Error Analysis in French Simple Sentence Writing among the Students of UniKL MFI

Shobehah Binti Abdul Karim, Vijayaletchumy Subramaniam, Hazlina Binti Abdul Halim

Faculty of Modern Languages and Communication, Universiti Putra Malaysia

Abstract
This study on learning French as a foreign language (FL) focuses on French writing skills. Learning FL requires the student to master communication skills as well as writing skills. Good command of basic French grammar may help for better writing skills for the target language. This study is limited to simple French sentence writing skills among students by analysing errors in their writing. The study respondents comprised of 50 French 1 (WFD10101) students from University Kuala Lumpur Malaysia France Institute (UniKL MFI). The research data was analysed both qualitatively and quantitatively. The research location was UniKL MFI. This document analysis study used essays from the answer script of section A, question 11 of the French 1 final test. The results of the students' writing were analysed through Taxonomy of Errors by Dulay, Burt and Krashen (1982) to identify the students' errors in constructing simple French sentences. The findings of this research showed students had the tendency to make errors in using prepositions, followed by verbs, nouns, and adjectives. These errors occurred as the students lack basic French grammatical knowledge. In addition, with the status of French as a FL in Malaysia, there are differences in terms of grammar and sentence structures between French and Bahasa Malaysia. Therefore, these are the factors that cause the respondents to make mistakes errors when writing and subsequently perform errors in adding, reducing, and selecting in French sentences. Hopefully, this research will be beneficial for the learners and teachers of French language in Malaysia.
Keywords: French Language, Foreign Language, Error, Writing, Essay.

Introduction
Learning French language in Higher Education Institutions (HEI) in Malaysia began around the 60s. Learning French not at the origin country of said language creates limitations when sourcing reference materials and to also practice communication skills in the target language. When learning French as foreign language (FL) students are often asked to write simple sentences as part of developing their communication skills. However, during this process, the students are oftentimes found making errors in writing which would then affect their French language achievement. French has complex grammar rules, such as verb conjugations, gender agreement, and sentence structure, all of which pose significant challenges to learners.

Mistakes in these areas can hinder students from constructing accurate and meaningful sentences in French. These errors are natural in language learning and can be analysed to improve both teaching and learning outcomes. Error analysis helps in identifying common grammatical mistakes, making it a valuable tool for improving foreign language learning. By implementing an error analysis approach in basic French writing, especially in the context of foreign language acquisition, teachers can better understand where learners struggle most. This approach holds significant importance for both educators and learners to better understand the types of mistakes made, their sources, and how they can be corrected. This method leads to more targeted teaching, improved writing skills, and a more effective overall language learning experience among the students of French language I (WFD10101) of University Kuala Lumpur Malaysia France Institute (UniKL MFI). The significance of this study extends beyond the classroom. Apart from being a powerful tool for understanding learner difficulties, error analysis in basic French writing is also an effective means for improving teaching strategies and promoting more effective language learning. It helps both students and educators focus on specific areas of weakness, which leads to better writing skills and more accurate use of the language.

Literature Reviews
Error analysis study (EA) conducted by Alhaadi Ismail & Zaitul Azma Zainon Hamzah (2018), and Zaliza Mohamad Nasir (2017), is based on the Theory of Error Analysis by Corder (1981), as opposed to the work by Asnola, et al (2022), Hazlina & Ang Lay Hoon (2015), and Suhono (2017), who applied the definition of errors in forming words by James (1998), and misordering error by Dulay, Burt & Krashen (1982), Hazlina et al (2016), applied the theory of classification of spelling errors by Rimrott & Heift (2008), and Muftia Arifana Saputri (2017), applied the evaluation answer scheme of the DELF (Diplôme d'Etudes en Langue Française) to identify the errors made by French-language students as a FL.

Next is the error analysis study in writing French conducted by Roihana (2019), Hazlina Abdul Halim et al (2016), Hazlina & Ang Lay Hoon (2015), and Muftia Arifana Saputri (2017), which also piqued the researcher's interest to conduct error analysis studies after this. EA research by AK Hazlina Abdul Halim et al (2016), focused on the French spelling errors made in translations, which preceded the study that is related to the error in choosing and forming words in translated French sentences. Roihana (2019), and Muftia Arifana Saputri (2017), on the other hand conducted error analysis towards the writings produced by French-language students on the topic "Se Presenter" as a foreign language in an online French class.

Therefore, this literature review also provides an idea to the researcher to choose to conduct error analysis study based on the Taxonomy of Errors by Dulay, Burt, & Krashen (1982). Meanwhile, previous French-language studies have focused on the errors in selecting and forming words in French translations, spelling errors in French translations and Muftia (2017), on the other hand conducted research on online writing. Asnola et al (2022), Roihana (2019), and Mayada Zaki (2015), stated that both contrastive analysis and error analysis play a role in the student EA. This contrastive analysis studies as well as EA are complementary. James (1980) claimed that contrastive analysis helped students if there were errors in learning language, while error analysis helped to identify the source of the error during the transfer process of L1 or other languages to the target language.

