

CHAPTER 1

INTRODUCTION

1.1 Background of the study

Nowadays, English is widely spoken by two third of people around this globe whether as the first language, second language or foreign language. On the other hand, for Indonesian, English is a foreign language. Therefore, it is difficult for Indonesian to acquire the rules of English grammar. They often make errors since these two languages have plenty of differences between them. The differences between these two languages lead Indonesian English learners have less comprehension and understanding which influences their English skill in listening, speaking, reading and writing. Specially in writing skill, it has the vital role in determining well-educated people.

Lightbown and Spada stated that the transfer of patterns from the native language is undoubtedly one of the major sources of errors in learner language (1999, p.165). In accordance to what Lightbown and Spada stated, accounting students of Andalas University who take English class as one of the obligatory subjects in Economics Faculty of Andalas University, they are required to write in English. However, when they are writing in English, they sometimes use Indonesian grammar instead of using the proper English. The students occasionally transfer Indonesian's structure, pattern, and grammatical rules when they write in English.

It is common in language acquisition that when learners attempt to learn a new language they often make errors. There is a phase when learners acquire their target

language but still get influenced by their mother language. This phenomenon is known as interlingual and intralingual.

Brown (2000) states that intralingual transfer refers to the target language as the main factor of errors in learning other language. It means that the factor comes out from the target language. It commonly happens to the students who have already known such knowledge about the target language. It is because they begin to operate the target structures within the target language. A lot of causes and sources of errors have been introduced by some theorists. Selinker (in Richards, 1974, p. 37) reported there are five possible causes of errors: 1) Language transfer, also known as first language interference. It refers to the ability of the learner in transferring linguistics features between their first language to the second language or vice versa. There are two types of language transfer, positive and negative transfer. 2) Transfer of training, refers to the knowledge or ability of the learners, subsequently they are able to apply that information. 3) Strategies of second language learning is a term referring to the processes and actions that are consciously deployed by language learner to help them to learn or use a language more effectively. 4) Strategies of second language communication are strategies that used by the learners to solve their lack of linguistic sources in order to transfer their intended meaning. It may include paraphrasing, substitution, coining a new word, code switching and asking for clarification. 5) Overgeneralization of TL linguistic material.

1.2. The Identification Of Problem

In this research, the writer focuses his research on two main problems, they are:

1. What are the types of grammatical errors committed by the students of the accounting department in economics faculty of Andalas University in their composition?
2. What are the possible causes of the grammatical errors committed by them?

1.3. The Objective of The Research

The study is aimed at analyzing the grammatical errors and their possible causes committed by the students of the first year students majority in accounting department of Andalas University on their writings, especially in writing composition.

1.4. The Scope of The Research

The writer focuses his research on analyzing errors made by the first year students who take English grammar and scientific writing class at Accounting Department Andalas University. Here, the writer analyzes the errors which occur in the level of sentence structure. The writer doesn't analyze the relation between sentence to sentence or the discourse beyond the sentences.

1.5 Methods of The Research

The data were taken from the compositions made by the student. And from those compositions, the writer then categorized the errors and grouped them into several categories to where they belong. After identifying the types of errors, the writer explained them along with the possible causes. At the end, the writer attached the correct sentences of the erroneous and put them side by side.

1.5.1 Methods of Collecting Data

The participants in this research were forty first year students in class B of accounting department in Andalas University who took *Tata Bahasa Inggris dan Penulisan Ilmiah* class. It is two credits compulsory subject for the first year students in regular class of accounting department. In collecting the data, the writer collected data from participants' compositions in final exam. There were three topics based on the instructions that the participants were allowed to choose one of these topics: *learning by doing*, *learning by books* and *learning by teacher*, but the amount of words were limited from 100 to 150 words.

