COMPARATIVE ERROR ANALYSIS IN THE UNIVERSITY STUDENTS

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Abstract

In the process of language learning, error is a case that can not be avoided. Making some errors are able to do even by the university students. The objective of the study is to describe the similarities and differences of types of error made by the first and the third semester students of English Department UMS 2014/ 2015 academic year. This study is qualitative research. The data are taken from all interlanguage errors which are made by the student's writing recount text. The data classifies by using the combination of linguistic category and surface strategy taxonomy by Dulay, H et al. (1982). The results of this study were: (1) the similarities types of error that were made by the first and the third semester students were morphological and syntactical error. In the *morphological error* the writer found some similar types of error, namely: ommission of bound morpheme {-s} as plural marker and wrong spelling of the words. Meanwhile in the *syntactical error*, the similarities were found on article (omission of definite article *the*), omission of subject, omission of suffix (-ed) in regular past tense, etc. In the other side, the differences types of error happened in the syntactical error only. There were some types of error that were made by the first semester students but the third semester students did not, such as article (omission of indefinite article a/ an), omission of introductory THERE as subject, the use of verb as past tense (verb II is used after 'modal' form), etc.

Keyword: *error analysis*, comparative, university students.

1. Introduction

Error analysis has emerged as the consequence of learner's error, which is made in the process of foreign language learning. It is used to describe how learner's error can provide an understanding of the underlying processes of second language acquisition. By knowing learner's error, the most suitable learning strategy to foreign language teaching can be conducted. There are many types of learner error that is found on every level of learning process. Comparing the error levels of learning is called comparative error analysis. By conducting comparative error analysis, we can recognize what types of error are, what the similarities of the error are and what the differences of the error are.

Writing text is good equipment to measure learner's ability in mastering second language acquisition. It is also happen in the first and the third semester students of English Department UMS 2014/2015 Academic Year, especially in writing skill. Derived from Richards and Renandya in Fauziati (2010: 45), "Writing is the most difficult skill to master for foreign language learners. This is due not only need to generate and to organize ideas by using an appropriate choice of vocabulary, sentence, and paragraph organization, but also turn such ideas into a readable text". The first and the third semester students of English Department UMS are learning in writing recount text. In this research, the writer is focusing the error, which is made by the learner on the recount text.

There are some previous researches on error analysis. The first one is Hasyim (Universitas Kristen Petra, 2002) entitled *"Error Analysis in the Teaching of*

English". The study showed that the abstracts ofthe post graduate student's theses in Hasanuddin University consist of syntactical error or grammatical error.

The second one, Santosa (STAIN Surakarta, 2011) have conducted a research entitled *"Error Analysis on the Use of BE in the Students' Composition"*. The study described that the sudent's writing of the genre text which did by the third semester students of STAIN Surakarta involved of error in mainly in the form of BE, whether linking verb or auxiliary verb.

The third one, Ratnah (Makassar Tourism Academy, 2013) have conducted a research entitled *"Error Analysis on Tenses Usage Made by Indonesian Students"*. The study found that the sentences which were translated by the first semester students of Tour and travel Management of AKPAR makassar 2010/ 2011 academic year consist of error in tenses, mainly in syntactical error. It was divided into error of omission, error of selection, and error of addition.

The writer differentiates the research from the previous study above. In the current research, the writer focussed on the comparative learner's error made by the first and the third semester students of English Department UMS 2014/2015 Academic Year. The writer reduced the research on the type of error, the similarities of error, and the differences of error.

The similarity between this research with the other researches is the object of the research that is error. All of the researches try to analyze learner's errors in second language learning. The differences between this research with the other researchers are the subject of the research, data sources and the scope of the research. In the first research, the data were taken from the abstracts of the postgraduate students' theses, Hasanuddin University. The second research is gotten from writing assignment undertaken by the Student Semester 3 STAIN Surakarta. The scope of the research is students' writing composition in use *'Be''* form. The last previous one, the writer selected the first semester students of Tour and Travel Management of AKPAR Makassar, academic year 2010-2011. She had taken 19 students randomly and limited the research on the types of errors, sources of errors and the causes of errors in using English tenses.

