APPENDICES

Appendix 1. Interlanguage Forms

Types of Error	No	Sentences
Indonesian Syntax Pattern	1.	The thing that should students do is writing a research proposal that covers about the plan of the study they will conduct.
	2.	My father face like my face.
	3.	If we read those by using Indonesian patern, those sentences look like a correct sentence.
Indonesian Acronym	1.	…the most frequent error made by the students English Language of **ABA BSI** Jakarta…
	2.	In pre-observation the researcher did an observation to **SMA N** 1 Susut in order to get the *phenome* that was analyzed.
	3.	Therefore, this research conducted in **SMP** Negeri 4 Singaraja.
Omission of Preposition	1.	According to Sudheesh, Duggapa, & Nethra (2016) research proposal is **the backbone {..} a research**… **(of)**
	2.	Those errors **consisted {..} 29%** active and passive voice errors… **(of)**
	3.	This number **consisted {..} three** error types, namely alternating for, regularization, and Archi-form. **(of)**
	4.	472 errors in the form of alternating form **consisted {..}** 282 verb errors. **(of)**
	5.	…it can **lead {..} reader's** misunderstanding toward the meaning of the sentences. **(to)**
	6.	…the omission of subjects in those sentences can **lead {..} readers'** misunderstanding. **(to)**
	7.	…the most frequent error made by the **students {..} English** Language of ABA BSI Jakarta. **(of)**
	8.	…the most frequent grammatical errors **committed {..} the** Turkish Learner *of English in writing.* **(by)**

	9.	…from the total **number errors** there were 3.64% errors committed by students… **(of)**
	10.	…it can be seen that those errors made by students were **because {..} their** ignoranced toward the target language's rules. **(of)**
	11.	Interview is about how two people give **information {..} each other**. **(to)**
	12.	…the students **tend {..} produce** an error in language learning. **(to)**
	13.	…mastery means people are completely **capable {..}** the knowledge and skills in certain subject. **(of)**
	14.	In collecting the data, researcher asked the **students {..} submit** a descriptive text. **(to)**
	15.	…the researcher also used the interview to get the **answer {..} the second** research question. **(of)**
	16.	…the students had a very limited understanding **{..}** how to express their ideas in written forms. **(on)**
Omission of Article	1.	…as it is also **one of {..} requirements** to be graduated. **(the)**
	2.	It is shown that knowing **{..} sources of error** is important in order to help the students to be aware of their faults. **(the)**
	3.	It belongs to deviations made by students as **one of {..} processes** of gaining knowledge. **(the)**
	4.	Meanwhile the third sentence omits preposition of "to" **after {..} word** "contribution". **(the)**
	5.	…when the students have **completed {..} instructions** or questions. **(the)**
	6.	The first and second sentences omit "a" **before {..} word** "country". **(the)**
	7.	…interlingual transfer is an error made by someone because **of {..} influence** of his/her native language. **(the)**
	8.	Hendrickson (1987:357) states that error **is {..} sign** that indicates an actual learning process… **(a)**
	9.	Noun is usually used **in {..} form** of singular and plural… **(the)**

	10.	When a sentence **need {..} noun** but the writer does not add the noun to the sentence, that is called as missing noun. **(a)**
	11.	…and the data was collected **in {..} form** of words rather than number. **(the)**
	12.	The data were presented **in {..} form** of table. **(the)**
	13.	Every student should **have {..} ability** to use the components to produce the language. **(the)**
	14.	The result of this error analysis study expected to give **{..}** useful information for the students and the teachers. **(a)**
	15.	In addition, vocabulary **is {..} greatest** part that many researchers are study on. **(the)**
	16.	**In {..} third** stage, the researcher will make conclusion from the data… **(the)**
	17.	…writing here is **{..}** important skill to be taught in school to ensure the students' knowledge in learning English. **(an)**
Omission of BE	1.	…this study **{..}** different from the studies mentioned previously. **(is)**
	2.	…the purpose of speaking is to make **students {..} able** to express their ideas, opinion, arguments and perspective to the audiences communicatively. **(be)**
	3.	Through communication, **students {..} able** to show their competence as good speakers. **(are)**
	4.	The intensive speaking **used {..} read** aloud task. **(was)**
	5.	The result of this study **{..}** that the distribution of source of error was highly distribute in Interlingual transfer and lowest in communication strategies. **(is)**
	6.	Speaking skill **{..}** one of four English skills that can be consider as difficult skill to be master. **(is)**
	7.	The tenth-grade students **{..}** still in transition time from junior high school to senior high school… **(are)**
Regularization	1.	…the word "with" is not appropriate to be **putted** in that sentence. **(put)**