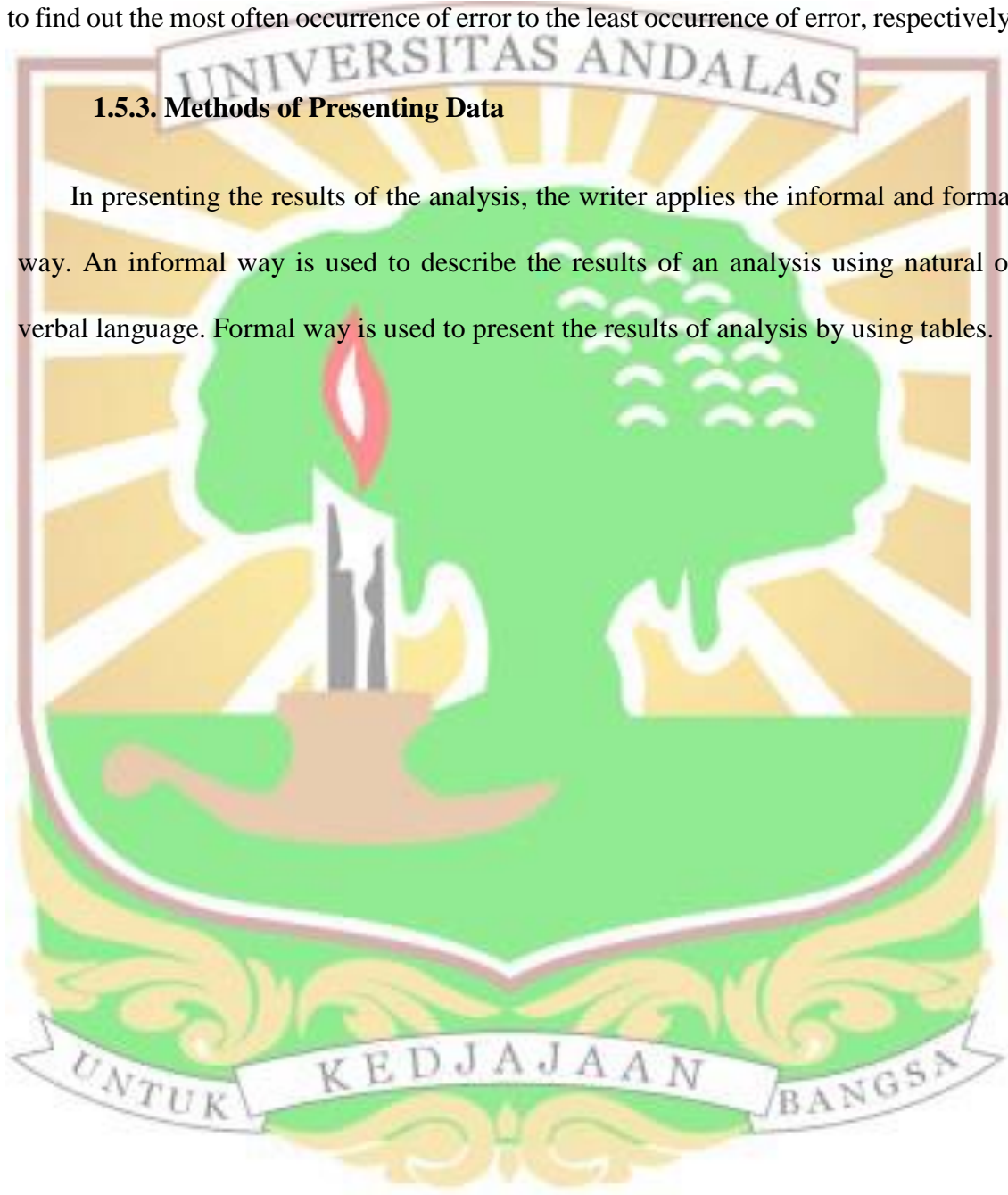
1.5.2 Methods of Analyzing Data

The first step that the writer done after collecting the data was reading the compositions one by one to find the errors. The errors which were found then were listed and grouped based on Surface Strategy Taxonomy theory, a classification which was proposed by Dulay, Burt and Krashen (1982) and supported by Politzer and Ramirez's Linguistics Categories and Error types (in Dulay et al 1982) in categorizing the type of errors. Afterward, the writer reconstructed the error sentences and put them together in tables of appendix with the error sentences and the type of errors. However, before starting to analyze the data, the list of errors were rechecked by a native speaker, Jennifer Zirbes, one of ex-volunteer lecturer of English Department. Finally, in analyzing the data, the writer did not analyze all of the data, however, a representation of each datum were taken randomly. Each datum was put in a list. This list of error consisted of three tables, first one is for the error sentences, the second table is for the type of errors, and the third

one is for the reconstruction sentences. Below of this list, explanation of error and the cause of error was provided in paragraphs. And for the last step, the errors were counted to find out the most often occurrence of error to the least occurrence of error, respectively.