All these research that has been conducted are qualitative research with clear aims and objectives. This literature review has pulled the interest of the researcher to conduct EA research. Also, as an impact are the findings from the EA conducted, which show that EA is highly beneficial to the teaching team as well as the students of foreign language.

Research Objective

This study focuses on writing French, which is building simple French sentences in the final test for French I (WFD10101) as a FL. Specifically, this study aims to identify the errors students make when writing the simple French sentences and subsequently analyse the source of the errors when writing French among students who are learning French as FL.

Methodology

In line with the topic of this study, which is simple French sentence error analysis, a field study and document analysis was conducted among the students of French I (WFD10101) at UniKL MFI. This language error analysis research was conducted based on the Taxonomy of Error by Dulay, Burt, & Krashen (1982), to identify the errors students made in constructing simple French sentences and the errors were classified according to the type of error, which are addition error, misordering error, omission error, and misinformation error. The research instruments are answer scripts for question 11, section A, French 1 (WFD10101) final exam.

Research Sample

Research population comprised of 50 technical students of UniKL MFI from various fields of study such as Automotive, Electrical, Welding, Robotics, and others. Every UniKL MFI student is required to learn French as a FL in line with the status of French as a compulsory university subject and one of the conditions for graduating, whereby the student must pass French. Their age range was unlimited. Research sample are Malaysian students and Malay Language (ML) is their native language or B2 students. Students' mastery of ML is good. These students have followed the French 1 (WFD10101) class for 28 hours before sitting for the French Semester 1 final exam. Although they learned in different classes, the lecturers were the same and used the same lesson plans. The differences are only from the timing and place of study. Lessons were conducted in a class equipped with air conditioning, smart board, and other necessities such as chairs, tables, and whiteboard. The textbook "Le Nouveau Taxi" and the practice book "Le Nouveau Taxi 1" written by Guy Capelle, Robert Menard, (2014). Paris: Hachette were used in the teaching and learning of French I and French II in UniKL MFI. Other than that, the book "Le Nouveau Taxi 1" was accompanied by CD Audio and CD-Rom to listening, reading, writing, speaking, and comprehension skills. The lecturer also provided additional notes that are downloaded to the e-learn and prepared PowerPoint as additional teaching materials during teaching and learning in class so that the students may master basic French writing and communication skills.

Research Location

This research was conducted at a Private Higher Education Institution (PHIE), which is Universiti Kuala Lumpur Malaysia France Institute which is located at Seksyen 14, Jalan Teras Jernang, 43650 Bandar Baru Bangi, Selangor. UniKL MFI was established around the 1980s. Its formation was the result of a cooperation between UniKL MFI and the French government with the aim to generate a group in the technology field who also has a firm grasp of the

French language. French, in this PHIE, holds a status as a core university subject and every student is required to learn French to graduate. Therefore, UniKL MFI students must master French well. Is it compulsory for every Diploma and Degree student to learn this language for 2 hours a week for a duration of 14 weeks per semester.

The objective of teaching and learning French in UniKL are as below:

      i.   To be able to communicate and write using simple French sentences.

      ii.   To understand and source for information from French texts.

      iii.   To be able to apply the knowledge about France and its culture

This study is limited to French students in the Technical Engineering Diploma and Degree program. Every semester the French I (WFD10101) grading is as follows:

Table 1
French I (WFD10101) and French II (WFD10201) Assessment

FRENCH I (WFD10101)
28 hours (14 x 2hours)
30% Coursework
30% Project
10% Quiz
30% Exam

Research Instrument
Document Analysis
The usage of simple French sentences in essays was used to identify the errors performed by students when writing French. These errors also influenced the respondents' achievements. Raw error data from this exam was collected and classified based on several types of grammatical errors. The final exam for French 1 was the documents chosen to conduct this research. Focus was given to section A, question 11 of the semester final exam answer script, which was to compose a short descriptive essay, introducing someone. Students of the WFD10101 were required to compose a short essay of approximately 50 words based on the personal information and picture of a female friend, which is name, family name, age, nationality, occupation, address, father's occupation, father's nationality, mother's occupation, and mother's nationality.

Questionnaire
The questionnaire method was used to scrutinize the understanding of French grammar and the background of the respondents. A 30-minute time limit was given to answer the questions within the questionnaire. An interview was set by the researcher and the respondents, and the questionnaire research was conducted during the French I class at UniKL MFI. A Likert scale-based questionnaire of a 1 to 5 scale was the main source for data in this research. The Likert scale range was from strongly disagree, disagree, somewhat agree, agree, and strongly agree. The students answered the questionnaire in a condition under no pressure and 15 to 30 minutes was given to complete the questionnaire. It was also informed that the choices for the questionnaire had no right or wrong determinant. In addition, a blank space was prepared for subjects to list other opinions.

Observation
The researcher also observed the behaviors of the respondents during the teaching and learning process. Additional information based on the observation by the researcher would be noted. This observation process is an additional source that helped the researcher to further strengthen the findings of this research.

