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The analysis of common grammatical errors on students' essays.
The case of the study of Third Year Students of English at Mohamed Kheider University of Biskra, Algeria

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DECLARATION

I, Masmoudi Rania Yasmine, do hereby declare that this dissertation is my own original work that has been compiled in my own words. This work has not been falsified or used for other courses and examinations. Nor has another person, university, or institution for another degree or diploma previously, or concurrently, published it, unless explicitly acknowledged (In- text citation and list of references).

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Dedication

I dedicate this work to my beloved mother for everything she gave me

To my father, may Allah have His mercy on his soul

To my sisters and brothers for their supports and help

To my friends with whom I shared my university life

To my supervisor who guided me in preparing my Master dissertation

To all my teachers-

Thank you all

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Abstract

The purpose of this research is to describe the grammatical errors that are made by English students third year at university of Mohamed Kheider Biskra. The research categorized as a descriptive a mixed mothed study. The data was gathered from thirty-nine English essays submitted by third-year English students that served as tasks and covered six common topics. Students were required to prepare an essay on one of the provided themes. In addition, the instructor gave the researcher permission to take and analyze the students' written works. In order to discover common errors, this study is based on both researcher and students' written works. Checklists were used to analyze and to categorize errors that are made by students' essays. The study's findings found that students make 2339 errors on average. The capitalization contains from 439(4, 39%) errors that is considered as the most dominant ones in the students' essays. Next, omission errors occurred 395 times or (3, 16%) in students' essays. Also, spelling errors happened 316 times or (3, 16%). Moreover, addition is involved 175 errors or (1,75%) that followed by verb tense errors is conducted 173 times or (1,73%). Furthermore, word order consists of 157 errors or (1, 57%). Word choice errors are made by students for 155 times or (1,55%). Singular plural errors are happened 142 times or (1, 42%). Articles are included mixed errors between definite and indefinite articles that have 137 errors or (1, 37%). Word form error occurred 130 times or (1, 30%). Eventually, punctuation error take place 120 times or (1,20%) in students' essays. Teachers should use these outcomes in order to improve students' awareness about those errors across well developed instructional methods.

Key Words: Errors, Grammatical errors, essays, descriptive mixed method

List of Abbreviations and Acronyms

EA: Error Analysis

CA: Contrastive Analysis

EFL: English as a Foreign Language

L2: Second language

L1: First Language

N:Number

TL: Target Language

TEFL: Teaching English as a Foreign Language

% percentage

LMD: License, Master, Doctorate

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General Introduction

The area of error analysis in second language acquisition was founded by Corder and his colleagues in 1975. This linguistic subject is very important because it focuses on the errors that students make in their target or first language. According to Corder the field of error analysis is focused on understanding how language learners absorb the language and enabling students to learn effectively across using their own dialects. Several academic researchers have noticed that the significance of the learner's errors include different benefits for both teachers and students. At the same time these errors could provide valuable feedback for both teachers and students; this allows teachers to correct students' errors and concentrate on their weak areas. Furthermore, it assists teachers to overcoming these learners' challenges through the use of the most appropriate teaching methods (Al –haysoni,2012). Whereas, writing has become a difficult ability for both native and non native speakers since many factors must be considered while attempting to compose effective piece of writing work including : organization, vocabulary, content, and proper spellings, capitalization, and punctuation. (Alsamdani,2010).

Arab EFL students face struggles in writing skills, and they are unable to produce piece of writing that is syntactically correct, semantically acceptable, and culturally relevant written examples. Several studies have found that Arab EFL students lack the necessary English skills that affect their academic development (Javid, Farooq,&Gulzar,2012; Javid& Khairi,2011; Rabab' ah& Melhim2015). These issues arise for a variety of causes that are including a lack of proper setting for learners to practice the target language. Also, it is due to the lack of effective teaching approaches that do not help students to learn a foreign language in the learning process (Abad, 1988). Bjork and Raisanen (1997,p.8) argue: "We highlight the importance of writing in all university curricula not only because of its immediate practical application, I, e. as an isolated skill or ability, but because we believe that

seen from a broader perspective, writing is a thinking tool. It is a tool for language development, for critical thinking and, extension, for learning in all disciplines"; in other words, according to Bjork and Raisanen (1997, p.8) writing is important in all university curriculum and not simply because of its immediate practical application, but writing is a useful technique for brainstorming, also, it is a tool for language development, critical thinking, and learning across disciplines.

1. Statement of the problem

Being successful in learning a foreign language process mainly needs the mastery of language skills, especially the productive ones: speaking and writing skills, however, the last one is considered as the most difficult skill at university level because it is requiring avoiding multiple types of errors.

Errors are unintended linguistic deviations occurred due to the learner's disability in producing sentences correctly; when students of university are unable to produce effective sentence, they will not be able to write length essays ,so this research will be conducted to evaluate students' writing abilities at university of Mohamed Kheider Biskra.

During the students' career of studying English third year at university of Biskra between 2019\ 2022, many students are facing difficulties for having good English writing essays which is shown in their final scores in exams. Also, these difficulties produce multiple errors as: grammar, vocabulary, spelling, short forms, acronyms, formal and informal writing.

Thus, the aim behind this study is to explore and analyze the different grammatical errors that are made by students in their essays. In addition, it is the principle source of learning that makes teachers to give corrective feedback to students.

2. Statement of the purpose

The purpose of this study is to determine the proficiency level of third year English students at Mohamed Khieder Biskra University after they have practiced writing essays. As a result, the purpose is to see if students can adapt what they learn in academic writing to writing free errors or if they still

struggle to prevent errors when writing effective essays. To a very large extent, the study purpose is to broaden the subject of academic writing by conducting the types of errors that are made by third year English students in their essay.

3. Aims of the study

The major aim is to identify the common grammatical errors that are committed by English third year students at university of Mohamed Kheider Biskra.

4. Objectives of the study

1_To identify types of grammatical errors that are made by English students third year at university of Biskra.

2_ To explain some of the possible errors' causes in the written essays committed by grade English students third year at university of Biskra.

3- To estimate the major errors as well as the minimum ones.

4_To provide ideas and recommendations to the instructors; so they can device such policies which are helpful for the students to reduce the errors in their writing skills

5. Research question

Our investigation aims for solving the following research question:

RQ1: What are the kinds of grammatical errors that are made by the third year students English Students University of Biskra?

RQ2: What are the most common reasons for making grammatical errors?

RQ3: What are the suitable solutions to avoid those errors?

So, We **hypothesize** that:

1-Errors occur due to the students' interaction between Interlingual and intralingual errors in Target

language.

2_ Most of teachers are not aware about their students' errors in writing essays.

3_ Error analysis is the best solution for students who want to overcome those of errors while writing essays across multiple instructional methods.

6. Limitation of the study

Any study of error analysis has a number of limitations. However, the following sections cover common issues that arise while examining learners' errors, as well ideas for overcoming them. Firstly, limitation of the study includes identification of Errors versus mistake so, language errors and mistakes are not the same concept. Indeed, carelessness can lead to mistake which learners can quickly fix them. Learner errors, on the other hand, indicate a lack of language understanding (Corder , 1973). Secondly, choosing appropriate methods and manners of analysis such as qualitative study which will be undertaken to describe and analyze the deferent types of errors committed by students in their essays across analyzing some of essays and questionnaires. Then, tracing the causes of errors,

Especially when it comes to determining the main sources of errors, there are two opposing parallel assumptions: interlingual and intralingual causes.

7. Significance of the study

This research describes and analyses the common errors that the students make when they write their essays. However; the study introduces effective results in different categories. Firstly, knowing the causes which stand beyond students' low achievement in writing words make students aware about errors they commit when writing English essays. Secondly, Error analysis helps the teachers to identify the common language errors systematically. So, they can pay more attention on written errors. Generally, the present study informs students and teachers about the types of writing errors so that proper strategies could be taken into consideration to avoid committing them.

8. Literature Review

8.1. Error Analysis

According to James (1988) Error Analysis is one of the most effective theories in second language acquisition that is concerned with the analysis of errors that are committed by L2 across comparing the learners' acquired norms with the target language norms and explaining the identified errors. For Crystal (1999, p.108) Error analysis in language teaching and learning is the study of unacceptable forms produced by someone learning a language especially a foreign language. However; James (2001, p.62) stated that error Analysis refers to "the study of linguistic ignorance, the investigation of what people do not know and how they attempt to cope with their ignorance."; Error analysis have focused on the study the of linguistic ignorance; but the role of error analysis is the investigation about the errors made across the less attention that happens between people. Vahdatinejad (2008) maintains that error analysis can be used to determine what a learner still needs to be taught. It provides the necessary information about what is lacking in the learner's competence which includes the

Research methodology used in this study and gives information about the qualitative approach, population and the sample. In another words, it describes the data collection instruments and procedures across validity and reliability of the research.

9. Types of Errors in Writing

(Bataineh 2005) has identified the types of errors Jordanian EFL university students made in the use of the indefinite article (a). The results revealed that were nine types of errors in the use of the indefinite article as follows: Deletion of the indefinite article, Substitution of a for an, substitution of the definite for the indefinite article, writing a as part of the noun\ adjectives following it, use of the indefinite with unmarked plurals, substitution of the indefinite for the definite article, use of indefinite article with uncountable nouns and the use of definite article with adjectives. In conclusion, the results have demonstrated that all errors happened due to the impact of Arabic as first language which

was the deletion of the indefinite article. Also, this research study includes qualitative approach to investigate the common errors committed by University of National University students in their written essays in the final writing examination. In contrast, the participants were asked to choose a topic out of six topics. Eventually, the data was collected in the form answer copies.

10. **The Significance of Errors**

Nowadays, making errors in English language have become natural phenomenon in writing developmental process because students' errors are excellent sources for improving both teaching and learning process; Errors are not always bad, rather they are crucial parts and aspects in the process of learning a language , in another words, they may provide insights into the complicated processes of language development as well as a systematic way for identifying describing and explaining students' errors.

James (1998) announced his encouragement of Corder's idea (1967) who stated that errors are important in three categorical elements. Firstly, they tell the teachers how forwards the learners' goals have advanced and what remains for them to learn. Secondly, they have provided the researchers with the evidence of how language is learnt what the suitable strategies that learners should follow and employing. Third, they are indispensable to the learners because making errors can be regarded as a device they use to learn.

Eventually, the following research will qualitative case study method with interpretive paradigm (8, 9, 10) which was consisted of a specific learner group who are second year students for studying a course entitled (essays writing) in the second semester of the academic year 2017_2018. As consequence, this study depends on the qualitative instruments across using error analysis to analyze the common errors are produced by students' writing essays examination.

11. Errors in Language Learning and Use

It is book written by Carl James's error in language and use provides a comprehensive and balanced overview of both theory and practice. It includes nine chapters which can be grouped into three sections: theoretical background (chapters 1 to 3), procedures (4 to 6), and matters related to pedagogical intervention (7 to 8). Thus, the book includes the definition of the error analysis in

writing skills which involves the distinction between "what is error analysis" and "error. And how the pedagogical principles interventions may solve the common types of errors, However, this book has included both qualitative and quantitative approaches; the qualitative study involves the identification words about error analysis and its own scopes. In contrast; the qualitative approach includes the text which is guided by considerable and practical experiences in language education within a range of classroom contexts worldwide.

12. Sources of Errors

While researchers are trying to identify the sources of errors, they can take another step for the sake of understanding how the learners' cognitive and affective processes relate to linguistic system and formulate an integrated across understanding the process of English as foreign language.

According to the scholar KAPLAN (1996) stated that speakers of Arabic transfer rhetorical patterns from their mother tongue into English writing. Moreover, Khama and Haijaj (1997) stated that the Arab learners of English start learning it years after they have already started learning informally

Edie et al (1998) argued that the learners use a range of different mental processes including borrowing patterns from mother tongue. Consequently, this kind of transfer has undoubtedly a negative impact on learning writing English language. In addition to this, the research method in sources of error analysis includes A mixed method research as using statics, tables and describing words about the sources of errors in which considered to be as an obstacle for student in their written

essays.

There are several studies on error analysis have shown that learners make errors in target language, however, there are little errors have been on how the teachers deal with students' works; at the end of the writing essays the teachers either provide their students with the correction feedback on their errors or not, and what are the appropriate techniques they should follow it in order to avoid those errors, the present study tries to investigate whether teachers give clear feedback on students' errors; Although the current study is related to those mentioned above studies and it looks at the types of errors in EFL students, the difference in the above studies the scholars did not mention the appropriate techniques for correction of students' errors in order to cover the linguistic development of the students whether at the level of strategy development and language skill development.

12. The Research Methodology for this Study

This research study includes a mixed method which will be undertaken to describe and analyze the different types of errors committed by the students in their essays. Error analysis will be used for analyzing the content of some essays and finding out the occurrence of definite structures that are containing certain errors. This research involves the qualitative approach where it will analyze the students' writing errors for the sake of discovering the common causes and taxonomies of errors. After that, this research study will describe the number of errors that the students made.

13. Data Analysis

This research study will analyze each student's essay and classifies the errors into multiple categories. Also, this research will classify errors in tables, then, from those errors the researchers will conclude the common causes of errors.

