THE STUDENT NURSES' WRITTEN WORKS OF HEALTH SCIENCE INSTITUTE: ERROR ANALYSIS IN SYNTACTICAL AND MORPHOLOGICAL CATEGORY

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ABSTRACT

The research aims to examine and analyze student nurses' written works in term of syntax and morphology category. Twenty-six students of the third semester, which participated in the research, took an English presentation course focusing on medical cases. The research fell under qualitative approach by analyzing students' written works as primary data to find out the errors. In addition, the data were taken from observation, note taking and interview.The results have revealed that 186 error identifications were found consisting of 132 syntactical errors and 54 morphological errors. The students make errors in the types of article, preposition, parallel structure, the use of be, passive voice, word order, tenses, infinitive to, modal auxiliary, and subject determiner in syntactical category. While in morphological category, they make errors in the plural form, subject verb agreement, comparative adjective, and word form. Word order is as the most common language error in syntax category with 36 total errors or 19.35% out of 186. The second one is preposition with 26 total errors or 13.97%.While in morphology category, subject verb agreement is the most common one with 29 total errors or 15.59%. The second common one is word form with 13 total errors or 6.98%. It can be inferred that there are 132 (70.96%) of error identification in syntactical category and 54 error identifications or 29.04% in morphological category. In addition to its error identification in syntactical and morphological features, the research has found that the causes of students' errors are due to intralanguage and interlanguage transfers as it has some slightly differences between Bahasa Indonesia and English in term of grammatical structure and language system.

Keywords: Syntax; morphology; intralanguage and interlanguage transfer; error analysis.

ABSTRAK

Penelitian ini bertujuan untuk menguji dan menganalisis karya tulis mahasiswa perawat dalam hal kategori sintaksis dan morfologi. Dua puluh enam siswa semester tiga yang berpartisipasi dalam penelitian ini mengikuti kelas presentasi bahasa Inggris, yang berfokus pada kasus medis. Pendekatan kualitatif digunakan dengan menganalisis kesalahan karya tulis mahasiswa sebagai data primer. Selain itu, data diambil dari observasi, catatan di lapangan dan wawancara. Hasilnya menunjukkan bahwa 186 identifikasi kesalahan ditemukan yang terdiri dari 132 kesalahan sintaksis dan 54 kesalahan morfologi. Siswa melakukan kesalahan dalam jenis artikel, preposisi, struktur paralel, penggunaan kalimat pasif, urutan kata, tenses, infinitive to, modal auxiliary, dan subject determiner dalam kategori sintaksis. Sementara dalam kesalahan morfologi, mereka membuat kesalahan dalam bentuk jamak, kesepakatan

kata kerja, kata sifat perbandingan, dan bentuk kata. Urutan kata adalah kesalahan bahasa yang paling umum terjadi pada kategori sintaks dengan total kesalahan 36 atau 19,35% dari 186. Yang kedua adalah preposisi dengan 26 kesalahan total atau 13,97%. Sedangkan pada kategori morfologi, verba subjek adalah yang paling umum dengan 29 kesalahan total atau 15,59%. Yang kedua adalah bentuk kata dengan 13 kesalahan total atau 6,98%. Dapat disimpulkan bahwa terdapat 132 (70,96%) identifikasi kesalahan pada kategori sintaksis dan 54 identifikasi kesalahan atau 29,04% pada kategori morfologi. Selain identifikasi kesalahannya pada fitur sintaksis dan morfologi, penelitian ini menemukan bahwa penyebab kesalahan siswa disebabkan oleh produksi/transfer intralanguage dan interlanguage karena terdapat perbedaan antara Bahasa Indonesia dan bahasa Inggris dalam hal struktur gramatikal dan sistem bahasa.

Kata kunci: *Sintaks; morfologi; transfer intralanguage dan interlanguage; analisis kesalahan*

INTRODUCTION

Having the knowledge of the grammatical structures, vocabulary, dictions, pronunciation, and other language proficiency plays an imperative role in English competency, as individuals cannot express their ideas in spoken or written work well. Furthermore, their mother tongue interferences in the areas of syntax, grammar, lexis, and pronunciation also lead the problem that they have been familiar with, particularly if the structures of the two languages are different. English teachers in Indonesia are familiar with erroneous construction, like "although" and "but" in the same sentence. It is commonly accepted to write or say: "Walaupun hujan, tapi anak anak masih bermain bola di lapangan" in Bahasa Indonesia. When a weak learner attempts to transfer the construction to English, he is likely to say or write it as "Although it rains, but the children still play the ball in the field. Other common erroneous structure instances, "saya kira iya", "saya sangat suka musik", and "Dedy menikahi Dewi" are common mistakes found in Indonesian learners. The weak learners may write or say: "I think yes, I very like music", "Dedy gets married with Dewi."