1.5.3. Methods of Presenting Data

In presenting the results of the analysis, the writer applies the informal and formal way. An informal way is used to describe the results of an analysis using natural or verbal language. Formal way is used to present the results of analysis by using tables.



CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Review of related studies

In this chapter the writer discussed the previous studies, which are related to the topic being conducted by the writer. Since this topic, Error Analysis, have been done by many researches before, so by chance, the writer provides some of those taken from journal article and theses.

The first article entitles "*Bangladeshi Tertiary Level Students' Common Errors In Academic Writing*" by Fahmidan Bilkis from University. This was written in 2010. This article examined errors made by the tertiary level student of a private University. The study revealed that the student could not properly generate sentence in their writing, since their ability in target language is very limited. The student could not develop sentence, sometimes the sentence did not even make any sense and sometimes they tend to translate the sentence literally from Bangla to English. Other errors such as the misuse of auxiliary verb, preposition, the use of vocabularies out of context, misspell the words and their limited stock of vocabularies. And also, in her findings for what probably causes the errors, the writer found six main sources, they are : a) Interference of Bangla which is their LI b) transfer of LI knowledge c) incomplete application of rules d) ignorance of rule restrictions e) overgeneralizations f) lack of enough exposure and overall lack of knowledge in L2. This study is as the reference, it helps the writer in

finding and determining the possible causes of errors made by the participants in their composition.

The second article is written by Taiseer Mohammed Y. Hourani from Institute of Education of the British University in Dubai. This thesis was written in 2008. The title is *An Analysis of the Common Grammatical Errors in the English Writing made by 3rd Secondary Male Students in the Eastern Coast of the UA*. The study examines the type of grammatical errors made in the Emirati secondary male students' English essays and the sources of these errors. The participants of the study are 105 students and 20 teachers. The participants were asked to complete separated questionnaires given and then follow up with interviews to deepen understanding and comprehending of their English skill. On the other hand, as the result, a number of different grammatical errors were found in their English compositions. These lead us to eight major errors: passive voice, verb tense and form, subject-verb agreement, word order, prepositions, articles, plurality and auxiliaries. After analyzing the errors, it has been found out that the students make grammatical errors because of these two main reasons: Interlingual and intralingual reasons. Then, this study is used by the writer as the reference for determining the cause of errors, whether it is Interlingual error or Intralingual error and for categorizing them based on what Politzer and Ramirez said as Linguistics Categories and Error types.

The third article is an article entitles "*An error analysis on grammatical structures of the students' thesis*" written by Moh. Miftahul Khoiri Habibullah. This thesis was written in 2010. The study was aiming to find the types of error and their

causes. The object of this research is students' theses of English department of Syarif Hidayatullah State Islamic University Jakarta. The research finding shows that, there are 185 errors and there are four types of errors. First is *Omission*, as the most error occurs, 88 errors. They are 37 errors caused by native language influence and 43 errors caused by target language (Language strategy). Second is *Misformation*, with 69 errors. All of these errors are caused by target language (language strategy). The next is *Addition*, there are 25 errors, and all of those are caused by target language as well. And the last is *Misordering*, which is 9 errors occur and all of them are caused by target language. This study contributes to help the writer in determining the types of errors which is omission, addition, misformation and misordering.

And generally, from those previous studies above, those help the writer in determining the way to categorize the error and their causes. It comes to a conclusion that those thesis above have something in common with the research that being conducted by the writer, about the types and the possible causes of error analysis committed by accounting students of Economics faculty in Andalas University.

2.2 Definition of key terms

- **Error**

Richards, et Al (1985) states that error is the use of linguistic item example words, grammatical items, speech act in a way which fluent or native speaker of a language regards as showing faulty or incomplete. An error takes place when the deviation arises because of lack of knowledge (Ellis,1994).

- **Error analysis**

Brown (1980, p.166) states that error analysis is the study of student's errors which can be observed, analyzed and classified into something that reveals the system operating within the learners. Error analysis will show the teacher some problems confronted by the students.