Data Analysis
After attending the French as a foreign language course in UniKL MFI for fourteen weeks (28hours), an assessment on the level of mastery of French among the UniKL MFI students was conducted. Therefore, the students of WFD10101 sat for a written exam that covered the aspects contained within the French syllabus. Based on the questionnaires and the exam papers, data was collected and analysed in order to meet the objectives of the study. A review of the written exam papers was conducted manually. The obtained data from the exam papers were then elaborated qualitatively to meet the main objective, which is to identify errors made in writing simple French sentences as a foreign language. Microsoft Excel software was used to note and process the data for the purpose of accounting for the total of frequency and percentage of errors in sentence structure and grammar among the research respondents. Overall, the data analysis in this research was conducted through a qualitative approach.

Theory
Taxonomy of Error Analysis by Dulay, Burt & Krashen (1982) was used to conduct the Error Analysis (EA) research for students writing simple French sentences. The results of the writing were reviewed from the aspects of errors and mistakes in building French sentence structures and grammar. Furthermore, the data collected by researchers on the error frequency and its causes will be analysed quantitatively using Excel. The final step that should be taken is to classify the error and subsequently to produce an explanation on the errors found in writing French 1 simple sentences.

With that, the researcher used the simple description model in Figure 1 to identify the errors made in respondents' writing of simple sentences. Through this model as well, the efficiency of B1 and FL was used as input for this analysis. However, this model also considered all aspects involved in the student's process of learning a FL. Next, the EA for the French sentence structure and grammar was also conducted based on this simple description model. The final step as where the findings of the EA were classed according to the Omission error, addition error, misordering error, and misinformation error.
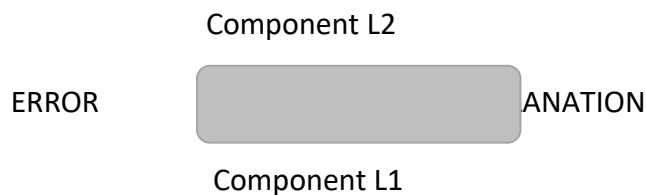
Component L2

ERROR ANATION

Component L1

Figure 1: Simple Descriptive Analysis Explanation Model

Synopsis
An important EA in this research is linked to the teaching and learning of a FL. If the EA is conducted systematically, it will be highly beneficial for the teaching and learning of a FL. The researcher is of the opinion that EA has its own advantages. The positive attitudes of the UniKL MFI students on continuous guidance from the lecturer and their willingness to receive criticism over their errors or mistakes made when writing their French essays has helped the students of WFD10101 to have good command of the language and correct their mistakes.

Results and Discussion
Identification the Source of the Errors in the Students' Writing of Simple Sentences when learning French as a foreign language
This research focuses on the errors of French sentence structures and grammar in writing simple sentences for respondents who have learnt French I (WFD10101) for 14 weeks (28 hours of teaching). The method of qualitative analysing data is applied for this research to obtain error data for the writing. This data studies and analysis are based on the objective needs of the above research. The written exam is the main source to obtain data for this research. The raw data obtained from the respondents' writing of simple sentences were then analysed through reviewing the written exam papers manually as well as the observation method. The findings of the analysis of these documents are discussed descriptively and presented in the form of percentages, diagrams and tables. From the 50 descriptive essays by the respondents, there are 110 errors made in the writings by the respondents. These errors are classed according to noun, adjective, verb, and preposition errors. The analysis of this research found that approximately 21 noun mistakes, which are in misordering, Omission, and addition of spelling, addition articles to nouns and determination of noun article according to gender, followed by article error as many as 3 errors in addition, Omission, and misordering and as many as 31 verb errors. 55 French preposition errors were found, involving errors in selection and usage of prepositions. Table 1 below shows the percentages of errors in respondents' writings. This EA was made based on the Error Analysis Taxonomy by Dulay, Burt & Krashen (1982). The errors by the respondents are classified according to categories below, which are:

    i.   Addition error,
    ii.   Omission error,
   iii.   Misordering error,
   iv.   Misinformation error.

Table 2
Errors in Essay Writing

Error Class	Total Error	Error Percentage
Noun	21	19%
Adjective	3	3%
Verb	31	28%
Preposition	55	50%
Total	**110**	

Noun Errors
Every French noun has a masculine or feminine gender, and these sounds are also classed whether it is a singular or plural noun. Adding "Article" which is used for these nouns are "definitive article" or "indefinite article", which are "le", "la", "l'" and "les" or "un", "une" and "des". Among the mistakes and errors in noun usage done by respondents in French writing are:

Addition Error
      Error in adding prefix particle "un" and "une" indefinite article
           (1)   Elle est une dentiste
           (2)   Il est un avocat

In the descriptive sentences (1) and (2) which explains someone's occupation, the usage of the indefinite article "un" or "une" is unnecessary in French. This error is influenced by the problem of disturbance by the English language. The respondents made a generalization that French grammar is similar to English, whereby in every sentence that describes an occupation must include an article. For example, "She is a dentist" and "He is a lawyer".