Those above sentences are some instances of negative transfer in grammar. The transfer may prove to be justified because the structure of the two languages is similar; in that case we get 'positive transfer' or facilitation. The transfer may prove unjustified because the structure of the two languages are different, in that case we get 'negative transfer' or interference". Those errors are mostly found in the classes that researcher teaches and such errors occur repeatedly and cannot be recognized by the learners in foreign language classroom. Not only do they have a lot of problems with oral and written skills, but also they are often unaware of the nature of their problems in learning English. In addition, quite many students are not aware of their errors in lexis, morphology, and syntax. Hourani (2008:11) remarks that primary causes of errors can be as follows: "Interlingual errors and intralingual errors. Interlingual errors are those which are related to the native language, whereas intralingual errors are those which are due to the language being learned", Badawi (2012) found that in morphological error, a failure to use or a tendency to misuse certain morphemes arises from lack of knowledge of English morphemes, whereas syntactic errors tend to arise from negative L1 interference on L2 structures. However, in term of similar topic, Kafipour and Laleh (2011) conducted the research on two groups of students learning English. It was found that no significant difference among the errors made of the group of Persian speaking learners as L2 learners and the group of English children learning English as mother tongue based onthe data of Chi square (0.34153). It implies that

both of groups have not made significant errors, in spite of the fact that they learn English as L1 and as L2.

Error analysis as a branch of applied linguistics has two functions or objectives. The first one is theoretical which has its place in methodology and describes the learner's knowledge of the target language. Corder (1974:123) points out the theoretical objective served to "elucidate what and how a learner learns when he studies a second language". The second one is practical which is to overcome the mismatch between the knowledge of the learner and the demand of situation. Corder (1974:123) added that the applied objective serves to enable the learner "to learn more efficiently by exploiting our knowledge of his dialect for pedagogical purposes". Error analysis itself is one of the major topics in the field of second language acquisition research. Vacide (2005) and Richard (1971: 1) explained, "the field of error analysis may be defined as dealing the differences between the way people learning a language speak and the way adult native speakers of the language use the language". Vacide (2005: 262) also explains that error analysis enables lecturers to find out the sources of errors and take pedagogical precautions towards them. As indicated above, the analysis of students' errors has become an essential need to organize remedial courses, and to compose appropriate material and teaching strategies based on the findings of error analysis.

The number of student nurses has increased significantly for the last ten years, especially after many nursing academies are under supervision of Ministry of Research and Technology in spite of under Ministry of Health. As a consequence of this supervision, there is no limitation of student admission number. In addition, the needs of nurses in many countries are in highly demand, such as in Japan, Germany, America, and other countries. Not only do professional nurses have capability in nursing duties but also the capability of English speaking and writing skills are mainly required when working overseas or English speaking countries. One of the main problems faced by Indonesian nurses are lack of English competence. Compared to Philippine's nurses, the English ability of Indonesian nurses is not as good as the Philippines'. Under those circumstances, nowadays many nursing academies and health science institutes have collaborated with other English institutions in order for student nurses to be able to compete and communicate by using English well and fulfill the high demand of nurses in other countries. One of nursing interventions is that the nurses must be able to write a report progress of the patients. Thus, the knowledge of writing is also a must. As stated by Ulijn and Strother (1995:153) that writing is generally considered to be one of the active or productive skills of language usage. Bjorge and Raisanen (1997:8) said, "We highlight the importance of writing in all university curricula not only because of its immediate practical application, i.e. as an isolated skill or ability, but because we believe that, seen from a broader perspective writing is a thinking tool. It is a tool for language development, for critical thinking and extension for learning in all disciplines".

