Chapter II

Review of the Related Literature

A. Definition of Errors

Making errors happens when someone learns native language of foreign language. Actually making errors is a part of language. Brown points out that human learning are fundamentally a process that involves the making mistakes. It means that people cannot learn a language without first systematically committing errors.[1]

In relation to the term of error there are some definitions given by the linguists. Brown defines error is as a noticeable deviation from the native speakers' grammar, reflecting the Interlingua competence of the learners[2]. According to Corder that error is breaches of the code meaning, they are against or break the grammatical rules of the language and the result in unacceptable utterances.

Error is a thing done wrongly or the state of being wrong in belief or behavior and scope to make any mistakes without serious consequences. But mistake is an action or opinion that is foolish or wrong or a word, figure, sum, etc that is not correct. In other word, error is a mistake that was done by the user

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[1] Douglas Brown, *Principles of Language Learning and Teaching,*(Englewood Cliffs, Prentice- Hall, 1980), p. 164

[2] Douglas Brown, *Principles of Language Learning and Teaching,* p. 165

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because he did not know from structural or grammatical. And mistake is a mistake that was done by the user because forgetting something. So, it made the structure or grammar incomplete.[3]

B. Error Analysis

Error Analysis (EA) is the study and analysis of the errors made by the second language learners.[4] Error analysis may be carried out in order to identify strategies which learners use in language learning, try to identify causes of learners' errors and obtain information and common difficulties in language learning, as an aid to teaching or in the preparation of teaching materials.

The study of error analysis (EA) proceeds further than merely predicts errors contrastive analysis (CA). EA studies the native of errors and presents confirmation of prediction made by CA. EA deals with collecting samples of learner language identifying the errors according to their hypothesized causes and evaluating seriousness of the errors.[5] It begins from examination of learners' learning problems can be inferred. Errors are attributable to all possible sources, not just those resulting from the native language transfer, as mentioned by Brown

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[3] A.S. Hornby, *Oxford Advanced Learner's Dictionary*. (New York: Oxford University Press, 1995), p. 746

[4] Richards Jack C, *Focus on the Learner: Pragmatic Perspectives for the Language Teacher*, (University of New Mexico: New Bury House Publisher, 1969), p. 127.

[5] R. Ellis, *Second Language Acquisition in Context*, (New York: Cambridge: The University Press Prentice Hall, 1987), p. 127.

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that errors can arise from possible sources such as Interlingua transfer, intralingua transfer, context of learning and communication strategies.[6]

Traditionally the goals of error are pedagogic. Errors provide information, which can be used to sequence items for teaching or to devise remedial lesson.[7] By analyzing students' errors lecturer not only can detect the students' difficulty in learning the target language, but also they can determine the effectiveness of the teaching *methods*. Besides, teacher considers students' errors helpful since through the analysis of errors the teacher will recognize the learners' problems, how far they have learned and what remains for them to learn.

C. The Categories of Grammatical Errors

Some linguists give several theoretical concepts to the types of errors. The errors are classified into 4 categories, namely: linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.[8]

1. Linguistic Category

This linguistic category taxonomy classifies errors in respect to language component or the particular linguistic constituent the errors affects. Language component included phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse

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[6] H. Douglas Brown, *Principle Language Learning and Teaching*, (San Francisco State University: Wesley Longman, Inc.,1980), p. 173

[7] R. Ellis, Second Language Acquisition in Context, p. 51.

[8] Dulay, *Language Two*, (New York: Oxford University Press, 1982), pp. 146-170.

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(style). Many researchers use the linguistic category taxonomy as a reporting tool, which organizes the errors they have collected. Although some use it as the only classification scheme offered, many use it to add to the description the errors provided by other taxonomies.