	2.	There were 69 errors out of 738 grammatical cohesive devices that were **founded** by the researcher. **(found)**
	3.	There were two source of error that were **founded** by the researcher. **(found)**
	4.	…and four sources that **leaded** the students committed the errors. **(led)**
Simple Addition	1.	The researcher **asked to** the teacher about the class that would be used as the subject of the research. **(asked)**
Archi Form	1.	When a student finds a grammar deviation in **those sentence**, then he/she is asked to revise it. **(that)**
	2.	**This types of errors** only consisted a subtype namely regularization of uncountable noun. **(these)**
	3.	This number showed that **this types** of errors became the most frequent error made by the students **(these)**
Word Order	1.	A research proposal should be revised **maximum in four times** before it is presented in a seminar. **(four times maximal)**
	2.	However, a student made **two times misformation vocabulary** error in the paragraph. **(vocabulary misformation error twice)**
Omission of Plural Marker -s	1.	…the students are taught about the **step** of conducting a research including writing a research proposal. **(steps)**
	2.	...when a writer or student puts **some unavailable form** in English grammar. **(some unavailable forms)**
	3.	…the sources of errors were classified into **two type** such as interlingual and intralingual. **(two types)**
	4.	…there were **three procedure** of data collection done namely,… **(three procedures)**
	5.	The researcher also asked **some question** related to the findings… **(some questions)**

	6.	Based on the four skills of language, writing is **one of the productive language**. **(languages)**
	7.	According to Murrow (2004) the noun error was devided into **three category**. **(categories)**
	8.	Noun is *devided* into **two type.** **(types)**
	9.	The different of plural and singular noun is about the **number of the noun** that appeared in the sentence. **(nouns)**
	10.	…because there are lots of **conjunction** that had similar meaning if we translate the word into Indonesian. **(conjunctions)**
	11.	Indonesia and English has **different pattern** in making a sentence. **(patterns)**
	12.	…but they did not know if there were **lots of patern** that they should know even though in writing a recount text. **(lots of patterns)**
	13.	There were **two source** of error that were founded by the researcher. **(two sources)**
	14.	She found that there were commonly **six grammatical error** that were made by the students. **(six grammatical errors)**
	15.	…the researcher conducted some sort interview to the teacher and **some student** about the students' problem in learning English. **(some students)**
	16.	The data in this study was analyzed using **some theory** focusing on some items of language aspects. **(some theories)**
	17.	… there found **many error** in case of the use of inappropriate verb. **(many errors)**
	18.	On the students' writing there were only **five error** in invinitive verb. **(five errors)**
	19.	… the students wrote that there were *two* **variant** of drink. **(variant)**
	20.	The students committed the error because they translate **all of the word** on the sentence one by one… **(words)**
	21.	…English as foreign language taught in Indonesia's **school** from elementary until university level.

			(schools)
	22.	There are **four skill** in learning English such as listening, reading, speaking and writing. **(four skills)**	
	23.	One of the important **component** in learning English is vocabulary. **(components)**	
	24.	Vocabulary defined as list of words that used in **four main skill** in learning English. **(four main skills)**	
	25.	There are **two source** of error; Interlingual and Intralingual error. **(two sources)**	
	26.	There are **two error** based on the resource. **(two errors)**	
	27.	…reading the sentences in high intonation in one or two **paragraph**. **(paragraphs)**	
	28.	**Many researcher** have conducted an investigation on speaking difficulties faced by learners in learning second language. **(many researchers)**	
	29.	There were **two lexical error** identified by the researcher. **(two lexical errors)**	
	30.	There are **three stage** in collecting the data. **(three stages)**	
	31.	…it makes English become one of the important **language** for conducting communication in international society. **(languages)**	
Word Form	1.	Meanwhile lapse belongs to deviation made by students because of the **careless**. **(carelessness)**	
	2.	The sentence does not look **systematically.** **(systematic)**	
	3.	…language is an essential rule use in **communicate** with other people from many countries. **(communicating)**	
	4.	**The different between error and mistake (difference)**	
	5.	The **different** of plural and singular noun is about the number of the noun that appeared in the sentence. **(difference)**	