Error in adding prefix particle "la" definitive article
           (3)   Elle est la dentiste

The error in sentence (3) is the factor of adding a definitive article. Just as in sentences (1) and (2), sentence (3) also did not require the addition of the definitive article "la" to explain the someone's type of occupation in French. The problem of disturbances in English and ML occurs here.

           (4)   Il la _ trent-cinq ans

respondents also made errors in sentence (4) by using the definitive article "la" in the descriptive sentence describing their friend's age. The error of addition has happened, which is by putting the article "la" which does not bring any meaning to this sentence and the structure is also incorrect.

Error in adding pronouns (subject)
           (5)   Il j'habite à Naples en Italie

The choosing of a masculine singular second person pronoun in sentence (5) is correct, however the addition of the singular first person pronoun "je" in this sentence is not allowed. It should be only the pronoun "il" that should be written in this sentence. The correct sentence should read as "Il habite à Naples en Italie".

Error in adding feminine gender marker {e} for nouns
(6)   Elle parle anglaise, italiene et francaise.

Other than that, there is also an addition error in spelling a noun, which is the addition of the feminine gender marker, the morpheme {e} at the end of the noun for sentence (6). The respondent generalized that when a female noun subject for the spoken language must also be feminine as in sentence (6). There is some confusion here whereby the respondent assumed the noun had the same concept as French adjectives. Therefore, based on that, the respondent added the feminine gender marker which is the morpheme {e} at the end of the languages (English, Italian and French) which are "anglaise", "italiene" and "française". The correct answers are "anglais", "italien" and "français" or "Elle parle anglais, italien et francais".

Error in adding feminine gender marker {e} for a masculine subject
(7)   Il est avocate

Error in sentence (7) is placing the morpheme {e} to the noun which the subject is masculine. In French every work noun must match and follow the subject gender. If the subject is masculine as per sentence (7), therefore the correct masculine noun is "avocat" and not "avocate".

Error in adding consonant "l" for singular masculine third person pronoun
(8)   Ill est trente-cinq.
(9)   Ill adore le football.

Error for sentences (8) and (9) are spelling errors on the pronoun of the French singular third person pronoun of "ill". The correct spelling is only "il" or "dia" as a ML male subject. The respondent made an error un both sentences (8) and (9) by adding the consonant "l" at the end of the pronoun "il".

Misinformation Error
Vocabulary misinformation error
(10)   Elle parle anglasi
(11)   Il a vingt cing ans

The sentence structure for (10) and (11) is correct, but the respondent error here is from the spelling. The correct spelling is "anglais" and not "anglasi" and the correct sentence is "Elle parle anglais". The error for sentence (11) is an error in spelling for the number "cing". The correct spelling is "cinq" for the numeral 5 in French and the correct sentence is "Il a vingt-cinq ans".

Pronoun Misinformation error (subject)
(12)   Il s'appelle <u>Charlotte Macdonald</u>

Sentence (12) is incorrect as the respondent chose a masculine singular third person pronoun. The pronoun that should be chosen if "Elle" as "Charlotte MacDonald" is a feminine subject. The correct sentence is "Elle s'appelle Charlotte MacDonald".

Adjective misinformation error for nationality as a country name
(13)   Il habite à Naples en Italien

respondent performed a misordering error in sentence (13). A confusion occurred, where the respondent wrote the nationality adjective at the end of sentence (13), which is "italien" as a special noun for a country. The correct answer for this country in French is "Italie". The respondent was not able to differentiate in French between the name of a country and the adjective for a citizen. The special noun for a country should be written as "Italie" and not "italien". Therefore, the correct sentence should read as, "Il habite à Naples en Italie".

Omission Error
Descriptive sentence Omission error explaining a person's age in French
(14)   Il a vingt cinq ___.
(15)   Elle a vingt ___.

The error in sentences (14) and (15) are errors where the respondent did not place the year in French at the end of sentences (14) and (15). At the end of both above sentences the respondents should have placed the word "ans" at the end of the sentence. The correct sentence is "il a vingt cinq ans" and "Elle a vingt ans".

Error in reducing the spelling
(16)   Il a ving cinq ans
(17)   Il ~~la~~ ___ trent-cinq ans

The structure for sentence (16) is correct but the respondent had a spelling error in this sentence, which is "ving". The word "ving", if seen from a sounding aspect is correct, but it is the incorrect spelling. The number 20 is spelled as "vingt" in French. Therefore, there is a Omission for the consonant "t" for sentence (16). Meanwhile there are several errors in sentence (17). However, for this section, the focus is given only on the error in spelling the number 30, which is "trent". The correct spelling in French for 30 is "trente". This error might have occurred in the same capacity as sentence (16), whereby if seen from a spelling and sounding chose the spelling "trent" is correct. However, in French this spelling is incorrect and there is a Omission in the particle "e" at the end of the spelling for "trent", which is "trente".