Derived from the phenomena, the writer fascinates to conduct research about error analysis, mainly comparative error analysis in writing recount text. The writer chooses to analyze a comparative error analysis because of several reasons. First, error which made by the learner in foreign language learning is not avoided process. It will be important to know the types of the error, the similarities, and the differences of error in order to find the most appropriate of foreign language learning strategies. Second, comparing error which made by leaner on the different level is not only recognize the different kinds of error but also find the similar kinds of error. Third, recount text is one of the general kinds of genre text that. The foreign language learners usually learn the genre of the text, so it will be easier to collect the data.

This study is very significant because it aims to describe the similarities and differences of types of error that are made by the first and the third semester students of English Department UMS.

2. Literature Review
2.1 Error Analysis

Error analysis is an approach of foreign language learning that focusses on error, which is made by the learner during their constructing language. It has some advantages to foreign language learning, namely: (1) explaining to the teacher what material should be taught and (2) giving knowledge for the writer how the process of language learning is. Here, the writer will explain terms, which are related to error analysis.

Before error analysis emerged, there was an approach that had observed and had compared two or more languages or subsystems of languages. The study compares the learner's native and target language. Derived from this study, learner's error has been found as the attempt to transfer their source language to the target language. From these phenomena, error analysis comes out to analyze the learner's error in foreign language learning. The major of the object is learner's error, mainly in constructing target language. It is supported by Dulay's argumentation:

Dulay, H *et al*. (1982: 141) argued "The EA movement can be characterized as an attempt to account for learner error that could not be explained or predicted by CA or behaviorist theory and to bring the field of applied linguistics into step with the current climate of theoretical opinion."

Based on Fauziati (2009: 151) "Error analysis as an approach to the study of SLA in which its primary focus is on learner's errors and the evidence of how learner errors can provide an understanding of the underlying processes of second language learning or second language acquisition." Derived from the notions of error analysis above, the writer concludes that error analysis is a method used to describe the systematic errors that appear in language learners during they learn second language learning or second language acquisition.

We can differentiate error and mistake based on the action of a fault. Dulay,*et al*. (1982:139) stated

"Sometimes researchers distinguish between errors caused by factor such as fatigue and inattention (what Comsky, 1965, called "performance" factors), and errors resulting from lack of knowledge of the rule of language (what Chomsky, 1965 called "competence"). In some of the second language literature, performance error have been called *"mistake"* while the term *"errors"* was reserved for the systeatic deviations due to the learner's still developing knowledge of the L2 rule system (Corder, 1967)."

Corder in Freeman and Long (1991: 59) argued, "A *mistake* is a random performance slip caused by fatigue, excitement, etc. And therefore can be readily self-corrected, and *error* is a systematic deviation made by learners who have not yet mastered the rules of the L2."

James (1998: 78) in Fauziati (2009: 139) asserted, "If the learner is able to correct a fault in his or her output, it is assumed that the form he or she selected was not the one intended, and we shall say that the fault is a *mistake.*"

From all of the definition, the writer concludes that *error* is results of knowledge of the rule of language. It is caused by deviation of the learner who has not yet mastered the rule of the L2. The learner cannot correct a his or her fault. Meanwhile *mistake* is a fault of the learners caused by fatigue and inattention. Therefore the learners are able to correct the fault in their output. It was not the one intended.

2.1   Classification of Error

Richards et al. in Fauziati (2009: 144) presented the most useful and commonly classificatory system used bases for the descriptive classification of errors. Errors can be described using different kinds of taxonomy, namely linguistic category, surface strategy, comparative taxonomy, and communicative effect. Based on the four taxonomies, the first two are elaborated here since they are employed in the present study.

The linguistic category is the type of error classification in which error is located in the overall system of the TL based on the linguistic item that is affected by the error. In the other word, error is classified by the linguistic item system of the TL. For instance, in syntax, the error can be in the main or the subordinate clause; or within a constituent that is affected such as the noun phrase, the verb phrase, the auxiliaries, the preposition, and the adjective.

Dulay, *et al*. (1982: 146) stated

> "These linguistic category taxonomies classify errors according to either or both the language component or the particular linguistic constituent the error affects. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). Constituents include the elements that comprise each language component. For example, within syntax one may ask whether the error is in the main subordinate clause; and within a clause, which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjective, and so forth."

Some researchers use the linguistic category taxonomy as reporting tool, which organizes the error have collected. Politzer and Ramirez in Dulay, *et al*. (1982: 147) introduced their classification into three main categories of error, i.e.: morphology, syntax and vocabulary.