	6.	…the spoken data were **transcript** into written form. **(transcribed)**
	7.	… the researcher collect the data through video and **transcript** the video into written form. **(transcribed)**
	8.	…the researcher indicate that this study **difference** in theories. **(differs)**
	9.	The recordings were **transcript** into written form to be analysed. **(transcribed)**
	10.	…the researcher reviewed the error from each student's **transcripts** into table of vocabulary error analysis. **(transcriptions)**
	11.	… speaking skill is **category** as production skill,… **(categorized)**
Word Choice	1.	… the students are introduced **with** research when they are in the sixth semester. **(to)**
	2.	It was followed **with** omission of preposition. **(by)**
	3.	According **on** J. Richard et al. (2002) error is an incorrect use of grammatical elements… **(to)**
	4.	I like the girl that was **using** eye glasses. **(wearing)**
Verb Tense	1.	The verb "drawn" **should not used** to indicate simple past tense. **(should not use)**
	2.	The suffix "es" **should not be add** as verb inflection in simple present tense… **(should not be added)**
	3.	…**to be add** after it. **(to be added)**
	4	This method is used when **researcher need** to collect data about opinion or perspective from participants as interviewees. **(needs)**
	5.	…because **it only need** bare verb. **(it only needs)**
	6.	This statement is supported by Sudhessh, Duggapa, and Nethra (2016) who **states** that writing a research proposal is the most important step to do. **(state)**
	7.	...mistake **refer** to the inconsistent deviations made by students… **(refers)**

8.	It is supported by Siyoto & Sodik (2015) who **states** that structured interview is… **(state)**
9.	…type of interview where the interviewer already **know** what data that will be collected. **(knows)**
10.	In this step, all of the 25 proposals **{..} compiled** into one folder. **(were compiled)**
11.	…various problems in many aspects of **life {..} faced** *by* human beings. **(are)**
12.	**It {..} divided** into several types such as her, his, yours, mine, ours, theirs, its. **(is)**
13.	The deeper explanation about the approaches of data collection **{..}** provided in method of data collection section. **(is)**
14.	Based on the confirmation, 521 deviations **were notice and revise** directly by the students. **(were noticed and revised)**
15.	It makes the sentences **becomes** incomplete. **(become)**
16.	…the types of errors are **describe** based on their classification. **(described)**
17.	**It {..} found** that some students' motivations in learning were still low… **(was)**
18.	…games will be automatically **stop** when the students… **(stopped)**
19.	…**all of the student** committed errors because of the incorrect uses of verbs. **(students)**
20.	…and the study **{..} conducted** in Iran. **(was)**
21.	The examples of incorrect positive and negative **form** are… **(forms)**
22.	When a sentence **need** noun but the writer does not add the noun to the sentence, that is called as missing noun. **(needs)**
23.	The different of plural and singular **noun** is about the number of the noun that appeared in the sentence. **(nouns)**
24.	… because the word person should be **change** into people. **(changed)**

	25.	When a sentence **need** conjunction but the writer does not add the conjunction to the sentence,… **(needs)**
	26.	…because there are lots of conjunction that **had** similar meaning if we translate the word into Indonesian. **(have)**
	27.	…because the pronoun of the sentences **are** not added. **(is)**
	28.	It happens because the students **do not familiar** with the target language… **(are not familiar)**
	29.	Indonesia and English **has** different pattern in making a sentence. **(have)**
	30.	Communication strategy is a learning style that **{..}** commonly used by students. **(is)**
	31.	…for example, they translate a sentence **use** a dictionary. **(using)**
	32.	…there are seven types of errors **that {..} commonly committed** by the students. **(are)**
	33.	Instrument is a device **that {..} used as** a method in the research. **(is)**
	34.	It's a tool **that {..} used by** the researcher when the researcher applies certain method to get data. **(is)**
	35.	After the **data {..} analyzed** the research did an interview to the students. **(were)**
	36.	The students committed the error because they **translate** all of the word on the sentence one by one… **(translated)**
	37.	This qualitative research **aim** on... **(aimed)**
	38.	…language is an essential rule **use** in communicate with other people from many countries. **(used)**
	39.	Those **skills {..} divided** into two levels of learning English. **(are)**
	40.	Nonetheless, speaking itself **influence** other skills. **(influences)**
	41.	Burns (2019) also **agree** that components in speaking as second language are… **(agrees)**

