STUDENTS' ERRORS IN WRITING REPORT TEXT AT THE ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF KHAIRUN UNIVERSITY

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Abstrak

Penelitian ini bertujuan untuk mengetahui kesalahan paling umum yang dilakukan siswa. Metodologi dalam penelitian ini adalah metode penelitian kualitatif yang bersifat deskriptif. Dalam pengumpulan data digunakan teknik observasi, teks tulis, dokumentasi dan angket. Hasil penelitian ini menunjukkan bahwa masih banyak kesalahan dalam penulisan teks laporan. Peneliti menemukan sebelas kesalahan umum yang dilakukan siswa saat menulis, yaitu *omitting word, word choice, spelling, adding a word, punctuation, incomplete sentence, singular-plural, word order, capitalization, article, dan word form*. Jenis kesalahan yang paling dominan dilakukan siswa adalah omitting word dengan total sebelas kesalahan. *word choi*ce dan *spelling* dengan total delapan kesalahan. yang ketiga adalah *adding a word* dengan total lima kesalahan. Berikut ini adalah *punctuation* dan *incomplete sentence* dengan jumlah tiga kesalahan yang sama. kemudian yang kelima adalah *singular-plural, word order*, dan *capitalization* dengan total dua kesalahan. kesalahan terendah terakhir yang dilakukandengan jumlah satu kesalahan. Kemudian ada dua jenis sumber kesalahan yang dilakukan siswa saat menulis, yaitu *intralingual transfer* dengan jumlah kesalahan terbanyak 36 yang masuk dalam kategori ini. Sumber kedua adalah transfer antarbahasa dengan total sepuluh kesalahan.

Kata kunci: *Kesalahan, Menulis, Teks Laporan*

INTRODUCTION

Writing is one of the productive skills in language learning and has an important role in our daily lives and activities. For example, for student assignments, write sentences, paragraphs, or texts using writing ideas and concepts. Writing is a difficult skill to master. According to Sturm and Koppenhaver in Westwood (2008), writers need complex thinking that must be integrated with various components including topic or theme, word choice, organization, purpose, audience, clarity, order, cohesion, and so on, difficult writing skills. to do, but they can. do it even though not everyone can write good writing.

Errors are the use of words, speech acts, or grammatical items in such a way that they appear imperfect and significant from incomplete learning. According to James (1998) errors arise "only when there is no intention to do so". Errors are

systematic and consistent deviations like learning produced by the language system of students at certain learning stages. Errors are usually generated by learners who have not fully ordered some institutionalized language system; they arise because of imperfect competition in the target language.

Making error is human nature in the learning process. Therefore, students may make error unconsciously while they are writing. By analyzing student errors, it will play an important role in providing feedback for English teachers and researchers to evaluate and develop materials in the teaching and learning process.

In writing report text, a learner usually brings errors, such as errors in using the present tense. Then students make mistakes in the singular and plural. They often write without using nonverbal or verbal sentences. Lack of knowledge of vocabulary. This is where this research examines the problems faced by teachers in teaching writing skills (Palpanadan, Salam & Fauziah, 2015). Writing skills are considered the most difficult task for students because they are not proficient in the language and lack vocabulary and grammar. They have limited exposure to language and rarely communicate using that language in their daily life. Based on initial observations in the sixth semester of the English education study program, the authors found that there were still many students who made mistakes in writing. Lack of knowledge of vocabulary, not yet fully able to distinguish adjectives, nouns, and verbs. So that often makes students often have difficulty in writing report texts.

Definition of Error

Errors are the use of words, speech acts, or grammatical items in such a way that they appear imperfect and significant from incomplete learning. This is considered a systematic deviation that occurs when students have not learned something, and consistently make mistakes. According to Fauziati (2009), errors are deviations due to performance factors such as memory limitations, fatigue, and emotional tension. They are usually disorganized and can be easily corrected by students themselves when their attention is drawn to them. Decide Erdoan (2005). stated in his journal that Error Analysis (EA) appeared in the sixties to show that learner errors are not only caused by the learner, the native language but also reflects some universal learning strategies. According to Corder (1982) errors can be identified or detected by comparing what students say, what they should say to express what they want to say. Errors are related to students' systematic errors which can rebuild their knowledge of the language so far. It is dangerous for students to experience errors in understanding English tenses as a foreign language.