Dulay, *et al.* (1982: 150) argued "A surface strategy taxonomy highlights the ways surface structure are altered: Learners may *omit* necessary items or *add* unnecessary ones; they may *misform* items or *misorder* them." Dulay,. *et al.* clasified error analysis into four types of error, namely: omission, addition, misformation, and misordering.

Omission errors are characterized by the absence of an item that must appear in a well – formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others. For example "*She look pretty with the dress*". The sentence omits bound morpheme {– s } on the main verb *look*. The bound morpheme {– s } functions as third singular person on the sentence. It should be written "*She looks pretty with the dress*"

Addition errors are the opposite of omissions. They are characterized by the presence of an item which must not appear in a well – formed utterance. For example in the sentence "*He doesn't eats*". The sentence consists of auxiliary verb *doesn't* and main verb *eats*. It becomes incorrect when it involves *suffix s* as tense marker in main verb *eats*. The tense marker shoud be placed on the first verb *doesn't*. The sentence should be written "*He doesn't eat*".

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors the item is not suplied at all, in misformation errors the learner supplies something, although it is incorrect. For example, in "*The dog eated the chicken*".
In the sentence, a past tense marker –*ed* was suplied by the learner on main verb *eated*. It becomes incorrect when the learner supplies *suffix – ed* as tense marker. The main verb *eated* should be written *ate*. Thus, the correct sentence becomes "*The dog ate the chicken*".

Misordering errors are caracterized by incorrect placement of a morpheme or group of morphemes in an utterance. For example "*He is all the time late*". The sentence shows that there is incorrect placement between a free morpheme *late* and a group of morpheme *all the time*. The sentence should be written "*He*

is late all the time". Misordering errors may happen because there is differences between L1 and L2 construction. For example in Indonesian, the construction is *diterangkan – menerangkan*, while in English *menerangkan-diterangkan.*

The previous studies had conducted some research that relevant with the classification of EA taxonomy above. The first previous study (Hayim: 2002) conducted research entitled *Error Analysis in the Teaching of English* showed that the abstract of postgraduate student's theses in Hassanudin University consist of syntactical error. The second research (Santoso: 2011) conducted research entitled *Error Analysis* on the *Use* of *BE* in the *Student's Composition* described that the students made error mainly on the form of BE, whether it is linking verb or auxiliary verb. Then the last previous study one (Ratnah:2013) had conducted research entitle *Error Analysis* on *Tenses Usage Made by Indonesian Students* and found the L2 which had beed made by the students consist of error in the tenses, including error of ommision, error of selection, and error of addition.

Taking a research in Error Analysis was an interesting case when we want to advance student's ability in composing L2. By analysing the student's error, the teacher and the learner able to evaluate their problem and finding new innovation in the process of second language learning.

3.   Research Method

3.1 Participants

The participants of this research are the university students of English Department UMS. The writer describes the types of error made by the first and the third semester students of English Department UMS in 2014/2015 academic year . The writer also find out the similarities and the differences of the types of error that are made by the first and the third semester students of Engish Department UMS in 2014/2015 academic year. The subject of the study is the first and the third semester students of English Department UMS 2014/ 2015 academic year. They are consists of 30 students who are divided into two level, namely 15 students of the first semester students and 15 students of the third semester students of the third semester. The object of the study is the students error made by the students. The student's error will be categorized into combination of linguistic category and surface strategy taxonomy.

3.2 Data collection

The data of the study are all interlanguage errors made by the sudent's writing recount text, mainly in the types of morphological error and syntactical error. The data source of the study is components of recount text made by the students of the first and the third semester of English Department UMS. They consist of 30 students. The theme of the recount text is *"An Unforgettable Moment in the Student's Orientation Program (PPA)"*. In collecting the data, the writer employd some steps, namely: (1) requesting the learners to make recount text with the theme that has given, (2) reading recount text which made by the learner, (3) finding and marking error in the recount text, and (4) dividing the error into te types of error based on the combination of linguistic category and surface strategy taxonomy.

3.3 Data analysis

The technique for analyzing data using following steps , namely (1) exploring student's writing in recount text which has made, (2) reducing the data by making signs of learner's error in the recount text, (3) re-writing learner's errors that have been signed before, (4) categorizing the learner's error into the types of error namely morphological error and syntactical error, (5) making some code to sign the similar types of error and the different types of error, and (6) conducting examination of validity of the data to avoid learner's error that is forgotten.