2. Surface Strategy Taxonomy

A surface strategy taxonomy highlights the way surface structures are altered learners may omit necessary items or add unnecessary ones; they may *misinform* items or *miss-order* them. Researchers have noticed, however that the surface elements of a language are altered in specific and systematic ways. It shows the cognitive processes that the underlined the learner's reconstruction of the language learned. It also makes is aware that learner's errors are some logic. There are types of this category they are:

a. Omission

The omission errors are characterized by the absence of an item that must appear in a well-formed utterance and the content of morphemes (nominal, verbs, adjectives, adverbs) which should be in the correctly expressions.

Example: *He a student of IAIN* for *He is a student of IAIN*

To be is committed in nominal sentence

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b. Addition

Addition errors are characterized by the presence of an item that must not appear in a well-formed utterance. There are three terms of addition as follows:

1) Double Marking

An error in which a concept is expressed twice when the language requires its expression only once

Example: a) I am get good score

The to be *am* is unnecessarily

2) Regularization

An item, which requires special rules, is indicated by the application of a regular rule or an error.

Example: The letter <u>was readed</u> by ani

The verb *read* in past form is *read* not readed

3) Simple Addition

Simple addition error is an error that does not belong to double marking

Example: In over there

The preposition *in* is never used while we say over there

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c. Malformation

Malformation errors are characterized by the use of the wrong form of the morpheme or structure. There are three types of malformation error:

1) Regularization

Regularization is an item in which a regular marker is used in an irregular one.

Example: a) *Man* for *Men*

2) Archie–Form

The selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition.

Example: *That cats* for *those cats*

That instead of *those*

3) Alternating Forms

In this type of error, the students know a lot more about various members of a class of words and the different usages among them. However this fact sometimes confuses him to which one to use.

Example: He has knew it

Knew instead of *known*

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d. Disordering

Disordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. The students often do misaddressing on the group of morphemes.

Example: What I can do for you?

The word order is incorrect. It should be *what can I do for you?*

3. Comparative Taxonomy

The classification of errors in comparative taxonomy is based on comparison between the students of L_2 errors certain other types of construction. In this study, the errors made by the children learning the target language as their first language and to equivalent phrases or sentences in the learner's mother-tongue (Indonesia language). When learning a target language and the learner have already mastered his native language, so that its features interfere to the process of learning the target language. The error identification is traced back by looking for the synonym or translating the words in to the learner's mother-tongue to look for the similarity of the phrases or sentences.

Example: a. The girl beautiful

b. Hospital big

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4. Communication Effect Taxonomy

This taxonomy is different from both surface strategy and comparative taxonomies. Communicative effect taxonomy deals with errors from the perspective if their effect on the listener or reader. Therefore, the focus is on distinguishing between errors that seem to cause communication focus on aspect of errors themselves.

Many language teachers and researchers believe that student errors are significant toward the process of learning and teaching English as a second language. The significance of the learners in second language learning are systematic, in what ways are they organized, and what do they suggest about the nature of second language acquisition as Lee in Richards states one of the teacher's aims should be to prevent mistakes from occurring. In the early stages while are the pupils are wholly dependent on the teacher for what they learn, it should be possible to achieve the aim.[9]

D. The Causes Of Errors

Language learning like any other human learning is fundamentally a process that involves the making mistakes. In the fact, those second language learners' errors are important for understanding of the process of second language acquisition. Many researchers are interested in analyzing the second language

[9]Richards Jack C, *Focus on the Learner: Pragmatic Perspectives for the Language Teacher*, (University of New Mexico: New Bury House Publisher, 1969), p. 130.

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learning errors. Sometimes the causes of errors are easy and confusing to identify because the students still make the some errors though teacher has already explained them. There are some causes of errors

1. Interlingua

   Interlingua is a system that has structurally intermediate status between the native language and the target language. In addition, errors that happened caused of interference of mother tongue. The errors, which occur in learning foreign language, are caused by the interference of mother tongue.[10] It happened because the features of the two languages are different. To identify Interlingua errors, the researchers usually translate the grammatical from of the learner's phrase or sentence into the learner's first language to see if similarities exist.