In other words, his erroneous speech is compared to what native speakers say to reveal its meaning.

The Types of Errors

According to Azar (1989), types of errors are divided into fourrteen types; singular-plural, word form, word choice, verb tense, adding a word/omitting a word, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear, and run-on sentence.

    a.   Singular-plural

        Example of this error : She have been here for three.

    b.   Word form

        Example of this error: I saw a beauty picture.

    c.   Word choice

        Example of this error: She got on the taxi.

    d.   Verb tense

        Example of this error: She is here since August. The correct form will be she has been here since August.

    e.   Adding a word

        Example of this error: I want go to the zoo. It should be I want to go to the zoo.

    f.   Omitting a word

        Example of this error: He entered to the….

    g.   Word order

        Example of this error: I saw five times that movie. The sentence should be I saw that movie five times.

    h.   Incomplete sentence

        Example of this error: I went to bed. Because I was tired. The correct form should be I went to bed because I was tired.

    i.   Spelling

        Example of this error: The accident occured. The correct form should be the accident occurred.

    j.   Punctuation

        Example of this error: What did he say. The correct use of punctuation in this sentence should be what did he say?.

    k.   Capitalization

        Example of this error: I am studying english. The correct form is I am studying English.

l. Article

The example of this error: I had a accident. The correct form is I had an accident.

m. Meaning not clear

Example of this error: He borrowed some smoke. In this sentence, the structure is correct, however the meaning is unclear.

n. Run-on sentence.

Example of this error: My roommate was sleeping, we didn"t want to wake her up. The correct form of this sentence is my roommate was sleeping. We didn"t want to wake her up.

The category proposed by Azar is used by the writer in classfiying the errors for this research. The reason for this decision is the writer wants to know the grammatical features that hamper the students" progress in learning English, and the classification from Betty Azar is found suitable because it is separated to detail grammatical features.

The Cause of Error

Errors can occur for many reasons. One of the strategies to prevent students from making the same error is by looking at the cause of the error itself. Corder (1981) claims that there are three major causes of error, which he labels "transfer error", "analogical error", and "teaching-induced errors". On the other hand, Hubbard proposes the same categories of error with a different names they are: mother-tongue interference, overgeneralization and errors encourage by teaching materials or method.

a. Mother- tongue interference.

Although young children appear to be able to learn a foreign language quite easily, older learners experience considerable difficulty. The sound system (phonology) and the grammar of the first language lead to different pronunciation, faulty grammar pattern, and occasionally, the wrong diction.

b. Overgeneralization

The mentalist theory claims that errors are inevitable because they reflect various stages in the language development of the learner. It claims that the learner processes new language data in his mind and produces rules for its production. By which the data is inadequate, or the evidence only partial, such rules may produce incorrect pattern.

c. Errors encourage by teaching materials or method.

The teaching material or method can also contribute to the students errors. Behaviorism says error is evidence of failure, or ineffective teaching or lack of control. If material is well chosen, graded and presented with meticulous care, there should never be any error.

Source of Errors

Ellis and Barkhuizen (2005) classify the source of errors into two: interlingual and intralingual transfer. Here is the brief explanation:

a. Interlingual Transfer

Errors that are caused by interlingual transfer include the errors that are caused by the interference of the students" native language or mother tongue. During the process of acquiring the language, the only „linguistic system" that can be used by the students" is their own native language before they get familiar with the second language, and that is why native language can be a big interference for the process of acquiring the second language. For example an Indonesian learner say *I like colour blue where the arrangement is taken from Indonesian language structure. It is shown from how the learner put the adjective blue after the word colour. It is exactly using the structure of the Indonesian version *Saya suka warna biru*.

b. Intralingual transfer

This source of errors is called by Brown in his book as generalization. The generalization is a matter of error where it is created because learners are doing generalization over the structure given to them. The example for this is *I swimmed with my family last week. In this case, the learner has known that in English, an action done in the past should be written in the past form which is usually characterized by the use of suffix –ed. However, He has not known that swim is an irregular verb. Therefore, he simply put –ed after the verb swim.

In addition, intralingual error, which is caused by intralingual transfer, potrays the learning strategies used by L2 learner regardless of their native language. The main strategies are explained by James, as cited by Ellis and Barkhuizen.