Adjectival Errors
Adjective (Adj) is the word that explains Noun. In French, adjective of Nationality (AN) or citizenship changes according to the grammatical gender, either masculine or feminine, the number, either singular or plural. For singular nouns, the change in the Adjective is only in terms of whether the noun is masculine or feminine. However, if the noun is plural, the Adjective must change not only by gender but also by the number of the Nouns. This

formation is quite complex and diverse. In this study, there is only a kind of error for Adjectives, which is

The Error in Misinformation

The error in choosing the Proper Noun for country as Adjective of nationality
(18)   Il est   Italie__

The influence of mother tongue, ML is also a factor for the student in wrongly choosing a suitable adjective of nationality in French. This language interference influences the formation of the sentence structure (18). If translated to Malay Language or L1 this sentence means "He/she is Itali". The respondent's mistake lies in generalizing the rules and selecting Adj of nationality further leading to the error in selecting Proper Noun for Country as Adj of nationality in the writing of French sentences. The right Adj of Nationality or the citizenship is "italien".

The Error in Misinformation and Omission

The error in selecting the name of the country and the Omission of Adjective by gender
(19)   Sa nationalité est Italie_

In sentence (19), there are three errors, which is the selection of the name of the country as the Adjective of Nationality (AN), the use of capital letters and the issue in determining the gender of the subject and the selection of AN. In sentence (19), the first error was to choose the country "Italie" as the AN. The correct AN is "italien". For the second error, word "Italie_" has been spelt with a capital letter "I". In French, AN is written in small letters. Thus, this word should be spelt with small letters, which is "italien" for masculine subject and "italienne" for feminine subject. Meanwhile, the third error is the error Omission as the suffix, which means not placing the feminine gender marker "_ne" at the end of AN "italien". The subject for sentence (19) is feminine, which is "Sa nationalité", thus respondent needs to add "_ne" to AN "italien" to become "italienne". Respondent should identify the gender for the subject of the sentence (19) be it feminine or masculine, afterwrads choosing the correct AN which is "italienne" for the feminine subject. The correct sentence (19) is, "Sa nationalité est italienne".

Error in Addition

The error in addition for the suffix gender marker
(20)   Il <u>suis</u> italienne

The error in sentence (20) is the error in verb and AN. In this section, the error being focused is the error in AN. The error in this sentence (20) is the addition error at the end of AN "italien". As explained in sentence (19), respondent needs to identify the subject gender in the sentence. The subject for sentence (20) is masculine, which is "Il". Thus, the right AN is "italien" not "italienne. The error in this sentence is the addition of the gender marker at the end of the word which is "...ne" after the citizenship AN "italien". The correct structure of the sentence (20) is, "Il est italien".

Error in Verbs

Verb is a very important element in French sentence structure as all its sentences must have verb. The mastery and skills in conjugation are crucial in learning this language. In the conjugation process, every verb ending will change according to the subject and number. The following is the verb error done by the respondents of this study:

Error in Addition

The error in adding the second verb which is also conjugated

(21)   Il est a avocat

(22)   Elle s appele est Charlotte MacDonald

For sentences (21) and (22), there are two verbs that have been conjugated. There is the addition of the second verb "avoir" and "être" that are also conjugated, which is "a" (21) and "est" (22) which is the main cause of the error of this sentence-writing. In the correct present French sentence structure, only the verb needs to be conjugated, which is the first verb, meanwhile the second verb and so on stay in its original form. If "a" and "est" are removed from sentence (21) and (22), thus the correct sentence is "Il aime chanter" and "Elle s'appelle Charlotte MacDonald" .

Error in Misordering

The error selection of the noun placed as verb

(23)   Il âge trente-cinq

(24)   Elle profession la dentist

The errors in sentences (23) and (24) are the problem in which the respondent is not able to distinguish between noun and verb. The respondent places noun "âge" and "profession" in the place of verb in sentences (23) and (24). The error in choosing this noun has caused to be ungrammatical. The verb that should be chosen by the respondent is "AVOIR" to explain about age and the verb "ETRE" explains about the worker. The correct sentence is "Il a trente-cinq ans" as in sentence (23) and in sentence (24) "Elle est dentiste".

The error in Misinformation : selecting the noun as the verb

(25)   Elle langue <u>est</u> anglais, francais et espagnol.

(26)   Il ville <u>est</u> Naples

(27)   Il age <u>est</u> trente cinq

The student has added noun before verb conjugated to sentences (25), (26) and (27). In addition, Noun is definitely unnecessary to be included in the writing of this descriptive sentence. Other than that, respondent also made the error in selecting verb in all three sentences (25), (26) and (27) above. They have chosen the verb "ÊTRE" that is also conjugated to "est" according to the third subject, which is"Il" or "Elle". The correct verb in sentence (25) is "PARLER" (talk), sentence (26) "HABITER" (live) and sentence (27) is "AVOIR" (has) to explain about one's age in French. The following is the correct sentence for (25) "Elle parle anglais, français et espagnol, (26) "Il habite à Naples en Italie" and (27) "Il a trente cinq ans".