13.1. Procedures

1_ it includes the identification of errors committed by students in their essays.

2- Scheduling a session for the sake of explaining and analyzing the common errors in writing essays. And, this study will help students in finding out their own errors across underlining them and using the symbols of correcting code.

3- To categorize types of errors into different categories.

4- At the end of the session this study will help the researcher in evaluating and correcting the common errors in writing essays.

14. Sample of Population

The sample population in this research is all about the third grade students of university Mohamed khieder Biskra across selecting data from the students who have taken writing class which is collected from writing academic essays. The population in this study 40 **participants** at university of Mohamed Kheider Biskra which will be selected. And the sample will be chosen purposely because students have advanced level at university, and they need to build a strong base of the correct use of linguistic rules as Vocabulary, spelling, grammar, and mechanics, for the sake of facing difficulties in their advanced level. The researcher relies on the data collection method in the form of test class, in another words; he will draw a topic which is relevant to the students' English syllabus, so they will write essays composition that will be corrected and evaluated by the researcher.

15. A Provisional Structure of the Dissertation

In order to answer the afore-mentioned research questions and hypothesis, this present study has been planned so as to include mainly three chapters, with the aim to exhibit the development of the study from theoretical to practical sections or chapters. First, **Chapter One:** it represents the literature review about errors analyses in writing across providing its definition, mentioning its role in learning and teaching students, its aspects and reasons focusing on grammar, vocabulary. It involves the explanation of

teaching approaches, in order to avoid errors in academic writing. **Chapter Two:** this chapter contains from a deeper insight in multiple grammatical errors. Firstly, this chapter will focus on an introduction to errors across stating their main types and causes. Secondly, it depends on the explaining teachers' intervention about students' errors in writing essays. Eventually, we schedule the light on both errors' correction and its analysis methods **Chapter Three:** This chapter has strong relation with the practical part; it focuses on working hard to look at more consistent error analysis of English students third year at university of Mohamed kheider Biskra. The researchers will try to investigate real causes behind learners' inability to use their linguistic background knowledge to practice their effective writing essays across identification of students' difficulties in academic writing. In addition to this, this research study will rely on qualitative approaches which will give the researchers an effective teachers' feedback correction about students' errors in writing essays.

Chapter one

Literature Review on Error Analysis in Writing Skills

Introduction

Literature Review on Error Analysis has different concepts, so it includes the significance of making errors because errors can help the learner to develop and contrast his or her knowledge in learning second language, thus it is widely recognized to have significant role in the learning process especially in grammar which is considered as the basic source of errors that makes learners to have complex writing. Literature review helps the learner to make differences between multiple concepts that are closely related to the term error like: error – mistake, lapses- attempts, performance Vs Competence. Also, Literature review claimed that Error Analysis consists of two main Models which are supposed by lot of researchers that leads to the appearance of two main ways of analysis: Error Analysis Vs Contrastive Analysis which makes the researchers to discover common Errors, However, when learners decide to prevent them they should go across direct and indirect corrective methods. It provides students' attitudes towards errors as well as, it contains various procedures of error analysis that help students in overcoming their common errors across identification of errors, description of errors, categorization of errors, and explanation of errors.

1.1. The Significance of Making Errors

Errors are widely recognized to have a significant role in the learning process. Also, for language learners, learning a language is not so much about taking up a set of habits, but rather it is a process

of the learners' findings in the languages' basic habits, categories, and system of choice through various types of processing of the languages' sorts presented to learners by teachers (corder,1973). In order to discover errors learners have to go through several stages and process. Moreover, making errors is one of the most significant factors presented in different stages and processes of language learning.

According to Dulay and Burt (1974), making errors is expected and appears to be required and important to language learning. In reality, it is a clear evidence that language learner has developed and internalized the rules of the language. While a learner's errors may not provide a direct measure of their language knowledge, in addition to this, they are likely the most essential source of information concerning the nature of a learner' s knowledge based on the study of his errors, and they can construct a picture of the language elements that give him learning difficulties. As a result, a learner's errors are Important to the teachers because they tell him If he does a systematic analysis, and how far the learner has progressed toward his or her aim?

Learners make errors in both comprehension and production. Corder (1974,p.25) has pointed out: "It is very difficult to assign the cause of failures in comprehension to an inadequate knowledge of a particular syntactic feature of a misunderstood utterance"; in other words, corder (1974,p25) stated that it is difficult to identify the cause behind a lack of understanding of a specific grammatical aspects of misunderstood utterances. Indeed, an error can be defined as a deviation from the norms of the target language. However, to overcome these common errors researchers and learners have to go over five steps in error analysis as following: collection of a sample of learner language, Identification, Description, Explanation, and evaluation of errors. In other words; The first point in error analysis is the collection of a sample language learner. Thus, researchers have identified three

broad types of errors according to the size of the sample. So, these types of samples are: massive, specific and incidental samples; all these types should be introduced for avoiding making errors in written production essays when students are learning English as foreign language. However; Corder (1967) stated that making error is a proof of the learners' level that illustrates how first and second language learners' improvements can be as an independent system of language. As a consequence; the study of learners' errors has become an important field of applied linguistics to examine language grammatical knowledge by analyzing learners' writing skills.

1.2. Grammar as Basic Error

Grammar is considered as the basic errors' sources that makes the students' writing complex essays, however, the verbs' location in the sentences is to show the tense marker in the present simple when the subject is singular. The students also dot not put the verb be (is, am, or are) to write a nominal sentence in the present simple. When the sentence contains a gerund, they also do not use the inflection "ing". In addition to this; they may sometimes miss the article in constructing a sentence. Besides they also forget putting a subject or an object in writing a sentence. In some studies, students still use a singular verb and vice versa. They also use a plural noun instead of singular noun. in addition to this; they sometimes attack double auxiliaries such as "is" and "should" in one sentence.

English as foreign language has become an essential language in the world due to several consistencies. So, English includes four skills namely, listening, speaking, reading, and writing. Thus, In developing these four skills, The English language components of vocabulary, structure, pronunciation, and spelling are taught. As results, many scholars have identified that the students often make errors in their writing essays within incorrect grammar as basic source of errors.

Many types of errors arise for students learning English because they do not master English well; most of the student makes errors in their writing essays because they do not master the grammatical rules correctly (Ramelan, 1992). Also, Brown stated that second language learning is a process which

is different from first language learning in its trial and errors nature; it means that the students learning English cannot avoid errors in learning a second language. Norrish (1983,p.7) as a systematic deviation that happens when has not learnt something correctly gets wrong . Richard et al 2002 argued that the occurrence of errors refers mainly to the use of a word, speech act or grammatical items in such way it seems imperfect and significant of an incomplete learning(184). However; H.Douglas Brown defines linguistic errors as a noticeable deviation from the adult grammar of a native speaker towards reflecting the interlanguage competence of the learner, then he cites an example *Does John can sing!* Where a preceding Do auxiliary verb has been used as an error.

However in other cases, some students use adjective instead of a noun; for example, healthy instead of health. The students sometimes use a noun instead of a verb, such as, consumption instead of consume. They also use the incorrect pronoun instead of the correct one like "our" instead of "your". Some students sometimes misspell words such as bealt and chace, besides, they do not arrange sentences correctly, In these cases, students make errors, but they do not recognize them.

1.3. Error Analyses

Error analysis is one of the most significant domains of second language learning. It examines errors made by L2 learners and Richard and Schmit(2002) define it as the study and analysis of the errors made by second language learners. Learners make errors in both comprehension and production. Corder(1974,p.25) has pointed out: " it is very difficult to assign the cause of failures in comprehension to an inadequate knowledge of a particular syntactic feature of a misunderstood utterance". So, an error can be defined as a deviation from the norms of the target language across five steps

1_ It is the learner who determines what the input is. The teacher can present a linguistic form, but this is not necessarily the input, however; it simply depends on what is available to be learned.

2_ Keeping the above point in mind, learners' needs should be considered when teachers_ linguists

plan their syllabuses. Before Carder's work, syllabuses were based on theories and not so much on learners' needs.

3_ Mager(1962)points out that the learners' built –in syllabus is more efficient than the teachers' syllabus. Corder adds that if such a built – in syllabus exists, then learners' errors would confirm its existence and would be systematic.

4_Corder introduced the distinction between systematic and non systematic errors. Unsystematic errors occur in one's native language; Corder calls these " mistake" and states that they are not

significant to the process of language learning. He keeps the term " errors"
For the systematic one which occur in a second language.

5_ When a learner has made an error, the most efficient way to teach him the correct form is not by simply giving it to him, but by letting him discover it and test different hypothesis.

Dudley _ Evens 1998 defined

    Error analysis is described as a set of procedures to identify, describe, and explain learners' errors(Ellis Barkhuizen, 2005, cited in Amiri puteh ,2017) ; Error analysis can provide a good methodology for investigating L2 learners' errors because it plays a fundamental role in investigating, analyzing, and categorizing errors made by L2 learners(Al- khresheh,2016). Hence, error analysis has been conducted with extensive subjects and population to investigate the students' writing errors. In more clear words, it tells the source of the error that why did it happen in which can be two possibilities in general, one is the social context and the other is psycholinguistics source.

    The analysis of errors made by EFL learners can be seen in the study of Khansir(2013). He compared and examined the error types found in the written products of ESL and EFL students. He concluded that there were no significant differences between the errors found in the written products of the two groups of the writers. It can be concluded that both ESL and EFL learners faced similar problems in writing. Later, Zafar(2016) conducted an empirical study which is used Error analysis as

a treatment. She first analyzed errors frequently made by her business students, and verb tenses were found to be the most problematic ones. After a two month writing training focusing on the accurate use of verb tenses, her students had an apparent improvement.

Stenson(1974) argued that there are three main reasons for errors as following: Incomplete acquisition of the target grammar, exigencies of the learning or teaching situation, and errors due to normal problems of language performance. However, Rechards in 1984 stated that the prominent place of intralingual errors produced by speaker of Japanese, French, Chinese, Burmese, French,

Czech, Polish, Tangelos, Maori, Maltese, which caused six types of intralingual errors in which produce multiple obstacles in writing essays at university level as following: errors in the production of verb groups, errors in the distribution of verb groups, errors in the use of prepositions, errors in the use of articles, errors in the use of questions, and miscellaneous errors.

According to Hengwichitkul (2006) errors were analyzed at the sentential level. Also, all of the errors were classified as subject verb agreement, tenses, parts of speech, participial phrases, relative clauses, passive voice, parallel structure, punctuation, run-ons and fragments.

According to Richards in Emmaryana (2010p.5), error analysis is a process of identifying and correcting errors in writing and speaking skills. Also, the study of errors made by second and foreign language learners which is known as error analysis. Error analysis can be used to determine how well someone knows a language, how they acquire a language, and learn about typical language learning challenges as an aid in teaching or in or in the preparation of teaching materials. Brown described error analysis as the act of observing, analyzing, and categorizing deviations from the rules of a second language, and subsequently revealing the systems in which are used by learners.

1.4. Writing skills

Writing is a skill that requires a great deal of thought and effort. Furthermore, in order to write

properly, learners must have a good comment of the English language which is basically including grammar, punctuation, syntax, and pragmatism. Ananda Gani and Sahardin (2014), On the other hand, they believe that writing is the most important ability to teach English learners in an EFL context (p.81). Also, the written text must be grammatically correct, logically organized, semantically understandable, and syntactically distinct. As result, students must maintain their writing abilities.

Rozimela(2004p.83) emphasizes on the importance of mastering English writing skills in achieving English language learning objectives. Similarly, Leki(2011) claims that having adequate writing skills makes it easier for our readers to understand our ideas very easily(p.5). It is critical for students to learn how to write compositions exactly and confidently, and professors must provide feedbacks to their students so that they can improve writings in the days to come.

These two definitions of writing skills are adopted from the article " Analysis of Errors committed by students in writing English essays". So, Error analysis in linguistic is a systematic process of collecting, identifying, describing, explaining and evaluating unaccepted linguistic forms committed by learners in their writings or speeches. This article attempts to assess the errors committed by learners by 128 bachelor first year education students studying English as a foreign language at Makawanpur Multiple compus, Hetauda, Nepal in the year 2021 which is mainly include quantitative study in Across sectional research design. In addition to this, the research instrument of this research is the analysis of 128 students' writing essays types which embraced across the five proceedings: collection, identifications, description, explanation and evaluation of errors. The results revealed that most of students committed errors in omission at the sentence level, and the causes of the errors were due to intralingual transfer, whereas the highest frequency of errors at the word level was preposition resulted due to mother tongue transfer and overgeneralization.

As the following study focused on the analyses of errors in English essays; the analysis of errors found at the sentential level and the word level was adopted which may include multiple forms as fragments, subject- verb agreement, word orders, tenses, capitalization and punctuation. However, the other concerning errors the word level were articles, prepositions, word choices, nouns, pronouns and

verts.

