**An Investigation of English Writing Errors Encountered by Certificate in Law Students in Tanzanian Institutions: The Case of Institute of Judicial Administration Lushoto**

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**ABSTRACT**

*This study aims at exploring the English academic writing errors that encountered by a certificate in Law students in Tanzania. These problems arise because the students are not adequately familiar with the English language and they do not have enough practice of it. This article highlights the main reasons behind the problems of writing and recommends some solutions to overcome them. The skill of writing is not only important but also an important productive skill hence it must be taken into consideration in any learning and teaching programme.The study employed structural accuracy and communicative potential (Dar & Khan, 2015 as its theoretical framework. Data for the study was collected via questionnaire and interviews from four selected institutions offering Certificate in Law programme in Tanzania. The findings of the study reveals that students face problems in relation to content, organization of ideas, and language use. Finally, the study recommends to those institutions on the appropriate remedies that can be undertaken as the certificate students are seen as potentials for further learning stages in a law carrier.*

**Keywords**: writing problem, errors, L1, L2, certificate in law

**INTRODUCTION**

The study of English writing errors have been done in various perspectives of education, however, some of the areas have been left out. One of them is in the institution of higher learning. Thus the study is aimed to investigate English writing error mainly found to certificate in law students in. The general objective of the study is to analyse writing error analysis of certificate in law students in two higher learning students in Tanzania. The specific objectives of the study are: To identify the writing errors made by certificate in law students in their learning English and to classify the errors which cause writing in English? The present study will seek to answer the following questions: What is the most common language errors made in English writing by the certificate in law students in Tanzania? What are the possible causes of the errors in writing English made by the certificate in law students?

It is expected that the findings of this study would provide a basis for assisting English language lecturers to adopt teaching methods that will enhance the learning of writing skills among college students. Secondly, the study would facilitate curriculum developers and textbook writers to come up with materials that will address the challenges college students face in L2 writing. Finally, the study can also contribute to the knowledge of classroom research in second language writing and form a basis for further research which could prompt other researchers to do similar studies in

other higher learning institutions offering certificate in law programme.

Writing is the language skill that should be constantly improved from time to time. It means that this skill involves clear thinking about what to write. Students should be taught how to express their ideas in written form without regular practice. Writing can be bored and outraged to students who learn English as the target language because they do not enjoy or they have no ideas to develop when they write. Principally, the main function of writing is an indirect device of communication. By writing, the students will be able to explain their thoughts or their purposes.Nevertheless, writing is one of the most challenging language skills in second language learning. In fact, even for those who speak English as a first language, the ability to write requires long, intensive and specialized instruction. When the students write their feelings and ideas into a word, word into a sentence, sentence into a paragraph and it needs hard thinking to produce the good writing at the same time. As Gyula Tanko (2000:26), "Writing is a complex activity that requires much more than good language knowledge". It means that to put down the ideas in words one must have the knowledge and the time to develop his or her skill in writing.On the other hand, errors are breaking the rule, due to a lack of competence such as knowledge of the language, which may or may not be conscious, Corder (1973:257). It means that insufficient competence in a language cause someone to make an error. The errors can occur either consciously or unconsciously when the learners write down something.

Before we push our discussion further, let us clarify key concepts used in this study. Error, An error is the failure to use the grammatical system correctly made by the students which are caused by the lack of student's competence. Mistake, The mistake is referred to a performance error that is either accidental or a slip of the tongue, in that it is a failure to utilize a known system correctly (Brown, 1980: 165).Error analysis the error analysis is the study of students' error which can be observed, analyzed, and classified to reveal something of the system operating within the learners. Writing is an activity to express ideas, feelings, opinion and information in printed symbols. Competence The ability that students need to develop in order to express themselves appropriately and effectively in various situations. Performance Refers to the ability or level of competence of a student in writing, measured by means of an achievement test. Second language is acquisition and learning of an additional language after the first language (L1).

Writing is the most challenging area of learning the second language. It is based on the appropriate and strategic use of language with structural accuracy and communicative potential (Dar & Khan, 2015; Hyland, 2003; Mahboob, 2014). Kellogg (2001) opinions that writing is a cognitive process that tests memory, thinking ability and verbal command to successfully express the ideas; because proficient composition of a text indicates successful learning of a second language (Geiser & Studley, 2002; Hyland, 2003; McCutchen, 1984; Nicker- son, Perkins, & Smith, 2014). Therefore, learning how to write has gained considerable importance for the last two decades due to two factors: its use as a tool for effective communication of ideas and the extensive research work carried out in this area to examine various issues faced by L2 writers (Dar & Khan, 2015; Graham & Perin, 2007; Haider, 2012; Hyland, 2003; Muhammad, 2016).