1. False analogy (a kind of „over-generalization"). Overgeneralization is the use of previously acquired rule in a new situation. It is associated with redundancy reduction. 8For example, the learner has learned that the suffix –s is used as a marker for plural noun. Hence, he incorrectly adds suffix –s after the word sheep → sheeps.

2. Misanalysis. For example, a learner wrongly assumes that children is singular because there is no suffix –s which is usually used as a marker for plural noun.

3. Incomplete rule application (a kind of under-generalization). For example, when a teacher asks, "How much does it cost?", the student may answer "*It cost five dollars". From the example, it can be seen that the student does not apply the rule of constructing a simple present tense sentence completely. He does not use the suffix –s after the verb cost. It may happen because the verb cost does not use the suffix –s when it is used in the question by the teacher.

4. Exploiting redundancy. It means that learners omit certain grammatical features which do not influence the meaning of an utterance. For example, when a learner says, "I have two *book". The student omits the suffix –s after the noun book because he already mentions the number of books he has; therefore, the suffix –s does not influence the meaning of the sentence whether or not he puts it in the sentence.

5. Overlooking co-occurence restrictions. It means that learners apply certain rules to the context where they do not apply. For example when a learner wants to make a sentence containing an adjective clause from these two constructions (The man; I saw him yesterday), he may make "*The man whom I saw him yesterday".

6. System simplification. It means that learners simplifying the burden of learning by substituting a single form where the target language uses two or more.

Effect of Errors

Burt and Kiparsky in Dulay et al. discover two types of errors based on communicative effect taxonomy.

a. Global Error

Errors that affect overall sentence organization significantly hinder communication. It means that Global Error is happened in the sentence which has a big portion of violation therefore it's difficult to be comprehended. The most systematic global errors include:

1. Wrong order of major constituents. e.g. English language use many people

2. Missing, wrong, or misplaced sentence connectors. e.g. (if) not take this bus, we late for school. He will be rich until he marry. (when)

3. Missing cues to signal obligatory exceptions to pervasive syntactic rules e.g. the student's proposal (was) looked into (by) the principal

4. Regularization of pervasive syntactic rules to exceptions e.g. We amused that movie very much (That movie amused us very much).

b. Local Error

Errors that effect single elements (constituents) in a sentence do not usually hinder communication significantly. These include errors in noun and verb inflections, articles, auxiliaries and the formation of quantifiers. It means that Local Error is the error that can be comprehended by the hearer or reader by guessing the intended meaning because there is a bit violation in a part of the sentence. For example:

• Why like we each other?

• Why we like each other?

Further Corder in Brown gives another view of errors, he talks about Overt and Covert Errors that: Overtly erroneous utterances are unquestionably ungrammatical at the sentence level. Covertly erroneous utterances are grammatically well formed at the sentence level but are not interpretable within the context of communication. Covert errors, in other words, are not really covert at all, if you attend to surrounding discourse (before or after the utterance). "I'm fine, thank you" is grammatically correct at the sentence level, but as a response to "who are you?" it is obviously an error.

Writing

Writing is one of the four language skills that are considered to have many benefits. It is a way of generating or expressing ideas, feelings, and opinions into words, / so that students can share their feelings or experiences by writing. Writing is handwriting where the person who writes gives shape to everything he thinks and whatever he feels. Writing is not an easy thing because it takes learning and practice to develop these skills. There are many different definitions of writing defined by experts.

Byrne (1993) says that writing needs to be studied because it relates to the future needs of students for work, academic studies, or personal communication. For work purposes, having good writing skills will help them get a good job,/ because nowadays many companies require their employees to have good writing skills. It will be very useful to assist them in creating job applications, resumes, project reports, memos, etc. For the academic study, it will help them to do their English writing assignment. In this global literacy community, students can communicate with others abroad. Since English is an international language, having fun Writing skills will help them in communicating. In addition, Spratt, at,

al (2005) state that writing is also about conveying messages and communicating them to others.