The error in Misinformation (error using verb "ETRE" to describe age)

(28)   Elle est vingt-sept ans

(29)   Il est trente cinq ans

Sentences (28) and (29) are wrong the because the verbs were not correctly chosen. In French, verb "AVOIR" (to have) is used in the construction of a descriptive sentence to explain about one's age. Respondent made an error by choosing the verb "ÊTRE" in sentences (28) and (29). This error is caused by an interlingual issue and the issue of English interference in learning French as the foreign language. If the sentences (28) and (29) are correctly translated, but in French the use of the verb "ÊTRE" is not permitted as the explanation on age can only use the verb "AVOIR". This is a very significant difference, if compared with Malay Language and English, which is using the Verb "AVOIR" to explain about one's age. Verb "AVOIR" is also conjugated according to the subject which is, "Elle a …" dan "Il a…".

Error in Misinformation (verb)
(30)   Elle habites vingt-sept

The error in sentence (30) lies in selecting the verb "HABITER" which means "stay". The respondent should use the verb "AVOIR" meaning, "has or have, or possess", like sentences (28) and (29) above, when talking about one's age in French. The respondent chose the wrong verb when constructing the sentence. Thus, to make this sentence have the correct meaning, the respondent should write the following sentence (30), "Elle a vingt-sept ans".

The error in Misinformation (selecting and conjugating irregular Verb)

(31)   Il ai trente-cinq
(32)   Il suis italien
(33)   Il suis italienne

The error here is the conjugation error. The supposed conjugation for the verb "avoir" sentence (31) for subject "Il" or the third singular subject is "a" not "ai" as selected by the respondent. The correct sentence (32) is "Il a trente-cinq ans". There are also errors in sentences (32) and (33), which is the error from the same category, the error in the verb conjugation of the irregular verb "ÊTRE". The right conjugation is "est" not "suis" like the sentence above. The correct sentences (32) and (33) are "Il est italien", thus clearly both irregular verbs "AVOIR" and "ÊTRE" do not have any formula like the regular verbs. Thus, it is better for the respondent to memorise the irregular verb conjugation and the formula for other regular verbs so that respondents can master the writing in French.

The error in Misinformation (selecting the suffix for the regular verb "_ER")

(34)   Charlotte habit_ à Toronto au Canada
(35)   Il habités à Naples en Italie
(36)   Elle habiten à Toronto au Canada.

The error in conjugation can make the sentence incorrect and ungrammatical in French. The respondent is often confused and lack the skills in the suffixes that should be written during the conjugating process in sentences (34), (35) and (36). Verb with suffix "_ER" in French has a form or formula and conjugated in line with the subject (humans or things) and based on the number and gender (pronouns). For instance:

Verb   (………ER)

Je *(I)*	..........e	Nous *(We)*	.......ons
Tu *(You)*	.........es	Vous *(You)*	........ez
Il/Elle *(He/She)*	.........e	Ils/Elles *(They)*	.......ent

All the suffixes for the verbs in sentences (34), (35) and (36) are wrong or incomplete. The error in selecting this suffix shows that the respondents have not been able to master the skills of conjugating the verb with the suffix "_ER". These sentences will be grammatical when the letter "e" is added to the root word "habit" and becomes "habite" because all three subjects of the sentences (34) , (35) and (36) are from the same category, which is the singular pronoun, "Il" also "Elle".

Error in selecting the correct ending when conjugating the verb
(37)   Il s'appele Marchetti Luciano
(38)   Il's appeles Marchetti Luciano
(39)   Elle s appele est Charlotte Macdonald
(40)   Il s'apelle Marchetti

The spelling error was done by the respondents for sentences (37), (38), (39) and (40) when constructing a sentence of self-introduction and introducing another person in French. The respondents have made several conjugation errors of this verb. It shows that the respondents have not mastered the technique and formula of French verb conjugation. The correct conjugation for the verb "S'APPELER" (to be called) is as follows:

S'APPELER

Je m'appelle	Nous nous appelons
Tu t'appelles	Vous vous appelez
Il/Elle s'appelle	Ils/Elles s'appellent

The correct sentences (37), (38), (39) and (40) are "Il s'appelle ..." or "Elle s'appelle ...". Among the errors that the respondents made when trying to conjugate is the consonant "l" on sentences (37), (38) dan (39), error in reducing the consonant "p" on sentence (40), the error in putting the comma on sentence (38), which is after subject "Il", where respondents answered, "Il 's appeles". Other than that, there are also other errors on sentence (38), which is the error in selecting the suffix of the conjugation. Respondent wrote the suffix as "...es". The correct conjugation is by using the suffix "...e" for the third singular subject. The grammatical sentence (38) is "Il s'appelle" not "Il 's appeles". Meanwhile, there is another error on sentence (39), which is not placing the after the consonant "s". The correct conjugation and spelling for this sentence is "Elle s'appelle....".