According to Norrish (1983:7), the error is a systematic deviation from the accepted system of the

target language. Then Brown (1980:165) states that an error is noticeable from adult grammar of a native speaker, reflecting the interlanguage competence of the learner. Mistakes are imperfectness of utterances which refer to the language performance. It is clear that error and mistakes are different. A mistake is a deviation due to performance factor, like the limitation of memory. It can be corrected by the learners themselves where their attention is drawn towards their errors while an error is a deviation due to language competence.

Therefore, it can be urged that an error is a systematic deviation; when a learner has not learnt something and consistently gets it wrong (James, 1998: 77, cited in Bahri & Sugeng, 2008: 3). Also, an error is a systematic deviation from the norms of the language being learned (Corder in Gass & Selinker, 2001: 78). Errors in various forms are important sources of information about foreign language acquisition, because they demonstrate conclusively that learners do not simply memorize the target language rules and then reproduce them in their utterances. They indicate that learners construct their own rules on the basis of input data, and that in some instances at least, these rules differ from those of the target language learners (Ellis, 1985: 9).

According to briefly reviews above it is observed that many scholars explain how writing error analysis is important and how this writing error can be detected easily in written work. Even though many scholars have done a lot of research on writing error analysis of English in many countries around the world but they did not attempt to do a research on writing error analysis in the Tanzanian context especially in the certificate in law programme at the institutions that offers the certificate programme. So the researcher used their ideas as a foundation to find out how writing error analysis is important and how they can be eliminated easily in written English works of certificate in law students in Tanzanian context.

## THEORETICAL FRAMEWORK

The study was guided by marking an error is a motivation of learning L2 principle. According to Ellis (1995:51-54), the most significant contribution of error analysis lies in its success in elevating the status of errors from undesirability to that of a guide. Hence, errors are no longer seen as 'unwanted forms' but as evidence of the learners active contribution to foreign language acquisition. Therefore making errors should not be treated as negative persuasion in language acquisition. Norrish (1983:21-42, cited in Sattayatham & Ratanapinyowong, 2008: 23) described the causes of language learner's errors as arising from carelessness, interference from the learner's first language, translation from the first language, contrastive analysis, general order of difficulty, overgeneralization, incomplete application of rules, material-induced errors and a part of language creativity.

## METHODOLOGY

The qualitative approach was used to collect and analyze data as with an aid of the descriptive design. The researcher worked more at identifying and describing the learner's errors made in their written works/compositions. The approach was vital to the study for the researcher had full managerial power over the respondents in collection and analysis of data. The research was

conducted at the Institute of Judicial administration Lushoto, Tanzania. The choice of the institute was due to two reasons, firstly, it's one of the institution that teaches certificate in law programme that is accessible by the researcher and second is due the previous reason, the researcher thought that the errors made by the rest of the learners in the study area in the district are some way of the same nature. Data was collected from a total of 240 certificate in law students who registered for communication skills course. The sample size was appropriate for the study because the errors learners make seem to be same or relating, so thereafter data collection and analysis will be generalized to mass of the learners in the study area in the district.

Data was collected through the provision of written-duties to the learners. This was in form of open compositions which was administered by the researcher to certificate in law students with the permission of the head of department of Judicial and legal studies. The undertaking took two hours to accomplish. The management of the research instrument by the researcher was done in a way that there was no any kind of anxiety or fear to the learners. The choice of open compositions on the other hand, gave the learners an opportunity to express themselves freely without restrictions.