The Types of Writing

Hedge (1889) suggested that there are six types of writing, namely:

a. Personal writing is writing for yourself and includes a wide variety of memories, as well as diaries and journals. This writing activity is usually done in the first language but there may be good motivational reasons for using it in a foreign language class. As we have seen, journaling in English provides a valuable practice opportunity. It seems that personal writing is individual writing that is used to write important things in one's activities;

b. The study of writing is also for yourself and may never be shown to others. Students take notes while reading notes in lectures, and make summaries for exam revisions. All of these types require useful skills to be taught to students studying English for study purposes. This means that learning writing is writing that is used as a note for students in their studies;

c. Public writing is writing as a member of the general public for an organization or instruction so that there are certain conventions to maintain in writing. This includes activities such as writing inquiry letters, complaints, letters to editors, filling out forms, and applications;

d. Social writing is an all-encompassing category of writing that builds and maintains social relationships with family and friends. Social writing is used for people who want to send messages to establish or maintain communication with others;

e. Institutional writing relates to professional roles and is required by business executives, teachers, engineers, and students in these and other fields. It is quite possible to structure the essence of this type of writing that all professionals should be able to write, e.g. reports, summaries, minutes, memos, etc. However, each area of activity will have a specific text, such as a legal contract or academic essay. Language students in this more specialized group are usually able to compose their own written requirements specification in English and provide authentic products.

In conclusion, there are several kinds of writing, such as writing for yourself and not being published to others, for example, the author writes a personal diary. Then there is also public writing and social writing, where the author issues his ideas and ideas to be known by many people as   information for other people or

the reader. There is also institutional writing such as in making reports, memos, and other special or official writing that is often used in a formal activity.

The Component of Writing

Hughey et. Al. (1983) argue that writing has five components in goodness, namely; content, organization, vocabulary, language use, and mechanisms.

a. The content consists of examples, statistics, facts, anecdotes, testimonials, and observations. All content must be appropriate and appealing to the audience, purpose, and tone;

b. The organization tells about a systematic flow of ideas. That is, ideas must be clear, well-organized, logical, and sequential. It tells about the logical development and completeness of ideas in a paragraph;

c. In every skill that must be mastered, vocabulary is very important. It can affect the reader. So that language can represent or strengthen what the author wants to convey. Writers should use vocabulary appropriate to the context of writing or other skills;

d. The use of language/grammar refers to the correct use of grammatical forms and synthetic patterns to separate, combine, and group ideas into words, phrases, clauses, and sentences to be made. The writing becomes a logical relationship in paragraph writing;

e. Lastly, Mechanics is about the writer's ability to master convention, spelling, punctuation, capitalization, etc. Mechanics refers to the appearance of words, how they are spelled or arranged on paper. Based on the theories above, the researcher can conclude that writing is a process to express ideas, experiences, thoughts, and feelings in a sentence, paragraph, or text.

To conclude, writing is not just issuing ideas, but the writer must also know that writing has content, organization, vocabulary, language use, and so on. Then the idea that the author presents must be clear and can be understood by the reader and in accordance with the grammar and rules of writing.

The Stage of Writing Process

Sapkota (2012) states that how to compose writing is called the writing process. Harmer (2004) also states that the writing process has the following four elements.

1. Planning

Planning is what the writer plans to write. When creating a plan, writers have to think about three main things (goals, audience, content structure).

2. Compilation

We can refer to the first version of an article as a drink. This first time in the text is often done with the assumption that it will be changed later.

3. Editing (Reflecting and Revising)

After writers produce a draft, they usually read what they have written. Maybe the order of the information is not clear. Maybe the way something is written is ambiguous or confusing. Reflection and revision are often assisted by other readers (editors) who provide comments and suggestions. Other readers' reactions to an article will help the author to make it fit for revision.

4. Final Version

Make the necessary changes, the author makes the final version: when. This may look very different from the original plan and the first draft because a lot has changed from the editing process. But writers are now ready to send written text files to their intended audience.

Report Text

Report text is one type of English text that describes or describes the shape, characteristics, or general characteristics of an object, animal, plant, human, or event. Report text is a type of text that describes or describes the shape, characteristics, or general nature of an object, animal, plant, human, or event. Some experts explain the definition of report text. As quoted by Ristiyani (2011) according to Platt (1975), report text is a presentation of facts and findings, usually as a basis for recommendations, written for a specific reader, and perhaps intended to be kept as a record. Report text is writing that aims to describe something in general. The theory that refers to the text of this report is a type of text that explains information by explaining, in general, the information used to report information. The purpose of writing a report text is to describe what it is, about the whole series of phenomena, natural, syntactic, and social in our lives.

