related to the subject and the object (adjective).

The third type of error is misformation which is in the second position of highest occurrence frequency (45.88 % of all type of errors). This kind of error is indicated by the use of wrong form or morpheme or structure. There are three types of misformation errors. They are regularization, archi-form, and alternating error. Misformation of archi-form appears as the only type of errors found in misformation error.

Archi-form is the selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition. The example of this misformation error is “There are also a doll in the chair”. This sentence is incorrect in terms of the use of the copula be and the object.

This error might happen because the students did not realize that the sentence has singular object. Yet, the students may only recognize the subject “there” and may consider that “there” is followed by “are”. That is why, are should be used instead of is.

The other possible reason is that the students might still be confused in distinguishing the usage of is and are. This might be because there are many verb forms in English which are not found in Indonesian structure. Such cases like the
concept of tenses, which determine the verb form, might be one of the reasons for this difficulty.

The last type of error is errors of misordering. It is characterized by the incorrect placement of a morpheme or a group of morphemes in an utterance. There are only two sentences found in the research which contain the archi-form type of misformation error. The example is “In the *room are many thing* not in that place”. The position of the *to be* “are” is incorrect. It is should be placed after subject.

The misordering errors seem to result from the interlanguage. Selinker (1972) states that interlanguage is the type of language produced by second and foreign language learners who are in the process of learning a language. This kind of errors indicates the interference of the students native language in their writing.

According to Brown (2000), errors arise from several possible general sources. The two sources of error are “interlingual and intralingual transfer”. They seem to explain the errors students made in his study. Interlingual transfer refers to the second language acquisition that reflects native language structure. Hence, according Brown’s statement, the teacher cannot neglect that somehow the native language of the students affect them in acquiring the second or foreign language.

Richards (1974) defines intralingual errors as those “which reflect the general characteristics of rule learning, such as faulty overgeneralization, incomplete application of rules, and failure to learn condition under which rules apply”. Errors may therefore occur as a result of such intralingual interference, which involves an application of general learning strategies similar to those manifested in the first language acquisition (Richards, 1971)

The findings of this study seem to support the findings of the previous studies, in a way that the omission errors occur most frequently while misordering errors come last. The errors made by the students at acceleration class appear to be similar to those of regular program investigated in some of the previous studies. The findings indicate the errors where students have difficulties. They also indicate the students’ mastery and stage in the process of learning the target language.
CONCLUSIONS AND SUGGESTIONS

Conclusions

In this study, there were 85 errors found from 19 students’ descriptive writings. The errors were classified based on the surface strategy taxonomy proposed by Dulay et al. (1982). The errors were classified into errors of omission, addition, misformation, and misordering.

The error of omission was the type of error with the highest frequency (47.05%). Errors of omission found in this study consisted of omission of *verb inflection (marker s/es)*, omission of *auxiliary verbs (is, am, are)* and other omission. The second most frequently occurring error was misformation error (45.88%). Misformation error found from the data was misformation of archi-forms. Addition errors appeared as the errors with the third highest frequency (4.70%). The addition error found in this study was only addition of double marking. The type of errors that occur least frequently was the misordering errors (2.35%). Errors of misordering consisted of misordering of adverbs.

This finding was in line with Dulay et al.’s statement. Dulay et al. (1982) state that omission errors were found in a greater abundance and crossed a greater variety of morphemes during the early stage of second language acquisition. Based on the discussion of the findings presents in the previous chapter, it can also be inferred that in general, the errors found seem to result from interlingual and intralingual interference.

Suggestions

This section provides suggestions to the following group with regard to findings and discussion of the study. First is for the teachers. The teachers are suggested to develop better method in teaching writing in order to reduce the number of errors and fossilization that done by the students. Besides, they should integrate the grammar in other skill teaching and learning process.

They are suggested to pay more attention to the particular structures that often create difficulties for the students by selecting contextual exercise on the structures which are often omitted, added, misformed, and misordered. In
addition, the teachers should give clearer explanation about structure differences between Indonesian and English.

Finally, is for the further researchers. It is recommended that further researcher conduct similar studies in different context which contribute to the establishment of theories in the errors made by students of EFL. The scope of the study can be broadened to investigate not only the kinds of errors made, but also the reasons why the students made the errors.

REFERENCES