## RESULTS AND DISCUSSIONS

Findings achieved by this study are actually showing that learners commit some linguistic errors when writing their compositions and essays. The researcher detected seventeen (17) categories of errors as committed by college students. Therefore, the presentation of findings has been done following categories of the data detected where as the sentences in italics are right construction of the wrong sentences on top them done by the learners in their writings; consider the data categories here on:

*Errors on Clipping of Auxiliary verbs*
The researcher found this category of errors on the students' compositions in which half of the total sample of research population tends to leave out the auxiliary verbs different from the normal construction of correct grammatical sentences made on their compositions resulting vague meaning. This case happens in grounds like instead of writing *"I am cooking Ugali"*, most learners write *"I cooking Ugali"* which for them is regarded as good construction because of their linguistic incompetence.
Example (1):
*I running quickly
*(I was running quickly)*
*She my friend
*(She is my friend)*
*They students of mukulu secondary
*(They are students of Mukulu secondary)*
*My parents sleeping when a thief came.
*(My parents were sleeping when a thief came)*
*I born in 1995
*(I was born in 1995)*

*He shocked to see us without information
*(He was shocked to see us without information)*

*Errors on double ungrammatical use of Auxiliary verbs*
Most students lack clear knowledge on how to use the helping verbs to the extent double unconnected helping verbs are used at the same time in the same sentence something which is not accepted in English language. The improper construction like * *"I am is a student"* is out of normal grammatical construction which was done by over fifty percent (50%) of the research sample size which its right construction should be *"I am a student"*. Observe some more same cases in data 2.

Example (2):
*The members have was a family
*(The members were a family)*
*My friends is do an exercise
*(My friends are doing an exercise)*
*People were are in the house
*(People were in the house)*

*Errors on wrong tenses use*
Tenses are very important in using any tensed language effectively. Unless one masters them, he will use it very poorly in a sense that the construction may be ungrammatical and lack clear meaning as a result communication cannot be effective. Third-quarter of the research sample size have been noted committing the errors in wrong tenses use like * *"I writing notes yesterday"* which supposed to be *"I was writing notes yesterday"*. This kind of construction is due to inadequate grammar rules and principles.
Example (3):
*One day there are some people
*(One day there were some people)*
*John was travel to Mwanza
*(John was traveling to Mwanza)*
*We decided to went to school
*(We decided to go to school)*
*Yesterday I kill a very big snake
*(Yesterday I killed a very big snake)*
*I come here tomorrow
*(I will come here tomorrow)*
*We written the letter
*(We wrote the letter)*

*Subject-verb agreement Errors*
Forty two percent (42%) of learners' writings there are errors on mismatch between the subject of the sentence and its verb. One of the rules in English grammar is subject-verb agreement which a subject and a verb of a sentence must be agreed. This can be exemplified in a sentence like * *"My*

shoes is black colored" which it's correct construction would be *"My shoes are black colored"*. The down- listed are some findings from student's writings:

Example (4):

*All is my shoes

*(All are my shoes)*

*The people is running

*(The people are running)*

*My books is in the bag

*(My books are in the bag)*

*My mother are a teacher

*(My mother is a teacher)*

*Martin are teaching English subject

*(Martin is teaching English subject)*

*She have small eyes

*(She has small eyes)*

*Errors on disagreement between Determiners and nouns*

Disagreement of demonstrative pronouns and their nouns is a big challenge to quarter of a total sample of secondary school learners through which the sentences in their compositions tend to be vague for lack good meaning. For instance the construction *like *"Many parent are farmers"* there is no match between *"Many"* and singular noun *"parent"*. Observe some more data here down:

Example (5):

*This people is lived

*(These people lived)*

*Those animal is a lion

*(Those animals are lions)*

*All book were in the classroom.

*(All books were in classroom)*

*I saw some student walking out

*(I saw some students walking out)*

*Many orange are in the basket

*(Many orange are in the basket)*

*Errors on words-spelling*

The researcher found that third-quarter of sample size committed errors on spelling of words during the write up of the compositions by the secondary English learners. The errors which if a marker of their compositions is not connected the students' first language cannot understand the meaning of the sentences with errors. For instance some learners in their compositions wrote *"their"* instead of writing *"there"*.

Example (6):

Wrong                          Right

*There                   their
*Maney                   money
*Fall                    Fail
*Belive                  believe
*Farther                 father
*Claying                 Crying
*Parrents                Parents
*Befor                   Before

*Errors on wrong use of relative pronouns*

There is mismatch between the relative pronouns and their nouns there refer to. Half of the sample learners do not know the proper use of the relative pronouns. The task which a researcher gave the learners to write was attempted with lot of these errors. For instance instead of writing *"who"* to make relationship to personal subject like *"students who were in the class"*, they used the non-living and animals pronouns *"which"* like *"students which were in the class"*. More findings are down-listed:
Example (7):
*People which I saw
*(People whom I saw)*
*The friends which came here
*(The students who came here)*
*The house whose was black
*(The house which was black)*
*My pen who I lost last week
*(My pen which I lost last week)*