- **Interlingual**

Interlingual or also known as interference occurs as a result of 'the use of elements from one language while speaking another.' An example might be when a German learner of L2 English says 'I got not' because the equivalent sentence in German is 'Ichgehenicht'.

- **Intralingual**

Richard (1974, p.120) classifies the intralingual errors into four categories including over generalization, ignorance of rule restrictions, incomplete application of the rules, and false concept hypothesized or semantic errors.

2.3 Theoretical Framework

2.3.1 English at Accounting Department of Andalas University

The writer focuses his research on English which is taught to accounting students in Andalas University. Here, English is taught into two credits subject which is called Tata bahasa Inggris dan Penulisan Ilmiah. For the first half of the semester, the students were provided and taught by the lecturer with English grammar rules in

general. And for the second half, the student were asked to write compositions based on what topics that have been given to them. The compositions were put online by the lecturer, so the students must do the exercises online and the grade is directly given online as well. Here, the exercises mostly just fill the blank words in the sentence or re-arrange the sentence in correct pattern. Only in the final examination that the students were asked to write their own sentences.

2.3.2 Error and Mistake

These two terms are sometimes considered as the same thing and interchangeably in its usage. According to Brown *mistakes* refer to "a failure to utilize a known system correctly" whereas *errors* concern "a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner" (1994, p.205). Two things need to be stated here: Firstly, mistakes do not require special treatment assuming they are recognized. Secondly, *error* here refers to structures only. Corder (1967, 1971) reveal a criterion that helps us to do so: A mistake can be self-corrected, but an error cannot. Errors are "systematic," i.e. likely to happen regularly and not recognized by the learner. Hence, only the teacher or researcher would locate them, the learner would not.

James (1998, p.76-78) stated that an error arises only when there ws no intention to commit one, it is systematic and happens regularly. Moreover, the learner does not recognize that they commit errors. On the other hand, a mistake is either intentionally or unintentionally deviant and self-corrigible. In this book as well, James also stated

Corder's statement that error is failures in competence while mistake is failures in performance. In accordance to what Corder have been stated, in learning process it is impossible to separate one of these two deviances since they both have to be explained and corrected collectively. Here, performance is as the implementation of competence that the learner possesses. If in case, only learner errors that being focused of the researcher and mistakes are abandoned, consequently it is ineffective since the learner would keep doing deviances.

2.3.3 Error analysis

The word "error" based on Dulay (1981, p.139) is a systematic deviation based on the learners still developing knowledge of the target language rule system. Then Dulay (1981, p. 138) states those errors are the followed side by learner's speech and writing. In other words, it can be said that they are parts of conversation and composition. Brown (1980, p.166) states that error analysis is the study of students' errors which can be observed, analyzed and classified into something that reveals the system operating within the learners. Error analysis will show the teacher some problems confronted by the students.

Procedure of Error Analysis

According to Crystal (1987, p.112), error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by

linguistics. Error analysis investigates errors done by second language learners in order to know how they acquire the language.

In doing error analysis, there are some following steps which are suggested by Corder, 1974 :

1. Collection of a sample of learner language

It considers to what samples of learner language used for the analysis and how to collect these samples. Corder (1981, p.126) states that recognition of error thus depends upon correct interpretation of the learner's intention crucially. The recognition of errors, then, depends crucially upon the analyst of making a correct interpretation of the learner's intended meaning in the context. It can speak about the learner's utterance as being overtly erroneous (i.e. superficially deviant) or being covertly erroneous (superficially well formed but unmeaning what the learner intended to mean). The difficulty in identification of error is firmly put where it belongs, on interpretation.

2. Identification of Errors

Corder stated that in identifying an error, we need to know what constitutes an "error" and to establish a procedure how to recognize it. For this purpose, we can follow these four successive stages.

- a. The definition of error itself
- b. The differences between error and mistake
- c. Whether the error is 'overt' or 'covert'

- d. It examines only deviations of “correctness” or “appropriateness” as well.