As an integral part of language learning, errors in student nurses' written works focusing on syntax and morphology were examined and analyzed as writing skill is essential to figure out students' writing competency. Besides, it also provides English teachers or lecturers with a picture of linguistic development of a learner and may give them indications as to the learning process. Error analysis itself is very useful in second language learning or foreign language learning because this will reveal to teachers, syllabus designers, and textbook writers about the problem areas. They could do remedial exercises and focus more attention on the trouble spot. In Agreement, Richard, and Schmidt (2002:184) stated that error analysis may be carried out in order to: (1) identify strategies which learners use in language learning; (2) try to identify the causes of learner errors; and (3) obtain information on common difficulties in language

learning as an aid to teaching or in the preparation of teaching materials. Syntax and morphology have a great significance in L2 acquisition because how students' performance are monitored and evaluated especially at lower levels, are based on their morphological and syntactic productions. To evaluate these productions, teachers generally tend to look into their pieces of writing. However, it is known that students commit many errors while forming sentences due to violation of the rules of syntax and morphology. The analysis of errors in student writings has already conducted by various researchers (Hubbard et al., 1996:135-141; Ellis, 1997:15-20; and Gas & Selinker, 2001:67) from primary to tertiary level of education, but not in health science institute, which the students focus on studying medical terminology. Therefore, this study has aimed to identify and analyze the morphological and syntactical errors in a small corpus drawn from student nurses' writing examples. Under these circumstances, the study emphasizes on (1) the types of language errors in term of syntax and morphology features; (2) the frequency of the syntactical and morphological featuresand the dominant type; and (3) the causes of students' errors.

RESEARCH METHOD

The research was conducted in Mitra Keluarga Institute of Health Science, east Bekasi, Indonesia from September 2015 to January 2016. The research adopted qualitative and description in nature. Yet, some quantitative number is also used as data in the form of histogram and chart to facilitate the qualitative description. The participants selected as a sample are twenty-six students of the third semester in the academic year of 2015–2016. All participants are student nurses who took English presentation course, which aims to improve their speaking and writing ability. The end of the course, students must write and prepare a speech that is related to medical terminology such as hand wash, face skin care, and hypertension. For primary source, the data are derived from students' written works about the topic of medical cases and note taking while they were delivering a speech. Interviews were also conducted to find out the students' problem in term of syntax and morphology features.

The medical cases include writing and speaking activities. Before presenting the topic in public, the students must write the composition that must be in line with the presentation steps, which consist of fifteen steps. The steps are (1) greeting, (2) introduction, (3) position, (4) compliment, (5) purpose statement, (6) sign post, (7) starting the main, (8) moving to a new point, (9) elaborating a point, (10) postponing elaborating a point, (11) referring to previous point, (12) highlighting an issue, (13) referring to an opinion, a research, a theory, a finding, or a study, (14) indicating the end of presentation, and (15) closing. Since there are 26 students, so, there are 26 medical case topics. There are various steps of analyzing the errors based on Corder as cited by Ellis (1996:51), Gas & Selinker (2001:67), Hubbard et al. (1996:135-141), as quoted by Chen (2000:6). Those include:(1) Data collection of errors samples; (2) Identification of errors; (3) Classification of errors into error types or description of errors; and (4) A statement of error frequency.

RESULT AND DISCUSSION
1. Syntactical Errors
a. Article

The errors of employing article are found into omission of article, addition of article and misuse of article.

1) a. It's great honor for me to have the opportunity to deliver a seminar. (incorrect)
   b. It's a great honor for me to have the opportunity to deliver a seminar. (correct)

The first sentence is incorrect because it doesn't use article a after noun honor. The students commit an error by not using article after the noun. The patterns are:

- Subject + article (a/an) + noun   It is a book
- Subject + article + adjective + noun   It is a big book
- Subject + article + adverb + adjective + Noun   It is a very big book

2) It's a great to see you. (incorrect)
   It's great to see you. (correct)

   Since the word of great is adjective, the addition of article is unnecessary or incorrect.

3) It's a honor for me to have the opportunity. (incorrect)
   It's an honor for me to have the opportunity. (correct)
   As honor has vowel sound which is pronounced as /'ɒnə/, so the article must be an instead of a. Generally students commit the errors by not knowing how to distinguish between consonant and vowel sound. They thought if the first letter is consonant, it must be pronounced consonant too. The front letter h like the word of honor, must be pronounced /'ɒnə/ instead of /'hɒnər/. Similarly to the word of university with has consonant sound, not vowel sound. On other word, to pronounce the word of noun correctly, and correct use of article, the learners have to look up words in dictionary.

b. **Preposition**
     The errors of using preposition are found into omission of preposition, addition of preposition and wrong selection of preposition.
     1) My second point will concern the benefits of honey. (incorrect)
        My second point will concern about the benefits of honey. (correct)

        In above example, students do not use preposition after concern. If they want to use the word of concern, it must be followed by noun phrase or object or they must use prepositions such as about, with, for as following examples.
        a)   This is a company that is directly concerned with the defense industry.
        b)   He was truly concerned for her happiness.
     2) I am going to discuss about oral hygiene. (incorrect)
        I am going to discuss oral hygiene. (correct)