*Errors on the use of a noun and its pronoun*
These errors have been seriously done by third-quarter of the sample learners on their compositions where by noun and its pronoun is used at a same time repeatedly. This is not accepted in English rules and principles of sentence construction, for instance some wrote *"people they saw me"* instead of writing *"People saw me"*. This is done unconsciously because third-quarter of the sample population was seen lack sufficient knowledge on the grammar rules and principles. The findings here down verify the scenario:
Example (8):

*An old man he take
*(An old man took)*
*People they went out
*(People went out)*
*Jenifer she told a teacher
*(Jenifer told a teacher)*
*Our cow it is very big
*(Our cow is very big)*

*My friend he is Moses
*(My friend is Moses)*
*Education it is very important
*(Education is very important)*

*Errors on misuse of preposition "for"*

Prepositions have been a huge problem to secondary English learners both in speaking and writing the English language. The researcher has come across with misuse of the preposition *"for"* in quarter of learners' compositions on how to express an instrument where the learners do not know how to use preposition *"by"* when expressing an instrument which performed an action in sentences. Taking an example instead of writing *"She killed a snake by a knife"*, quarter of the sample does not know this and wrote *"She killed for a knife"*
Example (9):

*She killed a snake for a knife
(She killed a snake by a knife)
*They travelled for a bus
(They travelled by a bus)
*He was hit for a stick
(He was hit by a stick)

*Lack of Gender Agreement*
Third-quarter of Learners failed to mark gender appropriately in their writings. Pronouns are irregularly used where the masculine pronouns are used to feminine nouns like in *"my mother he is a teacher"* and feminine nouns are used to masculine nouns like in *"John she is my best friend"*. The italicized words in the following constructions are incorrectly used.
Example (10):

*My sister *he* wrote me a friendly letter.
 *(My mother wrote me a friendly letter)*
*Joyce lost *his* car.
*(Joyce lost his car.)*
*My father told *her* friend to come home.
*(My father told his friend to come home.)*
*The girl he has good manners
*(The girl has good manners)*
*She he has shoes
*(She has shoes)*

 *Error on wrong use of Subject "me"*

 Use of *'me'* as a subject was also common to half of the sample learners whereby they came up with constructions such as *"Me I asked her a question"*. One of the rules in English language is that Objective pronouns *"me/them/her/him"* cannot begin a sentence. The italicized word is incorrectly used.

Example (11):
*Me I asked her to come
  *(I asked her to come)*
*Him he ate mangoes
*(He ate mangoes)*
*Me I went out
*(I went out)*

*Errors influence by mother tongue*
Mother tongue (first language) also has been seen having impact on the English language learners' writings, quarter of learners wrote as the way they pronounce their ethnic language or Kiswahili as in *"Input"* they wrongly wrote *"Imbut"*. Third-quarter of other learners inserted new vowels to separate consonant clusters which seem difficult to pronounce like in *"Dislike"* they wrongly wrote *"Disilike"*. Observe some more findings in the two scenarios as listed here down:

Example (12):
*Enducantion   (Education)
*Angricunture   (Agriculture
*Environiment   (environment)
*Abonshen        (abortion)
*Yu gai            (you guy) Influence from Sambaa lexemes and pronunciation
*Disilike           (dislike)      Vowel insertion
*Moslem           (Muslim)
*Ischool          (School)
*Studiying          (Studying) Vowel insertion)

*Errors on Punctuations*

Learners have been discovered are not aware of the punctuations and how correctly to use them when writing compositions. Half of the sample population does not observe the punctuation markers in their written compositions and lot of errors were found in their texts for instance quarter of the sample began a sentence with a small letter like *"my friends students were in the class room"* something is not correct in English language and should correctly be *"My friends students were in class room"*. The listed are errors which were detected in the learners' writings:
Example (13):

Third-quarter of learners did not put period/full stop at the end of the sentence.
Half of the research sample started a sentence with a small letter.
Quarter of the sample learners used capital words irregularly in between other words in a sentence.
Quarter of the learners mix the capital letters and small letters together.
Half of the sample learners also replace comma for a full stop.
Third-quarter of learners used commas irregularly in a text without any linguistic necessity.