   Example: *The car red* it should be *The red car*

2. Intralingua

   An intralingua errors is error made by the learners because of the feature of L2 itself. Richard states those Interlingua errors caused by:[11]

   a. Over-generalization

      The learner has the tendency simplify the formations or the rules of the target language. It seems that the learner tend to use the simple

[10] D.A. Wilkins, *Linguistics in Language Teaching,* (Great Britain: Chaucer Press Ltd, 1980), p. 97

[11] Richards Jack C, *Focus on the Learner: Pragmatic Perspectives for the Language Teacher,* op. cit., pp. 174- 181.

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rules to generalization the other uses. In the past tense, for example, we should add-*ed* to the regular verb. Thus, the learner may produce:

I finded the wallet yesterday

The learner also often mixes the rules learned previously with the present rules taught. The learner often learns of structure, which many patterns interfere with each other.

Example: *He is walks* for *He walks*

b. Ignorance of Rules Restrictions

It is still closely related to over-generalization. In this case the learner violets the restriction of existing structure that is the application of rules to contact where they do not apply.

Example: *The man who I saw him is my father.*

Object pronoun *Him* is unnecessarily added in that sentence.

Some of these types of errors are as a result of false analogy, especially in using preposition. The learner who uses a particular preposition with one type of verb will use the same preposition with similar verbs.

Example: *He said to me* may create *He asked to me*

c. Incomplete Application of Rules

It happens due to the deviation of structure that neglects the development of rules to produce the acceptable sentences.

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Example: *Does she like the new dress? Yes, she likes*

When we give a question to the learner, the learner's knowledge of the target language is incomplete so it may make him neglect the rules of the target language in answering or giving responds to the question.

d. False Concepts Hypothesized

It happens due to misconception of the difference in the target language. The poor teaching technique, sometimes create this faulty comprehension. In the teaching of the present tense, for example, the teacher usually starts with the teaching of to be: *is, am, are* then teaching the verb. If the teacher presents the items poorly, the learner may have a false conclusion: *is, am, are,* are the signs of present activities. So, the learner may produce sentences such as:

She is comes here for *She comes here*

He is does the exercise for *He does the exercise*

E. The Nature of writing

Writing is widely used within foreign language course as a convenient means for engaging with aspect of language other that the writing it self.[12] For instance, learners note down new vocabulary, copy out grammar rules, write out answers to reading or listening comprehension questions, do written test. In this

[12] Penny Ur, *a Course in Language Teaching*, (Cambridge: Cambridge University Press, 1996), p.162.

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example writing is simply used either as a means of getting the students to attend and practice a particular language point.

Writing has to be both coherent and cohesive.[13] Coherent writing makes sense because of following the sequence of ideas and points. To make cohesion writing, a writer concentrates on the various linguistic ways of connecting ideas across phrases and sentences.

When someone writes, he or she has to consider readers who will read his or her writing. A writer needs to have capability of predicting the audience's general knowledge, cultural and literary schemata, specific subject-matter knowledge, and how his or her language choice of will be interpreted.[14] It will reduce such kind of misunderstanding and misconception of ideas on the reader's mind.

Writing is a physicals act. The act is a time for a writer to reflect, to play around with ideas, to gain new and deeper insights into what he or she feels and believes; it's a time for him to polish the things about which he wishes to write until they become clear and understandable communication.[15]

Writing in English not only a key of academic success but also an outlet for self-expression and through writing we can also communicate with one another across distance and time. Writing is a skill that can help the writer in many areas and it is important in humans' activity. It creates ideas or something cannot be

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[13] Jeremy Harmer, *The Practice of English Language Teaching 3rd edition*, (New York: Longman, 2001), p.246

[14] H. Douglas Brown, Teaching by Principle: An Interactive Approach to Language Pedagogy, (New York: Prentice Hall, 1994), p.326

[15] Bernad Percy, *The Power of creative Writing*, p. 6.

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produced by spoken way. It also allows people to give information to others abroad about their intentions, and permit them to express their feelings and emotions. Besides, it can help the students in learning process. Creative writing is a wonderful tool for providing opportunities that have a meaningful impact on the life of student.

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