        The word of discuss doesn't need preposition like the error students commit. Mostly students are affected by Indonesian translation, that's why they use about after the word of discuss. Yet, they can use preposition about, with or on if it is the word of discussion as a noun. For examples,
        a)   We need to have a discussion about your school work.
        b)   They have an interesting discussion on an internet censorship.
        c)   They are in discussion with a German company about a possible takeover.
     3) Healthy life has the same meaning with healthy eating.(incorrect)
        Healthy life has the same meaning as healthy eating. (correct)

        Students are also affected by Indonesian translation when they use the phrase the same meaning with instead of the same meaning as. So the word of the same as the function word has some functions. The first one is as an adjective after this, the, these

or those in "We both went to the same school." The second one is a pronoun after the in "The wins always dress the same" and the last one is as an adverb which is followed by as or that. Thus, in this context, the pattern is the same ….. as.

c. Parallel Structure

The students cannot identify the pattern of parallel structure with coordinate conjunctions. The error identification is in following example from students' written work.

- How to prevent mosquito bites are staying indoor and use long sleeve shirt. (incorrect)
- How to prevent mosquito bites are by <u>staying</u> indoor and <u>wearing</u> long sleeve shirt. (correct)

From above examples, it is found out that students are not aware of coordinate conjunction whose function is to join equal expression together. So the verb ing <u>staying</u> must be with the verb ing <u>wearing</u> too. The job of coordinate conjunctions (and, but, or) is to join together equal expression. These conjunctions can join nouns, verbs or adjectives, or phrases or clauses; they just must join together the same structures.

d. The use of to be

The errors of using to be are also found out in omission of be and misuse of be as in following examples.

1) (a). Do you know what the meaning of fever? (incorrect)
   (b). Do you know what the meaning of fever is? (correct)

   Since the meaning of fever is a noun phrase, the use of to be is a must. It is also in the second example where the phrase of I'd like to tell is not followed by to be

2) I'd like to tell is the definition and classification of anemia (incorrect)
   I'd like to tell the definition and classification of anemia (correct)

Some uses of to be include:

1) If the subject is not followed by verb but adjective, noun, adverb
   - She is beautiful (adjective)   - It is now at 7 o' clock (adverb of time)
   - My mother is a teacher (noun) - We are in the building hall (adverb of place)
2) Present continuous : The children are playing football in the field
3) Passive voice: English is taught in primary school in Indonesia.

e. Passive Voice

The errors of passive voice are found in form of modal auxiliary and present tense as follows.

1) (a) Dandruff can be show up on your hair. (incorrect)
   (b) Dandruff can be shown up on your hair. (correct)
2) It count as the weight in kg divided by the square of height in meters. (incorrect)
   It is counted as the weight in kg is divided by the square of height in meters. (correct)

Students commit an error of not using verb 3 (past participle) after can be in the first example of modal auxiliary. In the second example, the students also make an error by not using be and past participle. The passive form of the verb phrase contains this pattern.
Subject + be + past participle, e.g. is used/was wanted/can be seen

f. Word Order

Word order is the order in which words come in clauses and sentences. The basic unmarked word order is SVO. According to a widely accepted modern analysis, there are five possible elements of structure, namely Subject, Verb, Object, Complement, and Adverbial. The errors of word order that students commit because they attempt to translate from L1 to L2 resulting wrong order as in following samples.

1) Choose lean cuts of meat because can be easier to chewing. (incorrect)
   Choose lean cuts of meat because they can be easier to chew. (correct)
2) The important thing about healthy life is can prevent disease. (incorrect)
   The important thing about healthy life is you can prevent disease. (correct)
3) In my presentation 3 part. (incorrect)
   There are 3 parts in my presentation. (correct)

Lacks of subjects are found in students' written works as in example 1 after the word because, example 2 after noun phrase and before adverbial in example 3. The students find them difficult to order the words and not aware of word order pattern.

g. Tenses

There are 16 tenses in English structure that students must master if they would like to have perfect writing and speaking skills. However, only a few tenses are mostly used in communication. Based on error identification of students' written works, there are 2 tenses that students commit errors, namely present tense and present perfect.