3. Classification of Errors

In describing the errors, Dulay, Burt and Krashen (1982) proposed a theory which called descriptive taxonomy. Many researchers (e.g., Dulay et al., 1982; Ellis & Barkhuizen, 2005; James, 1998; Kaeoluan, 2009) describe this taxonomy as being based on how learners alter surface structures of the language when they use it incorrectly. Errors can occur because of change in surface structure in specific and systematic ways (Dulay et al., 1982, p. 150). Based on this taxonomy, there are four ways in which learners “modify” target forms in specific and systematic ways. These are four types of errors which based on *surface strategy taxonomy* :

a. Omission

Omission errors occur when some element is omitted in the place where they should be actually present. Obviously, omission is different from *Ellipsis* and *Zero*, where these two are allowed grammatically, but omission is not allowed. For example, a sentence is written “*one of major problems*” instead of the correct “*one of the major problems*”.

b. Addition

Addition errors occur when some unnecessary or incorrect elements are present to the place where they should not be there. This is the opposite of omission and can be

grouped into three subtypes, Regularization, double marking and simple additions. For example, “*Come join with us*” instead of “*come join us*”.

1). Double Marking

Double marking occurs when many addition errors are accurately described as the failure to delete certain items which are required in some linguistic construction, but not in other, Dulay (1982, p.156).

2). Regulation

Regulation occurs when learner applies the rule used to regular to irregular one. Regulation that is involved over looking exceptions and spending rules to domain where they do not apply. Regulation error in which a marker that is typically adds to a linguistic item is erroneously added exceptional items of the given class that do not take a marker. For example: *buyed* for *bought*.

3). Simple addition

Simple addition error is another subtype of addition errors. If an addition error is not a double marking or regularization, it is called a simple addition.

c. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or the structure, Dulay, Burt and Krashen (1981, p.157). In omission errors, the item is not applied at all, while in misformation errors the learners supply something, although it is correct.

1). Archi-form

Archi-form, which is also called “misselection” is the selection of one member of a class of forms to represent others in the class. For example, out of the set *this/that/these/those*, the learner may use only one that as in *that dog and that dogs*.

2). Alternating form

Alternating form is defined as fairly free alternation of various members of class with each other. For example, *I seen her yesterday*.

d. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme as a group of morpheme in an utterance. As Dulay (1981, p.162) observes, disordering is a result of learner's „word-for-word“ translations of native language surface structures. The elements which are presented are correct, but wrongly sequence. For example, *what daddy is doing? He is all the time late* instead of using the correct one *what is daddy doing? He is late all the time*.

While the other one is types of errors which are based on linguistic category proposed by Politzer and Ramirez (James, 1998). They both studied 120 Mexican-American children learning English in the United State, taping their narrative of a short, silent animated cartoon. Errors were extracted for analysis from this body of natural speech. Politzer and Ramirez introduce their classification as follows:

Linguistics Categories and Error types	Examples of learners' errors
<p>A. Morphology</p> <ol style="list-style-type: none"> 1. Indefinite article incorrect <ul style="list-style-type: none"> • a used for an before vowels • an for a 2. possessive case incorrect <ul style="list-style-type: none"> • omission of 's 3. third person singular incorrect <ul style="list-style-type: none"> • failure to attach -s • wrong attachment of -s 4. simple past incorrect <ol style="list-style-type: none"> a. regular past tense <ul style="list-style-type: none"> • omission of -ed • adding -ed to past already formed b. irregular past tense <ul style="list-style-type: none"> • regularization by adding -ed • substitution of simple non-past • substitution of past participle 	<p>Examples of learners' errors</p> <p>A ant</p> <p>An little ant</p> <p>The man feet</p> <p>The bird help man</p> <p>The apple fall downs</p> <p>The bird he save him</p>

<p>5. past participle incorrect</p> <ul style="list-style-type: none"> • omission of -ed <p>6. comparative adjective/adverb incorrect</p> <ul style="list-style-type: none"> • Use of more+er 	<p>He calleded</p> <p>He putted the cookies there</p> <p>He fall in the water</p> <p>I been near him</p> <p>He was call</p> <p>He got up more higher</p>
<p>B. Syntax</p> <p>1. Noun phrase</p> <p>a. Determiners</p> <ul style="list-style-type: none"> • Omission of an article • Substitution of definite article for possessive pronoun • Use of possessive with the article • Use of wrong possessive <p>b. Nominalization</p> <ul style="list-style-type: none"> • Simple present use instead of -ing • Preposition by omitted <p>c. Number</p>	<p>He no go in hole</p> <p>He fall down on the head</p> <p>He put it in the his room</p> <p>The little boy hurt its leg</p> <p>By to cook it</p>