Error of Omission
Not placing the verb in the sentence
(41)   Elle ____ vingt-sept ans
(42)   Il ____ trente-cinq ans

A major error was made by the respondents on sentences (41) and (42), which is error Omission. The writing of the sentence without verb is a major error in French as the noun in the sentence cannot be interpreted. The correct sentence structure in French must have a verb after the subject. There is an interference in the respondents' mother tongue or first language as Malay Language has sentences that do not require any verb. This causes confusion to the respondents in building the right sentences. The weakness in sentences (41) and (42) is not placing verb "AVOIR" (has) to explain one's age in French. In these sentences (41) (42), the verb "AVOIR"conjugated following the subjects "Il" or "Elle" is "a". Thus, the right sentences are "Elle a vingt-sept ans" and "Il a trente-cinq ans".

The error in not conjugating the verb
(43)   Elle parler anglais, français et espagnol.

One of the errors that needs to be avoided in learning French is verb. The respondents must be sensitive with verb Conjugation. Avoid making errors as in sentence (43), which is not conjugating the verb "PARLER" (talk). This is one of the errors in French. After being conjugated, the correct verb for "PARLER" by the subject "Elle" is "parle".The correct sentence (43) structure is "Elle parle anglais, français et espagnol".

Error in Preposition
Error in Misordering
The errors in selecting prepositions showing place, or country are as follows:
(44)   Il habite au Italie
(45)   Elle habite en Canada
(46)   Il habite à Italie.
(47)   Elle habite à Canada

There were errors in selecting prepositions for country on sentences (44), (45), (46) and (47), which are prepositions "au", "en" and "à". In French, there are three types of prepositions for country. Prepositions are determined by the gender of a country, and they are written before its name which means "di" in Malay Language. The preposition is "en" for a feminine country, "au" for a masculine country and "aux" for plural masculine country. The error for sentence (44) is the error in selecting the preposition "au" for feminine countries like Italie. The right answer is "Il habite en Italie". Meanwhile, for sentence (45), respondents had wrongly chosen the preposition "en" before masculine country, which is Canada. The respondent should place the preposition "au" before Canada, which is "Elle habite au Canada". Meanwhile, there is a third error in the selection of the preposition for sentences (46) and (47), which is the error in choosing the preposition "à" for a country. The right answers for sentence (46) are, "Il habite en Italie" and "Elle habite au Canada" for sentence (47).

The errors in selecting prepositions showing place, or town are as follows
(48)   Il habite en Naples
(49)   Il vit dans Naples

The respondents had wrongly chosen the preposition on sentences (48) and (49), Naples is a city, not a country. Thus, the right preposition for a city or town in French is "à" not like in sentences (48) and (49) due to the error in the prepositions "en" and "dans" for a town. The

structure of the sentence with the right preposition to explain about location or "di" of a town is as follows, "Il habite à Naples"

Error in Omission

The error in not placing Preposition showing place

(50) Elle habite ___ Toronto
(51) Il habite ____ Naples
(52) Il habite ___ Italie *(f)*
(53) Elle habite ___ Canada *(m)*

The errors for sentences (50), (51). (52) and (53) are not placing the prepositions of place (country) "en" for feminine countries, "au" for masculine countries and "à" before the name of towns. The preposition for sentence (50) is "Elle habite à Toronto" and for sentence (51) "Il habite à Naples". Meanwhile sentence (52) "Il habite en Italie" as Italie is a feminine country and for sentence (53) "Elle habite au Canada", the preposition "au" was chosen because Canada is a masculine country.

The error in not placing the accent (accent aigu) on the preposition "à"

(54) Elle habite a Toronto au Canada
(55) Il habite a Naples en Italie

Most respondents have taken for granted the writing of the preposition "à" before places such as town, village and island. In French the marker above "a", which is "accent aigu" that plays an important part in explaining the difference between Preposition and verb. In this issue, "à" marked here means "di" in Malay Language and functions as French preposition for place like town, village and island. Without placing the "accent aigu" or that marker above "a", the meaning "a" will change. The change will also lead to a big change in meaning as "a" without "accent aigu" brings a different meaning, emerging from the verb "AVOIR" that has been conjugated according to third person singular which is "Il a ..." or "Elle a ... " meaning "He/she has ...". thus, the significance of the marker "à" or "accent aigu" lies in the fact that the meaning and the function will change where the preposition "di" is not the Verb "AVOIR". The correct sentences (54) and (55) are, "Elle habite à Toronto au Canada" and "Il habite à Naples en Italie"

Error in Addition

(56) il est de en Naples, Italie
(57) Il habite en ville Naples en pays Italie

The respondents wrongly added another preposition in sentence (56), "en" after the preposition "de" meaning "from" or "dari" in Malay Language. The sentence structure of (56) would be correct if the second preposition, which is "en" is removed. The correct sentence is as follows "Il est de Naples, Italie". Meanwhile, for sentence (57), the first error is selecting the preposition "en" before the Noun of a town, followed by the second error, which is the addition of the noun "ville" (town) and third error with the addition of Noun "pays" before the country "Italie". Without the addition of the Noun "ville" and "pays", the right sentence structure is as follows, after the preposition "en" before the town Naples is removed and replaced by the preposition "à", "Il habite à Naples en Italie".