1) Present Simple Tense

   Present simple tense is a tense that is identical to the base of the verb (except in the case of be) and adds –s for the third person singular. It has three major meanings and two special meanings as following:

   a) A present state: It often indicates a state which exists now. For example, it refers to a fact which is always or generally true. E.g. The sun rises in the east.
   b) A present habit: it can also refer to 'an action we repeat regularly', i.e, a habit or custom. E.g. does she smoke?
   c) A present event: it refers to an event which happens at the very moment of speaking, for example when we describe what we are saying as 'offering', 'accepting' 'begging'. E.g, we accept your kind offer.

   Two special meanings of the present simple
   a) Referring to future time: it can refer to the future in the following cases.
      (ia) In describing fixed or planned events.E.g. Tomorrow is Bella's birthday.
      (ib) In if clauses, when clauses, etc.
   b) Referring to past time: it sometimes refers to events in the past. This is called the 'Historic Present' and is used in telling stories, but it is not common. The present simple makes a story more exciting and like real life. E.g. So she comes through the door, and he says 'where were you at 0 o'clock?' She replies 'with Jack. 'His face goes white with anger….(Leech, 1990;385-387)

   Based on the above concept, particularly in a present event, the following example of student error must use simple present.
   Is anyone wants to answer? (incorrect)
   Does anyone want to answer? (correct)

As subject anyone is a third singular person, so it must use verb s/es. In questions, use do or does before the subject and the word want is a verb. That's why, the correct one is the second sentence.

2) Present Perfect
   a)   Would you mind leaving the questions until I have finish? (incorrect)
   b)   Would you mind leaving the questions until I finished? (incorrect)
   c)   Would you mind leaving the questions until I have finished? (correct)

   Those two examples above are incorrect but the third one is the correction. The students commit the errors by not realizing the word until as a function word. Until can be used in the following ways:
   a)   As a preposition (followed by a noun): she continued to get a salary until the end of March.
   b)   As a conjunction (connecting two clauses): I stayed there until he arrived. Or I cannot comment further until I have got all the information

   Whenever you see the verb have in any of its forms (have, has, having, had), be sure that the verb that follows it is in the past participle form. In conclusion, the pattern of present perfect is S + have + past participle.

h.   Infinitive to
   Generally, the word to must be followed by base form of verb without adding ing form or s/es. Following examples are some identified errors students make.
   1)   The last important point is to prevents disease. (incorrect)
        The last important point is to prevent disease. (correct)
   2)   I want tell you about it. (incorrect)
        I want you to tell about it. (correct)
   3)   I want to the procedure for giving finger nail care treatment. (incorrect)
        I want to show you the procedure for giving finger nail care treatment. (correct)

   The students' errors of infinitive to are adding s after verb prevent as first example, omitting to after verb want as in second example, and omitting verb after verb want in example 3. In the case example two (2), some verbs such as want, and need if there is object, the pattern must be Subject + verb + object + to + verb. For instance, I need you to lend me some money.

i.   Modal Auxiliary
   Addition of to, addition verb s, addition of be before verb like below examples are some of errors in modal auxiliary the students make.
   1)   You must to much drink mineral water.
        You must drink much mineral water. (correct)
   2)   You can promotes healthy weight.
        You can promote healthy weight. (correct)
   3)   You may be need to stop taking aspirin.
        You may need to stop taking aspirin. (correct)

   The pattern of modal auxiliary is Subject + modal aux + base form of verb. So it is unnecessary to add be and to after verb and no addition of s in base form of verb.

j. Subject Verb Determiner

Many is one of determiners followed by noun. Most determiners are restricted by number-related meaning as to the category of noun they occur with, e.g. many/few apples for count plural and much/little food (uncount). Only two students are lack of subject determiner and select wrong determiner as following samples.

1) Many contain vegetable or fiber.
   Much food contains vegetable or fiber. (correct)
2) Many are selling fake honey.
   Many people are selling fake honey. (correct)

In the first example, student makes mistake by selecting wrong determiner and at the same time omitting subject after determiner while the second example, student makes mistake by not adding subject.

2. Morphological Errors
a. Subject Verb Agreement

Subject verb agreement is one type of morphology which students commit errors. The students make errors by omitting bound morpheme (-s/es) as a plural marker, which plural verb doesn't agree with singular subject as in following examples.

1) When hand are dirty.
   When hands are dirty. (correct)
2) Signs and symptoms of stroke includes sudden confusion and sudden numbness.
   Signs and symptoms of stroke include sudden confusion and sudden numbness. (correct)
   In following example, the students make errors by omitting bound morphemes (-s/es) as the third person singular marker, which singular doesn't agree with plural subject.
3) This bring me to the end of my talk.
   This brings me to the end of my talk. (correct)
   In above sentences, the students cannot distinguish between the singular and plural. They merely omit bound morpheme ending of the plural marker.

b. Plural Forms

Since some follows the word of handout and handout belongs to countable noun, adding s after noun is a must like following sample error the students make.