	42.	Therefore, **speaking skill {..} considered** as complex skills that influence certain components to be able to use the language. **(is)**
	43.	**Every students** should have good vocabulary mastery in order to speak the target language effectively. **(Every student)**
	44.	Learning vocabulary **involved** how the words pronounced. **(involves)**
	45.	Learning vocabulary involved how the **words {..} pronounced**. **(are)**
	46.	Therefore, **vocabulary {..} defined** as… **(is)**
	47.	Fadhila, Hawa (2013) conducted a research in speaking that aimed **at described** the frequency and dominant error… **(at describing)**
	48.	Therefore, this **research {..} conducted** in SMP Negeri 4 Singaraja. **(was)**
	49.	That occurred because there were several problems **face** by students. **(faced)**
	50.	…VII A1 grade *students* **were choose** as the subjects in this research. **(chosen)**
	51.	This **study {..} expected** to use for the teacher as a guide in teaching English. **(is)**
	52.	This study expected **to {..} use** for the teacher as a guide in teaching English. **(to be used)**
	53.	The result of this error analysis **study {..} expected** to give useful information for the students and the teachers. **(is)**
	54.	**It {..} expected** that this study give benefits theoretically and practically. **(is)**
	55.	It expected that this study **give** benefits theoretically and practically. **(gives)**
	56.	This **study {..} expected** to help teachers in creating innovative and creative learning activities. **(is)**
	57.	Afterward, **teachers {..} expected** to be able to design appropriate learning activities. **(are)**
	58.	… there are some components in speaking that **every students** mostly feel difficult on… **(every student)**

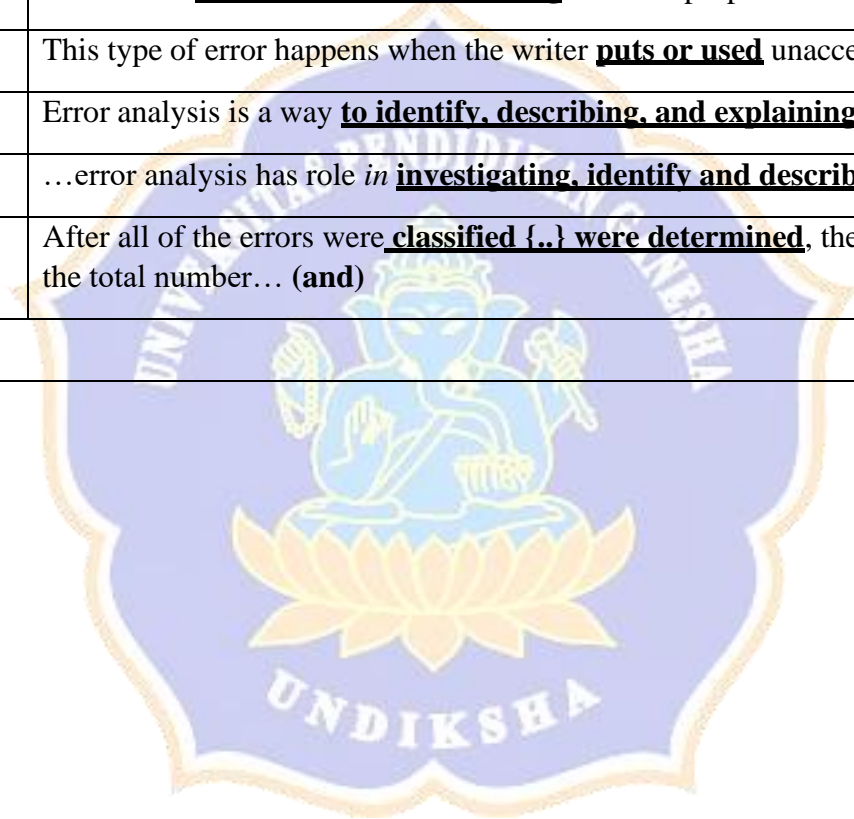| 59.	**Vocabulary {..} defined** as list of words that used in four main skill in learning English. **(is)**
60.	… a speaking **performance {..} used** in assessing learners' competency in speaking skill. **(is)**
61.	Interlingual **error {..} caused** by the influence of learners' mother tongue. **(is)**
62.	However, vocabulary is necessary **to be master** in order to be able to used it in appropriate context. **(to be mastered)**
63.	**Speaking {..} defined** as the first step that needs to be learned by young English language learners. **(is)**
64.	It means that the speaking skill **is need** to be master before learning how to read and write. **(needed)**
65.	It means that the speaking skill is need to be **master** before learning how to read and write. **(mastered)**
66.	**Mistake {..} caused** by students' temporary memory, confusion, and slip of the tongue. **(is)**
67.	…mistake is a slip performance **cause** by students' tiredness or their excited feeling. **(caused)**
68.	In addition, vocabulary is greatest part that many researchers are **study** on. **(studied)**
69.	**Omission {..} caused** by incomplete form of sentence as the absence of certain item. **(is)**
70.	In this research, the productive speaking performance **is use**. **(used)**
71.	Interlingual error **occur** regarding to students' native language in learning the target language. **(occurs)**
72.	Intralingual error **refer** to learners' prior knowledge about the target language. **(refers)**
73.	The **research {..} conducted** at a secondary vocational level to investigate error committed by students in writing descriptive text. **(was)**
74.	The result of this study that the distribution of source of error **was highly distribute** in Interlingual transfer and lowest in communication strategies. **(was highly distributed)**