Conclusion

The finding of this study shows that the error in the prepositional word is the most significant, which is 50%, followed by verb 28%, noun 19% and finally the least is Adjective, which is 3%. Adjectives is the least error made because they greatly helped students in choosing the right nouns. Thus, respondents can explain citizenship the right way. Meanwhile, Noun error can be explained by the fact that the user of the article has used the subject and gender. It is something difficult and new for the students to master French because in Malay Language grammar, this article is non-existent. However, Malay Language has collective nouns in determining the number, where this criterion is not available in French. Thus, the respondents added article on the sentences that do not need article like explaining about one's occupation. Other than that, French verb error is also something that needs to be taken seriously by the respondents as 31 errors were made. The learning of verb French requires a good learning strategy of the foreign language and respondents need to allocate more time to learn these verbs. Better concentration is needed to memorise and master the way and the formula of French conjugation as the concept of conjugation in constructing French sentences is something new for Malaysian students. It is more difficult compared to Malay Language as there is no such system in Malay Language. Most errors done are the prepositional words in French. The structure of the prepositions is similar to that of the Malay Language. Additionally, the meaning of French prepositions can be directly translated from French to Malay Language, and vice versa. Yet, French prepositions are easy to learn but there are still students who made error in this aspect, which is 55 errors. Respondents have not taken this seriously, and the reality is they need to master the gender for every country in the world as French prepositions for a country need to follow the gender of the country. In terms of the prepositions, the prepositions for towns, the village or island are different in a country. This has caused a lot of confusion among the French students who learn French as a foreign language. The issue of having the second language disturbing or interfering also influences students in choosing French prepositions. Such confusion often happens among the French students as the foreign language.

Thus, researcher finds that there are various interlingual and intralingual phenomena, which is the languages between the writing of simple sentences among the French respondents. This automatically aids in the development of the writing of the target language where the respondents do not make any error in constructing French sentences. Other than that, respondents also used the method of direct translation, either from first language to French or the second language to French. However, the translation method is not always correct as sometimes, it can lead to the error in selecting the right words. The translation strategy also creates a new language between the emerging languages during the transition between students of the first and the second language. In conclusion, through this study the researcher can identify the problems faced by the respondents in writing simple sentences in French. A good writing depends on the mastery in constructing the sentences well, mastering the grammar, remembering the words and mastering the gender terms. When learning a foreign language, errors are normal, and they are an important element in measuring the level of understanding and acquisition of the target language. Other than that, it can also help foreign language teachers especially French teachers to find the way out to address these errors. Thus, this study benefits the teachers so that they can plan their teaching strategy effectively and change the teaching technique in the hope that the respondents can better

master French and no longer make errors in French writing in future. Good FL mastery among Malaysian students would be an added value when they go out into the vocational world.

References

Asnola, W., Maswandi, E., & Zulkiflee, Z. (2022). Error Analysis in the Malay Language Essay Writing of Lower Secondary Students in Brunei Darussalam. Melayu: *Jurnal Antarabangsa Dunia Melayu*, 15(2), 261-282. doi:10.37052/jm.15(2) no6

Corder S.P. (1981). *Error Analysis And Interlanguage*. London: Oxford University Press.

Dulay, H. C., Burt, M., Krashen, S. (1982). *Language two*. New York: Oxford University Press.

Halim, H. (2013). Analisis Error Dan Strategi Pembelajaran Gender Gramatikal Bahasa Perancis. *GEMA Online Journal Of Language Studies*, Vol 13, No 1 di Universiti Putra Malaysia. *Journal of Business and Social Development*, Vol 4, No 1

James, C. (1998). *Errors in language & use*. Harlow: Longman.

Zaki, M. (2015), *Contrastive Linguistics: Approaches And Methods.* Cairo: University of Cairo

Baihaqi, M., Hasni., and Hanan, F. (2017). Analisis Kontrastif Dalam Penggunaan Gender Antara Bahasa Arab Dan Melayu Dalam Kalangan Pelajar Kejuruteraan Di Universiti Malaysia Pahang. Journal Of Global Business And Social Entrepreneurship (GBSE), Vol 1, No 1

Saputri, M. A. (2017) Analisis Error Menulis Bahasa Perancis Pada Forum Media Online Version Originale. (Unpublished undergraduate's thesis). Universitas Negeri Semarang, Semarang, Indonesia.

Roihana, I. (2019). Analisis Kesalahan Sintaksis Dalam Karangan Deskripsi Bahasa Perancis Mahasiswa Semester 2. Doctoral dissertation, Universitas Pendidikan Indonesia.

Suhono, S. (2017). Surface Strategy Taxonomy On The Efl Students Composition A Study Of Error Analysis. *Jurnal* Iqra': Kajian Ilmu Pendidikan, 1(2), 1–30. https://doi.org/10.25217/ji.v1i2.128