1) I've got some handout.
   I've got some handouts. (correct)

The students make errors by omission of plural ending s, which is essential to differentiate between singular form and plural form. To indicate plural form, the addition of s/es/ies after noun is a necessity. For instance: material-materials, box-boxes, dictionary-dictionaries. However, there are some exceptions, like ox-oxen, deer-deer, mouse-mice, etc.

c. Wrong Word Form

In free morpheme, the errors are found in the forms of false friend that gas similar meaning and similar in form and literal translation as in following sample.

1) Wearing shampoo too often leads to dry scalp and dandruff.
   Using shampoo too often leads to dry scalp and dandruff. (correct)

The words wearing and using have similar meaning, which actually have different purpose. The word of wearing is related to the clothes or jewelry put on the body, whereas the word of using is related to the objects such as "I use the phone". Students also cannot differentiate between ordinal number (first, second, etc.) and cardinal number (one, two, etc.) as seen in the following examples.

2) I have divided my seminar into third sections.
    I have divided my seminar into three sections. (correct)

The students use incorrect words by selecting inappropriate words to express what they have in their mind or they think the words are similar.

d. Comparative Adjective

Another type of morphological category is incorrect use of comparative adjective as it is found in students' written work. The following is a sample of error.

1) Because this section is important section than other all sections.
    Because this section is more important than other all sections. (correct)

There are some uses of comparative adjective in term of syllable:
a) Adding er if the adjective has one syllable, such as tall-taller, young-younger, etc.
b) Adding more if the adjective has more than two syllables, such as modern-more modern, interesting-more interesting, etc.
c) Adding er if the adjective has two syllables but the last letter is y, such as pretty–prettier, heavy–heavier, etc.
d) Some exceptions of adjective, even the word has one syllable, such as good-better, bad-worse, etc.

The word important has three syllables, that is im/port/tant, thus adding more before the adjective is required.

2) The Frequency of Syntactical and Morphological Errors
    On the basis of data description, it is found out that there are ten (10) types of language errors in syntactical category and there are four (4) types of language error in morphological category. The error's frequency is presented in the form of table to make it easy to understand and figure out which types of the most common language errors in two categories, namely syntax and morphology, are committed by student nurses. Table 1 shows the categories of language errors in term of syntactical and morphological error analysis, number of error and percentage.

Table 1. The Error's Frequency

Categories of Errors	Number of Errors	Percentage %
A. Syntactical Errors	132	70.96
Article	16	8.60
Preposition	26	13.97
Parallel Structure	7	3.76
The use of to be	18	9.67
Passive voice	10	5.37
Word order	36	19.35
Tenses	4	2.15
Infinitive to	7	3.76
Modal auxiliary	6	3.22
Subject Determiner	2	1.07
B. Morphological Errors	54	29.04
Plural form	11	5.91
Subject Verb Agreement	29	15.59
Word form	13	6.98
Comparative adjective	1	0.53
All total number	186	100%

3) The Causes of Students' Errors

Since most students committed more syntactical errors than morphological errors. The students seem to get confused to arrange the word and they are unable to identify part of speech. Mostly they find it difficult to distinguish, for instance, which one is verb, adjective, noun and adverb as four of them are important part in part of speech. Not only do they have problems with part of speech as basic knowledge of understanding structure or grammar. But they also feel hard to memorize a lot of tenses in English. In addition, they get negative transfer from their first language by translating or expressing the idea from their first language to target language causing incorrect sentences as well. Thus, the researcher observed, and interviewed the students about the problem they face and the most difficult things in learning English. The researcher also checked students' written works to see their consistency of the errors they committed. Based on observation, interview and students' written works, the researcher found some causes why they made errors as follow.

e. **Interlanguage Transfer**

Interlanguage transfer occurs because the system of mother tongue or first language (L1) influences the second language learning. It is likelyto happen in the beginning of second language or foreign language learning process, which then will be adapted to second language or third language system continually. In the case of student nurses' written works, the researcher found some incorrect sentences in preposition and wrong word form as follows:

Healthy life havethe same meaning with healthy eating

The student translated above sentence with hidup sehat sama dengan makan sehat to the same meaning with not the same as. The word the same in English must be followed with as instead of with, while in Bahasa Indonesia, the word with means dengan. So that, the student thought that if the word dengan, its translation must be the word of with and transferred his/her knowledge in Bahasa Indonesia system to English one. The correct sentence is

Healthy life hasthe same meaning as healthy eating.