	75.	This **study {..} conducted** in one class. **(was)**
	76.	This study used eleven students as the sample and **takes** video as the data source. **(took)**
	77.	… the researcher **collect** the data through video and transcript the video into written form. **(collected)**
	78.	This **study {..} conducted** at second year of vocational high school of Permata 2 Bogor. **(was)**
	79.	It was conducted to 23 speakers **that {..} selected** randomly. **(were)**
	80.	Error that **appear** in descriptive text were classified into four types. **(appears)**
	81.	…the researcher **indicate** that this study difference in theories. **(indicates)**
	82.	…this **study {..} expected** to help teachers in preparing teaching materials. **(is)**
	83.	**Checklist {..} used** in qualitative research as valuable tool to have confirmation in certain important elements. **(is)**
	84.	In interviewing, the process **is control** by the interviewer in order to reach the purposes of collecting the data. **(controlled)**
	85.	This kind of interview is **aim** to get the data more openly based on participants feelings of the problem. **(aimed)**
	86.	The **data {..} collected** through students' observation checklist and interview. **(was)**
	87.	Those two **instruments {..} used** in order to gain the data. **(were)**
	88.	…the researcher **collect** the data by asking the students' to make a simple paragraph. **(collected)**
	89.	…then **it {..} continued** by processing the record into written form. **(was)**
	90.	The table of error is **use** to classify vocabulary error make by students into four types. **(used)**
	91.	The table of error is use to classify vocabulary error **make** by students into four types. **(made)**