4. **Research Finding**

In this part, the writer describes the research finding that has been found after analyzing the data. The writer also try to discuss the research finding. There were three research findings that was gotten after analyzing the data, but the most interesting ones is there are some similarities and differences that have been found in the types of error which are made by the 1st and the 3 rd semester students.

Table 1. The similarities and differences of the types of error made by the 1st and the 3rd semester students

No	Types of Error	1 st	3 rd
A.	**Morphological Error**		
1.	Bound Morpheme {-s}		
	Omission of *Bound Morpheme (-s)* as Plural Marker	V	V
2	Wrong spelling of the words	V	V
B.	**Syntactical Error**		
1.	Article		
	Omission of indefinite article *(a/ an).....*	V	–
	Omission of definite article *(the)*	V	V
2.	Omission of introductory *THERE* as subject	V	–
3.	Omission of subject	V	V
4.	The Use of Verb as Past Event		
	Omission of *suffix (-ed)* in regular past tense	V	V
	Wrong selection of Verb I for past event	V	V
	Verb II is used after „modal" form	V	–
5.	*Be* as full verb		
	Omission of *be* as full verb	V	V
	Addition of *be* as full verb	V	V
	Wrong selection of *be* for past event	V	V
6.	*Be* as modal auxiliary		
	Omission of *be* as modal auxiliary	V	V
7.	Conjunction		
	Omission of conjunction	V	V
	Misplace of conjunction	V	–
8.	Omission of *phrasal verb*	V	–
9.	Omission of preposition in the sentences	V	–
10.	Wrong arrangement of phrase	V	–

The research finding will be described below:

4.1 The Similarities of the Types of Error Made by 1ˢᵗ and the 3 ʳᵈ Semester Students

In the classification of error and the analysis of error, the writer got some aspects of error types that were similar between the first and the third semester students. Both of them made error on the *morphological error* and *syntactical error*. In the *morphological error* the writer found some similar types of error, namely: (1) ommision of bound morpheme {-s} as plural marker and (2) wrong spelling of the words.

The example of *ommision of bound morpheme {-s}as plural marker,* which made by the 1st semester student is "*Three **month** ago, in my campus, I was join in PPA"*. Derived from this sentence, the student had *ommited bound morpheme {-s} as plural marker*. "*Three month*" referred to many month, the student should add bound morpheme {-s} in the sentence, in order to be the correct sentence *"Three **months** ago, in my campus, I was join in PPA"*. In the other side, the 3rd semester students also make an error such as *"He very exciting and he has 2 wonderful **dream**".* The students also omitted bound morpheme {-s} in the word "dream". The number*"2"* that was placed preceding the word *"dream"* showed plural marker, so the word *'dream'* should be added by bound morpheme {-s} in order to be the correct sentence . *"He very exciting and he has 2 wonderful *dreams"*.

The example of *wrong spelling of the words*, which made by the 1st semester student is *"Sometimes PPA makes me **boried**"*, the error happened when the student did wrong choosing of letter. The word "*boried"* should be written "*bored"*. The sentence should be written *"Sometimes PPA makes me **bored**"*. In the other side, the 3rd semester students also make an error such as *"It a great **expreince** because I met my friend"*, the error happened when the student did wrong choosing of letter. The word "*expreience"* should be written "*experience"*. Thus, the sentence should be written *"It a great **experience** because I met my friend"*.

Meanwhile in the *syntactical error*, the similarities were found on: (1) article (omission of definite article *the*), (2)omission of subject, (3) omission of suffix (-ed) in regular past tense, (4) wrong selection of verb I for past event, (5) omission of *be* as full verb, (6) addition *be* as full verb, (7) wrong selection of *be* as full verb, (8) omission of *be* as modal auxiliary, and (9) misplace of conjunction.

The example of *omission of definite article"the" as a complete NP* that made by the 1st semester student is *"And then I went to (….) campus at 5 a.m"*. In this sentence, definite *article "the"* should be added before *noun "campus"*. The definite article *"the"* described noun *"campus"* in this sentence. They were should be written *"And then I went to **(the)** campus at 5 a.m. "* In the other side, the 3rd semester studens also make some error such as *"In **(....)** second day, there were some exercise for all new student",* the student was also omit definite article *"the"*. The definite article should be added to explain *"second day"* as noun in the sentence. Thus, the correct sentence became *"In **(the)** second day, there were some exercises for all new students.*

The example of *omission of subject* which made by the 1st semester student is *,"(...) Because the program not pleasure"*. It also omitted *subject it*. *"It"* was subject from verb *was*. It should be written ***"(It) because the program not pleasure"***. In the other side, the 3rd semester students also make some errors such as *,"(...) also made me met someone who inspired my mindset."* It was also omitted *subject it. "It"* was subject from verb *was*. It should be written *"(It) also made me met someone who inspired my mindset"*.