<ul style="list-style-type: none"> • Substitution of singular for plurals • Substitution of plurals for singular <p>d. Use of pronouns</p> <ul style="list-style-type: none"> • Omission of the subject pronoun • Omission of the <i>dummy</i> pronoun <i>it</i> • Omission of object pronouns • Subject pronoun used as a redundant element • Alternating use of pronouns by number as well as gender • Use of <i>me</i> as a subject <p>e. Use of preposition</p> <ul style="list-style-type: none"> • Omission of preposition • Misuse of preposition <p>2. Verb phrase</p> <p>a. Omission of verb</p> <ul style="list-style-type: none"> • Omission of main verb • Omission of <i>to be</i> <p>b. Use of progressive tense</p> <ul style="list-style-type: none"> • Omission of <i>be</i> • Replacement of <i>-ing</i> by the simple verb form • Substitution of the progressive for the simple past 	<p>The dove helped him putting leaf on the water</p> <p>He got some leaf</p> <p>He stab him in the feet</p> <p>(he) pinch the man</p> <p>(it) is nice to help people</p> <p>I don't know (<i>it</i>) in English</p> <p><i>My brother he</i> go to Mexico</p> <p>So he can eat it (referring to apples)</p> <p>Me forget it</p> <p>He came (<i>to</i>) the water</p> <p>He fell down from (for <i>on, into?</i>) the water</p> <p>He (<i>fell?</i>) in the water</p> <p>He (<i>is</i>) in the water</p> <p>He (<i>is</i>) going</p>
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<p>c. Agreement of subject and verb</p> <ul style="list-style-type: none"> • Disagreement of subject and verb person • Disagreement of subject and number • Disagreement of subject and tenses <p>3. Verb-and-verb construction</p> <ul style="list-style-type: none"> • Embedding of a noun-and-verb construction in another nounand- verb construction • Omission of <i>to</i> in identical subject construction • Omission of <i>to</i> in the verb-andverb construction • Attachment of the past marker to the dependent verb <p>4. Word order</p> <ul style="list-style-type: none"> • Repetition of the object • Adjectival modifiers placed after noun <p>5. Some transformation</p> <p>a. Negative transformation</p> <ul style="list-style-type: none"> • Formation of <i>no</i> or <i>not</i> without the auxiliary <i>do</i> • Multiple negation 	<p>The bird was <i>shake</i> his head</p> <p>The man shooting (Shoot?) with a gun</p> <p>You be friends</p> <p>The apples was coming down</p> <p>I didn't know what it <i>is</i></p> <p>I <i>go to</i> play (I go and I play)</p> <p>I <i>go</i> play</p> <p>I see a bird got the leaf</p> <p>He was going to <i>fell</i></p> <p><i>The bird</i> (object) he was gonna shoot it</p> <p>He put it inside his <i>house a little round</i></p> <p>He <i>not</i> play anymore</p> <p>They <i>won't</i> have <i>no</i> fun</p> <p>How (<i>is</i>) the story helps?</p> <p>There <i>is</i> these hole</p> <p>(<i>there</i>) Is one bird</p> <p><i>It</i> was round things</p>
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<p>b. Question transformation</p> <ul style="list-style-type: none"> • Omission of auxiliary <p>c. <i>There</i> transformation</p> <ul style="list-style-type: none"> • Use of <i>is</i> instead of <i>are</i> • Omission of <i>there</i> • Use of <i>it was</i> instead of <i>there was</i> <p>d. Subordinate clause transformation</p> <ul style="list-style-type: none"> • Use <i>for</i> for <i>so that</i> • Use of indicative for conditional 	<p><i>For</i> the ant could get out</p> <p>So he don't kill the bird</p>
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4. Causes of errors

Richards (1974) classified sources of competence errors into two categories: (1) interlingual errors caused by the mother tongue interference, and (2) intralingual and developmental errors occurring during the learning process of the second language at a stage when they haven't really acquired the knowledge. Almost 90% of errors are said to be intralingual errors (Dulay and Burt, 1974). James (1998) states that there are four causes of errors: interlingual errors, intralingual errors, communication strategy-based errors, and induced errors.