	92.	After the **data {..} recorded**, the students' performance transcribed into written form. **(were)**
	93.	After the data recorded, the students' **performance {..} transcribed** into written form. **(were)**
	94.	This **part {..} used** to answer the first research question about error made by the students… **(is)**
	95.	**It {..} obtained** that there were 3 students made misordering vocabulary error type… **(was)**
	96.	**It {..} classified** based on students' reasons about their descriptive text in one simple paragraph. **(was)**
	97.	Dulay's **theory{..} used** to determine students' vocabulary error into four types. **(was)**
	98.	**Speaking {..} commonly** known as a skill that need more effort to learn… **(is)**
	99.	Speaking skill one of four English skills that can be **consider** as difficult skill to be master. **(considered)**
	100.	Speaking skill **o**ne of four English skills that can be consider as difficult skill to be **master. (mastered)**
	101.	This situation brings a new challenge for Indonesian education which is **expect** to provide broader knowledge and insights to the people **(expected)**
	102.	…it is as a compulsory subject that is **learn** in the schools. **(learned)**
	103.	The basic-competency **{..}** then further described into the form of several teaching-learning indicators. **(is)**
	104.	Then, misformation of Archi-form error which was equal to 0.32% **{..}** considered as the lowest frequent errors made by the students… **(is)**
Spelling	1.	…it was found that the intralingual transfer became the highest factor affecting the students in **commiting** errors. **(committing)**
	2.	This study focused on analyzing grammatical errors **commited** by… **(committed)**
	3.	The result of the analysis showed that the students **commited** 510 errors. **(committed)**

	4.	…to find and identify grammatical deviations **commited** by the students in their research proposals. **(committed)**
	5.	…it can be seen that those errors made by students were because their **ignoranced** toward the target language's rules. **(ignorant)**
	6.	Sentence in general was **devided** into positive sentence,… **(divided)**
	7.	…positive sentence, negative sentence, and **introgative** sentence. **(interrogative)**
	8.	Those types of sentences have different **paterns**,… **(patterns)**
	9.	According to Murrow (2004) the noun error was **devided** into three category. **(divided)**
	10.	Noun is **devided** into two type. **(divided)**
	11.	…but they did not know if there were lots of **patern** that they should know even though in writing a recount text. **(patterns)**
	12.	Here they might make an error if they do not get the **proffer** word to the sentence. **(proper)**
	13.	If those were read by using Indonesian **patern**, those sentences looked like a correct sentence. **(pattern)**
	14.	In pre-observation the researcher did an observation to SMA N 1 Susut in order to get the **phenome** that was analyzed. **(phenomenon)**
	15.	…the most cause of the errors that were **commitid** by the students. **(committed)**
	16.	On the students' writing there were only five error in **invinitive** verb. **(infinitive)**
	17.	The error *was* **gottent** from the adjective word in a sentence. **(gotten)**
	18.	… to said that the **actifity** was boring, so the student felt bored. **(activity)**
Punctuation	1.	In order to analyze the types of grammatical errors in **students writing**,…. **(students' writing)**

	2.	…there were 12 types of grammatical errors in **student narrative** essay writing namely,… **(students' narrative)**
	3.	Those errors that were found in the **students writings**... **(students' writing)**
	4.	… related to the findings indicated in every **students writing**. **(students' writing)**
	5.	It can be seen that there were 243 errors found in **students research** proposals. **(students' research)**
	6.	…the errors found in the **students writing** into four types. **(students' writing)**
	7.	…in analyzing the type and sources of errors committed in **students writing**. **(students' writing)**
	8.	The students were given a pre- test in order to know the **students level** in writing. **(students' level)**
	9.	This error is often found in the **students writing**. **(students' writing)**
	10.	…the researcher matched the students interview result to the **students writing**. **(students' writing)**
	11.	**Therefore** conducting this research about vocabulary error in speaking performance is important. **(therefore,)**
	12.	This kind of interview is aim to get the data more openly based on **participants feelings** of the problem. **(participants' feeling)**
Omission of Object	1.	The writer will try to **organize {..} by** making the draft of the writing… **(it)**
Omission of Subject	1.	It is not needed because **{..}** is already a phrase. **(it)**
	2.	…the students confirmed that they committed errors **because {..} have not** understood deeply… **(they)**
	3.	In this study, **{..} was found** 11,19% errors of omission of verb errors. **(it)**
	4.	He stated **that {..} is** not easy to analyze the different between the meaning and structure. **(it)**

	5.	In the research conducted by Scales (2011), **{..} wrote** conclusion that lack of vocabulary knowledge and slow of vocabulary development are emphasized in speaking problem. **(he/she)**
	6.	…in writing grammar, **{..}** is essential to form the sentences to make a good writing product. **(it)**
Unparalleled Structure	1.	… students **should write and collecting** research proposals in the eighth semester.
	2.	This type of error happens when the writer **puts or used** unacceptable forms of morpheme…
	3.	Error analysis is a way **to identify, describing, and explaining** error committed by learners.
	4.	…error analysis has role *in* **investigating, identify and describe** students' errors.
Conjunction	1.	After all of the errors were **classified {..} were determined**, they were calculated in order to know the total number… **(and)**
TOTAL	248	