The example of *omission of suffix (-ed) in regular past tense* which made by the 1st semester student is *"The activity **train** us to creative and take advantage from trace thing"*.The student neglected *suffix –ed* to construct regular verb in past event form. The student should add *suffix -ed* in *verb I (train +ed)* to create regular verb in past tense. It should be written *"The activity **trained** us to creative and take advantage from trace thing"*. In the other side, the 3rd semester students also make some errors such as *"I **try** a question of friends that I did not yet"*. The student omitted suffix –ed to construct regular verb in past event form. The student should add *suffix -ed* in *verb I (try +ed)* to create regular verb in past tense. It should be written *"I **tried** a question of friends that I did not yet"*.

The example of *wrong selection of verb I for past event* which made by the 1st semester student is *"We **make** it in my boarding house"*. *T*he *verb "make"* was wrong selection of verb I for past event. In the past event, the student should choose *verb "made"* to past event marker. Thus, the well form sentence was *"We **made** it in my boarding house."* In the other side, the 3rd semester students also make some errors such as *"I **think** that all my story"*. It had error in selection of verb for past event marker. The verb *"think"* should substitute with verb II *thought*, so the correct sentence became *"*I **thought** that all my story"*.

4.2 The Differences of the Types of Error Made by 1ˢᵗ and the 3 ʳᵈSemester Students

The different types of error are found in the *syntactical error*. The differences happened because there were some error that were not mentioned in the third semester students but these type of error were available in the first semester students. They were (1) article (omission of indefinite article a/ an); (2) omission of introductory THERE as subject; (3) the use of verb as past tense (verb II is used after 'modal' form); (4) conjunction (misplace of conjunction); (5) omission of phrasal verb; (6) omission of preposition in the sentences; (7) wrong arrangement of phrase.

The example of *omission of indefinite article (a/an)* that only made by the 1st semester student is *"I remember that 3 month ago I become (....) new student at UMS."* The student omitted indefinite article (a) that should be placed preceding the adjective *"new"*. The indefinite article (a) had relation with the other element of the sentence. It was used to describe *noun* that follow, namely *new student at UMS*. Thus, the correct sentence should be written, "*I remember that 3 month ago I become **(a)** new student at UMS."* In the other side, the 3rd semester students did not do this error.

The example of *omission of introductory there as subject* that only made by the 1st semester student is "*(......) many students or all of students joined with it"*. *Introductory "there"* should be added in the beginning of the sentences to complete a subject in the sentence. *Introductory "there"* should be added on the beginning of the sentence. It was used to introduce the existence of subject *"many students"*. The correct sentence should be written ***"(There) many students or all of students joined with it."*.** In the other side, the 3rd semester students did not do this error.

The example of the use of verb II after modal that only made by the 1st semester students is "One of the most unforgettable moments is when we must ***found*** a snack but the committee just said we must found snack Madura". The *Verb II "found"* used to follow *modal auxiliary "must"*. The sentence was wrong grammatically. It should be written *"must find"*. Therefore, the well - formed sentence became "*One of the most unforgettable moments is when we must **find** a*

snack but the committee just said we must find snack Madura". In the other side, the 3rd semester students did not do this error.

The example of *omission of be as full verb* that only made by the 1st semester student is *"My favorite event (…) PPA.". It* had omitted *be (was).* It functioned to link the *subject* "My favorite event" with *the complement "PPA".* The student must add *be (was)* in the sentence. They should be written *"My favorite event (was) PPA".* In the other side, the 3rd semester students did not do this error.

The example of *misplace of conjunction* that only made by the 1st semester student is *"**But**, we must take an experience".* The students used *conjunction "but"* as the beginning of the sentence. *Conjunction* is used to connect *clauses* in the sentence but there was no *clause* in the prior of the conjunction. The students should omit *conjunction "but"* in the prior of the sentence. The correct sentence became *"We must take an experience".*
In the other side, the 3rd semester students did not do this error.