Bumroongthai(2011) stated that most of students make errors in writing essays due to the Thai EFL students committed various types of errors regarding English grammar and the paragraph format in essays. However, In the book of "Common errors in English " by Paul Brians (2) stated that most of the times in dictionaries, students will discover lists of errors can be either words or phrases that have been criticized. Before presuming that a dictionary endorses terms like "dial"(dialectical),"nonstandard"and"obsolete" across paying attention to the labels in writing essays. In addition to this, He argued that the main purpose of a dictionary is to keep the track of how students use written language essays in real life. Dictionaries differ in how much usage information they provide; nevertheless, the objective of a usage guide in writing essays lead to multiple writing errors especially by a significant number of well educated people.

Saudi college students' perceptions of their written English errors were investigated by Salebi (2004). There were 32 students who took a part in the study. The age of Saudi women students were between 22 and 24 years old who were in the fourth level at the department of foreign language at King Faisal University. They had attended an error analyses course where they were taught how to identify, classify, and describe errors in English committed by second language learners; however, the researchers used two main research method tools: a test and students' comments on their errors.

1.5. Error Vs mistakes:

The theoretical distinction between errors and mistakes that are committed by students in the classroom is summarized in this section. For the sake of clarification, researchers note that errors occur when the correct form or use of a target item is not a part of speaker's or writer's competence. Whereas, mistakes occur due to fatigue, stress, or a lack of concentration, despite the fact that the correct form or use is part of the user's competence.

Errors and Mistakes are concepts perceived differently by some people. Thus, technically, errors and Mistakes are different concepts, in other words; A mistake is caused by a lack of attention, exhaustion, carelessness, or other elements(aspects) of performance, whereas, an error is caused by deficient knowledge(Richards and Schmidt,2010:201). Brown (2010:217) like (Richard and schimdt, 2010:201) sees the differences between error and mistake. So, a Mistake is involved a performance error that can be self-corrected, whereas an error is a notable variation from the grammatical mature of a native speaker that shows the learner's ability in performing language learning. It means that errors demonstrate a learner's understanding of the target language, but mistakes show a learner's temporary imperfection when using the language.

1.6. Lapses and Attempts

Edge (1989) separates lapses and attempts from the perspectives of both learners and teachers. Firstly, when describing lapses as mistakes that teachers believe students may self-correct. Secondly, when students want to convey their meanings, but they cannot because they have not yet learned the essential linguistic structure, so they make mistakes. Finally, their mistakes will be referred as attempts.

1.7. Performance Vs Competence

Chomskey(1965) coined the term "performance" which he defined as the overt production of language whether through speech or writing. He compared it to "competence" in which he defined it as the native speakers' perfect knowledge. Competence refers to know what is grammatically proper, whereas performance refers to what happens in practice. Chomskey saw psychological restraint as causing the faculty image of competence. The ability to make mistakes reveals nothing about the underlying capability.

1.8. Models for Error Analysis

Three stages models for error analysis were proposed by Corder (1967,1974). Firstly, it includes data collection which refers to idiosyncrasy recognition. Secondly, it consists of the term

"description" refers to the process of accounting for distinctive dialect. Finally, the term "explanation" refers to the ultimate goal of error analysis.

The model of error analyses was developed further by Brown(1994,p207-211) and Ellis (1995,p51-52), Also, Ellis and Hubbard et al.(1996,p135- 141) presented practical suggestions and examples for identifying and analyzing learners' errors. The first stage is to choose a corpus of language which is then followed by the identification of errors. Then errors should be classified into different categories. After providing a grammatical analysis of each problem, the following step requires an explanation of the various types of errors. Eventually, learners must demonstrate their capacity to writ particularly in essays.

1.8 Ways of Analysis: Error Analyses Versus Contrastive Analyses:

Error analysis provides a different perspective than contrastive analysis which is the most useful one in classroom studies. On the other hand, contrastive analysis may be at least predictive at the syntactic level and in the early phases of language learning (Brown 1994); It allows prediction of the problems that come with learning a second language. In addition to this, error analysis emphasizing "the significance of errors on learners' interlanguage system"; in other words, Error analysis involves the impact of errors on the interlanguage system of learners. (Brown, 1994,p204) . According to Corder (1974) Error analysis has two major goals: theoretical and practical ones. Firstly, the theoretical goal is to clarify what a learner learns when studying a second language and how she or he acquires it. Secondly, the practical goal is to help the learner to learn more effectively by using his or her dialect knowledge for educational goals.

1.9. Teaching Induced Errors

Corder(1974) stated that errors can be encouraged by the teaching process itself that the students are exposed to different classrooms' aspects or causes such as: classroom atmosphere, the material presented, the teacher's language use, and the teaching style in which are difficult to identify, However, it could be done because of the teaching material is not appropriate for the classroom, or

there are some flaws(difficulties) in the teaching process. For instance, in an attempt to help students understand new material or subject, the teacher might also cause errors across over generalizing or simplifying ideas into multiple errors. It is important to identify the causes of errors and mistakes so that teachers can respond appropriately to that.

Eventually, Interference and overgeneralization errors may introduce a key to a learner's current comprehension of the language system, as well as providing data as an evidence on which how to teach directly and effectively in classroom.

1.9. Types of errors

Researchers can distinguish between two types of errors based on the above reasons as following: Interlingual_ transfer errors which are caused by the learners' mother tongue interfering and intralingual developmental errors are mainly caused by the new language learning.

Errors can be classified based on their importance and treatments. For example, Krashen(1982) distinguishes three types of errors, stating that the most important errors should be dealt with and followed by global errors which are the most common errors. Global errors make communication difficult since they prevent the understanding of communicative messages in which must be repaired and corrected. Stigmatized errors (the use of taboo words, socially unacceptable words or violent language) are to be treated immediately. The group of the most frequently occurring errors includes errors which are corrected with no matter which group they belong to. Secondly, Errors that are stigmatized ones (such as the usage of forbidden words (taboo words), Socially inappropriate terms, or violent language) should be correct in the right way; errors should corrected regardless of which group they belong to were included in the most commonly occurring errors.

Bàdos(2000) divides the written errors into four categories based on their gravity and severity. Firstly, Qualitative errors, involve errors that are sufficiently serious that obstruct communication or

cause the information to be sorted incorrectly. Secondly, Quantitative errors are those errors that have not bear or effect on communication such as: misspelled distort the interpretation of the data or meaning, they may become qualitative.

11-Error Correction

Correction is a type of feedback provided to students on their language use. Furthermore, all teachers would agree that one of the most challenging duties in language teaching is correcting errors that students make whether in speaking or writing. There are numerous concerns that an instructor must examine it. For instance, it can be whether an error or a mistake, when the instructor should correct (the time of correction), how much correction should be given, and how the students' writings can be corrected without becoming de-motivated, thus, teachers call attention to when something goes wrong to see if the students can fix and correct their own errors or not, and to determine whether what the students say or write is simply a mistake, or if there are global or local errors.

However, correcting the situation of over learning does not just include continually presenting the data and repeating the same drills and exercises. On the contrary, it necessitates that the teacher should comprehend the source of errors in order to supply an acceptable mixture that will resolve the learner's problems while also allowing him to find the important principles of the writing rules. As result, the source of the error is essential information for the teacher in determining the appropriate treatment.

1.12. How to Correct Errors

There are two basic types of error correction:

1-12-1-Indirect Methods

Teachers are usually responsible for correcting students' errors. However, teachers are neither obliged nor recommended to provide all of the corrections. The corrective process should not be under the control of language teachers. So, a lot of time and effort would be saved if the teacher let the students to discover their errors on their own ways.

There should be other sources of corrections than the students and the teachers; the other members of the group can help in the correction of errors. Moreover, there are certain strategies have been improved the students' ability to identify their own errors, and they may be assisted in preventing their errors in different ways. However, the teacher must closely supervise the use of other members of the group to correct errors in order to ensure that no one in the group will make errors. Otherwise, this method could be harmful to the students whose essay is being debated.

1.12.2.Direct Method: Teaching Correction

Direct correction should be used whenever the student is unable to understand indirect corrections because it has significant association with teacher correction errors in target language; if no one can correct his or her errors, so the instructor must recognize that point which has not yet been learnt properly. As result, if the teacher notices that the majority of the class has the same problem, the teacher might also re-explain the problematic item of producing errors in foreign language essays. Also, more repetition and practice may be required to avoid certain types of errors because the primary goal of teacher correction is to help the students in learning new language items correctly especially in the written skills. Eventually, that is why, after correction the teacher must ask the students who made the original error or mistake to provide the correct answer.

1.13. Students' Attitudes Towards Errors

When it comes to errors and error correction, teachers and students have different attitudes. Firstly, Pit Corder described it as: "Teachers are more concerned with how to cope with errors than with what

causes them"; teachers are more concerned with how to deal with errors without taking in consideration their causes. Some of them think if we were to find the ideal teaching approach, errors would never be made in the first time, and errors are only a symptom of our lack of teaching techniques" (Corder, 1967). Secondly, such teachers will provide everything to prevent their students from making errors by correcting them frequently, it believes that this will help students to identify their errors and avoid repeating them. On the other hand, some of other teachers argue that a teacher who emphasizes on grammatical accuracy and correction may discourage students from learning a foreign language. They also argue that over correction may cause learners' Anxiety which can be as obstacle in their learning processes (Krashen, 1982).

It is not unexpected that some students, like teachers, want to be corrected by their teachers for every time and again because they believe that regular correction will help them to improve their language skills. Leki (1991) similarly, discovered that multiple writing errors wanted to be corrected by 100 percent students. However, continuous correction can be annoying, distracting, and discouraging to certain students. Some of the students do not mind corrected by their teachers whenever they are speaking and some of them would even stop participating in the classroom interaction just because they do not want to be corrected by their teachers or even by their friends.

Due to these multiple attitudes, both teachers and students should take in consideration new approaches in order to overcome the problem of error- correction and relying on their own preferred ways of both learning and teaching processes.

1.14. **Procedures of Error Analysis**

Error Analysis is carried out in a systematic manner over various stages. During the 1970s, there had been a lot of progressive steps in Error Analysis. However, Corder(1981) proposes four main stages for analyzing learners 'errors. First, it is necessary to collect a list of what is believed to be analyzed which may include learners' written compositions, in-class-conversations' recording, a listening test results or even an assessment's quiz after reading and writing.

categories. Firstly, Massive Sample is a collection of language use patterns from a big number of students; in other words, the term" massive sample" refers to the data gathered from a large number of learners about how they use language. Secondly, Specific Sample is a collection of language usage patterns from a small group of learners; specific sample is a data gathered about forms of language use which is collected from a limited group of students. Thirdly, Incidental Sample is a collection of language use patterns from a signal learner

The second step is to find the writing error in this sample which should be done after identifying several steps. First: determining what an error is across identifying the nature of an error, and second: which target language of variety to evaluate. The differences between Error, Lapses, and mistakes in terms of the target languages' norms which are discussed at the above of the chapter. Furthermore, the researchers, teachers, and conventions are used for the concerned sample to determine which varieties of language norms are used. Eventually, identifying the errors in the corpus is a main step in Error Analysis.

The following step is to describe the errors that have occurred in different categories. Also, this description is designed to make differences and similarities between learners' production and the target languages' counterpart. As result, errors should be classified into different groups. The rate of occurrence of each error will be recorded by the analyzer. Moreover, this classification should not only be understandable, but also it should be simple to interpret. Certainly, it is rarely to find a good explanation for how learners' languages differ from the target languages' forms; the differences between the language of learners and the target languages have multiple forms as following: false selection of certain constitution, omission, and non-appropriate choice of some construction.

As result, an explanation must be given once the errors have been described. However, this step is classified as psycholinguistics by Corder (1981). First, it is a collection of traces of possible errors' origins which considers and investigates learners' mental processes, psychological status and other intervening factors. For example, the analyzer can suppose that the students do some self-hypothesis-

testing and this has an impact on the number of errors that occur in which would explain the learners' idiosyncrasy in the target language. Eventually, after the description process, the main aim of Error Analysis is to explain errors.

Conclusion

      This chapter discussed thoroughly the potential concepts that are related to the term error and Error Analysis. However, this type of analysis was revised and developed by Corder due to the revealed shortcomings. Concequently, EA came to the surface as an effective substitute. This, however, did not prevent scholars from failing in making deffirences between error, miskes and or lapes. the criteria of selecting authentic materials, when they should be used? Finally, this chapter is concluded by stating the main advantages and disadvantages of reading authentic materials.

CHAPTER TWO

ERROR ANALYSES' MODELS AND   TAXONOMIES

Introduction

Recently, the study of learner's errors has risen in interest, particularly among those studying a second language. Many educators, EFL teachers, and academics throughout the world have looked into the study and analysis of errors made by second language learners whether in their speech, writing, or both. In reality, errors made by students have long been the source of content.