A. Interlingual errors (Mother-tongue influence)

These kinds of errors are influenced by the native languages which interfere with target language learning. It is seen as a process in which learners use their knowledge of the first language in learning a second language. Learners translate word by word idiomatic expressions, vocabulary and even the grammatical

rules of the learners' first language into the second language. In contrastive analysis, it is believed that the type of errors made by the learners of the target language can be predicted and their causes can be determined. In order to prevent and eliminate these errors, Richards (1974) has given the following figures: Between 3-25 per cent of all errors are errors of mother tongue influence and 75 per cent of errors are 'non -contrastive' errors.

B. Intralingual errors

These types of error are caused by the target language (TL) itself. Apart from recourse to L1 transfer, the learners in ignorance of a TL form on any level and any class can do either of two things: either they can set about learning the needed item, engaging their learning strategies, or they can try to fill the gap by resorting to communication strategies. Learning strategies are used for code breaking while communication strategies are encoding and decoding strategies. Both types of strategy can be the source of error.

Errors caused by learning strategies include:

- 1) False analogy: Learners assume that the new item B behaves like A: they know that "boy" (A) has its plural "boys" and assume that "child" (B) behaves likewise, so pluralizes to "*childs."
- 2) Misanalysis: Learners form a wrong hypothesis. An example of this strategy occurs in: they are carnivorous plants and *its (ü their) name comes from. The false concept in operation here is that it is the s pluralized form of it. A false concept is the result of the learners misanalysing the TL.

3) Incomplete rule application: This is the converse of overgeneralization or one might call it under generalization as the learners do not use all the rules. They change or decrease the complicated rules to simpler rules as they aim at simplification rather than attempt to get the whole complex structure. An example is seen in the deviant order of subject and verb 'be' in: Nobody knew where* was Barbie (ü Barbie was). The learners have applied only two components of the interrogative formation rule: they have selected and fronted a wh -element (rule components 1 and 2), but have omitted to invert the subject and verb.

4) Exploiting redundancy: This error occurs by carrying considerable redundancy. This is shown throughout the system in the form of unnecessary morphology and double signalling.

5) Overlooking co-occurrence restrictions: This error is caused by overlooking the exceptional rules. An example of this is I would enjoy *to learn (ü learning) about America caused by ignorance of the fact that the verb enjoy should be followed by a gerund complement.

6) Hypercorrection (monitor overuse): This results from the learners' over cautious and strict observance of the rules. One might say that the learners' deliberate suppression of a potential L1 transfer, for fear of being wrong, is another form of hypercorrection: an example of this is the seventeen year*s old girl.

7) Overgeneralization or system-simplification: This error is caused by the misuse of words or grammatical rules. An example is the generalization of the relative pronoun that as in: Bill, *that had a great sense of unconventional morality.

2.3.4 Grammar error

In his book, *errors in language learning and use : exploring error analysis*, James (1998, p. 154-161) divided grammar errors into two errors, morphology errors and syntax errors.

A. Morphology error

Morphology error is the errors that occur on the level of words structure. There are five lexical word types: noun, verb, adjective, adverb and preposition (James, 1998, p. 154). And the examples are:

- (Six book) and (abolishment) are categorized as noun morphology error.
- (Bringed) and (Drinked) are categorized as verb morphology error.
- (visit me soonly) is categorized as adverb morphology error.
- Preposition happens to have no morphology.

B. Syntax

Syntax error is the errors that occur on the level of sentences, phrases and clauses structure.

- Phrase error

Until recently linguists assume there are many phrase types as there are lexical word types : Noun Phrases (NP), Verb Phrase (VP), Adjective Phrases (AjP), Adverb Phrases (AdV) and Prepositional Phrases (PP).

- **Clause errors**

These involve the ways in which phrases operate in clauses. While phrase errors involve violations in the internal (or “textual) relation between parts of phrases, clause errors involve whole phrases entering into the structure of clauses.

- **Sentence errors**

These involve the selection and combination of clauses into larger units. One of the golden rules is about coordination which is only syntactic equals can be joined, and attempts to conjoin unequal lead to “broken coordination”.