To conclude report text is one type of English text that is used to describe objects, plants, humans, animals and nature in general. Report text aims to describe something in general by writing in each paragraph having its own explanation.

1. **The Types of Report Text**

Just like other types of text or writing in English, writing in the form of reports also has different types:

a. Reference article = reference article.
b. Lecture = learning
c. Scientific articles = articles in the form of research.
d. Textbook = writing in the book.

2. The General Structure of Report Text

General Structure of the Report Text According to Barker (2000), the general structure of the report text:

a. **Title**: a title that describes the subject being discussed.
b. **General classification**: Stating the classification of general aspects of something; animals, public places, plants, etc. which will be discussed in general. This section is an introduction to the main discussion.
c. **Description**: describes the things that will be discussed in detail.

3. Language Characteristics of Report Text

Report Language Features: According to Barker's (2000), report text has the following language characteristics:

a. The use of common nouns, namely objects (living or inanimate) of general nature. Eg hunting dogs, rather than particular nouns, eg our dog.
b. Use related verbs to describe the feature. eg Molecules are tiny particles
c. Use action verbs to describe behavior. eg Emus cannot fly
d. Use technical terms. eg Isobars are lines drawn on a weather map.
e. Use paragraph topic sentences to organize information.
f. Use the simple present tense. one of the time markers in the simple present such as "often, usually, always, and others.

This study uses a qualitative method to analyze students' errors in writing report texts in the sixth semester of the English education study program. The researcher focuses on students' language skills, especially on writing skills in the sixth semester of the English education study program. The purpose of this study is to obtain information about the phenomenon sequentially to describe the conditions that exist in the field. According to Creswell (2012), qualitative research is to explore problem phenomena from different educational perspectives of students.

The subjects of this research are English Language Education Study Program of Khairun University. In data collection, this research involved ten respondents. The instrument used is a writing test. The researcher provided a paper containing the objects of the report text, namely Flood, Technology and the Corona Virus. To obtain error data from students, identify errors by underlining errors to find out the wrong sentences, classify errors based on theory, dan explain errors.

In analyzing the data, the researcher used the steps suggested by Corder in Ellis (2003). The data were analyzed as follows:

1. Errors identification

In this step, the researcher studied the data obtained and tried to find grammatical errors by underlying these errors. Researchers try to analyze the data as objectively as possible.

2. Error classification

    After the errors were identified, the researcher classified them based on the Betty Schrampfer Azar (1989) error analysis categories, namely: singular-plural, word form, word choice, verb tense, adding a words, omitting words, word order, spelling, punctuation, capitalization, articles, meaning is not clear. , incomplete sentences and run-on sentences.

3. Error calculation

In this step, the researcher counted errors to find out how often these errors were made by students.

FINDING AND DISCUSSIONS

a. Findings

In this part of the chapter, the writer identifies the errors found in the text of the report written by the students into fourteen categories based on Betty Azar's (1989) classification. After describing and classifying student errors, the authors analyzed the data using the relative frequency distribution described in the percentage table.

Tabel 1. Persentage of Students' Types of Error

No.	Type of Errors	Frequency
1	Singular-plural	2
2	Word Form	1
3	Word Choice	8
4	Adding a Word	5
5	Omitting Word	11
6	Word Order	2
7	Incomplete Sentence	3
8	Spelling	8
9	Punctuation	3
10	Capitalization	2
11	Article	1
Total		**=46**

The frequency of student errors in the singular-plural category is two.

The frequency of student errors in the word form category is one.

The frequency of student errors in the word choice category is eight.

The frequency of student errors in the category of adding a words is five.

The frequency of student errors in the category of omitting words is eleven.

The frequency of student errors in the word order category is two.

The frequency of student errors in the incomplete sentence category is three.

The frequency of student errors in the spelling category is eight.

Frequency of student errors in punctuation category three.

The frequency of student errors in the capitalization is two.

Frequency of student errors in article category one.

The table and statements above show the totals for each type of error. Report text writing errors that are mostly done by sixth semester students of English education study program are omitting words with the number of grammatical errors and verb errors with a total of eleven errors. the second error is word choice and spelling, with a total of eight errors. next is adding a word with a total of five errors. then punctuation and incomplete sentence with a total of three errors. then singular-plural, word order, and capitalization with the sum of two errors. Finally, the lowest error is article and word form with the number of one error.