There have been two major approaches to the study of learners' errors namely contrastive analysis and Error Analysis Keshavarz (1999, p.11.) He also added that "Error Analysis arose as a result of the flaws in Contrastive Analysis which was the preferred method of describing learners' language in the 1950s and 1960s"

Contrastive Analysis is the process of comparing a learner's native language to the target language. Predictions were made on Errors that learners would be likely or disposed to make as result of similarities or differences between two languages Kim, 2001. CA arose out of a critical assessment of the audio-lingual method, observing that language education can only be successful if the L2 is described scientifically and thoroughly (Friesm, 1949). However, by the early 1970s, contrastive Analysis had lost appeal because to inaccurate or uninformative predictions of learner errors did not occur as predicted but instead errors appeared in different areas where CA had not predicted (Kim, 20011)

The use of structuralism in linguistics and behaviorism in psychology drew more significant criticism. When the CA study was questioned, it gave way to Error Analysis in 1970. On the other hand, CA attempts to describe the differences and similarities between L1and L2, James(1998 cited in Kim,20011) stated that EA seeks to characterize learners' interlanguage in an independent and objective manners. He believed the greatest distinguishing element of EA is that the mother tongue is not supposed to be given for comparison. As result, the majority of EA researches have focused on linguistic elements of learners' errors. In reality, identifying and characterizing the source of a learner's errors has become a popular activity throughout the last three decades. This form of analysis may lead to a better understanding the types of large cohesive errors and their sources.

1-Error Analysis

Even in the first language, writing is a complicated process. Undoubtedly, writing in foreign language is more difficult. As result, many researchers have attempted to identify the most prevalent writing errors made by EFL students in learning second language. Naturally, a iiteachers in identifying students' challenges with that language. It will also aid in the implementation of effective teaching methods for the sake of helping students to learn more effectively. Thus, Error Analysis can be concerned as a basic element in language teaching for the sake of understanding teacher's point of view and rethink about his or her methods for filling the gap in students' knowledge (London Vasquez). In other words, as Corder (1967) defined EA is a process used by both teachers and researchers that entail gathering theory and practice in language studies samples of learner's language which involves identifying the errors in the sample, describing them, categorizing them based on their types and causes, and evaluating their seriousness.

The major goal of Error Analysis is to find out what the learner knows and what does not know and to" ultimately enable the teacher to supply him not just with the information that his hypothesis is wrong, but also, importantly, with the right sort of information or data for him to form a more adequate concept of a rule in the target language" (Corder, 1974.p170); According to Corder (1974.p,170)EA allows the teachers to provide their students with not only the evidence that is hypothesis are incorrect, but also the information that his hypothesis incorrect.

2.2. Error Taxonomies

There are a few points of view about the cause of error, so according to some experts errors are caused by three factors: intralingual transfer, interlingual transfer, and learning context. These elements are related to the second language acquisition and have an effective role in the target language learning process particularly in writing.

Richard's completed research is one of the most important studies in the subject of Error Analysis (1971). So, his research included students with a variety of linguistic background such as Japanese,

Chinese, Burmese, French, Czeeh, Polish, Tagalong, Maori, Maltese, and Indian and West African languages and his research also revealed the various types of errors that occur in the production and distribution of verb groups, preposition, articles, and the use of question. So, he classified errors into three categories:

2.2-1-Interference errors: errors are caused by interference from the mother tongue.

2.2-2 Intralingual Errors: reflects the incorrect generalization of rules within the target language; intralingual errors occur when rules are used incorrectly and generalized inside the target language.

2-3 Developmental errors: errors occur when speaking attempt to form hypotheses about the target language which is based on limited experiences.

Intralingual errors can be classified into the following groups, according to Richard (1971):

1-Overgeneralization errors: Overgeneralization errors occur when a learner constructs a deviant structure based on other structures in the target language language. Such as, "He can sings"where the correct form in English "He can sing"or "He sings".

2 Ignorance of rules restrictions: Students apply rules in different situations where they are not appropriate and not applicable

3 incomplete application of rules: the learner does not use a developed structure like "you like to sing"instead of "Do you like to sing".

4- False Hypothesis: the student does not comprehend a distinction in the target language e.g. the use of "was" as a marker of past tense in "One day it was happened" instead of " One day it happened".

H. Doughlos Brown claims that there are three major sources of errors. He labels interlingual transfer, intralingual transfer, and context of learning.

. Interlingual Transfer

Interlingual transmission occurred as result of the native language's or mother tongue's influence. The native language is just the prior linguistic system on which the learner can drew in the early stages before being familiar with the system of second language.

b. Intralingual transfer:

Intralingual transfer(the transfer with the target language itself). Researchers have found that the

early stages of language learning are characterized by a predominance of interference(interlingual transfer), but once a learner have begun to acquire parts of new system, more and more intralingual transfer-generalization within the target language is manifested. Negative intralingual transfer, or overgeneralization has already been illustrated in such utterances as " Does John can sing§" other example like " He goed", and " I don't know what time is it§"

2.3. Studies Done on Intralingual Errors

Errors are caused by a variety of factors which are including interference with the student's own language. Students may make it in the target language, since they do not know the target language very well; they have difficulties in using it. Intralingual Interference according to Richard(1974:6) refers to items produced by learners that demonstrate generalization based on partial exposure to the target language rather than the structure of the mother tongue.

According to Brown (1980:162), intralingual transfer is more prevalent in the early phases of language learning, however, when the learner begins to master components of the new system, more and more transfer generalization inside the target language appears.

2.4. Errors Caused by Learning Strategies

1-Simplification: It occurs when learners try to simplify the structure of sentences, thus; sometimes they fail to write a correct sentence.

2- Fossilization :(bouhania, 2014) argued that" evidence suggests that fossilization is unique in learning the second language". It refers to the incorrect use of a language use of a language that has become a habit learners cannot correct easily.

3-Lack of Knowledge of rules= simplification: One of the most common reasons of learners' errors is a lack of knowledge rules, Also, students can lack sufficient knowledge rules of certain grammatical principles. The later may also influences the student's performance in learning the target language.

2.5. The Role of Writing in Learning Language

Writing has a unique impact on how people think. Moreover, when students write, they contrast meaning. Learners combine facts and ideas to create something unique and new whether it is in a

letter home, a college essay, or a report job. Writing is an essential component of every language course. But learning to write is not just a natural extension of learning how to speak language. It is because they mastered their first language at home without formal teaching. Whereas, majority of the students had to learn how to write the formal language at university.

Aside from making a differences in the way student think and learn foreign language. Hence, writing facilitates their communication and connection to each other for the sake of expressing themselves, in other words, students must communicate with one another in writing, but it is not the only reason why writing should be included in any language course. According to Ann Raimes' book, writing helps learners in acquiring a foreign language for three reasons. First, writing presents what the teachers have been teaching in terms of grammatical structures, idioms and vocabulary. Second, when students write, they have the opportunity to take risks with language by going beyond what they have just learned to say.

Third, they necessary involved new language in their writing; the effort to express ideas and the constants use of eyes, hand, and brain is a unique way to reinforce. The students discover a real need to find the right word and the right sentence. So there is a close relationship between writing and thinking that makes writing a valuable part of any language course. There are four roles of writing in learning languages, they are:

a. Narration

Narration is a type of speech or written discourse that can be found in a variety of forms. It describes an action or a sequence of events in such a way that it may be called a story. In the literal definition of the word narration, it refers to events that are organized in such a way that they drive or move the reader from a beginning to a conclusion while maintaining or keeping living feelings of reality. As result, narration demonstrates its method by arranging the elements of an action in particular order. It is primarily concerned with the evocation of pictures, and it places those pictures in the chronological context. From a psychological standpoint, narration is the most basic type of discourse because everyone is born practically with the ability to tell a

narrative story.

B. Description

The basic purpose of description is to let the reader see things or perceive their unique qualities; it helps the reader see things in the sense of visualizing them. Description emphasizes on the appearance of an object, whereas exposition based on its nature. In description, the reader sees the object clearly and accurately; he or she perceives it with the kind of fullness. The reader will get an image of the object after reading the description.

Much descriptive writing is classed as creative since it has a connection with the image of the object. Although descriptions are sometimes written in isolation, they are frequently coupled with other forms of discourse and contribute to larger whole parts.

C. Exposition

The term "exposition" refers to a type of writing that discusses a topic. On the other hand, its purpose is to help the readers comprehend what they have read. Because exposition is used to transfer knowledge by explanation, it has little function other than to clarify such masters. Thus, it is possibly the most widely used of all modes of discourse.

The main features of successful expository writing are discussed by Maxin Haire Stone in order to determine the qualities that most readers want to find as following:

First, the writing is important skill since it should inform writers and readers about something they are interested in; Reading is significant if the reader loves it and learns something new from it, as well as if it finds out their needs.

Second, the writing is clear enough that the reader does not need to reread it for multiple times to understand what it means or implies.

Third, the writing is adequately developed; the author backs up to the significant arguments and can answer to the question they proposed by explaining and elaborating their assertions. So, when students want to write effective essays, their writings should be grammatically acceptable.

D. The Framework of The Analysis

The writer's purpose in conducting this type of research is to identify what types of errors that students commonly make and its causes .For that, the writer is taking second grade students of SMA Harapan Jaya Cipondoh Tangerang.

The writer assesses the students' writing abilities. The writer employs the descriptive analytic method to assess the essay once it has been corrected and the errors have been identified. According to Rod Ellis, the writer employs the following approaches for Error Analysis:

1-The language corpus should be selected

2-The errors in the corpus are identified

3-The errors should be categorized

4-The errors should be clarified

5-The errors should be assessed and evaluated

It is unavoidable that when learners learn writing skill in foreign language, they face a variety of challenges and problems due to the differences between structures which included language system, and the order of the sentence between foreign language and their mother tongue, Indonesian students, in particularly, who are interested in writing English essays, As result, they face numerous obstacles

when writing English essays due to the structural differences between the English and Indonesian languages. Despite the fact that there are other issues which cause students to make errors in their writing styles, the writer focuses on the most prevalent grammatical errors such as singular plural, word form, word choice, verb tense, add a word, omit a word, word order, spelling, punctuation, articles and meaning not clear.

Singular and plural

When writers talk about single and plural forms, they are referring to the fact that there is more than one person. It is written in Both English and Indonesian languages . However, the way they use them is not the same. To indicate a plural or some words engaged in an irregular plural, English usually uses s/es at the end of the word like knife- knives, child- children. In contrast, Indonesian has a unique style for expressing plural across repeating the same word and adding the term 'para'.

Example

English: All the students bring those boxes

Indonesian: Para pelajar membawa Kotak-kotak itu.

Due to the variations in the preceding examples, students find it difficult to write in a precise manner without making errors. However, students have a significant difficulty in distinguishing between singular and plural terms.

Article

The article may or may not appear which is depending on the type of noun. To distinguish a zero article, the definite and indefinite articles are commonly used which are **the** and **a.** Before a word begins with a vowel, each article suffers from a change in pronunciation, as well as modifications in both pronunciation and writing. Indonesians are unfamiliar with the term "article", furthermore students believe that they are not required to use it when writing an English composition Eg. "I have big house"it should be "I have a big house".

🔵 Addition Word

Sometimes the students miss use several words when they are writing a composition. That is why the writer should add some words to make the students' composition complete when he is analyzing each student's writing. For example, "Anton very happy" it should be" Anton is very happy". It is caused by their lack of grammar knowledge. This error can be seen as a form of simplification. This simplification is sometimes called «redundancy reduction» because it eliminates many items which are redundant to convey the intended message. Redundancy reduction makes production easier but makes comprehension difficult or even impossible.

🔵 Word choice

Students sometimes use the wrong terms to make their writing more understandable. When two words have the same meaning but they are used differently in a phrase which can be confused. For example, pale and pail are both nouns that are used in distinct way. According to Katherine Ploeger in her book Homonyms are words that have the same sounds but have different meanings. Some are possessives, others contractions, others something else. To help students understand the problems with terms that sound similar or almost the same yet have different meanings, they should look at the table below

Table2.1.

Accept (to agree)	Except(not allow)	
Allowed(accepted)	Aloud(loudly)	
Here(At this location)	Sight(The ability to see)	Site(location)
Knew(Had Knowledge)	New(never seen before)	
Know(to have knowledge)	No(negative)	
Quite(not noisy)	Quite(very much)	Quit(stop)

Whether(if)	Weather(clouds, sunshine)	

Due to a lack of grammar knowledge, some students make mistakes when selecting words to use and they also generalize the meaning of words. For instance, the use of where rather than when in a sentence "where we were members of the organization" it should be "when we were members of organization". They misused the word where by overgeneralizing its meaning and applying it in the wrong context.

🔵 Capitalization

According to Hullon Willis' book there are two causes of capitalization uncertainty. First, Capital letters are used for specific references, and lower-case letters are used for general references according to the rules as in president-president, Mayor-mayor, etc, However, the writer is usually unsure whether he is referring to something specific or something general. Second, When a term is important and needs to be highlighted, a capital letter is frequently used, as in this sentence "A study of Humanities is the only avenue to true education". Furthermore, writers are frequently unsure when a word should be capitalized for emphasis for example, is Humanities a more essential word in the above example than education?

According to Leo Filkelstein, Jr. there are some typical causes for capitalizing words:

.capitalized names of specific persons, place, or things (proper noun)

. Capitalized abbreviations or acronyms (ATM, USA, Ph.D)

. Capitalize titles precedes a person's name, but not those that follow (Professor John Smith, the professor)

. Capitalize the first word of every sentence and pronoun I.

On the other hand, several students did not put a capital letter at the beginning of the sentences or in proper nouns because they are unsure of their own writing, and are still unsure about using capital letters.