*Errors as a result of lack of confidence*
It has been discovered in this research that third-quarter of sample learners have insufficient and also not sure of the words they use to write in compositions, where by third-quarter of sample learners wrote a correct word and then cancelled it and replaced another one which was not correct. Learners shared answers and copy written compositions from those who they believe wrote excellently. This is evidently seen in cancelling *"dormitory"* the right word and writing *"domitory"* the wrong word. See some more findings here down:

Example (14):

| Right | Wrong |
|---|---|
| ~~Dormitory~~ | *domitory |
| ~~Environment~~ | * Enviroment |
| ~~features~~ | *features |

*Errors on possession construction*

Half of sample learners have inadequate knowledge on how to make good sentences which express possession or belonging. Instead of using possessive makers used complements to express possessions knowing that they are right to do so. For instance instead of writing *"she has big eyes"*, the third-quarter of sample learners wrote *"she is big eyes"* something which is not accepted in English language.

Example (15):

*She is big eyes
*(She has big eyes)*
*Saphina is a good behavior
*(Saphina has a good behavior)*
*She is big head
*(She has a big head)*
*Saphina is strong finger
  *(Saphina has a strong finger)*
*She is two eyes
*(She has two eyes)*

*Errors on word classes disordering*

It has been revealed through this study that half of the sample learners have no mastery of good use of parts of speech in a sentence level. The word classes have rules and principles on their use which are linguistically accepted, and one of the rules rely on the ordering of the parts of speech. Learners made disordering of parts of speech in their compositions written. Observe the following case *"The girl has nose large"* this was wrongly written by half of the sample size who suppose to correctly write *"The girl has large nose"*. See more data here down:

Example (16):

*The girl has nose large
*(The girl has large nose)*
*She has teeth white
*(She has white teeth)*
*I was write notes English
*(I was writing English notes)*
*Me and Joyce was in the class
*(Joyce and I were in the class-room.*

*Errors on improper use of pronoun "It"*

Quarter of sample learners' writings have been observed that they do not know the proper use of pronoun "It" for it is wrongly used to mark any human gender thinking that they are right to do so. A learner was confidently writing "it" meaning he or she in a sentence for instance in *"Mwajuma it white in color"* instead of writing *"Mwajuma is white in color"*. Some more findings are hereafter:

Example (17):

*Mwajuma it white in color
*(Mwajuma is white in color)*
*It is a member of Islamic religion
*(She is a member of Islamic religion)*

*It is smart girl
*(She is smart girl)*
*It have two eyes
*(She has two eyes)*

Having identified the errors certificate in law students' perform in examples (1-17), let us now summarize the general causes of the errors in the following subsection.

Interlingual Causes of Errors, Interlingual causes of error are also known as mother tongue (MT) or external interference. Mother tongue interference is defined as the use of elements from one's native language while learning a second one.

Mother tongue interference is the main problem in learning English as a Foreign Language (EFL) and learning English as a Second Language (ESL). Many of the students make mistakes in writing due to the mother tongue interference.

Non-use of the subject-verb agreement, Learners tend to produce the sentence like "John kick the ball". This is because the theresubject-verb agreement in Kiswahili language. Therefore, errors may occur in the subject-verb agreement when they construct sentences in English.

Capitalization and Punctuation Errors

Errors with capitalization and punctuation in writing are also found in Kiswahili learners of English. It is because the use of capitalization and punctuation in English is different from Kiswahili written language.

As mentioned above, the interlingual errors are caused because of the interference of learner's native language. Likewise, learners commit the errors due to the faulty of partial learning of the second language.

Overgeneralization, After acquiring and learning the language to some extent, learner's process new language data in his or her mind and produces deviant structures and on the basis of his experience and evidence. However, when the learner has limited exposure and the data are inadequate, he or she tends to overgeneralize the rules and creates deviant structures. Therefore, overgeneralization can be seen as one of the causes of error.

Regularizing the language and ignoring exception in order to reduce the learning load or simplify the language are also the main reasons for overgeneralization and wrong analogy. For example, wrong collocation, the omission of "-s" in the third person singular, putting past tense marker "-ed" in irregular verbs.

Moreover, overgeneralization is associated with redundancy reduction. It may occur with items which are contrasted in the grammar of the language which have similar structures or similar meaning, but which do not carry significant and obvious contrast for the learner. Thus, similar forms and structures will be wrongly associated. For example, the learners might replace "too" with "very" in the usage of "too…to" as "I am very tired to study."