The example of *omission of preposition in the sentences* that only made by the 1st semester student is *"I feel confused because I did not (....) my class".* The student ommited preposition "in" that functioned to describe position of the class. Thus, the correct sentence became, " *I feel confused because I did not (**in**) my class".* In the other side, the 3rd semester students did not do this error.

The example of *wrong arrangement of phrase* that only made by the 1st semester student is *"3 month ago, **University Muhammadiyah** Surakarta hold a programs."* have wrong arrangement. The word *"university"* is the object that is explained and *Muhammadiyah* is object that explains *"university".* It should *"be"* written **Muhammadiyah University**. In the other side, the 3rd semester students did not do this error.

To make a vivid image about the differences of the types of errors which have been made by the students, the writer puts a diagram as follow:
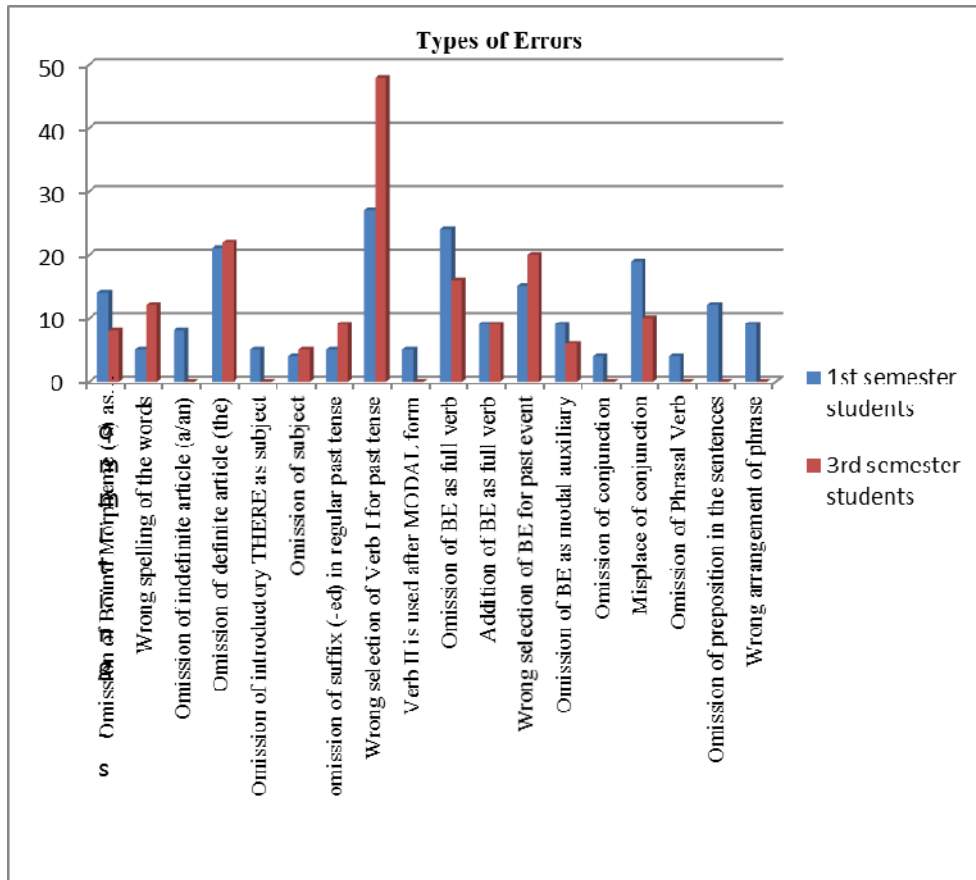
After classifiying the types of error, the writer found that the types of error that made by the university students namely syntactical and morphological error were relevant with *the linguistic category* and *the surface stategy taxonomy* by Dulay, H et al. (1982). The reseach's finding confirmed that the university students made error both in the language components included morphological error and syntactical error.

The new thing that can be found in this research are there are more classification of error rather than the previous studies which only focus on error in tenses, BE form. This research also find some error in the bound morpheme (-s), wrong spelling, ommision of the subject, wrong selection of verb I for past event, misplace of conjunction, etc.

Thus, this research is supporting the previous studies by presenting more classification of error. It also compare the similarities and differencess between two level language learner to ease the teacher to arrange the most appropriate learning strategies of language learning process in the future.