The frequency of student error sources from intralingual transfer is 36 errors.

The frequency of student error sources from interlingual transfer is ten errors.

Based on the table and statements above, the mistakes made by the sixth semester students of the English education study program originate from intralingual transfers and interlingual transfers. To be more specific, students' intralingual errors were caused by over-generalization, lack of knowledge, incomplete application of rules, and neglect of co-occurrence restrictions. The most common source of errors in students' writing was intralingual transfer with a total of 36 errors. The second order was interlingual transfer with a total of ten errors.

b. Discussion

The writer would like to interpret the data based on the description and analysis of the data above. The results show that eleven grammatical errors are most often made by students in writing report texts. The first is omitting word the most common form of error which has eleven errors. The main source of omitting word errors is the strategy in translating. English is a language that has spoken and written differences. When students translate Indonesian into English they do not

block the writing. Therefore, most students have errors in the form of omitting words.

The second most common mistakes are word choice and spelling. It has eight errors. The source of the error is intralingual transfer. Errors in the form of word choice occur because of not paying attention and revising the results of their writing. So there is an error in choosing the right word. Students choose the wrong word whose meaning does not fit in the sentence. The last is spelling with the same number of errors. The main source of spelling errors is transfer between languages.

Furthermore, the three lowest students' grammatical errors in writing report text are adding a word that has five errors. students do not pay attention and miss the word in a sentence that is needed. This is because students' competence about the rules is not complete, causing them to lose some words or in the sentence.

The fourth is punctuation and incomplete sentences. The first is punctuating, this occurs when students write a paragraph and the paragraph is hampered to be understood by the reader because of some wrong patterns or inappropriate words in the sentence, so students do not pay attention to the use of punctuation marks. This kind of error is interlanguage transfer because students translate their first language into target language word by word or communication strategy when students try to explore easy writing ways to write their ideas based on their version but it leads them to errors. in writing punctuation also plays an important role. The following are incomplete sentences. Incomplete sentences are mistakes that are often made in writing. This error stems from the interlingual transfer. Where students use the rules of writing in Indonesian into English. So this error often occurs.

The following mistakes are often made in three forms, namely singular-plural, word order, and capitalization. Have the same number of errors which is two. Singular-plural It occurs because students do not have singular-plural rules in their first language and it is different from the target language which has singular-plural noun rules. In addition, nouns in the target language which are divided into countable and uncountable nouns and plural nouns which are divided into regular and irregular patterns, sometimes confuse learners. Therefore the dominant source of singular-plural errors is transfer between languages. The second word order with a total of two errors. This omission is due to lack of attention in the preparation of words in a sentence. This error stems from the interlingual transfer. Here's a capitalization with the same number of errors. In the use of English, spoken and written are two different things. When speaking we do not need to pay attention to the letters that we will pronounce. but in writing, we must pay attention to the use

of capital letters. If you don't pay attention, students will make mistakes that come from intralingual transfer.

The last one is an error in the article and word form, with the lowest number of errors being one. Articles (the, a, and an) are used in words that are often used or in sentences that are quantitative. If in a sentence shows the number then or something that can be counted. This error stems from intralingual transfer. Then the second lowest error is in the form of a word form. Mistakes in the use of inappropriate word forms in a sentence. This error is also caused because students translate word for word. This is included in the source of intralingual transfer errors.

CONCLUSIONS

Based on the data in the previous chapter, the writer would like to draw a conclusion the Sixth Semester Students of the English Language Education Study Program still make many errors in writing report texts. The researcher found eleven common errors made by students when writing, namely omitting word, word choice, spelling, word order, adding a word, punctuation, incomplete sentences, singular-plural, capitalization, word form, and article.

The most common type of error made by students is the first omitting word with a total of eleven errors. both word choice and spelling with a total of eight errors. the third is adding a word with a total of five errors. The following are punctuation and incomplete sentences with the same number of three errors. then the fifth is singular-plural, word order, and capitalization with a total of two errors. the last lowest error committed by the number of one error.

Then there are two types of sources of errors made by students when writing, namely intralingual transfer with the highest number of errors 36 which fall into this category. The second source is the interlingual transfer with a total of ten errors.

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