Another incorrect sentence found by the researcher is the word of wearing like below example.

Wearing shampoo too often leads to dry scalp and dandruff.

The use of word wearing and using often make students confused to distinguish the differences. That's why student committed the error. The word of wearing must be used for jewelry or clothing worn in one's body while the word of using must be used for the objects such as telephone, stationary, and etc. In this case, the student also did not know the exact meaning and the use of the words using and wearing properly. That's why the right meaning of wearing is memakai, and the meaning of using is menggunakan in Bahasa Indonesia. So the correct sentence is

Using shampoo too often leads to dry scalp and dandruff

Brown (2000:224) stated interlingual (interference) errors are those errors that are traceable to first language interference. These errors are attributable to negative interlingual transfer. As supported by Kavaliauskiene (2009:4), transfer of errors may occur because the learners lack of necessary information in the second language or the attentional capacity to activate the appropriate second language routine. To conclude, interlanguage errors are caused by lack of knowledge of understanding the system of second language, which is quite different from the first language, particularly if the structures of L1 and L2 are different as in the case of Indonesian structures.

f. Intralanguage Transfer

Since students do not master second language very well, Intralanguage happen causing a lot of incorrect sentences that the researcher found in students' written works. Some of the examples errors include the use of article a and an; plural forms using s/es or without s/es; countable and uncountable noun; subject verb agreement; modal auxiliary; the use of to be; etc. The examples of incorrect sentences are as follows.

1) Article: It's a honor to see you.(incorrect)
It's an honor to see you. (correct)
2) Plural forms: I've got some handout.(incorrect)
I've got some handouts.(correct)
3) Countable and Uncountable nouns:
Clean water with a shampoo. (incorrect)
Clean water with shampoo.(correct)
4) Subject verb agreement:
When hand are dirty. (incorrect)
When hands are dirty. (correct)
5) Modal auxiliary:
You may be need to stop taking aspirin. (incorrect)
You may need to stop taking aspirin.(correct)
6) The use of to be Fast food a type of meal. (incorrect)
Fast food is a type of meal. (correct)

In the case of above incorrect examples, the students do not understand the differences about the use of article a and an since it is for singular countable noun. Article afunctions as for consonant sound and an for vowel sound. The uses of countable and uncountable noun also make students difficult to differ which noun belongs countable and uncountable, as Bahasa Indonesia doesn't have such a pattern. Occasionally, the L2 system is inconsistent as well. For example, one noun can be countable and uncountable. That's why, students must look up the dictionary to make sure whether the noun is countable or uncountable or both of them. The cases of other incorrect sentences made by students are caused because the students do not know, do not understand and do not master L2 system, which is mostly different from L1 system. It happens as well when the learners just learn second/third language system and apply the system of the language in all language units.

The purpose of the study is to ascertainthe most common types of language errorsand the causes of students' errors in term of syntax and morphology features as well as the frequency of the syntactical and morphological errors occurs in their English written works. The researcher attempts to make an inference based on above table that student nurses make more language error in syntax than in morphology since syntax is dealing with grammatical structure, which L1 (Indonesia) and L2 (English) have different system. This finding is similar with previous research finding, which showed that Turkish learners committed more common error in the use of article and the use of preposition, which belong to syntactical error (146 errors) than morphological error (33 errors) (Abushihab, 2014). One of the objectives of error analysis is to identify and elaborate learners' difficulties in language learning as stated by Candling (2001:69) that the L2 learners' errors are as potentially essential for the understanding of language learning process. Furthermore, Stark (2001:19) stated that the student' errors need to be viewed positively by teachers not as the learners' failure to understand the rule and the structure of English. The errors should be viewed as a learning process as well. Consequently, teachers should view errors as a way of improving teaching. Ravem (1974:154) believed that "the more we know about the language learning the more likely we are to be successfully in our teaching of a second language." Since the learners are students' nurses who took English presentation class for only 40 hours, the result is likely different if they take longer hours. In addition, the error only emphasizes on syntactical and morphological aspects, which cannot be viewed as to have English competency. Students also must be taught other proficiencies such as spelling, pronunciation, and diction. As the case of student nurses in this research, the topic is related to nursing and medical cases, which they are already familiar with the medical terminology. However, they might have produced more different errors, if they have to write other topics.Thus, Corder (1974:126) pointed out that "We should be aware that different types of written material may produce a different distribution of error or a different set of error types". It implies that the different topics of written works will produce different errors depending on students' preceding knowledge and familiarity. The research revealed that the length of the composition doesn't produce different significant result, as it is found in Mungungu's research (2010) about Namibian students who are L1 speakers of Silozi, Afrikaans and Oshiwambo. It revealed that Oshiwambo students had the highest number of errors (656), Silozi students recorded 630 errors, and Afrikaans had the lowest number of errors (588).