🔵 Omission Word

Omission errors are defined as the absence of a required item in a well formed utterance. Omission can take place in morphology. Learners may omit different items such as the third person singular morpheme-s, plural marker-s, and the past tense inflection"ed". For example, Students might express themselves as follow, "a strange happen to me yesterday", so they omitted the third person singular morpheme-s which should be " a strange happens to me yesterday".

In their writing, students sometimes included an unnecessary word that should be removed and omitted. For example," I went to a post office and then I sent…." It should be "I went to post office and sent…..". It is due to their lack of writing experience and knowledge.

🔵 Spelling

Spelling is the process of writing a word correctly; for example, wildt, senter, and coupel, so it should be written as wild, center, and couple. Spelling difficulties may be prevented through practice, and if students require further practice, they should schedule a practice session with their friends.

8-Punctuation

Punctuation is the technique of making numerous marks in written text to make it easier for the sake of comprehension that has multiple kinds of punctuation used in the sentence such as period (.), hyphen(-), Colon(:)…… Furthermore, the majority of students misapplied the punctuation, eg, "when I saw you for the first time. I was very surprised" he or she used period instead of coma. Students make errors in this punctuation because they were not paying attention while writing essays despite the notion that punctuation is required to clarify the meaning. They were unaware that written and spoken English are two different spoken skills. Spoken language involves several components such as Gestures, tones, and stressing can help students to clarify meaning, but punctuation is the only way to do it.

🔵 Tense

A verb's tense indicates the time at which the action or situation is perceived to be taking place.

Several students were struggled with tenses in their writing. Some students 'errors are due to a lack of grammatical comprehension. Intra-lingual transfer and overgeneralizations are two further factors that contribute to it. Transfer and overgeneralization are unique process.   Both result from the fact that the learner uses what he has already known about language, in order to make sense of new experience. In the case of overgeneralization, it is his previous knowledge of the second language that the learner uses his previous mother tongue experience as a mean of organizing the second language.

🌐 Word order

This kind of error is sometimes the result from immediate communication strategy when the learner tried to express a meaning which their competence contained no appropriate items or rules all. Overgeneralization and transfer may also become the result of immediate communication strategy. Indonesian word order is different from English word order. For example," smart you are" it should be" you are smart" etc.

🌐 Word form

Word form is any variant of lexeme. Used as a way avoiding ambiguity of word, e,g. see, sees, seeing, etc. Overgeneralization and transfer can be the cause of error in word form. Indonesian word form is different from English word form. They often over-generalize the form of words, for example," I were cooking fried rice" it should be" I was cooking fried rice".

2.6. Kinds of writing

Generally there are three kinds of writing: those are Free Writing, Controlled Writing, and Guided Writing are explained by experts bellow:

2.6.1. Free writing

Free writing is"just sitting down and writing whatever comes to your mind about a topic" this opinion almost the same as Lois Robinson, he said, " In free writing, you first think in English and you write what you think", it means that students just sit down with pen and paper, and write anything that comes to the mind without worrying about all about spelling, grammar, or the like. To

free write students just writing in ten full minutes without stopping. If they do not their ideas or get stuck, they just repeat what they just written.

2.6.2. Controlled Writing

Controlled writing is all about the writing for which a great deal of the content and/ or form is supplies. In controlled writing the students are focused on getting words down on paper and in concentrating on one or two problems at a time; they are thus spared from tackling the full range of the complexity that free writing entails. The technique of controlled writing is the students are given a passage to work such an outline to complete, a paragraph to manipulate, a model to follow or a passage to continue and let them to do it. Controlled composition focuses the students' attention on specific features of the written language. It is a good method of reinforcing grammar, vocabulary, and syntax in context.

2.6.3. Guided Writing

According to **Lois Robinson,**" Guided writing is writing in which one cannot make a serious error so song as he follows directions" it means that if the student follows the instructions which are given by teachers, so he will not make a serious error. Guided writing is less control than controlled writing. In using this kind of writing, the students are given a first sentence, a last sentence is an outline to fill out a series of questions to respond to, or information to include in their piece of writing. Students should be able to discuss, make notes, share findings, and plan strategies together before they begin to write.

2.7. Goal of Error Analysis

Error Analysis is important for teachers in designing pedagogical materials and strategy to help the learner. **Heidi Dulay** at all noted that:

" Studying learner's error serves two major purposes: 1 It provides data from which inferences about the nature of the learning process can be made; and(2) It indicates to the teacher and the curriculum developers which part of the target language students have most difficult producing correctly and which error types detract most from a learner's ability to communicate effectively".

2.8. Classification of Errors

S. Pit Corder in his book gives his opinion about the classification of error, they are:

a. Pre-systematic error occurs when the learner is unaware of particular system in target language; the learner neither corrects his error nor says what his problem is.

b. Systematic error occurs when the learner has discovered a particular system in target language but it is inconsistently; he can correct his error and explain what was wrong.

2.9. Error correction feedback

Error correction feedback can be described in different ways such as peer response, peer review, peer critiquing, and peer editing are concepts that can be used to clarify error correction feedback, depending on which aspects are emphasized on. Feedback involves giving and providing any essential markings or suggestions in a writing classroom, it also receives the same treatment of error correction methods for the sake of improving students' writing skills. Error correction is a feedback approach in which a teacher assesses a student's work by providing any information about the correctness, criticism, or suggestion.

White and Arndt (1991) observed that receiving teachers' feedback throughout the drafting stage is beneficial step to students. It provides the students with the chance to receive comments on their writing that identifies the composition's strength and weaknesses. The teacher may fix what single student is unable to correct. In other words, error correction feedback is considered as the main solution that helps students improve their ability to share and transmit their thoughts. Therefore, students can receive feedback on the correctness of their works across error correction feedback that should be used in the writing class. Peregoy and Boyle (1997) distinguished two types of error correction feedback: editing and revising.

2.9.1. Editing

Editing is the act of revising a document's content and double checking its accuracy in terms of grammar, spelling, punctuation and capitalization. The importance of English grammar becomes apparent issue, and it is impossible to check it. Initially the most effective method focuses on verbs (tenses and forms). In addition, modifying spelling errors means that correcting the words that do not appear to be correct or misspelled errors. This type of error occurred as a result of the writer's

carelessness or because they were writing in a second language acquisition, so It can be verified by using dictionary or asking for assistance. àConsequently, by doing editing, those grammatical points are frequently reviewed and practiced and finally it produces significant improvement in students' writing. The editing process is an excellent to reinforce lessons about grammar, spelling, and essay format as students are forced to evaluate students' writing for compliance with these standards.

2- Revising

Revising means reseeding what the students have written in critical perspective. It is an ongoing process of rethinking the paper: reconsidering the arguments, reviewing the evidence, refining the purpose, reorganizing the presentation. According to the article written by Penpara Charoensuk (2010), there are some important points to summarize related to revising. Revising focuses on the content of writing. In this case, the teachers might have students pay attention to their partners' paper by reading and providing comments in class or the teacher might allow more time for them to read at home. Moreover, teachers can ask students to read their own paper to their pair or group and get the feedback from the group members, (Calkins1986). Thus, feedback provided by the students should point out strength and weaknesses of their partner's paper as well as giving suggestions to improve it. Kroll(1991) suggested that giving positive comments should be done first, and after that students can ask questions and add some suggestions to the paper.

As Penpara(2010) said that to help students in giving feedback to their peers, teachers need to train them first. The whole process of content response should be modeled in class. Teachers can select any anonymous first draft paper for all students to comment on. Students can try to give their comments as individuals, pairs, or by groups. They can share their comments to the class. Finally, the teachers will show their own comments to the class.

In order to keep students readers on track while giving feedback to their peers Gebhard(1996) suggested that teachers should provide students guidelines or a short list of questions for giving feedback. Here are questions from Gebhard' peer respond guideline:

1.I think the best part of your paper is ….

2.You could reorganize your ideas by….

3.I think you could change or omit…..

4-I do not understand …..

5.You could add…..

6.You are good at…..

Conclusion

When researcher looks at the studies that have been published previously, he or she can see how much interest is in error analysis field. Recently, growing number of researches have been published in the field of error analysis. Most of these studies' main objectives were to identify and classify errors which allow teachers to understand better the problematic areas of EFL learners at various levels of instruction. Based on the previous studies in the field of EA, it is obvious that there are several causes and types of grammatical errors.

In relation to the importance of errors are made by second language learners in learning and teaching, In order to implement effective teaching practices that will help EFL students learn more effectively, TEFL instructors and researchers who are interested in learning the truth should do new researches in the field of error analysis.

CHAPTER THREE

DATA ANALYSIS

AND

INTERPRETATIONS

Introduction

The purpose of this chapter is to examine the data that has been collected accurately. The major goal of this study is to obtain answers for the research questions that have been posed previously, In addition, this chapter identifies the common relationship between research questions and Research aims, so it aims to highlight the most prevalent errors that are made by students at Mohamed Kheider University of Biskra.   Therefore, the researcher will start focusing on research methodology since it is the basic part of any research. Moreover, we have selected for the presented work one data gathering tool is based on students' testing writing essay across three steps across identifying, describing, explaining, analyzing, and evaluating errors. So, this chapter will includes several components: Definition of Research methodology, Research paradigm, research approaches, research design, data collection techniques, and the techniques of data analysis.

3. 1. Research Methodology

The majority of researchers state that methodology is considered as an essential component of any study. Methodology is a set of procedures or approaches that is used for selecting, identifying, and analyzing data on a certain research". Moreover, According (Kumar, 2008, p.5) research methodology examines the numerous processes that a researcher often takes to investigate his or her research problem, as well as to find out their logical ideas behind their study.

The most important components of this framework are as follows: research paradigm, research approach, research design, data collection methods, and research sampling and techniques.

3.2.Research paradigm

According to (Guba 1990) the research paradigm is based on three questions: ontological, epistemological and methodological questions that can be responded by multiple researchers. In addition, (Khuhan, 1970, p.175) research paradigms have been involved in set of views, values, and techniques that are shared by members of a certain society. Thus, research paradigm has multiple types in research methodology: positivism, interpretivism and pragmatism. Since the nature of this study is a mixed method research, so both positivism and interpretivism research paradigms are the most suitable ones to this study.

3.3. The Research Methodology for this Dissertation: Procedures

3.3.1 The Research Approach

The researcher used a qualitative method for the sake of describing and analyzing grammatical errors that are committed by third year English students at Mouhamed Kheiider Biskra University. Its goal is to find out the attitudes of the participants about grammatical difficulties in writing

performance. Furthermore, the qualitative strategy is employed by the researcher because it is regarded to be the most appropriate one that answers to research questions, and it provides the appropriate data collection strategy for this research. However, in this study the researcher focuses on

the quantitative method to identify the common grammatical errors' frequencies and percentages.

3.3.2. Research Design

This study uses mixed method approach which includes qualitative and quantitative methods. The qualitative method is used to examine and analyze students' essays. Whereas, the quantitative method used the data of statistical analysis in order to provide insight about various frequencies and percentages of common grammatical errors.

At this study the researcher used the results of writing test as data gathering tool, and they were analyzed accurately. This study was more focused on descriptive qualitative method; however, it was necessary to use numerical data for the sake of obtaining valid and countable data. In this study, the role of quantitative study was used to determine the percentages and frequencies for each essay.

3.3.2.1. The Data Collection Technique

The written essays of 39 participants from the selected classes were the primary source of the data to answer the research questions. The themes provided in the essays were proposed in the English syllabus third year of written expression course in terms of cause and effect, argumentative, and comparative/ contrastive essays. Each one of the 39 participant was asked to write on one of the six multiple topics that are listed below:

Cause/effect essay

Cheating in higher education exams

Keeping up with reality TV show or YouTube podcasts

Compare/contrast essay

-Convergent Vs. Divergent learners

-Talent Vs. Hard Works

Argumentative essay

-What is more important in the today's digital age: individual privacy or national security?

-Can graffiti ever be considered art? They were asked to write to write approximately 250-300 words within a period of one hour and half.

Technique of Data Analysis

The researcher focused on error analysis procedures in their data analysis processes. According to Ellis (1997, p. 15_ 20) the techniques of error analysis are the identification of errors, the description of errors, the explanation of errors, and the evaluation of errors.

1. The identification of errors was the first step in analyzing learners' errors in which the researcher needs to compare between incorrect sentence that is produced by a learner and the correct sentence which is corrected by researcher in the target language.

2. The following stage focused on the description of errors which is involved describing and categorizing errors in the table for the sake of determining the frequency of different grammatical errors. Researchers might be able to examine learners' challenges with their target language processes if errors are classified in this way.

3. The third step has been explained errors in details, so it goes over the various types of grammatical errors that are listed in the table of description.

4. The final stage includes the evaluation of errors which was also required by numerous researchers. The teachers could decide what should be stressed or treated differently to their students. Then researchers came to conclusion based on the data that have already been examined and evaluated previously to avoid common grammatical errors. The researcher used percentages in descriptive analysis technique to analyze the data. The researcher used formula as follows:

$P = \frac{f}{t} = 100$

4. Research Findings and Discussions

Essay one

This essay follows compare and contrast pattern in which the student developed similarities and differences between talent and hard work. The statistical results of error analysis are revealed in the following table.