Appendix 2. Intralanguage Form

Types of Error	No	Forms
Overgeneralization of BE	1.	Riddell (2014) also defines mistake **is** as a process when the students learn and know something.
	2.	…it **is** impacts the readers' understanding toward the sentence.
	3.	All of those 26 students **were came** from non-English speaking environment.
	4.	The students were given 50 minutes to write an essay which **is** contained 250 words.
	5.	Interlingual transfer happens when the students' mother language **is** interferences the target language.
	6.	This chapter **is** concerned with the summary, suggestions, and conclusions related to the findings of the study.
	7.	Misformation **is** refers to wrong form of the morpheme or structure.
	8.	Misordering error **is** commonly appears because of incorrect order of well-formed sentence structure.
	9.	This error **is** occurs as the erroneous placement of words into the sentence.
	10.	The participants **were** performed their role-plays.
	11.	This research **was** analyzed types of grammatical error in speaking…
	12.	…previous studies **were** focused on writing skill and used Brown theory.
	13.	Evaluating error stage **is** refers to make it into table and drawing conclusion.
	14.	This **was** aimed to make the data were easier to be understood.
	15.	…4 out of 8 students **were** added incorrect item in a same word class, called linking verb.

	16.	The last types of vocabulary error **were** occurs when students made error in sentence structure.
	17.	…students **are** tended to answer the questions honestly based on what they feel with their own works.
	18.	Speaking **is** tends to be a difficult skill in learning English.
	19.	This study found that lexical and grammatical error **were** influenced students' production.
	20.	…the students **are** should be able to use the elements of writing properly and correctly.
	21.	…this study **was** emphasized on analyzing the tenth-grade students' grammatical errors in writing narrative texts.
	22.	It **is** normally happens in writing plural forms of noun…
Overgeneralization of Article	1.	Coding was **an** another procedure that was also done while the researcher was reading the whole proposals.
	2.	…committed by the eighth semester students of **the** English Language Education at Ganesha University of Education…
	3.	Indonesian use English *to* communicate with **the** foreigners who comes to Indonesia.
	4.	It is also supported by Wahyuni who stated that **a** writing is a complex activity…
	5.	…writing becomes a process of learning that is effective to be a tool to transfer **an** information.
	6.	In **the** fact, error is different from mistake.
	7.	Article a and an are usually used to refer something that has **an clear** mention or the object is not specific yet.
	8.	Based on the students' writing of narrative text, **the** she said that…

	9.	…to provide broader knowledge and insights to **the** people.
	10.	…it is as a compulsory subject that is learn in **the** schools.
	11.	Sometimes, **the** people are confused to distinguish the students' errors and students' mistakes.
Simplification	1.	Noun **that's** appropriate to the context should be added.
Induced Error	1.	In pre-observation the researcher did an observation **to** SMA N 1 Susut in order to get the *phenome* that was analyzed. **(in)**
	2.	This qualitative research aim **on**… **(at)**
Error of Overproduction	1.	…there is a term **called by** 'research'.
	2.	The factors affecting the students to commit error is **called by** source of error.
	3.	Then, it is **called by** interlingual transfer.
	4.	It is **called by** intralingual transfer when students make error…
Incorrect BE	1.	The examples of verb error in writing recount text **were**…
	2.	The correct sentences **were**:…
	3.	The correct sentences of the errors above **were**….
	4.	…but they did not know if there **were** lots of patern that they should know even though in writing a recount text.
	5.	The population in this study **is** the students at SMA Negeri 1 Susut.
TOTAL	**45**	

Appendix 3.

CURRICULUM VITAE

Dewa Ayu Novi Kusumawardani was born on November 25th 1996 in Denpasar, Bali. She is the only child of Desak Putu Parmiti. She finished her first degree (S1 Program) in English Language Education study program of the Faculty of Language and Arts, Ganesha University of Education in 2019.