1. Introduction

There are numbers of area that Second Language Acquisition (SLA) researchers have been investigating. One of the areas of the SLA which is widely used by the researchers is Error Analysis. Error analysis is an applied linguistics approach used to identify the difficulties faced by the learners of the second language. As harashima (2006) said that it has widely been used "to further understand the nature of learner language." One of the purposes of error analysis is to investigate how learners' native language influences their second language acquisition or what the difficulties in acquiring a second language.

Errors or mistakes committed by the learners of second language in classroom are unavoidable. It is believed that learning is a process in which learners profit from mistakes by obtaining feedback to make a new attempt toward success. The learners' errors also give researchers evidence about how language is learned or acquired and what factor influence it. According to Al-Badawi (2012) "learners' errors reflect a gap in their competence, order of acquisition and accuracy in order of learning." So by identifying this errors, the difficulties which are faced by the learners can be revealed.

Studies about error analysis of the second language learners have been conducted by Lee (2010), Al-Badawi (2012), and Harashima (2006). Lee study (2010) about error analysis of Chinese learners of the Korean language, which focused on source analysis of content-based errors, has found out the ratios of different classes of error classes at various levels: 1) spelling errors to content-based errors for beginners 78%:23%, for intermediate 20%:80%, for advanced 36%:64%; and 2) Native tongue-interference errors to developmental errors to unique for beginners 11%:87%:2%, for Intermediate 21%:69%:10%, for advanced 29%:71%:1%. The study conducted on Arabian learners of English in Saudi Arabia by Al-Badawi (2012) explains the most common errors commited by the Arab learners of English were substitution of the consonants /f/ for /v/ and /p/ for /b/ and the vowels /ə/ for /ɔ/, /ə/ for /ʊ/ and /ɛ/ for /ɪ/; failure to use the plural and third-person singular (- s/es), the comparative (-er), and the progressive (-ing); and lack of subject–verb agreement, erroneous use of prepositions, and erroneous addition and deletion of certain auxiliaries. Harashima's study (2006) claims that interference from the L1 is considered to indicate only a minor effect in modern applied linguistics theories.

a. Research Questions

This study is geared toward answering the following research questions to identify the errors made by the learners:

1) What types of phonetic errors are committed by learners?
2) What types of morphological errors are committed by learners?
3) What types of syntactic errors are committed by learners?