Table.3.1. Error Analysis Compare and Contrast Essay Talent Vs hard work

No	Error classifications	Frequency
1	Punctuation marks	07
2	Verb tense	05
3	Word order	02
4	Capitalization	07
5	Word form	04
6	Article	03
7	Singular plural	03
8	Spelling error	28
9	Omission	18
10	Addition	4
11	Word choice	1

The first table indicates that the spelling errors (28) are the most dominant ones and it is followed by the omission error that has the frequency of (18), punctuation and capitalization errors have equal frequencies(7), furthermore, verb tense has(05) frequencies of errors, addition has (4) frequencies of errors. Word order involves (2) frequency of errors. However, word choice error is considered as the least frequency of errors (1) at the first table.

Essay Number 2

This essay follows cause and effect pattern in which the student developed an essay about cheating in higher education exams. The statistical results of error analysis are revealed in the following table

Table.3.2. Cause and Effect Essay about Cheating in Higher Education Exams

No	Types of errors	Frequency
1	Punctuation marks	2
2	Verb tense	6
3	Word order	3
4	Capitalization	1
5	Word form	1
6	Article	2
7	Singular plural	3
8	Spelling error	5
9	Omission	14
10	Addition	3
11	Word choice	4

The second table indicates the omission as the most prominent error which has involved the frequency (14) and it is followed by verb tense errors (6), spelling errors(5), word choice error(4), singular and addition have equal frequencies(03) errors, and punctuations are considered as the lowest errors at this table(02).

Essay n 03

This essay follows compare and contrast pattern in which the student developed similarities and differences between talent and hard work. The statistical results of error analysis are revealed in the following table

Table.3.3. Comparative and Contrastive Essay about Talent Vs Hard Work

No	Type of error	Frequency
1	Punctuation marks	03
2	Verb tense	09
3	Word Order	02
4	Capitalization	04
5	Word form	02
6	Article	03
7	Singular plural errors	05

8	Spelling error	21
9	Omission	07
10	Addition	02
11	Word Order	03

The third table indicates that spelling errors (21) are the most dominant ones as it followed by verb tense (09) errors, omission(7) errors, singular plural errors(05), capitalization error(04), punctuation marks and articles(03) errors, eventually, addition and word order(02) are considered as the lowest errors at this table .

Essay n04

This essay follows cause and effect pattern in which the student developed an essay about cheating in higher education exams. The statistical results of error analysis are revealed in the following table

Table.3.4. Cause and Effect Essay about Cheating in higher Education Exams

N	Types of errors	Frequencies
1	Punctuation	00
2	Verb Tense	1,
3	Word Order	0
4	Capitalization	2
5	Word form	2
6	Article	4
7	Singular plural error	6
8	Selling error	3
9	Omission	11
10	Addition	1
11	Word order	4
12	Word choice	6

The fourth table presents the frequencies of common grammatical errors. Firstly, omission errors is considered as the most dominant once which is happened (14) times. Secondly, singular plural and word choice are have (06) errors. Then, spelling errors occurred 3 times at this essay. Capitalization and word form have (02) errors, and verb tense errors have one error (01) which is considered as the least error in this essay.

Essay n Five

This essay follows cause and effect pattern in which the student developed an essay about cheating in higher education exams. The statistical results of error analysis are revealed in the following table

Table.3.5. Cause and Effect Essay about Cheating in Higher Education Exams

N	Types of errors	Frequency
1	Punctuation	00
2	Verb tense	1
3	Word Order	03
4	Capitalization	04
5	Word form	04
6	Article	02
7	Singular plural error	02
8	Spelling error	02
9	Omission	09
10	Addition	02
11	Word choice	02

The fifth table indicates the frequencies of common grammatical errors. Firstly, omission is considered as the most prominent error that happened for 09 times. Secondly, word orders have 03 errors. Then, capitalization and word form have 04 errors, also article, singular plural spelling errors and word choice have (02) errors.

Essay n 06

This essay follows compare and contrast pattern in which the student developed similarities and differences between talent and hard work. The statistical results of error analysis are revealed in the following table

Table.3.6. comparative and contrastive essay between talent Vs hard work

N	Types of errors	Frequency
1	Punctuation	03
2	Verb tense	05
3	Word Order	02
4	Capitalization	1,
5	Word form	06
6	Article	04
7	Singular Plural	02

	error	
8	**Spelling error**	06
9	**Omission**	07
10	**Addition**	02
11	**Word choice**	07

The above table indicated that there are numerous grammatical errors. Firstly, omission and word choice have equal frequency of errors (07). Secondly, spelling and word form have equal frequency of errors(06) then, verb tense has (05) errors. Articles has involved (04) errors, furthermore, this table presented addition, word order and spelling errors have the lowest errors (02)

Essay n 07

This essay follows argumentative pattern in which the student developed arguments about the question "can graffiti ever be considered art§". The statistical results of error analysis are displayed in the following table

Table.3.7. Argumentative essay about the following question "can graffiti be considered art"

N	Types of errors	Frequencies
1	Articles	01
2	Verb tense	06
3	Capitalization	01
4	Word form	01
5	Word order	02
6	Word choice	05
7	Spelling	1
8	Singular plural error	03
9	Addition	03
10	Punctuation	04
11	**Omission**	06

The above table presented common grammatical errors in different frequencies. Firstly, omission and verb tense are considered as the most prominent errors (06). Secondly, word choice has 5 errors. Then, punctuation marks have 4 errors, whereas, singular plural and addition have equal frequency errors (03). Also, articles, capitalizations, and word form have equal and the lowest frequency of errors (01).

Essay n 08

This essay follows argumentative pattern in which the student developed arguments about the question "can graffiti ever be considered art§". The statistical results of error analysis are displayed in the following table

Table.1.3.8. Argumentative Essay about the Question" Can Graffiti Ever Be Considered Art"

N	Types of errors	Frequencies
1	**Articles**	04
2	**Verb tense**	07
3	Capitalization	28
4	Word form	08
5	Word order	05
6	Word choice	06
7	Spelling	17
8	Singular plural error	04
9	Addition	01
10	Punctuation	02
11	Omission	08

The above table showed the frequencies of common grammatical errors. Firstly, Capitalization is considered as the most prominent error (28). Secondly, misspelling has 17 errors also both the omission and word from have 8 errors. Then, the verb tense has (07) errors. Word choice has (06) errors, word order has (05) errors. Singular plural error (04) errors, punctuation(2) errors, and addition has only one error which is considered as the lowest one at this essay.

Student 09

This essay follows cause and effect pattern in which the student developed an essay about cheating in higher education exams. The statistical results of error analysis are revealed in the following table

Table.3.9. Cause and Effect Essay about Cheating in Higher Education Exams

N	Types of errors	Frequencies
1	Articles	03
2	Verb tense	03
3	Capitalization	20
4	Word form	04
5	Word order	03
6	Word choice	07
7	Spelling	09
8	Singular plural	13
9	Addition	03
10	Punctuation	03
11	Omission	04

The above table indicated the frequencies of common grammatical errors. Firstly, it shows that capitalization has (20) errors that is considered as the most prevalent ones. Secondly, singular plural has involved (13) errors. Then, spelling has (09) errors which are followed by word choice errors (07), omission errors (04). However, there some common grammatical errors have the lowest frequency of errors: addition (03), punctuation (03), verb tense (03) and articles (03) errors.

Student Number 10

This essay follows cause and effect pattern in which the student developed an essay about cheating in higher education exams. The statistical results of error analysis are revealed in the following table

Table.3.10. The Cause and Effect Essay about Cheating in Higher Education.

N	Types of errors	Frequencies
1	Articles	01
2	Verb tense	08
3	Capitalization	2
4	Word from	08
5	Word order	13
6	Word choice	06
7	Spelling	03
8	Singular plural	03

9	Addition	11
10	Punctuation	02
11	Omission	11

The above table indicated the frequency of common grammatical errors. Firstly, word order has (13) errors which is considered as the most prominent one. Secondly, Omission has (11) errors. Then, verb tense and word form have the same frequency errors (08). Moreover, word choice has included (06) errors, whereas, spelling and spelling have errors (03). Capitalization has the lowest number of errors (02).

Essay n 11: compare and contrast essay:

This essay follows compare and contrast pattern in which the student developed similarities and differences between talent and hard work. The statistical results of error analysis are revealed in the following tablble

Table.3.11. Comparative and Contrastive Essay

N	Types of errors	Frequencies
1	Articles	02
2	Verb tense	01
3	Capitalization	0
4	Word form	04
5	Word order	05
6	Word choice	02
7	Spelling	03
8	Singular plural	0
9	Punctuation	0
10	Addition	04
11	Omission	03

The above table indicates the frequencies of common grammatical errors. Firstly, word order has (05) errors which is considered as the most dominant one. Secondly, word form has (04) errors which followed by spelling errors (03), articles (02), word choice (02) errors, verb tense (01) error. However, there are some common grammatical errors have the same and the equal frequencies: capitalization (0) error, singular plural (0) errors, and punctuation (0) errors.

Essay Number 12:

   This essay follows cause and effect pattern in which the student developed an essay about cheating in higher education exams. The statistical results of error analysis are revealed in the following table:

Table.3.12. The Cause and Effect Essay about Cheating in Higher Education Exams.

N	Types of errors	Frequencies
1	Articles	03
2	Capitalization	1
3	Verb tense	06
4	Word order	07
5	Word form	02
6	Word choice	02
7	Punctuation	01
8	Addition	07
9	Omission	05
10	Singular plural	02
11	Spelling	12
12	Pronoun	02

 The above table presented the frequencies of common grammatical errors. Firstly, spelling has (12) errors which is considered as the most dominant one. Secondly, both of addition and word order have involved (07) errors that are followed by verb tense (06), omission (05) errors, articles (03) errors, word form (02), word choice (02), singular plural (02) errors. Eventually, both of capitalization and punctuation have the lowest errors (01).

Essay Number 13

   This essay follows cause and effect pattern in which the student developed an essay about cheating in higher education exams. The statistical results of error analysis are revealed in the following table

Table.3.13. Cause and Effect Essay about Cheating in Higher Education Exams.

N	Types of errors	Frequencies
1	Articles	01
2	Capitalization	04
3	Verb tense	04
4	Word form	04
5	Word choice	09
6	Punctuation	04
7	Addition	09
8	Omission	11

N	Types of errors	Frequencies
9	Singular plural	05
10	Spelling	04
11	Word order	04

The above table presented the frequencies of common grammatical errors. Firstly, the omission has involved (11) errors which is considered as the most prevalent ones at this essay. Secondly, both word form and addition have the same frequency of (09) errors which are followed by singular plural errors(05), capitalization(04) errors, verb tense(04) errors, word form(04) errors, punctuation(04) errors, spelling (04) errors, and word order(04) errors. Finally, article has only one error(01) that is considered as the lowest article in this study.

Essay Number 14

This essay follows cause and effect pattern in which the student developed an essay about cheating in higher education exams. The statistical results of error analysis are revealed in the following table

Table.3.14. Cause and Effect Essay about Cheating in Higher Education Exams.

N	Types of errors	Frequencies
1	Articles	06
2	Capitalization	14
3	Verb tense	04
4	Word order	06
5	Word form	1
6	Word choice	7
7	Punctuation	3
8	Addition	3
9	Omission	15
10	Singular plural	2
11	Spelling	04

The above table identified the frequencies of common grammatical errors. Omission has involved (15) errors that is considered as the most prevalent one at this essay. Capitalization has included(14) errors that is followed by word choice error(07), word order errors(06), articles errors(06), verb tense errors (04), spelling errors(04). However, singular plural has (02) errors which are considered as the lowest ones

Essay Number 15

This essay follows argumentative pattern in which the student developed arguments about the

question "can graffiti ever be considered art§". The statistical results of error analysis are displayed in the following table

Table.3.15. Argumentative Essay about "Can Graffiti Ever Be Considered Art!"

N	Types of errors	Frequencies
1	Articles	02
2	Capitalization	05
3	Verb tense	02
4	Word order	03
5	Word form	03
6	Word choice	01
7	Punctuation	02
8	Addition	02
9	Omission	04
10	Singular plural error	08
11	Spelling	10

This table presented the frequencies of common grammatical errors. Spelling has (10) errors that is considered as the most prevalent one at this essay. Singular plural errors have occurred for 08 times , and it is followed by capitalization error(05), omission(04), word order errors(03), word form errors(03), articles(02), verb tense(02), punctuation(02), addition(02), and word choice error (01) is considered as the lowest one at this essay.

Student 16

This essay follows cause and effect pattern in which the student developed an essay about cheating in higher education exams. The statistical results of error analysis are revealed in the following table

Table.3.16. The Cause and Effect Essay about Cheating in Higher Education Exams.

N	Types of errors	Frequencies
1	Articles	03
2	Capitalization	03
3	Verb tense	01
4	Word order	03
5	Word form	02
6	Spelling	10
7	Singular plural	05
8	Punctuation	01
9	Omission	05
10	Word choice	10
11	Addition	03

This table indicates the frequencies of common grammatical errors. Both spelling and word categories have the equal frequencies of (10) errors which are concerned as the most dominant ones, however, they are followed by omission errors (05), singular plural errors(05), word order errors(03), capitalization(03),articles(03). As result, word form has the least frequencies of errors(02).