4. Discussion of Finding

After classifiying the types of error, the writer found that the types of error that made by the university students namely syntactical and morphological error were relevant with *the linguistic category* and *the surface stategy taxonomy* by Dulay, H et al. (1982). The reseach's finding confirmed that the university students made error both in the language components included morphological error and syntactical error. Dulay, H et al. (1982: 150) argues "surface strategy taxonomy highlights the ways surface structure are altered: Learners may *omit* necessary items or *add* unnecessary

ones; they may *misform* items or *misorder* them."Meanwhile, James in Fauziati (2009: 144) states "The surface strategy taxonomy is a classification system based on the ways in which the learner's erroneous version is different from the presumed target version". Under this category, errors can be classified into four types: *omission, addition, misformation,* and *misordering*.

Derived from some classification of error that had been mentioned above, there were some similarities and differences between the theory and the writer's finding. In the *linguistic category taxonomy*, Politzer and Ramirez in Dulay, H et al. (1982; 147) introduced their classification into three main categories of error, i.e. morphology, syntax, and vocabulary. The similarities happened in the writer's finding. There were two main categories of error, namely morphological error and syntactical error. These types of error were similar with the linguistic category taxonomy although some of them had different terminology.

The differences lied in vocabulary's error classification. The writer did not find this type of error in her research's finding. Additionally, the writer found some types of error which were not mentioned in the Politzer and Ramirez's classification of error. There were *wrong spelling of the words*, *conjunction, omission phrasal verb, omission of preposition in the sentences, and wrong arrangement of phrase* In the *surface strategy taxonomy*, there were also similarities and differences. If the similarities were placed on the existence of *omission* and a*ddition* error, the differenes were placed on *misformation and misordering* error. They were not available on the writer's finding.

Compared with the previous studies, the new thing that can be found in this research are there are more classification of error rather than the previous studies which only focus on error in tenses and BE form. This research also find some error in the bound morpheme (-s), wrong spelling, ommision of the subject, wrong selection of verb I for past event, misplace of conjunction, etc. Thus, this research is supporting the previous studies by presenting more classification of error. It also compare the similarities and differencess between two level language learner to ease the teacher to arrange the most appropriate learning strategies of language learning process in the future.

In this research, the writer also find some differences of types of error which have been made by the 1st and the 3rd semester students. Although both of them had made error in the morphological and syntactical error, the 3rd semester students have made some progress in composing syntactical written text. It is proved by the limitation of error which have been made by them. Thus, the students have made some development in mastering foreign language aquisition.

5. **Conclusion**

In the foreign language learning, error was a case that could not be avoided. All of the foreign language students made errors in transforming their mother tongue into the target language. They had difficulty in mastering the target language rule, namely in English. The pattern of English was different with Indonesian rule. However, the students will master their target language more by the time. They will improve their ability from zero knowledge to the native speaker competence. Derived from this case, the writer arranges some guidelines as follows:

Error analysis has emerged as the consequence of learner's error, which is made in the process of foreign language learning. Error analysis is useful to control and to limit error that has happened. It is used as a tool to measure and to analyze the student's errors. Thus, error analysis has significant role in foreign language learning.

Error analysis functions as an equipment to comprehend the learner's problem during they are learning their target language. The use of error analysis is to select the

best method and strategies to master foreign language learning. It helps the teacher or the lecturer to decide remedial teaching which can help the students to improve their ability in their target language.

One of the ways to solve the student's error is by conducting remedial teaching. Remedial teaching is a way in which the teacher or the lecturer gives special treatment to the errors that are made by the students. The teacher and the lecturer used particular time, or extra hours to conducting review and lesson for the students. They help the students to learn the material and to solve the student's error. The procedures to conduct remedial teaching are by diagnosing student's difficulty and conducting remedial teaching. The forms of remedial teaching are giving review of the materials, giving more exercises, and using the same age tutor.

The writer concludes that these types of error happen when the students have not mastered yet the rule in their target language including the rules of constructing word and grammatical aspect. However, the writer found that the first semester students have error more than the third semester students do. It means that each level of foreign language learner have made some progress. I propose that during the students learn foreign language learning, they have improved our ability in mastering the target language. They have progress form the zero knowledge to native speaker competence.

In this research , the writer limits the study in comparative error analysis in writing recount text made by the first and the third semester students of English Department UMS. Here, the writer proposes to the next writers able to analyze the types of errors by the levels of language more specific than this research. Hopefully, the next research can explore the different object, data and ways that varies to analyze the data. The next writers are expected to extend this research in this object, subject, and the data of error. Hence, the readers will have better understanding and get more variation of the study.

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