Incomplete applications of rules, Incomplete application of rules involves learners failing to learn more complex types of the structure since they think they can succeed effective communication by using relatively simple rules. It arises when the learners do not fully develop a certain structure required to produce acceptable sentences. An example of the incomplete application of rules can be seen in the question forms. Often, questions are used by means of eliciting sentences instead of finding out something transform exercise.

Ignorance of rule restrictions, "It is a type of generalization or transfer." It is making use of rules that the learners acquired before in new contexts where they do not apply. It is because they do not aware of the rules and restrictions of a particular structure. Some of the rule restriction errors may cause because of wrong analogy and memorize of rules. As an example, learners misuse prepositions when they encounter these prepositions with each type of verb because of their wrong analogy to use the same preposition with similar verbs. For example, "we talk about it leads" to "we discuss it", "he tells him to do it" to "he makes him do it" and so on.

Implication of learners' competence in a job market after school

Since the results show learners' incompetence in language use as observed on their compositions, it gives a great worry on how they will perform certain written tasks in various leadership positions after school. Some will work as secretaries, security guards, research assistants, village chairperson and village executive officers and some more other positions; so a question to ask is if while in college fail to write as appropriately as required what if after school? This is impacted from the way learners learn English language as the ability to learn a language is affected by many factors, the main are: cognitive ability of the learner to learn and understand the language and keep it in memory; personality of learners, just to mention but few.

**CONCLUSION**

Linguistic errors to most learners' compositions and other writings are widespread phenomenon. The study has pointed out some linguistic errors which have been committed by the learners in the study area in their writings which area likely done by most learners in institutions. The errors as have been analyzed categorically depending on the nature of their occurrence each group has its error causative which the researcher has tried to scrutinize and identified some of the causatives. Most errors are due to students' incompetence to the language which also has its gearing factors;

Learners with the errors don't put much effort to master the English language in both speaking and writing. Knowing the language needs practices and huge efforts to find out how it is used in variety of contexts something which most learners don't work upon. This is together with being exposed to variety of written and spoken texts so as a learner understands the good way how to use the language. Many researches show that a child masters a language through acquisition by an oral means and then learn how to write down by written means. Reflecting that fact, Secondary school learners have no tendency to speak English as communicative language when they are at school and even when off school hours. The researcher thinks that if the learners practice spoken English will enable them to their writings and will to some extent reduce errors in writing.It has been known through this study that some learners errors committed are due to direct shift of word pronunciation to writings. Some learners wrote the words as the same way they are pronounced i.e /come/- "kam" thinking that they are right to do so without knowing it is the violation of linguistic rules. Teachers' linguistic incompetence and frequently use of Kiswahili in class-rooms is a great causative to learners' errors in their writings. It has been known through this research that some teachers who teach subjects which its learning-teaching language is English just use the language

to read some materials written on the text books then much of explanations are in Kiswahili. This really don't prepare learners to master the language because it is believed that teacher's personality shapes a learner, therefore in learning a language students acquire and copy the words, structure and style of language from the teacher. So, if much of explanations are done in Kiswahili, learners will be overwhelmed by many errors during their write-ups.

English is the third language to most of learners in the Tanzania though it is a second language to some few in urban areas. The influence of mother tongue and Kiswahili to the learners in the study area is a great source of learners' linguistic errors either on spelling, lexeme or structural level. Some errors as analyzed in this research are due to interaction between the English and first (mother tongue) and second language (Kiswahili).

The study has identified that the English communication skill Syllabus for certificate in law programme does not put much emphasis on the language grammar, rules and principles of the English language. Living in a new village before knowing the norms and culture the place is a big danger, therefore, the same is in languages one should know the rules and principle to apply in the language use before teaching its use in varieties of contexts. The syllabus is more of languages use than language structure something which learners are taught how to use language without knowing the scientific formation of the language structures.

## RECOMMENDATIONS
Error analysis is the process of determining the incidence, nature, causes, and consequence of unsuccessful language (James, 1998:1). It means by determining students' errors the teacher can not only detect the students' difficulties in learning English but can also determine the effectiveness of the certain method in teaching the language. Brown (1980: 166) says that error analysis is the study of students' error which can be observed, analyzed, and classified to reveal something of the system operating within the learners. Brown's point of view implies that error analysis is useful for the teacher. Error analysis will show teachers some problems confronting the students. It is an advantage that error analysis may be tracked down to the importance of students' errors.

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