Student Number 17

This essay follows compare and contrast pattern in which the student developed similarities and differences between talent and hard work. The statistical results of error analysis are revealed in the following table

Table.3.17. The Comparative and Contrastive Essay about "Talent Vs Hard Work"

N	Types of errors	Frequencies
1	Article	04
2	Capitalization	05
3	Verb tense	05
4	Word order	05
5	Word choice	04
6	Word form	08
7	Spelling	11
8	Singular plural	02
9	Punctuation	06
10	Omission	10
11	Addition	02

This table presented the frequencies of common grammatical errors. Spelling colleen has included (11) errors that are considered as the most dominant one. Omission has the frequency 10 errors and it is followed by word form errors (08), punctuation (06), capitalization(05), verb tense(05), word order(05), word choice(04), article(04). Both singular plural and addition have the lowest errors(02) at this essay.

Student 18

This essay follows cause and effect pattern in which the student developed an essay about keeping up with reality TV shows or You Tube post casts. The statistical results of error analysis are revealed in the following table

Table.3.18. The Cause and Effect Essay: Keeping Up With Reality TV Shows or Youtube Podcasts

N	Types of errors	Frequencies
1	ARTICLES	05
2	Capitalization	05
3	Verb tense	01
4	Word order	02
5	Word choice	02
6	Word form	04
7	Singular plural	02
8	Spelling	23
9	Punctuation	03
10	Addition	03
11	Omission	03

This table presented the frequencies of common grammatical errors. Misspelling has been included 23 errors that are considered as the most dominant errors. Both articles and capitalization types have (05) errors that are followed by word form errors (04) errors, punctuation (03), addition (03), omission(03). Whereas, there are some common grammatical errors have included the lowest frequency of error: word order (02), word choice (02), and singular plural (02).

Essay 19

This essay follows cause and effect pattern in which the student developed an essay about cheating in higher education. The statistical results of error analysis are revealed in the following table

Table.3.19. The Cause and Effect Essay about Cheating in Higher Education Exams.

N	Types of errors	Frequencies
1	Article	01
2	Capitalization	01
3	Verb tense	01
4	Word order	06
5	Word choice	07
6	Word form	0
7	Singular plural	0
8	Punctuation	0
9	Omission	02
10	Addition	01

| 11 | Spelling error | 06 |

This table indicates the frequencies of common grammatical errors. Word choice has the frequency of (07) errors which is considered as the prevalent one at this essay. Spelling and words orders have the equal frequency errors (06) that are followed by omission error (02). However, there are four common grammatical errors are shared by the lowest frequency (01) as it is following: addition, capitalization, articles and verb tense errors.

Student 20

This essay follows cause and effect pattern in which the student developed an essay about cheating in higher education. The statistical results of error analysis are revealed in the following table

Table.3.20. The Cause and Effect Essay about Cheating In Higher Education Exams.

N	Types of errors	Frequencies
1	Article	06
2	Capitalization	04
3	Verb tense	04
4	Word form	02
5	Word choice	05
6	Word order	02
7	Spelling error	00
8	Singular plural error	09
9	Addition	04
10	Punctuation	03
11	Omission	12

This table indicates the frequencies of common grammatical errors. Omission colleen has involved 12 errors that are considered as the most prominent ones at this essay. Singular plural have 09 errors that are followed by the article errors (06), word choice errors (05), capitalization errors (04), verb tense errors (04), addition errors (04), punctuation errors (03). The word form colleen has involved (02) errors which are considered as the lowest ones at this essay.

Student 21

This essay follows compare and contrast pattern in which the student developed similarities and

differences between talent and hard work. The statistical results of error analysis are revealed in the following table

Table.3.21. Comparative and Contrastive Essay about Talent Vs Hard Work.

N	Types of errors	Frequencies
1	Article	06
2	Capitalization	20
3	Word order	05
4	Verb tense	04
5	Word form	03
6	Word choice	06
7	Spelling	06
8	Singular plural	00
9	Addition	10
10	Punctuation	03
11	Omission	13

This table indicates the frequencies of common grammatical errors. Capitalization colleen has involved (20) errors that are considered as the most prominent ones at this essay. Omission have (13) errors that are followed by the addition errors (10), word choice errors (06), spelling errors (06), articles errors (06), word order errors (05), verb tense errors(04), punctuation(03), word form(03). The singular plural colleen has involved (00) errors which are considered as the lowest ones at this essay.

Student 22

This essay follows cause and effect pattern in which the student developed an essay about cheating in higher education. The statistical results of error analysis are revealed in the following table

Table.3.22. Figure 22: The Cause and Effect Essay about Cheating in Higher Education Exams.

N	Types of errors	Frequencies
1	Articles	04
2	Capitalization	11
3	Verb tense	09
4	Word form	05
5	Word choice	07

N	Types of errors	Frequencies
6	Word order	05
7	Spelling	03
8	Singular plural	06
9	Punctuation	03
10	Omission	05
11	Addition	05

This table indicates the frequencies of common grammatical errors. Capitalization colleen has involved (20) errors that are considered as the most prominent ones at this essay. Omission have (13) errors that are followed by the addition errors (10), word choice errors (06), spelling errors (06), articles errors (06), word order errors (05), verb tense errors(04), punctuation(03), word form(03). The singular plural colleen has involved (00) errors which are considered as the lowest ones at this essay.

Student 23

This essay follows cause and effect pattern in which the student developed an essay about cheating in higher education. The statistical results of error analysis are revealed in the following table

Table3.3.23. The Cause and Effect Essay about Cheating in Higher Education Exams.

N	Types of errors	Frequencies
1	Articles	07
2	Capitalization	02
3	Verb tense	14
4	Word order	04
5	Word form	08
6	Word choice	04
7	Punctuation	08
8	Addition	06
9	Singular plural error	04
10	Spelling	14
11	Omission	14

This table indicates the frequencies of common grammatical errors. Spelling, omissions, verb tense colleens have involved (14) errors that are considered as the most prominent ones at this essay.

Word order have (08) errors that are followed by the word form errors (08), articles (07) errors, addition errors (06) spelling errors (06), articles errors (06), word order errors (04). The capitalization colleen has involved (02) errors which are considered as the lowest ones at this essay.

Student 24

This essay follows cause and effect pattern in which the student developed an essay about cheating in higher education. The statistical results of error analysis are revealed in the following table

Table.3.24. The Cause and Effect Essay about Cheating in Higher Education Exam.

N	Types of errors	Frequencies
1	Article	01
2	Capitalization	30
3	Verb tense	04
4	Word order	02
5	Word form	00
6	Word choice	05
7	Punctuation	05
8	Addition	02
9	Singular plural error	05
10	Spelling	03
11	Omission	09

This table indicates the frequencies of common grammatical errors. Capitalization has involved (30) errors that are considered as the most prominent ones at this essay. Omission have (09) errors that are followed by the punctuation errors (05), word choice errors (05), singular plural errors (05), verb tense errors (04), spelling errors (03), word order errors (02), word order(02). The word form error does not have errors (00) which are considered as the lowest ones at this essay.

Student 25

This essay follows argumentative pattern in which the student developed arguments about the question "what is more important in the today's digital age: individual privacy or national security!". The statistical results of error analysis are displayed in the following table

Table.3.25. The Argumentative Essay that is About What is More Important in the Today's Digital Age: Individual Privacy or National Security§

N	Types of errors	Frequencies
1	Article	00
2	Capitalization	07
3	Word order	00
4	Word choice	02
5	Word form	00
6	Singular plural	00
7	Spelling	02
8	Punctuation	00
9	Addition	02
10	Omission	05
11	Verb tense	03

This table indicates the frequencies of common grammatical errors. Capitalization has involved (07) errors that are considered as the most prominent ones at this essay. Omission have (05) errors that are followed by the punctuation errors (05), verb tense (03), word choice errors(02), addition errors(02), singular plural errors (05), verb tense errors (04), spelling errors (03), word order errors (02), word order(02). There are some grammatical errors that do not have errors the word form errors (00), articles errors (00), singular plural errors (00), and punctuation errors (00) which are considered as the lowest ones at this essay.

Student 26

This essay follows argumentative pattern in which the student developed arguments about the question "what is more important in the today's digital age: individual privacy or national security!". The statistical results of error analysis are displayed in the following table

Table.3.26. Error Analysis

N	Types of errors	Frequencies
1	Articles	01
2	Capitalization	10
3	Verb tense	05

4	Word form	06
5	Word order	05
6	Word choice	01
7	Singular plural	07
8	Spelling error	05
9	Punctuation	01
10	Addition	07
11	Omission	12

This table indicates the frequencies of common grammatical errors. Omission has involved (12) errors that are considered as the most prominent ones at this essay. capitalization have (10) errors that are followed by the singular plural errors(07), addition errors(07), word form errors (06), verb tense (05), word order errors(05), spelling errors(05). Both articles and word choice have the least errors (1) at this essay.

Student 27

This essay follows cause and effect pattern in which the student developed an essay about cheating in higher education. The statistical results of error analysis are revealed in the following table

Table.3.27. The Cause and Effect Essay about Cheating in Higher Education Exams.

N	Types of errors	Frequencies
1	Article	04
2	Capitalization	02
3	Word order	04
4	Word choice	03
5	Word form	01
6	Singular plural error	05
7	Spelling	00
8	Punctuation	03
9	Addition	04
10	Omission	10
11	Verb tense	05

This table indicates the frequencies of common grammatical errors. Omission has involved (10) errors that are considered as the most prominent ones at this essay. Word order have (04) errors that are followed by the addition errors(04), articles errors(04), word choice errors (03), punctuation errors (03). This table does not have the spelling errors (00) which are considered as the least ones at this essay.

Student 28

This essay follows argumentative pattern in which the student developed arguments about the question "can graffiti ever be consider an art!". The statistical results of error analysis are displayed in the following table

Table.3.28. The Argumentative Essay Can Graffiti Ever Be Considered an Art

N	Types of errors	Frequencies
1	Article	06
2	Capitalization	06
3	Verb tense	06
4	Word order	05
5	Word choice	01
6	Word form	09
7	Singular plural error	01
8	Spelling errors	07
9	Addition	17
10	Punctuation	05
11	Omission	25

This table indicates the frequencies of common grammatical errors. Omission has involved (25) errors that are considered as the most prominent ones at this essay. Addition have (17) errors that are followed by the word form errors (09), spelling errors (07), punctuation errors(05), articles errors(06), capitalization errors(06), verb tense errors(06). Both word choice and singular plural have (1) error which are considered as the least ones at this essay.

Student 29

This essay follows cause and effect pattern in which the student developed an essay about cheating in higher education. The statistical results of error analysis are revealed in the following table

Table.3.29. The Cause and Effect Essay about Cheating in Higher Education Exams

N	Types of errors	Frequencies
1	Articles	02
2	Capitalization	11
3	Verb tense	07
4	Word order	01
5	Word form	01
6	Word choice	04
7	Singular plural error	04

8	Spelling	04
9	Punctuation	07
10	Omission	05
11	Addition	02

This table indicates the frequencies of common grammatical errors. Capitalization has involved (11) errors that are considered as the most prominent ones at this essay. Punctuation and verb tense have (07) errors that are followed by omission errors(05), the word choice errors (04), singular plural errors(04), spelling errors(04), articles errors(02). Both word order and word form have (1) error which are considered as the least ones at this essay.

Student 30

This essay follows cause and effect pattern in which the student developed an essay about cheating in higher education. The statistical results of error analysis are revealed in the following table

Table.3.30.   The Cause and Effect Essay about Cheating in Higher Education Exams.

N	Types of errors	Frequencies
1	Article	02
2	Capitalization	05
3	Verb tense	05
4	Word form	03
5	Word choice	03
6	Word order	02
7	Singular plural error	04
8	Spelling error	08
9	Punctuation	00
10	Omission	11
11	Addition	01

This table indicates the frequencies of common grammatical errors. Omission has involved (11) errors that are considered as the most prominent ones at this essay. Spelling colleen has involved (08) errors that are followed by capitalization errors (05), the verb tense errors(05), singular plural errors(04), word choice(03), word form (03), articles errors(02), articles, addition error (01). This

table does not have punctuation errors(0) which are considered as the least ones at this essay.

Student 31

This essay follows argumentative pattern in which the student developed arguments about the question "what is more important in the today's digital age: individual privacy or national security!". The statistical results of error analysis are displayed in the following table

Table.3.31: argumentative essay about what is more important in the today's digital age: individual privacy or national security?

N	Types of errors	Frequencies
1	Article	04
2	Capitalization	18
3	Verb tense	05
4	Word form	00
5	Word choice	01
6	Word order	05
7	Singular plural error	00
8	Spelling error	03
9	Punctuation	03
10	Omission	16
11	Addition	03

This table indicates the frequencies of common grammatical errors. Capitalization has involved (18) errors that are considered as the most prominent ones at this essay. Omission c has involved (16) errors that are followed by verb tense errors (05), the word order errors(05), article errors(04), spelling errors(03), punctuation errors (03) and addition errors(03). This table does not have both singular plural and word form errors(0) which are considered as the least ones at this essay.