The other objective is to find out the causes of error committed by student nurses, namely interlanguage transfer and intralanguage transfer as Brown (1980) stated four sources of errors, namely interlingual transfer, intralingual transfer, context of learning and communication strategies. In case of article in intralingual transfer, for example, Indonesia language system doesn't recognize the use of a, and an. Thus, the learner finds it difficult to distinguish between the use of a and an since sometimes they get confused with the sound of vowel and consonant.

In interlanguage transfer, for instance, the use of wearing and using have the same meaning in bahasa Indonesia, whereas in English, it has different function. The causes of students' errors are also detected in several studies, such as Huang (1974) identified major causes by Chinese EFL learners, namely interference from the structure of Chinese, and interference from English structure. Sarfraz (2011) found that the majority of Pakistanis learners' errors are interlanguage process and mother tongue interference. Ridha (2012) examined 80 writing samples of EFL college students, which most of learners' errors are because of L1 transfer as similar as Sawalmeh's finding (2013) which its error is on account of the overt influences of Arabic. In Indonesian context, Fauziati (2017) found that students committed errors due to the fact that their native language and the target language at both lexical and syntactical level influenced their language production.

The interference of L1 as interlingual transfercannot be inevitable, particularly for those whom native language is the first linguistic system that the learners learn, acquire and know in early stage.While Intralingual transfer will occur more and more once a learner has already required L2/L3 as the new language system. It can be inferred from all research findings mentioned above that learners mostly rely on their first language or mother tongue to express their ideas either in written or spoken. The influence of first language can be avoided by learners when learning second or foreign language as Richard and Sampson (1974) promoted the study of learners' approximate system and identify seven factors characterizing the system of second language learners, that is (1) language transfer; (2) modality; (3) intralingual interference; (4) age; (5) sociolinguistic situation; (6) universal hierarchy of difficulty and (7) succession of approximate system. Keshavarz (2003:62) and Fang and Jiang (2007:11) pointed out that intralingual errors result from faulty or partial learning of the target language than language transfer. It can be implied that intralanguage errors occur resulting from faulty learning of the target language as given above example. Thus, to reduce or avoid the errors, students must master the system of target language by practicing a lot.

The finding has similar result in term of the errors in syntactical and morphological category, which most of students have more errors in syntactical category. However, the finding has different result in term of topic of written work since it focuses on medical cases, which have never conducted before. As teachers' competence, teaching method, teaching material, exposure, and language environment play an essential aspect in teaching learning process. So the errors should be regarded not only from students' aspect but also from the teacher's aspect, which the teacher must be responsible for their teaching. The final significant point is about how to correct and improve students' errors, which is the most important thing as to avoid students' negative backwash in the future.

CONCLUSIONS

Erroranalysis is defined as a type of linguistic analysis that focuses on identifying the errors made by learners when learning a second or foreign language.The purpose of tracing students' errors is to provide feedback both to learners and teachers as a necessary part of language learning. Thus, the focus of the research is to find out the errors made by student nurses in term of syntactical and morphological category. Based on the students' composition, there are 132 out of 186 data of error identifications in syntactical category or 70.96% and 54 out of 186 data of error identifications in term of morphological category or 29.04%. On the basis of findings, it could be inferred that word order is the most common language error in syntax category with 36 total errors out of 186 or 19.35%. The second common language error is preposition with 26 errors or 13.97%. In morphology category, subject verb agreement is the most common language error with 29 errors out of 186 error identifications or 15.59%.

The second one is word form with 13 errors or 6.98%. The causes of errors the students committed are interlanguage transfer and intralanguage transfer. In interlanguage transfer, the students committed errors on account of lack of knowledge of understanding the system of second language or target language learning. While students made intralanguage transfer result from faulty learning of the target language since they do not master the target language (L2). Hence, it can be summed up that the students make more errors on syntactical category than morphological category. Other inference is that error analysis can serve as a very valuable mean for teachers and researcher to observe the learner's learning process and learning strategies for the sake of their learning quality.

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