Student 32

This essay follows cause and effect pattern in which the student developed an essay about cheating in higher education. The statistical results of error analysis are revealed in the following table

Table.3.32. The Cause and Effect Essay about Cheating in Higher Education Exams.

N	Types of errors	Frequencies
1	Articles	04
2	Capitalization	02
3	Verb tense	05
4	Word forms	05
5	Word choice	01
6	Word order	05
7	Singular plural error	07
8	Spelling error	12
9	Punctuation	03
10	Addition	04
11	Omission	14

 This table indicates the frequencies of common grammatical errors. Spelling errors has involved (10) errors that are considered as the most prominent ones at this essay. Word choice and capitalization have involved (09) errors that are followed by omission errors (08), word form (06), punctuation (06), word order (02), verb tense (02). Singular plural error has one error (01) which is considered as the least one at this essay.

Student 33

  This essay follows cause and effect pattern in which the student developed an essay about cheating in higher education. The statistical results of error analysis are revealed in the following table

Table.3.33. The Cause and Effect Essay Cheating in Higher Education Exams.

N	Types of errors	Frequencies
1	Articles	00
2	Capitalization	09
3	Verb tense	02
4	Word form	06

5	Word choice	09
6	Word order	02
7	Singular plural error	01
8	Spelling	10
9	Punctuation	06
10	Addition	05
11	Omission	08

This table indicates the frequencies of common grammatical errors. Spelling errors has involved (10) errors that are considered as the most prominent ones at this essay. Word choice and capitalization have involved (09) errors that are followed by omission errors (08), word form (06), punctuation (06), word order (02), verb tense (02). Singular plural error has one error (01) which is considered as the least one at this essay.

Student 34

This essay follows cause and effect pattern in which the student developed an essay about keeping up with reality TV shows or You Tube podcasts. The statistical results of error analysis are revealed in the following table

Table.3.34. The Cause and Effect Essay about Keeping Up With Reality TV Shows or You Tube Podcasts

N	Types of errors	Frequencies
1	Articles	07
2	Capitalization	58
3	Verb tense	03
4	Word form	03
5	Word choice	07
6	Word order	09
7	Singular plural error	04
8	Spelling	02
9	Punctuation	02
10	Addition	04
11	Omission	14

This table indicates the frequencies of common grammatical errors. Capitalization has involved

(58) errors that are considered as the most prominent ones at this essay. Omission errors (14) errors that are followed by word order errors (09), word choice (07), articles errors (07), singular plural errors (04), word form (03), and verb tense errors (03). Spelling and punctuations have (02) errors which is considered as the least one at this essay.

Student 35

This essay follows compare and contrast pattern in which the student developed similarities and differences between talent and hard work. The statistical results of error analysis are revealed in the following table

Table.3.35.   The Comparative and Contrastive Essay about Talent Vs Hard Work.

N	Types of errors	Frequencies
1	Articles	06
2	Capitalization	07
3	Verb tense	05
4	Word form	01
5	Word choice	04
6	Word order	04
7	Singular plural error	04
8	Spelling error	02
9	Punctuation	03
10	Addition	02
11	Omission	21

This table indicates the frequencies of common grammatical errors. Omission has involved (21) errors that are considered as the most prominent ones at this essay.   Capitalization have involved (07) errors that are followed by articles errors (06), verb tense errors (05), word choice (04), word order (04), singular plural errors (04), punctuation (03), addition errors(02), spelling errors(02). Word form has one error (01) which is considered as the least one at this essay.

Essay n 36

This essay follows cause and effect pattern in which the student developed an essay about cheating in higher education. The statistical results of error analysis are revealed in the following table

Table.3.36. The Cause And Effect Essay about Cheating in Higher Education Exams.

N	Types of errors	Frequencies
1	Articles	09
2	Capitalization	06
3	Verb tense	02
4	Word form	02
5	Word choice	04
6	Word order	09
7	Singular plural error	03
8	Spelling	12
9	Punctuation	01
10	Addition	11
11	Omission	08

This table indicates the frequencies of common grammatical errors. Misspelling has involved (12) errors that are considered as the most prominent ones at this essay. Addition has involved (11) errors that are followed by articles errors (09), word order (09), omission errors (08), capitalization (06), word choice errors (04), singular plural errors (03), verb tense (02), word form(02). Punctuation has one error (01) which is considered as the least one at this essay.

Student 37

This essay follows compare and contrast pattern in which the student developed similarities and differences between talent and hard work. The statistical results of error analysis are revealed in the following table

Table.3.37. Comparative and Contrastive Essay Between Talent Vs Hard Work.

N	Types of errors	Frequencies
1	Articles	05
2	Capitalization	92
3	Verb tense	03
4	Word form	07
5	Word order	06
6	Word choice	04
7	Singular plural error	03
8	Spelling error	13
9	Punctuation	04
10	Addition	05
11	Omission	13

This table indicates the frequencies of common grammatical errors. Capitalization has involved (92) errors that are considered as the most prominent ones at this essay. Omission and spellings have involved (13) errors that are followed by word form errors (07), word order (06), articles errors(05), addition errors(05), word choice errors (04), punctuation errors (04). Both of singular plural and verb tenses have(03) errors which are considered as the least ones at this essay.

Student 38

This essay follows compare and contrast pattern in which the student developed similarities and differences between talent and hard work. The statistical results of error analysis are revealed in the following table

Table.3.38. The Comparative and Contrastive Essay Between Talent Vs Hard Work.

N	Types of errors	Frequencies
1	Articles	07
2	Capitalization	28
3	Verb tense	02

4	Word form	00
5	Word order	05
6	Word choice	02
7	Singular plural	01
8	Spelling	06
9	Punctuation	03
10	Omission	10
11	Addition	09

This table indicates the frequencies of common grammatical errors. Capitalization has involved (28) errors that are considered as the most prominent ones at this essay. Omission has involved (10) errors that are followed by addition errors (09), articles errors (07), spelling errors (06), word order errors (05), punctuation errors (03), word choice (02). This does not include the word form error (00) which is considered as the least one at this essay.

Essay 39

This essay follows argumentative pattern in which the student developed arguments about the question "what is more important in the today's digital age: individual privacy or national security!". The statistical results of error analysis are displayed in the following table

Table.3.39. The Argumentative Essay About Can Graffiti Ever Be Considered Art §

N	Types of errors	Frequencies
1	Articles	02
2	Capitalization	03
3	Verb tense	04
4	Word form	02
5	Word order	01
6	Word choice	00
7	Singular plural error	07
8	Spelling	06
9	Punctuation	09
10	Addition	05
11	Omission	14

This table indicates the frequencies of common grammatical errors. Omission has involved (14) errors that are considered as the most prominent ones at this essay. Punctuation marks   have

involved (09) errors that are followed by singular plural errors (07), spelling errors (06), addition errors (05), verb tense errors (04), capitalization errors (03), word form (02), word order (01). This does not include the word choice errors (00) which are considered as the least ones at this essay.

Table.3.40. The total number of grammatical errors in students' essays.

Types of errors	Frequencies	Percentages
Articles	137	1,37
Capitalization	439	4.39
Verb tense	173	1,73
Word form	130	1,30
Word order	157	1,57
Word choice	155	1,55
Singular plural error	142	1,42
Spelling error	316	3,16
Punctuation	120	1,20
Addition	175	1,75
Omission	395	3,95

Findings and discussions

The purpose of this study was to find out the most prevalent grammatical errors that are made by English students in their writing essays: argumentative, comparative, cause and effect essay. This study discovered ten types of errors which occurred 2339 times in students' essays.

Firstly, there were multiple errors of capital letters which are used incorrectly 439 times. First, the students do not use a capital letter at the beginning of the title. Second, particularly all students use capital letter for the pronoun «I". It is important for students to understand that capital letter is required for the pronoun "I". And another issue that makes students to fail in capitalization error is that they do not capitalize the first letter after full stop.

The study also stated that capital letter errors could happened due to students' lack of knowledge. Furthermore, it frequently occurred in the handwriting of students on their papers. The students did not pay attention to certain detailed elements because they did not take care for their written letters.

Secondly, omission has involved different errors. There were 395 errors in omissions mostly take place in punctuation, conjunction, Subject, verb. For example, the majority of the students are producing sentences without joining them with conjunctions, or punctuation.

Third, this study has discovered the verb tense error that occurred 173 times. The improper inflection of the auxiliary verb "to be" which is occurred frequently in the students' essays. There were huge differences between English and Arabic languages structures that lead to the occurrence of several verb tenses' errors, so it is easy to observe it because verb tense errors were the third most common type of error in this study. The study came to the conclusion that students may still be influenced by their mother tongue due to the intralingual transfer which causes them verb tense error.

the addition, it is involved the use of additional words at one utterance. The 175 additional errors that include conjunctions, prepositions, pronouns, and nouns. In addition, most of students make additions in their writing styles due to the influence of their mother tongue on their foreign language writing ability.

Furthermore, learners make faulty word order due to transmission from their mother tongue into their second language. The examination of word order includes multiple categories such as: subject/ Verb order, adjective/ noun order and possessive adjective. The majority of students do not pay attention to the structure of words which should be written in English and come up with their first language specific structure which is Arabic language such as verb, subject, and object. In Arabic, adjectives come after the noun and gender which are related to them numerically, but in English adjectives come before the nouns that are modified by writers.

Word order refers to the incorrect arrangement of word groups in a sentence. There were 157 cases of wrong word orders. This type of error does not occur always in students' papers. Despite the fact that English is different, word order error demonstrates that students are familiar with the structure of their mother tongue. However, that type of error was committed by numbers of students

as one of them wrote "painting is art crazy". The reader will be confused by the wrong placement of those words and will need to read to comprehend what is trying to say.

The students may make errors in word order due to the influence of their mother tongue. There are numerous distinctions between Arabic and English rules especially word order. Although there were few students who made this type of error, it did not occur frequently in this study. Word order might occur due to students' lack of knowledge or translation error. They translate ideas from Arabic to English word by word, so students may make word order errors due to the influence of their first language and translation on their foreign or second languages. Thus, the reader may struggle to comprehend the context's meaning.

Next step includes word choice error which has huge influence on students' essays and occurres155 times. When a writer uses an irrelevant term in a sentence, this can be called a word choice.

A lack of vocabulary may be the source of a word choice error; in other words, the researchers have suggested that the students' limited language knowledge caused them to make this type of error. They believed that two terms with the same meaning could be used in each sentence; however, that context seemed different when they applied it to their essays.

Students' essays have singular plural errors which are 142 errors. Singular plural error happened lot of times due to the students' interference of their first language.

The inability of students to determine if a word or phrase needs article could lead to article errors. At this study article errors happened 137 times, so interlingual and intralingual transmission could influence this error. Interlingual transfer happens when the students fail to use articles in words that require them whereas intralingual transfer occurs when the students used article for all the words which do not require them.

Finally, punctuation is one of the most common errors in this study that occurs 120 errors. The result of this corpus study showed that there are several factors that influence students' punctuation errors in writing essays are: they lack of accurate punctuation placement, vocabulary, grammar and they also lack of knowledge about the use of punctuation marks.

Conclusion

In this field work chapter, many issues have been addressed. Firstly, the description of EA procedures was provided by Corder's theory. So, the researcher has counted the common grammatical errors from the highest percentage to the lowest one for each essay. However, theses grammatical errors were included as the following list: Articles, Capitalization, Verb tense, word form, word order, word choice, singular plural error, spelling error, punctuation, addition and omission. Also, those results were as tool that help researcher to identify the common reasons behind the students' grammatical errors. Hence, the intralingual and interlingual errors are considered as the main obstacles that lead to several grammatical errors such as: carelessness, the interference of the first language……..ext. To sum up, in this chapter the researcher has relied on Coders' procedures in order to analyze the common grammatical errors that have made by the students' essays.

General Conclusion

The students' essays have identified multiple types of grammatical errors as follow: articles, capitalization, verb tense, word form, word order, word choice, singular plural, punctuation, addition, spelling and omission. The findings of this research also show that writing error can take place at any educational level particularly among students who are attempting to master their L2 writing abilities.

Some students stated that they committed errors because they were unfamiliar with L2 sentences' structures. Some students are influenced by the rules of L1 structures ,while; others are impacted by the literal translation of sentence patterns in their first language. In other words, some students may find it difficult to express themselves in FL writing because they are unfamiliar with the rules of that language.

Also, this study discovered that the main causes of grammatical errors in essays refer to different sources such as carelessness, first language interference, and translation.

B. Suggestion

The study recommended that students should learn more about English grammar in a practical setting especially in written expression course. And students should understand how to produce good essays in terms of language and composition norms.

In composing an essay, the researcher anticipated that they would like to provide knowledge and perform it better in the teaching and learning processes during the lectures. The lectures are also advised for students who want to improve their English by double checking their English essays. Lectures may include standards for producing essays that are specific to English student, thus all of the essays will be formatted with the same process.

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